

Guide—Lesson Reflection

Teacher Candidate _____ School _____

Mentor Teacher _____ Grade/Subject _____

UCA Supervisor _____ Date Lesson Taught _____ Time _____

List the objectives of the lesson. You will reference each of these as you respond to the next prompts.

Copy/paste to this box the academic and/or affective objectives from the LESSON OBJECTIVES box of your lesson plan. (Not the ARKANSAS CURRICULUM FRAMEWORK SLEs/COMMOM CORE box.)

Example: “Students will use adverbs effectively in their own writing.”

TPOA – D1

Identify STRENGTHS in the lesson in relation to the academic and affective [social/emotional/behavioral] objective(s). Use specific evidence from the lesson to support judgments.

[NOTE: In responding to this prompt, you will want to consider aspects of the lesson such as student grouping, materials, methods and strategies, activities, and assessment.]

For the purpose of this lesson reflection, a “strength” is a choice you made in your planning or an action you took during the lesson that aided the students in meeting all or part of a lesson goal. You must use specific lesson evidence to prove that students were better able to meet all or part of a learning goal(s)/objective(s) due to the strengths that you identify.

Keep these tips in mind: 1. Clearly and accurately identify two specific strengths. 2. Identify strengths that reflect lesson aspects listed in the NOTE after the prompt. 3. Avoid vague strengths such as “Students had fun” and “Students really enjoyed the lesson.” 4. Clearly connect each strength to a lesson goal/objective and support this connection with specific evidence from the lesson.

Example of **one** strength: “I think modeling ineffective and effective adverb choices on the overhead was a strength today. I pulled some of these examples from stories the students had read and discussed previously, so when we changed the effective adverbs to less effective ones and read them aloud, the difference was very noticeable. The transparencies helped make this more concrete since they could see the sentences clearly and focus on the difference between the effective and ineffective choices when hearing these read aloud.”

Identify WEAKNESSES in the lesson in relation to the academic and affective [social/emotional/behavioral] objective(s). Use specific evidence from the lesson to support judgments. *[NOTE: In responding to this prompt, you will want to consider aspects of the lesson such as student grouping, materials, methods and strategies, activities, and assessment.]*

This one works very similarly to the STRENGTHS prompt. However, instead of describing how choices you made in your planning or actions you took during the lesson helped students in meeting goals/objectives, you’ll describe how your plans or choices did not move students toward meeting lesson goals/objectives. These are the missteps in your planning and/or in your facilitation of the lesson itself.

Keep these tips in mind: 1. Clearly and accurately identify two specific weaknesses. 2. Identify weaknesses that reflect lesson aspects listed in the NOTE after the prompt. 3. Avoid vague weaknesses like “The lesson was too long” or “Students lost interest in the activity.” 4. Avoid blaming students. 5. Clearly connect each weakness to a lesson goal/objective and support it with specific evidence from the lesson.

Example of **one** weakness: “A weakness today was the activity where students were to find effective adverbs in their own reading books. I thought that this activity would help me assess their individual understanding of an effective adverb and better prepare them for writing their own effective adverbs. However, most of the students couldn’t find an example, and some of the examples that were shared aloud were actually adjectives. They weren’t ready for the level of difficulty of this activity, and I should have prepared passages in advance that I was certain contained examples of effective adverbs.”

To what extent were the objective(s) met by all learners? Use specific evidence from the lesson to support judgments. [NOTE: In responding to this prompt, you will want to consider assessment evidence you collected from the students. In other words, did the students learn what you wanted them to learn? How do you know?]

In order to respond to this prompt, you must have collected evidence on how well your students met the lesson objectives that you identified in your lesson plan. The more systematic your assessment method, the better you’ll be able to accurately respond to this prompt. (For a review of how to plan a systematic assessment, see the *Guide—Lesson Plan/Instructional Profile* document.) It’s important that you address the extent to which all students/learners met each objective.

Consider this scenario. A teacher taught a lesson to 25 students. On his lesson plan, the teacher identified two objectives for his lesson. After the lesson and activity that followed, he brought the lesson to a close by asking four questions that he designed to measure the extent to which students had met the lesson objectives. The teacher asked these questions aloud to the whole group. Multiple hands went up for each question, and students were eager to be called upon to answer. The teacher called on a different student each time he asked a question, and all four questions were answered correctly by the volunteers. Now, consider the prompt: *To what extent were the objectives met by all learners?* The teacher cannot answer this question accurately. The teacher may only account for four of the twenty-five students.

What specific evidence from the lesson does this teacher have to support his judgments? Imagine that he writes, “I think my students did meet the objectives. There were lots of volunteers when I asked the four questions at the end, everybody wanted to answer, and they were able to answer the questions correctly.” Is this accurate? No.

What could he have planned so that he would know the extent to which all of his students met the objectives? There are lots of possible methods. Example: Ask each student to answer the four questions on his/her own slip of paper. Then, take up the slips before asking the questions to the whole group. The slips become the teacher’s specific evidence. A quick glance through the slips accurately informs the teacher of the extent to which all students have met the objectives.

You must address each objective and account for all learners/students, so think ahead and plan your systematic assessments carefully.

How will you use this experience to guide future instruction? Explain why you have made this decision.

Now that you’ve carefully reflected on the strengths, weaknesses, and results of your lesson, describe how you’ll use this experience as you plan future instruction. Be specific and include what you will do (or would do) next with these students. As you explain “why” in your response to the second part of the prompt, the more you can base and support your reasoning on the learning/performance of individuals or specific groups of students, the better.

TPOA – D2, D4

Identify an individual or group of students who did well in today’s lesson. How do you account for this performance? What type of enrichment would you suggest to challenge this individual or group of students?

D2 focuses on efficacy—taking responsibility.

When you account for the performance of whatever individual or group you identify, it’s important that you describe how your choices in planning or your actions during the lesson aided this individual’s or group’s success. If your focus is on the individual or group rather than your choices/actions, you’re not demonstrating efficacy. For example: “Cassie was successful today because she’s really bright and picks up information quickly the first time.” This response focuses on the student. Here’s a response that demonstrates teacher efficacy: “Cassie is a visual learner. Knowing this, I chose to include a graphic organizer in the lesson. This tool helped her process the information quickly and it helped her focus her attention.”

When you suggest enrichment for this student or group in the second half of the prompt, avoid naming more of what you’ve already done. Aim for something new, specific, and practical. What could this teacher do next to challenge Cassie, based upon what he/she knows about her as a learner?

Identify an individual or group of students who had difficulty in today’s lesson. How do you account for this performance? What type of support would you suggest to assist this student or group of students with learning?

Efficacy is important here as well. This time as you account for the struggle of an individual or group, it’s important that you describe how your choices in planning or your action (or lack of) during the lesson are the reason why the individual or group struggled. Don’t blame the students or any other circumstance. Take responsibility—demonstrate professional efficacy.

Blaming: “Cassie rarely pays attention in class because she doesn’t like math and she’d rather doodle. I’ve called her mom but that hasn’t helped.”

Efficacy: “Cassie has trouble focusing her attention on math. I should have stood nearer to her desk more often and I should have checked her progress. It’s important for me to make math practical for Cassie since she doesn’t immediately see the value of it, and this lesson was too abstract to hold her attention.”

When you suggest assistance, aim for something new, specific, and practical.

Add any other comments, reactions, or questions about this lesson. For example, is there anything about which you felt particularly good, frustrated, or confused?

Explain what forms of communication with parents/guardians you have used and provide physical evidence of this communication. You may find the logs on the following pages useful for this purpose.