UCA Middle Level Lesson Plan Reflection* Guided Version

DIRECTIONS: Complete all prompts unless otherwise instructed. Type your responses directly into this document. Do not use bold text for your responses.

1. What were the strengths of the lesson in relation to the objective(s)? Use specific evidence from the lesson to support judgments. (TESS - 4a)

For the purpose of this lesson reflection, “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 learning objective. You must use specific lesson evidence to support your claims that students were better able to meet all or part of a learning objective due to the strengths that you identify.

Keep these tips in mind:
1. Clearly and accurately identify two specific strengths.
2. Avoid vague strengths such as “Students had fun with the materials” or “Students really enjoyed the lesson.”
3. When choosing strengths, consider aspects of the lesson such as student grouping, methods, materials, activities, assessments or other choices you made in your planning and execution of the lesson that helped students meet the objectives.
4. Clearly connect each strength to a lesson goal/objective and support this connection with specific evidence from the lesson.

Example of one strength related to the teacher’s choice of material & method:

“I think using a slide show to model ineffective and effective adverb choices was a strength today. I pulled some of the examples they saw on the screen from literature the students had read and discussed previously, like The Hunger Games. So when we changed the effective adverbs to less effective ones and read them aloud together, the difference was very noticeable. The Power Point slides helped make this more concrete since the students could see the sentences clearly and focus on the differences between the effective and ineffective choices when hearing those read aloud. The assessment at the end of the lesson confirmed that students could find the ineffective adverbs and change them to stronger more effective adverbs.”

2. What were the weaknesses of the lesson in relation to the objective(s)? Use specific evidence from the lesson to support judgments. (TESS - 4a)

This one works very similarly to #1. However, instead of describing how choices you made helped students in meeting goals/objectives, you’ll describe how your plans or choices DID NOT move students toward meeting lesson goals/objectives as much as possible. These are the missteps in your planning and/or in your execution of the lesson itself that impacted students’ learning.

Keep these tips in mind:
1. Clearly and accurately identify two specific weaknesses.
2. Avoid vague weaknesses like “The lesson was too long” or “Students lost interest in the activity.”
3. When choosing weaknesses, consider aspects of the lesson such as student grouping, methods, materials, activities, assessments or other choices you made in your planning and execution of the lesson.
4. Avoid blaming students: “The students were really rowdy today and off task.”
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 books. I thought that this activity would help me assess their individual understanding of effective adverbs and better prepare them for writing their own effective adverbs. However, most of the students struggled to find an adverb, 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.”

3. What evidence is there that students did or did not learn the goals of the lesson? *(TESS – 4a)*

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. 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: What evidence is there that ALL students did or did not learn/meet the objectives of the lesson? The teacher cannot answer this question accurately. The teacher may only account for four of the twenty-five students.

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.

4. What do samples of student work show about students’ levels of engagement and understanding during the lesson? *(TESS – 4a)*

The previous question concerns evidence related to the outcomes of the lesson—what students learned by the end of the lesson. This question addresses evidence of engagement and understanding that occurred during the lesson. Cite specific examples of what students did/said/wrote/performed that indicated their level of engagement and/or understanding.

5. If you had the opportunity to work with the same students on this lesson again, what would you do the same? What would you do differently? *(TESS – 4a)*

Be sure you address both what you would do the same AND what you would do differently. Avoid repeating information that you’ve already included in your answers to questions 1-4.