

Lesson Reflection

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This document is provided to assist teachers in preparing for your post-observation conference. It provides you with an opportunity to document your reflection (Domain 4) and will help to shape your discussion with your administrator. Teachers are strongly encouraged to review the following questions in preparation for the meeting

As you reflect on the lesson, were the students cognitively engaged in the work? How do you know? (4a: Reflecting on Teaching; 3c: Engaging Students in Learning)

Yes, students were engaged cognitively. Students worked together in small groups trying different strategies to solve the problem symbolically, graphically, and numerically. Students explained their work to each other, asked questions of each other to solve the pattern, and were able to explain their thinking and problem solving methods.

Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be evidence of their learning? (1c: Selecting Instructional Goals; 1f: Designing Student Assessments)

Students' learning was on a continuum. Some were able to solve the problem algebraically, while others were not at that level of understanding, however they are all moving toward achieving the standard, which is where I expect them to be at this point in the unit. To assess their learning I monitored their work in small groups, and when students presented their learning to the class I asked specific questions to determine the level of understanding the presenters had achieved.

How did the instructional strategies you chose support student learning? How do you know? (1e: Designing Coherent Instruction)

I selected instructional strategies that required them to use manipulatives that provided concrete ways to view / solve the math problem. Students were encouraged to try different problem solving techniques (choice), and worked in collaborative groups to promote dialogue and conversation using the language of math.

What have you done to promote a culture for learning in your classroom? (2b: Culture for Learning)

I've worked with students to develop an appreciation for math, and try to present problems that are interesting, fun, and challenging. Students are encouraged to present their work and explain their thinking, and I stress that we learn from mistakes – which I believe has given them confidence to try different problem solving strategies in the class.

Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reason? (3d: Using Assessment in Instruction; 3e: Demonstrating Flexibility & Responsiveness)

No alterations were made to the lesson.

If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? (4a: Reflecting on Teaching)

I would probably not change this activity, however I am considering ways to extend the study of patterns in problem solving by having students develop their own problems.

Are there other thoughts about the lesson that you would like to share?

I was generally pleased with the math skills the students displayed, and also pleased with their small group / peer to peer interaction. I've worked with them to create a respectful classroom, and have tried to incorporate lesson components that require them to learn in a collaborative manner. I am seeing growth in their skills to work cooperatively. I noticed, in their presentations, that some students still have not internalized the math vocabulary and language we've studied, and avoid the math terms when presenting to their peers. I need to work with them more to ensure that they have learned the math language well enough to incorporate the correct terms in the class presentation.