

Southern Methodist University
Simmons School Dept. of Teaching and Learning

Student Teacher: Julie Fontenot
Cooperating Teacher: Kara Hoover
School: Walnut Hill Elementary
University Supervisor: Linda Pointer

Reflection Form

Name: Life in a Spanish Mission Grade: 4 Subject: Social Studies
Date of Lesson: 2/28/2019 Approximate Length of Lesson: 60

GENERAL REFLECTION

Overall, how successful was this lesson?

It was very successful. The students were engaged, asked thoughtful questions, made insightful comments, and produced good work.

They worked well in their groups, and enjoyed drawing and coloring their Spanish Missions. It was also an authentic way to assess their understanding, because they had to include and label the different elements.

GOALS/OBJECTIVES

In what ways were your goals/objectives appropriate for your students?

The goal was to allow the students to creatively bring to life the things they had learned about Spanish Missions.

I also wanted the students to produce work that could be displayed.

Finally, I wanted them to work productively in groups.

In what ways were they not appropriate?

We had spent a lot of time already on Spanish Missions, and maybe could have moved on to other things.

ASSESSMENT

How effective were your assessment strategies in measuring student achievement of the learning goals/objectives for this lesson?

I first used informal assessment of just having the students share their thoughts in a class discussion to see what they thought and how they understood the material. This was good, but only for the students that shared out with the class. For the non-talkers, this wasn't effective.

Second, I circulated while they wrote their rough draft to help the students and assess their progress. This was fine for my own information, but didn't document their understanding for later use.

Third, I read and edited each rough draft as it was finished, which again was good for me to identify and correct issues the students are having. I used a colored pen to make edits, so it is documented and can be used later if needed.

Fourth, the students completed and turned multiple elements as part of a final project which include writing, and drawing. This was assessed based on a rubric that was provided to the students.

Would you make any changes to the assessments strategies you used? What changes would you make and why?

No, I think using a multitude of informal assessments allows for the teacher to spot and assist a student with their difficulties before a final product is formally assessed.

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ALTERATIONS

Did you depart in any way from your plan? If so, how? Why?

No, I stuck with the plan because it was part of a larger project, and part of my cooperating teacher's plan.

INSTRUCTIONAL DELIVERY – Respond to these questions for each aspect.

Were the following aspects of your instructional delivery effective for all students? Why or why not?

What would you do differently to improve the lesson?

<p>Instructional Strategies</p>	<p>Yes, the students were engaged, and seemed to fully grasp the material.</p>	<p>I would have connected it with the last journal entry the students wrote about Spanish Missions. I also would have moved on to discussion of the Alamo in particular, rather than Spanish missions in general.</p>
<p>Student Grouping</p>	<p>They are mostly comfortable talking to their tablemates, and interacting pretty well.</p>	<p>No change.</p>
<p>Student Activities</p>	<p>The activity was good, they enjoy drawing and it's a creative way for them to demonstrate their understanding.</p>	<p>I would have focused in on the Alamo and had the students draw and label it specifically and write about it.</p>
<p>Materials, Resources, and Technology</p>	<p>Crayons and construction paper is always a hit.</p>	<p>No change.</p>