

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

(Complete this form as soon as possible after delivery of the lesson and give to the observer.)

Name: Julie Fontenot Grade: 5 Subject: Social Studies
Date of Lesson: March Approximate Length of Lesson: 60

GENERAL REFLECTION

Overall, how successful was this lesson?

Very. The students were engaged and interested. The questions and discussion points were thoughtful, and demonstrated critical thinking and analysis.

GOALS/OBJECTIVES

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

It is good to dig into the material and challenge the students to compare and contrast different points of view and the impact of events on different groups.

In what ways were they not appropriate?

It may be too slow in moving through the material.

ASSESSMENT

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

Informal assessments through questioning, discussion, and monitoring of group work is effective to see which students understand and are on task and engaged.

The final published product is effective to measure content and accuracy.

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

I eliminate the final published product for this one activity, and instead move on to more material which can then be added onto this lesson for more comprehensive activity that allows the students the build on each lesson in a more timely, efficient, and challenging manner.

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ALTERATIONS

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

No. I followed the plan.

INSTRUCTIONAL DELIVERY – Respond to these questions for each aspect.

	<i>Were the following aspects of your instructional delivery effective for all students? Why or why not?</i>	<i>What would you do differently to improve the lesson?</i>
Instructional Strategies	I like having a class discussion at first, it is interesting to have that back and forth with the students, and effective. Then the activity allows the students to practice the concepts we just covered.	I would cover more material before given the students an activity, and eliminate the final published draft of this activity and move on instead.

<p>Student Grouping</p>	<p>The students work well in groups and seem to enjoy it.</p>	<p>There is some issue with an unfair work load distribution, so that some students are doing more than others. Also, there are some low groups and high groups, which tends to exaggerate performance gaps. I might try to mix them up more.</p>
<p>Student Activities</p>	<p>I think this lesson devoted too much time to the Intolerable Acts, and was not particularly effective in explaining how it lead to the American Revolution.</p>	<p>I think the focus of the activity should be how the Intolerable Acts contributed to the civil unrest that lead to the American Revolution, but also other events should be covered in conjunction with the Intolerable Acts to demonstrate that this was one in a series of event that culminated in the American Revolution.</p>
<p>Materials, Resources, and Technology</p>	<p>I love how the use of the student journals, so that all notes and graphic organizers and work is in the same place, and is easily accessible for the student to study and review.</p>	<p>I would eliminate the final published product as an unnecessary use of time and materials.</p>