

## RESA Lesson Reflection 2020-2021

1. List the learning outcomes for this lesson, in the table below, and explain (a) why the outcomes are academically rigorous and (b) how they are connected to your school and/or district priorities and Ohio's Learning Standards or relevant national standards if Ohio's Learning Standards do not apply. (Lesson Reflection Domain 1)

*Learning outcomes are very important: your learning outcomes set the stage for your lesson reflection.*

- I can identify elements of a landscape painting.
- I can identify and analyze works of art by selected landscape artists.
- I can summarize and present the information linked to my assigned QR code with my group members.
- I can create a realistic tree using my skills in color mixing and watercolor paint application.

The learning outcomes are academically rigorous because as the lesson progresses, students are able to begin with lower order processes to performing at higher orders of thinking by the end of the lesson. Lower order processes in this lesson include defining watercolor and landscape vocabulary. Moving through the lesson, students are performing higher cognitive functions such as summarizing a reading selection and creating a painting on a 2D surface to render a 3D image. Another example of rigorous learning targets would be the pre-tree painting the students create.

My school supports using Bloom's Taxonomy when creating a rigorous curriculum for learning. This lesson has students applying, analyzing, synthesizing, and creating content that aligns with Bloom's Taxonomy.

Applying – defining watercolor vocabulary and demonstrating a watercolor painting.

Analyzing – Analyzing works of art by various artists.

Synthesizing – summarizing a reading selection.

Creating – painting/rendering a 3D from onto a 2D surface.

This lesson targets student learning goals in regards to moving achievement levels for each student from a HS Beginner to HS Intermediate, as stated in the Ohio Academic Content Standards for Visual Arts. It is also connected to our school goal of 1:1 technology. Technology is utilized through the use of an iPad, projector, TV screen, and scanning QR codes.

In my school ... we are focusing on ...

My school focuses on college and career readiness standards for all students. . .

Learning Outcomes

Example

- Students can use maps or tables to explain the impact of geography on economic growth in the decade of the 1790's in the United States

- Students can cite specific and appropriate evidence to support their conclusions and explanations.

High Expectations + Academic Rigor + Clear and specific connections to standards

## **2. Describe the selected lesson's content focus and its importance to the overall content area. (Lesson Reflection Domain 2)**

### Example 1

The purpose of this lesson is to build upon the student's previous knowledge of plotting points and graphing. The students will learn the slope-intercept equation and display how to use it successfully in graphing problems. This lesson will also serve as a building block for future solving of algebraic expressions and graphing as well as real-life uses. Graphing is used today in a variety of magazines and websites that students will need to know how to interpret and understand.

### Example 2

The content focus of this lesson is describing how quickly bacteria reproduce as well as understanding that although a population of bacteria may be very large, it can still be relatively small in size. This is important to the overall context of the content area because it allows students to understand key differences in a new type of cell which will later be compared to others. These differences will lead students to understand that all cells are not the same and can be categorized into different groups or "domains."

### Example 3

The content focus of this lesson is factoring quadratic expressions. Factoring is the process of rewriting a number or expression as a product of two or more numbers of expressions. It can be used to break a polynomial into smaller parts. By writing the factors of a polynomial, it is often easier to solve equations. The distributive property plays a big role when multiplying factors to get a product. Exposure to factoring is important for Algebra I students because it illuminates many aspects of the nature of mathematics and serves as a bridge to the study of advanced mathematical topics.

## **3 .Describe the prior knowledge and skills (including general language skills and academic language skills) students must have in order to achieve the learning outcomes for this lesson. Be sure to demonstrate your knowledge of how important concepts in the discipline relate to one another and your understanding of prerequisite relationships among topics and concepts that students need in order to understand the focus of this lesson. (Lesson Reflection Domain 2)**

*Prior knowledge is anything that you need to know or understand first before attempting to learn or understand something new.*

In order to achieve the learning objectives in this lesson, students will be able to write a ratio in three forms, using the word "to," using a ":" and in written form. For example: 2 to 3, 2:3 and "for every two girls in the class there are three boys." Students will be able to explain what a ratio represents. This is based on the written form of the ratio. The written form, done correctly, explains what the ratio represents. Prior to this lesson,

- Students should know that a "part" is a piece of something or one thing in a particular group.
- Students should know that a "whole" represents all the combined pieces of something or all the items belonging to a particular group.

**Describe anything that happened in your classroom just prior to the selected video segment that you believe will help the assessor understand the context. (“Just prior” means that it occurred in the minutes before the segment you have chosen begins or, in the case of a segment that shows the beginning of the class, the day before this class.) This response is provided as context for the assessment of your analyses below. This critical information will help assessors understand and interpret the parts of the submission that are the focus of evaluative feedback.**

Prior to my video segment, I reviewed the question of the day with the students and did a quick review of the previous day’s lesson. I then administered a quick four-question quiz to the students. After collecting the quizzes from all of the students, I began the lesson.

**4. What aspect of the content focus of this lesson is illustrated in the video segment? Why is this aspect of the content focus important? Be sure that you point out how the content focus of the video illustrates relationships among important concepts in the discipline and how your understanding of prerequisite relationships among topics and concepts in the discipline is demonstrated in this segment. (Lesson Reflection Domain 2)**

Example 1

In this segment, I introduce the learning target, functions, and basic vocabulary terms important to the lesson. I also instruct the students on how to properly identify functions when given a T-chart or a graph. The content is important to the lesson because it focuses on a portion of the learning target and sets the foundation for future lessons.

Example 2

The segment of the lesson starting at 12:55 and lasting through about the 27 minute mark is focusing on the main concept or idea of what life would have been like if the British won the Revolutionary War. It helps to teach the students about the outcome and end of the war, but also connects the lesson to their lives. The activity helps students compare life in another country and culture. This segment is also important because the next chapter will build on what the students are learning during this lesson. To understand the unit titled “A New Nation” where topics such as the Articles of Confederation, the Constitution, and the Bill of Rights are discussed, students need to know that after winning the American Revolution, the United States becomes an independent nation not under the control of the British.

**5. Describe the specific method of formative assessment you used to assess student progress toward the learning outcomes for this lesson. Why is this method useful as a check-in point for students toward the learning outcomes of this lesson? (Lesson Reflection Domain 6)**

Example

Kindergarten Music

Learning Outcomes:

- Students will be able to identify the different upward or downward movements in three different melodies
- Students will be able to use their hands to indicate when they hear a melody going up or down

For this lesson on melodic movement, I had students first demonstrate their grasp of the relatively abstract concepts of high and low. I used a picture of a staircase – and I used other pictures if some students were still confused. I connected these concepts for what the students already know. Then I added the idea of pitch as an example of high and low. From there, I had students physically indicate their understanding as we practiced the various melodies together. In this way, I was immediately able to identify who seemed to struggle with the concepts and immediately reteach or try a new example.

For my first learning objective, I ...

For my second learning objective, I ...

Example

My learning objective was to analyze characters and identify the setting in a picture book. As I read the story, I instructed students to use specific hand gestures when they heard repetitive phrases and to repeat those phrases out loud. This engaged students, assured that they were following the language patterns, and allowed me to check that all students heard and understood a repeating phrase (important oral language development for English Language Learners).

Then I had students talk to each other about the characters and share their ideas with the whole group. Finally, I distributed three response cards to the students: one card said "who," another said "when," and the last said "where." I named a character or aspect of the setting, such as "sheep," and students had to hold up the card that identified the literary element. In this way, I was able to immediately see who was struggling with the concepts and to provide corrective feedback.

**6. How successful was this entire lesson in relation to the learning outcomes stated in your lesson overview? Be specific in your answer and explain what evidence (e.g., student behaviors, responses) supports your answer. (Lesson Reflection Domain 7)**

I think that my guided reading lesson went well. My students were actively engaged the entire time. My lesson focused on determining the most important fact on each section of the text. Initially, I thought that my lesson was going to be geared towards referring to the text for support. However, after receiving feedback, I realized that my lesson was actually on finding important facts.

My students enjoyed the activities that I had planned. They whisper read each section of the text and were given large sticky notes to write their important facts. They were also given tricky stickies for words that they came across that they did not know. Towards the end of my lesson, the entire class started to line up to go to their special. However, my students did not even

notice and we continued with the lesson. It was not until one student finally noticed that all of us realized that we needed to conclude the lesson for the day.

#### Example

Overall I was very happy with this science lesson. The students were very enthusiastic throughout the lesson, and seemed to really enjoy the activities. I was pleased while watching the students work collaboratively in the classroom, excitedly helping one another achieve their goals. The students really embraced the spirit of teamwork. I have found the students love any type of hands on learning and that they especially love science. In addition to their obvious enjoyment, I truly believe that the students did some high quality learning. By the end of the lesson . . .

#### **7. Which of your selected instructional strategies for this entire lesson was/were most successful in supporting the range of student understandings and varied learning needs of students in this class? (Lesson Reflection Domain 7)**

My questioning strategies were the most successful in meeting the learning needs of the students. I went through the special features that the text had and where to find the definitions to words that might have been new to them. I had comprehension questions to ask the students at the end of each section. The students were able to answer the questions and refer to the text to support their answers. Some students even used their tricky stickies in the process.

#### **8. Which instructional strategies, if any, would you change in re-teaching this lesson and why? Explain what you would do instead. If you would not change anything, explain why. (Lesson Reflection Domain 7)**

#### Example

In the future, I would include more modeling. I had just given the students the tricky stickies and did not show them how to use them. I also did not model how to find the most important facts in each section. I would have gone through the first page and did a think aloud to show the students what I expected them to do. I would have done the same thing while modeling how to use the tricky stickies. I would add the modeling piece as well as adapt the lesson to better serve the focus of finding the most important facts since it was intended of referring to the text for support. I would also try to add in the running record piece while meeting with a group.

#### Example

In any future lessons incorporating small group cooperative learning, I will choose how the students are grouped in advance. In this lesson I allowed the students the freedom to choose their own groups prior to the lesson but found that some of the pairings created unwanted behaviors. I believe more scaffolding could also be achieved with more consideration to the way I group the students. . .

#### Example for 6, 7, 8

Overall, I felt the lesson went well. Both of my instructional objectives were met. During the paper bag activity, I walked around the classroom and looked at the students' papers. I could tell from the words listed on their papers that they were able to describe objects by the properties. During the SMART board activity the students were able to sort the items into the appropriate states of matter with little assistance or prompting. At the end of the lesson, the students were also able to correctly classify the objects from their brown bag as solids. As I viewed the video, I noticed that each student was participating, responding to questions, and asking questions. During the demonstration with the block, water, and balloon, the students were making predictions and reacting appropriately. At the end of the lesson, many of the students were anxious to tell me what state of matter their object was.

I believe that the most successful instructional strategy used in the lesson was the activity with the paper bag. I modeled the activity for the students before they completed the activity. This year, I have noticed that my students are more engaged and focused when they're working on hands-on projects. Hands-on learning engages students who are tactile or kinesthetic learners and who need movement to learn best. This activity also engaged my auditory learners, who talked about what they're doing, and visual learners, who had the opportunity to see what everyone else was doing.

I would make some changes in re-teaching this lesson. During the SMART board presentation, I would give more descriptive information about the different states of matter. I believe this lesson could have been enhanced through more visuals of each type of matter. I also could have used a more interesting shaped container to hold the water. Although the lesson wasn't about changes in states of matter, I think showing the students how water changes states would have been an effective way of teaching the difference between solid, liquid, and gas. The power point was helpful but not as good as showing actual objects. I would keep the activity with the brown bags the same but I would use some different objects. Some of the smaller objects like the rubber bands and cotton balls spread out when they were dumped out so it was difficult for the students to understand why they weren't a liquid considering the definition we were using.

Choose a lesson that allows you to demonstrate all of the following:

- Important content clearly connected to your school and district priorities the Diocesan Course of Study, and/or national standards for subject areas that do not have Ohio Academic Content Standards
- Academically rigorous expectations for student learning
- Explanation and demonstration of content knowledge
- Direct engagement with students during the lesson, allowing you to demonstrate questioning strategies and other varied instructional strategies and materials differentiated as appropriate for student needs
- The way(s) you use formative assessment strategies as part of the instructional process
- Your provision of a classroom environment conducive to learning-for example, positive interactions, academic rigor, and efficient management of learning activities, students, and materials

Notes: