

Task C

Verdecchia Lesson Analysis and Reflection

Analyze and evaluate your lesson within two days of post observation conference.

Your committee members will review and evaluate your performance on this task using:

- Standard IV – Assesses & Communicates Learning Results
- Standard V – Reflects on & Evaluates Teaching & Learning

1. Explain how you determined the levels of student performance on your objective. Attach rubric.

On the formative assessment, the types of answers received from students during questioning will determine the amount of time needed by the teacher in explaining the concept.

On the summative assessment, the answers will be evaluated and distributed in 4 categories (as described below)

2. Sort the students' performance into 4 categories and determine what percentage of students met the criteria in each category:

Far below standard **10%** of class

Approaching standard **20%** of class

Meeting standard **40%** of class

Exceeding standard **30%** of class

3. Select one student in each category and describe the student's strengths **and** misconceptions, if any.

Far below standard:

Students did not answer all questions. Students described the concept of camouflage as the organism inability to blend in with the environment

Approaching standard:

Students missed a couple of questions or did not elaborate on their answers to make their explanation clear

Meeting standard:

Students answered all questions correctly, but they did not go out of the way to include other examples.

Exceeding standard:

Students were very detail oriented with their responses. They described extra examples of other organisms which also go through the natural selection process.

4. For each of the selected students, how will you differentiate instruction to move them forward?

Far below standard:

Find out if the difficulty with the assignment lies on the lack of effort or in the understanding. Offer these students an alternative assignment where they can use a more analytical (computer research) or a more artistic approach

Approaching standard:

Meet with these students and explain to them the proper terminology and amount of information that is needed to meet the standard of this assignment. Also I would provide an alternative assignment if applicable.

Meeting standard:

Explain and model for all students what an assignment that exceeds the standard looks like.

Exceeding standard:

Suggest further reading on the topic to increase student knowledge and awareness of other examples in nature.

5. What does this analysis tell you about how your students learn?

Not all students learn by the same process

What does this analysis tell you about the success of the strategies you used?

Overall, the strategy was successful. A few modifications and alternative assignments could accommodate students having difficulty staying engaged.

How useful were the assessments in terms of student learning?

The assessment, both formative and summative, gave the student a chance to elaborate their explanations orally (teacher questions), in writing (questions answered on assignment) and practically (doing the lab).

What patterns and trends can inform next steps?

Individual student trends from this assignment (lack of engagement and participation) can determine how to differentiate future activities accordingly

What resources and/or personnel might assist you?

In order to have different activities to increase differentiated instruction, a teacher assistant is needed (it could be a student) to explain and supervise the activities that are taking place simultaneously

6. Describe how you have reported or plan to communicate learning results to students and parents.

Students -- assignment grade and debriefing during next class

Parents -- after Unit test results