

Task C 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.
The students were assessed on their ability to correctly combine or subtract coins to make a given amount.

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

Far below standard ___50___% of class

Approaching standard__22___% of class

Meeting standard ___28___% of class

Exceeding standard__0___% of class

3. Select one student in each category and describe the student's strengths **and** misconceptions, if any.
Far below standard **This student did try to answer all questions, but did not correctly answer any questions.**

Approaching standard **This student put forth the effort, but only correctly answered five questions.**

Meeting standard **This student correctly answered ten questions.**

Exceeding standard **none**

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

Far below standard **For this student I would set some time away to do some one-on-one work with. The student needs work identifying the coins, so I will continue to use manipulatives to help him recognize each of the coins. He will also require some extra work on decimals, so I will give him additional homework and meet with his parents to plan a strategy for working at home on decimals and coins.**

Approaching standard **For this student she may need some simple redirection of the question. She does fine with adding the coins up to equal a dollar, but struggled with identifying the fewest number of coins it would take, and missed all of the decimals, so I would sit down with her and go over a different decimal strategy. Then we would talk about how we could raise her score. Hopefully, this would clear up any misconceptions that the student may have, and let her have a say in her own progress.**

Meeting standard **For this student I would go over a new decimal strategy as well, because she missed two decimal addition problems. We would discuss why she missed the two questions, and how she can practice to improve.**

Exceeding standard **none**

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

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

How useful were the assessments in terms of student learning?

What patterns and trends can inform next steps?

What resources and/or personnel might assist you?

For this lesson I learned that my students still have difficulty understanding the relationship of coins to decimals, though many of them can easily identify how many coins equal a dollar. I think we need some more strategies for working with decimals. I believe that my strategies for teaching were appropriate, but the all students were not completely successful according to the assessment. The problems were an appropriate assessment, but my students are still struggling when it comes to translating money to decimals – it is a conceptual stretch they are not making. This is something that we are working on in class in conjunction with the vice-principal. However, I believe that the students were engaged during the lesson, and that impacted the behavior in the classroom. This tells me that my class enjoys hands-on interactive lessons. From this lesson I learned how important it is that your objectives align with your assessment. I believe that the “light” clicked on with me when revising this lesson, and hopefully it will “stay on” when I’m writing future lesson plans. I’ve also learned that I need to utilize my resources in the building, and by resources I mean the staff and my KTIP mentor as well. I’ve learned that everyone involved in the KTIP process is here to help and advice me along the way. That is very valuable to me, and it is good to know that you have support on your side! Having people around you that are experienced and willing to help is so important to a first year teacher!

6. Describe how you have reported or plan to communicate learning results to students and parents. **The students’ work and the graph of the class results will be sent home with the students for their parents to see. The graph will allow their parents to see how their child is doing in comparison to the rest of the class. I will also revisit some student work that is a not meeting standard, since so many students fell below the standard.**

Rubric for Money Post-Test

4	3	2	1	0
Answers all questions correctly.	Answers ten questions correctly.	Answers eight questions correctly.	Answers five questions correctly.	Answers no questions correctly.