



Bethany
Lutheran
College

EDUC495/496 Student Teaching Lesson Reflection Form

Name: Abby Wegner School: Saint Marcus Lutheran School

Grade Level: 4th Subject: Math Date: 2/10

Respond with thoughtful, professional insights that go beyond superficial considerations.

Guiding questions: How did I teach? What did I learn about my teaching? What specifically do I need to work on for improvement? What missed opportunities for learning can I identify? What is to be taught next? How will data from the assessment guide future instruction?

1. As I reflect on the lesson, to what extent were students productively engaged?

The students were productively engaged throughout the entire lesson by taking notes, volunteering answers, and writing on the board. A lot of the students were very confident in their abilities throughout this lesson and picked up the concepts quickly. To also keep them engaged throughout the lesson, I had students read jokes that I printed off prior to teaching. The jokes were related to math concepts that we had just learned. This served as a good break during the lesson as we completed problems together.

2. To what extent did the students learn what I intended? Were instructional objectives met?

All of the exit tickets that I collected from the students received 100%. There were some students that had to leave early because of a pull out session, so they did not get to complete their exit ticket. Also, there were two students that I had to assist because they were slightly confused on how to set up their addition sentences. With more one on one help, they were able to comprehend how to complete the task. Therefore, my instructional objectives were met.

3. To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?

I changed my instructional plan by having the students tell me more of what to do. Also, I skipped some of the problems that I was going to do with them and had them write answers on the board to ones they completed independently. This was because I realized that the students were understanding the concepts rather quickly and did not need any more instruction from me. I was then able to end the lesson and have them complete their exit ticket.

4. To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?

I was much confident with my discipline through giving warnings, demerits, and acknowledging positive behavior. I only ended up giving out one demerit to someone that I had given two

individual corrections to about the same thing. I also was noticing how many students were engaged and doing the correct thing and then acknowledging their work. One way I did this was through having them come up and read the class a joke. Students that were focused and participating could come up periodically throughout the lesson and read jokes that I had printed off. This also kept the entire class engaged throughout the lesson. Next time, I would like to work on watching if the students get too silly with their response during call and response. Some of them go way over the top and it ends up being too distracting for me and the other students.

5. To what extent did I provide closure to the lesson?

I did not provide much closure to the lesson because after they completed their exit ticket, it was time to go to lunch. However, I know that the students left feeling good about the lesson because as I was collecting them, I told them if they got 100%. This ended up being the entire class and I knew they were confident in the content.

6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?

If I had the opportunity to teach this lesson again, I would have liked one of the students to come up and do more of the teaching. This is because they understood the concept very quickly and did not need me to explain much of it. There were also more problems that I could have skipped over because of their understanding. Some of the students may have been getting bored with the concept because of their skill levels. I also could have done some sort of game or changed how I was instructing by taking individual white boards. This could have kept them engaged throughout the entire lesson.

Adapted from *Framework of Teaching*