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Reflection for Supervisor Observation 1

 This lesson was one of my favorites to teach up to date. It was based on the topics of rocks and minerals, and the assessment was extremely performance-based. From looking at the video at 5:32, I can see that all students were engaged. This was one of my strengths for this lesson. Something that I have been putting a lot of effort into, and can see evidence of growth in the video is my behavior management. At 28:07, I can see that I gained all of my students’ attention before delivering instructions. This is so important for delivering lessons and it saves time, and students have a higher success rate when they completely understand the task at hand. Additionally, advanced preparation of all my materials (paper, mineral property testing materials) allowed the lesson to run seamlessly.

 One of my areas that I need to focus on is doing too much of the thinking for my students. For example, at 37:12, I used the word “objective,” and then went on to explain what it was. Looking at the video, I noticed that many students raised their hands eager to share what it meant. Thus, I need to be more mindful in allowing students to do most of the thinking, and giving them this necessary wait time. For future reference, I plan to integrate more accountable talk/discussion in my lessons. For example, the use of talking chips is very useful for students who usually remain passive during class discussions. Additionally, a student coming up with their own questions to ask each other demonstrates the highest level of thinking that can occur in a lesson. I truly think that I can use this improvement in future lessons.

My performance based assessment required students to show their understanding of the properties of rocks and minerals and how they can be used by humans. At 35:00, I constructed a rubric with my students. This was highly effective, as students had an active role is setting expectations for their task. Thus, when students were completing their mineral posters, they often referred to the expectations, and this resulted in 94% of my students meeting all rubric expectations.

Therefore, making rubrics with my students, advanced preparation and performance based tasks were all strong points of this lesson. I will take the necessary steps, as mentioned, to improve my higher order thinking questions.