

2015 UofL Official Lesson Plan Template

Source of Evidence: Post-Lesson Reflection-LBD

This Source of Evidence asks you to reflect on the impact of the decisions you made in planning, implementing and assessing a lesson. It must be completed within 2 days after each observed lesson and may be used after any lesson. Responses must be based on your formative assessment data from the lesson. This template will be assessed using the Kentucky Teaching Standard #7 U of L Rubric or rubrics from other professional standards for your certification area. Each question below is also mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components for your reference.

Name:

Lesson Title:

1. Use the formative assessment data for each lesson objective/learning target to sort the students' performance into three categories (Below, Meets, and Exceeds):

Objective 1

_____ # of students Below _____ # of students Meet _____ # of students Exceeds

Objective 2

_____ # of students Below _____ # of students Meet _____ # of students Exceeds

[Insert additional Targets as needed]

Include a copy of the formative assessment with the criteria or rubric used to determine the students' performance on each of the lesson's learning targets/objectives. Include graphed/recorded data on all objectives.

2. Based on the formative assessment data, how successful was the lesson? How effective was your instruction? Which instructional strategies were effective/ineffective? Did you implement procedures with fidelity? Did the students achieve the expected criterion of each objective? What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (How will you change instruction for each of those students? Include additional evidence-based practices you will use.) (PGES 4A)

3. In addition to the student work witnessed by the observer, identify any other student work samples, evidence or artifacts that assisted you in making your determination regarding student achievement. State to what extent the students understood the procedures, concepts, and/or skills prior to the lesson. (PGES 4A)

4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning? Identify effective/ineffective classroom management strategies. (PGES 4A)

5. Did you depart from your plan? If so, how and why? (PGES 3E)

6. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently, and why? Explain your decision based on students' data. (PGES 4A)

7. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? (PGES 4A)