

Lesson Plan Self Evaluation

1. What were the strengths of the lesson? (presentation, motivation strategies, student involvement, activities, assignments)

The strength of this lesson was that students were actively involved and things that are relevant in their lives were used as part of the lesson. Also, presenting this unit at the same time Gen Ed peers were experiencing similar lessons turned out to be important.

2. Were you able to make a positive impact on student learning? How do you know?

Students were able to participate, although minimally, in conversations with their peers regarding the information presented. Students are still talking about day and night and the earth. Although it is hard for them to convey their knowledge in a way that is meaningful to those around them, I can tell that some of them took some knowledge away from the lessons because they will randomly bring the topics to attention. This tells me that they are still processing the information.

3. How effective were your informal and formal assessment procedures for the lesson?

My formal assessment, again, needs some work. The way I presented the questions was confusing. I need to be sure that if I use a fill in the blank format that the blank is at the end of the sentence. I also need to be clear what I am assessing for each student. I might know what I am looking for from each student but with many Para's helping they need to understand the expectations for each student as well.

4. As a result of the lesson, which students will need extra help or accelerated learning? How will you provide it?

I need to continue to explore what level K really can achieve. He is so hard because he is well above our usual picture and word strategy but he is not nearly ready for all words with a fill in the blank. He might need some form of multiple choice but without pictures.

P is a mystery to me. He has almost no comprehension. All of my students struggle with comprehension but most of them can be met in some way. Some students use written words as cues, while others use verbal or visual cues, but none of these strategies seem to work for Peter. I personally helped him with this assessment but short of telling him the answers, I could not find away to help him be successful. I will have to continue to work on this with him.

5. What behavior management strategies or systems did you employ to keep students focused on learning? (proximity, mobility, non-verbal signals, verbal cautions, directions, questions/assistance, etc.)

As always, we used staff placement, varying prompt levels and visual aides to help my students find success.

6. How will you change or improve your teaching performance for the next lesson? What is the next step in instruction?

I like that we changed to two groups because this allows us to give more attention to each student during their learning time. I think we will continue to use this strategy. In the future I will change my assessment to an easier to understand format. I will also be sure to inform the other adults in the room of the desired level of participation for each student.