**Post-Observation Conference Reflective Questions**

*The teacher is required to complete this form and turn it in to the administrator prior to or at the post-observation conference. Refer to Appendix #2 to guide this reflection.*

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| Name of Teacher: | JosephMiller |
| School: | EHS |
| Date of Observation: | 11/19/2014 |
| Date of Scheduled Post-Observation Conference: | 11/25/2014 |

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)

*Honestly, the lesson was not one of my best. I was a bit disappointed with my examples for each of the deviance theories - which I had planned on sharing with the students to help them grasp a better understanding of the content. The students did respond to the discussion questions posed during the direct instruction; however, the responses were not as authentic and intuitive as previous lessons. Through the discussion questions and subsequent assessments from the following day's lesson, I know the students can list the four deviance theories and make small applications from them. However, I plan on reemphasizing applications of the deviance theories to enable students to make the content their own.*

1. If you were able to bring samples of student work, what do those samples reveal about those students’ levels of engagement and understanding? (3d, 3c)

*Student samples of notes, bell work, and a cartoon assignment demonstrate student understanding the lesson objectives. Students are able to list and describe the four deviance theories and apply the concepts to the social setting in which they live.*

1. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? (2c, 2d, 2e)

*The classroom procedures are staple in my classroom environment. By this time in the semester, students know exactly how class is going to run and anticipate classroom activities. The challenge is to be consistent with classroom procedures but also to counter the monotony of completing the same activities over and over again. Consequently, the questions posed during bell work assignments must not only review classroom content but also engage students to develop a desire to learn more and make the learning their own. Additionally, the context for the WOTD must be interesting and applicable to the student. Student interest makes the learning more enjoyable - and, ultimately, more successful.*

1. Did you depart from your plan? If so, how, and why? (3e)

*I did have a short clip from a popular t.v. sitcom to show the students and make applications from. However, time constraints did not allow this to happen. The video was utilized in a later class period.*

1. Comment on different aspects of your instructional delivery (eg., activities, grouping of students, materials and resources.) To what extent were they effective? (2a, 2b, 3c, 3e, 1d, 1e)

*The instructional delivery - direct instruction - was simple. After chunking the bell work and WOTD activities, my goal was to share the content of the remain three deviance theories to the students and, throughout the lesson, add discussion questions to make applications and further student understanding of the content.*

1. If you had a chance to teach this lesson again to the same group of students, what do you do differently, from planning through execution? (4a)

*When I first began teaching, I would write out detailed notes on the examples I would share with students during direct instruction to further their understanding of the content. Admittedly, I did not know as much about the content as I do now. Through regular reading of news articles and acknowledging trends associated with current events in the cultural environment in which we live, I have been able to bypass the process of writing out the detailed examples in my notes in preparation for direct instruction. As an instructor, I enjoy this mode because of the creativity the process brings to the classroom environment. My examples spark student examples which leads to a better understanding of the content. However, some days it seems as if the best examples for application elude my thought process while teaching the lesson. As a result, I may resort to old examples used from past lessons - which can be a bit disappointing when thinking about what I had imagined happening during the lesson.*

*If I had to teach the lesson again, I would do a better job preparing my examples to further student discussion and understanding of the content.*