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| A Taxonomy of Reflection – Taxonomy based on Bloom’s work | Questions to Consider | Reflections |
| *Remembering:* What did I do? | * What was the lesson?
* Did it address all the content?
* Did the lesson move students towards mastery of the concepts and skills addressed in the objective/learning target?
* How do I think the class went?
* What do I think worked very well in this class?
* How can I use what worked well in my next class?
* Did the chosen instructional strategy(ies) meet the students’ learning target? How do I know?
 | The objective of the lesson was to have students learn to say and write their birthday in Chinese. The students met the objectives for the lesson. The class went well. I made a few midcourse corrections relative to my initial plan based on observations during the lesson. My observations of student work showed me that students were having success. The engagement structures including songs, chants, writing on whiteboards, practicing with peers, and ending with a game worked well to engage all learners.  |
| *Understanding:* What was important about what I did? Did I meet my goals? | * Did the goals of the lesson connect with the previous / next unit of study?
* Where does this unit fit into the curriculum?
* Did I follow best practices and address the standards?
* Did the lesson clearly connect to the identified generalization (big idea)?
 | The goals of this lesson closely relate to Calendar and Celebrations. Using a personal connection with their own birthdays, students are becoming proficient with the Chinese calendar system as well as one and two digit numbers. As the dates for and celebration of holidays and celebrations are important in Chinese culture, this unit fits well into curricular goals of authentic language production in the context of cultural understanding. The practices of multisensory learning, collaborative learning, authentic production, comprehensible input, and differentiated instruction contributed to students’ success. |
| *Applying:* When did I do this before? Where could I use this again? | * Did I build on content, product, or process from previous lessons?
* How does this lesson scaffold the learning for the next lesson?
* How could I adapt the instructional approach to another lesson?
* If I teach the same lesson again, what would I do differently?
* What would I do the same way?
* What are the primary, core instructional strategies that I use regularly? Are these effective? Why do I use them?
 | This lesson is an example of how building upon previous learning is critical to progress in language development. In this lesson, students built upon their prior knowledge of Chinese numbers, understanding of the pictograph nature of Chinese characters, recognition and vocalization of the tonal properties of Chinese pronunciation, as well as knowledge of classroom routines and structures for collaborative learning. The knowledge and skills learned in this lesson will be built upon as we continue with the unit. Specifically, students ability to understand, speak, and write dates will be essential entry points into authentic dialogues regarding birthdays and other holidays and celebrations. When I teach this lesson again, I plan to give students more frequent opportunities to review reading, writing, hearing and speaking Chinese numbers so that those skills will stay current. I would utilize many of the same instructional strategies, specifically songs, chants, gestures, peer review and practice, whiteboard writing for unobtrusive, formative assessment, and games to engage learners. These strategies are effective in developing a positive learning community, prosocial interactions, authentic language use, student engagement, and positive standards-based outcomes.  |

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| *Analyzing:* Do I see any patterns or relationships in what I did? | * What background knowledge and skills did I assume students were bringing to the lesson?
* Were the instructional strategies I used the right ones for this assignment?
* Do I see patterns in my teaching style - for example do I comment after every student reply?
* What were the results of the approach I used - was it effective, or could I have eliminated or reorganized steps?
* Did I alter my instructional plan (instructional strategies and/or activities) as I taught the lesson? Why/why not?
 | As stated above the strategies seemed to work well for this lesson and the sequence of learning experiences contributed to a positive outcome.As I analyze my actions in the lesson, I am aware of some patterns in my teaching. As a second language learner myself, I am very aware of the importance of the affective filter and so I strive to maintain a studious, yet relaxed positive, invitational classroom culture. I give positive reinforcement with specific praise, celebrating incremental gains and successes. Instead of overtly correcting students’ speech in class, I acknowledge their production and repeat back with standard Chinese.  |
| *Evaluating:* How well did I do? What worked? What do I need to improve? | * What are we learning and is it important?
* Were my assumptions about student background knowledge and skills accurate?
* Were any elements of the lesson more effective than other elements?
* Did some aspects need improvement?
* What levels of mastery did students reach?
* What have I learned about my strengths and my areas in need of improvement?
* What opportunities are there for improvement?
* Were the students productively engaged? How do I know?
 | Learning about calendar dates and celebrations are especially important for both linguistic and cultural proficiency in Chinese. Two assumptions that I had made, that turned out to be only partially correct, related to the students ability to understand and produce two digit numbers well as knowing their own birthdays in terms of the number of month and date. Some students struggled with remembering two digit numbers and others did not remember the number of their birth month. Since Chinese calendar dates use a name and numbering convention, these skills were essential entry points. As a result of observing the need to reinforce these skills and concepts, I altered my original plan to add a few more opportunities for students to practice these skills.Use of observations during peer practice, and use of individual whiteboards are opportunities for unobtrusive formative assessment throughout the lesson. These assessments help me to gauge my pacing and need for re-teaching, additional practice, or moving forward. For this lesson, I observed a high level of mastery of the goals for the lesson. This level of mastery is essential, as the skills are foundational for more complex learning targets in upcoming lessons. I also observed a high level of engagement. The activities were designed to be engaging and had the desired effect.An area for growth for me is to continue to review, and keep content fresh on an ongoing basis, so that I do not need to dedicate a large amount of time reviewing at the beginning of a lesson. |

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| *Creating:* What should I do next? What's my plan / design? | * How would I incorporate the best aspects of this lesson in the future?
* What changes would I make to correct areas in need of improvement?
* How can I best use my strengths to improve?
* What steps should I take or resources should I use to meet my challenges?
* Is there training or networking that would help me to meet my professional goals?
* What new ideas have I tried in my classroom lately to keep myself energized about teaching?
 | Some of the best aspects of the lesson that I plan to carry into the future include:* Creating a positive and inviting classroom culture
* Using multisensory approaches (visual, auditory, kinesthetic, etc.)
* Using peer practice and review
* Using frequent formative assessments
* Using fun and engaging activities such as songs, chants, and games

As I consider how to keep prior learning continuously fresh for students as well as enriching more advanced learners’ experience, I am considering leveraging educational technology to a greater extent. I have used some engaging Chinese apps, but am considering how I can use these and other technologies more strategically to personalize student learning. The movement toward increasing the personalization of learning intrigues me and I am motivated to learn more about this approach. |