

A Taxonomy of Reflection – Taxonomy based on Bloom’s work	Questions to Consider	Reflections
Remembering: What did I do?	<ul style="list-style-type: none"> ➤ 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? 	<p>The lesson was Reason for the Seasons. I was able to address the content specified in the lesson plan. I think the lesson definitely moved the students towards mastery of the concepts and was a solid way to explain the principle.</p> <p>The class went well- kids liked the collaborative efforts involved in the lesson.</p> <p>I may have more materials available for the next class in order to explain the rotation/revolution/seasons concept especially if they are a class who struggles more with abstract ideas.</p> <p>The strategies were successful and I was able to know through formative assessment and anecdotal notes. I feel I could give a “quiz” and students would show mastery.</p>
Understanding: What was important about what I did? Did I meet my goals?	<ul style="list-style-type: none"> ➤ 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)? 	<p>The lesson fit it in well with the standards and curriculum. Best practices were followed.</p>
Applying: When did I do this before? Where could I use this again?	<ul style="list-style-type: none"> ➤ 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? 	<p>The reason for the seasons is a challenging concept and I believe this lesson does a good job helping students explore it. Due to the nature of the lesson (multi-modal, collaborative, etc) I think students are unlikely to forget the concepts they explored during the lesson which will help them in future lessons. I am keen to adapt the instructional approach with other lessons and think it would be fairly simple to do so.</p>

A Taxonomy of Reflection - Taxonomy based on Bloom's work	Questions to Consider	Reflections
<p>Analyzing: Do I see any patterns or relationships in what I did?</p>	<ul style="list-style-type: none"> ➤ 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? 	<p>Basic knowledge of seasons (that they are four and their names), basic knowledge of Earth and the rest of our solar system. Ability to make a basic line graph. I think the instructional strategies were well thought out for this assignment. One pattern I find in my teaching is I try to take a very collaborative approach with my students and let them figure things out without too much teacher talk. "Why do you think that" is something I like to ask them, and listening to them justify their thinking is very interesting. I generally always alter my plan a bit depending on a multitude of variables (student engagement, student understanding, etc) but with this lesson I really didn't have to adjust much.</p>
<p>Evaluating: How well did I do? What worked? What do I need to improve?</p>	<ul style="list-style-type: none"> ➤ 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? 	<p>It's funny regarding this lesson, because I'm not too sure of the overall importance of students' understanding of this concept. There is a funny video from years ago showing Harvard grads trying to explain the concept of the reason for the seasons, and they failed. If Harvard grads can make it through life without understanding this concept... My assumptions regarding student background knowledge were accurate. I think the hardest part of the lesson was when the students were trying to make a model to explain the concept. I have thought about trying to provide more materials for a more concrete approach. Time for this section could also be extended. Students were engaged except for a handful who really had trouble with the modeling portion. I was able to observe on task behavior and have conversations with them.</p>

A Taxonomy of Reflection - Taxonomy based on Bloom's work	Questions to Consider	Reflections
<p><i>Creating: What should I do next? What's my plan / design?</i></p>	<ul style="list-style-type: none"> ➤ 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? 	<p>I would try to integrate more cross curricular content into the lesson and keep the general formatting the same.</p> <p>I feel like right now one of my bigger weaknesses is failing to consciously plan on a lesson to lesson basis where I anticipate where students may have trouble and plan for what my next steps will be. I think mentally rehearsing lessons may help me with this, as will more experience in the classroom. I can also ask my coaches for help.</p> <p>I really want to go to PEBCs Thinking Strategies Institute as the next training I attend.</p> <p>I have recently taken up "coteaching" and taken coteaching classes to keep myself more energized as well as provide my students with another conduit for learning.</p>