

Teacher Post-Lesson Reflection and Goal Setting

Record yourself teaching a lesson or ask a partner to do the recording for you. Video and audio are preferred. Audio is an acceptable beginning.

Reflect on previously determined strengths and needs from the planning document (see below). How did your planning strengths and needs impact the lesson delivery? In this section, it is not necessary to include a reflection for each area, just for the ones you deem most impactful, both positively and negatively, in this lesson. Be as specific as possible.

NOTE: Some of the criteria that are similar to instructional actions included in the During the Lesson - Reflection section of this document has been omitted from the Planning Reflection section.

Planning and Impact Reflection

Strengths and Needs	Impact/How did it go?
Because I understand and utilize backwards planning design, my student(s)...	
Because I understand the standards and content that I teach, my student(s)...	
Because I plan collaboratively with my team, my student(s)...	
Because I am cultivating a community of math learners in my classroom, my student(s)...	
Because I balance instructional time spent on teaching for conceptual understanding, developing procedural fluency, and promoting strategic competence through meaningful activities my student(s)...	
Because I have a daily flexible plan for differentiation, my student(s)...	
Because I provide daily practice to maintain previously taught concepts and skills, including regular practice for computational fluency, my student(s)...	
Because I use previous formative and summative assessments to guide instruction, my student(s)...	

Reflect on each of the instructional actions in the During the Lesson - Reflection section below. Be as specific as possible. Use additional paper if needed.

During the Lesson – Reflection

Instructional Action	Detail/Impact
I observed my students’ responses during the lesson (non-verbal, verbal, written), and adjusted as needed. NOTE: Be specific as to what you observed and how you adjusted the lesson.	
I helped students connect today’s learning to prior learning.	
I began new content with context and concrete models, then moved to pictorial/representational models, then to symbolic/abstract. NOTE: Give examples of previous or future lessons that may complete the cycle of concrete, representational, and abstract if applicable.	
I gave students opportunities to work collaboratively and independently.	
I provided students with an independent task that accurately reflected mastery of the lesson focus.	
I asked questions that illuminated student understanding.	
I facilitated student discourse so that big ideas were made explicit (connections, examples, non-examples, clarify misconceptions).	
I matched activities and models to lesson content.	
I gave my students an opportunity for productive struggle.	
I provided reflection time (5-10 minutes), that allowed students to share and justify their thinking and strategies concerning big ideas of the lesson.	

What, if any, other elements had a significant impact on this lesson?

What impact does reflecting on this lesson have on your goals? Are there any goals that you would like to change or add?