

Teacher T.O.M. –A Strategy for Reflective Practice

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Lesson Focus: _____

TEACH	IMPLEMENT LESSON	<p>Recommendations for the Writer/Instructor:</p> <ul style="list-style-type: none"> ▪ Implement lesson as close to the lesson script, outline, or plan as possible ▪ Keep a mental record of the following: <ul style="list-style-type: none"> ○ Student engagement and interest ○ Classroom behaviors ○ Time and pacing of lesson
OBSERVE	RECORD OBSERVATIONS	<p>Recommendations for the Observer:</p> <ul style="list-style-type: none"> ▪ Sit such that all or most of the students in the classroom are in view ▪ Have a printed copy of the lesson script, outline, or plan available to follow along ▪ Video or audio record the lesson or activity ▪ Jot notes on student engagement/responses to the lesson <p><u>Questions to consider:</u></p> <ul style="list-style-type: none"> ○ <i>Are all students engaged in the lesson or task?</i> ○ <i>Do most students raise their hand (or other response system) to answer teacher-directed questions?</i> ○ <i>Are students encouraged to explain, reason, or justify their responses?</i> ○ <i>Does Writer/Instructor provide academic feedback?</i> ○ <i>Does Writer/Instructor provide correction for student errors?</i> ○ <i>Does Writer/Instructor model the skills or concepts for students?</i>
	REFLECT/JOURNAL	<p>Reflection Statements for the Writer/Instructor:</p> <ol style="list-style-type: none"> 1. As I was teaching the lesson, I noticed... These thoughts can include modifications made during lesson implementation, student responses, overall engagement of students, pacing of the lesson, etc. 2. Comments from the Observer I would like to consider are... These comments may be regarding lesson implementation (or personal notes after viewing the video or listening to the audio recording). <p><u>Questions to consider:</u></p> <ul style="list-style-type: none"> ○ <i>Which parts of the lesson went well for students?</i> ○ <i>Were any parts of the lesson too easy or too difficult for students?</i> ○ <i>Was the time allocated for each task sufficient?</i> ○ <i>Are all tasks linked to the student objectives?</i>
MODIFY	MODIFY LESSON COMPONENTS	<p>Lesson components</p> <ul style="list-style-type: none"> ○ Entry task (i.e., warm-up or bell ringer activity) ○ Teacher demonstration ○ Cooperative learning activity (e.g., Think-Pair-Share) ○ Guided Practice ○ Independent Practice ○ Exit ticket (i.e., lesson closure) ○ Instructional Practices