Touchstones of Good Teaching Reflection

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OTL502: Learning Theories and Models of Instruction

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My lesson was aimed for a 10th grade AP World History class with an emphasis on a Unit that would be teaching students how to analyze and source primary source documents. While OTL 502 was not my first experience with teaching and learning about teaching methods, I enjoyed learning new techniques and catching myself up on the newest research. As I had not done such extensive research since my undergraduate program, I found it an exciting new challenge to read up on unfamiliar topics, strategies, and to gain an overall better understanding of the concepts we were covering each week. My lesson was taught to 47 of my sophomore students who has some basic knowledge of how to begin looking at primary source documents from their freshmen year, but not to the depth expected of them on the AP Exam.

 I arranged for my lesson that would be taught in week 6 to focus on content area [CCSS.ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/) Cite textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Since all 9th graders read and annotate the *Declaration of Independence*, I chose to have the students break apart the statement of beliefs and have them do an in-depth analysis of the point of view, historical context or situation, author’s bias and purpose of the document.

Bryan Goodwin and Elizabeth Ross Hubbell’s text served as an excellent guide for navigating my comprehension of teaching methods, and procedures such as unpacking a standard, and delivering a formative assessment. Delivering and then graphing the formative pre-assessment in this course was an excellent tool for me in discovering what areas of focus needed to be concentrated upon, as well as which areas would be repetitive and waste time. Below are the graphed formative pre-assessment data gathered in week 2:

To gain honest feedback on how the lesson went, I had students provide feedback on how they felt the lessons went via a Google Form that did not track identities. Most comments said that the students felt more comfortable with tacking the DBQ POV statements. To verify the strength in mastery I had achieved I graphed the data again from my exit tickets which asked the students to personally reflect upon their own growth towards mastery and their personal goals we set. Below is the data:

I think my passion for History was evident in a teaching setting. Going forward I think getting actual classroom time and experience will be a necessity, as well as practicing sticking to a lesson plan and time management. All of which will come with experience. Overall I enjoyed this learning objective, as it pushed me to persevere when I felt challenged, and think outside of the box. I feel that my students gained a better understanding of the historical reasoning skills which was the goal.