SMED 360 RESEARCH METHODS Critical Performance – Field Lesson Reflection

Kentucky Teacher Standard(s) Assessed:
Standard 6 – Implements Technology and Standard 10 – Provides Leadership within School/Community/Profession

Purpose and Use Statement:
This critical performance is an evaluation of Kentucky Teacher Standards 6 and 10. Completion and uploading of this performance into the electronic portfolio is a requirement for a passing grade for SMED 360.

Graded Product: Field lesson reflection paper.

Task: This reflection paper provides you the opportunity to consider your instruction in light of the research literature, student learning, technology, and how other teachers might benefit from your experiences. This critical performance has five different sections, each outlined below:

Research Literature
The lesson you taught in the field was based on the national and state teaching standards for math and science. As such, multiple approaches to teaching your topic, as well as student challenges with your topic, have likely been explored by researchers. Please summarize the major findings of three research studies connected to your topic. Aim for a one-paragraph summary (about a half-page each) of each study. Please include references/bibliography (APA 6th).

Analysis of Student Learning
During your lesson, you collected artifacts as evidence of student learning (ex. pre-assessments, formative assessment probes, exit slips, etc.). Please use basic statistics and/or qualitative analyses to examine these artifacts so that you can make claims regarding student learning as a result of your lesson. Please aim for 2-3 claims about student learning (ex. “Students were able to explain the topic better at the end of the lesson compared to the beginning of the lesson.”). For each claim, provide supporting evidence (ex. examples of student work, analysis of student scores, etc.).

Comparisons to the Research Literature
In one paragraph (about a half-page), compare and contrast your findings about student learning to the findings in the research literature. Be sure to describe the similarities as well as the differences. You should have at least three comparisons (ex. two similarities and one difference, one similarity and two differences).

Analysis of Technology
In a table, identify the types of technology that you used in your lesson (ex. PowerPoint, Prezi, PollEverywhere, clickers, lab probes, software, etc.).

<table>
<thead>
<tr>
<th>Technology Type</th>
<th>Instruction or Assessment</th>
<th>Helpful</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animation</td>
<td>Instruction</td>
<td>Yes</td>
<td>Students were able to use the ideas from the animations in their exit slips…</td>
</tr>
<tr>
<td>PollEV</td>
<td>Assessment</td>
<td>No</td>
<td>Students were not able to text in their answers…</td>
</tr>
</tbody>
</table>

Leadership
Arrange a time to meet with a classroom teacher who teaches the topic on which your lesson focused (this should be a teacher on the list of approved teachers for you to observe). Please share your “de-cookbooked” lab with this teacher and your experience teaching it. Encourage them to ask any questions about the lab/activity and its design or effectiveness. Do your best to answer their questions.

Please do not share any specifics regarding where you taught the lesson or specific student responses or scores!! You can use generalized statements, such as, “Students were able to explain the main ideas by the end of the lesson” or “The technology really seemed to help the students engage in the topic.”

After you have this conversation, reflect on:

- your perception of how well you communicated the important aspects of your activity (one paragraph)
- your perception of your ability to address their questions/concerns (one paragraph)
- how you might share similar activities with your colleagues after you graduate and start your first job (one paragraph)
**Please organize your write-up using the headings provided below**

**Research Literature:**
- ☐ Three paragraphs summarizing three research studies.
- ☐ Each paragraph should be about a half-page.
- ☐ Bibliography (APA 6th)

**Analysis of Student Learning:**
- ☐ Two or three claims about student learning
- ☐ Each claim supported by evidence.

**Comparisons to the Research Literature:**
- ☐ One paragraph comparing your claims about student learning to the research literature
- ☐ Should be at least a half-page

**Analysis of Technology:**
- ☐ Table containing the following:
  - ☐ Technology type
  - ☐ Instruction/assessment
  - ☐ Helpful
  - ☐ Explanation

**Leadership:**
- ☐ One paragraph summarizing communication of activity
- ☐ One paragraph summarizing ability to answer questions
- ☐ One paragraph about sharing ideas for the future
- ☐ Each paragraph should be about a half-page

Scoring Rubric: Field Lesson Reflection
### Analytic Rubric Scores

<table>
<thead>
<tr>
<th>Item</th>
<th>Distinguished (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Literature</strong></td>
<td>Three research articles are summarized (6pts max), each summary includes the major findings (6pts max), each article is connected to the topic (6pts max), and a bibliography is included (2pts max).</td>
<td>One article is not research-based, and/or each summary excludes a major finding and/or one article is not connected to the topic, and/or a partial bibliography is included.</td>
<td>Two articles are not research-based and/or summaries exclude major findings and/or two articles are not connected to the topic and/or a partial bibliography is included.</td>
<td>The articles are not research-based and/or major findings are not included and/or all articles are not connected to the topic and/or the bibliography is absent.</td>
</tr>
<tr>
<td><strong>Analysis of Student Learning</strong></td>
<td>2 to 3 claims are made about student learning (6pts max), each claim is supported by evidence (7pts max), and the evidence is valid quantitatively or qualitatively (7pts max)</td>
<td>2 to 3 claims are made about student learning but some claims are not supported by evidence and/or the evidence is not valid quantitatively or qualitatively</td>
<td>Only 1 claim is made about student learning and/or claims are not supported by evidence and/or the evidence is not valid quantitatively or qualitatively</td>
<td>Only 1 claim is made about student learning and claim is not supported by evidence.</td>
</tr>
<tr>
<td><strong>Comparisons to the Research Literature</strong></td>
<td>Comparison includes similarities and differences between your findings and the findings in the research (6pts max). At least three comparisons are made (12pts max). The summary of comparisons is about a half-page (2pts max).</td>
<td>Comparison only includes similarities or differences between your findings and the findings in the research and/or only two comparisons are made. The summary of comparisons is about a half-page.</td>
<td>Comparison only includes similarities or differences between your findings and the findings in the research and only two comparisons are made. The summary of comparisons is less than a half-page.</td>
<td>Comparison only includes similarities or differences between your findings and the findings in the research and only one comparison is made. The summary of comparisons is less than a half-page.</td>
</tr>
<tr>
<td><strong>Analysis of Technology</strong></td>
<td>Analysis of technology is present in table form (4pts max). All headings are present (4pts max). Table is filled out completely for each technology type, including explanations (12pts max).</td>
<td>Analysis of technology is present in table form. At least one heading is missing. Table is only filled out partially for the included technology types and explanations are included.</td>
<td>Analysis of technology is present in table form. Multiple headings are missing. Table is only filled out partially for the included technology types and/or explanations are not included.</td>
<td>Analysis of technology is not present in table form and/or explanations are not included.</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Reflection includes perceptions on communication (5pts max), answering questions (5pts max), and ideas for the future (7pts max). Each paragraph is about a half-page (3pts max).</td>
<td>Reflection includes partial perceptions on communication, answering questions, and/or ideas for the future. Each paragraph is about a half-page.</td>
<td>Reflection omits perceptions on communication, answering questions, or ideas for the future. Remaining paragraphs are about a half-page.</td>
<td>Reflection only includes reflections on communication, answering questions, or ideas for the future.</td>
</tr>
<tr>
<td><strong>Writing Mechanics</strong></td>
<td>Reflections are well written with few mechanical errors (7pts max). Paragraphs are logical (7pts max) and writing is precise and addresses each prompt (6pts max).</td>
<td>Reflections are well written but contain a number of mechanical errors, or paragraphs are not logical or writing is not precise, but still addresses each prompt.</td>
<td>Reflections are well written but have substantial mechanical errors and paragraphs are not logical or writing is not precise and does not address each prompt.</td>
<td>Reflections are poorly written with many mechanical errors.</td>
</tr>
</tbody>
</table>

**Total Points Possible = 120**

**Total Points Earned: /120**

**NOTE TO STUDENTS:** After you submit this critical performance, the scores on this analytic rubric will be provided to you for constructive feedback. However, only an overall “holistic score” will be entered into the Electronic Portfolio System (EPS) based on the following scale: 1 – Beginning, 2 – Developing, 3 – Proficient, or 4 – Distinguished. This holistic score will be based on the following ranges of possible points on this analytic rubric:

- Holistic Score of 1 = Analytic Rubric Score Range 0-59
- Holistic Score of 2 = Analytic Rubric Score Range 60-101
- Holistic Score of 3 = Analytic Rubric Score Range 102-113
- Holistic Score of 4 = Analytic Rubric Score Range 114-120

Additionally, you may only receive a holistic score of 4 in the EPS if the critical performance required no revision. This means that, if revisions are required and you make the necessary revisions, even if you score 114 or above on this analytic rubric, the highest score you will receive in the EPS is still “3”.