

## Structuring Classroom Experiences for Success *Proactive Management Strategies*



### Facilitating reflection on goal attainment and performance

#### ***Understanding the problem***

When teachers do not reflect on goal attainment and student performance at the end of the lesson, future learning may be compromised. For example, the teacher's judgment may be distorted by emotional subjectivity and students' performance may be erroneously inflated or deflated. Inaccurate analysis can interfere with the ability to teach well and meet the academic and behavioral needs of his or her students.

#### ***A key to the solution***

Reflecting on goal attainment and student performance at the end of the lesson is necessary for promoting systematic decision-making. Thoughtful and well-structured approaches to obtaining evidence about students' learning and behavior are the precursors to gaining accurate educational insights. These insights are used to formulate analysis and make decisions about what, when, and how to teach next.

Creative and varied methods for collecting evidence may be used to guide the teacher's reflection about students' learning and behavioral performance. The process of "thinking back" helps teachers to provide effective instruction that can eliminate 30-40% of students' behavioral difficulties. Preventing undesirable student behaviors generates more time for individualized or group instruction and aids in establishing cooperative classroom relationships.

## Management Tips

**Step 1** Reflect on what you want students to learn. Prior to beginning instruction, review what you want students to learn as a result of the lesson or unit. Limit the focus of an instructional activity to one or two objectives that are specific, measurable, and observable.

For example ...

**Objective 1:** Provide 3-5 examples of how DNA replication and cell division has impacted society in the past 10 years.

**Objective 2:** Predict how our knowledge of DNA replication and cell division may continue to influence our society in the new millennium by citing 3-5

**Step 2** Brainstorm ways to collect evidence regarding students' learning and behavior and design a plan. The plan should be user-friendly. If it is too complicated, you will be less likely to do it.

**Objective 1:** Provide 3-5 examples of how DNA replication and cell division has impacted society in the past 10 years. – **Cooperative learning format**

**Evidence:** Permanent product analysis - timeline submitted and completed with a minimum of 3-5 accurate examples. Team logs will be used to document participation during the group activity.

**Objective 2:** Predict how our knowledge of DNA replication and cell division may continue to influence our society in the new millennium by citing 3-5 significant implications – **Think Pair Share format.**

**Evidence:** Rubrics – students present their responses to the large group and their ideas are evaluated on the basis of quality and quantity as indicated by the rubric.

**Step 3** Implement the plan. Use the information to guide your reflection and future instructional planning. The evidence is only as valuable as you make it. Many teachers collect vast quantities of evidence but never use it. Disregarding the evidence leads to a guessing game that can promote ineffective

For example ...

*Did I achieve objective #1? If not, what do I need to reteach? If yes, how should I proceed? Do the students' permanent products substantiate my decisions about their performance?*

instruction. When the quality of instruction is compromised, students' "crazy-making" behaviors increase and students and teachers become frustrated with one another.

*Did I achieve objective #2? If not, what do I need to reteach? If yes, how should I proceed? Do the completed rubrics substantiate my decisions about students' performance?*

*Did students use the Ready, Aim, Fire strategy to remain engaged throughout the instructional activity? If not, the level of disruptive behavior did not improve. What do I need to do to help them to use it effectively? If so, the level of disruptive behavior is declining. What do I need to teach them so that this continues? Do the team logs and frequency counts substantiate my decisions about students' behavioral performance?*

## **Jazzing It Up**

1. Use varied methods to collect information about students' learning and behavioral performance. When teachers use multiple methods, over time, they will obtain a more accurate and reliable profile of students' knowledge, skills, and abilities. Collecting only one type of evidence distorts teachers' reflections regarding students' performance and interferes with their ability to plan effectively.

For example, consider the use of ...

Rubrics	Portfolios	Standardized tests
Interviews	Projects	Teacher-made tests
Questionnaires	Observations	Commercial tests
Rating scales	Audio-/videotapes	Homework



2. Limit the number of ways that you collect evidence to one or two methods per lesson. Otherwise, you can become overwhelmed and confused. To be successful, select one or two creative and flexible approaches to evaluating students' learning and behavior that are easy to use and yield valuable information.

For example ...

**Permanent product analysis** – Collect assignments and use a preestablished rubric to objectively evaluate students' performance in the subject area. Students should be introduced to the rubric before they complete the assignment. To view an example click on **rubric**.

**Frequencies counts - Place masking tape on your wrist and make** a tally each time a different student participates. The number of tally marks should eventually equal the number of students in your class.

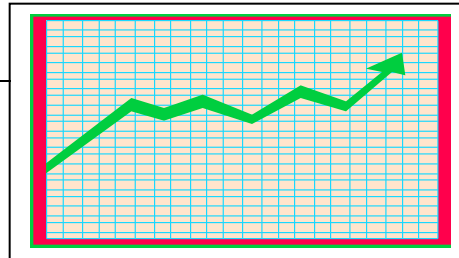
3. Create opportunities for students to self-evaluate their instructional and behavioral performance. Help them generate goals in these areas, teach them to monitor their performance, and encourage them to graph the results.

For example ...

**Goal:** I need to increase my participation by contributing 3-5 ideas to my group's cooperative learning activity.

**Monitoring Method:** I will make a tally mark in my notebook each time I contribute an idea.

**Graphic Display:** I will chart my performance after group activities using a line graph to illustrate my progress.



### **What's Next?**

Reflecting on goal attainment/performance is one proactive approach to employ at the end of the instructional activity to make the positive or desired student behavior(s) happen. Additional strategies have been identified to assist in this effort. Take me to ...

- Ensuring active participation at the end of the lesson
- Reviewing expectations for end-of-the-lesson behavior

Management Tool Box

Tactics for ENDING a lesson