

RTI Reflection - Comparative Analysis on Student Learning

Compile & turn in the documents in this order (Use tabs to separate the sections): 1) this "RTI Reflection – Comparative Analysis" form , 2) the original "Literacy Lesson Plan"& "Reflection" 3) the "RTI Lesson Plan," 4) student work from both lessons.

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You still only have one reflection. I kept all same - 4 graded RTI

I. Reflection on Student Learning

A. Observations:

1. What observable behaviors showed the students were achieving the objectives of my differentiated lesson? I made an excel graph from the T-Charts. On these T-Charts I analyzed students close reading strategies. For example: process of elimination, text base evidence, coding the questions, numbering the paragraphs. When I created the excel graph for the entire class, I was able to see exactly what's students would need to respond to and RTI. It was assessed by their physical evidence on their close reading strategies. On their passage I could analyze exactly what strategies they used or did not use during the passage.
2. How were the student assessments different when they were compared? Students were using more close reading strategies from before; to make inferences and draw conclusions. I was able to again chart their strategies used, and the number of correct answers from the comprehension questions.
3. Do my assessments demonstrate improved student learning? How? (Explain your evidence) I believe my assessments are authentic, and show students improved learning. From the original lesson these RTI students had less than two strategies used, and at most one comprehension question answered accurately. (See student work, and excel document)
4. How did I encourage students to self-assess to monitor their own student learning? I encouraged my students to be metacognitive and think back to the T-Chart I created from their original lesson. I said, " take a photo in your head of that chart, and try to use four of those strategies while you read, and if you haven't go back and see where exactly you could use a close reading strategy. I sat down with each student and we analyzed their passage together. I wanted to get inside their head, and see what they were thinking. Also, it gave me opportunities to praise the students.

B. Create a chart to show the comparison of the two assessments. Label the chart using students' first names only. (See attached document)

C. Artifacts: Include the **analyzed** student work. (See attached document).

II. Reflection on Your Teaching

A. Think about the two lessons. Was the RTI lesson clearer to the students? Why or why not?

I believe the RTI lesson was crystal clear because student understood exactly my expectations, and I was able to again model what these strategies looked like while reading. I was also able to analyze my students and see exactly what their learning style was and try to target that. I believe that the students who responded to the RTI greatly benefited from this selective group. They were able to have a 1:1 ratio teacher-student. *yes*

B. What did I learn about myself as a teacher from the lesson?

As a teacher, I think we are always evaluating ourselves, and trying to set the personal goal bar higher after each assessment. I'm always trying to ask myself. "What do they need from me, what do I need from them?" I try to create a sense of urgency in learning. I learned to be specific while modeling and even making errors to ensure students were comprehending and modeling that we do make mistakes, and it's not bad. *yes*

C. State your perception of RTI. Is it an effective practice to improve student learning?

Most certainly, it demonstrates mastery of skill. It gives students an opportunity to continue on a path of successful learning. I strongly believe it holds the teacher accountable to analyze all student work. This also correlates to the learning gap; we are taking on an increasingly amount of responsibility as educators to ensure our students achieve their objectives. Lastly, I believe the RTI is very effective because students are able to synthesize their information and be metacognitive learners as well. Not only are teachers taking on a role of accountability, but our students are taking more responsibility for their own learning. *yes*