A Taxonomy of Reflection – Taxonomy based on Bloom's work	Questions to Consider	Reflections
Remembering: **What did I do?**	➢ What was the lesson? ➢ Did it address all the content? ➢ Did the lesson move students towards mastery of the concepts and skills addressed in the objective/learning target? ➢ How do I think the class went? ➢ What do I think worked very well in this class? ➢ How can I use what worked well in my next class? ➢ Did the chosen instructional strategy(ies) meet the students' learning target? How do I know?	The title of my lesson is <u>Reciting A Chinese Poem during the Chinese Moon Festival.</u> Students have recently celebrated the Chinese Moon Festival and learned the legend, cultural products, and cultural practices of Moon Festival. In this lesson, students learned this famous Tang poem, which is connected to Chinese Moon Festival, as an extension of learning Chinese Moon Festival. This lesson has integrated with 5 World Language Standards: Communication, Cultures, Connections, Comparisons, and Communities. Students have never leaned Chinese poem before. They showed the excitement and enthusiasm during the entire class. The engaged level is very high. The Multiple Intelligence strategies, especially chanting the poem with music, and Kagan cooperative learning structures have attracted students' attention and interest. The results of a formative assessment using Clickers have indicated the learning is fairly effective and the chosen instructional strategies have met students' learning target.
Understanding: **What was important about what I did? Did I meet my goals?**	➢ Did the goals of the lesson connect with the previous / next unit of study? ➢ Where does this unit fit into the curriculum? ➢ Did I follow best practices and address the standards? ➢ Did the lesson clearly connect to the identified generalization (big idea)?	The goals of this lesson are highly connected with the previous lesson (How Do Chinese Celebrate the Moon Festival?). This classical Chinese poem was written by a famous Chinese poet from Tang dynasty (1300 years ago), which is a meaning cultural product related to the Moon Festival. It fits very well into the unit theme of "Celebrating Chinese Moon Festival". I carried out the research-based teaching practices, and all 5 World Language standards are integrated in the lesson.

Applying: **When did I do this before? Where could I use this again?**	➢ Did I build on content, product, or process from previous lessons? ➢ How does this lesson scaffold the learning for the next lesson? ➢ How could I adapt the instructional approach to another lesson? ➢ If I teach the same lesson again, what would I do differently? ➢ What would I do the same way? ➢ What are the primary, core instructional strategies that I use regularly? Are these effective? Why do I use them?	As this lesson is designed to be an extension of previous lesson (How Do Chinese Celebrate the Moon Festival?). The content and process are connected to the previous lesson and it is the end of unit theme for Celebration of Chinese Moon Festival. If I teach the same lesson again, I would reduce the instruction time on the vocabulary and let students to learn the vocabulary on their own by working as groups. Multiple Intelligence are the strategies that I use regularly to accommodate different learning styles of students. They are fairly effective.

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Analyzing: **Do I see any patterns or relationships in what I did?**	➢ What background knowledge and skills did I assume students were bringing to the lesson? ➢ Were the instructional strategies I used the right ones for this assignment? ➢ Do I see patterns in my teaching style - for example do I comment after every student reply? ➢ What were the results of the approach I used - was it effective, or could I have eliminated or reorganized steps? ➢ Did I alter my instructional plan (instructional strategies and/or activities) as I taught the lesson? Why/why not?	This lesson is designed for the 5th graders, Novice Low level. This class has 28 students. The community of school parents is very supportive to Chinese curriculum. This lesson can be adapted into various grades and levels. The background knowledge of students should be the cultural product and practice of Chinese Moon Festival. The instructional strategies I used in this class are appropriate and effective. As I strive for improving my teaching consistently, my top goals are to engage students and make sure they are learning with fun. In this lesson, I see the strategies approach is effective from the classroom observation, from the results of the formative assessment (Clickers), and from the students' reflections. I didn't alter my instructional plan. I delivered the lesson as it was planned.
Evaluating: **How well did I do? What worked? What do I need to improve?**	➢ What are we learning and is it important? ➢ Were my assumptions about student background knowledge and skills accurate? ➢ Were any elements of the lesson more effective than other elements? ➢ Did some aspects need improvement? ➢ What levels of mastery did students reach? ➢ What have I learned about my strengths and my areas in need of improvement? ➢ What opportunities are there for improvement? ➢ Were the students productively engaged? How do I know?	The objectives of this lesson for students are to gain the language and cultural knowledge of this Chinese poem from Tang Dynasty, which is related to moon, and be able to recite the poem. It is important to know the cultural meaning of Moon for Chinese Moon Festival, a major holiday for Chinese people. The family reunion and harmony are very important value of Chinese Moon Festival. I know this group of students very well. My assumptions for the background knowledge of them are fairly accurate. From the reflections of students, and the results of formative assessment, the data demonstrated that students were productively engaged. It seems a little bit rush to deliver this lesson. In the future, perhaps reduce the teaching time of vocabulary or monitor the time very closely. I would also add more student-initiated learning activities to reduce my instructional time on the vocabulary.

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Creating: **What should I do next? What's my plan / design?**	➤ How would I incorporate the best aspects of this lesson in the future? ➤ What changes would I make to correct areas in need of improvement? ➤ How can I best use my strengths to improve? ➤ What steps should I take or resources should I use to meet my challenges? ➤ Is there training or networking that would help me to meet my professional goals? ➤ What new ideas have I tried in my classroom lately to keep myself energized about teaching?	This is a special unit of lesson to celebrate the Chinese Holiday. To study authentic materials (cultural products) is one of the best practices in world language classroom. In the future, I will incorporate the authentic materials in the curriculum of celebrating other Chinese holidays, such as Chinese New Year. The possible changes are to turn this lesson into two lessons, and to have students initiate their own learning of Chines poem, including the history and vocabulary of poem. The Kagan structures of Cooperative learning is the new thing that I have implemented in my Chinese classroom recently. My students have enjoyed them a lot, and I also feel that the cooperative learning is one of the best practices. The training I received at All Students All Standards Institute have helped me to reflect my teaching and meet my professional goals.