

Michigan State University
Classroom Internship
Weekly Progress Reflection Report

Field Instructor:

Cooperating Teacher:

Intern: Devon Orrin

School:

Week Ending: 01/11/13

1) What went well or was especially satisfying this week? Focus on student learning and your teaching.

This Monday, I introduced a new read-aloud book, *The Miraculous Journey of Edward Tulane* by Kate DiCamillo, and the students are absolutely loving it. We've implemented a read-aloud with accountable talk that both incorporates vocabulary as well as the teaching points from the reader's workshop. The students are very successful with their vocabulary development, and use context clues and my scaffolding to collectively understand the meaning of words, which Jen and I try to use in our everyday speech. Their understanding and discussion of the teaching points has also become richer, and so many of them raise their hands to express their ideas, or add on another's thought. It's really wonderful to see!

2) If you had this week to do over again knowing what you know now, what would you do differently?

The math lessons on Monday and Tuesday went really well, because they involved practicing multiplying and dividing by three (a concrete idea) with a review of different strategies that we use to help us multiply and divide. Wednesday's lesson, however, involved "doubling a known fact," which would have been a good lesson for some of the students who really embrace math, and are secure in their math learning, but the majority of the class found it too abstract, and lost focus. I even had a hard time following all of the steps, because I felt the strategy was counter-intuitive. If I would have known how difficult the concept was and had practiced it more, I would have skipped the lesson pages entirely, but discussed how we can use the strategy more generally, without the manipulatives and silly steps that confused the children more.

3) What new ideas, concepts, techniques, and strategies were implemented? (Or what proven teaching ideas did you apply in a new way?)

The entire schedule is brand new! The students were exhibiting several avoidance behaviors during their writing and reading workshop times, so we cut the independent work time for those workshops in half, and added time for dictation sentences. The students are required to listen to the sentences (which include terms from the content area), and figure out the proper mechanics. If they get it right the first time, they do not have to rewrite it correctly, and get to move right to the illustration. The students see this as something that they can master, and have been incredibly motivated and interested. I believe that this confidence boost helps them when it comes time to do their 15-minute

writing workshop time, because we have seen less avoidance behaviors!

4) What one word describes your teaching experience this week?

Surprising.

5) I spent approximately 20 hours in actual teaching involvement with the students this week.

6) Please tell me about a time this week when you needed to “think on your feet” as far as: (a) making changes in your plan (b) change explanations (c) stop instruction early, etc.

Raymond had another seizure, but this time, it was lengthy and violent and EMS had to be called. Needless to say, I got to see how respectful and empathetic my students are, and how well they respond in these emergency situations with him, but everyone was somewhat traumatized. I had to call the students to the carpet, without time for them to grab clipboards and their math work and manipulatives, so I had to redirect the math lesson on the spot, meanwhile keeping my ears open for any directions that the adults who were attending to Ray may give me or the students. I had them discuss strategies to multiply and divide, and supported them while they called out known multiplication facts, and then doubled one of the factors, thereby doubling the product. When EMS was called, I took the students to the media center to clear the room, and grabbed the read-aloud book, and did a read-aloud with accountable talk that I made up as I went along.

7) What are some of your goals for next week?

I would like to help Jen and the staff devise the official seizure procedure, or at the very least, familiarize myself and discuss it. I'd also like to reflect and determine how I would act if ever on my own in the room with him, whether subbing or if Jen has to step out. This would serve me well in the future whenever I have other students with medical situations, to determine my own concrete plan for such a situation, how I would discuss the matter with the class, and how I would instruct them to act.

8) How can I, as your Field Instructor help you?

I'd love for you to give me feedback on my unit plans, since you know my students, and have a good idea of their strengths and behaviors. I've just mapped out the plan for these science and social studies units, and they should run from February 4th through March 8th.