

Tutoring Log/ Log Composite

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EDUC 310

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Goal Setting:

1. To learn more about how to manage 7th Grade students.
 - a. Watch how the students act in class.
 - b. See how the teacher reacts to certain situations

2. To learn different ways of teaching and keeping the students attention during class.
 - a. Listen and interact with the cooperative teacher.
 - b. Watch how the students and teacher interact during class.

3. Use this experience to see if I would enjoy working with 6th to 8th grade students.
 - a. See if I have interest in working with this age range.
 - b. Interact with the students and help them during class.

Orientation:

Mr. Berg was easy to get along with and he was flexible with the hours that I was available to come to his classroom. I helped out in his rooms Tuesday and Thursday for the 8th hour seventh grade class and then Friday mornings during the second hour. I would usually sit towards the back while he was teaching the lesson and then walk around the room to help students when they had work time. On lab days I would help with the labs and help students with different steps or even go around to correct certain sections. I would also help Mr. Berg out when it came to passing things out to the students. The afternoon class had a full classroom of around 25 to 30 students and the morning class had about 20 students. It was cool to see the difference between a smaller class and a large class.

The afternoon class had three paraprofessionals that came in to help different students. One of the paras was there to work one on one with a student and the other two were there to help a couple of students each. I was surprised that they had then many helpers in one classroom because that then made a total of 4 adult teachers in the one classroom.

Description of the School and Classroom:

I did my tutoring hours in a seventh grade science classroom within East Junior High School. The classroom was large because it was a science classroom so they had science tables for the labs that the students do throughout the year. The students have their assigned seats that

the teacher placed them in. The students seats changed a few times throughout the time that I was there because of when they had to move the tables for labs. The tables seemed to work well because the students were all fairly close to the front and were able to see and hear the teacher. Yet the students had table partners so they were able to talk to a partner if they needed help on an assignment. The male to female ratio in the classes were about evenly divided. The school is divided into a Junior High and Senior High so the age range is seventh grade to twelfth grade.

Structured Report:

9/22/15, 2:20-3:05

Sequence:

1. Arrived and introduced myself to Mr. Berg
2. Mr. Berg had to leave for a volleyball game.
3. Helped substitute hand out material to students
4. Watched students examine pennies

Episode

On my first day there I kind of just stood back to observe how the class behaved and what happens during this class. Since the regular teacher was not present I was not able to see what an everyday would be like. From the start I could see that there were a few students that needed extra help because there were three paras present in that class period. I could also pick out one student that might be the “class clown” because he would get off task and try to be loud or funny. He would get up a lot during the class period and be a little disruptive.

Analysis:

Overall it was not the best day to begin because I did not get a real feel for the classroom because the main teacher was gone. I was able to observe the classroom and what students might be like when there is a different person in the classroom.

9/24/15, 2:20-3:05

Sequence:

1. Arrived
2. Said hi to the teachers
3. Asked where the best place for me to sit
4. Observed the teacher during class

Episode:

Today in my observations I noticed that the teacher moves around while teaching the students. He sits and stands moves around when needed. He likes to use real life examples during class such as talking about Minneopa waterfall. Today the students were learning about making observations and how to go about this. Mr. Berg also calls on students here and there to keep them involved and listening.

Analysis:

Overall while watching Mr. Berg teach I enjoyed to see the different ways he interacts with the students while teaching. It sounds like he is trying to just talk about new topics rather than trying to lecture to them. I feel this is a better approach for seventh grade students.

9/29/15, 2:20-3:05

Sequence:

1. Arrived
2. Waited for the class to start
3. Listened to teacher tell the students what to do
4. Went around to students to help with small assignment

Episode:

The students had to practice finding all the parts of the Scientific Method within an experiment. The students had to read the experiment and then answer a few questions about the experiment.

Analysis:

While the students were doing the assignment you can tell which students are capable of staying on task while other students struggle with this. In seventh grade you have to really work with the students to know that doing the assignments are important. I think this is the biggest struggle for teachers of this age.

10/1/15, 2:20-3:05

Sequence:

1. Arrived
2. Mr. Berg told me he had to leave for volleyball again
3. Mr. Berg told the substitute and I what the students had to do

Episode:

Today the students had to take a short quiz on Moodle and then had a packet with questions that the students had to find within their textbook. This was the start to new information

Analysis:

I was able to see the process of how the students take a quiz

10/2/15, 9:05-9:55

Sequence:

1. Arrived
2. Waited for class to start
3. Observed the teacher go over the assignment from the previous day

Episode:

Today I observed the teacher talk about the packet from the previous day and what the students had read for the chapter. It was cool to see how the students can read material and then discuss it at this age. I was not used to this because I was usually only with younger ages before this experience.

Analysis:

Overall most of the students were able to complete the short packet of the new material. The students were then able to discuss the topics and learn more about the topics that were about to come up.

10/6/15, 2:20-3:05

Sequence:

1. Arrived
2. Sat in my usual spot
3. Observed the teacher teach the class

Episode:

Today I observed that one of the special education students has his own para that works one on one with him only. The para takes notes just like the student would take notes during class. The para also makes sure that the student is staying focused and listening to what the teacher is saying during class.

Analysis:

This showed me that the lead teacher in the classroom does not do much to help the students because his para is the one to make sure he does his assignments, stays on task and learns the material. It does depend on the severity of the student's disorder on how much help they will receive from a para.

10/8/15, 2:20-3:05

Sequence:

1. Arrived
2. Waited for class to start
3. Observed the teacher talk to the students

Episode:

Today the students learned how to convert numbers to different units. The teacher used a diagram on the board to help the students. They knew on one side the number would get larger and on the other side they would get smaller. The students then got a worksheet to work on converting and they would work on the sheet in sections. The teacher and myself would go around the room to help the students where it was needed. The students enjoyed the encouragement and showed that they were understanding the concept.

Analysis:

In general most of the student caught on to the concept quickly. This showed me that they could have seen some of this in the past or from another class.

10/9/15, 9:05-9:55

Sequence:

1. Arrived
2. Said hi to the teacher
3. Today the class was continuing to work on the sheet from the previous day

Episode:

Today I was able to walk around the classroom and help the student with the sheet again. This was not much different from the day before except for it was with a different class because on Fridays I went to East in the mornings.

Analysis:

Overall all of Mr. Berg's classes do the same activity every day so I was able to see what the students in the afternoon would be doing since I was there in the morning.

10/13/15, 2:20-3:05

Sequence:

1. Arrived
2. Mr. Berg told me the students went on a field trip and they had just gotten back. They were not having normal classes.
3. He asked if I would correct papers for him

Episode:

I correct all of the assignments that he had. I appreciated the help because it would have taken him a while to get it all done. While I was correcting there were about 15 students just sitting in the back (they were his advisee students). I noticed that they had a lot of energy and were loud.

Analysis:

I realized that after a field trip all day students tend to be a little crazy and not wanting to do much work. The students were being a little silly and a few times Mr. Berg had to tell them to calm down.

10/20/15, 2:20-3:05

Sequence:

1. Arrived
2. Graphing: worksheet given

Episode:

The teacher modeled how to make the graph with students answering questions. This was seen as guided practice. The teacher told the students they would have to go outside to collect data from a small section of the woods by the school. The students would have to find living, nonliving and once-living items.

Analysis:

The students were excited to hear that they were going to have to go outside to find different objects from the woods. The students enjoy new activities and always want to get outside.

10/22/15, 2:20-3:05

Sequence:

1. Arrived
2. Sat in my desk and waited for the class to start

3. Mr. Berg had to change his plans around because the program did not work on the student's iPads.

Episode:

Mr. Berg told me before class that the plan for the day was not going to work since the program was not working on the iPads. He then had to reserve a computer lab to use to make the graph. The graph was going to show their data of what they found in the woods.

Analysis:

Learned that teachers sometimes have to go with what works best. You might need to make adjustments when needed but everything usually works out.

10/23/15, 9:05-9:55

Sequence:

1. Arrived
2. Sat and waited for the teacher to give instructions
3. Went to the computer lab

Episode:

The students had to put in their data from their findings in the woods and make the data into a graph. Some of the students understood what to do while others had issues. The teacher did a walk through of what to do at the beginning yet some students have a hard time listening to the directions and remembering what to do.

Analysis:

Not all students are great with technology, while others will love to work on the computer and to make graphs for an assignment.

10/27/15, 2:20-3:05

Sequence:

1. Arrived
2. Saw that the desks were set up differently
3. The desks were set up for a lab situation
4. Students were learning about the microscope

Episode:

Today I was able to go around and quiz the students to see if they knew where everything was located on the microscope that they use in class. This was fun to see what the students knew and if they did not pass they had to study a little more with their partner.

Analysis:

I liked to see that the students cared about knowing where everything was located on the microscope because they would get upset when they did not pass or get all of them correct.

10/29/15, 2:20-3:05

Sequence:

1. Arrived
2. Sat in my normal seat
3. The students arrived
4. The class started
5. Observed Mr. Berg teach

Episode:

When Mr. Berg teaches the days are about the same. Since it is the end of the day sometimes the students tend to be a little out of hand. Mr. Berg has a microphone system in his classroom so that he does not tire out his voice throughout the day.

Analysis:

I think it is nice that the school is able to provide the microphone system because there are so many students in the last hour of the day. It makes it easier for the students in the back to hear just the same as the students in the front of the room.

10/30/15, 9:05-9:55

Sequence:

1. Arrived
2. Sat at my normal table and observed the class
3. Notes and review of characteristics

Episode:

Today the class was talking about living critters. This class was very interactive for everyone there. This was not normal not taking. As a class they discussed the topics together and

made sense of what was being talked about. The teacher used small experiments for examples to show to the class. At the end of the class the class reviewed together for the quiz.

Analysis:

I liked how the class was interactive, this helps to keep the students attention while teaching. If a teacher just sits and talks at you the entire time students will just get bored and not want to listen anymore.

11/3/15, 2:20-3:05

Sequence:

1. Arrived
2. Waited for class to begin
3. Helped with lab

Episode:

The students had labs for a few days and I was able to walk around and help with these while I was there. Most of the labs were similar and used to get students used to using a microscope and seeing different parts of cells.

Analysis:

I like that student are able to use materials like this in classes and learn about different parts of life such as plant and animal cells.

11/5/15, 2:20-3:05

Sequence:

1. Arrived
2. Helped with lab

11/10/15, 2:20-3:05

Sequence:

1. Arrived
2. Helped with lab

11/12/15, 2:20-3:05

Sequence:

1. Arrived
2. Helped with lab

11/17/15, 2:20-3:05

Sequence:

1. Arrived
2. Waited for class to start
3. Making a flip book

Episode:

Today the students were to make a flip book with their vocab words of what is in a cell. The students fold the piece of paper and then cut one sheet of the book to make flaps to open up. On each flap the student writes the word and then when you open it up you write the definition and draw a picture.

Analysis:

I like the idea of the flip book for this age because once it is made it give the students an easy study tool.

11/19/15, 2:20-3:05

Sequence:

1. Arrived
2. Today the teacher talked about doing a lab

Episode:

Mr. Berg discusses the labs the day before because if he talked about the labs on the day they did them the students would not have enough time to finish everything.

Analysis:

I like that Mr. Berg does this because then the students do not feel rushed when doing their labs in class.

11/24/15, 2:20-3:05

Sequence:

1. Arrived
2. Waited for class to start
3. Lab

Episode:

Today the students did a lab on an onion cell. The students got a small piece of onion and were able to look at it under the microscope lense.

Analysis:

The students enjoyed doing this lab because they have never been able to see an onion cell in that way. They were able to see the onion up close and then were able to answer some questions about the cell.

12/1/15, 2:20-3:05

Sequence:

1. Arrived
2. Saw that a lab was set up for the students today
3. Listened to the instructions for the lab
4. Helped by walking around and asking questions

Episode:

Today the students did a lab on a small plant. They looked at the plant with a microscope and were able to zoom in to see the different parts. The students have to follow the directions on their worksheet and also answer the questions and draw what they see.

Analysis:

Seventh grade students seem to enjoy doing labs because they are able to work at their own pace and use the microscope to see different parts of the plant.

12/3/15, 2:20-3:05

Sequence:

1. Arrived
2. Sat down and waited for class to start
3. Helped look at the student's cell city worksheet

Episode:

Today the students had to glue their flip book into their science notebook. The flip books are what the student use to put all of their vocabulary words in. After this was done the students had a fun activity where they had a paragraph about a city. Within the city all of the different parts were related to different parts in the cell.

Analysis:

The students were able to figure out most of the jobs of the items in the city. The students also enjoyed the activity because when they were done labeling they had to draw a picture of the city on the backside of the sheet.

12/4/15, 9:10-9:55

Sequence:

1. Arrived
2. Students discussed their cell city from the previous day
3. Compare and contrast (cookies)

Episode:

Today the students were going to compare and contrast two different types of cookies, a oreo and a chocolate chip cookie. The students enjoy doing fun and different activities because then they get to do different things.

Analysis:

One thing I noticed was that the students had to have self discipline because they were not to eat the cookies until the activity was over. The students had to examine the cookies to see what some differences were and also some similarities. Some of the students had a hard time with self discipline because all they wanted to do was to eat the cookies.

Log Composite

During my clinical experience I was able to learn a lot about seventh graders and what they are like when it comes to learning and being at school. Some of the main topics that I learned about were being more aware of the developmental needs of this age, the relationship of the physical, emotional, and social domains of development and then also the principles of learning and teaching.

First the developmental needs of seventh graders. I was able to see that at this stage students start to take control of their grades and what they do with what they learn. The students are learning how to be responsible and are learning to turn in their assignments. The students start to learn the consequences of if they do not turn in their assignments by seeing their grades and if they do not pass they would have to retake the class. The students are still in need of

guidance from their teachers but the roles start to get handed over with the students taking on more responsibility.

Next the relationship of the physical, emotional, and social domains of development. During this age students are changing a lot within every part of their life. Emotionally students are growing and figuring out who they really are and who their friends will be and who they will be associated with. Physically their body is changing and growing. A lot of students will not be confident with themselves at this age because they are in the process of changing and not understanding what is all happening. Socially students are deciding who their friends are and what they want people to see them as. Some students will be into sports while others will not. Some students will really be into school and want to learn. Others will dislike school and not want to pay attention. In some cases some students will be rebellious because of these reasons. They are learning where they can fit into the world and where they want to be in life.

The final area to discuss is the principles of learning and teaching. You might be surprised but you can learn a lot from seventh graders. They have a lot on their minds and are not afraid to share. A lot of students will want to learn and be ready to be in school. These students will be easy to teach. Then there are students that could care less. As a teacher you need to get them involved and show them that learning can be fun. You will not always have their full attention but it is good to try to relate what you are talking about to their life so that they can remember the information and be involved. As a teacher it is also important to make the student feel wanted in the classroom and that they are important. This means talk to the students one on one, just say hi when you walk in or ask them how their day was. Little things can change a student's day totally around.