

Tutoring Log/Log Composite

Morgan Schwarz
EDUC 310
Dr. Carrie Pfeifer
December 11th, 2015

Tutoring Log of Morgan Schwarz (Bethany Student)

Goal Setting:

1. To use my knowledge to assist high school students in the classroom
 - a. To the best of my knowledge, explain concepts that students may find difficult to understand and comprehend
 - b. Accurately and efficiently assist students with any questions or concerns they may have about their job shadowing experience
 - c. Increase the level of productivity within the classroom
2. To gain a better understanding and appreciation for the teaching profession
 - a. Ask questions when issues or unexpected problems arise
 - b. Observe thoroughly the other professionals working while asking myself questions continuously
 - c. Assist other teaching professionals, as needed
3. Better comprehend the issues in today's schools along with the possible solutions and various classroom management strategies to use with such issues
 - a. Understand how to handle technology in the classroom
4. To improve my skills as a tutor
 - a. Assist students one-on-one or in small groups to assist in completing assignments and understanding difficult concepts
5. Be able to verify to myself that I have the passion and love for the teaching profession
 - a. Be able to use this experience as a building block for my future career as a teacher

Orientation:

Greg Summers was an excellent teacher to be able to work alongside with. As a few complications arose, such as tennis, he was flexible with my schedule and gave me the opportunity to come in whenever I wanted and was able to. Greg was always committed to expand my knowledge through course material and/or student and classroom situations. My schedule allowed me to help out in the classroom on Tuesday and Thursday mornings from 10:00 a.m. until about 11:50 a.m. This was during periods 3 and 4 which consisted of the class *Introduction to Health Occupations*. Some days, I would get there early enough to also assist in the period 2 class which was *Disease and Disorders*. The days were somewhat consistent, however, Greg would give me a various "assignment" to do every once in awhile such as cutting notecards in the copy room or reading/correcting papers. There were also a few Thursdays where he had me take the class through a Kahoot review game.

Description of the School and Classroom:

I chose to be placed in an elective course open to 9th-12th graders within the Mankato East High School located at 2600 Hoffman Road in Mankato, Minnesota. The mission statement of this school is

widely posted which is *Assuring learning excellence and readiness for a changing world*. According to their website, the core values include: integrity, respect, excellence, adaptability, responsibility, engagement, and collaboration.

Room 106, the classroom I was in, holds 28-30 students with periods 2 and 3 exceeding that limit. Some period 2 students have to just “find a spot around the room.” The majority of the classes are females, however, there are a handful of males in each class. There is a hospital bed located in the back corner that a student may sit on if there are no table spots left open. There was no particular seating arrangement for the classes, however, students remained in the same seat consistently each day. With the minimal amount of space and crowded classroom, doing activities was difficult. When the lesson for the day entailed an activity in which students must move around and interact with one another, the activity was taken to the hall. At times, the activity in the hallway was difficult to appropriately teach due to middle school lunch in progress. The concept of classroom rules was not enforced in the classroom. Greg’s thought was that if these students do not want to learn and do their assignments, then so be it. Sooner than later, they will learn their lesson even if it is the hard way. He treated them as adults. The classroom was set up in rows of tables. The front of the classroom consisted of the Smartboard and Greg’s desk along with a side table with various supplies and papers. There were three rows of tables in which there was minimal space between the rows. The back of the classroom had storage space as well as a hospital bed for the Certified Nursing Assistant course. With the students so close together, Greg ensured that he had multiple forms of tests made to avoid cheating.

Note: Periods 3 and 4 are the same class in which I observed most days. However, period 2 is a different class which will be noted in the structured report.

Structured Report:

9/22/15, 10:45 AM-12:00 PM (Late Start Schedule)

Sequence:

1. Arrived, met Greg Summers, and got introduced to the classroom
2. Observed periods 2 and 3 short lectures
3. Assisted students with designing their posters on medical conditions during independent work time (Period 2)
4. Assisted and answered questions regarding medical abbreviations during independent work time (Period 3)

Episode: During period 2, I was asked to walk around and assist students, as needed, on their posters on their assigned medical condition. With this, I noticed a male who is now a senior on his phone with his outline blank. I ended up helping him get going on his poster so it was not late. This took the rest of the period. However, period 3 was very off task when they were instructed to make notecards for their

medical abbreviations test on Friday. As I redirected some students, many students refused to make the notecards in preparation.

Analysis: As these students are old enough now to realize what it takes to succeed, it is important to be their mentor and teacher and guide them through the material. It is important to note, however, that some will refuse to do what is instructed for them to do. At that age, I feel that you have to let them make their own decisions. Hopefully when they see the “F” in the gradebook, they will come more focused and ready to learn. With the male who just needed a little “nudging” though, it is important to realize that some students just need that push to get them going. I felt that he did not know where to begin. There was so much information to cover. “Where should I start?” was a common question amongst the class. Ensuring that all students understand what is expected of them is important. Though my first day, I learned that guided practice is essential at all ages.

9/24/15, 10 AM-11:50 AM (Regular Schedule)

Sequence:

1. Observed students review for medical abbreviations test using Kahoot!
2. Assisted students, as needed, as they continued to make and study for test using notecards provided

Episode: As I observed the students playing the Kahoot! review game, I noticed many students on their phones and not participating in the game. However, nothing was said to them. As the rest of the class reviewed and participated competitively, the select students had their noses in their phones and did not look up once.

Analysis: To me, this should be unacceptable. As Mr. Summers’ philosophy was to let them learn when they chose to do so, I believe it is a distraction to the other students if they are not participating and doing something else on their devices. How do you decide if they should participate or not? Do you excuse them to the hallway and take away the learning environment so the others can learn? Do you give points for participation? Do you force them to participate in the review or let it be? When the review was over, almost the entire class went directly to their device and did not make notecards and study for the test as they were instructed to do so. Yet, nothing was said. How do you handle a situation such as this? Should Mr. Summers have moved on to new material and assumed that they understood it?

9/29/15, 10 AM-11:50 AM (Regular Schedule)

Sequence:

1. Arrived

2. Assisted students, as needed, as they make their notecards to study from for the medical abbreviations test on Friday

Episode: As I was instructed to wander around the room and help as needed, I realized only a select few actively engaged with the assignment to make note cards since they were not receiving any points for doing them; it was only for their own benefit. Nothing was said to them. In fact, Mr. Summers would often go sit on the tables and have casual conversations with them until the period was over.

Analysis: This refers directly to the previous analysis. Within this, as a teacher, it is important to understand classroom management skills. How can you let your students not be engaged? How can you, as the teacher, just sit back and hold these casual conversations about Friday nights on the town? As a teacher in the future, I will ensure success for my students. My students will understand that I, indeed, have expectations for them and that they must abide by them. These expectations will not be to sit on their phones during independent practice/work times.

10/1/15, 10 AM-11:50 AM (Regular Schedule)

Sequence:

1. Arrived
2. Met with Mr. Summers briefly regarding the experiment that will take place during the two periods
3. Observed and assisted with the setup and experiment for the day (Note: Experiment procedure is described below)
4. Assisted with cleanup and re-filling the test tubes

Sharing Body Fluids Procedure:

Be sure to choose students from all over the class, and not just in your immediate area. Wait for the signal before each body fluid exchange.

1. With a marker write your name or initials on the side of the test tube containing “body fluids.”
2. Find a person that you will share body fluids with and pipette one transfer pipette full of your liquid into their tube while they pipette one transfer pipette full of their liquid into your tube. This should be approximately half of your body fluids in the tube. Gently, without spilling, shake the test tube to mix. You have successfully shared body fluids!
3. Record whose body fluids you shared.
4. For your second share repeat steps 2 and 3 with another individual.
5. Record whose body fluids you shared.

6. For your third share repeat steps 2 and 3.
7. Record whose body fluids you shared.

Episode: With this mini experiment, the students were engaged in the activity. However, there were a select number of students in which thought of this as “funny” and a joke. It was easy to observe who was mature enough to handle this experiment and which students simply were not. Nothing was said to the students who were handling the experiment immaturely and poorly. They continued to laugh and joke with each other. Another side note is that the students did not mix themselves up as well as they should of for this experiment. There was always a group of students who were friends that ended up being “contaminated.”

Analysis: With this, if I were the teacher, I would have ensured that my guidelines and expectations were verbally explained as well as written down on their assignment sheet, as well. This ensures that the students have read my expectations and heard them with their own ears which is two of the senses. Within my expectations, I would exemplify the importance of the experiment. I would ensure that the students understand that this experiment is not to poke fun at the individuals who were contaminated. Mr. Summers referred to the contamination as kissing. Even though these students are old enough, they still had a difficult time understanding this since their mind was more on “who they were kissing.” As the activity was engaging and fun, I felt as if there was no clear understanding for it. What were they doing this for? To waste time? It was never brought back up or referred to the rest of the time there. It is important for the students to be able to make connections and bring back previously learned material and incorporate it into their new knowledge/material learned.

10/13/15, 10 AM- 11:50 AM (Regular Schedule)

Sequence:

1. Arrived
2. Met Mr. Summers briefly to discuss the lesson today and inform me that the principal will be observing period 4 today
3. Observed students reading through the article assigned to them while assisting them with unknown words and helping “mark the text”
4. Assisted students answer questions provided regarding their articles
5. Walked around the classroom to answer questions and listen “in the background” to their discussions about the articles while in groups

Episode: Mr. Summers stated that, “On observing day, you kind of just have to fake a lesson.” I was appalled when this was said to me. As this may seem true, never tell a student teacher this. As I knew that this was his teaching style, I was still a bit bothered by this comment. However, on this day, he ensured that phones were placed on their tables and that work was being done since he had the principal

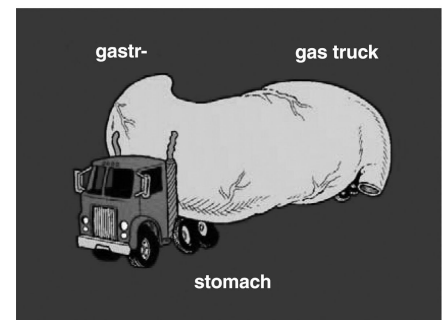
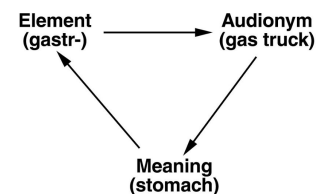
sitting in the back corner of the room. The students were instructed to read the article given to them and divide into groups to discuss. As I was instructed to walk around the room and listen in the background to conversations, I observed many groups quickly discussing their article and then be on to another conversation not relevant to the articles read.

Analysis: I am fully aware that one should never “fake a lesson.” All lessons should be purposeful and be relevant to an objective. There should never be a made up lesson that is done just to look like the students are busy and to look like the teacher is doing his/her job well. However, it opened my eyes to see that some of the students actually put their phones down when they were instructed to do so. What if it was like this everyday? I guarantee there would be more student success and student engagement.

10/20/15, 10 AM- 11:50 AM (Regular Schedule)

Sequence:

1. Arrived
2. Watched video with students that introduces mnemonic devices, such as audionyms, to teach students the medical terms in which they will be learning each week (both class periods)
 - a. Example: gastr-, gas truck, shows the gas truck as a stomach
3. Assisted students, as needed, with making and studying notecards for medical terminology test #1 on Friday



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Episode: As the video, especially the first one, was very long, the students were annoyed with it. The point of the video was to get the students to remember medical terms by using things that sound similar to the term itself. An example is shown to the right. This gives students the chance to visually see the mnemonic device as well as hear it repeated to them numerous times. The video also asks viewers to repeat after them. However, none of the students participated in his and it was not enforced.

Analysis: Technology was a huge issue while watching this video. The students were given a packet to record the medical term, the audionym, and the definition. However, the video would repeat itself numerous times which is helpful for the students to hear it many times. I believe there should have been more engagement with this video. For example, I would divide the class in fours and each time it is repeated, the students would say it with them. If I was in group number two, I would say it with them the second time that they repeated it. This would allow the students to listen to it continuously since they would have to repeat it eventually when it is their turn. I believe this is an essential way to learn the

material since it is simply memorization. If this was strictly rote memorization, the students would forget it easily. With the video, the students are able to make connections which gives them a visual representation to what the specific medical term is.

10/22/15, 10 AM-11:50 AM (Regular Schedule)

Sequence:

1. Arrived
2. Met with Mr. Summers briefly as he informed me to lead the Kahoot! review game
3. Led and instructed the Kahoot! review game
4. Wrote down the first and second place winners who will receive extra credit
5. Assisted the students, as needed, on their health occupation presentation/project (Due on Tuesday)

Episode: There were many students who were not working on their presentation during independent work time. Many of the students were watching Netflix, texting, watching YouTube videos, or sleeping with their head down on his/her desk.

Analysis: If this were my classroom, I would ensure that if I give my students the opportunity to work on their project in class, they will take the time that is granted to them. If they are not using their time wisely, I will simply take the work time away from them until they learn that I am giving them something that not all teachers do. However, on the other hand, as a teacher, you have to weigh the positives and negatives. Do you want your students to have the work time for the students that are engaged to do exceptionally better? Or should the project be done completely on their own time? How will the quality of the work be then?

10/27/15, 10AM-11:50AM (Regular Schedule)

Sequence:

1. Arrived
2. Met with Mr. Summers briefly and informed him that I will be coming tomorrow instead of Thursday
3. Watched audionym video with students to introduce the new medical terms for the week
4. Assisted with the use of the the aging kits in groups, helped students put the gear on properly and efficiently
5. Enforced positive behavior while working in the hall during middle school lunch hour

Episode: The aging kits are brought into the school for one day only. It is unknown when they will get there; however, teachers are given the week in which they should expect them. With this, it is hard to

plan a week for the lesson not knowing when the aging suits would arrive. However, the aging suits fit in perfectly with the day that they arrived. The students watched a video and then had an appropriate amount of time to try on the aging suits. However, with the way that East High School is set up, the classroom is directly next to the cafeteria. During this time period, the middle school population has lunch. With this, it makes it very difficult to focus with the loudness in the hallway. However, with activities such as the aging suits, the class needs to be held in the halls due to the lack of space in the classroom. The students had a hard time fitting around the middle schoolers. They also thought that they could “overpower” the middle school students since they were older. With lunch going on, it was hard for the class to focus on the point of the activity with the loudness of the hallway and the excessive amount of people in the area.

Analysis: As one cannot control the atmosphere of the school and one cannot change the structure of the building, it is important to be flexible. Mr. Summers gave the students instructions in the classroom prior to going out in the hallway which is essential. This way, when we entered the hallway, the students knew what to do and what is expected of them. However, the distractions are unavoidable. If I were doing this activity and could not be in the classroom due to limited space, I would see if there is a gymnasium available or find a quiet hallway in which we could partake in this activity. I firmly believe there could have been a better setup through a little planning.

10/28/15, 9AM- 11:45AM (Modified Schedule)

Sequence:

1. Arrived
2. Assisted students with clay to place on the model of their skelton during the lesson on bones
3. Ensured that all groups had their clay on the right area on their skelton
4. Listened to and assisted with the grading process of the presentations on health occupations
5. Carried the aging suits to the office to be picked up
6. Continued to listen and assist in the grading process of the presentations

Episode: The presentations were interesting to see the progress that the students have made as well as the connections that they can make. With the presentations, they were assigned to research a health occupation of their choice. It was fun to see after researching, if they wanted to continue this goal and dream or if their goal of becoming that profession changed due to eye-opening research. With the presentations, however, it was evident that there was not a rubric. He gave the students a list of the topics to covered; but, there was evidently not a presentation rubric as the students read directly off of the PowerPoint and faced the screen with their backs to the audience. Many of the audience members either fell asleep, sat on their phones, or refused to pay attention. I will not lie- It was incredibly boring!

Analysis: This could have been a significant teachable moment for Mr. Summers. Discussing with the students how to present material should have been learned by this age; however, if it is absent, Mr. Summers could greatly use this to teach his students how to give a presentation. A rubric is vital with this manner. Giving students specific guidelines for their presentation will give the students a chance to practice and display their oral speaking skills. In my future classroom, even if I am in a kindergarten classroom, I will ensure that the students practice their oral speaking skills from day 1. Practicing looking at the audience, summarizing information, and relaying information to an audience is vitally important.

11/23/15, 10AM-11:50AM (Regular Schedule)

Sequence:

1. Arrived
2. Met with Mr. Summers regarding the plan of action/lesson for the day
3. Led the review game/activity (Bluffer) on the first 5 units of medical terms

Episode: The game “Bluffer” entails the following:

Materials needed:

- 1) a list of questions from the study guide (or from the test)
- 2) note cards, popsicle sticks, etc. with students’ names

Number of teams: 2

Directions:

1. Ask the question to the entire team (make sure there is no talking).
2. Students have the option to stand or sit (students may sit a maximum of five times). The teacher will count the number of students standing and announce the number.
3. The teacher will randomly call on a student who is standing to answer the question using the note cards or popsicle sticks with the students’ names.
4. If the student answers correctly, the team will be awarded points for every team member standing. **Students may “bluff” by standing even if they do not know the answer to score points for their team.
5. If the student answers incorrectly, the question will be posed to the other team.

The students thought that this was a fun way to review the information. However, the students that did not study prior, were lost and let their team down after their five “sits” were over. This game can be quite fun and allows you to involve the entire class. Each student must be listening closely to each question to try to score points. This also encourages students who are unsure of themselves to take risks and try to answer questions they might not volunteer to answer alone.

Analysis: This game was fun for the students as all of the students were actively engaged. I did have one student approach me beforehand and ask if he could study the words instead of review with the class. I replied by saying, “Yes, but I will be out in the hallway to check on you periodically.” The student usually does well on the tests, so Mr. Summers was fine with the decision that I made too. Was this fine to let the student study independently? This portrayed that having a fun, engaging, and positive learning environment will give the students a chance to succeed accordingly.

11/24/15, 10AM-11:50AM (Regular Schedule)

Sequence:

1. Arrived
2. Met with Mr. Summers regarding the schedule of the day and got asked if I feel comfortable leading the activities today (I said, “Of course!”)
3. Led another review game/activity (Loosy Goosey) on the first 5 units of medical terms
4. Led a relay race with precaution gear such as isolation gowns, masks, shoe protectors, and gloves

Episode: The relay race was a fun “brain break” for the students; however, there was lots of distractions as we were invading the middle school lunch, as I described previously in the log. Many of the students thought it was funny to put the precaution gear on. They didn’t understand that the point of this activity was to see what it was like for doctors, nurses, etc. dealing with people in isolation.

Analysis: With this, it is important to give the students expectations and objectives. The students had no idea what was going on and why they were doing this. In all reality, what was the point of isolation protection relay race? As a student teacher/tutor, I did not even know what the point was. It was mad chaos and ended up on many people’s Snapchat stories. Was this acceptable? How could this have been done more formally with more of a purpose pinpointing back to the objectives. With that being said, Mr. Summers did not show me any objectives that he had for the class throughout my time there. It was hard for me to gauge if what he was having the students do related strictly to the objectives. I will ensure that each activity and assignment is purposeful and that my students are aware of why we are doing this, even if it may seem a bit out of whack or silly.

12/1/15, 10AM-11:50AM (Regular Schedule)

Sequence:

1. Arrived
2. Met with Mr. Summers regarding the plan of action for the day
3. Watched the Week 6 Audionym Med Terms Video (both periods)

4. Assisted students, as needed, making notecards and finishing the homework from yesterday (both periods)

Episode: One thing I noticed dramatically today is the attention span of the students. The students were often distracted from their devices such as the class iPads or their personal phones/devices. The students would write down the audionym and meaning of the medical term; however, they would not retain the information provided. A couple female students chose to sit on the floor in the back, as well. I even observed some students watching Netflix on their devices with their earbuds placed in their ears. With this, not only are they not watching the video, they are not even listening to it!

Analysis: This all stems from classroom management. If the teacher allows the students from doing these things from day one, the students are going to continue to do it throughout the school year. However, I believe that there should have been a stern and blunt approach to this. As Mr. Summer is aware that this is happening, his philosophy is that they will realize they need to pay attention and learn when their grade suffers. For some, they will realize that they will not receive their diploma if they do not pay attention, focus, and pass the class. I believe Mr. Summers needs to lay down his expectations if the students expect to succeed in the class. Just letting them do their own thing for the entire period is not teaching them anything and it is simply letting them “win” or “get their way.” What is this teaching them? Are they actually learning anything? Do teachers want to be giving out C’s, D’s, and F’s? As a future educator, I feel the need to enforce my expectations that I have for my students.

12/3/15, 10AM-11:50AM (Regular Schedule)

Sequence:

1. Arrived
2. Met with Mr. Summers briefly to get the plan of action for the day
3. Led the Kahoot! review game covering the unit 6 medical terms
4. Assisted students, as needed, as they studied for the test and completed make-up work

Episode: This is very similar to what has been happening each week and each day. The students simply do not participate in the class on days that they do not have to. With the Kahoot! game, many students decided to log in and then click away from it just to text, watch videos, or play games. They continued to do this throughout the entire class period.

Analysis: I’m to the point in this where I am simply out of words. How can a teacher feel like they are assisting in their students development and success when you see this day in and day out? This all stems from the first day of classes. It is important to set rules and boundaries right away. I felt as if Mr. Summers wanted to be the “cool teacher” and fit in with the students. As a teacher, it simply should not be this way. Teachers must be there for the students; however, not in a social aspect of it. Teachers

should not care about what the students are doing this weekend or what they did last weekend. During work time, the teacher should model this; the teacher should not be making conversation with the students about his/her life. As a future educator, I will ensure that I model what I expect of my students. If I expect them to be quiet, I will model and enforce this instruction.

LOG COMPOSITE

In my clinical/tutoring experience working with students ranging from ninth to twelfth grade, I firmly believe that I gained a better understanding of what it takes to become a teacher as well as the complications that arise. I was involved in regular classes that held around twenty-five students. With this, I was able to see a better overview of the different ages embedded within the class as well as the different ways of teaching that must be present in order to adapt to the diversity of the ages within the classroom. I definitely learned that each student has their own unique way of learning, whether that is visually or auditory, or independently or collaboratively.

There are many different lessons that were portrayed throughout this experience. The first theme/lesson that was present was the use of technology in the classroom, or how technology can have a negative impact on students. Another was the concept of developmental needs and understanding. This involves attention, languages used, or barricades to learning/development. The final aspect of this included a modified approach to classroom management skills.

Technology in the classroom can be an everlasting issue in the classroom; however, I believe implementing technology into the classroom can be a vital part of learning in today's society. As the students travel from classroom to classroom from teacher to teacher, there is bound to be variations in classroom expectations. I believe there should not be extreme variations though. As there was about one activity per week that involved technology, this was not enough for the students. The students were glued to their devices which ultimately hindered their learning. The next aspect observed is the

developmental needs and understanding of students due to their attention span, language barrier, or a barricade of learning due to a learning disability. To me, this was interesting to see how the students with a learning disability seemed to perform better on the tests compared to a student who was in the classroom full time. Was this because that student got the opportunity to study without distractions in the classroom? What would it be like if the classroom was quiet during independent practice/work time? There was also a student who would go to the resource room but still perform poorly on tests. Often times, this student would get one point, if they were lucky. So which one is it?

The final aspect observed was simply classroom management. An educator must set forth rules, expectations, and guidelines from day one. A teacher cannot just start new rules in the middle of the semester. It does not work that way and the students will not respect that. If you allow them to be on their devices, it is going to continue. A teacher should not have to make their class easier just because the students are not focused due to their devices and technology.

Another aspect within these categories includes the teacher assuming things. For example, it was observed that the teacher did not think highly of a student because the student had not been doing well on the past tests. How can you just “give up” on a student? To me, that would be a challenge to face. I would ask myself how I could get that student to succeed and step it up a notch. What can I do as a teacher? How can we work together to solve this problem? Is it my teaching? Does the student need me to teach the material differently? What can the student do to make this happen? It is important that the student gives 100% effort and engagement in order to complete the work.

Teacher expectations strongly relate with the students’ motivation to learn and become successful. The behavioral learning theory best explains how most students are motivated. This states that students learn by behavioral consequences. Students generally do not learn to satisfy growth needs,

to maintain a positive self-image, or to achieve an expected reward. These theories (human needs theory, attribution theory, and expectancy theory) generally seem to belong at higher stages of learning than the middle school age range. It is important that a positive learning environment is enforced. If expectations are not grounded, student success will be minimal.

Overall, this experience has thoroughly established the true meaning of a teacher's classroom management skills. As a future educator, I will ensure that my students are aware of my expectations from the first day that we meet. It will be made known that I am the authority in the classroom and that I am not there to be their best friend; however, I am there in times of emotional need. As Barrie Bennett and Peter Smibnich stated, "If we believe in active student learning, we must consider the variety of ways in which students are encouraged to participate."