

Tutoring Log/ Log Composite

Abby Wegner

EDUC 3110

Dr. C. Pfeifer

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Goal Setting:

1. To gain insight on how to work with middle school and high school students
 - a. Observe the teacher interacting and teaching the students
 - b. Use her example to influence my interacting the students
 - c. Observe the students interacting with one another
2. To use my knowledge to help students better understand the concepts being taught
 - a. Explain concepts in simplistic ways that they can comprehend
3. To better understand students with special needs
 - a. Work one on one with students in need of different services
 - b. Ask the teacher questions about students with special needs

Orientation:

With Ms. Hed, she would tell me the best ways in which to interact with the students so that I could get the most out of this experience. She pointed out certain students to me that might need a different type of interaction and told me how to go about it. If she had a chore for me to do I always tried to complete it to the best of my ability. This would consist of either handing things out to the students or checking to see if their kitchen was clean. Our conversations were very casual and we respected each other's insight. We would talk about different teaching styles and which ones we thought were best. I was very comfortable asking her any questions about education and what her opinions were.

My interaction with Ms. Ryan was very similar. She informed of all the different disabilities in her classroom and how I should interact with them. I was also able to approach her with any questions I had about special education, which was helpful because I am interested in that. She was able to trust me enough to play games with the class on my own while she had other office work to do. That being said, she was always near by so that if something were to happen she could handle it. Throughout her lessons she also gave me was in which I could interact and help the students. This allowed me to be constantly doing something in her classroom.

Description of the School and Classroom:

I was placed in the FAQs and special education classrooms at East High School. In Ms. Hed's classroom there were six kitchen sets and ten tables throughout the room to accommodate the twenty students. The groups for each kitchen were different for every cooking period. Her first class consisted mostly of juniors and seniors with an even mix of boys and girls. The next class consisted of mostly freshmen and sophomores. The atmosphere of her classroom was very relaxed because students were allowed to talk throughout the class period to their peers and take out their phones. That being said, she did hold them to high expectations. When the students did not meet these, they were asked to leave her class.

The atmosphere of Ms. Ryan's classroom was similar, that being that it was very relaxed. Students in this class could also talk freely and have their phones out. There were only six students in this classroom and they ranged from freshmen to seniors. Out of the six students, four of them were girls and two of the were boys. The disabilities these students had were not as severe as others were in the program. Some of them had anger management issues or ADHD. One of the students was blind, so he had to have a paraprofessional to accommodate this. The classroom was rather small with two poles in the middle. Desks were arranged in a circle and there was a row of desks in the middle of the room. On the walls were numerous motivational posters, encouraging the students to not give up.

Structured Report

10/8/2015, 9:00 - 10:00 AM, FAQS classroom with Ms. Hed

Sequence:

1. Arrived and met Ms. Hed
2. Introduced myself to her students
3. Walked around the classroom getting to know students

Episode: Because this was my first day, the students were very aware that I was new to the classroom. They were all looking at me and a senior male student came up to me and asked "Who are you?" I then informed him that I was observing his classroom, and he walked away. Ms. Hed had me introduce myself because all of the students were curious. I told them that I was a student at Bethany and I was looking at their classroom to see if I could get ideas for my future classroom. The class then seemed to be put at ease with my response.

Analysis: The atmosphere of the classroom was very relaxed. Students were able to approach the teacher from the relationship of a friend rather than a authority figure. It was obvious that I had affected the atmosphere of the classroom with my presence because it was something the students were not used to. Once I told them who I was and why I was there, the relaxed, calm atmosphere returned. After introducing myself, I was able to walk around the classroom and ask them questions. This class was mostly seniors, so they are not that much younger than I am which made it easier to relate to them.

10/8/2015, 10:05-11:05, FAQS classroom with Ms. Hed

Sequence:

1. I watched students come into the classroom
2. Students began gathering materials for their cooking lab
3. I walked around to talk to and observe students

Episode: These students were mostly freshmen, and did not really care that I was there. There was a group of girls that were making apple pie bites that I talked to for a lot of the time. They were very eager to answer any questions I had about the class. In return I was able to help them with some of the steps in their recipe that they were confused about.

Analysis: The majority of the class I observe before this one is seniors. It is easier to talk to them because we are so close in age. I think that part of the reason that the freshmen class did not talk to me as much was because high school is still new to them and so change is a common concept to them. My being there had no impact on them and they just went about their business. This forced me to initiate conversation more with the students. Once I started talking to the girls, more of the students were willing to talk with me as well. The neighboring group also let me help them clean a mess off of a pan they had used.

10/8/2015, 1:15-2:15, Special Education Classroom with Ms. Ryan

Sequence:

1. Arrived
2. Introduced myself to Ms. Ryan
3. Sat in the middle of the classroom
4. Observed students playing math bingo
5. Talked with Ms. Ryan about the students after class

Episode: One thing that intrigued me throughout this class, was how the blind student in the class interacted with his paraprofessional. The student could see things if he held them very close to his face. Occasionally he would get frustrated and say “I can’t see anything!” Then his para in a calm manner would say words like “scan” or “focus.” This would also be followed by verbal encouragement. Once she said that he would take his time and look for the correct answer. Sometimes the para would put the bingo chips on for him because he would get tired. The student also loved to engage with his peers in casual conversation and joke around with them. He was a very sweet, light hearted guy.

Analysis: After speaking with Ms. Ryan, she informed me that the students in this particular class would most likely end up in a group home. This is because they lack the ability to have common concepts to function in the world on their own. That being said, I was amazed while watching the blind student play bingo. He was legally blind, yet could still read things that were close to his face. Even though the teacher said these students could not be independent, this particular student was showing tremendous effort on being independent.

10/9/2015, 9:00-10:00 AM, FAQs classroom with Ms. Hed

Sequence:

1. Arrived
2. Met with Ms. Hed
3. Talked to and observed students

Episode: I spoke with Ms. Hed about the technology policy at East High School. She informed that technically the students were not allowed to have their phones out in any class. I found this interesting since students seemed to have their phones out and listening to music in every class. Student are also required to have some sort of technology on them while they are in school. Ms. Hed then told me that it's really a matter of choosing your battles. The students will always find a way to have their phones out, so a teacher should figure out how to utilize their technology for their lessons. Ms. Hed said that when she was a first year teacher she used to be very strict with their phones and would confiscate them during class. She said that there was one student that tried to physically fight her when she took his phone. After class she talked with him about what happened, which he told her that he pays his own phone bill. Therefore he looks at his phone as his own property.

Analysis: This was very conflicting for me because if the school's policy is that phones should not be out, this should be enforced. At the same time, I do understand how a teacher might have to pick their battles. Ms. Hed has done an excellent job on having the students use their phones for learning purposes during class. Occasionally the recipe will have a unit conversion, which the students can then use their phones to do the conversion. I also appreciated that Ms. Hed respected her students enough that when the student tried to physically fight her, she took the time to sit down with him and figure out why. After their conversation, their relationship was restored and he was able to remain in her class.

10/9/2015, 10:05-11:05 AM, FAQS classroom with Ms. Hed

Sequence:

1. Watch students come in
2. Students gathered material for the lab
3. I walked around the room and talked with students

Episode: During the lab, the power in the school shut off. There are no windows in the classroom, so the room was exceedingly dark. The students at first were very alarmed and some were screaming. One of the girls asked if she could continue making her batter. Ms. Hed thought that was a great idea. She then informed the students to take their phones out and use them as a flash light for the person making the batter. All of the students were calm again and continued to work on their batter so that they could put their buns in when the power came back on. Because the students kept working on their lab, when the power came back on they were able to finish baking before class was over.

Analysis: Throughout this event, I was amazed at the classroom control Ms. Hed had. She could have let the students continue to be alarmed and someone could have gotten hurt. Instead she had them utilize their technology to continue working on their lab. To me this also shows that students respect her enough to continue working on their labs in the dark when they cannot see their teacher.

10/9/2015, 1:15-2:15, Special Ed classroom with Ms. Ryan

Sequence:

1. Arrived
2. Spoke with Ms. Ryan
3. Helped set up Math Bingo
4. Led Math Bingo

Episode: Ms. Ryan asked me to lead class today because she was dealing with another situation that had happened earlier in the day. I greeted all the students as they came into the classroom. They then asked me if I was their substitute teacher for the day. I told them that I was kind of like a teacher but technically I'm still a student. The students seemed to be satisfied with this response because that put me closer to their level. We had a very fun class period, engaging in fun conversation and handing out candy. I also let them play a blackout round of Bingo, which they thought was very fun.

Analysis: I was very nervous to lead this classroom on my own, but it ended up being a fun successful class period. When I told the students that I was a student as well, they seemed to be more interested in what I had to say. It was also one of the student's birthday and she was turning eighteen years old. I then realized that they were only two years younger than me, which also helped with forming a relationship with them. The entire time they just wanted to have fun and joke around, which was fine with me. Every once in awhile they would get a little too loud, so we would have to stop and quiet them down.

10/23/2015, 9:13-10:02 am, FAQS classroom with Ms. Hed

Sequence:

1. Arrived
2. Met with Ms. Hed
3. Helped her prep for the lab
4. Talked with students

Episode: When walking around the room, a student that goes to the same church as I do spoke to me about her faith life. We both came to this realization when we had seen each other departing

after a church service. She had told me that she that she is a Sunday school teacher but does not like to attend the church service. In her opinion, it takes too long and implied that what the pastors has to say does not interest her. She ended the conversation with, “That’s just where I’m at in my faith life.”

Analysis: In this situation, I was not sure how to respond. Because I was in a public school, I knew there were certain limitations to what I could and could not say. Normally, I would have asked her more questions because she did not seem to be satisfied with her faith life, but I did not because I wanted to make sure that I was not violating any laws. Previously, I have thought about teaching in a private school because of this specific reason. I want to be able to freely express my faith. Wanting to teach in an urban setting has also been a passion of mine, so I know that I cannot always believe that I will be able to teach in a private school.

10/23/2015, 10:07-10:56 am FAQS classroom with Ms. Hed

Sequence:

1. Welcomed students
2. Helped students get ingredients for the lab
3. Walked around the room to help students

Episode: The students were baking with chicken today which made a lot of them nervous. This is because they know that in order to eat chicken it has to be cooked all the way through. If not, there is always the possibility that they could get sick. One of the groups of students questioned if their chicken was done all the way. Earlier in the class they had made a mistake because they cut their chicken into too small of pieces. The group did not want Ms. Hed to look at their food, instead they wanted me too. This made me nervous because then I had to make sure that their meat was cooked all the way through. It ended up being fine and they made delicious chicken.

Analysis: This was very interesting to me because normally the students have no problem asking their teacher to help them during a lab. When the students had cut their chicken too small, Ms. Hed showed them that she was not happy and slightly disappointed. In my opinion, when the teacher did this she then created an atmosphere in which the students were shy and timid when asking their teacher a question. The students knew that I would not tell the teacher if they had made a mistake because I typically try and help them fix it. I do this because I do not find the purpose in distracting the teacher with a situation that I could easily handle. From this episode, I realized that how a teacher reacts to their students will determine how the students react to the teacher. When students are legitimately trying to perform academic tasks and make a mistake, the teacher should approach the situation as a learning opportunity.

10/23/2015, 1:24-2:11 pm Special Ed classroom with Ms. Ryan

Sequence:

1. Talked with Ms. Ryan
2. Welcomed the students
3. Helped the students with their homework

Episode: The students were able to have a free day so therefore as a class they played UNO. The students were very excited about the game and they were also getting very intense. They liked to make their peers struggle in the game. This would happen by laying cards down that would skip the next person's turn or made them pick up extra cards. Two of the students made it their mission to make the other lose the game. This resulted in one of the students storming out of the room when she had lost the game. She returned a few minutes later calmed down again.

Analysis: The student that left the room was not the only student that was getting angered by this games. Personally, I think that the teacher let the students get to far out of control. Some of the special education students' emotions escalate so quickly that it can be hard to help them before they feel like they need to leave the room because of their anger. The next time that I visited the classroom, the student that left the room assured me that she would not leave the room. To me this showed that she realized that her behavior was not okay for a classroom game. This is part of the struggle many special education students have, which is that the realize they should not act a certain way but they cannot always control their emotions.

10/30/2015, 9:05-9:50 am FAQs classroom with Ms. Hed

Sequence:

1. Arrived
2. Met with Ms. Hed
3. Listened to class announcement
4. Passed out plates to the students for the lab

Episode: Today the students had a very relaxed class period. They had previously made different salsas, and were testing them to see how they tasted and how they were prepared. The class was also very excited because before the class started Ms. Hed announced that she was pregnant. This had created a positive atmosphere for the class as well. When the activity was finished the students were able to be on their phone while a movie was playing. The group that I watched were viewing the Facebook profile of a particular girl in the group. They were poking fun at previous statuses and pictures that she had posted. Normally, one would expect a negative response from the girl but she was laughing right along with her classmates.

Analysis: I was surprised at how secure this particular student was in herself. Some might argue that her laughing along with her classmates was in itself a defense response, but what I saw was

her legitimately enjoying what they were saying. She knew that some of the things that she had posted when she was younger would be perceived as humorous now. Typically one views girls in high school as being very self conscious and the majority of their cares lie in how their image is perceived. This particular girl could care less. She laughed at things that she had done, which I think is an excellent quality for a student to have.

10/30/2015, 10:25-11:10 am FAQs classroom with Ms. Hed

Sequence:

1. Welcomed students
2. Listened to Ms. Hed's announcement
3. Passed out plates

Episode: This class also heard about Ms. Hed's expecting baby. She had the class play a game of hangman to guess what her exciting news was. Some of the students were able to guess it rather quickly and were very excited. After the class guessed the answer, Ms. Hed informed them that she was twenty weeks along in her pregnancy and most of the students were exceedingly happy at hearing this. However, one of the students was very upset that she had taken so long to tell them and became concerned that there would not be class in the near future. Ms. Hed tried to explain to her that most people wait to tell others when they are pregnant out of concern that they could miscarry the baby. The student then looked annoyed and did not seem that she comprehended the information that was given to her.

Analysis: I was really surprised at this student's reaction because most people are very excited when someone announces that they are pregnant. The teacher in this classroom has a relaxed relationship with her students. One could easily view this as being friends with their teacher. This is not always a bad thing, but I think that this particular student felt that because of this they should have known she was pregnant sooner. Relationships like this between students and teachers can cause tension in other aspects of the classroom. The student felt that she was privileged to know certain information, when in reality she had no business knowing. This resulted in offending and concerning the student.

10/30/2015, 1:30-2:15 pm Special Ed classroom with Ms. Ryan

Sequence:

1. Welcomed students
2. Listened to the math lesson
3. Helped students
4. Chatted with students

Episode: Today the students were working with mean, median, and mode. Ms. Ryan was successfully describing these terms in the most simplistic way. Terms like these make certain students very uncomfortable if they have not used them often. Once the students started working, almost immediately they all had questions. I went over and helped them. Most of the time it seemed like they knew what they were doing they just needed assurance that their thoughts were correct.

Analysis: I believe that a lack of confidence is something that a lot of students lack. There is so much pressure on students to get answers right, that they begin to doubt themselves. Teachers need to create an atmosphere that encourages students to attempt to answer questions and not get down on themselves if their answer is wrong. Students can learn from their mistakes and become better knowledgeable on the concepts.

11/03/2015, 1:30-2:15, Special Ed classroom with Ms. Ryan

Sequence:

1. Met with the student teacher
2. Welcomed the students
3. Helped the students with their lesson

Episode: There was a student teacher today, which was very fun to watch because I usually do not get the opportunity to watch people my age teach an actual class. She was teaching them about a budget. The students began the lesson by writing down terms and their definitions, then applying them to a worksheet. Most of the students understood what the new concepts were, a few needed some help in independent work time. Then the last thing that students did was create their own budgets and label everything accordingly.

Analysis: Watching others teach provides me with more observing experiences that I can use for my future classroom. The student teacher tried to keep the atmosphere with the students very upbeat by trying to relate to them. One of the only things I did not agree with was that she did not ask the students many questions. There were a couple of addition problems that I could see were trying to solve. Instead, she just solved the problems for them. I think that a teacher needs to let the students do the work because it lets them fully understand the concepts. I did like that she had them make their own budgets because it made them apply the new concepts to their own life.

11/5/2015, 1:30-2:15, Special Ed classroom with Ms. Ryan

Sequence:

1. Met the substitute teacher
2. Welcomed the students
3. Helped the students with their math

Episode: This day was very awkward because none of the students liked the substitute. For one of the students, her dislike went to the extent of completely ignoring the substitute by turning her body away from her. The student would only look at me and ask me questions. Right away I had to settle a dispute between this student and the teacher because the teacher asked her to put her phone away. The student immediately looked at me and screaming that it was not fair. I assured her that it would be okay and that she could take her phone out later. She let me help me with a couple of problems during the lesson, but by the end of class she looked like she was going to cry out of frustration. I told her to take her phone back out and listen to music because she had finished her work, and then she was completely fine.

Analysis: This was a very new situation for me. Throughout the class period I felt that I was the only thing from keeping that particular student from wanting to yell at the substitute. In my opinion this is a misunderstanding of respect for authority. I do not think that some of these students realize that whoever is in their room acting as the teacher demands and deserves respect. They need to learn that even if they do not like a particular teacher, they need to still pay attention to what they have to say. I kept reassuring them throughout the lesson that that teacher would only be here for the day, which seemed to put some of them at ease. I do not think that this is tolerable behavior from a student. At the same time, if the lead teacher can let the district know that the students do not get along with this particular teacher, that teacher should not be assigned to the classroom.

11/6/2015, 1:30-2:15, Special Ed classroom with Ms. Ryan

Sequence:

1. Met with Ms. Ryan
2. Welcomed the students
3. Played hangman with the students

Episode: Ms. Ryan usually let's Fridays be a fun day for the students so she did not have anything planned for them. Some of the students decided to get up and walk around the classroom, the other half stayed in the room to talk with me. I suggested that we play hangman, which Ms. Ryan thought it was a good idea so that the students had something to do. We had to pick a category and then form our word before anyone could guess. One of the students spelled her word incorrectly which made her word very hard to guess, then we corrected her. When I had a turn, my category was "fun facts about Abby." Immediately they started rattling off facts they remembered about me. They successfully guessed the right answer and then the next person had a turn.

Analysis: There were numerous things that I observed during this game but two of them stood out to me. Sometimes it is hard to see that these students are special needs because they converse

like anyone else would. When the student spelled “Hershey” wrong, she had no idea why it was wrong even after we explained it to her. I was also very impressed at how many things they knew about me. When it was my turn they listed fact after fact about me, which shows me that they care and that they pay attention when I talk. Another thing that I had to be aware of when we were playing was how intense they got. I had to make sure they did not yell too much because of how excited they got.

11/10/2015, 1:56-2:15, Special Ed classroom with Ms. Ryan

Sequence:

1. Met with Ms. Ryan
2. Welcomed students
3. Played Uno with the students

Episode: Ms. Ryan did not have anything planned for today because it was the end of the quarter so she did not want to start anything. So, she had me lead the students in a game of UNO to keep them occupied for the class period. When we started I had to shuffle the cards, which the students enjoyed watching because I could do the bridge. The students are very fun to play with, but one has to make sure that they do not get too loud because they get excited easily. They also get upset easily if someone lays down a card that skips the next person. One then has to explain to them that it is just part of the game and that they’ll get a chance on their next turn.

Analysis: I think that these games are good for them to play because it teaches them social skills. The students are able to learn how to interact with their peers in both positive and negative ways. Then when something does not go their way it is a good way for them to learn that it is okay, they have not lost the game, and they will get another turn. These are all hard concepts for most students to learn because they want everything to go their way. By playing these games in the classroom, it is a safe environment for them to practice these social skills.

11/12/2015, 1:30-2:15, Special Ed classroom with Ms. Ryan

Sequence:

1. Met with Ms. Ryan
2. Welcomed the students
3. Helped them with their homework

Episode: The students had to work on their math homework today and learn a few new concepts. They were all very willing to learn and got their math materials ready. The student behind me needed more one on one work and so I volunteered to help her. She mostly needed someone to encourage her and guide her thought process. The goal for today’s lesson was to convert fractions into like terms and add them. The student I was working with was either doing things in

the wrong order or converting incorrectly. I was able to step her through each problem and guide her thinking to achieve the correct answer.

Analysis: Through this I learned that when a student thinks that they are right, they work through a problem rather quickly and do not think twice about it. I had to slow her thinking down and explain what was wrong with her reasoning. We had to go over some problems she had previously done and fix them. Eventually she figured out what happened and was able to complete the rest of her homework. When a student believes that they are right they will continue to do their work until told otherwise. It is important to check their work before they get too far ahead.

11/13/2015, 1:30-2:15, Special Ed classroom with Ms. Ryan

Sequence:

1. Met with Ms. Ryan
2. Welcomed the students
3. Helped a student with her homework
4. Played UNO with the class

Episode: The students played UNO again because it was a Friday fun day. One of the students, that previously has not talked to me, was beginning to talk to me quite a bit. He began by talking about our heights because he is only two inches taller than I am. Throughout this game of UNO I was amazed to see how much his peers helped him. He is legally blind so there are many challenging aspects to this game. His peers would tell him the color and number of the card that was already there. They would also help him draw cards when he could not play from his hand. Occasionally he would discard his card onto the floor, which his peers were fast to help.

Analysis: In my opinion this is all apart of classroom management. A part of classroom management is explaining to your students that there must be mutual respect between peers. This in itself is a good life lesson because in order to work well with others one must be respectful. Through this respect, all of the students had more fun while playing the game.

11/17/2015, 1:30-2:15. Special Ed Classroom with Ms. Ryan

Sequence:

1. Met with Ms. Ryan
2. Greeted the students
3. Helped them with with their math homework

Episode: The students have been starting to learn how to add and subtract fractions with different denominators. For most of them this is a very complicated concept for them. They have difficulty understanding that when you change the denominator, you also have to change the

numerator. Therefore the majority of the class period is spent with the teacher and myself going to each student numerous times and explaining numerous times how to convert the fractions. Each time they say that they understand, but then a few minutes later they have forgotten how to accomplish the task.

Analysis: Previously Ms. Ryan had told me that part of the reason why these students are in special education classes is because they cannot remember concepts well. I did not realize the extent of this. After explaining concepts, they would understand relatively quickly, then five minutes later they would have forgotten how to do it. This challenged me because I had to explain the same concept numerous times in ways that would make sense to them. From previous observations, I have found that these students remember more when they have concrete examples. If I were to teach this I might try to have something that they could hold and manipulate to see if that would help them remember the concepts.

11/19/2015, 1:30-2:15. Special Ed Classroom with Ms. Ryan

Sequence:

1. Met with Ms Ryan
2. Helped student with her test
3. Got whiteboard cleaner
4. Listened to a conversation between Ms. Ryan and another student

Episode: All of the students but one were gone on a fieldtrip. Because of this a lesson was not taught, and the one student remaining was able to retake a test she had not done well on. When she finished, Ms. Ryan realized that she was out of whiteboard cleaner; so we walked around the school to get some. There was a student in Ms. Ryan's room waiting for her when we got back. She talked to him about falling asleep in class. He had been sleeping in all of his classes, and when his teachers would try to wake him up he would start cursing at them. She explained to him that he needed to stop because she was tired of being blamed for his sleeping in class. Then she said that she would have to talk to his mother about cutting down his hours at work. He did not like to hear this information because (from what I understood) money was tight at his house. Ms. Ryan then made him a deal that if he stayed awake in all of his classes, she would buy him and his friend Mc Donalds. This was very enticing to him and he was said he would do his best.

Analysis: This was a big reality check for me. When I was in high school, I did not have to worry about money at all. My parents didn't make a lot, but enough to sustain me and the rest of the members in my family. This particular student was so worried about money, that he was working very late into the night and not paying attention during school. Ms. Ryan informed him that if he did not take his academics seriously, he would be washing dishes for the rest of his life (his current job). This statement seemed to put things in perspective for the student. He realized

that money is important, but he as an individual is important as well. Teachers need to care for the well being of the child in order to help them achieve academic success. When a student is struggling in other parts of their life, it affects their academic life. It is important that the teacher draws their attention back to their academics and stresses the importance of them.

11/20/2015, 1:30-2:15. Special Ed Classroom with Ms. Ryan

Sequence:

1. Met with Ms. Ryan
2. Greeted students
3. Played Uno with the students

Episode: It being Friday, the students decided to play Uno for their activity today. One of the students does not win often, which was becoming apparent to her today. The students play the game until everyone has a place (1st, 2nd, 3rd, ext.) After the first two people won, this student slammed her cards down on the table declared that everyone was cheating. I assured her they were not, and I picked up her cards and told her I would play them. When I did not win the next place, she said “See I wouldn’t have won anyway!” She then proceeded to get up, grab her bag, leave the room, and slam the door on her way out. We then heard her screaming throughout the special education section. Ms. Ryan went to check on her and informed us that she was sent to in school suspension. The rest of the class was a little frightened, so we played hangman to distract them and calm them back down.

Analysis: After observing this, I came to two conclusions: that either a class should only play games in which everyone wins or when playing these games thoroughly explain that this is part of life and we should just embrace it and move on. This student’s reaction was very extreme and quite startling. I understood why the students were frightened, because I was slightly as well. Also, I agreed with the decision to send her to in school suspension. It is important that the students learn that there are appropriate and inappropriate displays of emotions in school. Her reaction was completely inappropriate and not needed. Not only did her reaction cause a disruption in class, but she also scared her peers. This consequences of her actions were shown through in school suspension.

11/24/2015, 1:30-2:15. Special Ed Classroom with Ms. Ryan

Sequence:

1. Met with the substitute teacher
2. Greeted the students
3. Played Bingo
4. Talked about Thanksgiving with the class

Episode: There was a very cheerful substitute teacher today because Ms. Ryan was ill. She was going to lead us in a game of Bingo. The same student who was sent to ISS last week came to me before class and gave me a tearful apology for her actions. This student also does not like substitute teachers. Because of this, she spent the entire time sitting on the floor next to my desk and saying rude remarks to the teacher. After the first round of Bingo the students grew tired and restless, so the teacher gave the students free time for the rest of the period. The teacher was telling stories about her previous Thanksgiving experience. Then the student who sat next to me on the floor, told the teacher that she did not want to hear her boring story and left the room. I assured the teacher that she did nothing wrong and this was the students problem. The student periodically would stop in to talk to me, but felt that not enough people were giving her attention, so she stormed out again.

Analysis: This was a very awkward day for me. The particular student would only listen to what I said and ignored the teacher. This made me feel that I had more control of the class than she did. I also felt that the students actions were not acceptable at all, but I do not have the authority to do anything about it. If this were my classroom (or I was the substitute teacher), I would have talked with the student one on one and say that I am respecting you and I expect the same in return. If it continued, then I probably would have asked her to leave the classroom. The student was acting very rude and this should have been addressed immediately.

12/1/2015, 1:30-2:15. Special Ed Classroom with Ms. Ryan

Sequence:

1. Met with Ms. Ryan
2. Greeted the students
3. Helped students with their math
4. Decorated Room for Christmas

Episode: The students were still working on converting and adding fractions. They had been working on a different method, and the students were able to do more of the work on their own. The students had a certain number of problems to finish before class was over. When they were done, we had time to do some decorating throughout the special education wing. All of the students helped Ms. Ryan and I get the decorations ready to hang from the ceiling. They also found things to hang on the walls. While hanging decorations, the students were able to tell us where everything should go (which they thoroughly enjoyed).

Analysis: It was very interesting to see the students improvement in their knowledge on converting fractions. These students are very capable of doing work, it just takes them longer to fully comprehend the concept. This shows me that working with special needs students takes a lot of patience and repetition. I believe that this is something I can do and would highly consider

doing. Also, I liked decorating with the students because they were very excited about it. I think that having the students help decorate their learning space makes them want to be in that space.

12/3/2015, 1:30-2:15. Special Ed Classroom with Ms. Ryan

Sequence:

1. Met with Ms. Ryan
2. Greeted the students
3. Played Monopoly with the students

Episode: All of the students were absent today except for two. Because of this, there wasn't a lesson and the two students and myself played monopoly. We chatted about how we wished we had this much money to spend in real life and what we would do with it. The students were amazed that I was buying every property I landed on and was determined that I would run out of money. They started to buy the properties they landed on too. We were not able to end the game because the class ended early.

Analysis: I thought that this was a good game for the students to play because it taught them the value of money. They realized that it was not a good idea for me to frivolously spend my money because I would run out and not be able to pay other expenses. At the same time they learned that when you spend money, you can also make money when people land on your properties. Also, this was a good game because there isn't enough time in the class period for someone to win. This takes away disputes that the class may have.

12/4/2015, 1:30-2:15. Special Ed Classroom with Ms. Ryan

Sequence:

1. Met with Ms. Ryan
2. Greeted Students
3. Played Monopoly with the students.

Episode: Ms. Ryan had informed me that because this was my last day, I got to pick the activity that they did on Friday. I gave the students three options and they decided that they wanted to play Monopoly. They were very willing to help each other throughout the game by moving game pieces, picking up dice, and handing out money. The blind student learned quickly that he could not roll the dice with a lot of force, otherwise they would fall off the table. They also did not complain when they had to pay another student for landing on their property. All of the students were very calm throughout the entire game. Towards the end, the blind student said that he was vibrating and informed his paraprofessional that it was time to leave. She understood right away what he meant, and they left. Then we had to clean up the game because class was over.

Analysis: The students impressed me with how calm and self aware they were. There was no debate throughout the game and they were cooperating very well with each other. I also was able to see how fortunate it is when students are self aware. The blind student knew when it was time to separate from the situation. This is much easier for the teacher because they do not have to watch individual students as carefully and can focus on other students. With special education students, this is not always a common skill. I am assuming this can become more apparent as students get older and realize what their triggers are.

Log Composite

This experience was very beneficial because previously I had only worked with early childhood ages. Working with older ages is something that has intimidated me because their attitudes is so different from younger ages. I have also been interested in pursuing special education, so this was a very beneficial first time experience. Ultimately this has shown me that I am capable of working with middle school to high school age children.

While observing the teachers, I noticed how important it was to care for the whole student. That being that the teacher has to be aware of the physical, emotional, and social development of the students and understand how those aspects affect each other. When students are not physically feeling well, that can affect how efficiently they complete their work and interact with their peers. If this causes them to not interact with their peers in a positive manner this can affect their peers work. Likewise, if a student is emotionally unstable, this can cause the student to mentally shut down during the lesson. High school students are going through a lot of bodily changes that can affect their physical, emotional, and social development. Because of this the student can act differently on a day to day basis. It is important that the teacher be aware of this so that they can accommodate the students needs as they arise.

In both classrooms, but especially in the special education classroom, I was very aware of the varying needs amongst the students. The students were all developing at different rates and needed their own individual accommodations. In order for the students to have success their needs must be met. Because there are so many accommodations, it is hard to meet all of them in a lesson. That is why a teacher must be aware of them because after the lesson, they can address the students that they know may not have understood the lesson. The teacher can then cater to the students because they know what their needs are.

Teaching styles are drastically different at this higher level. They are teaching more complex subjects, which need to be broken down to a level that the students understand. When teaching younger graders, the lesson are more interactive and have movement with materials that they can manipulate. In high school a person would see that lessons are more textbook based and students stay in their desks. Because of this, the verbal instruction given to the students by the teacher must be done differently. They will still need to captivate the students attention without having much movement. This does not mean that there cannot be movement at all. It is just not

as common in a high school setting. That is why a teacher at this level must know how to engage the students so that they will want to know the material.