

Teaching Week: Reflection Week C

TOPIC	Your Reaction to your Performance about the Topic
Preparation <i>What did you do <u>before</u> class to make sure your lessons would be effective and run smoothly? What did you do differently from previous teaching week(s) to improve?</i>	I prepped all materials for the activities to ensure I would have enough time to complete all aspects of the lesson. I reviewed all teaching materials, such as bible verses, slideshows, videos, and notes, in order to ensure I was well-versed in every aspect of the lesson. I made copies and labeled each set of copies with the day they corresponded with because keeping everything organized saves time during the lesson. I had my lesson plans printed out rather than referencing them on my computer. This was extremely beneficial because I could walk around with them and reference them, rather than having to run back to my computer when I needed them.
Set & Closure <i>Describe your “sets” (the way you opened your lesson). How did you begin your lessons in order to gain student interest? Was it effective? Why or why not?</i>	I used a video every day for each set since videos are a great way to capture kids' attention and get them transitioned to a time of learning. It was very effective because videos are often enticing and let students know that it is time to begin learning. Bringing their attention in using a video was extremely valuable. I chose to do video sets every day and I will continue to do so when I begin teaching. They are a fantastic teaching tool when it comes to trying to capture kids' minds and attention to start a lesson.
Instructional Strategies <i>How did the strategies you chose affect the learning and involvement of students?</i>	The instructional strategy of using interactive notes was beneficial for student involvement since they had to pay attention to the lecture/slideshow to be able to fill in their notes. I did not do interactive notes every day, however. I did change the notes that students simply copied into their journals into interactive ones/group discussions because it made the students more attentive to the lesson. The students did a project and presentation last week and I went over the instructions and expectations everyday- even if they already “knew” what to do. This was so helpful for the end product because I was clear in my communication for what I expected of the students and they were able to deliver great presentations and projects, and were also able to be held accountable as there was no excuse for confusion and a lack of understanding of expectations.
Diversity / Differentiation <i>How did you differentiate instruction to meet the needs of diverse learners?</i>	Gifted students were able to go above the requirements for the assignments and get creative with their work. They were also given a challenge question for bonus points and given the opportunity to share some of their responses. Different learning styles (auditory, kinesthetic, and visual) were accounted for with video, taking notes, presentation, and hands-on activities. Students with ADHD accommodations were given extra time for independent practice when it was needed. I do not have any ESL students, but if I did, they would have been given a translated copy of everything.
Closure <i>How did you close your lesson and summarize /</i>	I did an exit ticket in their journal or on a small piece of paper every day except Friday, where I went over highly missed questions on the test. I liked doing an exit ticket to close each lesson because it is a great way to wrap up a lesson and ensure students gain an

<i>solidify important concept(s) for your students?</i>	understanding of the materials. It also gives me some insight into how students feel about each lesson and whether or not they were paying attention. It is also a great opportunity for gifted students to be able to share and go deeper with the concept.
Student Involvement/Achievement <i>Were you able to involve all students in the learning process? How? Why or why not? How can you prove that students met the objectives of your lessons?</i>	I was able to involve all the students in the learning process mainly through differentiation. I made an effort to gear at least one part of each lesson towards all learning types and accounted for students who would need accommodations. This week, I had all students present their projects. This met both goals of getting the students involved and being able to prove that the students met the objectives of the lesson. I can prove the students met the objectives through the assignments that were given each day because they have measurable results. The exit tickets also gave me insight to the understanding the students have of the objectives.
Classroom Management <i>What strategies did you use to make sure students stayed on task and achieved the objectives?</i>	I ensured all students were quiet and paying attention during the lesson, on-task during the assignments, and checked for understanding by reviewing their turned-in work each day before moving on to the next topic, because students often act out in class when they are confused or frustrated. I picked their groups for them instead of letting them pick their own as at this age (4th grade), they are not quite mature enough to handle working with their best friend(s). This was helpful again as students were more focused and engaged in the task at hand. I also moved a few students who couldn't handle picking their own, which also helped limit the level of distraction. This week, I clearly reiterated expectations for assignments every day, ensuring I had the attention of all students before I began speaking, even when the assignment carried over to the next day, and this greatly helped with student confusion and assignment results.
Professionalism <i>Dress? Disposition? Interactions? Voice (volume, filler words?)?</i>	I dressed professionally each day, kept my voice calm and even, and spoke to individual students directly. I walked around the room to monitor them while they were doing their assignment rather than sitting at my desk since students are more likely to get off task when they know the teacher is not watching and are less likely to ask for clarification if the teacher seems unavailable. I made an effort to limit my "filler words" because it can harm the attention and engagement of the students. I spoke loud enough so all students could hear me clearly, but not too loud that I was yelling. I reiterated expectations for behavior in the classroom and how they were to complete the assignments.
Three Highlights <i>List and describe at least three highlights of the teaching week.</i>	1. The presentations at the end of the week were GREAT! They turned out better than I expected and the students really got into the project! 2. The students worked well together, even if they were paired with someone who wasn't their best friend. 3. All lessons went smoothly with very limited hiccups! I learned a lot over the last two teaching weeks, so being able to apply everything I learned was great!
Three Areas of Improvement	1. I would try to accommodate more for students that have difficulty speaking/reading when I do presentation projects.

<i>List and describe three or more changes you plan to make for future teaching weeks.</i>	2. I will allow for more time for each presentation so they won't feel rushed (which can add to presentation nerves). 3. I would narrow down my TEKS rather than trying to cover so many for one lesson week.
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