EXAMPLE OF STUDENT WEEKLY REFLECTION

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| Week 1 Logs:  **Classroom Interactions Event:**  When Ms. Appleton returned graded tests from the day before, student A tore up her paper and put her head on her desk. When student B made fun of her, student A got up from her seat. I thought student A was going to hit student B, but she sat down pretty quickly. Ms. Appleton moved over to the girls as soon as she saw what was going on. She stood between the girls and quietly talked with student B first. Student B sat back in her seat and was quiet. Ms. Appleton turned to student A and talked quietly to her. She also got quiet. (careful observation)  **Classroom Interactions Reflection**:  I observed the event described above carefully and analyzed things in this way. I was pretty surprised by Ms. Appleton’s response to this event. I’ve only ever seen teachers tell students to stop treating each other unkindly, or take them out in the hall. I talked with Ms. Appleton later in the day to better understand what happened (keeping an open mind). She told me that when she talked with student B, that student told her that she was trying to make a joke to take the attention off student A’s behavior. The girls are friends, so that made sense. Since I’ve been bullied before I thought that’s what was going on, but this caused me to think about both girls in the situation (respect for students, open mind). I asked Ms. Appleton if there was something I could do to help with this event even though things seemed to be worked out (responsibility and commitment). She told me that student A would be in the library later in the day and it would be a good idea if I check in on her. (reasoned analysis)  **Content and Pedagogy:**  1. Briefly describe the content or pedagogy that your cooperating teacher or you used during your lesson.  2. Was it effective? How do you know?  3. If you were to change one aspect of the lesson, how might that change the end result?  Ms. Appleton is a great teacher so I was excited to see her interactive review for tomorrow’s quiz on problem solving of equations. She put students in groups and used a Jeopardy game as (point 1). She told me before class that most of the students like competition. I think the game was effective for about 10 minutes when everyone was paying attention. (point 2) One of the groups quickly got ahead, and some students in the other groups got pretty loud and others didn’t pay attention. The quiz is tomorrow so I’ll see how well the review worked.  After grading what should have been an easy quiz, the scores were all over the place. I would definitely not play this game as a whole class because I don’t think it was an effective review for lots of students (point 2). I would make multiple sets of games for small groups. That way more students are involved instead of just a few who could quickly answer. (point 3)  **Briefly explain how your cooperating teacher uses specific strategies (and the theorist or research that supports that strategy) and/or materials used to differentiate, make modifications, or accommodations.**  **NOTE: Your reflections will have more examples than what’s provided.**  Think-Pair-Share- My teacher uses this strategy a lot. When students pair up, there’s a more knowledgable other to pair with and support some students.  K-W-L My teachers used a KWL to activate background knowledge before she started the new unit of study. That’s Piaget’s schema theory.  Materials for differentiation- Students for whom English is a second language were given notes recorded in their home language as youtube videos the day before she taught each lesson. |