

Special Education Intern and Student Teacher Lesson Reflection Form

Student's Name: __Will McTarsney__ RSP **SDC** Inclusion Grade: __8-9__
 Lesson Objective: __How a bill becomes law*__ Date: __09/19/2019__
 Site Supervisor: __Mr. Carroll__ ULV Supervisor: __Mary Collins__

Review:

What did you and your students do during this lesson?

1) I first prepared my room with the appropriate materials to run the lesson before the students entered the room. Such as stapling the 3 branches of the government in corners of the room, assemble all of the graphic organizers on the desk so that I had easy access to them and sat up my laptop/projector with the correct youtube channels ready to go. I also ensured that the student desks were in the right locations. I had approximately 1.5 hours to prepare.

2) Before the lesson started, I took into account that I would need at least 5 minutes to allow all students to enter the room. Many of the students took their seats, however, two of them did not- even after multiple attempts to instruct them to do so. Once the lesson started, Antonio (a student) started to inappropriately treat the lesson as "food time".. this is a common pattern that I have seen which I feel stemmed from what he has been "used to doing" with the previous teacher which left this class not too long ago. I redirected Antonio to his seat and began the lesson by reminding them that we are extending our conversation of the 3 branches of U.S. government into how a bill becomes law. The reaction from the students was not what I had hoped- especially after I indicated that this will lead us into voting for a new participation system change.

In my mind, I was gauging the response from the students as initiated the first prior knowledge activation through their body language and verbal responses. When a student was either confused, did not want to do the work and/or had their attention elsewhere- I used phrases such as "we can do this..." "we can do this together..." "Try your best..."

This seemed to work partially as even with all of my effort into redirecting

happened- Antonio was acting as the main misbehaving trigger. This caused the other students to deviate from the task and I had to tell Antonio to focus and return to his desk. I tried to refer to the school-centric behavior privilege system to show that there is a consequence to his actions. However since Antonio was already at the lowest level in the behavior privilege system, I had to resort to referencing his points such as “you won’t get any participation points.” Thinking back on this, what I should have done was from the very beginning indicate that we get 5 minutes to get our food, return to the desk and once those 5 minutes are up- it is now lesson time and they are to show their attention and work. I believe that because Antonio has been getting his way for such a long time that he feels invulnerable from the school and does not care about the rules. I would need to add structure here.... But I fear that as I add more structure that he will push back.

The lesson ran smoothly as best as I could- at least getting from point A to point E. However, the YouTube meant to add a spiraling instruction to the students was too complicated with too many steps. I need to keep it simple and sweet.

The students did interact, they were engaged and they did vote- however, I still think that they were confused about what they were voting on and this will mean that I will need to create a new graphic to spell out the rules more clearly for them (the students have the tendency to try and shape classroom rules and my decisions over things in their way of thinking/needs- I keep having to reinforce my decisions and be stern).

What changes did you make that deviated from the lesson plan?

- 1) For into component: I changed the graphic organizer slightly for the activation of prior knowledge to make it simpler to answer by drawing lines to terms.
- 2) I omitted the first youtube example showcasing the 3 branches of government because we covered this before yesterday and it logically made no sense to reduce this. I went right into using the three corners approach.
- 3) I modified the warmup in into portion to allow two students to act as buyers and I as the merchant just to increase the likelihood that they will work together on answering my questions and demonstrate- I gave them a treat as a way to add

value to buying with a fake dollar bill. What I should have done in retrospect is to say that at the end of the lesson you get the treat because this allows the students to add even more desire to complete this lesson (and to provide the other students with the idea of possible incentives).

4) I did not run PHASE 3 of the through portion of the lesson because I gauged their desire at this point as very low and Antonio was escalating his bad behavior which I was spending more of my time on trying to calm him down and redirect.

5) I also modified the feedback during my lesson to just be more of a CFU discussion component choosing random questions/prompts to test the students new knowledge.

6) I did not get to the BEYOND (creation of a digital poster) phase of the lesson but that would be the next portion in the next lesson day.

What did the students learn? What is your evidence that the students learned the objective?

1) The students learned the 3 branches of government and at least that a bill becomes law through a long debating process and it does not happen overnight. The evidence came from my repeated CFU prompts and them capable of pointing or filling in the blank to certain verbal questions. Also, they voted. Later in the day (after this lesson) me and a few aides asked what are the 3 branches and how a law is made- they were able to tap into their understanding of these concepts and demonstrate by pointing and holding conversations.

Reaction:

What do you feel went well during the lesson? What caused you concern? How do you feel your students reacted to the lesson? What cause them to feel this way?

1) I felt, given the behavior challenges that I experience from day to day, that the lesson's pace was good, but could have been better, there was not a lot of gap of time between one transition to the other and I also paused my flow whenever I saw a student(s) require more clarification. I CFU a lot in my lesson plans - I use tone and my body language to help make the students feel safe to respond and not become too overwhelmed.

2) What caused me concern was Antonio's constant disregard to instruction and talking over me at every chance that he got. It was disheartening and it was a challenge for me to keep in my mind the flow of my lesson... I was able to retrace my steps through a copy of the lesson plan on my desk and anticipating ahead of time Antonio and the other student's behaviors.

3) I felt that my students were confused about the process of how a bill becomes a law largely because the source of their information came from a YouTube which was too complex. I "cut the fat" as much as I could with the youtube to highlight just the key points.

4) Again, when there was content which went beyond 7 things and/or content that had complex words/ideas- the students were confused and bored.

Rethink:

What would you do differently next time?

What have you learned from this lesson and observation?

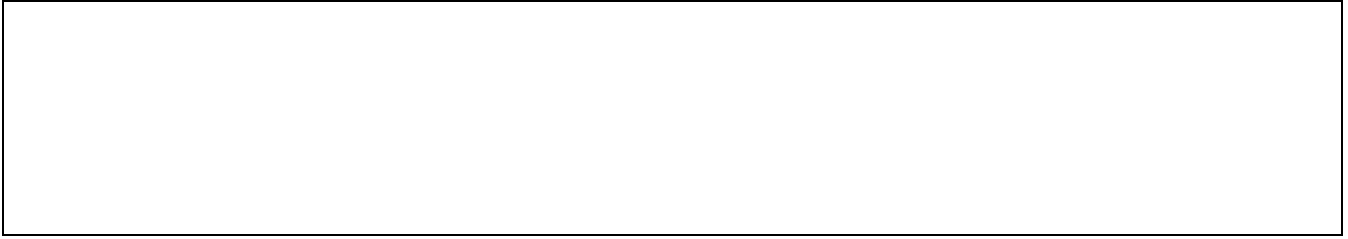
What can you use from this lesson in your portfolio?

1) I need to find a way to provide structure with eating food before the lesson begins. I have the tendency, and habit, of being de-sensitive to actions like putting food in a microwave at inappropriate times since I sympathize with the child. But this is my classroom and lesson. I would also invest in choosing a youtube/content

which is less clutter of words and complex. I would also extend the duration of this lesson from 1 day to at least 2 days. I would also provide treats at the end of the lesson. Finally, I need to use my aides more in this process and have them hand out the paper work and help monitor Antonio.

2) I have learned that I need to work on managing behavior which on the surface to me is not a “big deal” but it IS a big deal for a classroom environment (aka microwaving food during a lesson). I have learned to keep my content simple and sweet.

3) I can use the cut out step-by-step procedure for other lessons requiring steps. I can use the 3 corners to help students think their way through understanding of terms. I can also take away from this lesson the usage of technology with the projector and access to youtube clips.



Lesson Objective:*

SWBAT construct a digital poster which demonstrates the steps required for a bill to become law with 85% accuracy and share to the class.