

**Special Education Intern and Student Teacher
Lesson Reflection Form**

Student's Name: Will McTarsney **RSP** SDC Inclusion Grade: 3
 Lesson Objective: SWBT identify where to locate the ones place given a digital timeline on a graphic organizer and/or counter along with rules for rounding within 2/3 trials. Date: 02-11-2021
 Site Supervisor: Mrs. Colleen ULV Supervisor: Mary Collins

Review:

A) What did you and your students do during this lesson?

Student:

- Participated by identifying his behavior and shared feelings, saying a loud his morning message, ABC drill/sight words, used marker board/marker and identified his rounding by ones.

Teacher:

- Provided positive reinforcements, modeled ABC, sight words and math rounding, redirected student off-task and provided incentives.

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

Student can deviate off-task due to his disability. I had to adapt for this whenever he would try and get off topic and keep reminding him that we can share during our breaks or drawing time.

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

Students gained practice with his ABC, sight words and math rounding. The evidence was in the form of verbal responses and on his marker board, graphic organizer.

Reaction:

What do you feel went well during the lesson? What caused you concern?

I felt the lesson went well in guiding the student a long throughout the instruction and he participated. The student has the tendency to deviate off task a lot- in this lesson he did very well in staying on task!

The only concern is whenever the student is silent and unresponsive no matter what I do. For those moments do not force upon the student anything that would make him feel worse- so I often refer to his drawing time as an incentive and remind him that we are working for his drawing time/have enough time for his drawings.

How do you feel your students reacted to the lesson? What cause them to feel this way?

The student has a hard time with numbers. It has been an ongoing process that requires patience. With that said, I felt that the student received the lesson good, but he tapered off towards the end and he felt he was unable to participate well with math. I just kept on reassuring him and modeling what need to be done and gave him positive praises when he tried.

Rethink:**What would you do differently next time?**

For the morning message: I am going to add a visual calendar next to the message so that the student can see visually what day they are on and what day comes next. I will also next time start with the math rounding (reversal of the drills) just so that he does not feel out of energy to do the main task.

What have you learned from this lesson and observation?

The student has SLI and low self-esteem- I learned to be patient with the student, provide breaks and allow them to answer when they feel comfortable but do not allow too much silence to happen otherwise, he will get even more discouraged. Provide positive praises and opportunities for him to share.

What can you use from this lesson in your portfolio?

Graphic organizer used in this lesson and the lesson video itself.