

(VT)

3

Field Experience Log Rubric
Dr. Beverly J. Ferrucci

The portfolio grade will be based upon the following evaluation scale:

A - Exemplary: 6-7 points

B - Proficient: 3-5 points

Partially Proficient or Incomplete: Needs to be resubmitted – 0-2 points

	Criteria	Exemplary 2 points	Proficient 1 points	Partially Proficient/ Incomplete 0 points	Total Points and Comments
1.	Required items		• complete	• incomplete	0
2.	Communication	• high degree of communication	• sufficient degree of communication	• insufficient degree of communication	1
3.	Organization	• skillfully organized	• organized	• unorganized	1
4.	Reflection	• rich evidence of thoughtfulness or insight	• clear evidence of some thoughtfulness or insight	• little or no evidence of thoughtfulness or insight	1

3

Field Experience Log Rubric
Dr. Beverly J. Ferrucci

The portfolio grade will be based upon the following evaluation scale:

A - Exemplary: 6-7 points

B - Proficient: 3-5 points

Partially Proficient or Incomplete: Needs to be resubmitted – 0-2 points

	Criteria	Exemplary 2 points	Proficient 1 points	Partially Proficient/ Incomplete 0 points	Total Points and Comments
1.	Required items		• complete	• incomplete	
2.	Communication	• high degree of communication	• sufficient degree of communication	• insufficient degree of communication	
3.	Organization	• skillfully organized	• organized	• unorganized	
4.	Reflection	• rich evidence of thoughtfulness or insight	• clear evidence of some thoughtfulness or insight	• little or no evidence of thoughtfulness or insight	

Billy Clarke
Observation Log

Cooperating Teacher: Ms. McNally

Date: 9-30-2008

Class Title: Algebra I

Class Time: 8:00-11:00

Topic of the Lesson: Linear Equations

Teaching Techniques:

Ms. McNally began her class with a class starter that was a review of previous material that involved concepts that the students would need for the upcoming lesson. After the student completed the class starter, they went over how to get the answers. The teacher would have individual students either recite different steps or come to the board and show how they got the answer. I thought this was good because it allowed to students to voice their mathematical thinking. Also when the problem was incorrect one way, the students would go back and find the mistake rather than the teacher pointing out the mistake. I also like the fact that the she didn't mark incorrect problems on their quiz as wrong but instead as review. She also used guided practice to help reinforce concepts. This was a good technique because she gave them enough problems to challenge the students but they weren't impossible and it wasn't going to take the entire class period. She was also able to figure out where the students were in their mathematical abilities by using guided practice. She also used a lot of reasoning with the students and had

Billy, you
had a very successful
experience. I believe
that you gained a lot
from your time in
the two locations. I hope
you were challenged.

Observation Log:
- missing Preface
- missing worksheets
BT

them figure out if the answer that they came up with was a reasonable answer and if it made sense or not.

Classroom Management Techniques:

Ms. McNally had a very cooperative classroom and didn't come across many problems with her students. The one thing that I did notice was that she was constantly walking around the classroom while the students were working. This prevented most of the problems with the students talking and not doing work. The classroom was also set up in a way that promoted the best learning environment for the students. Another classroom management that I discovered was that there was a young lady in the classroom that has difficulty understanding the concepts and is quick to say she doesn't get it. Ms. McNally has separated her from two other girls who are a little talkative and make comments at times. This way there wouldn't be any problems with these three girls or at least the problems would be minimized. I was very impressed by the behavior of the students and I think that because she teaches such a good group of students that she isn't faced with many classroom management issues.

Personal Reflection:

Today was the first day in the classroom and I was really impressed with how the classroom was set up and the enthusiasm of the students. The class starters that she uses were very good and challenging so the students were ready for the lesson. I don't think I would change anything about her classes while observing today. As I walked around and noticed how well the students were doing and saw that they understood the concept I was pleased. I don't think that there was anything I would want to change about her lesson. The strategies that worked were that

she introduced a topic then showed a few examples so the students could visualize what she was talking about. Then they were giving some exercises to do on their own so they could practice. I thought this worked really well. My philosophy of education is very closely related to Ms. McNally's philosophy. The lessons that I have created are constructed the same way that hers was today and seeing how effective it was, I am confident in my lessons. We didn't have too much time to converse between classes but she did mention that one of her classes was a little slower than the others and that it would take a little more time to teach the concepts and they would need more guided practice. Overall I felt today was a very successful day of observations that reinforced my thoughts about being a teachers.

Cooperating Teachers: Ms. McNally, Mrs. Roberts

Date: 10/2/2008

Class Title: Algebra I

Class Time: 8:00-11:00

Topic of the Lesson: Simplifying Equations & Linear Functions

Teaching Techniques:

Ms. McNally began her class with a class starter that involved multiplication and reasoning skills. She asked for any student volunteers to come to the board and write the answer and explain how they got that answer. Then she began the actual lesson for the day which was on the distributive property. The students had gone over the property the day before and had homework to reinforce the property. When describing the two different values in the parenthesis she used fish and cats. The fish represented the x 's and the cats represented the constants. She did this so the students would understand that the two things were very different. When the students were working on simplifying equations after conducting the distributive law she told the students to put a circle, square and triangle around all the like terms. So all the x terms would be circled, the y terms would have a square around them and the z terms would have a triangle around them. Then she gave guided practice to the students so they could practice distributing and combining like terms.

Mrs. Roberts began her class by going over the homework from the previous night and then introducing a new topic. A majority of the class period was note taken that is mainly teacher led. The students are asked questions throughout the lesson and are expected to think a lot about the material that is being covered. The lesson wasn't driven by student investigation at all but by

what the teacher was discussing. Mrs. Roberts did allow the students to express their own thoughts though, so it wasn't just her talking about the topic. She gave some time at the end of the class period for the students to ask questions or start their homework. There was very little guided practice at all.

Classroom Management Techniques:

Ms. McNally's class was very cooperative and since there were a small number of students in the class she doesn't have much trouble with them. They behave for the most part. She's very observant about what is going on and that's what happened today. When she sees that some students are getting off track and distracted she will just walk behind them or give them a glance and let them know that she sees what they are doing. The most effective thing that she does is move around the classroom. She moves around the classroom well and because she does this and her class periods are enjoyable for the students she didn't have any problems.

Mrs. Roberts' class was talkative today. She never seemed distracted by the students who were talking. Because of the layout of the classroom she isn't able to walk around the class and make her presence felt. She decides to ask the students to stop talking or she calls on them while they are talking so they have to answer the question. This means that they usually can't answer it because they weren't paying attention, which causes them to be quiet so that they aren't called on again. She commands attention from her students and she does this by the way she uses her voice. She doesn't yell but she has a stern speaking voice and the students know to listen when she talks.

Personal Reflection:

The thing I really liked about Ms. McNally's class was that she related the different terms to very different objects, like cats and fish. I also liked that she had her students identify the different terms by putting different shapes around them. It allowed the students to really visualize the different terms. In Mrs. Roberts' class, I liked that she was very stern with the students and the method of her teaching was very similar to mine. She doesn't like when students talk and she lets them know that they are talking right away. If I were to do anything differently it would be that there would be less lecturing by the teacher and allow the students to discover some of the concepts themselves. I also felt like Mrs. Roberts' response when asking questions was a little too quick. I think that she should allow the students to think about the answer a little more before asking the students. It shows that she is confident in her students' ability in answering questions though. I thought that because Mrs. Roberts was so stern that the students had to pay attention. She wasn't mean or punished the kids but the way she conducts her classroom forces the students to pay attention. Ms. McNally's class needs the extra practice and that's why I believe her portion of guided practice works for her class. Mrs. Roberts approached me and gave me a rundown of how the class is structured. She told me that all of her students were 8th graders and that the class is centered around homework and review of topics from their work. She uses a high school text for all her problems but changes them for middle school concepts. She is very experienced and when talking with her, I immediately knew that she was very knowledgeable about the subjects and about teaching in general.

Cooperating Teacher: Mr. Bobinski, Ms. Sychters

Date: 10/7/2008

Class Title: Geometry, Algebra I

Class Time: 8:00-11:00

Topic of the Lesson: Review of area, circumference, and perimeter; Linear functions & factoring

Teaching Techniques:

In Mr. Bobinski's class the students had just taken a quiz and he was passing the quiz back and reviewing it. The low test scores disappointed him but instead of saying that he told them that they didn't do as well as he knows they can do. He had the students make note cards for the retake quiz. He wrote the topics on the board that were allowed on the note card and he had the students explain what each one was and its formula. The class was student driven but it was clear that he had to help them with a lot of the formulas. There wasn't a lot of teaching techniques going on because it was a lot of lecturing and review of previous topics.

In Ms. Sychters class, the students were working on linear functions and factoring. One teaching technique that worked well with the class was "It's right to be positive". She was talking about the way the line was directed when the slope was positive. This is helpful for the students when they are checking their work. They will be able to look at the slope and then the line and know if it is reasonable or not. She also described factoring as "reverse distribution". This would allow the students to know what the outcome would look like because they had just covered the distributive law. She then explained the concept of factoring and "taking out" the common terms in each piece. She did a few examples and then gave the students some guided practice.

Classroom Management Techniques:

Mr. Bobinski had some difficulty trying to keep his classroom quiet. The way the room was set up wasn't really conducive to teaching but he did his best with the way the classroom was set up. He had to tell the students to be quiet and pay attention but that is about the only thing he did. He would occasionally walk to one of the table to show his presence but not much more. Ms. Sychters showed that she was in charge of her classroom. She would routinely walk around the classroom because the students were engaged in guided practice. When the students got a little noisy during the instructional period, Ms. Sychters would politely tell them to quiet down and if this didn't work she stiffen her tone a little bit. Because Ms. Sychters is a young teacher and her class is really engaged in the lesson she has little problems. The room is set up for tons of behavioral problems but the way she plans her lessons the students are really into the lesson and they don't mess around.

Personal Reflection:

I really enjoyed being in Ms. Sychters class because she made the subject enjoyable for her students and you could really tell that she enjoyed teaching as well. I liked how she connected the mathematical concepts to different phrases to help the students remember the idea. I thought that was a great technique. I liked how she incorporated guided practice in her lesson but I feel like she gives too much time with her guided practice. I would have shortened it a little bit or had the students in groups and work on different problems then explain them to the rest of

the class. I thought that that might have been a better way to go about her guided practice section. Although she did give too much guided practice (in my opinion) I do feel that it worked. She introduced the concept, showed an example, and then had the students practice. That is the way I structure a majority of my lessons because I feel that it works the best. Today was another day that I didn't have a lot of opportunities to have discussions with teachers because the time between classes was too short.

Cooperating Teacher: Ms. McNally, ??

Date: 10/16/2008

Class Title: Algebra I, Integrate Math

Class Time: 8:00-11:00

Topic of Lesson: Exponents

Teaching Techniques:

Today I was able to team teach with another student teacher in Ms. McNally's classroom. We weren't able to observe any teaching techniques of hers but we did experience a new piece of equipment that she had in her class room. It was called the promethium board. It is connected to the computer and a projector projects the computer screen onto the board. The teacher is able to type on the computer or actually pick up the writing instrument and write on the board itself. The writing will then appear on the computer and the teacher is able to print out what they wrote. So basically you are able to print out all the notes for a lesson for a student with an IEP or who was absent. I found it easy to use and it was very helpful.

In the integrated math class, the students sit at different tables and work on different packets. All the students are at different levels and on different packets. The teacher went around to students to see how they were doing and if they needed any help. There was no real instructional period for the whole class, it was all individual. So I didn't really experience any teaching methods with him either. I was able to help out some of the students who needed help so I had some experience working with the students again today.

Classroom Management Techniques:

Since I was team teaching today it was a little hard to observe different techniques that Ms. McNally took to keep the class on track. A lot of the classroom management techniques were done by myself and my team teacher. Since we were team teaching, one could stand and instruct while the other walked around and made sure everyone was on task. While this was happening, Ms. McNally participated in the lesson and she chose to sit between two girls. She told us after class that she did this because one of the girls was always quick to say she doesn't understand and that she's confused and the other girl has been known to poke fun at other students. So Ms. McNally knew this and split the two girls up and actually sat between them.

In the integrated class, there was more management that needed to be done than I had ever seen in any classroom. Because there was no actual instruction, the students wouldn't always work and would talk all the time. The teacher did a very good job at keeping them on track. He moved some students at times and he would always be looking over his shoulder while helping a student to make sure the other students weren't causing a lot of trouble. He also had to bring a couple students outside to have a private discussion with them. I thought he handled the class very well and given all that he had to put up with, he did a great job. I was able to learn a lot (about classroom management) during his class.

Personal Reflection:

There were a lot of aspects about today that I enjoyed. I liked that I was able to use a new piece of equipment that I may be able to use in the future. It could be very beneficial to use to write notes or even small quizzes so your able to print them out or save them on the computer for

later. I enjoyed being able to get into the classroom and actually teach the students something. Although I was team teaching, I still felt good about being in front of the class and being responsible for their learning. I was fortunate to be in a class that is so well behaved cause I could concentrate more on the teaching aspect and not as much on the classroom management. The integrated math course was really beneficial for me. I learned more about classroom management while observing that class than I did in any other class that I observed. I'm not sure what else he could have done differently to make the class go smoother because, in my opinion, he did everything he could. I do not think that I would be able to teach in a class like the integrated math class because I like being in front of a class and explaining one topic to the entire class and not just going around helping different students. There weren't many conversations about teaching that took place today. I did speak with the teacher of the integrated math course about his classroom management techniques a little bit and how he approached his class.

Cooperating Teacher: Ms. McNally

Date: 10/21/2008

Class Title: Algebra I

Class Time: 8:00-11:00

Topic of Lesson: Exponents

Teaching Techniques:

I was able to team teach once again today. Me and the other student teacher taught exponent some different exponent rules that we had taught the last class. We taught by introducing some key terms that they had already known. Then we utilized some hand outs that had the students investigating the actual exponent rules. They seemed confused at first but we walked through the first two of them with the students and they began to understand what to do. We allowed them to work through the hand out by themselves or with a partner. Once they finished the hand out and explain the rule that they had found we began to work through some guided practice so they could understand what types of problems they might see that involve exponents. Some students had questions about what we were doing but either myself or the other teacher would help them through a problem or two until they got the hang of it. There was a point where most of the class was stuck on a problem so we put it on the board and worked through it as a class so everyone could see how to work through the problem.

Classroom Management:

Like the previous lesson we taught in Ms. McNally's class, we didn't have too many behavioral issues. When we did, it was usually just a little bit of talking and one of us would deal with it while the other one would continue to teach. Ms. McNally also helped by sitting in between the two girls once again. From there she also helped some of the students which kept them on track and focused. There wasn't too much classroom management that took place today.

Personal Reflection:

I felt really well with how the team teaching went today. I felt that the students were able to really learn the concept by the way we taught it. I liked being able to use the promethium board while teaching. It's really a benefit in the classroom and if schools had the money, I would suggest that they invest in a couple of them. If I had to teach this lesson again, I would change the wording on the hand out because it was confusing for the students to read. The wording would have been appropriate for high school students but the students we had had some trouble with some of the words that we put on the hand out. The student discovery technique worked really well because the students were able to find the rule on their own and since they did it on their own, I think they had a sense of accomplishment. I feel like today went really well and that we were able to teach the students really well and in a way that they will remember the exponent rules.

Cooperating Teacher: Ms. McNally

Date: 10/23/2008

Class Title: Algebra I

Class Time: 8:00-11:00

Topic of the Lesson: Scientific Notation

Teaching Techniques:

Ms. McNally started her classes today with a class starter. The students had a little trouble with the problems but they were both review of what they had been learning. Once the students were done with the starter, they went over them together as a class and the students led the discussion about how to solve the problems. Then she introduced scientific notation. She wrote a number on the board that had seven zeros. She explained what scientific notation was used for and how to convert a number into scientific notation. She began by explaining the placement and movement of the decimal. Then she explained that they had to count the places that the decimal moved and that this number would be the exponent of the 10. She then wrote the scientific notation of the number that was on the board. She then put some examples on the board for the students to try on their own. Then she put a number in scientific notation on the board and asked the students to write it in standard form. She didn't explain to them how to do this; she let them figure it out on their own. The students then came to the board and wrote the answer up and explained how they got the answer. This was good because the students were able to get out of their seats and move around and also explain to their peers how they answered the problem.

Classroom Management Techniques:

Since there was so much movement with students wanted to come to the promethium board to write their answer, she had to choose students to come to the board. Many of them were disappointed that they weren't able to come to the board but she assured them that they would all get a chance to write on the board. This was good because it calmed the students who didn't get to go to the board which allowed the other students to explain their answers better. Since she was teaching this lesson she was unable to sit in between the two girls that might have issues. I watched her and I noticed that she was very patient with the girl who was quick to say she didn't understand. Also when it was possible she stood near that part of the class to make sure the girls were doing alright.

Personal Reflection:

I liked that she allowed the students to get up and move around the classroom a little bit. Her explanation of scientific notation was good also. For a teacher who didn't have a background in science or math, she explained it very well and in a way that the students understood. There were very little questions from the students. To be honest, I don't think I would have done anything differently. Scientific notation is a tough concept to teach and there is really only one way to teach it in my opinion. I would have done the same exact thing that she did. My lesson probably would have looked very similar to the one that she used. From what I could tell, all of her strategies worked well. I was unable to have any conversations with Ms. McNally again today due to the time factor.

Cooperating Teacher: Mr. McCandless

Date: 11/13/2008

Class Title: Geometry and Statistics

Class Time: 7:45-10:45

Topic of the Lesson: Review for test, modeling data

Teaching Techniques:

Today I observed two classes, geometry and statistics. The geometry class was reviewing for a chapter test that they had during the next class. The teacher had no class starter for the class and this led to a lack of concentration and focus on the part of the students. The students had a review worksheet that they needed to complete in order to be well prepared for the test. Mr. McCandless walked around the room constantly helping students with their problems. At times he found that many of the students had trouble with the same question so he would walk through the problem on the board so that all the students could see what was happening. I thought he did a good job when helping the students individually because he didn't immediately give the students the answer but instead he walked through the problem asking questions periodically to judge content knowledge as well as provoking thought amongst the student. In my opinion this really helped the students understand the topic better and better prepared them for the test.

The statistics class is comprised of a number of upper-class students who have different mathematical backgrounds. He began the class by taking attendance and then allowed the students to decide how they were going to learn about the topic that they had to read about. Since the class doesn't have books they are given copies of chapters in different books. Today the

students wanted to have what they called “Share Finding”. This is when each students shares something they learned or enjoyed about the reading from the previous night. After each student shared the teacher elaborated on the concept and so the students could have a better understanding about the topic. Then once this was over, he told the students to get out their graphing calculators and began to complete problems out of a hand out that they were given. This was used as a guided practice period and once they had complete some or most of the problems Mr. McCandless had them present and share the answer that they got. They needed the graphing calculators because they were modeling different data sets and the quickest and easiest way to do so was with their calculators. This also got them familiar with using the calculators, which is an important skill to have as they move along with their mathematical schooling.

Classroom Management Techniques:

Mr. McCandless is a very laid back teacher and is very tolerant of what the students do in class as long as they get their work done. The geometry class was a good class to observe and learn about classroom management because it was comprised of lower level students who don't necessarily excel in mathematics. While the students were completing their review packet, Mr. McCandless was walking around the class helping the students but also making sure that they stay focused and continue to work. A lot of the students had trouble doing this because they didn't really care about the subject. I liked that as he was helping a student, he was aware that some other students weren't focused and he would make a comment to them as he was helping the student. This allowed him to do two things at one time which was impressive. The statistics class didn't have a lot of classroom management issues because they were older students who

were pretty good at the mathematics that they were doing and were most likely going to take other mathematics course after they graduate high school. So they remained focused throughout most of the class period.

Personal Reflection:

I really enjoyed observing Mr. McCandless because he was a laid back teacher who clearly enjoyed teaching. It was also clear that all the students enjoyed taking his classes and this generally leads to the students enjoying mathematics which, in most cases, leads to better overall grades. I liked the amount of guided practice he gave the students and the way he was aware of where everyone was in the class and how they were all doing. I think that I would be a little more serious in class around the students just to make sure they remained focused but from a actually lesson and teaching stand point I believe that the lesson I would construct would have been pretty similar to how he taught. When having a discussion with him during class he explained that since the students were in so many different places that he had to constantly monitor how each one is doing and construct the lesson and give problems that he knew would challenge them but also not be too tough to complete.

Cooperating Teacher: Mr. McCandless

Date: 11/18/2008

Class Title: Geometry and Statistics

Class Time: 7:45-10:45

Topic of the Lesson: Pythagorean Triples; Project and Causation

Teaching Techniques:

In the geometry class today the students were learning about Pythagorean triples because they had just been taught what the Pythagorean theorem was. He began by reviewing the theorem and then asked the students to complete some problems that he knew would come out even and be triples. He used some guided practice exercises to emphasize this concept. He also allowed the students to figure out that Pythagorean triples are similar by doing many problems. He did a few on the board that were similar so that all the students could see them. Then he started to ask questions to try and see if they could figure out that Pythagorean triple triangles are similar. Then he began to go over the homework from the previous night and he called out the students who didn't try the even problems because they didn't know how to do them. They would only do the odd problems because they were in the back of the book. He then handed out an assignment about tessellations and provided examples of them.

The statistics class was finishing up some projects so for the first half of the class they worked with their groups on the project while Mr. McCandless walked around the class helping the students. Then for the last half of the class they watched a movie about causation. Once the movie was finished they had a class discussion about the topics that were involved in the movie.

The students then discussed the reading from the previous night and had guided practice to go over the topics.

Classroom Management Techniques:

Today there was a lot of the learning going on in the geometry class that the students were pretty well behaved and had no major classroom management issues. Mr. McCandless had to occasionally tell a student to remain focused on their work but other than that and the fact that he was always walking around, there really wasn't any classroom management techniques that I observed. And as in the previous class, the statistics students were focused on the lesson from the start and they knew exactly what they needed to accomplish. Even while they were working on their projects, there wasn't a lot of talking about subjects other than math going on. I didn't see many classroom management techniques today in any of my classes.

Personal Reflection:

Today was a good day to see how Mr. McCandless taught and his students. He used a lot of examples so the students could see what was going on which I thought was good and I liked how he conducted this portion of the class. I thought that teaching the topics this way was a great way for the students to learn what was going on. If I were to do one thing differently, I wouldn't always assign the odd problems for homework. I think I would stick to assigning a majority of the even problems and an occasional odd problem. I think this would work better because the students would have to try more of the problems and wouldn't just write the answer of the odd

problem on their homework. When they just rewrite the odd problems they don't learned the concept and thus their conceptual knowledge isn't as great as it could be. I think the way he taught today was again similar to how I would construct one of my classes. I really like the way he teaches and the lessons that he uses.

Cooperating Teacher: Mr. McCandless, Ms. Perrin

Date: 11/20/2008

Class Title: Geometry, Algebra I, Geometry

Class Time: 7:45-10:45

Topic of the Lesson: Geometric mean, Linear equations, Proofs

Teaching Techniques:

Today Mr. McCandless didn't start the class with a class starter but just jumped right into reviewing the homework assignment. One thing that I notice he had said was "Trust the process, Don't assume anything about your answers". I thought this was going because a lot of the students were confused about their answers that they were getting, which is a common occurrence among students. He also stated that he wouldn't go over all of the problems because there was new topics that needed to be discussed so he went over the problems that most of the class had troubles with. He also reiterated the concept after he went over a specific problem so the students would have a better understanding of it. Once all of this was completed he introduced a new topic to the students and explained using examples. Then he assigned the homework and allowed them to work on the homework for the rest of class, which wasn't that long. He fielded any questions that the students had.

I also observed Ms. Perrin's freshman academy math classes. They were algebra and geometry. The algebra class started by passing in the homework from the previous night and they were allowed to partner up for a quiz. It was projected on the screen and the students had to copy everything down. They had the majority of the class period to do this quiz. As the students were working she was walking around the room fielding any questions from them. Once it was

completed she randomly selected eight groups to present and teach the class how they completed their problem. The students then had to grade the quizzes as they went along. Mr. Perrin used very good questioning techniques to invoke thinking from the students. The geometry class that I observed just worked on proofs the entire time. She would walk around and help them if they had questions.

Classroom Management Techniques:

Mr. McCandless had some minor issues in his class today. Because the students reviewed the homework and they found that many of their answers were wrong, they were getting frustrated and started to talk during class. He would just tell the students to stay focused and would occasionally joke around with them as they were going over the problems. I could tell that this relaxed them a bit and then they began to work again. But the talking continued a few minutes later so he had to constantly remind them to stay focused on what they were doing in class. Ms. Perrin didn't have a lot of issues with either of her classes because they were the more accelerated freshman so they were motivated to complete the work throughout the class and didn't cause a lot of trouble at all. Except for the occasional comment about staying focused and quiet, Ms. Perrin just walked around the class.

Personal Reflection:

I really enjoyed sitting in on Ms. Perrin's class. It was a new perspective on teaching and also teaching a different type of student since she strictly had freshman in her class. I really like

how she set up the quiz that the students had to do. I would have printed the quiz out but writing the questions and answers down was still very effective. I am not sure if I would have structured my class like Ms. Perrin had but I would use it as a reference point while creating a lesson. I'm not a big believer in quizzes that take up the entire class period so I don't know if I would have used a class period to administer a quiz. While observing, she would walk over and explain how she did things in her class and the type of students that she had. Today we observed her more accelerated classes. She explained that the other classes she had aren't like these and that they are comprised of freshman that express typical freshman behavior. She said that she has a more difficult time getting through to those classes. But overall, I liked how she conducted her class.

Cooperating Teacher: Ms. Perrin

Date: 11/25/2008

Class Title: Geometry and Pre-Algebra

Class Time: 7:45-10:45

Topic of the Lesson: Triangles and Properties, Multiplication facts

Teaching Techniques:

Today I observed Ms. Perrin during her geometry and pre-algebra class. Today she began the geometry class with some definitions. She had the students try to define the words by thinking about what they might mean or breaking down the word itself. For example, the students broke down perpendicular bisector to figure out the definition. Then she gave the students some guided practice proofs to work on individually. Then once the students had solved the proof, they were to check them with another student to make sure they both got the proof right. As the students were working, Ms. Perrin was walking around helping the students with different proofs. I noticed that she was very good at giving just enough information so the students could figure out what piece they were missing. She never actually gave them the piece that they were missing. She also collected all the completed work at the end of the class so the students knew that they had to complete some of the problems so that they could get credit for the day.

The pre-algebra class that she taught today was practicing their multiplication facts because that is a weak point for a lot of the freshman at Hillsboro-Deering. Then she passed out a worksheet with different multiplication problems on them. There were two different sets on each piece of paper. The students were also given the answer sheet so they could correct their partner

on the spot. Once the first minute of practice for the first partner was up, they had another minute for the actual activity. Then the other partner repeated the activity. Then the students worked on an activity called magic squares. The students worked on their fractional multiplication facts. She then challenged them to create one on their own. As the students worked on their magic squares Ms. Perrin walked around the class and helped the students who were struggling with the activity.

Classroom Management Techniques:

Ms. Perrin's geometry class is an accelerated class so most of them want to be there and learn so there weren't any behavioral problems that took place amongst this class. Her pre-algebra class is comprised of many students who don't enjoy math classes and tend to be rambunctious and disruptive. Since she has so many behavior issues during class, today she actually moved a couple of the students to a different desk so that there weren't many issues. I thought that moving the students was a much better way of dealing with the issue than to remove the students from the class altogether. They already didn't want to be there so she would have been doing them a favor by taking them out of the class. I thought that Ms. Perrin dealt with the behavioral issues in class very well.

Personal Reflection:

I really enjoyed observing Ms. Perrin's class today. I liked how she had the students work individually and in groups. I think that it allows the students identify their weaknesses and their

classmates may be able to help them through these weaknesses. I feel that at times, two minds are better than one. I don't think that I would do anything differently than what she did today in her class. I thought that her lessons were very well structured and very similar to a class lesson that I would have done in one of my classes. Her philosophy is very similar to my philosophy of education. Before her pre-algebra class came in, she warned us that the class may be a little out of control. This told me that she was well prepared for the class that was coming in. She knew exactly how they would act and she was ready for what they would act like before they came to class.