

Field Experience Protocol, Ed 235

Name of Tutor Lauren Bailey Educ 235, Hour 8:00 am

Name of Cooperating Teacher/Supervisor Mr. Kraft, Principal

Summary of Dates Attended: 2/15, 2/22, 2/24, 3/3, 3/8, 3/10, 3/15, 3/17, 3/22, 4/12, 4/14, 4/19, 4/21, 4/26, 4/28, 5/3, and 5/5

Reporting Pattern: Each day I attended a tutoring session I signed in at the school's office.

Dates: 2/15, 2/22, 2/24, 3/3, 3/8, 3/10, 3/15, 3/17, 3/22, 4/12, 4/14, 4/19, 4/21, 4/26, and 4/28, 5/3, and 5/5

Description of Tutoring:

Goal: *My goal was to make sure the students were done with their homework during each session. I also asked the students' teachers what they were struggling with in class and if we had time we worked on those issues too.*

Activities: *Each day I looked at the students' assignment notebook, we worked on their work, we read books, and we worked on their struggling classroom issues.*

Result: *By the end of the tutoring sessions both boys were finishing their homework assignments on time, and had time to work on whatever they were struggling with in class.*

What would you change?: *About half way through our sessions I started to give the boys challenges or things I wanted them to accomplish by the end of our session. It made our time together so much more easier. I would have started this challenge sooner.*

What did you learn during this session? I learned that children do not always want to learn and you have to make learning fun for them. It can be a challenge, but there is always a way to help the students love learning. I also learned that things that are happening at home really affect how the students function at school.

Summary:

What did you learn that relates to the tenets of at least three of the following theorists?

Many of the theorists played a tremendous role in my tutoring experience. The first theorist who influenced my tutoring experience was Urie Bronfenbrenner. He created the Bioecological System. The system is a "combination of the child's biological disposition and environment forces coming together to shape the child's development" (Course Pack, Bronfenbrenner Readings). Both Derek and Cory were influenced by the world around them in numerous ways. Cory's family had just moved back into town from Florida. He was still in an adjustment period where he was getting used to his new house, getting used to his new teachers, and getting used to his new friends. I could tell Cory was playing catch up in his current school situation by either trying to learn things he had not learned while he was in Florida or trying to recall things that he had learned a while ago in Florida. Derek on the other hand needed so much one-on-one attention that he rarely got most of his homework done in class and brought it with him to tutoring. Derek also was anxiously awaiting his mother's upcoming marriage, so he could live in the nice new house she and her fiancé had purchased. Derek informed me that his current house had so many bad noises in it and around it that he often would not fall asleep until one or two in the morning, implying that he only really received five hours of sleep every night.

The second theorist that played an enormous role in my tutoring experience was Howard Gardner. He created a theory of multiple intelligences where each student “would likely exhibit different levels of skill in each” (Snowman, 121) of the different intelligences. Derek, as a fifth grader, struggled in math because of a learning disability. He frequently had to use his multiplication chart and count on his fingers. He exhibited a very low level of logical-mathematical intelligence. Derek on the other hand thoroughly enjoyed reading, especially about reptiles. Through his naturalist intelligence and his linguistic intelligence Derek really loved the rest of school. Every day Derek had math homework I challenged him to finish his math homework as quickly as he could so we could read about the lovely reptiles he enjoyed so much. Cory was the exact opposite of Derek. He exhibited extremely high levels in the logical-mathematical intelligence, while he struggled with the linguistic intelligence. When we had extra time I tried to encourage his linguistic intelligence by using logical-mathematical processes, like creating and solving story problems.

Finally, the third theorist that played a significant role in my tutoring experience was Jean Piage. He “postulated that human beings inherit two basic tendencies: organization and adaptation” (Snowman, 35-36). Without the organization that we created in our group during the tutoring session, both boys would not have been as efficient and productive as we were. The few days that I did not lay out a plan of things for us to accomplish during our time together, the boys would not perform at their highest capacity. It was also interesting to see how each boy would adapt the new information they had learned. Derek would assimilate a lot of the information he had learned, while Cory would accommodate a lot of the information he had learned. Each boy had his strengths and weakness during our tutoring sessions. Hopefully, both Derek and Cory came away from the tutoring experience with a good remembrance of our time together.

Works Cited:

Manchester College. Education Psychology: Course Pack. North Manchester, Indiana: Manchester College, 2005.

Snowman, Jack. Psychology Applied to Teaching. Boston, Massachusetts: Houghton Mifflin Company, 2003.

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