

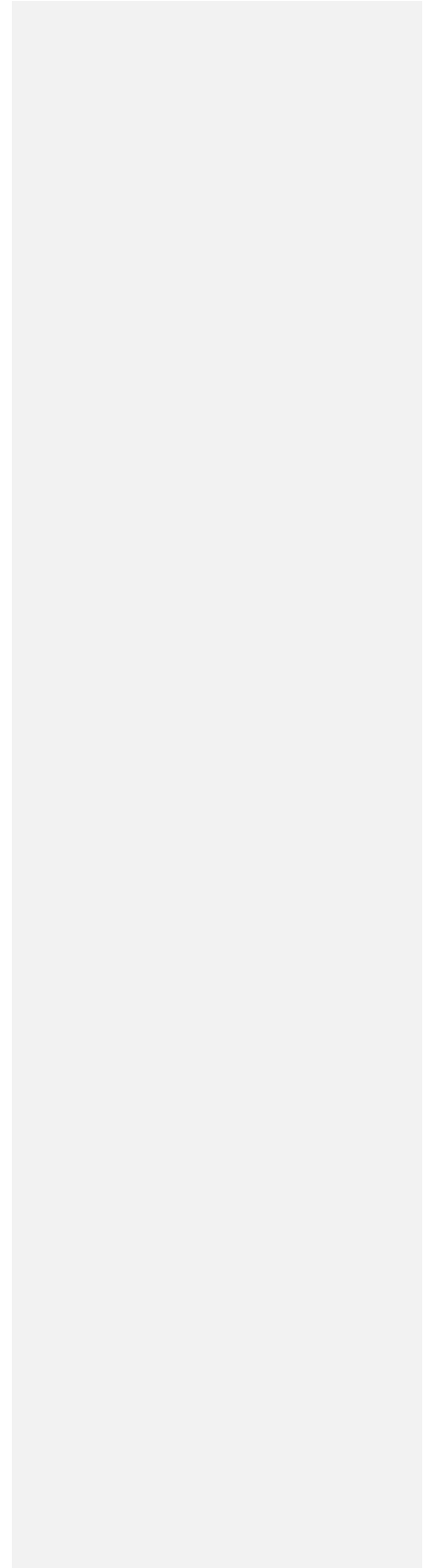
My Field Experience Reflection:

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Educational Psychology

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My Field Experience Reflection



My field experience placement during Educational Psychology was at Manchester High School in North Manchester, Indiana with Mr. Steve Bowman. I was at the high school for first period during Mondays and Fridays from 8:15 to 9:25 AM and Wednesdays from 8:35 to 9:45 AM. The class that I was observing was Spanish II. It had students in all four grades and a class size that was rather large for a smaller school, which surprised me. During my field experience, I had many different tasks, such as helping students with daily in-class activities, helping one-on-one with students that were falling behind in course work, helping students review vocabulary, answering various questions throughout the class period, teaching short lessons directed at reviewing the current lesson, and creating a grading rubric for the students' research project. While at my field experience, one of the students mentioned, "it is nice to have more than one teacher in the classroom because we get more help." This showed me that the students viewed me as a teacher and not as a college student, which made me feel very welcomed to the classroom. I started my observation hours right as the students were beginning a new trimester. I strongly feel as though that made a difference and that had I not been introduced as another leader right away, the students may have not taken me as seriously. Overall, I really enjoyed my experience at Manchester High School for many reasons.

Throughout my field experience, I have noticed many strengths and weaknesses in myself that could affect me as a future teacher. One strength that I noticed was my ability to think on my feet, an essential skill for all teachers. I used this skill many times during my field experience, but a few specific examples stick out. On a Wednesday, I was asked if I could come up with a lesson for Friday's computer lab session. Planning an activity for Friday on a Wednesday may not seem like a think-on-your-feet activity, but it turned out to be that way because my cooperating teacher, Mr. Bowman, requested me to turn in my lesson plan for Friday

on that same Wednesday by the end of the period. Needless to say, I accomplished that task and I even had time to spare. My lesson was supposed to last no longer than about thirty minutes and its purpose was to review the past few weeks' lesson about distinguishing between the preterit and imperfect tenses. My lesson went very well; in fact, my cooperating teacher said that he was going to use it for the second period class and asked me if it could be adapted to meet the needs of his Spanish III students. Both of these comments were strong complements toward me. This lesson was later used as my Stage One Lesson Plan for Educational Psychology. Regardless of my overall success, one of my weaknesses showed through during this lesson as well. I realized that sometimes, I have a tendency to speed through directions and not restate them. Therefore, the visual learners understood my directions because they were on the handout that I gave to the students to help them navigate the website, but my auditory learners struggled because my directions were not as clear as they should have been. This could mean that another strength that I have is to write easy-to-understand directions on handouts. Similarly, an additional strength that this field experience helped me see in myself is my ability to help students answer questions efficiently and help them further understand the material. For example, one of the students' assignments was to memorize a dialogue and say it one-on-one with Mr. Bowman. The last student to say her dialogue was rather reluctant to do so; I spoke with her about why this was so and realized that she had done poorly on previous dialogues. I found out that even though she is involved in a sport and is a very social person, she has a fear of embarrassing herself in front of her peers and doing something wrong. Therefore, she never takes class time to practice and does not have a way to practice at home. I took time with the student to go over pronunciation and meanings of the words and she then caught on very quickly. I asked if she could have a slight extension on her dialogue and once she said her dialogue, she aced it! I was very proud of both

Comment [jcg1]: compliments

the student and myself. I realized that sometimes, there are students that just need more time to learn the material, which will be a challenge when I am a teacher of a full class of students. Another think-on-my-feet experience was my last “job” before I ended my field experience. I was asked to make a grading rubric for the students’ country profile projects. The next class period, I handed Mr. Bowman my rubric that made the project worth 80 points and scored the students on organization, effort, subject knowledge, graphics, mechanics, eye contact, diction/pronunciation, and timeliness. (The students were to research a country and present to the class their findings through an oral presentation and by using at least one visual aid.) Mr. Bowman outlined the required research components for the project and I based my rubric off of his guidelines. All in all, he appreciated me volunteering my time to create a rubric and he thought it looked great to use! I believe that all of my strengths that I found in myself during my field experience will continue to shine and more will show through as I continue my pre-professional education and gain more instructional experience. All of my weaknesses will be addressed prior to student teaching because I know that they are simply a **live and learn** type of experience and I have many more field experiences and teaching-related experiences yet to come. The more I am in the classroom, the more that being a teacher seems natural, which is very encouraging as an aspiring educator.

Throughout my field experience, I have noticed strengths and weaknesses in one of my students. Clara, the same student that was having trouble with the dialogue, also had other troubles learning various day-to-day lessons. She is a bright student and it is evident that she does want to learn, but there are factors that are keeping her from doing so; I believe that she is, according to Gardner’s learning styles, a visual learner and partially intrapersonal. She needs to see a lesson instead of just hearing it and she learns better with just herself and the teacher versus

Comment [jcg2]: live-and-learn

in a group or class setting. After the situation with the dialogue, she came to me to practice each consecutive dialogue before going to the teacher to get a grade; this made me feel like she trusts me and wanted me to help her. In fact, during class time, she would ask me questions more often than Mr. Bowman. My only concern is that if her strength is one-on-one learning, she may relapse and start not doing well again once one-on-one attention is not available. I believe that this factor could be considered both her strength and her weakness. If I have a student just like Clara in my future classroom, I would continue to help her as much as possible, and implement Vygotsky's instructional method of identifying her zone of proximal development. By doing so, I will know what she can do on her own and what she actually needs help with. In a real-life setting, a teacher does not have time to attend to each student in a full class individually.

Gardner's learning styles need to be reached as often as possible to accommodate the largest portion of students. If Clara would have had more visual aids to visually interpret the lesson, she may have been even more successful as a Spanish II student. Often when working with this type of student, Vygotsky's term scaffolding comes into play. For example, instead of just telling Clara how to conjugate a certain verb, I would help her answer difficult questions by giving her hints or by asking leading questions, such as what verb she needed, what tense she needed, and what the endings were for that tense. After that, she was able to piece together the answer, so this proved to be a successful way that as a teacher, I could help her understand the lesson. Another way to help this student could be to use one of the many great HET principles that I learned from Mrs. Humphries, a guest speaker in Educational Psychology, which is to leave no mysteries. If students know what is coming, then they are better prepared for learning. In Mr. Bowman's classroom, there are many visual aids, such as posters that I would point to in order to remind students of various phrases or verb tenses. Two theorists, Erickson and Kohlberg have similar

ideas when it comes to the high school age group. Erickson's age group encompasses ages twelve through eighteen and Kohlberg encompasses ages nine through twenty, but there is still one main similarity: humans in this stage are concerned with fitting in with their peers, being a part of a club or organization, and are struggling with identity confusion. The issue for teachers that instruct this age group is that some students may get the "too cool for school attitude" or may be reluctant to participate in classroom activities because they do not want to be embarrassed in front of their peers. This situation was dead on for Clara; she did not want to say her dialogue to the teacher in the classroom because she did not want the other students to overhear her and make fun of her if she would have pronounced something incorrectly. If I have students in my future classroom just like Clara, I would take the students into the hallway one by one to say dialogues instead of having them around other students. Before Clara stated her fear, I did not think that this situation could hinder a student's learning. This situation definitely taught me a good lesson about how to keep each student's mistakes and grades private and how to strengthen the student-teacher relationship.

During my field experience at Manchester High School, I gained more teaching experience. I taught one longer lesson, a few vocabulary review sessions, and mainly worked with specific students that were struggling with various grammar points. The first lesson that I taught was, as stated in my first paragraph, the computer lab lesson. Every Friday for the second half of the period, the students go to the computer lab to have a more interactive lesson which helps to review current vocabulary or a key grammar point. The particular grammar point which I was asked to write a lesson plan for was concerning the skill of differentiating between the preterit and imperfect tenses. I used two different websites that served as an interactive review. On the first website, students simply had to conjugate the right verb tense by picking either

imperfect or preterit to complete the sentences and do so by completing six short and interactive “quizzes.” The second website was even more interactive because not only did the students get to differentiate between imperfect versus preterit tense, but they did so by playing games such as hangman, battleship, challenge board, etc. This website made learning fun for the students because they got to play fun games, but simultaneously learn an important grammar point. My planning for this lesson took place over the allotment of one class period. Mr. Bowman asked me to create Friday’s lesson on Wednesday during the class period and tell him later that period and I did so. I let him know the steps and websites I was using by simply writing them down, but the actual handout for the students which gave instructions for each website was more professional looking. It finished Wednesday night and I gave it to the students before computer lab time on Friday. As far as an official lesson plan is concerned, I later used this lesson for my Stage One Lesson Plan, but only discussed the first website instead of both. If I were to do this lesson over, I would have only told the students about the first website and had them complete that one first before explaining the second. It seemed as though students were more concerned with just playing the games and not completing the quizzes even though both had strong educational value. However, I believe that this lesson went well overall because I was able to answer all of the students’ questions and Mr. Bowman said that he could tell that the students strongly enjoyed the new websites and that he would use them for later lessons. The most challenging part of this lesson was getting students to complete the interactive quizzes before moving on to games, which is again, the part I will change next time in order to promote more learning. Because students are on the internet for this lesson, another part that was challenging about this lesson was making sure students were on the permitted websites instead of switching to Facebook or other non-educational websites then switching back when I would pass by them. Students will

try to be sneaky! I believe that the most rewarding part about this lesson was the complements that I got from both the students and my cooperating teacher. The students were just as happy as Mr. Bowman to be introduced to new websites besides the ones that they previously were using for each computer lab session all semester. My last teaching-related experience was when I made the grading rubric for the students' country profile/research project. I very much enjoyed that experience because it showed me that I have many more abilities than I was previously aware of before this experience. In fact, this experience will impact the next time that I teach a lesson to a group of students because I now know that it can be challenging in a computer lab setting to keep students on task and monitor every screen to be sure that students are not on other websites that are not educational and that do not pertain to the lesson. I will take from this field experience many valuable lessons regarding classroom management, teaching strategies, and ways to build strong student-teacher relationships in a professional and education-promoting environment.

Comment [jcg3]: compliments

### **Manchester College Dept. of Education**

#### *EDUC 230 Final Reflection Paper*



Name: \_\_Stephanie Hofer\_\_

Teacher: Dr. Korrine Gust

Date : \_\_\_\_\_May 6, 2010\_\_\_\_\_

Title of Work: \_\_Final Reflection Paper\_\_

	Criteria				Points
	1	2	3	4	
<b>Insightful Reflection</b>	Student reflects on personal skills with no insightful comments and thoughts.	Student reflects on personal skills with few insightful comments and thoughts.	Student reflects on personal skills with many insightful comments and thoughts.	Student reflects on personal skills with numerous insightful comments and thoughts.	_4_
<b>Impact of teaching experience</b>	No details and examples are included that indicate the impact and resulting changes that have occurred as a result of the EDUC 230 field experience.	Few details and examples are included that indicate the impact and resulting changes that have occurred as a result of the EDUC 230 field experience.	Some details and examples are included that indicate the impact and resulting changes that have occurred as a result of the EDUC 230 field experience.	Many details and examples are included that indicate the impact and resulting changes that have occurred as a result of the EDUC 230 field experience.	_4_
<b>Identifying needs of learners</b>	No theorists, instructional methods, or techniques are identified that could appropriately address the strengths and weaknesses of the learner described. No rationale is provided.	1 theorist, instructional method, or technique is identified that could appropriately address the strengths and weaknesses of the learner described. Rationale does not support the plan.	2 theorists, instructional methods, or techniques are identified that could address the strengths and weaknesses of the learner described. Rationale loosely supports the plan.	3-5 theorists, instructional methods, or techniques are identified that could appropriately address the strengths and weaknesses of the learner described. Rationale clearly supports the plan.	_4_
<b>Questions</b>	Student does not answer questions outlined.	Student answers few of the questions outlined with little personal reflection.	Student answers most of the questions outlined with some personal reflection present.	Student answers all of the questions outlined and adds personal reflection that is pertinent.	_4_
<b>Mechanics</b>	More than 5 spelling and/or grammar errors are present.	3-5 spelling and/or grammar errors are present.	1-2 spelling and/or grammar errors are present.	No spelling and/or grammar errors are present.	3
				<b>Total----&gt;</b>	19/20

**Teacher Comments:** You need to learn how to summarize better. It is great that you have so many details but at times your wordiness will hurt your grades. Summarizing is hard, but it is important.