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Observation Reflection Paper

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Intro to Teaching
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My passage to becoming a teacher started this spring semester when I started to take the class, Introduction to Teaching with Mrs. Eastman. Before taking the class, I was not sure if I really wanted to enter the teaching profession. I was inquisitive about the opportunities that I could pursue with the profession, but decided to take the class with the best intentions to succeed and get my foot in the door into the teaching career.

Throughout our class lectures and discussions, I recall Mrs. Eastman accenting the fact that teachers need to be flexible in their schedule and need to conform to the changes that are associated with the career. Upon hearing this, I didn't accept this fact she was giving me and never associated the term, "teacher" and "flexible" together. Nevertheless, after my five observations this semester in the classroom, I understand why you need to be flexible in the teaching profession. Every class I observed this semester, was dissimilar from each other.

Some classes harbored students who comprehended the material better, were ethnically diverse, special education, motivated and lazy students. Each time I observed, there were particular occasions that I had anticipated to occur and other instances that I was astounded by. I found it intriguing, to see how the teacher responded when something in the classroom did not go as planned and then observe them trying to not let it affect their teaching plan for the day. After my observations, I am self-assured and avid that I want to become a teacher and will make a good one at that.

As a teacher, I believe you need to set the tone of the classroom and let them know that you are in control. The medium or atmosphere of the classroom needs to be accepting and eager to learn. All of the classes that I had observed, had great classroom atmospheres. By saying

I agree

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“great classroom atmospheres”, I mean that all the students were attentive to the teacher, eager to learn, asking questions and that no one person in the class was omitted from the class discussion or the learning of that particular day. Being the “student observer”, I was curious to how the student would act towards me and treat me in their class. Infrequently, I caught a couple gawks during instruction that day from prying students. For the most part, I was very embraced in their classrooms, as they frequently asked me questions about their school work or of me in general. I remember my first observations, I was very tense upon entering the classroom, after that day I always felt comfortable in the classroom.

During my observations, I never saw the teacher leave any students out of the lecture that they taught to their students that day. I was very impressed to see that no students ever got neglected, but instead ~~were~~ got incorporated into the learning plan for that day and got a chance to ask questions ~~of~~ to the teacher to help further their learning. I observed a couple ~~of~~ good examples ~~at~~ ~~when~~ ~~these instances~~ where the teacher involved the students.

For my second observation, I went to Manchester Elementary and observed Margie Miller’s 3rd grade class. When I entered the room, Mrs. Miller was reading a short story to them. When she finished, they started doing their daily mathematics activities. While the class was doing their daily math problems, one “table” would come up to Mrs. Miller’s desk and they would go over their reading assignment from the night before. There were about 4-5 tables with ~~students~~ about 5 ~~kids on~~ ~~at~~ each table. At that time, they were reading the book, “James and the Giant Peach” ~~she~~ she would ask each student questions over what they had read the night before and she involved every student. I remember listening in and being surprised at how many of the students were eager to answer the questions and the majority of the students got the answers right as well.

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After every “table” went over the reading questions with Mrs. Miller, the whole class came together at the end and they went over the questions again. However, this time she asked the questions in a different way and asked different students to answer it each time.

When I observed Mr. Brown’s 6th grade social studies class at Laketon Elementary, I was impressed on how he involved every one too. At the time, his class was doing their Roman

Figure Project and had been working on it for the past ~~4~~ ^{few} days. The day I observed, was the first

day that groups had to present their Roman Figure to the class. Each group was responsible for

making and displaying a poster of their important figure, including a one page report. The groups

consisted with about 3-4 students in each group, which would be a better way to help the ↴

students learn the material. Before their presentations were given, each person was given a group

evaluation sheet. The sheet consisted of a pie graph and each person had to divide the pie by the

percent of participation they thought they had contributed to the group. I liked the idea that they

were graded on their participation in the group, because it made each student help with the ↴

project and help them learn better. Overall, the presentations were astonishing for a group of 6th

graders. Their posters were very creative and they spoke extremely well on knowledge they

learned as a group on their roman figure. The figures that were presented ~~on~~ I observed were ↴

Spartacus, Tiberius, Vespasian, Hercules, Caligula, Constatine and Trajan. Mr. Brown’s class

was an advanced class for social studies and the students were extremely attentive and eager to

learn for a class of 6th graders.

Throughout my time in the classrooms at the different schools, I observed many different lessons that the teacher was teaching to the students. Some of my lessons included ↴ daily math skills, reading tasks, “James and the Giant Peach”, Roman Figure project, explaining the rules of

badminton to a P.E. class and working on strength training as well as toning in the weight room. As you can see, the lessons I observed were all very different from each other. Mainly due to the fact that I observed 2 P.E. classes, 1 social studies class, 1 special education class and one 3rd grade class. One of the most important aspects of being a teacher is having a good teacher-student interaction. All of the classes I observed had a good interaction between the student-teacher, but the best one was in the special education class I observed, which really surprised me. The special education students were very attentive and very respectful and friendly with the teacher, as they tried to explain their homework or their lesson material. I'm not taking away from the other classes, because they were good as well, but the special education students interacted very well with their teacher.

As a future educator, I believe my biggest challenge will be trying to become flexible with my schedule (changing lesson plans around, etc.) and trying to motivate each kid to learn and be active in the class. Much of this depends on where I will be teaching, whether that be urban, rural or city. I'll address these challenges by becoming more organized and doing projects where participation is graded and required, so then that each student will be learning and not be left out.

My strengths include being very determined, goal driven, hard working, learning, good people skills and trying to help motivate others. I will use these strengths to the best of my ability when I have my own class in the future. I want to continue with my teaching-learning process and obtain my teaching certification in the near future and get my degree. After observing this past semester, I'd like to work with junior high/school students, because I think I'd respond better to them. These observations were very interesting and helped me better

*I want this
for you too!!*

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appreciate the teaching profession. They also helped me decide what grade level I would like to teach.



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