

The Reflective Journal: Week 1

This past week was the first week that I attend Longfellow Elementary School in Mr. York's fifth grade classroom. When the children first walked into the classroom on Monday, I was more nervous than I thought I would be. However, by the end of the day, I felt welcomed and part of the class.

Throughout the week, I focused on a two main goals. One was learning all of the children's names and a little about themselves. I definitely know all of their names, but I am still trying to make connections between a few of the students. I have started making connections by having a get to know me game, playing with them at recess, and working with students one on one. My other goal was learning the procedures and Mr. York's classroom management. I have learned the procedures and his management techniques, however I still forget them sometimes in the moment. For example, when I was asked to get the students lined up for specials, I could not remember the first step and said the wrong words. Luckily the students still understood what I meant, but I learned that I should say the words exactly like Mr. York.

One of my most proud moments this week was when the students started calling for me to help them with their assignments. This showed me that the students are starting to realize that I am the other teacher and I am there to help them. I believe as more time goes on, they will truly see that I am the other teacher and more students will ask for help.

On the other hand, one of my failures this week was when I did not get the students to line up for interventions/centers. Mr. York informed me to have the students collect their belongings and line up to go to the computer room while he talked to the other fifth grade teacher. Once all of the students were in the classroom, I did the clapping technique to get their attention and told them what they needed to do. However, they stared at me like a deer in headlights. As I was about to get their attention again, Mr. York came into the room and asked if I told them what to do. I said, "Yes" and one student chimed in saying, "Well, she tried too". All I could do was nod because he was right. I did try, but did not succeed.

After school, I have been grading papers, making copies, and talking to Mr. York about the school day. This is something that I look forward to because he gives good feedback and helpful tips. For example, after our staff meeting on Friday, he explained how Longfellow's culture is not like most schools. Teachers do tolerate students' behaviors because that is the way they were raised. He explained that if a student rolls their eyes or talks back to me that I should not take it personally, which is something that I have to work on. Mr. York also explained how he student taught on the other side of Muncie and when he got his job at Longfellow, it was much more difficult. He said that if I could teach at Longfellow, I could teach anywhere. This made me feel good because I know that there will be challenging days or weeks, but I also know that he will be there to guide me along the way.