

The Reflective Journal: Week 13

As the weeks go on, they are going by faster and faster. It is hard to believe that I only have three more weeks until I graduate. This week, Mr. York and I started reviewing various concepts to help the students prepare for ISTEP. We had two staff meetings and I helped students at tutoring. I also sent out a message to all parents on Class Dojo and talked to one parent in person about how her daughter is great in class.

My goal for this week was to integrate smooth transitions with little time lost. Overall, I feel as though it was a hit or a miss. In the previous week, Mr. York told the students that they know how to walk HML down the hallway and if they do not, it would be a magnet. In the hallways, if one of the students was not in HML, I stated, "If you have a magnet, you know why." This seemed to help with hallway transitions. However, some of the students take forever just to gather their things and get in line. So, I still countdown. For the most part, it works, but for some students they do not care that I am counting down. As the weeks continue, I will continue to work on having smooth transitions with little time lost.

My most proud moment was the when we were in the computer room taking the practice ISTEP. On the math portion, one of the questions asked the students to subtract two numbers with unlike common denominators and borrow. One of the students, who I have been working with during Success, called me over. During Success, we have been working a lot on adding, subtracting, multiplying, and dividing fractions and in the beginning the student did not know how to even add unlike common denominators. Once I was next to her, she asked if I would check over her work. When I told her that she did it, she was extremely proud of herself for finally understanding how to subtract unlike common denominators and I was proud of her too.

On the other hand, one of my failures this week was reviewing for the language arts portion for ISTEP. We were working on choosing the vocabulary word that best completes the sentence. In the beginning, I told the students we would do the first page together and the rest would be on their own. We reached question four and only three students were paying attention. I had many students ask what was the answer and what number are you on. By the time we reached question six, only two people raised their hands. So, I changed the question around to make it easier, but still only two students were raising their hands. Then, I told the class that we will skip that one since only a few were paying attention. They stated they would do better and I gave them another chance. I asked the same question again and only three more hands went up. I called on a student and he did not know which question we were on. As he was struggling, another student asked what problem we were on. So, I told the class that the rest of the problems would be homework. The students were extremely angry. Based on this experience, I need work on finding a way to keep them engaged on activities that they do not want to do.

Throughout this week, I attended two staff meeting to go over the activities for the rest of the year, including field day, spring concert, and graduation, and go over the second part of ISTEP. This week I also made myself talk to one of the parents that was volunteering at school. I introduced myself, told her how her daughter always participates in class, and how she is on top of her game. Additionally, Mr. York and I talked about how the next couple of weeks are going to be crazy due to ISTEP. We talked about the schedule, the practice material for the students, and how the students will have little to no homework. Overall, this week went well.