

EDUC 225 TEACHING SIMULATION REFLECTION TEMPLATE

(If you will be absent the following class period after you present, you must send it in by a roommate or friend so they then can turn it in before class or it will be considered late.)

Teacher Candidate: Synthia Phippen Section: 002 Class #: 225

Topic Taught: Place Value

Presentation # 2

Date: 11/17/24

For Lesson 2 Only: Please mark an "X" by Yes or No.

X Yes	___ No	On my honor, I have submitted my LP2 and Reflection 2 to CORE.
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Watch your video several times to analyze the presentation. Record the information requested. Use the data collected to make necessary changes in the next presentation.

Record a mark each time that you called a student by name. 3

Record a mark each time a filler word was used. 7

Record a mark for each convergent (one answer only) question that you asked. 11

Record a mark for each divergent question you asked. 3

Record a mark each time a modality is addressed.

Visual 7

Auditory 7

Kinesthetic 4

All sections below should be addressed with thorough responses; phrases and incomplete sentences are not acceptable. Key words such as "since", "because", "through", "using" etc. should be seen throughout the document explaining the way that various competencies were met. Be sure to include things you would change in your lesson in order to improve your effectiveness as an instructor.

TOPIC	Your Reaction to your Performance about the Topic
Preparation What did you do <u>before</u> class to make sure your lesson would be effective and run smoothly? How did you physically prepare the classroom and materials before the lesson?	I prepared well ahead of time before class began so I would be prepared when I needed to start. To ensure my lesson would be effective and run smoothly, I practiced it many times before actually doing it

	<p>in class. I wrote out all the riddle cards and printed out all the materials I needed to be ready for teaching. I set out my materials before starting my lesson to make it a smooth transition from my lesson to activities.</p>
<p>Student Assets <i>How did you use student assets to influence the way you planned and implemented the lesson? Was this effective? Why or why not?</i></p>	<p>I started by finding activities that third graders would be interested in and like to do. I also used my standards of learning closely, and this helped to prepare a lesson for this grade as well. I believe this was helpful as all the students participated well in my lesson and understood the lesson at the end.</p>
<p>Set <i>Describe your “set” (the way you opened your lesson). How did you begin your lesson in order to gain student interest? Was it effective? Why or why not?</i></p>	<p>I started by telling all the students to come sit on the rug in front of the PowerPoint so they could see it better and interact with it better. I then proceeded to ask them if any of them have heard about place value what this means. Some of them knew a little bit, and then I elaborated more.</p>
<p>Instructional Strategies <i>Describe the different strategies you chose. Be specific! How did the strategies you chose affect the learning and involvement of students? Do you feel these strategies were effective? Why or why not?</i></p>	<p>I started with us all learning in a big group together and seeing what they knew. Then, all the students went and sat down at their desks to work in groups to figure out the place value riddle cards. After they finished those, I</p>

	<p>handed out a worksheet and had the students work alone. So, I could assess what they knew individually. When they finished up their worksheets, I had them put them on the table, and then we played the I have who has game with little cards. I feel that all of my strategies were effective as I assessed my students.</p>
<p>Planned Supports <i>What planned supports did you prepare and use in your lesson? Were these supports effective for all students? Why or why not? Would you change or use different supports if you could? Why or why not?</i></p>	<p>My planned support was assisting any of my students as they were struggling and needed help. I helped students that seemed to have a difficult time understanding the activity and helped them get back on track. Also, if any of my students needed more time to finish an activity, I allowed them the time they needed. These supports were effective for the classroom I was teaching in and beneficial for all of my students. If I had different students who needed a different kind of support, I would change them but as of now I will not since this works well for my students.</p>
<p>Diversity / Differentiation <i>How did you differentiate instruction to meet needs of diverse learners? Was your differentiation effective? Why or why not?</i></p>	<p>I would allow any student to have more time on an activity if they needed it and I would also allow them to do a different worksheet if the one we were using is too challenging, or they were feeling stressed out. I was</p>

	<p>ready to assist my student's needs in all ways if needed. If I had an ELL, I was also prepared to help them but that was not the case. I didn't need to use any of these for this lesson but if a time arose, I am so ready to implement them as needed.</p>
<p>Closure <i>How did you close your lesson and summarize / solidify important concept(s) for your students? Do you feel your closure reinforced the concept? Why or why not?</i></p>	<p>I closed my lesson by having the students play a I have who has game to help them remember the place value of a number. They all did really well and came away from the game stronger with place value concepts. Then I explained again what place value of a number is. I feel that my game helped them to work with what we just learned and use it in a game. I believe my students learned the concepts they were supposed to from this lesson successfully.</p>
<p>Student Involvement <i>Were you able to involve all students in the learning process? How? Why or why not? Are there other strategies you think that could have been used to increase student involve? If so, please describe them.</i></p>	<p>I was able to involve all students with the riddle game the worksheet and the I have who has game. All of the students were able to participate in my lesson. I loved all the activities I used, and I believe that my students did as well. All my students were involved hands on during my lesson.</p>
<p>Teacher / Student Interaction <i>How was your rapport among students? Were you able to interact? Why or why not?</i></p>	<p>I was able to interact with all of the students during the</p>

	<p>activity part of the lesson. I was able to congratulate them on doing well and help them if they needed some assistance. They all enjoyed interacting with me as they worked on their activities, and it was fun to see how well they all did!</p>
<p>Student Achievement <i>How can you prove that students met the objective of your lesson?</i></p>	<p>I can prove that my students meet the objective of my lesson by assessing them as they did their worksheets alone and completed them correctly. They also met my objective from the I have who has game everyone knew their numbers place value.</p>
<p>Classroom Management <i>What strategies did you use to make sure students stayed on task and achieved the objective? Were the strategies effective? Why or why not?</i></p>	<p>To ensure that my students would stay on task I taught them in a way of wanting to learn and be interested in my lesson. I also told them what to do and instructed them on how to succeed with their activity. These strategies worked well for my students, and I feel they each listened intently and were happy to learn this lesson.</p>
<p>Voice & “Teacher Presence” <i>How was your volume? Your Filler Words? Did you have a commanding presence as the facilitator of instruction?</i></p>	<p>My teacher voice is pretty strong and active when I teach! My volume was great as all my students could easily hear me. I used some filler words but not a ton at all. Yes, my presence was definitely commanding and instructional to my students during the lesson.</p>

<p>Professionalism <i>Dress? Disposition? Interactions?</i></p>	<p>My outfit was business casual and professional for teaching. All of my interactions with my students were professional and appropriate for teaching. My Disposition was right on for a teacher, and I believed my professionalism was right where it needed to be.</p>
<p>Teaching Competencies (from InTASC Standards) <i>List the assigned competencies for the specific lesson. Describe in detail HOW you met each one.</i></p>	<p>Domain 3: Standard 6: Assessment-Diagnostic Assessment (Guided Practice) My students learned the understanding of place value in a number from my PowerPoint. Then they worked in groups to get a better understanding of place value with an activity riddle game. (Independent Practice) They used what I taught them on place value by doing a solo worksheet. Summative: I did this by watching how the students interacted with the worksheet on their own. I assessed their knowledge through this lesson. By participating in the I have who has game I got to assess them using their brains and learned more about the place value of a number. Standard 7: Planning for Instruction - Consulted National and State standards in math to plan this lesson. Found resources online to help me teach this concept. Standard 8:</p>

	<p>Instructional Strategies - Between all the activities my students did they will be able to now apply the concepts I have taught them. My strategies have helped them connect their understandings and build skills to apply knowledge in meaningful ways.</p> <p>Domain 4:</p> <p>Standard 9: Professional Learning and Ethical Practice - The lesson was professionally done and motivated students to engage with the topic of place value. Students now know the concept of place value in a number after my lesson and are able to explain it to others. I was be able to evaluate their knowledge through all of the activities.</p> <p>Standard 10: Leadership and Collaboration – Students work in groups on the first activity and collaboratively worked through the activity together. My students then work alone on a worksheet and to help build their leadership skills through participating in their worksheet alone. The students also learn leadership roles as they worked in pairs on the riddle activity.</p>
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My Areas of Strength	My Areas which will require Future Growth
In this lesson the projection of my voice was excellent, and my words were slow so my students could understand me.	I feel that I need to be more enthusiastic when teaching and get excited about what I'm teaching my students.
My lesson was right on point for students in third grade to read about place value.	I could use better body language at times and not seem so closed off.
I instructed my students well and explained our activities, so they understood what to do.	I want to be more confident and Intune with what I'm teaching building confidence is important as a teacher.

ESSAY / SUMMARY SECTION: (Each question should have a minimum of 1 paragraph with at least 5 complete sentences. Do not exceed 3 paragraphs.)

1.) Type a summary paragraph(s) of the evaluations you received from the class.

All of my feedback was so positive. The class enjoyed how I had them sit on the carpet for the PowerPoint. They also enjoyed how I explained the PowerPoint. The class said they liked the riddle cards game and enjoyed playing it. The class also said the worksheet was fun and helped them learn the topic well. The I have who has games was also said to be fun and interesting. The review sheets also mentioned that my teaching strategies were greatly implemented. One of them also mentioned how I was well organized and ready to teach. The class all enjoyed participating in my lesson and went away with new knowledge.

2.) Type a paragraph(s) about what you will do differently to improve your effectiveness as a teacher.

Something I could have done differently to be a more effective teacher is having more enthusiasm when I teach. This would help my students to be more engaged with the lesson if I am more enthusiastic. Someone mentioned that I could put the answers of the riddle cards on the back, and I think this is a great idea to help my teaching be more effective. I could also be better at explaining what I'm saying for example I said that every number has a place value in the whole number, and it's import as to where every number belongs, but I could have explained why it's important for context.

