

EDUC 225 TEACHING SIMULATION REFLECTION

(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 and Hannah Elliott Section: ___002___ Class #: 225
Topic Taught: Healthy food/Nutrition Presentation # 1 Date: 10/29/24

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

___ 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. 2
Record a mark each time a filler word was used. 10
Record a mark for each convergent (one answer only) question that you asked. 1
Record a mark for each divergent question you asked. 10

Record a mark each time a modality is addressed.
Visual 3 Auditory 2 Kinesthetic 2

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?	We got all of the materials we needed and set up before we did our lesson. We practiced as to how our lesson would go and both were on the same page

	<p>ahead of time. Hannah bought and printed out the materials we needed, and we arranged them together.</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>We asked the students about their families and cultural foods. We knew from being around 1st graders that they like playing and running so we talked about that and used it as examples so they could understand. This definitely helped our lesson to be on a lower level and helped them to understand the point of our lesson as a 1st grader.</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>Hannah started by asking questions about who likes food and what kind of foods they like. We believe this gained interest from the students as they could relate with the foods they like to eat. The students became familiar with our lesson as food is in their lives daily.</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>We had two hands-on activities that allowed the students to participate in our lesson and learn hands-on. These activities were</p>

	<p>effective as we could assess what the students were learning and they all enjoyed participating and putting what they learn into action.</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>We had several planned supports that were accessible when students may need help. We went and helped some students as they needed some extra guidance with the worksheet and allowed them to do it at their own pace and not feel rushed. As different students need different support and allowing them to achieve what they need is so important as a teacher.</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>We would allow any student to have more time on an activity if they needed it and we would also allow them to do a different worksheet if that one was too challenging, or they were feeling stressed out. We believe this would be effective in a classroom as it needs to be used. We didn't need to use it for this lesson but if time arose, we are ready to implement it 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>We used an interactive game to close our lesson. The students participated in the game very well and we could assess them on what they had learned from our lesson as they played the game. We believed this game helped to reinforce the concept of healthy vs. unhealthy.</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>We were able to involve all students in our lesson and the games plus activities we taught. Every student was able to enjoy the fun of our lesson and participate in the learning process of nutrition. All the students were happy to be involved in the lesson and participate.</p>
<p>Teacher / Student Interaction: <i>How was your rapport among students? Were you able to interact? Why or why not?</i></p>	<p>We both interacted with all the students as they participated in our activities, we talked to them and encouraged them as they worked on the worksheet and the plate activity. The students all talked back and participated in conversation with us as we</p>

	helped them with the activities.
Student Achievement: <i>How can you prove that students met the objective of your lesson?</i>	We can prove this by assessing them as they did our two activities and played our closing game. We watched as they took the knowledge, we taught them, and they implemented it into both activities we had them do. All students succeeded with our lesson and met our goals.
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>	During the lesson, we made sure that the students were understanding the content and the activities by actively asking them if they needed help and if they understood. When the students stood up to play the game, we made sure they were not going to ruff or cause any damage.
Voice & “Teacher Presence” <i>How was your volume? Your Filler Words? Did you have a commanding presence as the facilitator of instruction?</i>	I believe both Synthia and I had commanding voices that controlled the classroom and gave a sense of authority. We avoided the use of filler words for the most part and made the instructions clear and precise.

Professionalism <i>Dress? Disposition? Interactions?</i>	Synthia and I both had business professional outfits on that were still very welcoming for a younger age. We dressed as though we were adults in the classroom while still making the students feel comfortable.
Teaching Competencies (from InTASC Standards) <i>List the assigned competencies for the specific lesson. Describe in detail HOW you met each one.</i>	We achieved standard content knowledge by sharing information about nutritious foods with the class. We connected concepts they already knew to concepts they were learning through the lesson. We taught instructional practice by assessing the class with our paper plate activity and worksheets. We planned well for our lesson plan and prepared ahead of time. We used professional responsibility by doing a collaborative activity with the students in the class.

My Areas of Strength	My Areas which will require Future Growth
Synthia: My tone of voice was loud and clear for all the students to hear.	I need to work on explaining words better and slowing down when I say bigger words so students can understand them better.
Synthia: I feel that I explained the activities well that I needed to explain. And the students understood what to do.	I need to improve on wordy PowerPoints and actually dig deep into knowing words before sharing them with students.

Hannah: I feel I was very good at walking around and making sure students understood the worksheet and the activity we had them do. I also felt confident in the tone I was using with all my students.	I need to work on my posture when teaching the class. I tend to close my body off to the class and pace back and forth instead of being confident and proud. Talking is not a problem for me, but my body tends to do different things than my voice.
Hannah: I felt very secure in my knowledge of the subject we chose. I felt ready to talk to students and help them work through questions. I felt very strong in the fun aspect of the activities I came up with.	I also need to work on being more serious with my class. Having good humor and fun within a lesson is important, but I need to remember that I am an authority, and the classroom management falls under me.

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.

The evaluations we received from the class were generally positive. We received good feedback on our lesson and the things we succeeded in and the things we could improve on. Some of the lower scores addressed that we could have made the slides a bit more first grade friendly with easier vocab for the students to understand. Overall, everyone said that they had a fun time learning our lesson and they enjoyed the activities we presented. They loved the game and the plate activity and thought the worksheet was super cute.

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

For my next lesson, I would shake out my nerves a little bit more. It can be hard to remember that we are supposed to be talking to first grade students and not sophomores in college. For my next lesson, I will use students' real names more to gain their attention. I will also extend the learning part of the lesson to make sure students understand all the

content being thrown at them. I also think I could come up with a better game or individual work that my students can do to make them never forget the lesson. I would like to walk around more as well when teaching.