**EDUC 605: Adolescent Development, Learning, and Assessment May 2012**

**Field Experience Double Entry Journal**

**\*NOTE: Observations were done at both Crestview Academy and Byron Middle School**

|  |  |  |
| --- | --- | --- |
| **OBJECTIVES** | **OBSERVATION** | **REFLECTION/ANALYSIS** |
| **Knowledge** |  |  |
| A. Understand typical developmental progressions and ranges of individual variation within and across development domains | 1)Student developmental characteristics –Choose one male and one femaleMale:Physical-affectionate and clumsyCognitive-poor reading and writing skills, very poor organization of materials and thoughtsSocial/Emotional-hasn't learned to share, often complainedMoral-once he realized he has done something wrong, he felt guilty about itFemale:Physical-tall and developed, acneCognitive- well spoken, good verbal expressionSocial/Emotional-not at all attention seekingMoral-cares about fairness, says that one of her teachers has favorites2) Teacher behavior that reflects understanding of the developmental characteristics of students She students got to outside at the beginning of the day during their free time and she required them to be active. In her science classes, students were only seated for the first 5 minutes to do their Science Starters. After that, students were standing at lab tables and were free to move around. The only time she “lectured” was to give directions.  She also did lots of groupwork and activities where students had to use their hands. The activities I observed involved lots of talking, touching and doing.  She encouraged students to question things, such as the media. When teaching evolution she lets the students know that it is okay to have their own beliefs, but they should be able to defend them. She also teaches some “sex ed” and lets students know that it is okay to be curious about sex and ask questions.  |  The male that I observed did not display typical characteristics for his age; he was much less mature than classmates. In contrast, the girl I observed was very mature compared to her classmates.  Some common physical characteristics that I observed in 7th graders were roughhousing (boys), students struggling to fit into child sized desks, and LOTS of energy. During study hall students liked to read/study somewhere besides their desk (i.e. on the floor).  Students displayed a wide range of variation in cognitive abilities. This may be because they are all at different stages of adolescence. Regardless of the reason, is an definitely an age where differentiation can be particularly helpful.  A common social behavior that I observed was girls “chasing” boys and both boys and girls talking about sex/virginity. This is normal as adolescence is a time when sexuality is developing. In both schools, students were allowed to pick their own seating charts. Boys sat with boys and girls sat with girls. Students in general were very helpful. They often asked if they could help me pass out paper, set up supplies etc. I think this may be because of their need to be noticed. It makes both me and their classmates notice them. It may also appeal to their morals because they are helping someone.  I think for the most part students values aligned with their parents. At Crestview, students had very strong Christian morals and they were not afraid to express them. This may be a result of the development of abstract thinking skills, an expression of their parents’ beliefs, or a combination of both. Students at both schools clearly valued fairness, as is typical for adolescents.   The teacher did a wonderful job embracing students’ needs to be actively involved in their learning. Instead of fighting students’ needs to be active and social, she worked social and physically active activities into her lesson s.   Encouraging students to question things is important not only in science, but in the formation of their values throughout life. Teaching “sex ed” acknowledges the fact that adolescents are curious about sex and will talk about no matter what. This gives students *accurate* information about sex so that they are not only receiving their information from friends (which is often inaccurate).  |
| B. Understand differences in how students construct knowledge, acquire skills, and develop habits of mind. | 1) Description of student cognitive development and its variations Students have a hard time understanding conceptual things (things that cannot be seen, heard, or touched).  There was a very wide range in students' communication skills. 2) Instructional strategies that reflect levels of student cognitive development There were many hands-on and active activities. The student I interviewed said she loves them.  When making their own mini-ecosystem, each group got to design their own.  Students modeled new and difficult concepts using beads.  |  The fact that students have difficulties understanding conceptual ideas suggests that her students have not yet developed the abstract thinking skills that teenagers develop. It is important to expose students to abstract ideas because they will continue to appear in science (especially chemistry). I think that they will become more comfortable with this kind of thinking if they are forced to do it more often. The variations in communication skills may be due to students being in different stages of adolescent development, having different intelligences, or different educational backgrounds. Either way, differentiation can help to meet the needs of all students.   Letting students design their own mini-ecosystems in groups required students to go through the steps of problem solving and trial and error. They had to ask themselves “what would happen if we did this?” and think about the consequences of their actions.  She helped students understand the concept of adaptations leading to evolution. It can be difficult for students to understand that the process of evolution takes hundreds of years. Having students model the process themselves helps them understand and visualize how evolution occurs over many generations.  |
| D. Understand the impact of individual experience, talents, prior learning, language, culture, and family and community values on student learning | 1) Observe/interview a student. Describe impact of individual experiences and prior learning on student learning. Although most students were relatively familiar with deer (especially those who were hunters), there was one student who did not know that deer had hooves. Interview with 7th grade girl: She came from a single parent family, was very good at expressing herself verbally, and not at all embarrassed to say what she thought.  When asked what makes a good teacher she said a good teacher listens to students and really tries to understand them, has multiple ways to explain something, is understanding about homework and kids her age, makes an effort to get to know her, grades fairly, makes her feel safe and comfortable enough to participate, lets them choose their own groups, and makes things fun.  When asked what makes a bad teacher she said a bad teacher is sarcastic, piles on lots of content at once (for example they had to memorize the locations of all the countries in Africa without learning anything about them first), is slow to get things graded, has favorites, does too much review (boring) or not enough review on new and difficult content, gives too much reading, and does the same thing every day She has not experienced or observed bullying at Byron. She thinks this is because they frequently discuss bullying and Byron has a zero tolerance policy. 2) Observe a NON - European descent Caucasian student. Describe classroom engagement, behavior, interest in content, and academic achievement that may be impacted by language, culture and family.  This boy was very engaged in class and a genuinely sweet child. He was genuinely interested in what we were studying in science, and even brought in some sandstone to share during our geology unit. However, his homework sloppy and he made many silly mistakes. His grade suffered as a result. He was often absent, and there were several instances where he had not completed his homework because he had baseball. His excuse was always that he did not have time because of baseball.  |   As a teacher, it is very important to never assume that all your students will know something. Pre-assessments can help give you a better idea of what students already know without having to make assumptions.  I chose to interview this girl because I knew that she fit into the low socio/econ category and I did not have much experience with students like this. The student completely blew my expectations away because of how well spoken and mature she was. Her verbal communication skills were at a level that was *much* higher than her peers. Based on how open and honest she was, she seemed very trusting, even though it was the first day we met. She definitely liked the teacher and used examples of things she does when describing what makes a good teacher.  She had several characteristics that were typical for her age group: she was concerned with whether or not teachers were fair, she liked any element of choice in assignments, and she got bored with the same routine every day.   Non-European children are often low income, which can be a disadvantage both socially and academically (see part D1 and E1). There were very few non-Caucasian students at both Byron and Crestview. I am looking forward to a more diverse community at Mayo High School, where I will hopefully be able to easier observe the impact of different languages and cultures on students' academic life.   For the student I observed, the differences in quality between the student's classwork and homework suggests that school was not a priority at home. It may be that his parents see sports as a higher priority than school or that the student is not motivated outside of a school setting.  |
| E. Understand the impact of life styles, culture, and social economic status on learning | 1) Compare and contrast – low socio/econ and high socio/econ student: classroom engagement, behavior, interest in content, academic achievementLow socio/econ students:May be looked down upon at Byron because most students use their own IPods (and even IPads) in class and they must use the IPods provided by the school.Often have less parent involvementOften have more absencesHigh socio/econ students:Often have very involved parents (I had one child's mom who would come in and ask what he was supposed to study)Have experienced more in life which can make it easier to learn new things |  High socio/econ students often have more exposure to new things (places, foods, etc.). This may make it easier and less stressful when learning new concepts at school. The experiences they have had may also make them more curious about the world and therefore more interested in subjects like science.  Parental involvement is a key difference between high socio/econ and low socio/econ. In low socio/econ families, the parents usually need to work more. This means that they have less time to be with their child and worry about their schoolwork. A low socio/econ student may also come from a single parent family, which decreases the amount of attention the child receives even more. In high socio/econ families, often only one of the parents works and the other is free to devote their time to their children. Low socio/econ families may also be ESL. This not only makes every subject harder for the student, but parents may be unable to provide help when needed.  |
| G. Understand the principles of effective classroom management and develop a range of strategies to promote positive relationships, cooperation, and positive, productive learning environment. | 1) Identify observable artifacts of the classroom management plan. The teacher had handed out a syllabus on her first day of school.  There was an enlarged assignment notebook posted in the room that listed the homework for *all* seventh grade subjects for that week. There were student volunteers who went around to classrooms and updated the chart daily.  At Crestview, rules and numbered voice levels 0-5 (a school-wide system) were posted. I often reminded students of what level they should be using. For example, “tests are out, so everyone should be at a zero level.” 2) Describe the room arrangement. At Crestview, there were 5 pods, each consisting of 2 or 3 tables with 4 to 6 students total. The teacher’s desk was in the front of the classroom by the door. The students choose their own seating chart, but adjustments were made for those talked to their neighbors too much.  At Byron, there were forward facing desks in rows. Each desk had a notecard on it with a letter and a number (i.e. A-1). The letter represented the group and the number represented that student's number within that group. The teacher would occasionally call off a number and tell them to do something for their group. For example, “all number 3s please come to the front and bring your group its supplies.” There were 4 students in each group, and for the original seating, they were set up so that each group contained at least one student who usually struggles and one strong student who will be a good leader. 3) Identify the classroom routines and procedures. At Byron, every class begins with a science starter, which is posted online. Students use IPod to view the question, and record the answer in their notebooks. Science starters are collected every Friday. They are able to work together on this.  In the morning at Crestview, I began class by making any announcements. Then a student led the class in the pledge allegiance and another student led prayer. These students’ jobs were re-assigned every Monday, by a student volunteer. Students were allowed to opt out of the job they were given, but this rarely happened.  Math was the only class that had a set routine. Students began by doing math facts practice with their partner, and then the 1 minute timed test was given. Next the homework due was graded in class. Then the new lesson was taught. Finally, they had independent work time during which they were to make corrections on their assignment due that day before beginning the new assignment due the following class period. 4) Identify rules and consequences. Rules (from the syllabus):1. Be in your seat prepared for class before the class begins.
2. Observe all safety procedures during labs and while in the classroom.
3. Follow directions the first time they are given.
4. Ask questions if you do not understand what is expected of you.
5. Be respectful to others and their property.
6. Follow the Bryon Middle School Code of Conduct.

Consequences:On a student's first offense a verbal reminder is given. On the second offense, they will be asked to leave the room where the teacher and student will discuss what the problem is and try to find a solution. That student will receive a lunch detention and parents will be notified. On the third offense, the student will be asked to leave the room for the remainder of the class period. He/she will receive detention before or after school. Parents are contacted to discuss the issue. On the fourth offense, the student is sent to the office. Students are sent directly to the office if they are violent.  During my observation, rule 1 was rarely followed. Students were always spread out around the room when the bell rang and had to be reminded to sit down and begin their Science Starter. I did not see any consequences given to students out of their seats when the bell rang. At both Crestview and Byron, students lose 10% per day for late work.  At Crestview, I took away one pod's snack privileges because they had been leaving messes after being warned. I also separated several students who were distracting each other (and me). 5) Identify strategies used that incorporate teaching of social skills, motivate students, and address misbehavior. The teacher addressed her students’ needs for lots of social interaction by doing most activities in groups.  Her main form of motivation was simply making things fun and hands-on. For one project, students were able to choose which type of ecosystem they wanted to create. She also used competition and incentives to motivate her students by letting a winning team go to lunch early. The game they were playing was started as a distraction to stop misbehavior during her study hall.  At Crestview, I occasionally used competition and extra credit to motivate students (Jeopardy). 6) Identify classroom management strategies the teacher uses that illustrate the teacher’s classroom management philosophy. At Crestview, I often asked a student who was talking when they were not supposed to or talking too loudly, “What voice level should you be using?” This question was enough to get them using the appropriate level. When students were not following a classroom routine (procedure), I would ask another student to remind the class what that routine is.  |   Students did use their assignment notebooks during study hall. However, it was unclear whether the posted assignment notebook had any effect on their use.  At Crestview, I do not think that the students needed the voice levels to be posted because most of them had been using the same system since kindergarten. I however, was new to the school and often looked at the posted voice levels, so I knew what level to instruct my students to use.  I liked the idea of pods/grouped desks because they facilitate groupwork and discussions between students, so I decided to incorporate them into my own classroom management plan.  I also liked how she used the strengths of some students to help other students (see M1).  I liked that there was a beginning of class routine at Byron because students knew exactly what to do when they walked into class. However, I did not like the use of the IPods; the screens are so small that it is hard for the teacher to monitor if they are being used appropriately. I saw many students playing games on the IPods both during Science Starters and throughout class.  Having student jobs that were managed by students worked nicely. I am trying to think of a way to incorporate this into a high school class where students are probably not as excited to help out.  In my opinion, there was too much routine in the math class. I think it is okay to have a routine for the beginning of class, but students get tired of doing the same thing every class period.  Having a routine at the start of class definitely decreases the amount of time wasted, which allows for maximized learning time. Seeing how well a routine at the beginning of class worked at both Byron and my Crestview math class has inspired me to create my own routine in my classroom management plan. It will be similar to Science Starters, but the questions will be directly related to the content we are covering at the time and will usually be a review or extension of the previous lesson.   The rules were written in the syllabus, and had a sentence or two explaining each of them. While the rules make sense, I think students will respond better to rules that are short and easy to repeat. I also think that students will be more likely to follow these rules if they were posted in the classroom.  I especially liked rules 5 and 6 and used similar rules in my own classroom management plan.  The consequences given in the syllabus seem a little too harsh for rules 1, 3, and 4. It would be nice if there were some way to have the consequences adjusted to the misbehavior that has occurred.  Losing 10% per day for late work is a common policy, which I plan to incorporate into my classroom management plan when possible.  The consequence that I gave made sense because it directly related to the students' offenses (not cleaning up) and solved the problem (no more messes).   The most obvious way to teach social skills is by letting students work together. The teacher did a great job of doing this, and there were group activities every day I observed. I think this can be particularly effective when students are not working with a group they have chosen and are forced to get along with a variety of personalities.  Though intrinsic motivation is preferred, both intrinsic and extrinsic motivators are useful. If an activity is fun, students will be motivated to do it *and* they will be more likely retain what they are learning. Student motivation is also increased when they have a say in what they are doing (i.e. they get to choose, design, or, create). Competition was another form of motivation used by both the teacher and me. Competitive activities are usually fun, which further increases motivation. In my observations, misbehavior was often the result of students not knowing exactly what they are supposed to be *doing.* When this is the case, clarifying instructions or reteaching the procedure is often enough stop the misbehaviors occurring.   If students are aware of the rules, a simple reminder is often enough to stop any misbehavior. If they have forgotten a rule, it is helpful to have them posted so you can tell a student to re-read them. I found it helpful to have another student remind the class or a rule of procedure they were slacking on.  |
| H. Understands the role of subject matter in student learning. | 1) Interview the teacher. What is the role of the subject matter in student learning? The teacher does not get to decide what content to teach (it is given in the curriculum), but she does her best to make it meaningful to her students. In science, it is particularly important to understand *all* parts of science (i.e. physical, chemically and biological) because they are so interconnected. In her syllabus, she mentions the importance of math, reading, and writing in science.  |  In science, I think it is important to know much more than what you will be teaching. Students can be very curious and tend to ask questions that require you to think way beyond grade level subject matter. If the teacher frequently cannot answer, it may cause students to question the teacher's knowledge and authority.  I completely agree with the emphasis the teacher puts on using reading, writing, and math. These skills are very important for any real scientist because they must be able to communicate their work effectively and understand the work of others.  |
| I. Understand and identify different approaches to learning and performance (e.g. learning styles, multiple intelligences, and performance modalities). | 1) Identify instructional strategies that address student learning styles, multiple intelligences, and performance modalities. IPODs help those who are visual learners. The activity using beads to represent animals would also appeal to visual learners. Hands-on activities benefit both kinesthetic learners and tactile learners. Groupwork addresses those who are auditory learners because students are forced to “talk out” what they are doing and listen to their group members.  Groupwork also appeals to those who are social and motivated by their fellow students. One activity had a fair amount of math, which appealed to students who like math.  The skeletal system unit I taught stands out as a unit that addressed all performance modalities. For one project, each group was assigned a vocabulary word to teach to the class using any format they wanted. Some groups wrote a song, some did skits, and one even made up a cheer. For another project students had to design and build their own model of the spine and spinal cord.  The geography teacher at Byron lets each student sing the school song in place of 1 test of his or her choice. In the teacher's science class she sometimes assigns final projects instead of tests.  |   The teacher did a great job appealing to visual, auditory, kinesthetic, and tactile learning styles.  The auditory learning style was used a lot when I was teaching Spanish. I showed videos so that students can hear someone (besides me) saying words correctly. We would also say verb conjugations together as a class, so that students were able to practice pronunciation without having to speak alone.  The skeletal unit addressed all performance modalities by assessing student’s visual, auditory, kinesthetic, and tactile performances.  |
| **Skills** |  |  |
| M. Use student thinking, experiences, and strengths as a basis for growth and their errors as an opportunity for learning. | 1) Identify examples of student strengths used as a basis of growth Students were put into groups of 4. Each group had at least one good and motivated student to help the others when necessary. 2) Identify student errors as an opportunity for learning At Crestview, there was a quiz on acids and bases that most students did very poorly on. Although I believe that the quiz was fair (they were given plenty of warning and told exactly what would be on it), I decided not to “count” that quiz for a grade. They clearly did not understand the material. The next class period was spent reteaching the material. The following class period I gave a different version of the quiz, which was graded. Students' scores improved significantly.  When I got several questions on the same math problem, not only did I show the class how to solve that problem, but I went back and re-taught the material it was based on.  |  I loved the teacher’s idea of making groups so that they contained students of different abilities and levels of motivation. While this step requires planning, it will save time if the students are able to help each other and require less help from the teacher.   Identifying errors as an opportunity for learning is especially during labs. If something goes wrong in an experiment, students should be asked to figure out why that happened.  Errors during tests can also be used as an opportunity for learning. I believe that students should continue to make corrections on tests until they demonstrate understanding of the content.  Student errors can also serve as feedback for the teacher. When many students are making similar mistakes, it tells the teacher that the technique needs to be re-taught, ideally it would be taught in a different way than it was originally.  |
| N. Create learning environments, which foster self-esteem and positive interpersonal relations among all students. | 1) Describe instructional strategies observed that foster self-esteem. Some examples of things that foster self-esteem are greeting students, talking to them about non-academic things, noticing them (mood, haircuts etc.), and allowing them to participate in different ways. For example, a shy student may not like to raise their hand to speak, occasionally the teacher asked the class write their answers on a piece of paper and hold it up once they have the answer. Giving specific positive feedback and creating opportunities for students to be successful also fosters self-esteem. 2) Describe instructional strategies observed that foster positive interpersonal relations among students. Positive interpersonal relations were fostered by group/partner work on activities that students think are fun, discussion, and student led lessons.  |  There was one student at Crestview who was painfully shy and very nervous about having two new teachers (one of which was me). As soon as I realized this was the reason for her anxiety, the other new teacher and I made it a point to say something to her every day. Usually we talked to her about something non-academic. Within a couple days, her behavior had completely changed. She even started smiling at me! Her shyness improved significantly as well. Eventually she was able to sing a song in front of a class for a project where students *chose* how they wanted to present! It was amazing to realize how simply paying a little extra attention to a student could produce such a dramatic change.  Groupwork helps foster positive relationships between students. I will make sure to mix up groups in my class so students get used to working with a variety of people. I also think that students teaching each other can foster positive interpersonal relations. For example, one group assignment asked students to teach a vocabulary word to the class in a creative way. The groups set up with at least one strong and motivated student encouraged students to teach each other.  |
| **Professionalism** |  |  |
| Q. Exhibit professional and ethical behavior in a school setting. | 1) Interview the teacher. What is the importance of exhibiting professional and ethical behavior in a school setting? She talked about how important it is to keep in mind that you are a role model, even when you are not in school. She said that the hardest part about exhibiting ethical behavior is maintaining the confidentiality of students.  |  It is easy to realize that as a teacher, you will become a role model for many students, and that it is important to present yourself in a professional matter every day at school. However, I did not realize that any time you are out in the community; it is possible you will see a student and/or their family. For this reason, it is important to think about how you are behaving and presenting yourself in all situations.  |

WSU Student \_\_\_\_Samantha Loomis\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School \_\_\_\_Byron Middle School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade/Subject \_\_\_\_\_7/Life Science\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions: The forty hours of field experience will provide an opportunity to observe teachers and students in the classroom. Record “objective” observations related to the ED 605 course objectives in column two. In column three, record your “subjective” reflection and analysis related to the course objectives and observational data. Please do not use names of the teacher or students so as to respect the confidentiality of the information.