Angelica Staples

ECED 4100-01

Reflection 1

9/8/13
One of the major themes I have heard throughout the teaching program is know your students. By knowing your student, you are able to plan effective lessons that will yield greater understanding in the classroom and maximize learning. Over the past couple weeks I have been reviewing data, such as test scores, and making my own observations on my students.

During my field experience I have observed the characteristics of many students in my classroom. I have observed their independent work and products of their work. One of the most informative resources seems to be the students’ work. It shows me what they have learned and any misconceptions they may still have. For example, when checking math and my students get a wrong answer, I can see where they have made a mistake in their work. This information allows my Cooperating Teacher (CT) and I to form small groups to help students understand those ideas they got wrong.

Another way I have been learning about my students is through data collection. One assessment that I am in the process of completing are the Fountas and Pinnel reading assessments. I feel that assessing my students through the running records has given me great insight on what they struggle with in their reading. I can find patterns throughout the record and that will help us identify what concepts need to be taught or revisited.

Additionally, I have had the opportunity to obtain data through test scores. The students’ scores from last year’s CRCT show the subjects that students did not understand. I am in a transition classroom. This means that all of the students that failed the CRCT in fourth grade are in my class. As a result, when teaching, we must cover 4th and 5th grade content for these students. We have 14 students that failed the CRCT and 4 that failed every subject. We use this information to help us form small groups. We don’t have any structured small groups set up yet. However, every time the class does independent work, we pull the transition students into small groups and work with them. The benchmarks they took also
helped us to see how much they learned in the fourth grade and what they are coming into the fifth grade with. The test also helped us to see what a student’s strongest and weakest subjects would be.

All of this information, formal and informal, help organize how a classroom is ran. It affects the way students are grouped at their seats, partners in activities, small group, and whole group instruction. This information is valuable and will affect my future planning in how I set up groups, make modifications, and differentiate instruction. The students learning level and interests will guide my planning and instruction.

Assessments, both formal and informal, and observations provide a plethora of information on how to plan instruction and guide learning.