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**Course:** Practicum II A

**Lecturer:** Ms. D. Smith

**Date:**  November 10, 2017

Today marks the end of my first week of teaching practice at the Pembroke Hall High School. I am very exhausted. I am teaching up to two classes a day between grades seven and nine. The planning of lessons can be very pressuring, so is preparation of classroom materials. I had to stay up all night to plan and prepare for my first day of teaching. At one point I even considered if teaching was my calling. My cooperating teacher, Ms. White, is very kind and understanding.

To be honest the nerves have worn off a bit by this time. The two day observation had shaken me to the point of planning interactive lessons to keep all students engaged. I was still nervous for my first class even though I was prepared. I worried that they may not be receptive and respectful to me. But then, I missed the class because of PTA. I used the time to reassure myself for the next class. When I walked in the classroom I was not nervous at all. I was calm and confident, so I ensured that I was early for class as a means of modeling the behaviour I wanted students to follow.

I believe it was a good class. The students seemed happy to see a new face and they even offered assistance with the setting up of the projector. They were engaged in the lesson and wanted to gain maximum points with the game I was using to get them to be interactive. On the contrary, even though the class was productive and had few behavioral issues, the students had trouble finishing their assessment in the time allotted.

I then realized that I must either make some adjustments to my lesson planning to facilitate the fact that most of the students are not quick on their feet and they do not learn the same or provide different authentic assessment to assess students understanding. According to Coleman-Tucker (n.d), teachers who use differentiated instruction tailor their teaching approach to match their students’ learning styles. Instead of using a one-size-fits-all approach, a teacher uses a variety of methods to teach. This can include teaching students in small groups or in one-on-one sessions. This is a method I intend to utilize on my next placement journey.

Reference

Coleman-Tucker, G. (n.d). *Differentiated instruction: What you need to know*. Understood.Org. Retrieved from https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/differentiated-instruction-what-you-need-to-know

Name: Tavarsha Bennett

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Date: November 17, 2017

Today was my final day; internship has come to an end and I say I have learned so much form last week to date. Teaching gradually got less challenging as the time passed, but the planning and preparation remind the same. This week was somewhat better than the last because I had more experience under my belt.

My assessment was also this week. That was at first time I was worried, but as it drew nearer, I felt less nervous. I still have some doubt about teaching, but I know that I have the potential to do well if I gain more practice. I feel relieved as my assessor was mostly pleased with my lesson and execution. There are some areas that I need to brush up on by paying closer attention to them. In my option, my biggest downfall was that my summative assessments were not authentic enough. However, I started focusing on connecting what is being learnt to the real world and it made the assessments more authentic.

Authentic assessment is something I intend to utilize to the best of my ability. Since I have gotten the heads up about making my assessments more authentic, I have been ensuring that my assessments are up to the part. According to Mueller (2016), authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. This is the spin I want to bring to library skills, let the students know that whatever I am teaching will be benefiting in all subject area.

My overall experience was very edifying as I am now more aware of some of the possible situations that may arise in the classroom and how to deal with them. I know for sure that having too much reward for students can be a distraction and having none can de-motivate them. I also learned that modeling behaviour is a great way to show students what is expected of them without stating it. I will continue to use non-verbal communication as it is very helpful to get students attention. I believe that once a child does not have learning disability, they have the capacity to learn. It is up to me as the teacher to do my best in catering to their learning abilities. I believe all learning styles can be catered to in the classroom, which produce a safe and respectful learning environment.

Reference

Mueller, J. (2016). *What is authentic assessment?* Authentic Assessment Toolbox. Retrieved from http://jfmueller.faculty.noctrl.edu/toolbox/whatisit.htm#definitions