

Jerry Smith -- Daily Reflections Spring 2005

Note: Each reflection has a daily lesson plan attached. These reflections are presented here as evidence that I try to reflect on the successes and failures of each day's teaching.

Reflection Date 1/3/2005

Reflection/Improve I am amazed at how much difficulty many of the students had with simple addition.

Reflection Date 1/3/2005

Reflection/Improve This system seems to work ok. 80% of the class has made it to Lesson 7, which is right on schedule. With the exception of a couple students, those who have not made it to 7 have largely not tried very hard.

Reflection Date 1/4/2005

Reflection/Improve Many students had a really hard time with combining addition and subtraction, so I modified the test date to allow for more practice with these types of problems.

Reflection Date 1/5/2005

Reflection/Improve Several students had a very hard time with their multiplication tables and were given a sheet with the tables on them. Happily, many indicated that the session was very helpful and jogged their memory for multiplication tables.

Reflection Date 1/6/2005

Reflection/Improve This proved to be the most difficult unit. It took much longer for the students to do fewer problems. This can be expected because long-hand division involves much more guessing and trial than the other operations.

Reflection Date 1/7/2005

Reflection/Improve This activity was substituted in lieu of the problems the students had on Tuesday.

Reflection Date 1/10/2005

Reflection/Improve The review was helpful, especially for those who had difficulty with the material covered last week.

Reflection Date 1/11/2005

Reflection/Improve This exam took longer than expected, and students were given another day to complete it. In the future, I will shorten this exam. A substitute teacher administered the test the second day.

Reflection Date 1/13/2005

Reflection/Improve This is arguably the best lesson I ever taught in Excel. I decided to move much faster. I figured basic stuff students didn't know would be best served during the one-on-one walk-around sessions. This proved to be true.

Reflection Date 1/14/2005

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Reflection Date 1/18/2005

Reflection/Improve This lesson went smoothly. A great deal of 1 on 1 help was given to several students, however, they had no problems after I helped them do a couple problems.

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Reflection/Improve This system seems to work ok. 80% of the class has made it to Lesson 7, which is right on schedule. With the exception of a couple students, those who have not made it to 7 have largely not tried very hard.

Reflection Date 1/26/2005

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Reflection Date 1/26/2005

Reflection/Improve The assessment was an effective measure, based on the outcome. Those students who had put a great deal of effort into the TypingMaster lessons did very well on the writings, while those who did not apply effort did poor. Therefore, content validity is probably good.

Reflection Date 1/27/2005

Reflection/Improve I need to do a supplemental lesson on file saving and management. The concept of saving and uploading proved to make this lesson much harder than its contents. The technology got in the way thanks to poor understanding.

Reflection Date 1/27/2005

Reflection/Improve This lesson went much better this semester than last semester. I made sure to go much slower when I did the demonstration. Also, I encouraged the better students to help the students who had trouble. The kids seemed to like helping one another and it made instructional management much easier.

Reflection Date 1/31/2005

Reflection/Improve This lesson went ok. There was quite a bit of confusion about the various Excel fractions formats. Next time I teach this I will prepare a handout that addresses the subject. The students are getting bored just answering problems. I need to find something to spice things up.

Reflection Date 1/31/2005

Reflection/Improve The students really liked writing a memo to me telling me what they like and what they don't like about the class. The memos were in good form.

Reflection Date 2/1/2005

Reflection/Improve The hardest part was trying to get the students to compute the percents in their heads. Just moving the decimal place seemed to be a little too much. Also, the word problems seemed to be too much (as I expected). I think I'll prepare a lesson on how to deal with word problems.

Reflection Date 2/6/2005

Reflection/Improve I was very satisfied with this lesson. Some of the products were not as thought out as I would have hoped. The issue of gay marriage was too much for some to handle, and the letters ended up being nothing more than a gay bashing manifesto. For the more mature students, I think it was a worthwhile activity. The pairs-read was beneficial to my poor readers. They were able to contribute without having to struggle through the passage.

Reflection Date 2/2/2005

Reflection/Improve My explanation of how to dissect a part, rate, and base really got everyone confused. I spent 30 minutes trying to explain what I meant, before finally cutting everyone loose to work. About half did ok, but the other half didn't do so well...I just need to work on the presentation.

Reflection Date 2/2/2005

Reflection/Improve This lesson went much better this semester than last semester. I made sure to go much slower when I did the demonstration. Also, I encouraged the better students to help the students who had trouble. The kids seemed to like helping one another and it made instructional management much easier.

Reflection Date 2/3/2005

Reflection/Improve This lesson went fine. The students did really well.

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Reflection Date 2/4/2005

Reflection/Improve This lesson went much better this semester than last semester. I made sure to go much slower when I did the demonstration. Also, I encouraged the better students to help the students who had trouble. The kids seemed to like helping one another and it made instructional management much easier.

Reflection Date 2/7/2005

Reflection/Improve The one-on-one instruction thing was a great idea. I think it really helped those that were struggling. The students who are doing well generally studied the material as instructed.

Reflection Date 2/7/2005

Reflection/Improve I don't understand why this lesson went so bad. The students acted as though they had never formatted anything in their lives. It was a very frustrating day. Maybe my terminology was off! Or something. I don't know where I went wrong.

Reflection Date 2/8/2005

Reflection/Improve This lesson went much better this semester than last semester. I made sure to go much slower when I did the demonstration. Also, I encouraged the better students to help the students who had trouble. The kids seemed to like helping one another and it made instructional management much easier.

Reflection Date 2/9/2005

Reflection/Improve Tables went ok. I think I'll slow down the pace next time. The less-abled students had trouble with the resizing and text direction changes.

Reflection Date 2/14/2005

Reflection/Improve This lesson went ok. The students enjoyed the fact that there were fill-in-the-blank and definition problems.

Reflection Date 2/15/2005

Reflection/Improve The students had a horrific time with this assignment. We spent an extra day on it and did several more reconciliations. I think I'll prepare a handout next time I teach this lesson.

Reflection Date 2/23/2005

Reflection/Improve This lesson was administered by a substitute teacher. The products were less than spectacular. I will do this assignment together with the students if time permits.

Reflection Date 2/24/2005

Reflection/Improve This lesson went smoothly. I think the students are finally comfortable conceptualizing new math and calculations using Excel.

Reflection Date 2/28/2005

Reflection/Improve This lesson was administered by a substitute teacher. The products were less than spectacular. I will do this assignment together with the students if time permits.

Reflection Date 3/3/2005

Reflection/Improve This lesson went very well. I think the inclusion of the supplemental worksheet really saved several students from panicing. They respond well to things they can do in small steps.

Reflection Date 3/7/2005

Reflection/Improve This lesson was a little rough. The students could not put all the pieces together, as this lesson was somewhat cumulative over the last 3 lessons. Perhaps the snowdays contributed to the forgetfulness? I wish they kids would take more notes!

Reflection Date 3/7/2005

Reflection/Improve This lesson was administered by a substitute teacher. He said they had some trouble, and the products he gave me looked a little shakey. I'll deal with this tomorrow.

Reflection Date 3/8/2005

Reflection/Improve The review didn't go as well as I had hoped. Most of the students had forgotten everything! Hopefully, the quiz jogged their memory enough so they do ok on the exam.

Reflection Date 3/8/2005

Reflection/Improve I don't know what I'm doing wrong with teaching formulas in Excel! I have showed them with the projector on actual Excel and I have given them worksheets with all the necessary information on them! Even walking around and showing each person who is having problems doesn't seem to do much good! I've talked to Joe about it and he says this is normal and he has the same problem. I guess I'll just give it more time.

Reflection Date 3/9/2005

Reflection/Improve The average score on this exam was about a 72%. It's a lot better than I had hoped after the poor performances I saw during the review session.

Reflection Date 3/10/2005

Reflection/Improve This lesson went much better than expected. The students managed to do better with formulas than usual when we start a new unit! Yay!