

## CT Observation #1 - Reflection

I started this lesson in the classroom with a “Welcome to PowerPoint” PowerPoint, that I created, to introduce what a PowerPoint was and what one looked like. I connected students prior knowledge by asking if they had ever heard of PowerPoint and/or if they had ever used it before. Only a few, 3-5 students, had heard of PowerPoint. After watching the video of the lesson I realized that I forgot to ask the students what they noticed in my PowerPoint (i.e: Intro, color, words, pictures, etc.) I wanted them to come up with what I added in my PowerPoint rather than me just telling them what I did. I wanted to have a more student-centered introduction, but since I forgot that part it was more teacher-oriented in the beginning.

After the quick, 10min, introduction in the classroom we walked down the hall to the computer lab where I handed out a 10-step plan that I created and I modeled the 10 steps for them. I instructed them to keep their computer screen turned off so they could follow along with what I was doing on the SMARTboard. While I was planning for this lesson I thought that I'd just print out the 10-steps for the ELL students, but I realized that it would benefit all students, so I printed one for each student. On the 10-step handout I added screenshots of the steps so they could see visually what they should be doing and what their PowerPoint should look like after each step.

After we went through the 10 steps together I gave them the freedom to work in pairs, if they wanted to. I stressed the fact that they should pick a partner that they would work well with and not be distracted by. I set up expectations about picking a partner and I let them know that if I saw a group not working well together then I could split them up and ask them to create a PowerPoint on their own. One thing that surprised me about this lesson was the fact that some students chose to work alone. When I was planning for this lesson I was hesitant about how much freedom to give them with allowing them to choose their partner instead of me assigning

them. If I taught this lesson again, to the same group of students, I think I would do it the same way. Giving students the freedom to choose, after setting up my expectations, showed them that I trust them and allows them to feel like they are in charge of their own learning.

When they chose their partner, or chose to work alone, they got started creating their own PowerPoint on their 7-Habits, which is a school-wide social studies concept of how to be a leader. When the students started working they got a little loud and began asking many questions, which I was not prepared for. They were shouting out questions, without raising their hands, and I had to remind them that the same classroom procedures had to be used in the computer lab. I found that many students were asking questions before looking at the 10-step outline. I brought the class together with an attention getter and reminded them to read through the 10 steps before asking questions. I am still unsure of how I could have prepared or handled this situation. I handled it to the best of my ability, but I feel like I should have done more.

All of the students were very excited to go to the computer lab and work on the projects. I thought that students would get through the 10 steps on the first day, but that was not the case at all. Most students only got their title slide done. At first, I was very disappointed that I didn't manage my time wisely, but after talking with my CT she assured me that the lesson went really well. After talking with her and looking at her observational notes I realized that students need time to just play around with a new technology idea. I first talked about what PowerPoint was, then modeled the 10 steps, then gradually released them to work on their own. Students worked on their PowerPoint projects over the next several weeks with and without me.

The one critical piece of feedback that my CT gave me was that I should work on being more assertive with behavior management. I agree with her that I tend to give too many chances to disruptive students. My CT recommended that after I remind them of the classroom procedures once, then I should ask them to clip down on the behavior chart.