

Student Teaching Reflection

When I first thought about student teaching, I went through many emotions. It started with excitement because that meant I was that much closer to graduating. I had so many questions running through my mind. What will my teachers be like? Will the faculty be supportive? With all these questions, I started to feel intimidated by what was soon to come. I was worried that my teachers and I would not get along. I was terrified that my students would not understand me. What was I going to do if I was not able to be the kind of teacher I had hoped I would be? When the time came for me to begin my student teaching, all I could do was hope and pray that things went smoothly. I soon found out that any worries I had were no longer an issue. I was placed at a school that was filled with caring and supportive people. If I had a question, they had an answer. If they did not know, they found someone who did. Even the teachers that I had no contact with were there to make me feel comfortable and respected. My cooperating teachers sat down with me and helped me reflect on how I was doing. I was expecting to get along with my students and my cooperating teachers, but my experience went above and beyond any expectations I had in the beginning. I learned more than ever imagined I would! I have come to realize I could not have had a better student teaching experience than the one I had at Farley Elementary School.

My first placement was in a kindergarten Autism unit. I had two students who stayed with me all day. These two were my more severe cases. The six other students I worked with were in regular education classrooms. These students were high functioning and came in throughout the day. We did activities revolving around social skills and communication. My main objective for these students was to enable them to effectively communicate with others around them.

This class was unlike any other I had observed. These students were very intelligent, but lacked social skills that other children their age possess. One activity I did with my students on a daily basis was circle time. This circle time was different than what is done in a regular classroom. In addition to the usual calendar and singing, I would include a social story. These stories were about daily living skills, such as brushing your teeth and taking a bath. They also discussed communication skills, such as how close to stand to someone when having a conversation and how to share toys.

During my first placement, I taught my students a unit on Personal Safety. For the first activity in this unit, the students worked on learning their personal information, such as their full name, phone number, address, and parents' names. Part of this unit required the students to take turns asking each other about their information. This activity was wonderful! The students made progress in their conversation skills as the weeks went on. They learned that when you talk to someone, it is important to look them in the eye.

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