**Clinical Field Experience B**

**Section I**

**Initial Discussion and Students Selection**

I have learned many insightful things in my field experience, specifically with my mentor teacher. In our meeting, we talked about different to effectively teach grade 3 learners. Most of our discussion revolved around using appropriate approaches to successfully deliver content and help students learn more. Regarding students with special needs, we talked about emerging and recent technologies that teachers can employ in the classroom for lesson delivery. In a science lesson, there are several concepts that students learn and must understand. Besides, students also must perform many activities to test their content understanding. We also talked about the other different types of learners and how to help them throughout their learning. I was interested to understand how he worked with ELA students and how his students performed on different areas of concern, including attention difficulties. It is essential to have clearly defined objectives to make ELA students clear on expectations ([Inspiring Young Learners Beth Vaucher](https://www.youtube.com/channel/UCDkPSgD1T8vnbwgT328-fpg), 2020). Though we did not have a specified student selection methodology for this exercise, we randomly picked a group of five students from a class of twenty.

**Engagement with Students and Identification of Concerns**

With my mentor teacher’s consent, I worked with a group of five students from grade 3. In the 45- minute ELA lesson, I noted all the five learners had challenges working on various questions. I also noted that they had language, attention, multiple tasks, and organizational difficulties. The organizational difficulty is often defined as students’ inability to sequence multiple science stages. Other learners could not identify the correct solutions when working on the questions. Almost all the learners had problems mapping various steps needed in solving a multi-step science problem. I equally noted that the students got confused and over-focused when it came to individual elements of each question. With language difficulties, they found it difficult to understand most of the vocabulary used. These students also had difficulties learning and recalling most abstract words used in the course content. Three of the students in this class could not proceed from the first step when solving assigned questions. Another concern observed is that they had difficulty recalling different terms, concepts, and definitions. Two students could not recognize all steps when solving a question. Another student had below grade-level reading skills.

An additional issue that came up in this class was attention difficulty. Some students were able to remember all the material covered in the class, but the majority couldn't. When working on science problems, several children exhibited signs of mental distress and exhaustion. Because she couldn't focus, Rael, who isn't her real name, skipped over a lot of the steps. In other words, she appeared to be the most disengaged during the lesson. She never finished any of the specified tasks. Nearly all the learners struggled with multiple-step questions. Most of the tough science tasks, including word problems, were not completed by any of the learners. When confronted with more difficult issues, most of them flit between merging or separating steps and how to complete each one. By writing down vocabulary and scaffolding what needs to be covered, the students will be supported in the right way ([Inspiring Young Learners Beth Vaucher](https://www.youtube.com/channel/UCDkPSgD1T8vnbwgT328-fpg), 2020). I need to prepare a lesson that reflects language functioning, provides a link to the content, provides a scaffold that will be used. Support the student with printing pictures flashcards to ease the steps. Also, the teacher may send pictures home before the lesson starts. Having a student be in a group with another student who talks both languages will help the ELA students engage in the study more effectively.

A further discussion with these students also provided more information. For instance, I learned several other areas where these students had trouble. One student admitted having issues in all discussed areas of concern, but she indicated the willingness to overcome these challenges and succeed. A talk with the mentor teacher proved my suspicions. According to him, he had noticed the same issues with these students. He likewise insisted that he had done his utmost to assist them. Together with the mentor teacher, we came up with several ways to support the children, after identifying their concerns and areas of difficulty. A key part of the first strategy was the agreement to use manipulatives to solve science problems. A better technique for pupils to develop models that address complex problems is using manipulatives. Another approach was to adopt a better instruction approach, including direct instruction, to meet the needs of all students. These learners could equally benefit from using graphic organizers.

**How to use the above Findings in the Future**

I must admit that I learned a lot from the students and my mentor teacher. Interacting with these students provided me with a chance to learn the best ways to address their challenges and meet their learning needs. I have learned that differentiated learning and instruction are all based on the idea that teaching approaches must vary and be adaptive in relation to individual students’ needs (Ismajli & Imami-Morina, 2018). In my future lessons, I will try to enhance my teaching skills by matching them with students’ characteristics and instruction assessments. Doing so will help my students learn more and gain from lessons. I now know that when teachers differentiate their teaching methods, they do so in response and readiness to students’ needs, interests, and learning profiles. I direct contract to direct instruction, using other approaches is necessary to meet the needs of learners who require special attention. For instance, differentiated instruction often places learners at the center of the lesson. My philosophy behind choosing differentiated instruction is that everyone needs to access the curriculum and students’ learning needs must be the driving force behind any instruction.

**Section II**

**Areas of Strength and Potential Improvement**

While the students faced different difficulties in the class, the majority appeared to enjoy the lesson. Some students were brave to share their struggles. Others indicated the need for further assistance in improving their academic performance. When confronted with more difficult issues, some did exceptionally well. For instance, one student admitted having issues in all discussed areas of concern. She also showed her willingness to overcome these challenges and succeed. All the students also tried and did their part with utmost resilience. Together with the mentor teacher, we came up with several ways to support the children, after identifying their concerns and areas of difficulty because the students readily shared different areas of difficulty.

**Identified State Standards and Learning Objectives**

1. Know models as important simplifications of objects or processes
   1. To recognize different types of models
   2. To identify and apply models as tools for insight or prediction
   3. To use appropriate simple modeling tools and techniques
2. Illustrate patterns that regularly happen and reoccur in nature
   1. To identify growth patterns in plans and structural patterns in birds
   2. To use knowledge of natural patterns to predict occurrences, such as seasons

**Strategies for Upcoming Lesson**

After my field experience with the learners, my mentor teacher and I began to discuss relevant tiered strategies and strategies that could be used, such as grade-level teaching and activities that could assist these learners to improve their understanding. We also talked about material requirements that students needed to perform well in any science lesson. Our dialogue involved finding the most applicable methods to help the students improve their understanding. Students' level of success and science literacy could benefit from several strategies when used appropriately. In my opinion, students no longer need to memorize certain concepts. It is critical for students to grasp concepts to put them into practice in the real world. Thus, we recognized a tier 3 intervention for struggling learners. We picked higher intensity, more instructional time, and the use of smaller groups during science instruction. With a tier 3 intervention, the teacher can use progress monitoring and evaluation to manage the teaching process. We also chose differentiated instruction and cooperative learning (Fuchs & Fuchs, 2015). I thought that students could learn more and do better in diverse areas, including meeting the lesson’s standards, by incorporating these strategies.

References

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