

Reflective Journal 4

By Deirdre Wilson-Redmond

EDLP 6140-09 Field Experience II

Professor Ronald Verdicchio

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I'm a teacher moving in slow-motion-transition toward being an administrator. I am SO passionate about my individual set of students/ aka the students who are in front of me!

As soon as I discovered that Wonder was being made into a movie, I took off running with the idea to "take [my students] to the movies" to see it. Since the novel is not currently part of the curriculum, I purchased 12 English copies of the book and 4 en espanol so that we could discuss the story BEFORE going to see the film and then assess the comparisons/contrasts afterward. I introduced a KWL chart to them and will fine-tune their wonderings BEFORE we go to the movies on November 27th.

The students who are bilingual have a terrific teacher who expressed to me their excitement about going to the movies. She is joining us in order to translate for them during the movie (we will see how that goes). Since it is so close to Thanksgiving (November 27th), I thought it would be great to grab a bite to eat first at iHop before heading to the theatre. We are making a complete day of the whole experience. These are the experiences from which students remember, learn and grow. My principal and the rest of the administrative team was fully supportive of me in this venture. (I even tried to include the 5th grade, but she thought that it would be too many students going at one time.)

With my Economics background, I continue to feel the importance of including a "dollars and 'sense'" approach to getting things done in and out of the classroom. We began to fundraise, which to my surprise, was extremely popular for the kids. Everyone who asked to sell, came back with the money for the goods and/or brought back the goods they were unable to sell. Some students have taken 3 and 4 distributions of product and continue to ask for more to sell. In less than one month, the students raised (independent of the trip money that parents sent in) over \$1,000!!! We are selling smecils, smens and smanimals (backpack animals) which all have

different scents. The smencils and smens are aiding in the writing process – school wide – which of course makes me super happy. Students are no longer asking for a pencil or pen because they now have one.

Lastly, the Bilingual ELA teacher, who teaches 5 through 8, is new to the school and she told me the other day that the 8th grade bilingual students told her in Spanish that they are really upset because I am not their teacher this year. Since I taught 8th grade last year, they thought I would be teaching 8th again this year, but I am looping with my 6th grade students. I was so excited to hear that the bilingual students wished for me to be their teacher. They cited as their reason that “She makes learning fun.” I’m humbled and thrilled to hear that. Though this is not an administrative-type response, necessarily, it does speak to reaching students to help them produce the best “them” they can be. Appealing to what matters to them is a surefire way to accomplish that, in my opinion.