**Name the first site - school building, agency, institution - and give the city in which the site is located.**

Martin Academy High School, Columbus, Ohio

**Name the second site - school building, agency, institution - and give the city in which the site is located.**

No answer specified

**Name the third site - school building, agency, institution - and give the city in which the site is located.**

No answer specified

**Type of site:**

Check all that apply.

- Grades 9-12
- Learning Center

**Total field hours:**

- 25 to 29

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**Field Diversity**

**Students/adults with whom I was in contact at this site are diverse based on the following:**

Check all that apply.

- Exceptionality
- Race
- Socioeconomic Status
- Gender

**What adjustment(s) in your behavior did/or will you make based on your experience with the diverse students and/or adults at this site? (OSTP: 1.4, 1.5, 5.1 and CF: R1A, R1D, R3B, R4A, R6A)**

The first adjustment I made was related to socioeconomic status. Not many students came from homes with computers and the technology equipment in the school was not state of the art. This changed my teaching style. The teacher said the lack of much of the equipment had to do with poor funding related to this school and not many teachers in the school knew how to operate advanced equipment anyway.

The biggest adjustment I had to make was being more of an adult model than a friend. I noticed that it is very easy to try to make the students like you by being their friend. Multiple reasons why I had trouble with this is because when they would get mad at their teacher, they would come to me to complain about it and they thought that I would not punish them as bad as she would. I am someone who genuinely hates to see people upset,
especially children, and that is one of the reasons why I want to go into special education because I want to make a difference in those children's lives.

As I got further into my tutoring hours I got a lot stronger about holding up my end on the discipline the teacher had for her students. She taught me that I cannot simply be friends with my students because they have, and will, take advantage of you. This was especially true of the girls regardless of race. They wanted to relate to me as one of them. The girls will respect me more if I hold my ground when it comes to discipline if I follow through with it straight from the beginning.

One example of this is a girl in my class had a behavioral problem and she was having a bad day. She tried leaving school to go home, and she got into a fight with her teacher because she was not doing her work or listening to any authority. She came over and sat by me and tried to get me to agree with her and go against her teacher. It was difficult because I knew what she was doing was wrong, but I have a soft spot for wanted to help children in trouble. I learned that I needed to do what was best for her whether she liked me or not. It would work out in the end teaching her a lesson and making me stronger to explain to her why she was in trouble and she cannot run to just anybody searching for help out of being in trouble.

It was a good lesson for me because afterwards I talked to the teacher to see if I had handled it correctly and she said I had. She told me that I will learn that not every student is going to like you, but you always have to do what is best for them.

Field Activities

List your four major activities during this experience. Ex. observation, tutoring, assisting in instruction, participating in non-instructional activities, developing instructional materials, micro-teaching, counseling, planning lessons, evaluating instruction, interviewing teachers, contacting parents, etc.

1. Tutored individual students in basic reading and writing skills

2. Assisted teacher in her instruction by creating materials

3. Observed the classroom procedures and layout

4. Prepared some quizzes based on concepts I tutored
Reflection in Action

Reflect on your experience. Using the activities as your basis, specifically describe how you developed as pre-service teacher. (OSTP: 4.2, 4.4, 6.1, 7.2, 7.3 and CF: R1D, R4A, R6A)

This tutoring experience helped me a lot as far as getting a good experience of what a teacher does. It was nice to be able to interact with the students but also to take a step back and observe what the teacher does and why she does that. I was in a reading class that all the children were on IEPs. I was able to read along with the teacher and the students and assist them when they needed it. I was on a first hand basis with what kind of children I will be dealing with in Special Education and I loved it.

Before changing my major to special education I was unsure of what I wanted to do. All I knew was that I wanted to help people and make a difference. Just from the little impact I got with these children I know I picked the right career. It opened my eyes up to all of the academic and behavioral problems that many students have, but I also saw how big of a heart these kids have and that is what makes me so interested.

There are so many different activities and programs that they can learn in schools today. Using the different workbooks and computer games really caught my attention. Even though being in a low poverty school area they still had many wonderful programs for the students and these programs made learning fun for the children. It was a great experience for me and I cannot wait to get my degree, become a teacher, and make a difference.