

Partnership and Guidance Guest Lecture Reflection Fall 2009

My third teaching experience was in an undergraduate course, Partnerships and Guidance for Preschool Children, with mostly juniors who were majoring in early childhood education. I felt better prepared for this presentation than for my previous F2f teaching experience. I had an hour-long meeting with the professor to discuss generally the objectives of the course as a whole and the topic specifically. She provided me with details about the students in the course including their academic standing, previous coursework in Early Childhood, and field experiences. Additionally, she gave me a copy of the syllabus and a PowerPoint from the previous year's lecture on the same topic. By the end of our meeting, I felt that I clearly understood the professor's expectations for my guest lecture.

I also sat in on a full class session prior to my guest lecture in order to gain more information about the class. I wanted to see the professor's style of presentation and get a feel for the level of student participation I could expect during class.

I prepared a concise lecture on RTI with a PowerPoint and a student activity. I scripted the whole lecture, but spoke mostly from memory. I provided students with numerous colored writing implements and blank RTI triangles, so they could fill them as I spoke with whatever information they felt was important. Students appeared to be engaged throughout my presentation. They asked questions, took notes, and genuinely looked interested in what I was saying. I was able to answer all of the questions asked with confidence. My presentation lasted about one hour. For the second hour of class, I fielded questions as an early childhood intervention specialist. Students presented me with difficult behaviors of children in their field placements and together we discussed ideas for understanding and managing the behaviors.

Overall, this presentation felt like a success to me. I think my feeling of success can be partly attributed to the students' apparent interest in my presentation. Several times during this course we have discussed and read about a component of effective instruction: connecting the content to a practical and immediate useful application for students. In the case of this teaching experience, the students were all in field placements and had at least one child in their placements with negative behavior. Throughout my presentation I clearly linked the Rtl model to practical suggestions for modifying unwanted student behaviors.