

Reflection on TPE 2 Monitoring Student Learning During Instruction

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students.

Monitoring students is as essential as different forms of assessment. The importance of monitoring is in its ongoing process in the classroom. Any moment becomes an opportunity for the teacher to observe the student or group of students to find out more about their behavior or knowledge. Many adaptations for special need students or language learners can be done through close monitoring during the class time. Therefore teacher can use any section of the lesson plans for monitoring the students including checking for their understanding and prior knowledge.

They pace instruction and re- teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

As I planned to monitor my students learning during instruction I incorporated this idea into my lesson plan:

5th grade students have already learned the basics of guitar and are in their second semester of fundamentals of guitar. In the beginning of the semester I planned close monitoring in order to check my students progress as well as the effectiveness of chosen material and lessons plans. The main idea was to prepare three similar assignments. The first assignments was explained in depth in class during the direct instruction and guided practice. As students came back to the class second day their second assignment was in the hand outs and they were given enough time to work on it as their independent practice. They were checked in three different areas:

- 1- Exploring similarities of the assignment 1 to the assignment 2 in criteria such as rhythm, melodic line, chords and right hand plus left hand fingerings.*
- 2- Ability to connect the two assignments in order to use the shortcuts and getting to learn and play the assignment 2 in a much shorter time.*
- 3- Ability to express the artistic idioms of the assignment 2 by using their understanding of the artistic ideas of assignment 1 which was already explained to them.*

Students were monitored individually through their sightreading performance as well as the short conversation with their teacher. There were some common misconceptions and misunderstandings which proved that there should have been more emphasis on them during the first lesson. Therefore I modified the lesson plan for later use. Those common mistakes were addressed and also some more time was spent for checking the students understanding.