

Observation 12/5/24	Glows	Grows
SEL Lesson on regulation strategies (breathing, visualizing, movement)	<ul style="list-style-type: none"> -Students responded to the chime -Expectations were clearly set for behaviors -Students were interested in what you had to say -80% of students were engaged for 100% of the lesson! (HUGE WIN) -20% of students were engaged for part of the lesson in their unique way <ul style="list-style-type: none"> <input type="checkbox"/> - was see study y yy ty u are are the by were calm when students were off task and redirected them through proximity, and quiet reminders -You moved around the room and made sure you called on multiple students 	<ul style="list-style-type: none"> -Do you feel like picking up the pacing of the lesson would help? -Move from one body part to the next quicker and adjust when students seem to lose focus and begin wandering around the room. -Adapt when seeing that all the body movements may be overstimulating for some of the students? -Do you feel that the learning target was clear to your students?
<p>My Wonderings...</p> <ul style="list-style-type: none"> -Are the fidgets/toys appropriate on the desks? -What are the expectations for the stuffies and putty? -What is your classroom incentive program? Tell me more about the punch card. 	Alison's I I. U. The Answers:	

MH: Tracking for times out of seat:

10:00-went to ZC to show pictures

10:09-standing up at desk area

10:13- walking behind his desk back and forth

10:15-walked over to sink playing with tooth and paper towel

10:17- walked over to many different students and got into their spaces, couldn't find a space, kept wandering around.

10:21-wandered from place to place and got into peer spaces

10:25: MH left classroom, came back inside 1 min later

10:30-trying to pull out tooth

10:32- came over to ZC and talked to him

10:34-sitting by front table

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12/5/24

As I walked into the classroom A & J talking about small group instructions and directions for future projects. Students were quietly working at their tables or talking together in small groups, working on own projects. Finishing up snacks. A group of students were playing with silly putty and kinetic sand.

10:00-A rang chime, most students immediately responded. Waited for all students to give her attention. It is time for SEL, clear off tables and stay at seat for SEL

A- came over and quietly redirected a group of students to go back to seat
J-helped students clean up
A-quietly redirected a student to clean up spelling workbook

10:02-rang chime again...team earned money for getting ready
Your desks need to be cleaned because we are going to talk about emotional regulation, everyone is seated in a chair facing me because we are going to be working on a few strategies. I will know you are ready because you will be facing me, rearranged a few students to be facing the right way.

A-Zeke put it away buddy (still working on coloring)

10:04-We are going to follow the students on the screen, earth zone, water zone,
Peaks and valleys you are going to learn how that is going to go. I am going to expect everyone to have their eyes closed. What does that help us do when we are trying to regulate? S-keep us from being distracted.
A-explained it further

MH-asked if he was facing the right way

Yesterday we talked about SEL expectations, our mouths are closed, leaving classroom items alone. Sitting and not walking around.

AG-walked to sink

10:07: turned out video and most students were following directions, earth, mountain, breathing. MH moved up closer to TV but followed directions.

Students were engaged

10:09: student clapped when finished. A-How did that make you feel? S-calm, happy, better than 20 mins ago, make my chair feel like I was sinking in, like I was under my bed where I feel safe, tired and better than this morning, it made me tired, it made me calm, it made me feel anxious when I had to close my eyes. What did you see at the peak? S-I was thinking of when I went to disneyland. S-interrupted and given student redirection, gave students marks on paper. J-went over to stand by table.

A-How did you feel about going through the valley and going back up? S-I felt sad but then I pretend to be Elsa
S-gave another, I have had feelings like that has well. S-

A-wondered around the classroom asking the questions

Why do you think we do this? Asked many different students

10:15: Now we will be moving to an area where we can stand up and have space around you.

Asked student to take a break if needed

Everyone should be standing up Chime was rung

Thank yu for following directions.

We will be drawing circles with our body parts MH wait I have an idea. Start with your right foot make a small circle, than a large circle. Switch it to your left side, medium, large, spent time practicing.

ES-throwing ball into the air, now try it with your heel.

Hit the chime, we do this quick and move onto the next thing. Quiet coyote, stay in the space and not wondering around, circle right heel, circle left heel...

MB sitting in desk not participating

I am going back to our expectations during SEL, S-answered.

Stay where you are, no traveling around. (A-frustrating mounting) quiet coyote, waiting for everyone to stop moving. I appreciate those of you who are staying in, I will mark your punch card for those who are staying in their space, shoulder, knee.

Teacher and associate modeling....

J-Can you find a spot and just stay

Many students had fidgets while they were doing the exercises. Big circule
ES came and got putty off someone's desk.

You can go swimming, do small ones.

10:25-student begin losing concentration for the lesson

MH went outside the classroom

Head circles, tongue circles, most student moving all around the classroom showing each other their tongue circles

10:27-back to your individual spot, I am waiting for you ladies,

I am wondering if the stuffies and all the fidgets are causing too many distractions?

10:28: make circle with whatever body part and think about one thing you are grateful for. SB started flaying body and arms on the ground. Most were talking and moving different parts, some were spinning in circles and singing Just keep swimming. Students started getting rowdy. A-rang chime, what were you thankful for during this time

Tongues, mrs. Gunn, family and siblings, food, God, Mrs. Quinlan, mom because she doesn't care if I roll my eyes at her, God , family, friends, and these two men, MH came over immediately and asked what about me, A-marked Emily's punch card, friends family

10:32-ZC going around and asking to say tongue, mrs. Quinlan and my parents, since I am a good christian God and family, and everyone else. Kitten,
ZC-out of seat by tv and MH

10:34-Thank you for your words of thankfulness. We are going to move into math now.