

Artifact:

Reflecting on Teaching

This piece demonstrates my desire to continually grow by filming my teaching of a lesson and analyzing my strengths and weaknesses. The purpose is to create the best experience for students so they may succeed. Filming myself to better strengthen my weaker areas demonstrates my passion for this job and my desire for students to succeed from my teaching.

Video Analysis #1

C.J. Watson--English 10

Book In A Day--*Coral Island*--Period 6

- **What were your objectives for this lesson? How well did you meet them?**

For students to learn about the book *Coral Island* in one day.

For each student to demonstrate comprehension of the text by filling out pamphlets on their chapters, being able to describe their chapters as a way of contributing to the whole book, and to be able to help other students make connections throughout so all layers are as filled as possible

- **What did you do to focus students on the lesson (set)? Would you do anything differently?**

The day before, students read their assigned chapters and filled out a pamphlet. This was in preparation for speaking on their chapter. The pamphlet had a section for characters in the chapter, a summary, a drawing of a scene, 5 questions they have after reading the chapter, and a compare/contrast section to *The Lord of the Flies*.

- **Analyze your questions. What do you notice in terms of levels, wait time, and your response to students?**

The majority of my questions were surface level. Initially this was on purpose, but after watching, providing deeper level questions may have been the best move as a way to keep students a little more engaged. Keep them thinking critically.

- **How well did you involve all students in responding and participating? Explain.**

Well the activity required all students to participate. I've setup my classes in a way in which most of my students feel comfortable to contribute at least a little bit, and this lesson is innately designed to do so.

Here and there throughout the lesson, some students are making faces and laughing at one another. This may have been the arrangement of the desks (being in a circle).

Naturally though, which is shown nearing the end, students lose their engagement with the story. It's a long time to be engaged with one story for high school students. I vary it with fun questions and gave a break for them, but regardless it's still a lot.

- **What are some of your personal idiosyncrasies? What can you do about them?**

It's funny, because in my mind I am more enthusiastic and excited with my students than how I came off. My body language looked indifferent, which was a little disappointing. But also a little empowering, because it means I can put more energy into things and it won't seem overwhelming to them.

I walk A LOT. On one end this is really good, because it means I am engaged with the entire room and students can feel that. However, it could be distracting for some. I've been told this in the past

I touch my face. Not too often, but it might distract others.

When handling disruptive students, I turn and give "the look", which seems to be a mild way of handling the situation.

I handle disruptive students with sarcasm as well. I personally find this as a good tactic with high school students, but I do need to be more aware because some students may take offense to it. Or consider it negative from me.

- **What happens to your voice in different situations?**

It rises as the noise in the room rises. This shows I CAN project my voice when needed, but it also shows I'm trying to fight the battle of who can be louder in a sense.

- **What pleased you about this lesson?**

That students were still laughing and mostly engaged. The following day when doing a quick write, they demonstrated obvious knowledge of the book when comparing/contrasting it to the *Lord of the Flies*.

I also enjoyed that they did not like the activity as much. Sure, it was nice to go through a book in one day, but they missed the details and imagery a book can provide. With that, the fact that they did have emotions toward the activity showed an engagement and high interest in it. This was very pleasing.

On my end, I am pleased with how smoothly, efficiently and effectively the lesson went. It flowed the way I imagined with minor hiccups and students proved their knowledge verbally, which was my goal for the activity.

- **In what areas do you believe you need improvement?**

Be more enthusiastic! Even if it takes me out of my comfort zone. It's good to be relaxed, but being too nonchalant creates disengagement for my students in my opinion.

My questions could go deeper throughout an activity such as this one. My class is opinionated, but lacks boundaries. I need more indirect, non-vocal methods of getting my class together and organized. It's hindering me to not do so and I personally feel like I'm losing them a little bit.