

## Kendra Vair Reflection 2/22/18 (no school on the 20<sup>th</sup>)

### What Went Well

- Kendra and I agreed that I was able to maintain confidence during my entire lesson, and that I was able to circulate the room pretty well.
- I thought that I did a really good job being mindful of getting multiple kids to participate, and being sensitive to repeating information that is vulnerable and sensitive in their favor. This is respecting their personal space.
- I circulated the room a little bit, but I was aware that if I wasn't in the front, people wouldn't know where to look or to focus on me. If they weren't able to focus on me, they were more likely to be distracted.
- Using personal experiences to explain things that would be relevant to them. I'm noticing that when I am able to use personal stories to connect to them, they are able to be a lot more in tune and attentive to what I have to say. Probably because it makes me more relatable.

### What Didn't Go Well

- I asked Kendra to help me keep track of the words I used in class, especially vocabulary words that were too big. I only used one: "flamboyant." The reason that this is a tricky word to work with is because kids might not understand it, and it can be awkward for students that are gay. Kendra recommended that I don't engage them in debate and ask them to look the word up on their own and continue with the lesson.
- We discussed how I can increase participation if students are tired, distracted, or don't want to participate. She suggested cold calling, reframing questions, and layering questions.
- Continue to circulate around the room.
- Use thunder buck and gum as currency to get them to participate, but not all the time.
- When sharing my personal stories, give students more opportunities to engage rather than listen. "What do you think I should've done in this situation?" Not only does this engage their focus, but it helps them contribute to the discussion as experts.
- Have students do a think pair share if there's a lull
- I need to work on the pacing of my voice. I talk very slow and deliberate. I need to speed up the way that I talk to get students to keep up with what I have to say. While I agree with this, the reason that this happened was because I was so mentally focused on applying what I learned from last time.
- It's easy for me to let kids distract me. While I am so good at building interpersonal connections with students and engaging with them one-on-one, I can't turn my back to the rest of the group or else I will lose control. I need to work on developing eyes in the back of my head. The solution would've been to ask if the student could've contributed his thoughts to the conversation, or at least to have mentioned why my attention was diverted. The second my attention goes away, students have no structure on how class operates. It happens in a microsecond.

- It was hard for me to gain control of the classroom after the students came back from the field trip, which Kendra said wasn't my fault. Students that return from a field trip don't have the mindset of learning and participating. Because we were doing Kahoot, Kendra recommended that I quit the game, select the winner, and start quizlet so everyone could participate. I didn't do this because I didn't want to intrude on Kendra's routine, and I wouldn't have known otherwise. Kendra was aware of this and again reinforced that this wasn't my fault.
- I have to work on being stern with management. I had the impression that I was way too easy-going when behavior was out of hand. I was under the impression that I could control a classroom if I wasn't angry or personally offended (something I learned from working with other teachers). Kendra made it clear that you want to be stern and clear about expectations and mature behavior not for my sake, but for the other students. Though there might be a majority of screwball students, there are still a handful of students that are invested in learning with vulnerable identities. I have to act in a way that is the most politically correct way for their safety and protection, especially if it's modeled for the students that need to learn these mature skills.

#### What Would I Do Differently

- Continue to work on making my vocabulary kid-friendly
- Speeding up the cadence of my voice, which is hard because I feel like if I speed up I'll lose control and make a mistake that I did before. But I'll work on it. And the more mistakes I make, the more habitual the new learned skill will be.
  - If I had more time to prepare rather than being put on the spot (especially if it were my own curriculum), I think it would be so much easier to speak faster and arrange for more active participation. But learning how to do this while being put on the spot is a useful skill too.
- Work on participation strategies and reward system for answering questions
- Ask for more student engagement when sharing personal experiences
- Engage the group more than the individual, including kids that just came back from a field trip. I can do this by reducing the interpersonal interactions with students when there is a lecture or a class discussion going on. With individual work time, it's not really a problem.
- Find a way to be stern in a way that supports everyone in the room while also respects and works with my personality. I am not comfortable being stern. I don't like yelling/raising my voice. I don't like being bossy and negative. I feel like there are less intrusive ways to achieve that while also being accommodating to their feelings. I haven't figured that out, but I will try my best.
- I will also work on developing rapport with individual students and get to know them energetically so that I can make sense about developing a better management system.