

Reflection and Self-Evaluation

So at the end of the teacher work sample students were asked to complete a small survey and talk about their experiences in my classroom. One question they were asked in the survey was what was their favorite assignment that they did in my classroom. Almost every student either said jeopardy or the floor graph scavenger hunt. These answers did not really surprised me, because they were probably some of my favorite classes with them. The students were super engaged and were actually excited to complete the content. I also think a reason this was such a popular answer with them is due to the fact that these were group activities where they were allowed to work together and collaborate. What came as a surprise to me is that I know these students are doing jeopardy in some of their other classes as well. I would be curious to talk with the other teachers here at DIS and see what they are doing differently and if there are any other ways I could improve upon my rendition of the classic game show.

Another question that asked my students was, “On a scale of 1 to 100, 100 being very high and 1 being very low, what are your Mr. Coleman’s expectations of you?” This question really interested me, because I try to have very high expectations out of my students. I expect a lot and I know what they are capable of, so I was curious if they are recognizing what I believe to be high expectations.

Basic Statistics					
	Minimum	Maximum	Median	Mean	Standard Deviation
	3.00	100.00	88.00	76.00	26.69

With a mean of 76 and a median of 88, the answers were definitely on the higher end of the range. I believe that even though the students are recognizing my high expectations, I may not be communicating that I have high expectations with them as well as I could be. Regardless, this number absolutely corresponds with their effort in class as they have been giving a great effort in all of their assignments.

Most importantly though is when students were asked what they thought about my teaching style, the most common response was that “I like that he is very calm and nice.” or “I like his pace on his teaching. I like how he is determined to help his students succeed.” This is crucial that I convey a strong pace that is appropriate for these students, because although they are very intelligent the fact is that English can be a barrier sometimes. This factor can be frustrating as a learner, so as an educator I have put my best foot forward to show patience and work with students until they get the concept.

The most successful learning goal would be Learning goal 2: Students will be able to understand a conditional statement and how every mathematical theorem is written as one, as well as beginning to write proofs. This is a learning goal that I have pushed on them from the very beginning. I believe it has been successful due to the fact that one of the more colorful activities was based around it, as well as the fact that the instruction for proofs has been differentiated from the beginning. We have learned two ways to complete a proof, a two-column proof and a written proof. The fact that students have choices when doing

a proof makes it so they have multiple ways to tackle each problem. I also believe this learning goal has been successful because this is new material for almost every student, so they were engaged with the content in class and that translated to how well they performed on the assessments.

The least successful learning goal would be learning goal 3: Students will know the formal definition of what makes a line parallel and what makes a line perpendicular to another line. This was a tricky one for the students, but I think it was a result of the fact that they already had clear misconceptions coming into the unit and we had to take some time to iron those out. When looking at the assessments that we did during class for this learning goal, they were mostly group oriented so I also believe that some of the groups had members that may have not contributed as much to the group as they should have. This led to them being behind when it came to the main summative assessments.

Possibilities for Professional development based on what I learned from my teacher work sample would revolve around assessments. I believe that I did a great job when it came to assessing for my formative and self-assessments, although for the summative I fell into the tradition of a classic times mathematics test that has been tried true, and I believe there has to be a better more efficient way to assess students when it comes to summative assessments. Many of my students panic and freak out at the thought of a test, and they believe that a 90 out of 100 is a failing grade. This is due to the fact that grades place a very big emphasis here in the Korean culture. My main goal is for the students well-being and for them to understand the content, the stress that they put on themselves over tests and quizzes is too much and I would like to find another way to assess them through professional development.

Overall I have learned so much about my teaching, myself, and my students through this teacher work sample. I have found that is impossible to please every student, in my student feedback I had some students say my pace was perfect, some say it was too fast, and some say it was too slow. Even though a majority said it was perfect, I know that some of the other students are struggling. This has simply proven to me the vast importance of differentiation in the classroom. The need to challenge students that may be having an easy time with the content and the ESL learners who struggling just to keep up taking notes. I also believe the result of students performing lower on the second summative assessment is because after seeing the students performance on the first summative assessment I had higher expectations of them the second time. I know they were capable of exceeding my expectations consistently, but I probably should not have increased my expectations. Teaching here in Korea here though, my constant concern is that I'm not challenging a majority of my students enough. To remedy this problem I try and have many assessments to check for understanding consistently, and even after reviewing my whole TWS I believe I could have benefitted from even more assessments.