

Teacher Work Sample 4

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How did your lesson end up? What went well, what needed improvement?

1. In my teaching, the activity went well; everyone was engaged, creative, and sharing. However, the students did not completely understand the objective, as I rushed over it from the pre assessment into the activity. I was too nervous and excited to keep to my plan and script! I could not keep time very well and transitions were rough. Organization was chaos, as all students had their belongings on the tables and did not have room; I should have requested all items be put on the floor before beginning. Students were running around everywhere with the glitter. I learned that I thrive in chaos but the volume was a bit much. I should have planned better for set up and clean up, as these were areas that were definitely lacking in efficiency. For instance, the materials could have been put out as I was talking, but not before; they were distracting the students with the untapped possibilities. The clean up could have been better organized into teams, so that the students who were finished cleaning their station would have been motivated to help others clean up 'their' messes. If I were to teach this lesson (which I am going to), I will remove glitter from the equation, or place down rules more clearly. It sponsors too much misbehavior with the capabilities and little responsibility with the cleanliness of the space afterward. I would also reword my phrases to make better sense. I learned that I

work better with Dr. Patrick Fahey's lesson plan templates, which have elements that are directed to the teaching of art. I did do well at having everyone on task, however being more focused at needing to use the pencils would have been good. I also did not expect students to be accustomed to thinking about pencils in ways other than just to draw; I feel as though I would have different results at a high school or college level as these students were readily testing the limits of the material.

What do you think are your strengths? What do you need to work on?

2. I think my strengths as an educator lie in my ability to relate and connect with the students. I feel as though they understand me and respect me as I understand them. I think I am good at commanding attention and managing a class, however one of my weaknesses is that individual management is tough for me. I have troubles with disciplinary action, and quick thinking is something I've been working hard on. I was great at asking questions as they were working and I was keeping students on task efficiently. I also move around the room often and notice students doing experiments.

What would you change if you were to reteach the lesson?

3. I certainly assessed the cost when I decided whether or not to address the volume at which everyone was experimenting. It was too late to ask them to quiet themselves, and they weren't making annoying sounds, they were just excited. I didn't want to compete with the class on that for this one-off lesson, but if I were

to teach multiple lessons I would have prefaced the lesson with expectations of behavior.

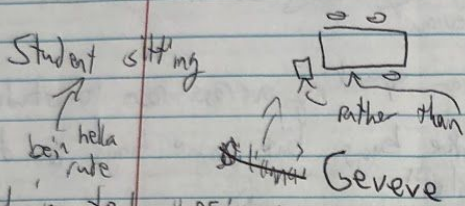
What are you going to work on in the future as you become a teacher?

4. I will work on improving my comfort level teaching a class and solidify distinctions between friendliness and friends. I will also work on quick thinking skills, discipline, and individual management. I will also work on lesson plans suitable to my skill as a teacher at the time.

Class expectations and how do you know? How do kids know?
*think about someone to interview
Real days I'm w/ Mrs. Colab

See
Reminding about dunk room rules
A student needing pencils

Developer Stop bath Fixer Water Bath



Having tech difficulties
-teacher moves to whiteboard

"Will you catch it?" *tosses pencil at friend *it drops to floor

Teacher ^{and directs} talks but does not ^{reprimand}

Edits P as it goes, very smooth
Starts putting binders together
for them?..?

Hear Mrs. Gighot's

Skipping to wash

Said they have to take notes

Five stop bath developer

Student fussing about "not sitting" other spots

Chemical Developer Function makes images appear

No complaints of students

She is having a bad day. Students angry that they already took notes but she's just compressing into chart.

Interrupts the student

More talks about why she needs that notes than why they need notes

"are you sure about that"

Answers short-ants before raised hands

Perhaps would be beneficial to ~~restate~~ restating not taking Judge habits.

*More student input would boost engagement

Photoshop for educators



Standards based grading

- 4 standards
- Uses google classroom

Discuss missed assignments/grades

14g
aluminum

excuses assignments that were preliminary assessment that don't make sense to redo/do if they're already far into semester.

- Turn in photos on serverspace by name

- Serverspace is like Dropbox, have photoshop

- Encaustic wax 'ink' resist project

-> Helps let go of control

Google classroom has all projects

- CIRC?

- Put sketchbook as gradebook

- has rubrics stapled into to, to have grade with them at all time.

Create a slideshow and share with class so they can add a slide. See version history if students sabotage each other. Type thoughts

Kenzie is Fed, is having a conversation w/ Cobb instead of yelling a stamping. Also using quiet voice.

See?

Student gives
Mrs. Cobb pass
~~what~~ Very less
people in class
Students entering late
Student distressed their chair
keeps getting "taken"
Ringing bell to get students
attention

Hear?

Not going to lockers today
Bell didn't ring
Proud of folks getting routines
quickly
- they ~~only~~ ~~always~~ always leave
previous
Teacher speaking across room to student
"I like bugs but some bugs can die
in holes"
Math hw ~~the~~ Voice level
reminder
Is it rapping Friday? "No"
Thank God.