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|  | SGA-305: Oral Defense  Template |

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| **Tracker Context** |
| How many additional rounds of academic data have you collected since Year 2 Pathway Checkpoint 3? |
| 1  2  3  4  Some other amount (indicate here: 0 due to COVID-19 transition to remote teaching.) |
| Please confirm your end-of-year results below: |
| **Standards Mastery & Reading Growth:**  **49.96%** Overall Average Score (percentage for Standards Mastery, years of growth for Reading Growth)  Did you meet the Proficient Goal? No  Did you meet the Ambitious Goal? No |
| Please list names and attach supporting documentation for any students absent >50% of instructional days who you removed from the data set (if applicable). |
| Wilschnaida Milfort transferred in February 2020 – please see attached email from my assistant DOO, Victoria Armstrong. |
| **Video Reflection** |
| **Answer in 300 to 500 words:** Overall, at the end of your second year at Relay GSE, how have the knowledge, skills, and mindsets you’ve learned (both in the program overall and as represented by the four specific skills you annotated in your video in Arc) impacted your teaching and your students’ learning? |
| My experience over the past two years has dramatically improved my own teaching and consequently my students learning. This applies to both general aspects of my pedagogy as a high school teacher and more specifically my math instruction. Prior to RELAY, I had started implementing the five **Engage Everybody** techniques including cold call, wait time, turn and talk, everybody writes, and call and response. However, during SGA-301 I fully internalized these techniques to create a more equitable classroom. These five techniques have been pillars of my instruction through which my classroom culture thrives. Everybody Writes and Wait Time provides all students a moment to consider the content at their own pace. Turn and Talks are essential providing students a chance to share and validate their ideas with a partner. Cold Call is crucial for holding students accountable to thinking but also communicating that all voices in the classroom matter. Finally, Call and Response is grounded in Culturally Responsive Teaching and provides an opportunity to build collective momentum throughout the lesson. RELAY challenged me to sharpen these teacher moves, deeply understand the theory behind their use, and ultimately drive up engagement in my classroom.  In SGA-304, I built upon these engagement techniques through the implementation of **rigorous instructional techniques.** I have designed lessons consistently thinking about driving up the *ratio* in my classroom and frequently use *take a stand* and *stretch it* to push students to the next level. By keeping *ratio* in mind, I use independent practice to ensure all students consider the task before we engage as a large group. *Take a stand* pushes my students to justify their reasoning and consequently become experts in the content. *Stretch it* (with *wait time)* is one of my favorite moves to use to give students that extra push so that they can apply the knowledge in a new context. These three techniques have been instrumental in moving all students and pushing the entire class to develop a deeper understanding of the material.  MATH-304 and MATH-305 have broadened my math pedagogy in a multitude of ways to increase the rigor of my classroom and develop students to think flexibly. Specifically, in MATH-304 I learned to implement **Three Act Tasks** that empowered students to see math in the real world and ask authentic questions that could be answered with mathematics. This is crucial for my students’ futures as mathematicians because information will rarely be presented in a clear, simple way like most textbooks’ present information. In MATH-305, I learned how to develop flexible thinking for my students. This was accomplished through **Contrasting Cases**, **Generative Moves,** and **Activation of Prior Knowledge**. Contrasting cases has leveled up my comparative show calls to provide opportunities for students to consider two very different, but equally valid solutions to a given problem. Generative Moves (combined with Stretch It) provide opportunities to strengthen/weaken hypotheses, generalize their understanding, and consider counterexamples to fortify their ability to think flexibly in the future. Activation of Prior Knowledge creates critical moments in teach lesson for students to make links between lessons so that they can name how all the math is connected rather than organizing math content in silos.  Finally, the bedrock of all this success is grounded in the **teacher-student** and **teacher-parent relationships** that I have cultivated over the years. For students, I have found surveys to be a high leverage tool for being responsive to students interests and needs. During the 2019 – 2020 school year, I implemented 8 surveys throughout the year to get feedback from students on the course. After shifting to remote instruction, I asked for feedback on each lesson to understand my students home context and the effectiveness of online learning for them personally. I would read every response and then summarize the major strengths and areas of growth to my students. This showed to my students that their voice matters, and they have power over the direction of the course. This year has also been my strongest year for family communications. I had several deep phone calls with parents to support their child in the course. I spoke with Deja’s mom at the beginning of the year to ensure her that Deja could be successful in the course. I spoke with Cionna’s mom and developed an understanding for why she remains reserved in the class despite being such a strong student. Equally important, I have sent quick texts to parents with praise about how their child did that day. This has been critical in developing a positive relationship with the family. Overall, these relationship building techniques from SGA-301 build safety and trust for all parties. These relationships cultivate the optimal environment for students to maximize their potential. |

*All collaboration should be verbal in nature and each teacher should submit unique, individual written work for each assessment. Any additional resources consulted should be listed at the end of the assessment. The primary volume of your work should be yours and yours alone.*