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|  | SGA-315: Teaching Portfolio |

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| **Name:** | Kyle Coapman | | **Date & Time of Filming:** | TBD |
| **School:** | NSA WPHS | | **Grade / Subject:** | 12th/AP Calculus BC |
| **Lesson Objective(s):** | | TBD | | |

**Directions**: Film 15-30 minutes of uncut instruction that represents you at your teaching best! Your instruction in this video should showcase your biggest learnings across your two years at Relay. In planning your instruction, you should proactively plan to demonstrate teaching techniques or mindsets from your strongest module from each four Elements of Effective Instruction (Teaching Cycle, Self and Other People, Classroom Culture, Content). Then, you will watch your classroom footage and annotate the salient moments in the video related to your selected modules.

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| ***Strongest Module Annotations*** | | | |  |
| **Relay GSE Element** | **Video Timestamp** | **Strongest Module & Instructional Strategy from module (if applicable)** | **Reflection:**  Why is this your strongest module within this element?  How is your expertise in this module demonstrated in this video?  How did what you learned in this module impact or change your teaching practice in general?  How did what you learned in this module impact your student outcomes?   * How would you do this differently in a future lesson? (if applicable) | |
| ***Example:***  ***Teaching Cycle*** | *1:05-2:36* | TC-121: *Checking for Understanding*  *Ask, Ask, Ask* | *Ask, Ask, Ask from Checking for Understanding is my strongest skill/module in TC because the work I did in the module inspired me to become an Ask, Ask, Ask expert by planning this CFU into nearly every lesson I teach. In my fast paced lessons it’s imperative that I can quickly gather data when I don’t have time to invest in Everybody Writes. Before this module, I used mostly self-checks and gestures for quick CFU’s. Now I can use Ask, Ask, Ask to quickly gather more reliable data to respond to. That data guides me whether to move forward quickly or to slow down to uncover misunderstanding. By responding to student understanding, more and more students finish the lesson mastering the objective, thus improving my students’ Math Standards Mastery. In this film, I use Ask, Ask, Ask to gauge prior knowledge of a strategic sampling of students. (1:23) I inferred that about 75% of my students were ready to go with the lesson, but the remaining quarter would likely need some small-group time or another example. Therefore, I was able to plan in additional practice for those students in the moment and keep others moving.* | |
| **Self and Other People (SOP)** | **Checking in with Students**  8:30 – 9:30  **Shout out**  10:05 – 10:25  **Pushing Students**  10:45 – 12:45  **Individual Goals**  14:10 – 14:30 | SOP:  Student Relationships |  | |
| **Classroom Culture (CC)** | **Wait Time**  1:20 – 2:10  **Everybody Writes:**  6:55 – 8:55 | CC:  Engaging Everybody | Engagement techniques are essential to delivering an equitable education to all students. I have heard about each of these techniques in previous years of teaching, but RELAY empowered me to internalize these moves at a high, unconscious level. Specifically, engaging everybody includes Wait Time, Cold Call, Call and Response, Turn and Talk, and Everybody Writes.  INSERT VIDEO ANALYSIS  Through this module and practicing these techniques, I have learned to create equitable learning experiences for all learners. Some students need time to write (Everybody Writes) and others need to talk it our (Turn and Talk). The power of these moves is truly actualized when an instructor integrates them in a lesson. Every learner is unique, and consistently executing these moves consistently opens pathways for students access higher levels of rigor. This has allowed my more reserved students the courage to speak to the whole class after they have written and shared with a partner. For my more outgoing students, they are able to show their excitement in response to during a Call and Response or after a batch of cold calls.  In the future, to integrate these as pillars of my classroom, I would like to share my rational for each of these moves with my students formally at the beginning of the year. This would a) allow students to understand my pedagogy further (and buy in) and b) empower students to learn more about themselves. The long-term effect of this might be as student asking, “Mr. Coapman can we have some time to write about this before we share out, that is a deep question.” This would indicate a collective ownership over the classroom learning experience. | |
| **Teaching Cycle**  **(TC)** | **Take a Stand**  2:10 – 4:30  **Stretch It**  5:45 – 6:45  10:45 – 12:45  **Chalk Talk** | TC: Implementing Rigorous Instruction | Implementing rigorous instruction provides a tool kit of skills for teachers to level up the rigor of their instruction. The core of this thinking is the concept of ratio – “How do I push my students to do more of the thinking and talking?” The more siloed techniques in this space include Take a Stand and Stretch is which can be incorporated anywhere in the lesson. Reciprocal Teaching and Chalk Talk are more formal structures for increasing the rigor.  INSERT VIDEO ANALYSIS  I have learned that Take a Stand and Stretch It are moves where students really level up their understanding. Take a Stand pushes students to become the experts by explaining their reasoning in their own words. Stretch it challenges students to think about a different situation and make their underlying understanding more robust.  In the future, I would like to push Take a Stand and Stretch it to another level by facilitating Mathematical Presentations (similar to a Master’s Defense). Students would work on an ambiguous and risky task throughout the quarter. At the end of the quarter, each student would have their expert moment where they explain how they *stretched* their project and also *take a stand* as their peers ask questions to challenge their thinking. | |
| **Content** | **Generalize**  12:45 – 13:05 | Content:  Generative Moves / Questioning |  | |

Culturally Responsive Teaching is an essential mindset for teachers to deliver a high-quality education. For me, the STEM field continues to be dominated by white males both in academia and private companies. Culturally Responsive Teaching is an important lever in changing this trend. A major barrier in math classes for students is that students do not see the content as relevant. As teachers it is crucial that we build bridges between what students already know and what we need them to know to be successful.

In this clip, I attempt to build a bridge in multiple ways.

* **(0:00 – 3:00)** I start by framing this lesson by bringing up a personal relationship with a friend of mine whose wedding I will be speaking at. This was a moment of vulnerability for students to laugh and feel like they have something to contribute personally to a speech that I will be making.
* **(4:50 – 10:15)** After watching the video of me skydiving, I ask students to come up with questions about that situation. This puts students in the center of the *problem making.*  Students are using their prior knowledge (math related, and non-math related) to generate questions about the video that they saw.

Through both core and content classes, I have learned to *build bridges* during my instruction so that students can access and excel in the mathematics that we are working on. During this past year of teaching, CRT has pushed me to constantly think about how do I start with what my students know and continue the story so that they can achieve in the rigorous AP Calculus BC content. For my students, this has empowered students to directly see how math is relevant by addressing ambiguous and risky tasks rather than textbook questions that can be solved with an algorithm or rote procedure.