|  |  |
| --- | --- |
|  | SGA-315: Teaching Portfolio |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name:** |  | | **Date & Time of Filming:** |  |
| **School:** |  | | **Grade / Subject:** |  |
| **Lesson Objective(s):** | |  | | |

**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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)** |  |  |  | |
| **Classroom Culture (CC)** |  |  |  | |
| **Teaching Cycle**  **(TC)** |  |  |  | |
| **Content** |  |  |  | |