

Case Study: Mr. Smith

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Assumptions

- ❖ I assume that the students are engaged in understanding the content. This assumption was made because the details of the case study say that most were taking notes, and some even asked clarifying questions during the lesson.
- ❖ Because Mr. Smith has been teaching for 20 years, I can assume that he is thoroughly knowledgeable of how and what he is teaching his students. Although standards constantly change, usually veteran teachers know how to take the standards and instruct learning opportunities for students.
- ❖ I am assuming that Mr. Smith either a) took the time to research the PowerPoint before presenting it to the students or b) created it himself. The presentation was described as “concise, yet thorough and informative.” Teachers should always review resources before using them with students, to make sure they are appropriate, engaging, and align to the objectives.

Questions

- *How do you plan to assess student understanding of this content?* I would ask this question because in my experience as a teacher and student, just because someone is well-behaved and listening does not indicate they are actually learning.
- *Was note taking during your presentation required from students?* In the case study, it stated that **most** students were taking notes. I am wondering if students were doing so because it was required, or if because they have just learned independently that it is the

responsible thing to do? For students that were not as active, how do you hold them accountable for their learning?

- *What would you say are your strengths as a teacher? How can I support you?* As lifelong learners, even as a veteran teacher it is important to continue to reflect on ways to grow. I also want Mr. Smith to know that I am there for support, and want to know what he feels I can do to help him be the best he can be.

Positive Feedback

One thing that can be inferred based on the details of the case study is that Mr. Smith must have had good classroom management. I arrived at this conclusion because of the lack of disruptions observed and attentiveness of the students. Although I personally have no teaching experience in tenth grade, I can certainly remember what it was like being a high school student. I remember how when our teachers formed good relationships with their students, we naturally behaved and wanted to learn. I believe that relationship building and classroom management go hand in hand; so there has to be a level of respect for their teacher based on what I observed.

Constructive Feedback

I would certainly recommend some form of differentiation, if that is not already occurring outside of the time I was able to observe. Although I am in the elementary field, I understand the importance of differentiation and how it really helps when trying to reach ALL students. Although there were several students who were paying attention, asking questions, and taking

notes- what about those slower learners? What about our kinesthetic learners? What about the advanced students? How do we ensure there is no child left behind?)

Reflection

Three years ago, I was teaching 29 third grade students at a very rural, high poverty, Title One school in SC. Just to give you a small glimpse my class' demographics- only two were on grade level for reading, two students were completely illiterate- they could only write their 1st names, there were no SPED classes in the entire school, and no psychologist or mental health expert in the entire district. If I had to go on a whim, I would say I spent approximately 75% of my instructional time on correcting and tending to unavoidable behavior. My principal did a random walk-through one day and of course, here I am having to stop instruction, yet again, to talk to a group of students who were yelling out rude, derogatory comments to each other across the carpet. My principal decided to make the comment to me (as well as in my reference call to my current principal) that I "could be a better teacher if I tried harder maybe next year, and that I struggled with classroom management." These words hurt, as I have always viewed classroom management as my strength! Nothing constructive, nothing positive, and if he really felt that way, he certainly did not try to help or support thereafter.

Needless to say, I moved to another school and district to get a fresh start, and did not let his negativity define who I know I am. I continued to give my best that year, as the students deserved that, no matter what struggles they faced when they leave school every day. I have too

learned from this course as well as these experiences, give feedback the way you would want to receive it.