

Reflection 4

I think the ideal collaborative environment would be one where I could get together with other teachers in my grade 2-3 times a week to discuss learning goals, unit plans and other strategies to improve student learning. These meetings could consist of going over our weeks, individual plans to teach certain content, or classroom management. By constantly being able to review what I'm teaching and how I'm teaching it with other instructors I will be able to vastly improve my own teaching. At the moment I think I'm fairly strong with content and instruction but I think I'll need most help with classroom management, grading, emailing, and all the other small but important things that teachers need to deal with besides teaching. During student teaching I didn't do much in regards to any of that. I planned my lessons and taught the class, but did none of the maintenance. If I'm to be successful I will need some supports in those areas so that I'm not left floundering. I would also like to have regular meeting with SPED advisors, speech pathologist or literacy coaches that will be working with my students so that I can incorporate best practices and plan for their success.

In regards with working with the principal and administration I would hope to be able to align my own teaching plans with the school improvement plan and get advice and mentoring on how to put that in place. If there are any required teacher meetings I would like to be able to have input in these meetings. I want to be able to build strong relationships with most everyone at the school I'm placed at.

During my student teaching at Beacon Heights it didn't seem like PLC's were very effective. My teacher and the other teachers of that grade would meet once a week during lunch on and just chatted about their day. They didn't discuss content or how to improve their students' success. There was one time where the teachers were forced by the principal to come up with some school improvement goals, but it seemed like Mrs. Dinh ended up doing most of the work. It didn't seem like much of collaboration. During the times there was instructional planning one teacher bought all of the supplies for the activities while the other teacher planned out the lessons. It seemed more like they were just splitting up the work rather than collaborating.