

Performance Assessment Committee:

I used to be the teacher that would stick with an assignment, method of instruction, or form of assessment even though I knew it was not the best. Recently, I've had to halt instruction and the material we were covering to make sure that students were grasping the concepts necessary to be successful. It's okay to take the time out of instruction to make sure that students understand the most fundamental elements of the products they are expected to produce.

My first year teaching, it was really easy for me to get tunnel vision on the immediate tasks at hand without thinking ahead to the future. I think this is part of going into survival mode. As a teacher and coach, I didn't feel like I had enough hours in the day to actually think about what the purpose of my class was. I'm only in year three, so I know I have a lot to learn and grow in this area, but I feel like having these types of meetings/conversations help me focus back in on the bigger picture.

Advisory Committee:

I enjoy going to advisory and from the looks of it, I truly believe that our advisory kids do too!

After sharing my journey line with the students I have noticed that some of them are starting to be more open with me. There are some similarities between me and my students' past. For example, when I shared my story about my parents getting divorced when I was in college the students were able to establish a connection with me who have gone through the same thing. Also, when I talked about my lowest point in my life is when my grandmother passed away the students were very sympathetic when I spoke about her death. I think that a strength of mine is I can easily establish a relationship with the students who are open to talk about their life and experiences.

When I took the time to call every parent and have the student led conference via speaker phone, it took time, but time needed! It was so fun to see the student conference with their parent. You could tell they were proud of themselves by the end of the conversations, and the parents were proud of them too. For most of them, this was a conversation that had never occurred with their parent, and it was very cool to see the process first hand.

I have grown much more patient, and not beating myself up with the advisory experience. I have to take time to tell myself that struggle and failure is okay as long as I do not let it defeat me... Recently, I felt like my advisory was falling apart. I knew I was struggling with the relationships. I took time to reflect and reach out for advice from colleagues.

After resetting the stage, as many advised me to do, I feel like we are back on track and moving in a positive direction. I know that I have a ton of reliable support all around me and I am not afraid to lean on those during those challenging moments. I hope, too that I can return that favor in the future.

Instructional Strategies Committee:

I have grown in [getting students to do the cognitive heavy lifting] by not disregarding anyone's thoughts. If I disagree or if the student has an irrelevant thought, I do my best to hear it, take it and either lead student another way in their thinking and/or use it as a shift in the thinking process.

I have grown by exploring these methods more intently and by allowing myself to fully engage with them, even when I am not the most confident in the process. The process of recording my class, editing the recording, reflecting on it, and sharing it with the committee has grown me the most. It was not a recording I was entirely confident with and I knew that there were a lot of glaring issues with my

classroom management. However, I also knew that if I were to show a perfect example (if one exists) then I would not have grown as much, given my colleagues an opportunity to see the possible pitfalls, or had an opportunity to respond to feedback. I consistently teach my students to try everything and show your work even if you know it's not your best; I'm glad I had the opportunity to practice what I preach.

Before planning think alouds, The questions that I would get in the individual work time were much more surface level and usually involved clarification on instructions instead of diving deeper. Now students are given the opportunity to connect the work to their lives instead of only having time to get to their initial questions.