

- 1. What were some of the big topics and questions that you were teaching about for the lesson? What was your background knowledge on these topics?**

Our classroom leader group discussed whether schools are just as segregated as they have always been. Having come from a diverse school personally from a private catholic school I can speak firsthand to segregation by “choice”.

- 2. What were the highlights from the planning, implementation, and assessment of the lesson?**

Some highlights of our presentation were our use of coloring as a community builder, we shared a short, and sweet pbs video about bussing in schools, and even had an interactive map exploring school districts AP/GT gaps between white and black students.

- 3. What were some pedagogical innovations (e.g., meditations, yoga, coloring, music, art [zentangles, etc], children’s picture books, parallel teaching, station teaching) your group implemented, and how did these innovations turn out?**

We implemented coloring as our community builder, and it seems like a good way to break the ice and warm everyone up. Another would be the video for visual learners, I believe it helped supplement the ideas I was trying to convey.

- 4. What was something unexpected that happened during the planning, implementation, and assessment of the lesson? (What) did your students learn? What evidence do you point to of their learning?**

I believe I work badly in group projects because I just want to do everything myself. I refrained and tried to split the workload evenly. The interactive map on the Mac provided gave me a hard time. I tried to ask Lila to just work the computer while I discussed but she didn’t understand what I was saying. So, I just moved on. I believe that the class understood the information we were conveying due to the predominantly white schools in the northern US.

- 5. What feedback did you receive from the Assessment Group about the teaching (and how are you making sense of it)?**

They told us we could have been more organized, and I agree wholeheartedly. I asked my group several times about getting together to work on it to no avail. So frankly I matched their effort. If I had to do it again, I would have put a few more hours into it just to refine the final product.

6. What did you learn from your learners and the teaching experience that will inform future teaching experiences?

Keep it light and don't overthink it. Take your mistakes in stride and just keep going. Like playing the wrong note in music you're embarrassed but you have to just keep going.

7. What changes would you make if you could teach this again?

I believe our group would have met more and refined our information for a more finished product. Possibly do a community builder that was more closely aligned with our topic.

8. How did you distribute the workload in your partnership and did you pull your weight (attend meetings, contribute to creation of curricular materials, demonstrate leadership)?

I desperately wanted to do more than the rest just because I know I care more about the finished product. We all did the same number of slides and met up together when asked. I know I pulled my weight because I volunteered for the brunt of the hard explanation.

9. Out of 10 points (3 for planning, 4 for implementation, and 3 for your self-reflection on the teaching and student learning), how many points do you award yourself and group mates? Please explain.

I would give us a 9. I feel as if it was well planned but poorly executed. I would vote a 3 on the reflection because I was embarrassed after I got done. Leading to me to reflect on the presentation many times after. I would also give us a 3 in both other categories although the implementation could be as low as a 2.