After going back and reading through my logs I have realized how much Mr. Quon has helped me refine my teaching. I love his approach of questioning instead of critiquing me. He always made me feel comfortable and never told me I was wrong. Instead Mr. Quon would question me as to why and how I would support my students. He did it so much I now ask myself the same question when planning and creating activities. I ask myself “why am I doing this activity? Who does it help? Is this effective? How am a checking for student understanding?“. Mr. Quon has really helped me understand planning with an end goal in mind.

One of the first things Mr. Quon helped me change was the usual “I do, we do, you do” activity. Instead of having students solve a problem on their own at the end of a cycle he wanted me to try using an error analysis, to make the learning a bit more conceptual for students. We also spoke of my questioning and how to make it more effective and meaningful. I also attached a rubric which was inspired by my credential program. I was asked to break down a lesson into 4 parts conceptual, procedural, reasoning, and academic language, since I was moving on to common core teaching. It was Mr. Quon’s idea to put these parts into a rubric and use them to gather data. The end result stupendous, I was able have students reflect on each part individually after exit slips and identify what they needed extra help on.

What I am most proud of is my new procedure of having students analyze a book example and apply their knowledge to a similar problem. My school has always pushed literacy and having students be able to use books to teach themselves. With some guiding questions and a think pair share activity I was able to incorporate this procedure into some of my lessons before the “I do, we do, you do” portion. This process helps students become cognitively engaged before I even begin to explain a problem, which has helped make their learning more meaningful.