Name: Marco Gomez Date: 11/13/2017

**Reflective Practice**

Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.

Thinking about reflective practice, answer 2 out of the following questions

1. What opportunities exist in your placement that promote teacher collaboration and professional development? Provide specific examples.

 Some example of teacher collaboration that exists at North High School are of course professional development days every single month where the superintendent has an agenda of what will be talked at during those meetings. Along with every single month there is a department meeting in which roughly there is a presentation about what is one new tactic that a teacher is implementing in their classroom. Along with their is a recap of what should and should not be done during Labs. Besides this, not much collaboration occurs unless it is done during their free periods or after school.

1. What strategies do you use to reflect on your practice and how has that improved your practice and student learning?

Something I tend to do while teaching, is I try to recap with my mentor teacher after every single period what went well and what could've gone better in the lesson. Along with I try to find other ways to explain ideas to other classes especially to my heavy ELL based class.Along with I try to take my students feedback seriously because I understand that they are the ones who are living it day to day and I know my students are honest therefore I know they would never lie to me. Lastly something I try to do during every single test is to see which questions a lot of my students got wrong because I want to see where their thinking is coming from and to see their mistakes. With this data I know what I could improve upon for next time whenever I do teach for next year

1. How do you plan and deliver effective instruction when your philosophical beliefs about teaching and learning are different from those of colleagues?

I have high expectations for all my student and I know there are difficulties in teaching but I believe all my students can learn and can improve no matter how hard it is. Therefore I try to challenge all my students whenever I plan my worksheets and try to come up with higher thinking questions. I also make sure whenever group work is occuring, I try to ask the students to defend their answers before I tell them their answer is right since I prefer my students to collaborate and work together before they ask the teacher for help.

1. How do you address personal feelings when you teach against the grain?

I try to address the class as a whole rather than individually since the student might be feel attacked. I try to address the class and say that I want to offer a variety of ways of learning not just one since I know a majority of students learn a certain way but not everyone learns the same way. Therefore I try to tell my students that not everyone learns the same and to try this out and if it does not go well then I will take that into consideration next time.