

I think the learning goal that was most successful was learning goal 1: Students will understand the essential vocabulary. This was an important first step in the chapter because in order to move on to more deeply understanding the material we needed to be able to understand the language of the material. So we spent the most amount of time on this particular learning goal.

I think one of the reasons for the success of this goal was how much exposure students had to the new vocabulary. Students were able to interact with the new vocabulary through diagrams, practice problems, and class discussions. After being exposed to the new vocabulary, students were able to start integrating into their language, practicing using it themselves rather than just applying what they hear.

I think another reason why this was successful was because students had the opportunity to get familiar with their new vocabulary when they made their vocabulary foldables. They spent class time drawing their own diagrams, labeling their new words in a way that they best understood them. They also had time to use their translators and write the definitions in their own words.

I think the learning goal that was least successful was learning goal 4: Students will be able to use the essential vocabulary and theorems to justify mathematical decisions.

I think one reason this goal was least successful was the language barrier. While the majority of the students I work with have the conversational English you might expect from American middle schoolers, their written English is an entirely different story. When evaluating their written work, I wasn't checking grammar and taking points off for spelling, but what I was looking for was appropriate application and explanations when using theorems. When we first started these kinds of homeworks I had an example for them in class and on the website. We did part of the assignment in class so students could ask questions and have me look over at least one of their answers. Most of the students were able to write what they would verbally explain, but some students froze up and were only able to partially complete the assignment. When talking with students about these kinds of assignments, they verified my thoughts that writing the justifications in their non-native language was the much more challenging than the math itself.

While their English writing skills contributed to the challenge of meeting this goal, I think another reason it wasn't as successful as it could have been was because I didn't spend enough time working through these types of problems in class. I gave written feedback on their homeworks, but if the written English was the problem to begin with, the written English responses, looking back at it, probably did not help as much as I would have wanted it. When I spoke to students about it, they verified these thoughts. Several told me that they wished that they'd had more guidance on what was expected and how they could complete these tasks. Had I spent more time in class with them working on these types of problems, they would have gotten more of the guidance they were looking for.

One of my main goals moving forward from here will be to continue minimizing the barriers my students face in terms of understanding the language of mathematics. Most of my

students are ELL, and math tends to be like learning a language all on its own. I couldn't imagine taking a class learning Spanish, in French. I need to continue to be aware of being consistent with my vocabulary. Even changing between "multiply" and "times" can be confusing for some of my students. I will continue incorporating vocabulary and language practice in each of my lessons.

Another goal moving forward will be to bring some of the more quiet students out of their shells. During class time we have a lot of opportunity for peer interaction. I think there is a lot of room for growth in this area. I am fortunate to have small classes, but I still have about half to two thirds of each of my classes that participates actively in the class discussions and going to the board to demonstrate problems. When I make groupings, I try to pair the quieter students with students that will take more of a leadership role, but I think that might just encourage them to stay quiet.

Moving forward, I think there are a lot of things I could be improving upon. One of the things I think I struggle with most is my classroom management. From watching the video, talking with my mentor, and the supervisor of the student teachers here, I feel that this is a big area of weakness for me. That weakness affects my students greatly, in particular the students who struggle most in my classroom. This to me is one of the most important things I focus on moving forward. As a general rule, I want the classroom to be mostly student lead. That being said, I need to have enough of a presence to be able to keep students on task and engaged in the conversation. When students get off task in corners of the classroom, it distracts other students who need the conversation in order to understand the material.