

Video #2
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Video #2 – Growth

The goal that I gave myself for this assignment was to be more equitable in the classroom. My initial focus was on gender, as I only had two male students respond during a fifteen-minute lesson. I can say that I did improve as during my second lesson I had called on six male students during the first four minutes of my lesson. My student engagement was high enough that I was able to alternate between calling on both male and female students throughout the duration of the lesson. In this lesson I had almost the entire class wanting to participate, which was a huge improvement from my last lesson.

Some of the strategies that I used to improve being more equitable was being aware of how often I was calling on students. If a certain student didn't raise their hand often, I would call on them as often as I could to encourage engagement. I also implemented brag tags as a behavior management system. I gave out tags for those for students who had high participation in a lesson. Again, I would be mindful of giving those tags to students who didn't raise their hand as often as I could. To encourage participation, I also tried to instill a growth mindset inside my classroom. I had a brag tag that stated, "*I stuck with a hard task*". When a student would respond with a wrong answer I would have them explain their thought process and they would tend to catch their error. Creating an environment where students felt safe to make mistakes was important in increasing my engagement. So not only did my engagement with my male students increase, it went up for the majority of the students in the class.