

## Strengths and Challenges

I believe that I have many strengths as a teacher. I think that I am very good at being professional and showing up in a timely fashion. Professionalism, to me, is so important. I always want to speak with poise and be as polite as possible. Throughout my practicum experience, my cooperating teacher mentioned how she appreciated that I was always on time and acted professionally throughout my teaching, observations, and joining in on staff and PLC meetings. I feel that my respect for others helps me to work professionally in every situation that I am. I am respectful when it comes to listening to other ideas and advice. When I don't agree with someone, I do so in a polite way, and am willing to listen to their point of view. I know that my professionalism and ability to be on time will help me throughout student teaching and the rest of my career.

Another strength that I feel I possess is being able to listen to constructive criticism and grow from it. I always appreciate criticism and being told how I can improve upon my teaching. During my practicum, my university supervisor gave me many good points of advice that could help me grow as a teacher. I took these points of opinion and tried to implement them into my teaching. In being able to take constructive criticism, I feel that I am allowing myself to take others advice and use it to help me become better. Being able to listen to constructive criticism is a strength of mine that I know I will be able to use during student teaching.

A third strength that I feel I have and will be used throughout student teaching is my ability to be prepared and organized. I am a very organized person and have used this quality during past clinical experience and practicum. I was also very prepared for all of the lessons that I taught during the practicum. I made sure to have all of my materials photocopied and prepped multiple days before my teaching, but was also flexible and professional if I needed to change

something. I had all of my materials organized so that I was not scrambling to find something during a lesson. I know that my ability to be prepared and organized will help me throughout student teaching and in my career.

A challenge that I face when teaching is my ability to gather the students' attention. Sometimes I feel that I do not do an excellent job of asking the class to quiet down for instructions or teaching. Being able to quiet the students down and gather their attention is the one thing that my practicum teacher said I could improve on in the future. I think that I have a difficult time with classroom management as I do not want to overstep with my cooperating teacher. Ultimately it is her classroom, and I do not want to do anything incorrect when disciplining a child or telling the class to quiet down.

The second challenge I face when teaching would be my ability to give specific feedback to students. During the practicum, I found myself spending a lot of time helping individual students instead of providing feedback to other kids. I feel that if I made directions more clear for my students, I would not have to help students with instructions as much as I did during practicum, allowing me to walk around the room and provide specific feedback to other kids. I feel that students benefit significantly from receiving feedback that is centered around them and their work, and I feel like I could do a better job at doing that.

A goal I have for student teaching is to improve my attention-getting skills. I feel that I could reach this goal by watching and listening to all the ways that my cooperating teacher handles her class. I also think that I could read an article to help me better think of ways to quiet down the students when I am going to give directions or teach. This article I found online <https://www.thoughtco.com/nonverbal-strategies-to-quiet-a-classroom-2080991>, discusses ways

to use non-verbal strategies to quiet down a classroom. I will read this article and make note of the ideas I like and feel would be a good fit for the classroom that I am student teaching in.

The second goal that I have for myself during student teaching would be to give my students more student and work-centered feedback. I feel that I could attain this goal by making directions more clear for my students so that I can spend more time giving feedback and less time on answering direction based questions. I also think that I could read a book on learning how to properly and effectively provide feedback to students. The book *Mindset* by Carol Dweck is a resource that I feel I would benefit from reading again. This book gives many good ideas for providing feedback to students.