

Self Evaluation

Heather

SB Self Evaluation -- ESTU 474—Outdoor Education – Sucia

Please evaluate yourself in the following areas. Add other categories as necessary to address your experience. This grade covers most of the month of April and focuses on the Sucia Outdoor School.

Please type & submit by email attachment and printed paper copy with peer comments.

Effort and Ability related to lesson planning and teaching

Personal and Professional Growth

Completion and Quality of Assigned Work

Responsibility to Self and Group

Organization, Class Management and Ability to Motivate Kids

Punctuality and Attendance

I was on time and came to class every day.

Suggested Topics:

1. How you are feeling and thinking about your teaching. How does the high school age level look to you now? What was hard or easy or fun or rewarding or enlightening about teaching on Sucia?

I have energy and enthusiasm on my side. When I mess up in areas I can smooth it over with humor and my smile. However, there are many different areas I need to work on.

I need to work on organizing my thoughts and then speaking. I get my words jumbled when I speak at times and it comes out less fluently and organized. I just need to write down everything I am going to say and then memorize it so that I just become better at standing up in front of people and speaking, so that one day the words will flow smoothly and without much effort.

Also, my voice level needs to improve. I do not have a very powerful voice, so I need to work on techniques to get everyone quite quickly and interested in what I am saying.

High schoolers are more respectful than I anticipated, but at the same time they are not automatically interested in what you have to say. You have to earn their interest. They want to socialize more than I anticipated.

I enjoyed it a lot when they became interested in something or I heard them later talking about a subject that was taught earlier. Some things would really captivate them that were originally anticipated or vice versa. Understanding what their interested in would help in planning another program.

I was able to figure out more strongly that I do not want to teach teenagers in the long run. It was a great experience and fun, but I do not want to work to keep students interested all the time. Teenagers “have” to be in school, so it’s harder to keep their attention. There is also a lot of drama that occurs in their lives that affect their learning. Many of the girls shared with my their problems in their lives and I could see how those issues made it very difficult for them to become interested in what we were trying to teach them because at their age the social dynamics matter so much more to them.

It was really fun to get their feedback and hear ‘thank you’ from them. Allowing some of the students who say they never get out of Bellingham to get out into nature for a week is also a great experience. I enjoyed that a lot.

It was hard teaching them; having to think on your toes a lot and be able to direct their attention correctly and answer their questions adequately or in the best manner you can. There are so many areas I need work on that will only improve with time and more work.

2. How is our overall SB group functioning? Are there some things you would like to change or intensify during the last trip? How are you feeling about all this "group stuff"?

It’s functioning quite well. Everyone is working as a team and in really good spirits. No one wants someone to have to take on more work than others and therefore, everyone has been quite respectful and responsible of their duties and tasks.

Improving the leadership would be one area that could use work. There tends to either be a lack of leadership or too much leadership. Some people jumped into being a leader too much and do not allow others the opportunity and therefore a lot of great ideas and different group dynamics get shutdown. If we can get better organization on leadership and organization of time schedules that would help the group a lot.

All the “group stuff” is fine. It’s a really good learning experience. Having to cope with the same people all the time and work with them on many different levels is a challenge. Especially when under different circumstances. However, it is more real-life and is a great challenge to undergo. Using everyone’s time most efficiently and at the times when everyone is most focused is difficult and can be frustrating especially when we all have our separate lives that we have to manage as well. Almost everyone in the group has been really good at respecting everyone’s time and understanding each other’s needs. Any issues there are with the “group stuff” is minuscule compared to the growth we are all experiencing with it.

3. Do you have any thoughts to share about your project groups... how they worked? How were they different than the larger group? How did you function within your teaching group?

My project group worked quite well together. We had every color of person in our group, so nothing was ever really left out. When motivation was necessary there was someone there to fuel that, ideas were given, and logistics were covered.

It was easier to work in our project groups as they were smaller and it was easier to organize and assign work. Everyone could see when there was a weak area and fill that spot instead of waiting for someone else to fill it, which is easy to have happen in a large group. For myself, I took on many different roles, but brought a lot of the energy and goofiness. I didn't always take on the leadership role, but when I could tell it was necessary I would. I work well as a motivator and guider. As someone else is speaking and giving directions I am helping fulfill those directions and tasks. I need to work on my words and getting across what I mean to say and so when this would occur my group members would help me out, which was really nice to have happen. Great support.

Our smaller group was fluid and came up with ideas well and had successful communication. There was a good balance for each person and each person's strengths were efficiently used properly. I enjoyed my small group.

Please grade yourself for this class

Grade: B+

Signature _____

Date _____

Attach Peer Responses to the back of this evaluation.

Peer Responders: Your responses to this evaluation should be specific and phrased constructively: e.g. "I agree that you created a fascinating lesson on right whales, but it didn't have much local applicability. I noticed that you came in late on several mornings and it frustrated me when you missed my natural history seminar. I appreciated your supportive comments during my compass skills session. I think your "B" grade seems appropriate.