

Exodus

The only sophomore in my second-period Pre-Calculus class, Exodus has dropped her level of effort in the last two months. After struggling with three summative assessments in the class, she started attending office hours during November and December and was working on the concepts that she was misunderstanding. Though most of this happened before I began teaching in December, this helped her to build a stronger foundation before my unit. During our classes, I notice that Exodus is unafraid to raise her hand and ask me a question, and this willingness is likely something that has contributed to her success in first semester of Pre-Calculus. Another likely contributor to this success has been placing her in a group of students that work well together. Because one of her group members has taken Pre-Calculus before and because she feels comfortable around him, Exodus is able to ask him for help when I am unavailable. The other members of her group are also amicable and able to help when necessary.

Though Exodus was consistent in turning in her homework during the middle and end of the first semester, she has not been able to keep up with the class in recent months. When Exodus found out that she scored 90% on the summative assessment I gave during my December teaching experience, she could not resist doing a little dance out of excitement. It was obvious that her hard work was paying off, and she felt good about it. When analyzing her results further, Exodus achieved a score of at least 90% on the two problems that had the lowest scoring average in the class. This data shows me that Exodus put forth the effort to learn the content and to receive grades that she could be proud of. In addition to this effort, her willingness to ask me and her classmates for help are things that helped her comprehend the mathematical concepts we went through in class. This information makes it all the more puzzling that Exodus would be struggling now. She experienced success when she put forth the effort but has now struggled to

turn in assignments consistently and has struggled on her assessments. During class, she maintains a positive attitude, contributes to the discussion when asked, and interacts positively with her classmates. In order to find out how I can best accommodate her needs and how to support her, it is clear that I need to have a conversation with Exodus. Hopefully, this will give me a clearer picture of her recent struggles as well as some ideas for how to help her finish this year strong.

It is imperative that teachers use students' relationships to one another to strengthen their relationships to the content. In Exodus' case, it appeared that pairing her with certain classmates is something that helped her be successful. This is something that I need to keep in mind for other students as well because good group dynamics play an important role in supporting students in their learning. After all, if a student feels like they cannot seek help from their own classmates, then they will become more dependent on the teacher. In addition, though I am sure she will advocate for herself whenever she does not understand a mathematical concept or when she has a question, it would not hurt to check in with Exodus at different points in future lessons. Again, this is something that I need to do with all students in order to provide for individual needs and ensure their success in Pre-Calculus.