

## Interpersonal Goal

My next goal that I will be discussing is my interpersonal goal, a goal that involves my interactions with others. I have **declared** that I need to make my interactions with others more personal, rather than procedural. I thought of too many instances where I have “got the job done” without finding time to make those essential personal meaningful connections. To respond to this I **defined** my goal: *To value my interactions with others, and hope to learn something about/from them as well. While working with both high school and middle school students, I hope to connect with students and be able to provide to them premier academic experiences.*

I start by **distinguishing** that some of the key features of the goal are to: learn names/ faces, learn “who my students are” outside of the classroom (sports, hobbies, etc.), know the best ways that each student learns, have students be able to come to me as a resource. I then looked at ways to **develop** the logistics of how to go about accomplishing this, and realized that the best teachers in schools are the ones who make personal connections with the students. The content can be great, but it’s the teacher the student will have the connection with, not the content.

I look back on my own experiences in high school, one of my favorite teachers, who was a mentor, coach, and friend, taught math, my least favorite and worst subject. Though, I found myself spending the majority of my time in his classroom after schools, occasionally even discussing math. He found a way to make math interesting for me, he

coached the tennis team that I was a part of, and frequently related the math problems to different situations in tennis, knowing that was something I could relate to. I could discuss with him concerns about other teachers, students, etc. he created a comfortable, safe, learning environment, which is the top focus of any school classroom. I know how much having an mentor in the school meant to me, and I hope to be that person for my students in the future.

I see no need to account for **differentiation**, the alternative to my goal would be not make connections with my students, and it just simply is not a possibility. Even though it is a challenging goal, I have **decided** with a concerted effort it is manageable and attainable. I will **determine** my progress with my goal, throughout my next semester student teaching, and will make notes along the way so that I can make some suggestions and possibly adjust my approach when I move on to the high school.