

John Kaminsky

From: Ian Corey-Boulet
Sent: Tuesday, November 28, 2023 7:49 AM
To: John Kaminsky
Subject: Fw: JK Calculus notes

Hi John,

Here are my notes from when I observed you.

From: Ian Corey-Boulet <ian.coreyboulet@gmail.com>
Sent: Tuesday, November 28, 2023 7:45 AM
To: Ian Corey-Boulet <icorey-boulet@eastsideprep.org>
Subject: Fwd: JK Calculus notes

----- Forwarded message -----

From: Ian Corey-Boulet <ian.coreyboulet@gmail.com>
Date: Sun, Nov 5, 2023 at 11:55 AM
Subject: JK Calculus notes
To: Ian Corey-Boulet <ian.coreyboulet@gmail.com>

John Kaminsky observation notes, 11/3/23: Calculus (D Period) (8:30-9:40 a.m.)

- students asking about how to use their pass/skip on homework (if they save it until the spring, they get a 10% boost on homework for that tri -- but this is a joke, since all grading is based on completion)
- Miles writing equation on the board
- before class, Cooper says "you're the dream math teacher"
- at 8:30, asks if anyone else wants to write a homework problem on the board (chance to demonstrate their knowledge/explain to the class?)
- Arjun and Cooper volunteer to do so
- asks "who wants to lead us off with an intro question?" (best Thanksgiving food)
- asks, generally, if there were any questions about the homework
- Miles says he was confused about 1f
- demonstrates it on the board (chain rule), students take notes and seem to understand
- no more questions, so transitions into talking about the chain rule
- observes that so far they've looked at relatively straightforward examples (reviews what these were), and now they're moving on the more complicated examples -- although they still follow the same pattern
- provides an example and asks for solution; Arjun (!) volunteers and is correct
- then presents a more complex example and notes that the notation is tricky; asks a student to help him solve it, and she's correct

- explains the example further, checks in with students for understanding
- then presents several more challenging problems, re: concepts that they haven't covered before: "what if you have more functions nested within themselves? ... a function within a function within a function?"
- student notes that you have to keep doing chain rule
- walks them through it, pointing out that you have to work from the outside in
- makes a joke about how chain rule is like an onion
- Cooper asks why you can't work from the inside out, and he explains that you have to start by working on the outside part that contains the inner parts
- Miles asks if his solution is correct, JK comes over and checks, verifies it; helps other students with their questions as they're working on the problem (walks around the classroom)
- asks if students need more time, a couple of them request it; he notes that the others can and should get started on the homework, because it's longer
- goes around the classroom and checks in with students who are still working
- runs through the example on the board
- says that the rest of is time to practice this rule on new problems; emphasizes that the chain rule is the single-most important derivative rule, and they're going to be using it a lot
- goes around and answers individual questions
- some students opt to work out in the hall
- reminds them of list of derivative rules, explains that they'll be adding a few more, but they're relatively minor
- continues to help students working on problems and running into issues/questions
- mood in the class is calm and focused; students are using the time well
- checks in with Xander about making up a test
- teaching presence is very calm and reassuring, which I imagine is a great help, given the difficulty of the material