

INSTRUCTION AND DELIVERY REFLECTION

Highly Effective Strategy:

1. In an effort to teach the characteristics of slope, and how it changes when a line is steep or flat I wanted to use the activity/lab provided in the textbook. I wanted to do this so that the students would be involved in a hands-on lesson and make sense of a fundamental concept. I explained the directions, had the students choose their partner and instructed them to begin. I think that overall the class went well, the students understood the objectives there were just a few things that I would do differently to help the activity flow more smoothly. Next time I would have a demo set up so the students could see what they are expected to create. I did have a picture on the board but many students still had a tough time setting up the proper set-up. I also should have shown them what I meant by moving the rulers for the different trials. Some of the students were doing it correctly while others were moving the books instead, which worked, it just wasn't what was supposed happen. I should have addressed the units to measure in. I listed millimeters on the data table and the students were measuring in centimeters and then converting. I successfully implemented lessons learned from this activity in teaching my scatter plot project. I created a sample poster that included examples of everything that they were expected to do.

2. I noticed that the students had a tough time taking notes. They didn't willingly write notes on their own and when instructed to write information down they seem to get overloaded, wanting to write down the entire slide and growing frustrated when I move on with the lesson before they have written everything. So I designed guided class notes for the students. I would have vocabulary words typed with blanks left for the student to write in definitions, I would type one of the example equations and they would list the steps to solve the problem. Basically anything to lessen the amount that students had to write but still require them to stay involved and following along with the lesson. This strategy has proved very effective over the past weeks and I continue to use guided student notes weekly. Now students are able to take notes without being overwhelmed and lost when it comes to what should be written. I would like to lessen the amount that the notes guide the students and make them more and more vague/bare as the nine-weeks progresses. Hopefully this way the students will learn to write notes on their own.

3. As I taught and I would want the students, who sit in groups of four, to try a problem from the board in their groups and then come to the board and write the answer I continuously ran into the problem of multiple groups choosing the same problem to do. I felt that I was wasting time verbally assigning problems to the students to ensure that no problem was claimed more than once. I came up with the idea of listing each problem in a different color and having each team choose a colored index card at the beginning of the period. This way in the first two minutes of the class they chose their color and then knew that later in the period when they were to work on a team problem which color they were responsible for. Also, since they chose their color they were less likely to be upset at me when they didn't like the problem assigned. This has proved to be very effective. After using this strategy three or four times the students have come to know what to expect and things flow smoothly. There was no more reason for confusion about who was doing which problem and no problem was chosen by multiple teams.

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Less Effective Strategy:

4. One day in an attempt to get the students out of their seats and moving around the classroom I posted equations on cards that were taped around the perimeter of the room. The students were to move in pairs from one card to the next writing down the equations on their paper and then listing the slope and y-intercept for each equation. I had a timer and the students were to switch locations every thirty seconds. While they enjoyed being out of their seats it was hard to get them to understand that they needed to be serious and write down the equations and find the missing information. Some of the students complained that thirty seconds was not enough time while others were finished and were ready to shift locations each time. I felt that the students would have gotten more done if they had the equations on a worksheet in front of them on their desk. This may not have been effective because I may not have stressed to them that they were responsible for these answers, also I may have had too many posted throughout the room and they may have been overwhelmed because of that. I think in the future I would have equations posted at each group of desks and have the groups move from one cluster of desks to the next and give them five minutes at each station to get the information they need. This way the students could check on their teammates and they were still moving around, just not as often.

5. After teaching scatter plots I planned for a group project where the students, in predetermined groups of three, would choose from two sets of data information they wanted to chart on a scatter plot and answer questions about. This would be the first project I had done with them and I wanted to try it out. It would be them applying what they knew and me stepping to the side. I created a guide that broke the project down into each step necessary for completion. I designated which steps were to be done by which student and thought they would be able to complete it over the course of two class periods. I was wrong. The students didn't have the necessary prior knowledge (of scaling) to set up the graph which was required to apply their new knowledge of scatter plots. I don't think that this implementation strategy is bad or ineffective, I think that if there had been a bit more structure it would have been better. To provide more structure I could have stopped the whole class half way through the period to check in on everyone and be sure that they have all completed the first three steps. To cut down on the amount of off task behavior I should have told the students what step they are responsible for completing by the end of the period to receive a 100% classwork grade.