Reflections

|  |  |  |
| --- | --- | --- |
| Name: Molly Niedens | Strategy: Concept Mapping | Grade/Subject: 8th Grade Science |
| How/when you might use the lesson/strategy (e.g., introducing a topic, group work, individual work, culminating learning activity). Where will this fit? | What problems/challenges might you encounter? Choose at least one and describe how you might overcome the possible challenges. | How will you evaluate the strategy? What are you trying to accomplish? How will you know if the strategy is working? |
| This strategy is a great warm-up, or pre-assessment activity. It could also be used as a culminating activity for students to display the knowledge they have learned during the class period as a “ticket out”. This strategy will be used most frequently as individual work, but could potentially be used as a lab activity as well. | Possible challenges:   * Not all students visualize concepts the same * Can make non-hierarchical information hierarchical * May seem superfluous to advanced learners (or those struggling with an idea) * Evaluation more time consuming for teacher * Consistently scoring maps   To help students understand the purpose of the assignment, I would convey the importance of both plate tectonics and self-reflection. Occasionally, only reading concept maps and not taking for a grade will save the teacher time when evaluating. | With the Concept Mapping strategy, I am gauging students’ knowledge of a concept. This strategy will most likely only be used for pre-assessment, warm-up, or “ticket out”. The detail presented in their concept maps will offer insight into their understanding. This information will help me determine how to best assist them in their learning process. |

|  |  |  |
| --- | --- | --- |
| Name: Molly Niedens | Strategy: Cubing | Grade/Subject: 8th Grade Science |
| How/when you might use the lesson/strategy (e.g., introducing a topic, group work, individual work, culminating learning activity). Where will this fit? | What problems/challenges might you encounter? Choose at least one and describe how you might overcome the possible challenges. | How will you evaluate the strategy? What are you trying to accomplish? How will you know if the strategy is working? |
| I think cubing best fits into the curriculum as a review activity. It could be used as an engage activity at the beginning of class or as a culminating activity at the end of a class period. This strategy would most likely be used towards the end of the unit, for example, test review day. I believe this would be the best time to use this strategy because Bloom’s Taxonomy is considered when making the cube. These higher-ordered questions will really test the students’ mastery of the content. | At first I think it would be complicated to come up with questions of varying levels if differentiating based on readiness. A problem that sometimes occurs during tiering 🡪 students might realize what the different cubes represent. I would not want students to feel ostracized by always receiving the “lowest” cube. The easiest way to overcome this might be to change the colors of the differing cubes frequently. | The purpose of the cubing strategy is getting the students to put more reflection when thinking and answering questions. I will evaluate this strategy informally by walking about the classroom and observing students and listening to responses. Formally, I can evaluate this strategy by having students write down their questions and answers.  By level of discussion, confidence in answers, and amount of detail in responses I will be able to evaluate the implementation of the cubing strategy. |

|  |  |  |
| --- | --- | --- |
| Name: Molly Niedens | Strategy: Independent Projects | Grade/Subject: 8th Grade Science |
| How/when you might use the lesson/strategy (e.g., introducing a topic, group work, individual work, culminating learning activity). Where will this fit? | What problems/challenges might you encounter? Choose at least one and describe how you might overcome the possible challenges. | How will you evaluate the strategy? What are you trying to accomplish? How will you know if the strategy is working? |
| Independent projects are individual assignments. In the lesson for this strategy, students are getting the opportunity to make their own car. This project will occur at the end of the year, after state testing. Students will have more time to research, explore their design, and build. | Self-motivation could be a problem for some students during an independent project. Classroom management will be more challenging during independent projects. Having 30 students working on different projects will be hard to keep track as a teacher. Using the CHAMPS strategy and setting clear expectations prior to starting the project should keep students engaged in their work and less class disturbances. | This assignment is demonstrating the importance of research and creating self-assigned action plan when working on an independent project. I will evaluate the student products using a rubric. I will be able to tell if this strategy is effective if students are highly engaged, and self-motivated. |

|  |  |  |
| --- | --- | --- |
| Name: Molly Niedens | Strategy: RAFT | Grade/Subject: 8th Grade Science |
| How/when you might use the lesson/strategy (e.g., introducing a topic, group work, individual work, culminating learning activity). Where will this fit? | What problems/challenges might you encounter? Choose at least one and describe how you might overcome the possible challenges. | How will you evaluate the strategy? What are you trying to accomplish? How will you know if the strategy is working? |
| The RAFT strategy is best used as a culminating activity; a chance for students to display their mastery of a concept. I will use this strategy as an expansion of the curriculum. | Students who struggling in writing and creativeness might struggle during this activity. The biggest challenge I would have during this assignment would be lack of resources. Due to the large amount of students at my school and limited computer access, I would have to plan far in advance to reserve the computer lab. The best preventative for potential problems would be to notify the parents of this assignment and the limited school computer access ahead of time. It will be explained that if students are not working efficiently during limited class time at the computer lab that students will need to finish on their own time with their own resources. | Through the RAFT strategy, I am trying to incorporate more cross-curricular subjects into my classroom; in this case writing and speaking. My hope for this assignment is for students to be a bit out of their comfort zone, and to challenge them. I will evaluate student’s assignments using a rubric. |

|  |  |  |
| --- | --- | --- |
| Name: Molly Niedens | Strategy: Exit Slips | Grade/Subject: 8th Grade Science |
| How/when you might use the lesson/strategy (e.g., introducing a topic, group work, individual work, culminating learning activity). Where will this fit? | What problems/challenges might you encounter? Choose at least one and describe how you might overcome the possible challenges. | How will you evaluate the strategy? What are you trying to accomplish? How will you know if the strategy is working? |
| Exit Slips are an effective way to get individual student knowledge on a topic or concept. Exit Slips will occur at the end of the class period before a student leaves for their next class. I can use Exit Slips to gain insight their thoughts and opinions of the class or about their understanding of content. | The greatest challenge I foresee with this strategy is organization and collecting all of the exit slips quickly at the end of the class period. Also, reading the exit slips promptly before the next class period could be difficult. Having a box for each class period will help keep the exit slips organized. Having a roster and not letting students leave until they have turned in their exit slip will insure all students do their exit slip. | For the most part, I do not believe Exit Slips should be graded, as they are informal assessment. Through Exit Slips I am trying to discover student thoughts, opinions, and knowledge of each students learning. The information presented on the Exit Slips will help me improve as a teacher. It will enable me to see a perspective outside of myself and give precedent for self-reflection. I will be able to better help each student on an individual level once I am aware of their understanding. |

|  |  |  |
| --- | --- | --- |
| Name: Molly Niedens | Strategy: Tiering | Grade/Subject: 8th Grade Science |
| How/when you might use the lesson/strategy (e.g., introducing a topic, group work, individual work, culminating learning activity). Where will this fit? | What problems/challenges might you encounter? Choose at least one and describe how you might overcome the possible challenges. | How will you evaluate the strategy? What are you trying to accomplish? How will you know if the strategy is working? |
| In the past, my team has used tiering as individuals prior to a unit test. We give a quiz to see where students are in their learning, and then give them an assignment based on readiness in preparation for the unit test. Tiering could also be used as a group or partner activity if paired with students at the same ability level. This strategy works best in science on lab group days. | The teacher’s challenge is to ensure that all tasks, regardless of readiness and tier level, are interesting, engaging, and appropriately challenging for each student.  The challenging part teachers sometimes face with tiering is making work different but not simply giving less or more work. Also, keeping work expectations fair is a concern. I have attempted tiering before and the greatest problem I faced was students learning why they are placed in each group. If you are not careful, students will realize they are in the “lowest” tier and feel bad about themselves or embarrassed. One possible solution, is having the three groups written in columns on the whiteboard and the three labs groups already set-up as students entered the classroom. Students will know right where to go without time to ask questions about how the groups are being organized. | Tiering is used to differentiate lessons for readiness of students. This helps advanced students from being bored and gives struggling students time to catch up their understanding. From my tiering attempts in the past, this strategy has proven to be beneficial. The advanced students really enjoy the freedom to be more creative in their assignments. It also gives the struggling students time to review the material and ask questions for clarification. Rubrics are used when grading tiered assignments. |

|  |  |  |
| --- | --- | --- |
| Name: Molly Niedens | Strategy: Menus / Choice Boards | Grade/Subject: 8th Grade Science |
| How/when you might use the lesson/strategy (e.g., introducing a topic, group work, individual work, culminating learning activity). Where will this fit? | What problems/challenges might you encounter? Choose at least one and describe how you might overcome the possible challenges. | How will you evaluate the strategy? What are you trying to accomplish? How will you know if the strategy is working? |
| Menus, Choice Boards, and Tic Tac Toe boards would most likely be an individual activity only. This strategy would be most used as a culminating activity. | Teacher needs more time and preparation with this project than with direct instruction. This can be overcome through advanced planning, and partnering with colleagues. When my team uses choice boards or Tic Tac Toe, we all work together to come up with activities and ideas. Students changing their mind after picking choices, students managing their own time, self-motivation and classroom management are other possible problems that may occur with this strategy. | Menus and choice boards are great for accomplishing review of material. Projects will be evaluated and graded with rubrics. You can evaluate student’s opinions of this strategy if students are working and through observation. You know if the strategy is working by student interest, participation and quality of work/content. |

|  |  |  |
| --- | --- | --- |
| Name: Molly Niedens | Strategy: Learning Contracts | Grade/Subject: 8th Grade Science |
| How/when you might use the lesson/strategy (e.g., introducing a topic, group work, individual work, culminating learning activity). Where will this fit? | What problems/challenges might you encounter? Choose at least one and describe how you might overcome the possible challenges. | How will you evaluate the strategy? What are you trying to accomplish? How will you know if the strategy is working? |
| I believe learning contracts would be most useable before a major student-lead project. This will give students clear expectations of what they are to do, as well as holds them accountable. Learning contracts can be used on an individual basis, but would also be effective for partner or group work to insure all members’ participation. Learning contracts will be used for more significant type of assignments; therefore would probably be used for a culminating activity. | Keeping track of 140 student-learning contracts could be overwhelming from an organization perspective. Also, remembering the details of each student’s individual contract would tough. Making a binder for each class period, and using a 3-hole punch would help keep the contracts organized. By alphabetically organizing the contracts in each class, contracts would be easily accessible. | This strategy is used to keep students on task, set expectations, and to keep students accountable for their actions and learning. Students get to voice their opinion for the learning preferences. This strategy will be evaluated based on the effectiveness of keeping students on task. |