

Co-Teaching Feedback Form

Co-Teacher Name: Kim Shea

Position: General Ed

Co-Teacher Name: Michelle Murphy

Position: Special Ed

School: O'Maley Innovation Middle School

Grade/Subject: 7/Math

Unit: Ratios & Proportions

Sub-Unit:

<u>WORKS</u> Positive practices in your co-teaching lesson - from this lesson plan	<u>QUIRKS</u> Practices in a co-teaching lesson - from this lesson plan - about which you have doubts	<u>CHANGES</u> Changes you would make in this lesson
<p>Cross multiplication worked well.</p> <p>The visual of the line going through the origin stuck with them. They could identify quickly that it's proportional.</p> <p>The paper quizzes were more accessible.</p>	<p>Forcing them to do things using a certain method isn't so good.</p> <p>They need to read. Many got a question wrong on the test because they solved a proportion when they were only asked to set it up.</p> <p>They still don't have a reasonable comfort level with the fact that a fraction is a mini-division problem; unit rate is merely solving that division problem.</p> <p>5.6 is the culmination of all things in chapter 5, and the first time they saw direct variation.</p> <p>They weren't comfortable getting an equation into $y = kx$ format using what they already know about one-step equations.</p>	<p>Teach them all methods for solving proportions, and let them choose the one that works for them when it comes to quizzes/tests.</p> <p>If the quiz forces a certain method; then either give a Google Forms quiz, or give the answer.</p> <p>Point out that an equation in $y = x/3$ is actually in $y = kx$ format because of the 'invisible' 1 in front of the x.</p>

