

Teaching Feedback Form

Teacher Name: Kim Shea

Position: Teacher

School: ██████████

Grade/Subject: 7th/Math

Unit: Expressions

<u>WORKS</u> Positive practices in your unit	<u>QUIRKS</u> Practices in this unit about which you have doubts	<u>CHANGES</u> Changes you would make in this unit
<p>Slowing down when they weren't ready for the end of chapter quiz was a good idea.</p> <p>Providing them with a practice quiz, with all of my steps in arriving at correct solutions helped A LOT.</p> <p>Accelerating 4 students has had a fabulous impact. They feel confident, and are giving me their best. Other students are correctly seeking them out when confused and the discourse becomes more & more rich.</p>	<p>Providing steps needs to be recognized as scaffolding, not a permanent solution. The goal ought to be providing the answer only, and challenging them to come up with the correct steps that lead to that answer.</p> <p>I am MORE than available to clear up any confusion, However, it can't be denied that peer interaction wields great power. When students seek out other students for solutions, we have many wins. 1. The student helping becomes stronger in the concept for having had to describe their thinking. 2. The struggling student feels safer asking a peer for help.</p> <p>Some of the more shy students still continue to assure me that they're fine regarding comprehension.</p>	<p>Start finding a way to grade partner participation. I still have way too many kids sitting next to their partner, but not actually working with him/her.</p>

Overall Impressions: The movement of math from concrete to abstract is really difficult. This chapter involved fractions, integer rules, multiplication, division, and excellent reading skills. Not easy.