

Teaching Feedback Form

Teacher Name: Kim Shea

Position: Teacher

School: ~~St. Ann's Academy~~

Grade/Subject: 8th/Algebra I

Unit: Equations

<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>Partner work - the academic discourse is quite brisk.</p> <p>Hands on working in class went a long way towards increasing comprehension.</p> <p>After school help sessions went well. Dedicated 8th grade help sessions went even better.</p> <p>They quickly developed a comfort level toggling between listening to me & then doing their work - transition times were good.</p>	<p>Partners who weren't friends didn't do such a great job together; I expected them to get over that.</p> <p>I thought they'd have much better prior knowledge of the Distributive Property.</p> <p>I thought they'd have much better knowledge of fractions; converting between mixed numbers and improper fractions, and finding common denominators.</p> <p>There's a general reluctance on the part of many when it comes to using their resources and persisting at problem solving. WAY too much dependence on asking the teacher.</p>	<p>Do a mini-lesson on the Distributive Property prior to this chapter. Do one on fractions also.</p> <p>Provide a study guide for each quiz.</p> <p>Have them create their own study guide for the test.</p> <p>Discuss 'explain your reasoning' on homework reviews more often.</p> <p>Be stricter when manually grading 'explain your reasoning.'</p> <p>Place more emphasis on vocab. & properties.</p> <p>In the future - 3 ring binder would be best.</p> <p>Set all homework checks to unlimited to increase tenacity.</p>

Overall Impressions: 8th grade is my challenge. They've had an entirely different teacher and style for two years, and the digital platform of Big Ideas is new to them. The goal here is to maintain rigor, while scaffolding well and being sensitive to the fact that this is an application year for many.