**From a student’s perspective, the strengths and challenges are…**

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| Strengths | Challenges |
| * I am a “hands on” learner * I often think or desire solutions in various methods * I am high energy * I am eager to please, when you have earned my trust * I like projects * Tech experts * Empathy * Repetition of content in various learning styles * Graphic organizer notes * Technology applications * Post its * Individual work * Starting basic; progress increase * Interactive notebooks * Supplementing new material with basic skills through online programs * Creating rules book that discuss steps and why these steps occur * Using different methods for delivering information * Previously, recently taught material * Material focused on their interests * Working 1:1 with adult * My students are older and like to apply the math to real world * Motivated to graduate or GED Good with visuals * Good with 1:1 guidance * Math binders * Interactive notebook * Non-fiction reading to apply to real life * Repeated practice * Start slow – I can….. Find success, move on * Technology * iPad use * Centers * Projects – to an extent * Bell ringers * Real world examples * Guided practice * You tube videos * Calculator skills * 1:1 help * Calculator skills * Empathy * Real world experience * Visual learners * Willingness to try * For some, they enjoy math, especially math in which they see tangible results. Technology they have available to them. * Done in a systematic way * Can use calculator – finally! Practical over longer periods of time for fuller understanding * Relates to science / real world problems and ideas * Technology at their fingertips * Repetition * Changing grouping of students in class * Visuals * Working together as a class to solve problems – “guided problem solving” * Direct relevance to what we are working on at a given time * How “know how to” do applied math will benefit them in their future * Guided problem solving * Use of technology * I can see ways I can use this in real life * I like Destination Math * Can do work with me * Partners (certain pairs) * Showing them how to use resources (calculator) * Specific – clear steps * Simplify * Visuals * Visual representations * Problem solving when it’s real world and it matters * Having them talk through their answers * STAR Math focuses students’ abilities * Attendance * Ability to follow a pattern * Enjoy learning * Know multiplication facts * Motivated to do well | * I have several months (years) of gaps in my math knowledge * I get frustrated easily * I am afraid of failure * I have a hard time getting my thoughts to paper * Non-fiction literature – penny, mars, “scholastic math” * Group work – in any form * Absence (how do I catch up the levels) * Independent work * Getting students to mastery * Keeping students on track or catching them up after absences * Collaboration * Working in groups * Old material taught differently than before * New material that shows no relevance to their interests * Not connecting new material to old material * Moving too fast * IQ / Disabilities * Basic facts * Gaps in learning * Absences * Mental health and behavioral concerns * Organization * Vocabulary * Fear of failure * Weak collaborators * Limited peer help * Unsure of how to investigate on their own * Unable to connect previously taught material * Lack of fluency * Absences * Behavior * Sleeping * Students taking accountability for learning * Projects – PBL – cause breakdown, failure * Tests * Lecture * Direct instruction all the time * Independent work * More complex functions on calculators * Not keeping up with others in the class, don’t want to let others see that I don’t get it * How will I use this in real life * Getting along with my peers * Balance all the seemingly irrelevant information with other subjects they are taking along with the even important social life. * Language / vocabulary is difficult to understand * Don’t have the basics * Don’t care – hate math – fear or failure * Why? Relevance and priorities * Increasing absences create huge gaps * Application of curriculum * Working independently * Upper level thinking – critical thinking of real world application at grade level * Attendance – how do we catch them up? * How do I teach fluency within the required curriculum * Move students to more independence * Where / how far I go back * Takes me too long to do * I don’t understand * I don’t have my rote memorization * Attendance * Motivation * Lecturing / copying notes * Independent work * Notes that require reading * Groups * Plan for absent students * Multi-step problems (attention and focus) * Theoretical (n sides to a shape) * Vocabulary * Attendance * Carry over * Gaps * Focus and priorities * Lack of reinforcing HW * 2nd grade math level; 8th grade classroom curriculum. HW is not do-able * Independent is not happening * Language of math problems * Writing how to do problems * When to apply operations, not comprehending the language of the task |