**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 GEDGood 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
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