

Domain III Reflection

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Expert teachers know how to find the balance between routine and spontaneity. As I work towards achieving this homeostasis, I find myself relying on two main strategies: the gradual release of responsibility model, refined by Webb, et. al. (2019) and required by my school's administration, and problem-based learning, as explored by Li, et. al (2013). As the majority of my lessons follow the gradual release format, I have collected an assortment of strategies for each of the three components, "I Do, We Do, You Do," that cater to my teaching strengths and help me achieve my school's and my personal goals for my classroom.

During the "I Do" portion of the lesson, the primary method I include is the Think Aloud, in which I verbalize my inner thoughts as I work through a problem at the front of a room. This strategy is shown to assist students' language comprehension even beyond the English Language Arts classroom (Duggirala, 2019). I've also modified this strategy by pre-recording myself performing a Think Aloud, and while I show it in the classroom, I am available to monitor students, pause and ask probing questions, and gather information based on student behaviors. Sometimes, I am able to find similar videos made by other teachers on YouTube. When I find good examples, I have the opportunity to learn from others strategies that I may not have originally planned to utilize.

During the "We Do" portion of the lesson, I like to minimize the number of days in a row in which I incorporate the same strategies. Because of this, I have many low-tech and high-tech options in my rotation. Among low-tech strategies, I enjoy implementing Think-

Pair-Write-Share, which is an augmented version of Think-Pair-Share, which promotes literacy and reflection (Naim, 2020). Two high-tech options include IXL Jam and Desmos Polygraph. An IXL Jam presents all students with the same problem at the same time. The instructor selects the skill and the difficulty and is able to change those settings as students become more comfortable with the material. Desmos Polygraph is an online activity that pairs students in the class and promotes academic language by prompting students to ask and answer yes-or-no questions on the skill they are learning. Both of these options track and archive student data which helps me pace the remaining “You Do” segment of the lesson and informs the lessons that will immediately follow the current one.

When we arrive at the “You Do” section, I like to give students the opportunity to self-diagnose their level of understanding with the new skill. Then, I provide a variety of assessment options that correlate with each level. Students who feel they need more assistance may continue working on an IXL Jam in a small group. Students who have a moderate understanding of the concept may complete an IXL assignment on their own or engage in another activity through Desmos or Google Slides. Students who are ready to extend their learning may be provided an activity, like a worksheet, in which they must create their own content on the new material or make decisions using the new mathematical principles.

Though I have a variety of tools with which I am comfortable teaching and assessing, my current goal is to use them to develop strong routines that allow students to reasonably predict the flow of each class yet wonder what each day might include.

References

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