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IDE 631
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Reflection - 10.1.12

First, I love how this class connects with what we learned in 621. Not only does it help me understand what's going on, it also makes more sense of what's going on in 621! When it comes to the 9 instructional steps that we discussed, I feel very comfortable. When I teach, I pretty much do those steps anyway. The first set that are group together are like the "I do" portion of the lesson, then the middle ones are the "we do" and the last ones are the "you do". That's actually my favorite model to use when teaching, so I think it'll be easy to design something for my performance problem that will take care of that. I think that hardest part will be the mini-assessments along the way. I've never really written down how I assess along the way, so I'll really have to think about how to explain that. It might be as simple as walking around the room and checking white boards or something.

I'm still not all that sure how the needs analysis is supposed to look. Should it be in paragraph form? Bullets? I guess I'll have to look up some examples online just to see what they look like. I already know what I want to write for each part of it, well pretty much, but I just don't know how to format it. If it were me looking at a needs analysis, I'd want to see something clear and organized, like a bulleted list. But maybe it has to be more formal than that? I guess I'll find out!

Sometimes I get confused between learning strategies and instructional strategies. As a teacher, they kind of get lumped together...even though I know they shouldn't. I have to remember that learning strategies relate to the way the students learn and instructional strategies relate to the way I teach them to attain that knowledge. I think, anyway.

This big project is finally starting to make sense to me, which is great. I wasn't sure how it was all going to come together with all of the different things we'd been discussing in class and ALL of the reading that I've done. By the way, I feel like when I do the readings I get even more confused! Good thing we have face to face class discussions, or I would be lost! Anyway, back to how I DO understand what's going on. It's neat to see how we can build off of our instructional goals and learning objectives to add what kinds of thing we'd do to meet those goals and objectives. I just added another few columns to the table I had already made for my instructional goals and learning objectives. Now I have a bit more of an idea about how to design a plan to facilitate these goals. I'm a little worried that I don't have enough goals, I only have two, but it's difficult to break it down even further. It would get into such basic ideas as simple addition, subtraction, multiplication and division. Those aren't really the problem. It's the part where students have to know what to do within the word problem to solve it. Most any student can draw a picture to figure out a multiplication problem or division problem. There won't be any long division at the level I'm working with, so no need to worry about that. I guess after writing all of that, two goals are actually enough! Oh reflecting, how I underestimate you!