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GATE 7390
Reflection Set 2
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PART A

- a) The lesson that was videoed was a day in which the students were learning how to work in teams to complete a timed design challenge given limited materials in which to work. The overall concept focused on the brainstorming step of the engineering design process, in which students were required to use the first five minutes of time to brainstorm and make record of the brainstorming process. I wanted my students to understand the importance of brainstorming and planning ahead- which will save time and resources in the long run, versus just grabbing the materials and figuring it out as they go.
- b) The strengths of the lesson were the fact that they had done an activity the day before and most teams failed the challenge. This day they were determined to make it better, and follow the guidelines. It worked well because of my encouragement and enthusiasm towards the students as they were documenting their brainstorming and following the given directions. Throughout the entire process, I kept reminding them of the time left, encouraging their creativity, and supporting their efforts.
- c) One area of improvement, is that I could give the students a minute or two extra to view the materials before the brainstorming session, and then take them away. Even though most of the groups did follow the brainstorming rules, many were handling the materials and began working, even as they were just supposed to writing ideas. I think NOT having the materials at their tables would have encouraged even more writing and documenting ideas.

PART B

STUDENT GROWTH

- a) My students cognitive development grew over the weeks of SLUFY. I know this because the first design challenge they completed did not follow any of the given steps of the Engineering Design Process. The students were given the materials, they grabbed them all, tried to put together something- made mistakes and asked for more material. After they realized that materials were a limited resources, they rethought their process. By the 3rd design challenge they were actually working
- b) There was not enough time to view effective growth in social and emotional development. In a two week class, I did observe that on the

first day some students were shy, others were proudly boasting. By the end of the second day, there was a noticeable cohesion amongst the students in each class.

TEACHER GROWTH

- c) My views have not changed significantly from before courses in Curriculum and the gifted practicum.
- d) My teaching practices have changed somewhat, as I am now more aware of differences in gifted students, such as gifted girls and twice exceptional students. I have learned a great deal on how to differentiate instruction to cater to sub populations within gifted classrooms.
- e) I enjoyed getting feedback, I am always looking for ways to improve my teaching to reach more students effectively.
- f) My most significant understanding was the need to address the diverse learning styles of each subpopulation of gifted students. During the intro class, I started to understand the need for implementation of lessons geared towards the affective needs of all gifted students. In the affective needs class, I really understood just HOW to implement the differentiation to accommodate the many learning styles of the gifted students.
- g) I feel that I need more training in differentiation for a "regular classroom", I find that the most difficult task. I teach in a fully gifted classroom for the majority of my day, however a couple of classes I teach are a heterogeneous mix of all students.
- h) My colleagues could use PD in serving the affective needs of gifted students. Their reception is poor, because any time I try to have a discussion, they tell me "you have it easy, you teach GT". Unfortunately, they don't realize that there is an entirely different set of problems that go along with teaching GT.
- i) I do not lead PD in my school
- j) My two professional goals are:
 1. Successfully implement a fully differentiated unit for my students
 2. Bring in PD for the rest of the school for them to understand the social and emotional needs of gifted students.

III. PART C

1. I have 1-4 years teaching
2. I have 1-4 years teaching GT
3. I teach 6th grade math to all gifted students at Fuller Middle School
4. I have a bachelor's plus 15
5. High school GPA: 3.9
6. Undergrad GPA: 3.71
7. Graduate GPA: 4.0
8. Professional Workshop hours : 6
Coursework in gifted: 15 graduate hours –
will have endorsement after PRAXIS

Masters/Doctorate will not be in GT
9. It was the only job offer I got in 2010.
10. More than anything else, I think it is important that teachers of gifted have a thorough understanding of the affective needs of gifted students.