

Teacher Portfolio Entries

Teacher #1

8th Grade Teacher
Reflection on Implementation of AST Chapters 8-10

Plan: Upcoming Lesson

Read and review upcoming lesson.

1. What is the goal or purpose of the lesson in the larger unit?

The goal for this lesson is to apply the knowledge of force and motion students learned about in a previous unit to roller coasters they are designing.

2. How will you provide opportunities for meaningful sense making?

I will provide opportunities for meaningful sense making by providing students the opportunity to discuss their thinking

with partners, their small design groups, and as a whole class. I will give students opportunities to think about their responses to questions by providing them some think time before a whole class discussion.

3. How will you incorporate an activity to engage students in sense making?

I will incorporate the activity “Sticky Note Poster” to give students a chance to write down their thoughts before sharing them out.

4. What strategies for equity will you use to encourage full participation in collective thinking?

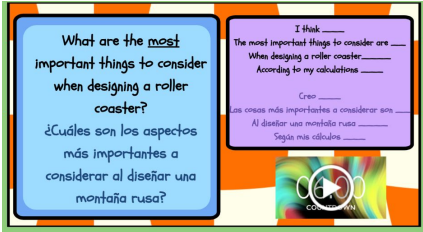
Some strategies I will use to encourage full participation is allowing students to write/ share in their native language and to discuss their thoughts with their design groups as they write down their responses. Writing their responses before discussing allows students to have think time before they share. I am also going to provide various types of questions to allow all students to have a starting point.

5. What artifacts will you bring to the next session to share your implementation? (video, student work, lesson plan annotation).

I will images of the sticky note posters with the response that students came up with.

Reflection on Implementation

Describe how you are allowing students to show what they know through scientific thinking. What went well? What was challenging? How will you continue to provide opportunities for ongoing student thinking and sensemaking in your classroom collectively? Be sure to add artifacts to this slide.



I am allowing students to show what they know through scientific thinking by providing various opportunities/ activities to think through scientific ideas and language.

Something that went well was having all students participate in the sticky note part of the activity. Each student either wrote their own ideas on their sticky notes or collaborated with their design group.

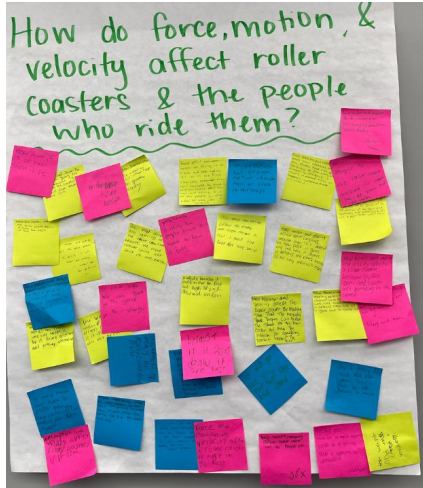
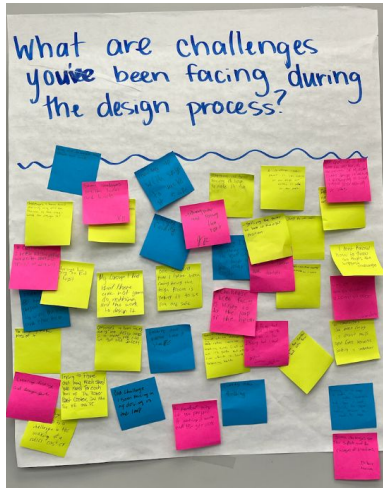
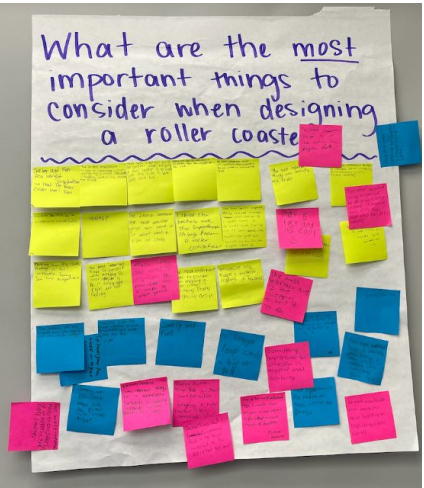
Something that was challenging was getting all students to participate in the discussion part of the activity. The participation increased which I think writing down thoughts helped with.

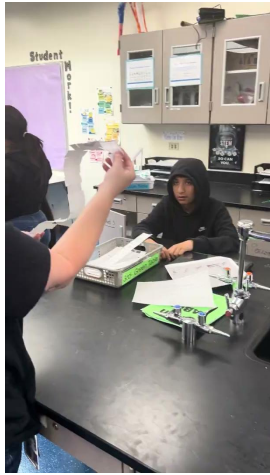
I will continue to provide student thinking and sense making by encouraging students to engage in discussions, share their thinking, and allow for space for students to engage where they are at (using native languages/ their daily speech).

Yellow: 3rd Period

Blue: 5th Period

Pink: 7th Period



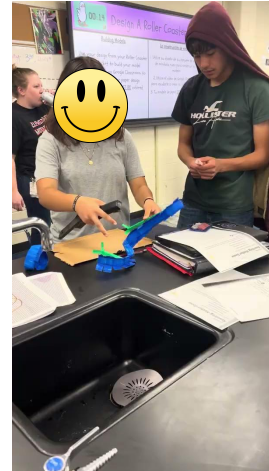


Observation
 Artifacts →
 Socratic
 Seminar/ Small
 Group
 Discussion

Design Check In
Registro de diseño

- ❖ Make a group of 3-4 students that are **NOT** in your design group.
- ❖ Share your design with your group and discuss the following :
 - What was included in your initial design?
 - What is your model looking like? Where there any changes you needed to make?
 - What challenges and successes have you come across?
 - What science concepts have you used in your designs?
- ❖ Haga un grupo de 3-4 estudiantes que **NO** estén en su grupo de diseño.
- ❖ Comparte tu diseño con tu grupo y discute lo siguiente:
 - ¿Qué se incluyó en su diseño inicial?
 - ¿Cómo es tu modelo? ¿Hay algún cambio que necesites hacer?
 - ¿Con qué desafíos y éxitos te has encontrado?
 - ¿Qué conceptos científicos has utilizado en tus diseños?

1000



Teacher #2

2nd Grade Teacher

Reflection on Implementation of Ideas in Science in the City


No Fee Science Club Implemented (Artifacts)




The Magic of Science
Special Invitation to a Free 6 Week
Magical Science Class after School
Teacher: Mrs. Bryan
6 Thursdays from 2:30-3:30 p.m.
March 14th and 21st and April 4th, 11th, 18th and 25th

Students will cover:

- Magical Science Experiments
- Color Changing solutions
- Expanding Matter
- Experiments that Float
- Experiments with Magic Sand
- Experiments that Glow



My child would like to participate:
Student's Name: _____ Grade: _____
Parent's Name: _____
Phone number: _____
 I can pick my child up at 3:30 each class date.



After reading about “Black Tax”, I was thinking about how Holm didn’t have any science clubs that were “no fee” clubs . Keyerria, Eva and Shannon said, “you should start one” and they made it sound that simple. I applied for the science grant, received it, asked my principal and parent group for permission, bought supplies, planned lessons and we were off and running. Teachers invited 2 students each based on students who were interested in science and are historically underserved students, I had 25 students sign up mostly Students of Color and Second language learners. Parents seemed very excited to have a free after school academically focused club to join. The kids seemed so excited to get to use the new equipment purchased. My plan is to continue the club next year, the supplies are also available to any teacher who would like to use them and I will definitely run another next year. It got the ball rolling in our school and my colleague ran a free STEM Engineering class after hearing about my class. Hopefully will have even more teachers on board next year.