**Tahira Washington Jones**

**Professor Peter Appelbaum**

**Masters Reflection**

**ED512 Differentiated Instruction Inclusion**

This class was on theory and research base differentiation. The Professor gave us strategies and technologies that can be used in the classroom. She also gave us multiple approaches to help and maintain a classroom environment that had flexible routines. We used a variety of assessment practices that facilitate effective differentiation.

**ED523 Teacher and the Classroom, Secondary**

This class was taught at Upper Dublin by two teachers.

We modeled different skills in class, and then we had the chance to practice them in field experience at UDHS (or in our own classroom.) We were evaluated on lessons, and we were open to accepting critique. Field work was done, which I was able to do at my school, we were required to spend a minimum of 24 classes working/instructing/tutoring (two classes/week for 12 weeks).We were also audited on our work for the first six weeks of class. However, very little feedback was given. The class was informative but I would not take a class with co-teachers again. Though they were both good facilitators, it became confusing on their expectations.

**ED526 B Learning and Assessment in Secondary Math**

In this class, each week we were assigned readings and videos from the Boaler and Humphreys text, and required to write a narrative response to one section of questions that accompany the video. We also had to post on Blackboardon a regular basis in order to keep our in-class conversations going, as well as to address issues that may not come up weekly. We were also required a minimum of ten hours of fieldwork in a secondary mathematics classroom setting. Finally we had to prepare and write a lesson plan for one algebra lesson/topic and one geometry lesson/topic. Teacher was very informative, but very long and sort of boring. She did more facilitating, which is what she told us not to do in our classroom.