Lab/Lesson Debrief
Applying the Six Stars in Your Classroom

Notes and Ideas:
Reflecting on teaching and learning is essential to science education. Effective educators regularly “debrief” lessons as part of their teaching reflection. Some take notes and do a more formal debriefing...others do it in their minds. Either way, it’s important to reflect on the success of a lesson in accomplishing the lesson’s goals and objectives, decide on adjustments and adaptations that should be made, and then try the modifications. The debriefing process should include reflection on one’s teaching as well as what is learned in the classroom.

Use this form to reflect on how a lesson addresses the effective pedagogies that are part of APS Six Star Science. If you already regularly reflect on your lessons, it may prompt you to consider additional points. If you don’t regularly reflect after teaching lessons, it may give you a framework to use in the future. After a few times, many teachers find that “debriefing” becomes a useful habit and quick process, both when trying new materials and reassessing old ones.

Student-centered Instruction
Does this lesson include an open or guided inquiry activity that fosters skills in:
- Developing questions and testable hypotheses;
- Making accurate observations; and/or
- Data analysis and conclusions?

Notes and Ideas:

A Closer Look at Teaching Strategies

<table>
<thead>
<tr>
<th>Student-centered</th>
<th>Teacher-centered</th>
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<tr>
<td>Data analysis, collection, interpretation</td>
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<td>Tutorial or self-directed instruction</td>
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Valuing Diversity

Are equity/diversity strategies utilized? For example, does this activity make cultural connections and/or address gender-related issues?

Notes and Ideas:

Does this lesson include a variety of modalities for learning? For example,
- Tactile (hands-on experiments);
- Visual (observations, posters); and
- Auditory (poster presentations, lab reports).

Notes and Ideas:

Integrating Technology to Enhance Learning

How does this activity integrate technology? Are there opportunities to develop student skills in both technology use and information management?

Notes and Ideas:
**Authentic Assessment**

Does this activity assess students *content and process skills*? Does the assessment highlight both achievement and areas for improvement?

*Notes and Ideas:*

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### A Closer Look at Assessment

- Peer evaluation
- Performance-based assessment (e.g. lab reports or presentations)
- Portfolios
- Self-evaluation
- Computer-assisted testing
- Essay tests
- Group testing
- Multiple-choice/true-false test
- Open book tests
- Standardized tests
- Verbal tests

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### Up-to-date Content

Consider the following points about the content of the activity:

- Based on accurate scientific information
- Integrates recent research findings

*Notes and Ideas:*

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APS Lab/Lesson Debrief

In Your Classroom...

It’s rare that an activity you learn in a workshop or pick out of a book fits your teaching situation exactly. Teachers are masters at adapting labs for their classes. Often a lab/lesson becomes a jumping off point for further exploration. How might you adapt this activity for your classes? What extensions do you envision for this activity?

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<th>Adaptations for Your Classroom</th>
<th>Possible Extensions</th>
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Your State Science Standards...

Does this activity address any of your state standards? Review the state science standards for your grade level and note which content and process standards this activity addresses.

Notes and Ideas: