**High School Roundtable – November 5th, 2011**

*What about students copying each other’s homework?*

* Lower point value for homework so the motivation is intrinsic
* Have students self-correct or have peer correction
* Some teachers have had success with WebAssign (but beware of cheating)
* Unievrsity of Texas’ UTQuest is similar to WebAssign and much cheaper ($175/ per school)
* Be aware of equity issues with WebAssign, etc.

*What about Absent work?*

* Have a study grade it for Extra Credit
* Students have an extra day to work on it, correct homework from the previous day outside with the rubric while that day’s homework is being corrected

*Paperwork issues:*

* You don’t have to grade everything they do; let TAs help
* You can use online quizzes for homework and for progress assessment
* Try using online quizzes from textbook, google forms or survey monkey for homework, quizzes, surveys, etc.
* Try using “Exit Passes” to assess work before they leave but by grading these single questions you get a better idea of their abilities and understanding

*Group work:*

* Have students work with other students and only turn in one paper per group and it cuts down on your grading requirement
* Offer students the rubric to check the work before they turn in, then its right and you don’t have to check it when it is turned in
* There is a benefit to students discussing problems together
* Dean Baird makes heterogeneous groups every 20 days. The class is separated by grade into four groups and each quartile is called to choose a seat, one at each group. Each desk has a number 1-4 on it and that is how a lab write up is randomly chosen for correction. Students learn that everyone must complete their work and understand it.
* You can use GoogleApps and have students submit one lab group per group. You can view the revision history and can see what each student is doing in the lab report.
* Choose only one part of an activity or lab to check (vary by period and by lab) and you don’t have to check everything on that assignment

*Changes:*

* Use natural breaks to change things; tell your kids why
* Make file changes when you’re thinking about it; update them for next year
* Make lots of notes for “next year you” about traps students fall into, mistakes that you or they make, etc.
* Don’t “reinvent the wheel,” look at other people’s work
* You do learn a lot by making your own work and assignments

*Curriculum Levels and getting the right level:*

* What if you have a very mixed class: really high and really low
* Differentiate the material to your different levels in different labs or assignments; potentially different textbooks
* Try structuring your tests so that a C is really a higher grade (50% conceptual, 50% mathematical)
* Concentrate on understanding the conceptual portion of your material – your lower level students will be able to achieve that and maybe not the math portion
* ELL and lower level student strategies often benefit higher level students
* Try using whiteboards for immediate feedback

*Pacing:*

* Look at the percentage breakdown of the Physics State Standards to give you a rough idea
* Do what is comfortable for you and your kids; also look at what is available for activities and labs
* Some Physics First programs start with Waves and not Motion & Forces
* Some districts have mandatory pacing guides to follow
* Lots of times we lose days due to school or natural events – you get sick!

*Discipline:*

* What can you do to punish a kid?
* How do you touch the untouchables? What do you do to the football players or band kids or [insert group] that miss time, get pulled out, etc?
* Try making a contract that exchanges time off in your class for another assignment, etc.
* Making sure that the absent work is harder if they aren’t in class to encourage them to be in class