



AMBROSE
UNIVERSITY

Reflection

Topics and Formats

Reflection topics

Managing the Learning Environment

- Identify ways of responding to and praising appropriate student behavior and describe strategies for responding to inappropriate student behavior.
- Consider how parents can be partners to accomplish school goals for positive behavior and to build safe and caring schools.
- Identify ways the partner teacher organizes/distributes materials, takes attendance and structures transitions from one activity/subject to another.
- Reflect on the strategies that are used by the partner teacher to motivate or stimulate reluctant learners.
- Compare and contrast the teaching of one subject to the teaching of other subjects that are being observed.
- Explore the unique management issues that occur during less structured teaching situations (e.g. music, physical education, art).
- Identify the proactive strategies of effective classroom management that are in place.

Planning and Teaching Lessons

Reflect upon the individual aspects of a lesson.

Consider the following questions when producing these written reflections:

- What planning was necessary?
- How was student interest generated?
- What questioning levels/communication strategies were used?
- How was student attention monitored?
- What specific positive behaviors were recognized?
- How was time allocated within the lesson?
- How positive were interactions with students?
- How effective were materials used?
- How were the needs of individual students met?
- How were lesson objectives accomplished?
- How was the Program of Studies used in lesson planning?
- What were the strongest and weakest aspects of this lesson?
- What cooperative learning strategies were particularly effective or problematic?
- Was the lesson planned sufficiently in advance to receive and act upon constructive feedback from the partner teacher?

In analyzing a lesson, further questions that might be considered are:

- What was the most successful aspect of this lesson?
- What should be repeated or kept in the lesson?
- What might be done differently?
- How could this lesson be modified to expand learning?

- What additional resources or materials would have enhanced this lesson?
- How could objectives and new concepts have been made clearer?
- How did students demonstrate learning?
- In what ways could students have been more active participants in this lesson?
- What additional follow-up activities would have allowed learning from the lesson to be practiced, increased, or generalized?

Developing an Awareness of Students with Exceptionalities

- Explore the diversity in the classroom. How are you fostering or ignoring it?
- Explain some of the exceptional learning needs of the students and how you think their learning is impacted (opportunities and barriers) by their needs.
- Clarify some of the important goals, objectives, or priorities for instructing students with exceptionalities.
- Write about specific accommodations that have been or could be made during group instruction.
- Reflect upon the observations, outcomes, and challenges that resulted from working with students with exceptional needs. List questions to consider for the future.
- Consider how planning/teaching accommodates for individuals with exceptional needs.

Assessing Student Progress

- Assess whether a student has met the expectations of an assignment, how do you know?
- Examine if assessment strategies were varied so students can demonstrate knowledge, skills and attributes in a variety of ways - how can you proactively incorporate variety going forward?
- Consider if student choice has been built into assessments and evaluations - where can it be improved?
- Explore ways to involve students in assessing and evaluating their own work and that of their peers.
- Consider differing viewpoints regarding sharing the expectations and evaluation criteria with students.
- Reflect on what distinguishes good from bad assessment practices.
- Reflect on any changes in perception and understanding of assessment during this Field Experience.

Guiding Questions

How are relationships with students established and fostered within the learning environment?

How does classroom design facilitate the learning in the environment?

How does the community and structure outside the classroom facilitate a teacher's tasks in the classroom?

How are student strengths fostered and encouraged during various tasks?

How are students supported to grow in their areas of need through various tasks?

How is student diversity recognized and embraced in the classroom culture? School?

How are the tone set and expectations communicated through various stages of a task?

How are learning tasks sequenced to support student learning and practice?

What strategies are effective for you when setting the tone and leading learning tasks?

How do you gauge student engagement, interest and understanding?

How are you incorporating IPP goals and strengths or scaffolded tasks into your practice?

How often and how are direct instruction and fostering inquiry used to move learning along?
Contemplate when you are most comfortable in the classroom - what about that aspect of teaching resonates with you?
Are there opportunities to integrate assistive technology (not necessarily high tech) in an authentic way to support learners?
How are the learning tasks sequenced to deepen student understanding of a larger unit/mid-range plan?
What strategies have you found most effective in supporting student learning?
What questions about meeting learning needs still linger?
What components of a learning blueprint are necessary for a successful learning task design?
How does assessment inform practice on a daily, hourly and immediate basis?
What have you learned about the teaching profession that you didn't anticipate?
What competency was your most challenging one to address?
How do you take up professionalism in the classroom, school community and on campus after your experience in a field placement?

Formats for Reflection

Some pre-service teachers struggle to reflect and benefit from a template to help frame reflections. You are welcome to choose a format included below, if one resonates with you.
Keep in mind, this is a reflection, not a narration

1) ORID

Content

Objective questions are used to draw out facts, data, and observable reality. The purpose of objective questioning is to identify different assumptions, interpretations, and perspectives involved in shaping reality, and to identify contextually relevant information.

Some Objective Questions you can use to set the context:

- What is the context of the situation?
- What facts do we know about the situation?
- What was occurring before/during/after the situation?
- What was the objective or intended outcome achieved?

Reflective questions explore the emotional response to the observation. This is an opportunity for pre-service teachers to reflect on their emotional response and unpack it to understand what they bring with them to the experiences.

Some Reflective Questions that can asked to identify root causes:

- What does the situation remind you of?
- What was invigorating or exciting/ daunting or nerve-racking about the situation?
- What was your internal dialogue before, during or after the situation?

Interpretive questions help pre-service teachers make sense of a situation or experience by exploring the underlying values and assumptions that lead to beliefs. These questions prompt critical thinking and analysis.

Some Interpretive Questions that can asked to identify root causes:

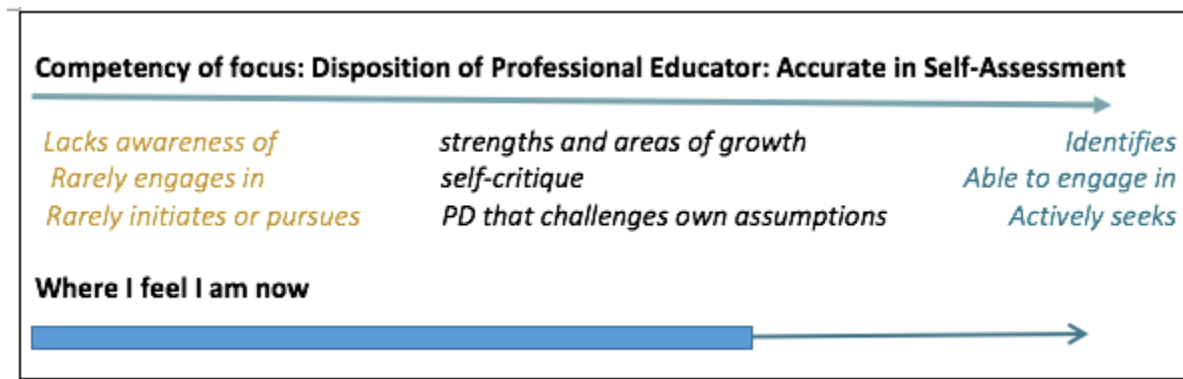
- What have new information have you learned from this situation?
- How might this affect your work?
- What more do we need to know or further explore?
- What insights have you unearthed?
- If you got a chance to do it again, what would you do differently?
- What are some of your strengths and weaknesses – how do they help or hinder you with this situation?
- What are some issues underlying the current challenge you are facing?
- What patterns do you see in your experiences or responses to experiences?

Decisional questions pull together insights gained to generate options, determine priorities, examine potential benefits and consequences of actions or inaction, and make decisions. These questions allow the pre-service teachers to express commitments to future actions and move forward.

Some Decisional Questions that can asked to identify root causes:

- What do you need to start, stop, or continue doing?
- How does this fit into yours and/or your partner teacher's priorities?
- What is relatively easy to do – what is the low hanging fruit?
- What has to happen first, second, third?
- What skills or resources are you missing- how will you acquire those?
- What are the next steps?

2) Scale reflection



Reflection:

Content: Identify where you would place your competency/understanding of a strategy/competency/subject content using a scale (0-5 or 0-10). Unpack what you do or don't understand, what you might do to close the gap, and how your current self-assessment might impact student learning or your own teaching

Next steps: Identify a couple of next steps

3) I used to think.... Now I think

Content: Use this framework to describe the evolution of understanding you have experienced in a class or situation.

Example:

I used to think....

State what it was you used to think about an aspect of teaching or learning.

(for example, *I used to think students with ADHD simply required more structure and some fidget toys to stay focused*)

Now I know...

Describe some of the new information you have gleaned.

(for example, *it is much more complex! After watching a presentation from Dr. Barkley on ADHD, I understand how important it is to support a student with ADHD in minimizing the time-task gap, making tasks visible and in decreasing opportunity for off task impulsivity. I also understand a student with ADHD will interact with material for a shorter amount of time, which puts them even further behind in some subject areas*)

Impact on practice...

Describe how this is going to inform your teaching practice going forward.

(For example, *when working with Y today, I broke down the task into 3 mini-tasks. I explained the purpose of the task, but just gave instructions one at a time, and only after the previous tasks was complete. He was able to get through the activity, and I had a work sample to evaluate. I was so proud of him, and really pleased that I could get a sample of his work, so I could tell him what he understood. Removing all the fidget toys helped him stay on task when he needed to be, and he used them more to stay occupied between his tasks. I thought this related to the impulsivity for him. By taking away certain distractors, he stayed on task. I realize this won't always be the solution and that the fidget toys are important for him to have most of the time but managing his environment for the mini-tasks worked well today.*

We also made a recording of the rules on his iPod to help him transfer rules from one environment to the other. He took the iPod to the library to help him stay on track. Dr. Barkley mentioned that students with ADHD lack the ability to hold mental images, which inhibits their ability to learn from previous experiences

and predict possible outcomes, which prohibits them from generalizing. Whenever I work with Y this week, I am pretending he has short term memory loss, and giving him the benefit of doubt, and setting him up for success. It's been a smooth week so far.)

4) 3-2-1, Bridge

select any of the 3 and use them in a 3-2-1 reflection:

questions
strategies

observations
affirmations

realizations
connections

insecurities
metaphors

other

Content: Use any of the descriptors above to reflect on a lesson during your day. Then bridge those reflections by indicating any changes or goals for the next teaching experience.

Example

3 strategies I used today....

2 affirmations I experienced today....

1 question I have from today....

OR

3 Insecurities I have about teaching my lesson today

2 Realizations I made after teaching today

1 Connection I made during the lesson I taught today

Bridge - describe what you will do as a result of this growth

Bloom's Taxonomy Reflection

Content: Use this tool to think through a situation practicing Bloom's Taxonomy.

Example:

Remembering (1 or 2 sentences only)	I sent a student out into the hallway after she was continuing to disrupt the class
Understanding (What was important about doing it?)	I used this technique because my partner teacher uses it. I didn't really think in the moment, and I have been reflecting on it since. The student was removed from the learning, which I don't agree with. I also think I had a chance to teach her some more appropriate behaviour, but I couldn't think of any in the moment. This is important because I will have to continue to teach this student, and I need better tools to deal with disruptions to keep the students engaged and on task
Applying (When might I need to use this strategy/tool/etc. again?)	Daily, and with any student who is disruptive. This is not a strategy I want to use, so I will find more options that fit my goals as a teacher. I also know I need more tools for discipline so that I can set a tone in my own classroom or when I'm subbing. I can't have students lined up outside my classroom every period because I don't have tools to engage them in my classroom.
Analyzing (What was the impact/outcome on student learning?)	There are a few impacts on student learning: 1. The student missed the content of the class, which sets her up for failure or at least challenges going forward. 2. the student is isolated from her classmates, which is already one of the challenges she has (making and keeping friends) 3. The student didn't learn any strategies for changing her behaviour
Evaluating: (How well did I do?)	I didn't do well. I now must follow up with the student and go over the incident (which I would have to do anyway), go over the missed material, try to build back trust, and help integrate her back into the fabric of the classroom. If my goal is to teach students, I missed the opportunity to teach a social skill and to teach content. As a leader, I lacked leadership, and as a champion for students, I let down a student who needed guidance instead of isolation. The behaviour wasn't a safety issue, it was just disruptive.
Creating (What next?)	I am going to meet with a teacher from my last field experience who was excellent with classroom management and ask her for some tips and resources. I have also found some great links to look at on the Teaching Channel, as well as some follow-up strategies. I am finding that I need visuals to help with classroom management and setting a tone more than a book that tells me strategies, so I will continue to seek out more of those. My partner teacher also

	recommended another teacher for me to observe and has written some specific questions for me to answer (how does the teacher manage transitions to minimize disruptions, what does the teacher's redirection look like?)
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