

Student Teaching Reflection

When I first thought about student teaching, I went through many emotions. It started with excitement because that meant I was that much closer to graduating. I had so many questions running through my mind. What will my teachers be like? Will the faculty be supportive? With all these questions, I started to feel intimidated by what was soon to come. I was worried that my teachers and I would not get along. I was terrified that my students would not understand me. What was I going to do if I was not able to be the kind of teacher I had hoped I would be? When the time came for me to begin my student teaching, all I could do was hope and pray that things went smoothly. I soon found out that any worries I had were no longer an issue. I was placed at a school that was filled with caring and supportive people. If I had a question, they had an answer. If they did not know, they found someone who did. Even the teachers that I had no contact with were there to make me feel comfortable and respected. My cooperating teachers sat down with me and helped me reflect on how I was doing. I was expecting to get along with my students and my cooperating teachers, but my experience went above and beyond any expectations I had in the beginning. I learned more than ever imagined I would! I have come to realize I could not have had a better student teaching experience than the one I had at Farley Elementary School.

My first placement was in a kindergarten Autism unit. I had two students who stayed with me all day. These two were my more severe cases. The six other students I worked with were in regular education classrooms. These students were high functioning and came in throughout the day. We did activities revolving around social skills and communication. My main objective for these students was to enable them to effectively communicate with others around them.

This class was unlike any other I had observed. These students were very intelligent, but lacked social skills that other children their age possess. One activity I did with my students on a daily basis was circle time. This circle time was different than what is done in a regular classroom. In addition to the usual calendar and singing, I would include a social story. These stories were about daily living skills, such as brushing your teeth and taking a bath. They also discussed communication skills, such as how close to stand to someone when having a conversation and how to share toys.

During my first placement, I taught my students a unit on Personal Safety. For the first activity in this unit, the students worked on learning their personal information, such as their full name, phone number, address, and parents' names. Part of this unit required the students to take turns asking each other about their information. This activity was wonderful! The students made progress in their conversation skills as the weeks went on. They learned that when you talk to someone, it is important to look them in the eye.

Teaching Reflection Paper

Ferdig, Richard E., Pytash, Kristine E.

Teaching Reflection Paper:

Handbook of Reflection and Reflective Inquiry Nona Lyons, 2010-04-07 Philosophers have warned of the perils of a life spent without reflection but what constitutes reflective inquiry and why it is necessary in our lives can be an elusive concept Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire the Handbook of Reflection and Reflective Inquiry presents reflective thought in its most vital aspects not as a fanciful or nostalgic exercise but as a powerful means of seeing familiar events anew encouraging critical thinking and crucial insight teaching and learning In its opening pages two seasoned educators Maxine Greene and Lee Shulman discuss reflective inquiry as a form of active attention Thoreau's wide awakeness an act of consciousness and a process by which people can understand themselves their work particularly in the form of life projects and others Building on this foundation the Handbook analyzes through the work of 40 internationally oriented authors Definitional issues concerning reflection what it is and is not Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education Reflection as promoted across professional educational domains including K 12 education teacher education occupational therapy and the law Methods of facilitating and scaffolding reflective engagement Current pedagogical and research practices in reflection Approaches to assessing reflective inquiry Educators across the professions as well as adult educators counselors and psychologists and curriculum developers concerned with adult learning will find the Handbook of Reflection and Reflective Inquiry an invaluable teaching tool for challenging times

Experiences of Second Language Teacher Education T. Wright, M. Beaumont, 2014-12-03 This book brings together the voices of teacher educators working in different national and educational settings It Covers themes such as change in teacher education practices the influences of context on practice and of interculturality to provide rich insights into the processes and effects of second language teacher education

Tools, Techniques and Strategies for Reflective Second & Foreign Language Teacher Education Paul Voerkel, Mergenfel A. Vaz Ferreira, Nancy Drescher, 2024-05-10 Essential questions about the skills teachers need for effective classroom practice have raised by researchers such as Shulman Sch n Altrichter Posch and Hattie and discussions still continue In this context the anthology combines theoretical studies and practical insights about Reflection from foreign and second language teacher education and professional development It includes examples of reflective tools techniques and strategies that can help teachers to re think their practices and ensure the quality of their everyday work

Teaching About Social Justice Issues in Physical Education Jennifer L. Walton-Fisette, Sue Sutherland, Joanne Hill, 2019-09-01 Addressing social justice issues in a physical education context is necessary both at the higher education and PK 12 settings Limited undergraduate and graduate programs educate their students about social justice issues thus resulting in licensed teachers who lack the content knowledge comfort level and pedagogical tools on how to educate students about issues related to social justice Grounded in the transformative pedagogy theoretical framework this book will offer practical lessons and strategies on a wide variety of social issues e g

body race self identity immigration that can be used in teacher education and the PK 12 setting The goal is for teacher educators and practitioners to feel more comfortable with teaching about and for social justice and believe this resource will enhance their content and pedagogical knowledge in the quest to achieve that goal The purpose of this book is to provide physical education teacher educators and PK 12 physical education teachers with lesson plans and resources on how to address social justice issues in a physical education setting This book will include sample lesson plans activities that address a wide variety of social issues the what the how and the challenges and possibilities that the author s encountered when teaching such a lesson activity Addressing social justice issues has been limited in physical education both in higher education and PK 12 especially in the United States Numerous scholars internationally have engaged in research studies that explored how social justice issues are addressed in physical education teacher education Although we have research to support the limitations and complexities of teaching about sociocultural issues and for social justice a more practical resource for teacher educators and inservice teachers is needed The market for this book will be physical education teacher educators and PK 12 physical education teachers throughout the world

Developing Reflective TESOL Practitioners Through Teacher Education Andrzej Cirocki, Mark Wyatt, Xuesong (Andy) Gao, 2024-06-26 This textbook provides insights from Asian contexts into how reflective practice is nurtured on Teaching English to Speakers of Other Languages TESOL and English Language Teaching ELT teacher education programmes There is increasing recognition worldwide that given the centrality of reflective practice to teachers ongoing professional development supporting teachers to become reflective practitioners should be integral to teacher education programmes Consequently tertiary level courses in areas such as TESOL and ELT tend to promote reflective practice supported by theoretical input from the burgeoning literature on reflection much of which is produced in the West Relatively under represented in the literature are global perspectives on reflective practice there are consequently relatively few accounts as to how reflective practice is embedded in teacher education programmes in different parts of the world including Asia Hence this book addresses a gap Contributing authors from fourteen countries provide insights into the ways in which teachers are helped to grow as reflective practitioners on their teacher education programmes in their unique contexts This textbook showcases how reflective teaching practices are developed supported by frameworks for critical reflection and in interaction with local educational policies These distinctive accounts aid readers in reflecting on the ways in which reflective practice is supported in their own teacher education contexts and in considering ways of enhancing the reflective dimension of their programmes This textbook showcases innovative reflective activities and can be used as a principal text or as supplemental reading on a range of TESOL and ELT teacher education courses

Doing Reflective Practice in English Language Teaching Thomas S. C. Farrell, 2021-12-29 This practical and engaging book introduces readers to reflective practice in English language teaching Assuming no background knowledge Thomas S C Farrell clearly and accessibly walks through ways that teachers can

integrate and implement reflective practice in the classroom and in other contexts to benefit their teaching and their own professional development Each chapter covers an important dimension of reflective practice and features many ready to use activities that are designed to empower teachers and allow them to overcome challenges they ll face throughout their careers Covering many types of reflection and the many purposes it serves this book addresses written reflection lesson planning classroom observation classroom management group communication and more This resource is ideal for preservice and early career language teachers and is an important supplement to courses in language education and applied linguistics programs

Language Teachers and Teaching Selim Ben Said, Lawrence Jun Zhang, 2013-10-08 This volume gathers contributions from a range of global experts in teacher education to address the topic of language teacher education It shows how teacher education involves the agency of teachers which forms part of their identity and which they take on when integrating into the teaching community of practice In addition the volume explores the teachers situated practice the dynamic negotiation of classroom situations socialization into the professional teaching culture and on the ground experimentation with pedagogical skills techniques

Teaching African American Religions Carolyn M. Jones, Theodore Louis Trost, 2005-07-14 The variety and complexity of its traditions make African American religion one of the most difficult topics in religious studies to teach to undergraduates The sheer scope of the material to be covered is daunting to instructors many of whom are not experts in African American religious traditions but are called upon to include material on African American religion in courses on American Religious History or the History of Christianity Also the unfamiliarity of the subject matter to the vast majority of students makes it difficult to achieve any depth in the brief time allotted in the survey courses where it is usually first encountered The essays in this volume will supply functional innovative ways to teach African American religious traditions in a variety of settings

Teaching Food and Culture Candice Lowe Swift, Richard R Wilk, 2016-07 A group of experienced innovative teachers explore methods of teaching about food and using food to teach the basics of various disciplines

Exemplars of Assessment in Higher Education, Volume Two Jane Marie Souza, Tara A. Rose, 2023-11-09 In this second volume of the successful Exemplars of Assessment in Higher Education editors Souza and Rose share examples of assessment practice from over fifteen distinct and diverse Higher Education Institutions including international contributions Building upon the work of the first volume the case studies in this book reflect the changes in assessment and higher education in the post Covid education environment The institutions that appear in this book were chosen for having an effective assessment approach in one or more of the following areas career readiness distance education diversity equity and inclusion or general education Each part of the book discusses one of these four areas with chapters that feature real life examples from the educators who teach at the college or university Featuring a Foreword by AAC U President Lynn Pasquerella the work highlighted in this book is also aligned with AAC U s Valid Assessment of Learning in Undergraduate Education VALUE initiative to help educators make the best decisions about measuring student learning This book is ideal for

university educators and assessment practitioners looking to diversify and enhance their assessment practices A Co Publication with AAC U **Praxis-oriented Pedagogy for Novice L2 Teachers** Karen E. Johnson,Deryn P. Verity,Sharon S. Childs,2022-11-30 In this cutting edge book on L2 teacher education experts Johnson Verity and Childs demonstrate how praxis oriented pedagogy grounded in the principles of Vygotskian Sociocultural Theory VSCT can have a meaningful impact on L2 teachers development Starting with a clear definition of praxis oriented pedagogy the authors lay out a theoretical foundation and document how appropriately designed praxis oriented L2 teacher education pedagogy supports the development of novice teacher reasoning Drawing from a longitudinal study of L2 novice teachers chapters address the teachers understanding learning and cognitive development and how their capabilities grow in creating and implementing engaging language learning environments for their ESL students At the core of the book lies a unique set of pedagogical concepts linguistically compact conceptually rich chunks of language that function as psychological tools for learning and teaching By covering teachers changes in understanding reasoning and pedagogical activities the book reveals the role that pedagogical concepts play in praxis oriented pedagogy Essential reading for language teacher educators language teachers and researchers this book makes the VSCT principles that inform praxis oriented pedagogy both clear and accessible

Reconceptualizing Teaching Practice Mary Lynn Hamilton,2005-08-08 Over the past ten years there has been increased interest in research on various aspects of teacher education ranging from the preparation of teachers to continuing professional development The increase of interest in how teachers become competent in very complex social settings is a result of a general recognition by researchers and policy makers alike that teachers are the key to any serious efforts at educational reform This book addresses a variety of issues surrounding the field of inquiry into teaching practice that has become known as self study equivalent in many ways to the action research movement but at tertiary level **Teaching and Learning Culture** Mads Jakob Kirkebæk,Xiang-Yun Du,Annie Aarup Jensen,2013-11-19 This book is based on educational research conducted by researchers from the Department of Learning and Philosophy and the Confucius Institute for Innovation and Learning at Aalborg University Empirically it reports on different approaches to teaching and learning of culture including a student centered task based problem based learning PBL approach a digital technology supported approach and more It also reports on how when teaching and learning culture teachers professional identity and the informal teaching and learning environment impact the teaching and learning of culture in different educational settings from primary school to university A central theme in the book is the power of context The studies illustrate in multiple ways and from different angles that culture is not taught in a vacuum or learned in isolation but may be influenced by many factors both inside and outside the classroom at the same time culture also influences the context of the learning The context may be invisible and hide itself as tacit knowledge or embedded values or it may be very visible and present itself as a fixed curriculum or an established tradition No matter what forms and shapes the context takes the studies in this book strongly

indicate that it is essential to be aware of the power of context in teaching and learning culture in order to understand it and negotiate it This book suggests that teachers should not try to limit or avoid contextual influences but instead should explore how the context may be integrated into and used constructively in the teaching and learning of culture This allowance of context in the classroom will allow for teachers students subjects and contexts to enter into a dialogue and negotiation of meaning that will enrich each other and achieve the established goal acquisition of cultural awareness and intercultural understanding

Mindful L2 Teacher Education Karen E. Johnson, Paula R. Golombek, 2016-02-05 Taking a Vygotskian sociocultural stance this book demonstrates the meaningful role that L2 teacher educators and L2 teacher education play in the professional development of L2 teachers through systematic intentional goal directed theorized L2 teacher education pedagogy The message is resoundingly clear Teacher education matters It empirically documents the ways in which engagement in the practices of L2 teacher education shape how teachers come to think about and enact their teaching within the sociocultural contexts of their learning to teach experiences Providing an insider s look at L2 teacher education pedagogy it offers a close up look at teacher educators who are skilled at moving L2 teachers toward more theoretically and pedagogically sound instructional practices and greater levels of professional expertise First the theoretical foundation and educational rationale for exploring what happens inside the practices of L2 teacher education are established These theoretical concepts are then used to conduct microgenetic analyses of the moment to moment asynchronous and at a distance dialogic interactions that take place in five distinct but sometimes overlapping practices that the authors have designed repeatedly implemented and subsequently collected data on in their own L2 teacher education programs Responsive mediation is positioned as the nexus of mindful L2 teacher education and proposed as a psychological tool for teacher educators to both examine and inform the ways in which they design enact and assess the consequences of their own L2 teacher education pedagogy

Teaching in Blended Learning Environments Norman D. Vaughan, Martha Cleveland-Innes, D. Randy Garrison, 2013-12-01 Teaching in Blended Learning Environments provides a coherent framework in which to explore the transformative concept of blended learning Blended learning can be defined as the organic integration of thoughtfully selected and complementary face to face and online approaches and technologies A direct result of the transformative innovation of virtual communication and online learning communities blended learning environments have created new ways for teachers and students to engage interact and collaborate The authors argue that this new learning environment necessitates significant role adjustments for instructors and generates a need to understand the aspects of teaching presence required of deep and meaningful learning outcomes Built upon the theoretical framework of the Community of Inquiry the premise that higher education is both a collaborative and individually constructivist learning experience the authors present seven principles that provide a valuable set of tools for harnessing the opportunities for teaching and learning available through technology Focusing on teaching practices related to the design facilitation direction

and assessment of blended learning experiences Teaching in Blended Learning Environments addresses the growing demand for improved teaching in higher education

Research on Second Language Teacher Education Karen E. Johnson, Paula R. Golombek, 2011-01-17 Embracing a sociocultural perspective on human cognition and employing an array of methodological tools for data collection and analysis this volume documents the complexities of second language teachers professional development in diverse L2 teacher education programs around the world including Asia South America Europe and North America and traces that development both over time and within the broader cultural historical and institutional settings and circumstances of teachers work This systematic examination of teacher professional development illuminates in multiple ways the discursive practices that shape teachers knowing thinking and doing and provides a window into how alternative mediational means can create opportunities for teachers to move toward more theoretically and pedagogically sound instructional practices within the settings and circumstances of their work The chapters represent both native and nonnative English speaking pre service and in service L2 teachers at all levels from K 12 through higher education and examine significant challenges that are present in L2 teacher education programs

Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2018-05-04 Regardless of the field or discipline technology is rapidly advancing and individuals are faced with the challenge of adapting to these new innovations To remain up to date on the current practices teachers and administrators alike must constantly stay informed of the latest advances in their fields Teacher Training and Professional Development Concepts Methodologies Tools and Applications contains a compendium of the latest academic material on the methods skills and techniques that are essential to lifelong learning and professional advancement Including innovative studies on teaching quality pre service teacher preparation and faculty enrichment this multi volume book is an ideal source for academics professionals students practitioners and researchers

Designing for Situated Knowledge Transformation Nina Bonderup Dohn, Stig Børsen Hansen, Jens Jørgen Hansen, 2019-11-27 How can knowledge developed in one context be put to use in other contexts How can students learn to do so How can educators design for learning this These are fundamental challenges to many forms of education The challenges are amplified in contemporary society where people traverse many different contexts and where contexts themselves are continuously changing Designing for Situated Knowledge Transformation provides a structured answer to these questions through an investigation of the theoretical empirical methodological and pedagogical design aspects which they involve Raising profound questions about the nature of knowledge of situativity and of transfer transformation and resituation it calls for and provides extended empirical studies of the forms of transformation that knowledge undergoes when people find themselves in new contexts while relying on existing knowledge Considering many avenues of practical application and insight Designing for Situated Knowledge Transformation develops a coherent framework for developing learning designs for knowledge transformation that is crucial in today s educational settings

Teaching and Learning in Counselor Education Javier Cavazos Vela, 2020-05-15 This practical guide is one of the first in the field to examine research based teaching and learning strategies promote positive and inclusive learning environments and provide interactive features that allow readers to demonstrate and apply what they learn Ideal for courses on teaching and pedagogy and written for both counselor educators and their students it provides a deep understanding of how learning works in order to improve teaching practices and create strong student learning outcomes Skill building chapters explore how to use dynamic lecturing integrate collaborative team based principles into teaching enrich strategies for online learning develop transparent assessment activities document teaching effectiveness practice effective gatekeeping and engage in the scholarship of teaching and learning Text features include content alignment with the CACREP Standards for teaching a sample learner centered syllabus pause and learns reflective activities and application exercises Requests for digital versions from ACA can be found on www.wiley.com To request print copies please visit the ACA website <https://imis.counseling.org/store> Reproduction requests for material from books published by ACA should be directed to publications@counseling.org

Exploring Multimodal Composition and Digital Writing Ferdig, Richard E., Pytash, Kristine E., 2013-07-31 While traditional writing is typically understood as a language based on the combination of words phrases and sentences to communicate meaning modern technologies have led educators to reevaluate the notion that writing is restricted to this definition Exploring Multimodal Composition and Digital Writing investigates the use of digital technologies to create multi media documents that utilize video audio and web based elements to further written communication beyond what can be accomplished by words alone Educators scholars researchers and professionals will use this critical resource to explore theoretical and empirical developments in the creation of digital and multimodal documents throughout the education system

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