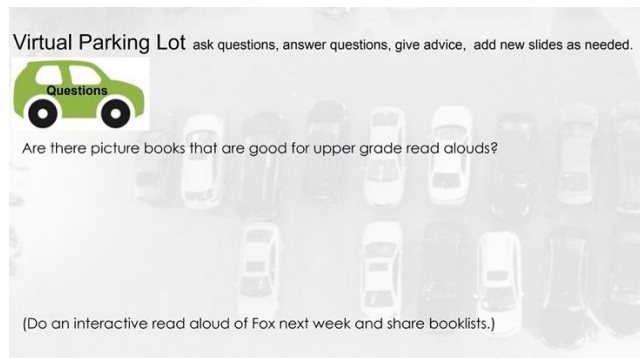


Reflective Practice Lois A. Groth

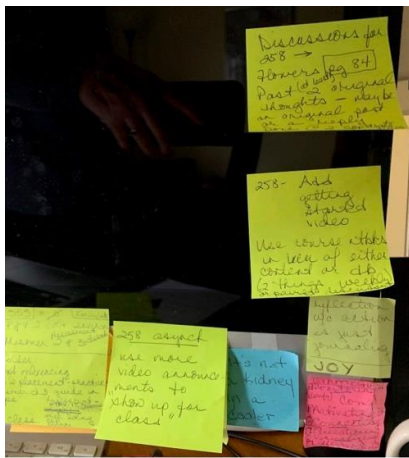
In order to take action as a result of reflection, it is crucial to keep track of and organize reflections. The first step is often getting thoughts down on paper. Reflection-in-action occurs in the moment while teaching. This is often a light-bulb moment about something that could be done differently or something new to add. Adaptive teachers generate instructional adaptations and instructional moves in the moment, as they are teaching (Parsons & Vaughn, 2021). As a teacher educator, I often think aloud about these adaptations and moves in order to model responsive teaching. Here is a list of some ways to keep track of ongoing reflections:

Reflection-in-action:

- **Parking lot** - This is a tool that can be used in online classes as well as face-to-face instruction. Students are encouraged to add their questions that are "off topic" or when they pose a question that we will address later in the class session or in the course, ask them to put it in the parking lot. You can also add jottings to the parking lot. The parking lot can be used when planning for subsequent class sessions. We always check the parking lot at the end of class.



- **Sticky Notes** - This is a tool that can be used in online and face-to-face classes as well. Having brightly colored sticky notes available while teaching or when providing student feedback is a way to record in-the-moment ideas. For example, a student may say something in class that you want to address directly with that student. Jot down a reminder to do so. Stick these on a laptop, desktop, table, and/or in a notebook.



Reflection-on-action:

- **Teaching journal-** I have kept a reflective teaching journal since January of 2000. Many black and white marble composition books are full of these reflections. My reflective writing is organized by semester in my journal. I can put in-action reflection sticky notes on the appropriate class page and make notes of on-action reflections such as the take-aways from end of semester survey data. This includes deeply personal writing about my classes and my teaching as well.
- **Syllabus Edits-** Throughout the semester record ideas for possible changes directly on a copy of the syllabus. This way when writing the syllabus for the next section of the course, you have a concrete reminder of the ideas you had throughout the semester.

*CLASS WILL MEET FOR 450 MINUTES
For strategies - go back to the strategies and have them write 20% for each entry back to their use of them with text
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On January 10th, 2021, the instructor will have them respond to these questions: assessment data
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Class Session	Readings, Activities, and Assignments
Class 1 Monday, January 18th Introduction: Building Community Professionalism: Professionalism Course Overview: Syllabus and IB IB: Review class on comprehension strategy instruction: comprehension strategy instruction: comprehension strategy instruction: comprehension	Read & Reflect/React: Kohn (2001) Five Reasons to Stop Saying "Good Job" View: • Structure of the course video Do: • Introductory class: Creating a safe space • Professionalism: Professionalism (10-11 to 19)
Class 2 Monday, January 18th Book Club: Introduction ch 1 Review: 5 Pillars National Reading Panel Report	Read & Reflect/React: Adkins ch 1 National Reading Panel Report (read in 400 - 400) View: • Syllabus Overview video (see discussion board for questions) • 5 Pillars video Do: • Add any questions you have about the syllabus to the Syllabus Board on the Discussion Board
Class 3 Monday, February 6th Review: Cognitive Development of Reading Scoring of reading IB: 2021	Read & Reflect/React: Adkins ch 2 Scoring of reading - cognitive development of reading article Cartwright & Dahl (2019) Change to Pawsy 2021 and do a critical text - 200 guide - progress, meaning, strategies, strategies View: • Scoring of reading video - Standard 2021 Do: • Reflect on text in your notebook Change to reading guide for Pawsy 2021
Class 4 Monday, February 13th Book Club: Introduction ch 1 Vocabulary: Vocabulary Text: Wide Reading Word learning strategies: Metalinguistic awareness: Context clues, individual words, graphic organizers, structural analysis, word banks	Read & Reflect/React: Adkins ch 3 Review: Pawsy & Vaughn ch 6 View: • Vocabulary video Do: • Possible text selection for an interactive Read Aloud

- **Course Lead Debrief Discussion Notes** - I keep notes when engaging in end-of-semester debrief discussions as Course Lead. These suggested changes can be used to modify any future sections of the class taught. These recommendations/suggestions can be shared with the instructors of other sections of the course.

Dec 2021
Remove Jason Reynolds from the author list -- and anyone else who doesn't have picture books...

Meeting with Char and Allison on 258 going online
"Lectures" are only 3-5 minutes

Use the Read and Reflect -- View -- Do format
See EDUC 200 as a model

Lecture is about the topic
And the discussion board is about the readings (usually)

Omit the text set assignment for online
Have them listen to an interview by an author and then do the same thing they previously did with the text set

Assignment and discussion board weekly
Every three weeks a reflection and then assignments

Exposure comes in the lesson and there are prompts in there that relate to the content assignments

Socialjusticebooks.org has a great list for text selection

No exams

Asynchronous book club via discussion board

Run the class week Tuesday through Monday instead of Sunday through Saturday
Hold office hours the week before BIG assignments

Storyline online has a great selection of text

Water for elephants -- here's what to look for and then use it as a prompt

I will fill in the topics on the grid and send it to everyone to fill in and we will plan to meet on the morning of the 26th to touch base.

<https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/>
Guide for selecting Anti Bias Books