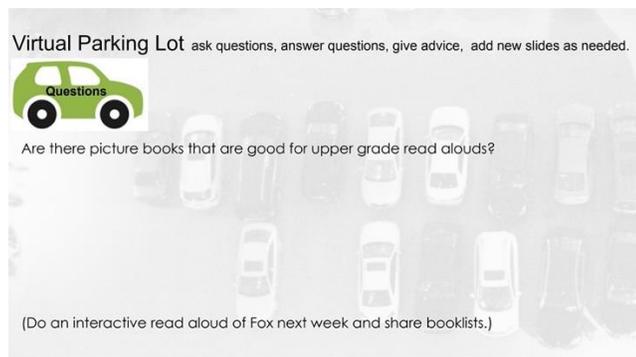


Reflective Practice Lois A. Groth

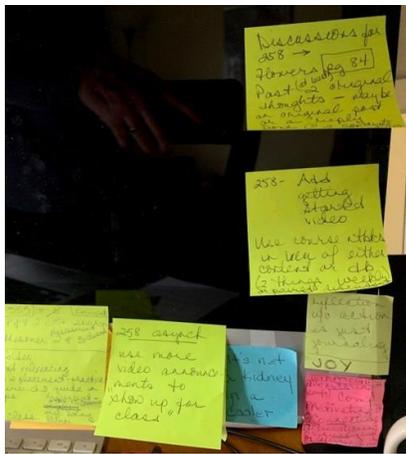
In order to take action as a result of reflection, it is crucial to keep track of and organize reflections. The first step is often getting thoughts down on paper. Reflection-in-action occurs in the moment while teaching. This is often a light-bulb moment about something that could be done differently 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.

EDUC 402 Reading and 401 Units
For students - go back to the 2014 syllabus and have them write 20% for each entry back to their use of them with Fall
Go online to our main page to see what is being required for these questions - assessment data
Go to the 2014 syllabus - click on the syllabus link

Class Session	Readings, Activities, and Assignments
Class 1 Monday, January 23rd Introduction: Building Community Professionalism Course Overview: Syllabus and IB IB: 10-15 min class on comprehension strategy instruction in reading Main Strategy Read Aloud	Read & Reflect Book: Kutler (2011) <i>Five Reasons to Stop Saying "Good Job"</i> View: • Structure of the course video Do: • Introductory Ask - Creating the video link • Professionalism Practices self assessment 10/11 to 10/12
Class 2 Monday, January 30th Book, Ch 1 Johnson ch 1 Review 3 Videos National Reading Panel Report	Read & Reflect Book: Johnson ch 1 National Reading Panel Report read in 410 - do: do View: • Syllabus Overview video use discussion board for questions • 3 Videos 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 Science of Reading DRIVE	Read & Reflect Book: Johnson ch 2 Science of reading - cognitive development of reading article Carroll & Dale (2019) Change to Pansky (2021) and do a critical read with guide - progress, message, strengths, limitations View: • Science of reading video - Sharelink do: do Do: • Reflect on Sci in your notebook Change to reading guide for Pansky (2021)
Class 4 Monday, February 13th Book (Johnson ch 3) Vocabulary Text, Wide Reading Word learning strategies Metalinguistic awareness Context clues, individual words, graphic organizers, structural analysis, word banks	Read & Reflect Book: Johnson ch 3 Review Pansky & 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 Mandy 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