Examples of Self-Reflection Activities

*Elementary Education*

**Professional Education**
The KCKCC and JCC candidates in EL312 Reading & Writing Connections complete weekly reflections about their learning (including ah has, confusions, contributions, questions, etc.) in order to prepare for the subsequent Block courses.

**Block 1**
In EE311 Planning & Assessment of Teaching and EE316 Teaching Science in the Elementary School, all candidates write reflections on their two lesson plans that are taught in local elementary classrooms. Additionally, in my sections of these courses, candidates teach mini-lessons to peers in the class and are asked to reflect on the teaching process.

In EE313 Reading for the Elementary Teacher 1, candidates complete a reflective analysis of a journal article, do after teaching reflections on their micro-lessons, and write journal responses.

Candidates in EE311 Reading for the Elementary Teacher 1 and EE316 Teaching Science in the Elementary School complete their Group, Micro I, and Micro II teaches, they must complete an A-F After Teach Reflection form which models Factor 7 of the TWS. Candidates videotape their Group teach and they watch it and reflect. While each group teaches their group teach, two teach, two observe, they switch roles and then meet to reflect over each observation of the others teach and vice versa.

Candidates in EE311 Reading for the Elementary Teacher 1
- complete 2 small group lessons followed by written and oral* reflection focusing on the A-H reflection on page 65 of the PDS manual
- complete an interview with a teacher of K-6 reading followed by a written reflective analysis of what they observed and the connection to theory and practice discussed in class
- write a reflective analysis following an observation of a reading lesson conducted by a K-6 classroom teacher
- write a reflective analysis of a journal article on a literacy topic in reading and its connection to the classroom

*Emporia PDS Site*
In EE413 Reading for the Elementary Teacher II, candidates reflect on all activities we do. There is self-reflection involved in each step with demonstrations of most assignments given in written response. We also spend time during class in workshop time where small groups discuss assessment administrations (self-reflection of sessions), findings, narrative/summary reflections. At the end of each class period, each candidate fills out a participation form where he or she reflects upon understandings/discoveries and self-participation level during class. Some other examples where reflections occur include:
- Candidates complete written reflections following an interview with the mentor regarding the reading program in the elementary classroom.
- Candidates write reflections following an observation of a small group reading lesson.
- Candidates write reflections (narrative/summaries) following each section of the case study where candidates administer reading assessments to an elementary student.
- Candidates write reflections of their preparation and instruction of a content reading lesson.
- Candidates write reflections following each case study lesson (two taught following diagnosis process)
- Self-reflection questions are posed as part of the midterm and final projects.

In EE317 Teaching Mathematics in the Elementary School, candidates complete reflections on the math lesson plans that they teach within their PDS settings.

Block 2 interns are required plans/teaches in social studies, language arts, math and reading. The interns are required to write a written reflection after each of these lessons and submit to their instructors for feedback. They also confer and reflect with their mentors over these formal lessons.

Block 2 interns write a reflection on the practice TWS and receive feedback from faculty. Interns do a Factor 7 practice session, look at examples of well-written entries for this factor, and draft sample entries. Interns meet approximately once every week with their site coordinators to reflect on their performance at the PDS sites and often the lesson evaluation forms are reviewed at this time. This provides another opportunity for interns to reflect and receive ideas and suggestion for improvement from the site coordinators. Block 2 and 3 interns address a specific set of reflection questions for every content area lesson they teach, video tape at least one lesson and write a reflection after they observe the tape. Additionally, during Block 3 interns keep a "reflective" journal.

**Emporia Area PDS site**

In EE315 Teaching Language Arts in the Elementary School, Block 2 Language Arts interns write an after teaching reflection for their lesson plans, have reflective journal responses, and write a reflective analysis piece as part of the literacy portfolio. Candidates respond in journals to what was taught in class, why it is important in teaching, and how it will look in the classroom.

Candidates reflect on lessons they teach; feedback from course instructors helps them improve the quality of their reflection.

PDS Coordinators visit with interns after observing their lessons in the classroom and ask questions to help the candidates reflect at a higher level of thought.

At the end of a course, candidates reflect on their responses to a beginning-of-course knowledge base assignment and discuss how their responses have changed over the semester and why.

Block 2 interns write a reflection on the practice TWS and receive feedback from faculty. Interns meet approximately once every week with their site coordinators to reflect on their performance at the PDS sites and often the lesson evaluation forms are reviewed at this time. This provides another opportunity for interns to reflect and receive ideas and suggestion for
improvement from the site coordinators. Block 2 and 3 interns video tape at least one lesson and write a reflection after they observe the tape.

**Kansas City Kansas Community College PDS Site**

At the beginning of Block 2 and Block 3, interns observe and reflect on observations of the mentor's teaching. Then, during the Block 2 and Block 3 intern teaching, interns use a lesson plan that specifically asks them to reflect on the lesson after teaching it.

**BEST Program at Butler Community College PDS site**

In EE315 Teaching Language Arts in the Elementary School, Block 2 language arts interns:
- complete whole group lessons followed by written and oral* reflection focusing on the A-H reflection on page 65 of the PDS manual
- write reflective analysis pieces (approximately 5 total) as part of a literacy portfolio focusing on the work of one student in their PDS classroom over the course of the Block 2 semester
- Written reflection after designing and implementing a literacy bulletin board that is informative as well as encourages, motivates, and addresses a literacy topic developmentally appropriate for their assigned PDS grade level – reflection focuses on what went well, what they would do differently the next time (adaptations), how students reacted to the BB, and what this experience taught you as a teacher-to-be

Candidates and faculty review the TWS Factor by reviewing the directions together, and looking at the rubric, and discussing the top rating criteria for each indicator on the rubric. After questions we divide up in six groups. Each group is given an example of a high quality factor 7 and assigned a section of it to read and rate according to the rubric. They highlight or underline areas that show the criteria were met. If they did not give that section a top score, they discuss why. After each group has completed its section, we come back together and each group reports how they rated it and why.

Interns keep a journal with a focus. At the beginning they observe their mentor teacher focusing on topics (stated below) that will support them when they begin teaching then as they begin to teach lessons they reflect upon their own practices focusing on these same topics:
- How does your mentor have the students demonstrate understanding throughout the lesson?
- How does your mentor keep the students actively involved in the lesson on an individual basis as well as in cooperative learning groups?
- How does your mentor implement questioning to promote critical thinking and problem solving?
- How does your mentor make adaptations in her lesson to meet the needs of all students?
- How does your mentor communicate high academic and behavioral expectations before and during the lesson?
- What classroom management techniques does your mentor implement to maintain these high academic and behavioral expectations?
- Observe how your mentor addresses and handles classroom management techniques: scanning room for desirable and undesirable behavior, use of signals, wait time, time to keep pace of lesson moving?
- Other areas observed that I can apply to my teaching

Candidates talk as a whole group as well as in small groups on the teaching process focusing on p. 65 PDS A-H reflection as well as mid-point adaptations they made in their lesson while teaching and why they made these changes to their lesson.

**Johnson County Community College site**
Intens in Blocks 2 and 3 reflect on their practice as they prepare for every observation conference by evaluating aspects of their teaching a lesson plan that went well and why and they could be improved and how.

**Olathe PDS Site**

For EE413 Reading for the Elementary Teacher II, interns complete a written reflection as part of
- their mentor interview assignment regarding the reading program at their PDS site
- their small group observation assignment
- their whole group content lesson teaching reading in science or social studies
They also do several reflections as they are learning to do a variety of reading assessments, especially regarding their learning about how to administer running records and an individual reading inventory (the Basic Reading Inventory).

For EE414 Reading Practicum, interns develop written interpretations and reflections following each portion of their case study; this involves their administering some reading assessments to a student at their PDS site. They complete the case study report with a final comprehensive summary and reflection and then follow this with teaching two targeted lessons based on their data and conclusions; these lesson write ups include significant reflection about their teaching experiences.

Block 2 interns discuss TWS Factor 7 and show high quality examples as well as poor quality examples. In block 2, interns write after teaching reflections. In EE317, math methods, interns reflect on field experiences. When reviewing the assignments this fall, I shared with them that this was the factor we wanted to improve. I encouraged them to lengthen their reflections by being more descriptive and analytic.

Block 2 interns do a couple of small assignments during the first 2 weeks of block 2. They do observations and reflections and write them up. When we conference one on one with them, I read over their reflections and ask what parts of the assignments were most helpful. I also give them feedback on the kind of reflections and comments we are looking for

**Secondary Education**

**Business**

In both of the business education methods courses (for undergraduates), students teach a minimum of 3 times in each of the classes. Part of their lesson plan creation for these "teaching
sessions" is self-reflection/evaluation on "how they thought the lesson went--what they felt worked and didn't work." We also go through an exercise where they have given an assessment (either formative or summative) for a specific lesson and based on how the students do, reflect on the outcomes and what areas the students have met outcomes and in which areas have not met outcomes.

**English Language Arts**

In EG 490 Teaching English in the Middle-Level and Secondary School, candidates deliver a teaching presentation and then write a **reflective piece** (no more than a page is necessary) in which they think about the strengths and weaknesses of their teaching presentation. What did/did not work? What were you trying to accomplish? What happened? Why? *This element of your lesson will be handed in the first class period following your teaching presentation.* It is absolutely essential to candidates’ potential growth as an educator that they quickly get into the habit of evaluating their successes and their failures – that they begin to understand *why* particular activities and approaches either work or fail in the classroom. Doing so is the surest way to guarantee that the teacher does not slip into routine, thoughtless action in the classroom and to ensure the potential for professional growth. Candidates turn in the reflective piece the class period following the class they teach.

**History and Government**

At the end of each week, student teachers send the program coordinator a weekly update. The content of weekly updates includes:
a. a general review of how their week went, e.g., high points and low points as well as what they learned about being a teacher, observations about their students, helpful tips you are learning from their cooperating teacher, etc.
b. a critique of the lessons and activities they taught and used that week. What worked well and what didn't work so well and what would they do to change things if you could teach the lesson(s) again. Be sure to include how students responded to their lesson. (These should come from the comments they should be writing on their daily lesson plans.)
c. any concerns they have about their placement, students, etc.
Candidates are reminded that the weekly updates are reflections rather than an activity report.

**Journalism**

A question on the final exam in the Reporting class includes self-reflection as one of the three topics candidates may choose to write a 500-word essay.

**Mathematics**

In MA470 Teaching Middle and Secondary Mathematics, the secondary mathematics candidates teach the MA112 Trigonometry Class and/or MA098 Intermediate Algebra. They teach twice alone and twice as a team. Every day they write an evaluation of the lesson including a self-reflection on the lessons they teach.
One of the major projects in the class is to create a family mathematics evening for Emporia Middle School. Every candidate has two major responsibilities, one is to create a theme based station and staff it for the evening. The second is to be in charge of some aspect of the evening. For example, opening, registration, publicity, etc. After the night they write two reflection papers. One is about their station and the other about their responsibility. They describe how their mathematical activity went at the station, what they learned from the students, what they learned working with the parents and how they could improve on their performance. In the other paper they review their performance and provide pointers for the next year project.

Phase I

Candidates score/critique TWS Factor 7 and then discuss reflection and self-evaluation thoroughly.