

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.

Reflection Paper Sample On Teaching

Michael Rajnik



Reflection Paper Sample On Teaching:

Scholarship of Teaching and Learning in Speech-Language Pathology and Audiology Sarah M. Ginsberg, Jennifer Friberg, Colleen F. Visconti, 2011-10-05 **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 *Handbook of Counselor Preparation* Karen Eriksen, 2011-12 Published in cooperation with the Association for Counselor Education and Supervision ACES *Resources in Education* ,2001 **Primer to Developing a Successful Pre-Service Teacher Portfolio** James P. Takona, Roberta J. Wilburn, 2004-02-10 This guide for pre service teachers provides the means for documenting professional growth and development Takona educational technology and media LeMoyne Owen College and Wilburn early childhood education LeMoyne Owen College explain the principles and practice of developing and using a port

The Reflective Educator's Guide to Practitioner Inquiry Nancy Fichtman Dana, Diane Yendol-Hoppey, Logan Rutten, 2025-05-30 Transform your teaching and shape education through the power of inquiry Grounded in real world examples and more than 30 years of research in professional development the fifth edition of The Reflective Educator's Guide to Practitioner Inquiry addresses how inquiry fosters curiosity reflection and practical action to enhance effective classroom learning This latest edition invites educators to view inquiry as a process a product and a stance The book offers new sections on the relationship between AI and teacher inquiry and the ways in which inquiry is changing with the times Additional features and updates include A new chapter that provides a step by step guide to crafting an intentional actionable

research plan Access exercises inductive and deductive data analysis worksheets ethical guidelines and examples addressing today's issues in education A discussion of the connections between practitioner inquiry and supporting the academic success of every student The Reflective Educator's Guide to Practitioner Inquiry fifth edition empowers educators at every stage in their careers to investigate their practice drive sustained professional growth and harness inquiry's potential to create classrooms where both students and teachers thrive

Teaching Teachers, 2002 Preservice and novice teachers feeling jittery will find this book full of workable strategies for helping students experience the wonders of science Classroom veterans will discover new ideas and science educators will learn how colleagues pass on the art of good teaching Teaching Teachers thirteen articles culled from the Teaching Teachers section of NSTA's award winning journal Science and Education were written within the spirit of the National Science Education Standards by leading college educators

Your First Year As a High School Teacher Lynne Marie Rominger, Suzanne Packard Laughrea, Natalie Elkin, 2001 Written with a witty flair and containing real life stories and anecdotes this guide is the perfect companion for the high school teacher who wants to succeed in the first year and beyond

Learning to Teach Jonathan Glazzard, Neil Denby, Jayne Price, 2014-03-16

Now that you've made the decision to teach and you've chosen the route for example PGCE School Direct Teach First Troops to Teachers School based training what are the nuts and bolts of teaching What do you as a trainee teacher or new classroom practitioner really need to know What are the day to day essentials that will help you rise to the challenge of your teaching role and become an outstanding teacher Whatever your training route to becoming a fully qualified teacher this is a practical guide to teaching that will help you hit the ground running in your role It offers a comprehensive overview of teaching with a focus on the essential aspects of learning how to teach This includes learning from colleagues through observation planning and delivering lessons classroom presence and control along with specific advice on asking questions assessment and the use of technology in the classroom In short the all important fundamentals of what to do in the classroom Packed with helpful information and ideas this book will help you approach the practical business of teaching with confidence Exciting accessible and conversational it is designed to give you an overview of pedagogy and how it can be put into practice as well as a greater understanding of how teaching in schools is planned developed and delivered With its rich range of ideas and useful features this is the ideal textbook for trainee teachers on any teacher training route ending with practical help and advice on applications and interviews so that you can make that all important transition from trainee to employee Glazzard Denby and Price provide beginning teachers with a truly engaging introduction to thinking and learning about the art of teaching Its authentic voice draws upon practical examples theory and humour an essential attribute for all teachers in order to explore key topics including working effectively with colleagues and managing a teacher workload Each chapter offers a problem activity to stimulate beginning teachers and indeed their school based mentors to engage in reflection and professional dialogue around issues important for successful learning Dr Angela Gault Head of Education Partnerships University of

Wolverhampton UK **A Toolkit for Mid-Career Academics** Vicki L. Baker, Aimee LaPointe Terosky, Laura Gail Lunsford, 2024-04-09 Mid career faculty are the backbone of the college and university workforce and represent the largest population of faculty in the academy yet they face myriad challenges that hinder career satisfaction and advancement This book offers action oriented tools to engage or re engage mid career programming at the individual faculty institutional consortial and grant funded levels Bringing together leading scholars and practitioners engaged in research and practice this edited volume offers solutions to two driving questions faced by mid career faculty what's next and how to navigate This focus on both what and how highlights critical issues and challenges associated with mid career coupled with specific tools and strategies to successfully navigate from diverse stakeholder perspectives Jargon free and rich with stories from the field each chapter can serve as a stand alone resource be read in order as presented or be read non sequentially based on the reader's specific needs Mid career faculty including non tenure track and community college academics will welcome the resources tools and strategies featured throughout this book the pocket professional development mentor to help create more inclusive and equitable programming at multiple levels **Special and Gifted Education: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources, 2016-04-25 Diverse learners with exceptional needs require a specialized curriculum that will help them to develop socially and intellectually in a way that traditional pedagogical practice is unable to fulfill As educational technologies and theoretical approaches to learning continue to advance so do the opportunities for exceptional children Special and Gifted Education Concepts Methodologies Tools and Applications is an exhaustive compilation of emerging research theoretical concepts and real world examples of the ways in which the education of special needs and exceptional children is evolving Emphasizing pedagogical innovation and new ways of looking at contemporary educational practice this multi volume reference work is ideal for inclusion in academic libraries for use by pre service and in service teachers graduate level students researchers and educational software designers and developers The Turtle Hypodermic of Sickenpods David Solway, 2000 David Solway describes the betrayal of the ancient covenant between teacher and student the loss of passion on one side and eagerness on the other to the detriment of us all BOOK JACKET 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 *Service-Learning in the Computer and Information Sciences* Brian A. Nejmeh,2012-06-07 Offering a truly global perspective this book serves as a road map for service learning partnerships between information science and nonprofit organizations It introduces for the first time an essential framework for service learning in CIS addressing both the challenges and opportunities of this approach for all stakeholders involved faculty students and community nonprofit organizations NPOs both domestic and abroad This volume outlines numerous examples of successful programs from around the world presenting practical working models for implementing joint projects between NPOs and academia Innovation and change in English language education Ken Hyland,Lillian L C Wong,2013-06-19 Questions about what to teach and how best to teach it are what drive professional practice in the English language classroom Innovation and change in English language education addresses these key questions so that teachers are able to understand and manage change to organise teaching and learning more effectively The book provides an accessible introduction to current theory and research in innovation and change in ELT and shows how these understandings have been applied to the practical concerns of the curriculum and the classroom In specially commissioned chapters written by experts in the field the volume sets out the key issues in innovation and change and shows how these relate to actual practice offers a guide to innovation and change in key areas grounded in research relates theory to practice through the use of illustrative case studies and examples brings together the very best scholarship in TESOL and language education from around the world This book will be of interest to upper undergraduate and graduate students in applied linguistics language education and TESOL as well as pre service and in service teachers teacher educators researchers and administrators keen to create and manage teaching and learning more effectively **Teaching and learning human-computer interaction (HCI): Current and emerging practices** Audrey Girouard,Anirudha Joshi,Jin Kang,Craig M. MacDonald,Olivier St-Cyr,Karin Slegers,Ahmed Kharrufa,Toni Granollers Saltiveri,2023-03-27 **Latino/a Literature in the Classroom** Frederick Luis Aldama,2015-06-19 In one of the most rapidly growing areas of literary study this volume provides the first comprehensive guide to teaching Latino a literature in all variety of learning environments Essays by internationally renowned scholars offer an array of approaches and methods to the teaching of the novel short story plays poetry autobiography testimonial comic book children and young adult literature film performance art and multi media digital texts among others The essays provide conceptual vocabularies and tools to help teachers design courses that pay attention to Issues of form across a range of storytelling media Issues of content such as theme and character Issues of historical periods linguistic communities and regions Issues of institutional classroom settings The volume innovatively adds to and complicates the broader humanities

curriculum by offering new possibilities for pedagogical practice

The Learning Portfolio John Zubizarreta, 2009-12-22

The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth This second edition of this important book offers new samples of print and electronic learning portfolios An academic understanding of and rationale for learning portfolios and practical information that can be customized Offers a review of the value of reflective practice in student learning and how learning portfolios support assessment and collaboration Includes revised sample assignment sheets guidelines criteria evaluation rubrics and other material for developing print and electronic portfolios

Reflective Teacher Education Linda Valli, 1992-09-01

An increasing number of educators are arguing for conceptually sound reflective or inquiry oriented teacher education programs The argument is based on the fact that reflective teaching is possible and the belief that teachers should develop habits of consciously informed action Those who promote reflective teaching argue for teacher empowerment within a self renewing profession Reflective Teacher Education offers case studies from seven universities that have organized teacher education programs around the concept of reflection The cases represent public and private institutions and alternative and traditional models of teacher preparation The studies represent efforts to transform the entire professional education component rather than individual courses or isolated strategies The volume also considers reflection as a conceptual orientation commenting on its power to inform and improve teacher education and assessing the implementation of reflection in these specific programs The six critiques raise intriguing questions about the possibility and desirability of reflective reform efforts by viewing the cases from varying perspectives development cognitive feminist social reconstructionist and post modern

Greater

Expectations Robin Turner, 2008 A practical teaching guide to improving academic performance and test scores for underrepresented students

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