

Reflective Essay on Observation Theme

My dual goals for this assignment were to adhere to the forms and process given but also to adapt them if possible to the needs of an online school with a geographically dispersed faculty. When selecting a teacher to approach about working with me on this exercise, I chose social studies teacher Ana M.—because she has good professional boundaries, is committed to improving her practice, and is a member of the MNOHS Professional Development Committee. I explained to her that this was only an exercise, not in any way connected to the performance evaluation system that MNOHS currently has in place—but also that whatever we learned from the exercise might eventually inform a redesign of the current system.

The instructional model at MNOHS is mainly asynchronous. Teachers are required to hold synchronous office hours in Elluminate (the school webinar) three hours per week spread across two or more non-sequential days, and to arrange special meetings if students have scheduling conflicts and can't make the posted hours. Some teachers, including Ana, also hold instructional meetings in Elluminate but this is left up to their discretion. Ana holds a weekly one-hour meeting for each of her classes. Students must attend a minimum of two per quarter; they can also meet this requirement asynchronously by watching two recorded meetings and answering questions about them. Ana and I agreed, based on my scheduling needs, that I would attend her U.S. History meeting in Week 10.

My first departure from the given process was to conduct all the pre-observation (planning) steps via email, which is my normal daily mode of communication with MNOHS faculty. Given that nothing very controversial is expected to happen in this part of the process, I would probably repeat this choice even under non-simulated conditions. In other words, unless they wanted it, I wouldn't ask faculty to meet with me synchronously before an observation, only after.

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Charles James Dawson



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guide to English composition and essay writing. revised William Stewart Thomson,1894

Neuropsychological

Rehabilitation Jamuna Rajeswaran,2012-09-01 Traumatic Brain Injury TBI can occur through road traffic incidents falls or violence and is therefore an extremely prevalent type of injury constituting a significant burden on health care around the world As more people are able to recover physically from TBI it is important to consider how to help repair the cognitive functions of the brain The cognitive functions could be greatly maximized by appropriate Neuropsychological rehabilitation which occurs within months of the damage This book discusses both the theoretical and practical applications of Neuropsychological rehabilitation techniques offering a comprehensive overview of the process Using several case studies from India gained over years of clinical practice research and academic teaching this book offers an excellent guide to the procedures and tasks needed to respond effectively to patients with TBI Although focused on the Indian context this book will appeal to students and practitioners around the world as a useful resource on Neuropsychological rehabilitation techniques in India Innovative approach to Neuropsychological Rehabilitation using case vignettes Theoretical and Clinical subject matter

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Psychology and Work Donald M. Truxillo,Talya N. Bauer,Berrin Erdogan,2021-08-18 Psychology and Work is a new edition of the award winning textbook written for introductory Industrial and Organizational I O Psychology classes This book makes the core topics of I O Psychology clear relevant and accessible to students through its dynamic design The real world examples from the perspectives of employees and employers highlight how I O Psychology is applied to today s workplace Psychology and Work Second Edition covers the core areas of I O Psychology including an overview of the field and its history The topics covered include up to date research methods and statistics job analysis and criterion measurement performance appraisal personnel selection training and development work motivation leadership job attitudes and emotions occupational health psychology safety and stress teams and organizational structure culture and change Throughout the text an emphasis is placed on essential issues for today s workplace such as diversity and inclusion the evolving role of big data and analytics legal issues and the changing nature of work Written by dedicated I O professors with expertise in I O Psychology and teaching this course the book and supporting materials provide a range of high quality pedagogical materials including interactive features quizzes PowerPoint slides numerous case studies recommended videos and an expanded high quality test bank

Assessing L2 Digital Multimodal Composing Competence Emily Di Zhang,Shulin

Yu,2024-06-11 This book focuses on assessing L2 student digital multimodal composing DMC competence It explores key themes including the conceptualization of L2 student DMC competence and the development validation and utilization of L2 student DMC competence in the tertiary context Through a thorough review of the DMC literature the book furnishes readers with a theoretical framework to comprehensively grasp the underlying constructs of L2 student DMC competence It also provides a delineation of the process of scale development i e defining constructs constructing items and analyzing items scale validation i e the structural external and consequential construct validity of the scale and scale utilization in students DMC self and peer assessment practices This practical guidance equips educators and practitioners with the necessary tools and strategies to effectively assess and enhance L2 students DMC competence Scholars and professionals in the fields of L2 writing language assessment digital literacy and technology enhanced language learning will gain valuable insights from the content Exploring the Cross-Language Transfer of L1 Rhetorical Knowledge in L2 Writing Xing Wei,2023-12-02 This book

addresses the transfer of rhetorical knowledge from a first language L1 to a second language L1 to L2 rhetorical transfer a common cognitive phenomenon in the L2 writing of students in foreign language learning environments It investigates L1 to L2 rhetorical transfer from a cognitive perspective and examines a specific component of L2 writers agency in this transfer namely metacognition The book s ultimate goal is to enhance our understanding of the cognitive mechanism of rhetorical transfer across languages This goal is in turn connected to the need to determine how L1 rhetorical knowledge can be steered and oriented toward successful L2 writing To this end this book proposes a theoretical framework for transfer studies encompassing the dimensions of text transfer agency and L2 essay raters It facilitates an in depth exploration of the intricacies involved in L1 to L2 rhetorical transfer It then presents empirical studies on this transfer Embracing a dynamic perspective this book furthers our understanding of interlingual rhetorical transfer as a conscious or intuitive process for making meaning one that can be monitored and steered Moreover it discusses the pedagogical implications for L2 writing instruction that guides students to use metacognition to transfer L1 rhetorical knowledge during L2 writing Book of Composition , Teaching EFL Writing in the 21st Century Arab World Abdelhamid Ahmed,Hassan

Abouabdelkader,2016-08-20 Teaching EFL Writing in the 21st Century Arab World addresses a range of issues related to researching and teaching EFL writing in different countries in the Arab World including Egypt Morocco Oman Palestine Tunisia UAE and Yemen Both theoretically and practically grounded chapters within discuss the different contexts in which EFL writing is taught from primary school to university The book sheds light on how EFL writing is learned and taught at each educational stage exposing the different challenges encountered in the teaching and learning The focus on EFL writing in the Arab World makes this a unique and long overdue contribution to the field of research around EFL writing and will be an invaluable resource for researchers curriculum designers and students

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