

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

Patrick Blessinger, John M. Carfora



Reflection Paper Sample On Teaching:

Teacher Reflection Zia Tajeddin, Atsuko Watanabe, 2022-09-15 This edited book has been compiled in honor of Thomas S C Farrell one of the most distinguished scholars in theorizing and researching language teacher reflection It examines teacher reflection in three main areas policies practices and the impact of teacher reflection on teachers practices and professional development The data driven chapters shed light on concerns and challenges experienced by teachers in diverse international contexts and institutions and discuss the practical implications of their findings across a variety of policy settings The book addresses aspects of reflective practice including macro and micro policies and constraints as well as opportunities in the engagement of reflective practice In addition it explores teachers identity cognition emotion and motivation areas which are relevant but often not discussed in the literature on reflective practice

Teaching and Learning in a Concept-Based Nursing Curriculum Ignatavicius, Donna D. Ignatavicius, 2017-09 Resource added for the Nursing Associate Degree 105431 Practical Nursing 315431 and Nursing Assistant 305431 programs

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

Resources in Education, 2001

The Portfolio Organizer Noreen Carol Rolheiser-Bennett, Barbara Bower, Laurie Stevahn, 2000 This ultimate guide to portfolios makes the process of developing and using portfolios easier and more rewarding for you and your students Clear steps guide you through critical decisions in 10 major categories Hands on activities discussion questions and planning tools help you anticipate and address every key issue

Practical samples and easy to use templates and forms ensure that the portfolio process is meaningful to students and manageable for you Publisher **Scholarship of Teaching and Learning in Speech-Language Pathology and Audiology** Sarah M. Ginsberg, Jennifer Friberg, Colleen F. Visconti, 2011-10-05 **Handbook of Counselor Preparation** Karen Eriksen, 2011-12 Published in cooperation with the Association for Counselor Education and Supervision ACES

Teaching and Learning English in Japanese Classrooms Darren Elliott, 2023-05-19 This book shows how English language instructors in Japan explored the questions and issues which most closely affected them and their students in the language learning process Each of the teacher researchers had a puzzle After reviewing existing literature each writer found a way to adjust their practice and in these chapters they report on the results Topics include educational technology learner autonomy feedback and novel approaches to listening reading and writing instruction Although the contributors are working in Japan classroom practitioners from the wider international language teaching community can benefit from the practical teaching approaches and accessible descriptions of practitioner research to be found in this book A secondary audience of educational managers and teacher trainers will also find value in chapters which outline the ways in which an environment conducive to practitioner research can be facilitated *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 *Drama and Education* Manon van de Water, Mary McAvoy, Kristin Hunt, 2015-02-20 Drama and Education provides a practical comprehensive guide to drama as a tool for teaching and learning It is among the first practical drama and performance textbooks that address brain based neuroscientific research making the argument that creativity is necessary in our lives that embodied learning is natural and essential and that contextual learning helps us find our place in society in relationship to other peoples and cultures As well as a historical and theoretical overview of the field it provides rationale and techniques for several specific methodologies linear drama process oriented drama drama for social justice and performance art Each approach is supplemented with sample lesson plans activities ideas for differentiation and extensive bibliographies The topics are discussed from five key angles Historical and theoretical foundations Curricular applications Practical toolkits for a range of classrooms and learning environments Different strategies for lesson plans Extension options for longer workshops Alongside these core methods the integration of other innovative forms from performance art to Theatre of the Oppressed into drama based learning is explored as well as the pragmatic concerns such as assessment planning and advocacy for arts learning and arts education partnerships Drama

and Education is the comprehensive textbook for teachers and students on Applied Theatre and Theatre and Education courses Enhancing the Value of Teacher Education Research, 2024-01-22 This book invites us to critically reflect on the value of research in on and for teacher education It explores the nature and role of teacher education research and identifies ways to enhance its value for policy and practice It gathers together studies that deploy a wide range of methodologies including small scale practitioner focused research and large scale empirical studies considering the value of both approaches for the development of teacher education research that is meaningful for practice but also valid and relevant for policy The studies collected in this book were undertaken in different countries and put forward powerful messages for teacher education research in the 21st century The ultimate objective is to contribute to the generation of a knowledge base for teacher education identifying strategies and acknowledging challenges The various arguments presented here can be utilised by teacher education policymakers practitioners and researchers wishing to enhance the role of teacher education research in their own countries and contexts Contributors are Evi Agostini Herbert Altrichter Rinat Arviv Ilanit Avraham Tali Berglas Shapiro Yvonne Brain Charalambos Charalambous Michalis Christodoulou Ina Cijvat Gerry Czerniawski Ricarda Derler Maria A Flores Ulla F rstenberg Conor Galvin Ainat Guberman Mirva Heikkil Tuike Iiskala Fjolla Kacaniku Lisa Maria Lembacher Joanna Madali ska Michalak Aziza Mayo Jonathan Mendels Stephanie Mian Mirjamaija Mikkil Erdmann Hagit Mishkin Jan Morgenstern Helma Oolbekkink Marchand Nazime zt rk Katrin Poom Valickis Elena Revyakina Kari Smith Marco Snoek Vasileios Symeonidis Jullia T lle Triin Ulla Anu Warinowski Heike Wendt and Cinzia Zadra *EFL Writing Teacher Education and Professional Development* Estela Ene, Betsy Gilliland, Sarah Henderson Lee, Tanita Saenkhum, Lisya Seloni, 2024-04-16 This book explores how EFL writing teacher education is theoretically pedagogically methodologically and sociopolitically shaped given teachers unique local contexts and circumstances It showcases practitioners and researchers teaching in or studying geographic areas that have as yet been under represented in international publications and it focuses on ways that specific contexts create unique opportunities and constraints on what developing teachers know and do in their work The chapters prioritize local voices and materials to build a more inclusive and comprehensive picture of L2 writing globally enabling the book as a whole to both document and further shape pedagogical approaches to L2 writing Readers will be able to use the unique insights contained in this book in their own classrooms and professional development activities

The Oxford Handbook of Undergraduate Psychology Education Dana Dunn, 2015 The Oxford Handbook of Undergraduate Psychology Education provides psychology educators administrators and researchers with up to date advice on best teaching practices course content teaching methods and classroom management strategies student advising and professional and administrative issues *Primer to Developing a Successful Pre-service Teacher Portfolio* James P. Takona, Roberta J. Wilburn, 2004 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 *Teaching and Learning with Infants and Toddlers* Mary Jane Maguire-Fong, 2020 Maguire Fong has updated her groundbreaking book designed to assist pre and inservice professionals working with infants and their families Each chapter draws from research and real life infant care settings to provide valuable insights into how to design an infant care program plan curriculum assess learning and work with families

Inquiry-Based Learning for the Arts, Humanities and Social Sciences Patrick Blessinger, John M. Carfora, 2014-12-15 This volume is the second in the series covering the many issues and concepts of how inquiry based learning IBL can be applied to arts humanities and social sciences programs

Your First Year As a High School Teacher Lynne Marie Rominger, Suzanne Packard Laughrea, 2009-03-25 Survive Thrive in the Classroom From Day One Teaching high school students is the toughest job you ll ever love Of course often it is an acquired love You must learn to manage your students education and play parent counselor police officer and mentor Wow Now relax it doesn t have to be overwhelming With a little preparation you can ensure that you and your students get the most out of your time in the classroom and enjoy it Full of real world advice and answers for the complex issues facing today s high school teachers this down to earth and witty book will teach you how to create an atmosphere of cooperation learning and respect within your classroom Use this helpful guide as your personal mentor to achieve a successful and satisfying career as a high school teacher Earn straight A s your first year by knowing how to Create an attention grabbing and interactive teaching environment Manage difficult students and unique teenage problems Communicate educate and have fun with your students Balance the demands of old school administrators and pushy parents Fairly assess grade and evaluate students Develop effective and engrossing lesson plans Straightforward up to date and engaging I ve seen a lot of resource books for new teachers and this is the best of the bunch Wendell Geis continuing education administrator University of California Davis

Service-Learning in the Computer and Information Sciences Brian A. Nejme, 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

Effective Practices in Online Teacher Preparation for Literacy Educators Karchmer-Klein, Rachel, Pytash, Kristine E., 2019-10-11 Online education has become a prevalent means of program and course delivery especially within teacher education programs However the lack of preparation in online design is concerning especially in the field of teacher education where the focus is preparing preservice and practicing teachers to implement effective evidence based instructional strategies Effective Practices in Online Teacher Preparation for Literacy Educators is an essential scholarly resource that shares

innovative ideas for translating face to face reading literacy specialist preparation into effective online instruction for courses in literacy education Highlighting various topics such as instructional design teacher education and literacy assessment this book is ideal for instructors curriculum developers instructional designers IT specialists education professionals instructors administrators academicians and researchers 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

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