

Reflective Practice in a Teacher Education Program

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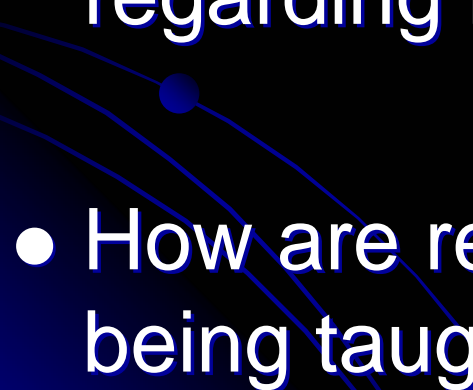
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Rationale

- School of Education's Conceptual Framework
- Time Intensive for Faculty and Students
- Shared Definition Among Students, Faculty, and Practicing Teachers
- Current Practices


Research Questions

- Is there a disconnect between what practicing teachers do, faculty require/expect, and students perceive regarding reflective practices?
 - How are reflective practices currently being taught to preservice teachers?
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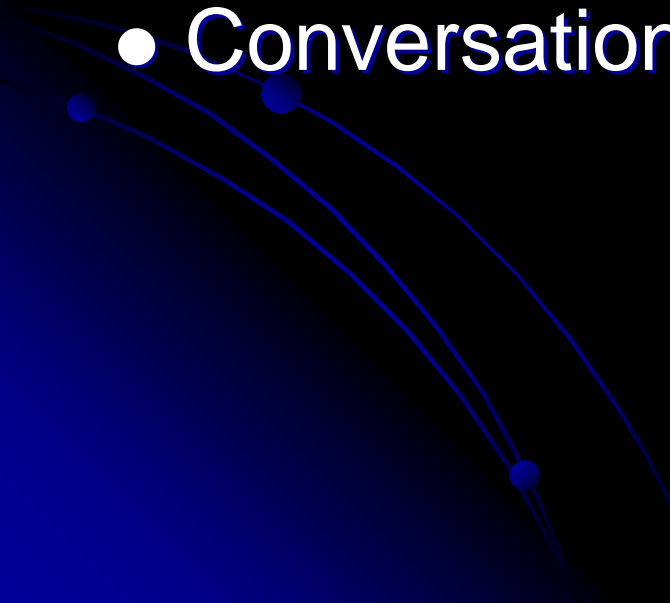
Literature Review

- Schon's (1983)
 - Reflection *in, on, and for* practice
- Loughran's (1995)
 - Framework for reflective practice
- Davis (1996)
 - Collective conversations
- Freese (1999)
 - Shared definition, modeling, and video tapes

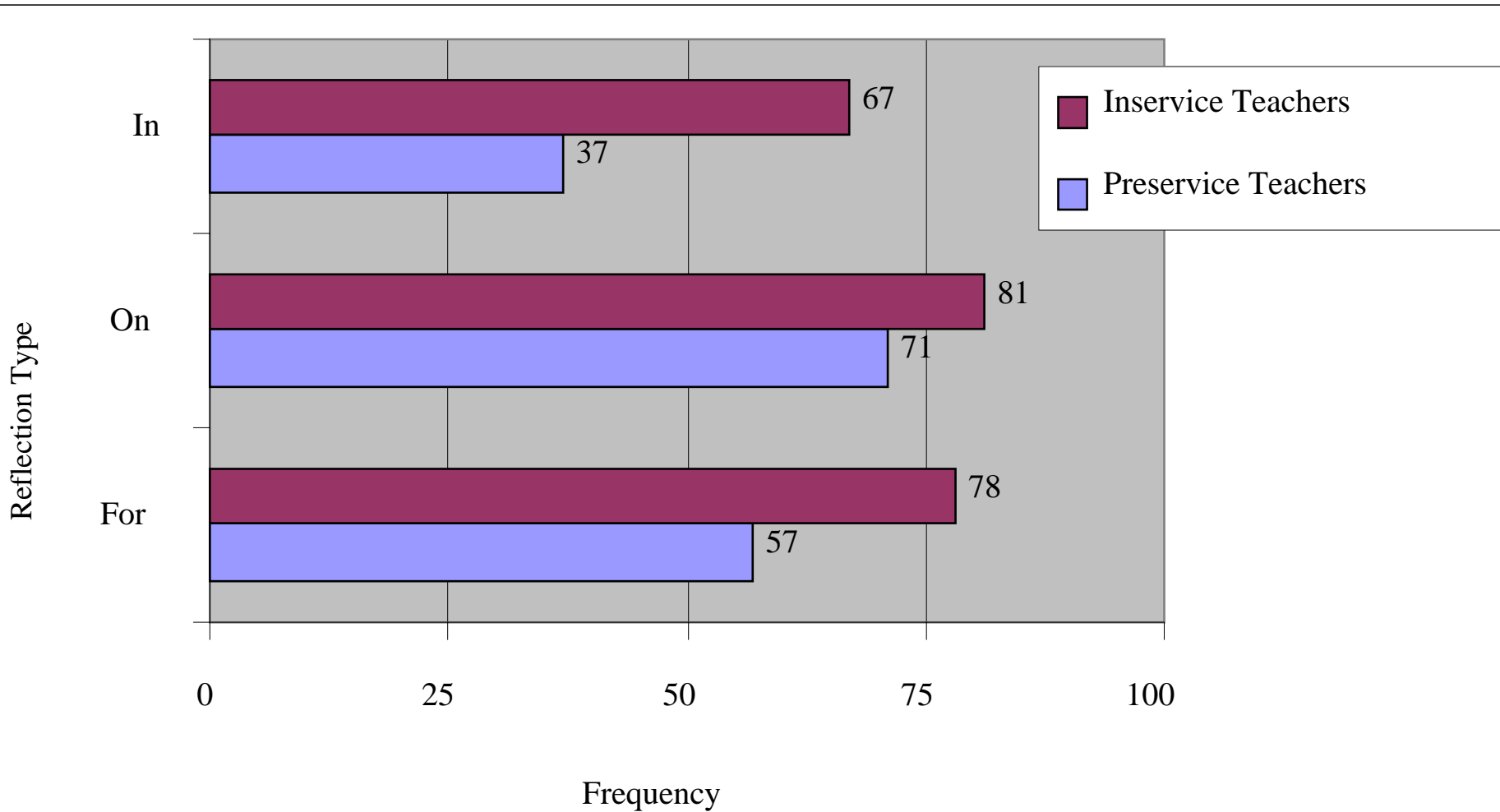
Participants

- Faculty in Teacher Education Program
 - Teachers in Partnership System
 - Preservice Teachers in Methods Classes with a Required Field Experience Component
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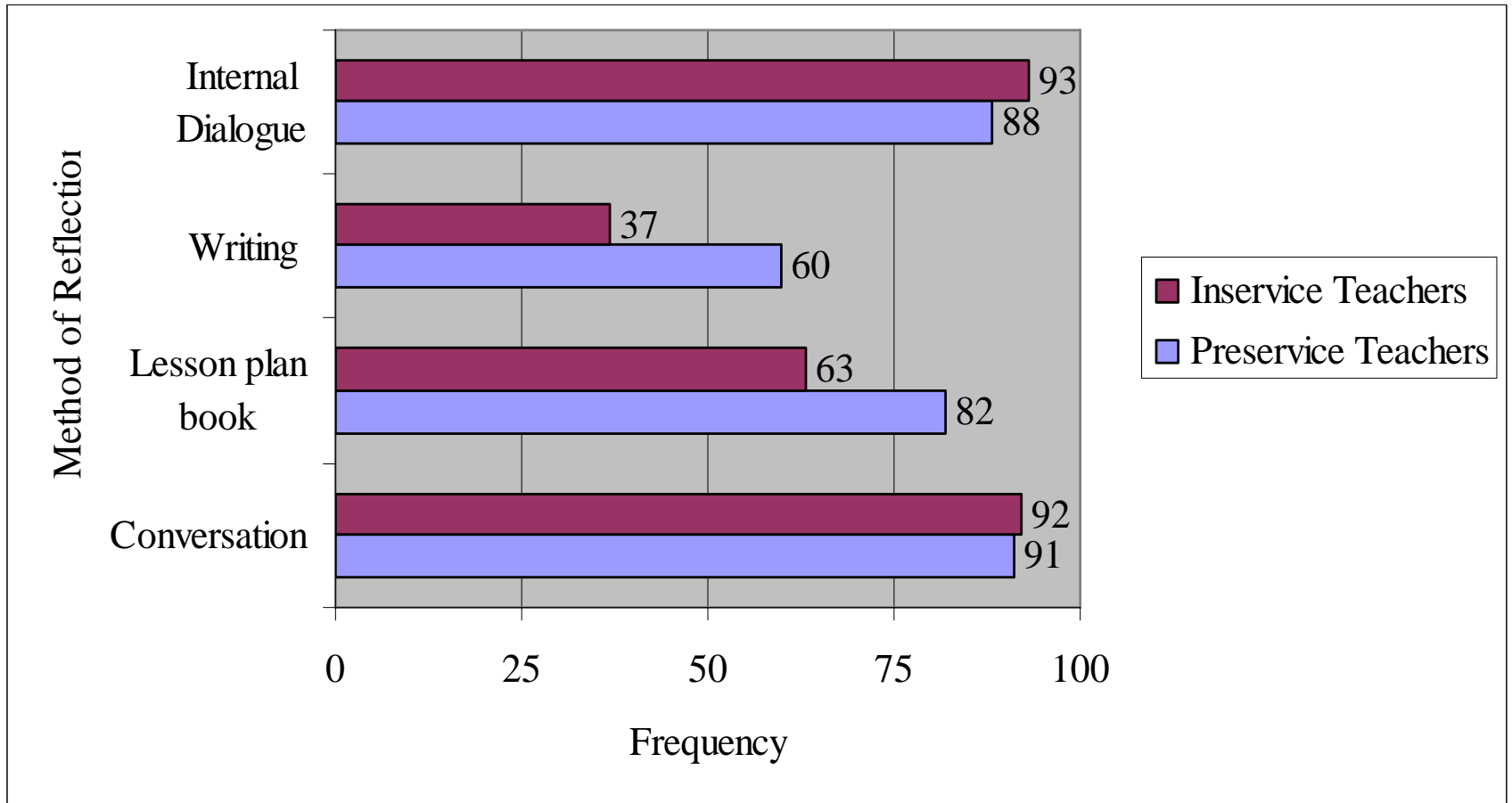
Methodology

- Online survey
 - Written Reflections
 - Conversations on Video Reflections
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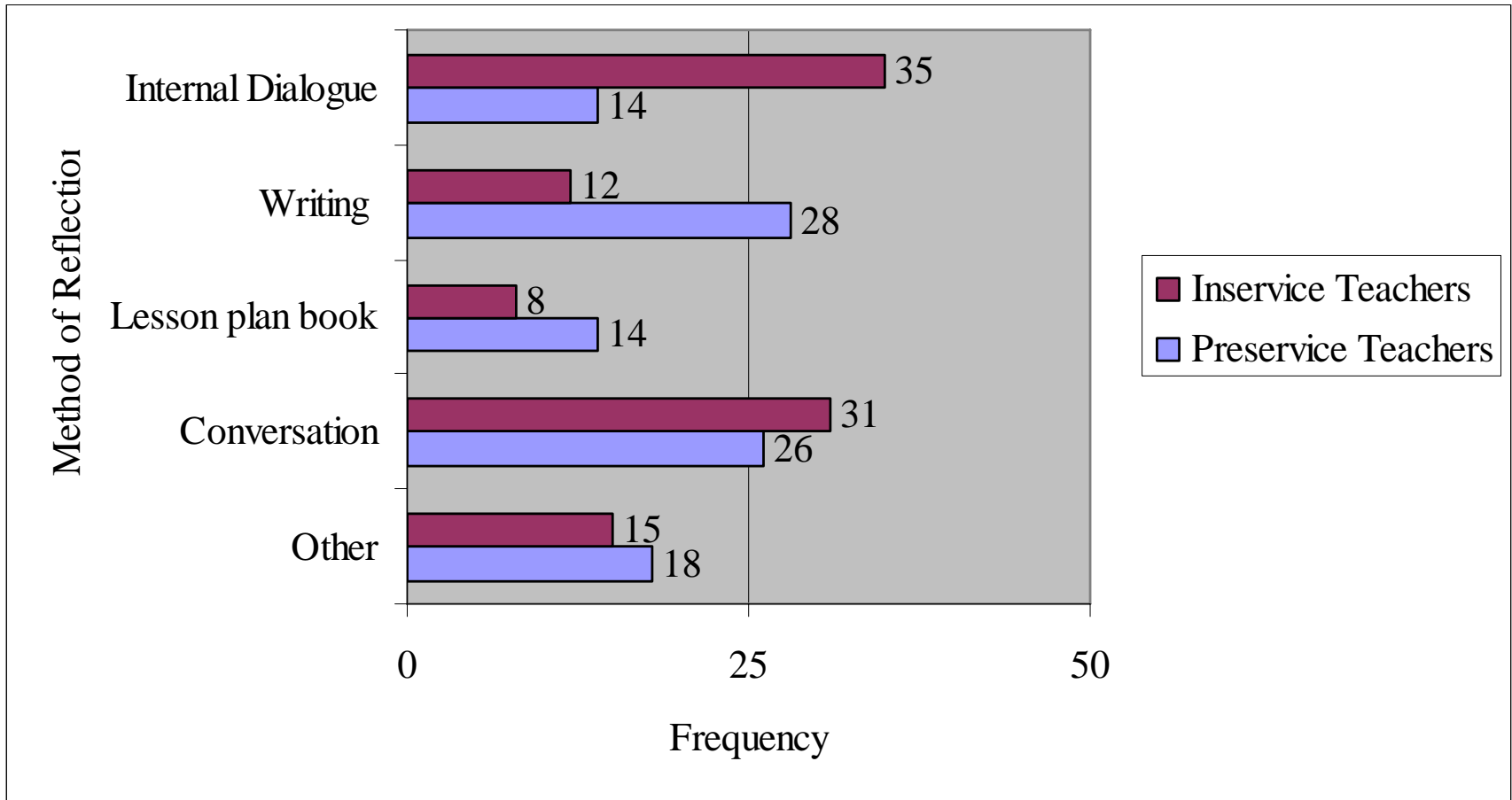
Type of reflection used by participants : Sometimes/Often



Method(s) of reflection used



Method of reflection believed to be most effective



Reflective statements from the beginning of the course -Preservice Teacher # 57

Reflective Statements	Reflective terminology	Discussion
The students did well with the sounds.	The students did well with....	On
I had a few problems with students saying the wrong sound intentionally like for /r/ they said /grrr/ because it's funny.	I had a few problems with students...	On
New lessons in the book are still uncomfortable.	New lessons ...are still...	On
The hall is a terrible place for reading academy.	The hall is a terrible place for ---	On
I am wondering if it may be better to stop and wait for people to walk by then start again.	I am wondering if it may be better to...	For
The students all got 100% correct which I wasn't surprised at but it is reaffirming what I already thought.	...which I wasn't surprised at but it is reaffirming what I already thought.	On

Reflective statements from the end of the course -Preservice Teacher # 57

Reflective Statements	Reflective terminology	Discussion
I still need to work on the fluency.	I still need to	For
The take home is still the hardest part.	Is still	On
I need to practice before teaching because the pattern doesn't make sense at this point	I need to	For
I'm looking forward to more teaching to gain the confidence and the pacing needed	I'm looking forward to	For
Today was my first [full, author note] lesson. I was surprised at how comfortable I felt doing it. The kids were excited and responsive so that helped!	Today was I was surprised at I felt	On
I'm still learning names and faces so I need to work on that.	I need to	For

Reflective statements from the beginning of the course -Preservice Teacher # 765

Reflective Statements	Reflective terminology
I think I had a little more confidence and wasn't as scared as I have been. It may not have looked that way though.	I think
There were times during the lesson when I felt a little unsure of myself especially when I am writing on the overhead, I am worried about spelling things wrong: I also at one point thought I might have put the wrong answer when going over the morning message, but I checked back in the book and it was right, or it worked).	I felt I am worried I thought
I was still a little nervous but not as much. I think the lesson as a whole went pretty smoothly. It definitely had its bumps, but I think it went ok.	...still a little nervous I think I think
I had fun. I have fun everyday though. I really am going to miss this class.	I had fun

Reflective statements from the end of the course -Preservice Teacher #765

Reflective Statements	Reflective terminology	Discussion
Today at my station we reread the story of the week and answered the questions at the end.	Today we	On
I tried calling on random people saying if they weren't ready I'd move on, but that didn't work as well as I thought it would.	I tried That didn't work I thought	On
First of all, I should have done like Marcee did and have them each read a sentence or two because reading page by page made it hard to tell if somebody wasn't ready to turn the page.	I should have	For

Reflective statements from the beginning of the course -Preservice Teacher # 356

Reflective Statements	Reflective terminology
I thought this lesson went rather well. The kids seemed to be interested in the picture walk through the book and identifying the initial and final sounds.	Thought Seemed to be
The students did really well at the centers today.	Did really well
They really enjoyed reading One Red Rooster with me and making the animal sounds as we read.	Really enjoyed

Reflective statements from the end of the course -Preservice Teacher #356

Reflective Statements	Reflective terminology	Discussion
To save time, instead of drawing each shape and then writing the defining characteristics, I could have had the shapes pre-drawn and cut out.	To save time Instead of I could have	For
I could have put tape or magnets on the back of the shapes. This way the shapes would have been more precise because I would have had more time to work on them, and then I would have time to go around and help the students if needed.	I could have Would have been I would have had Then I would have time	For
I could have also used the overhead, just to change things up a bit.	I could have also	For
Another good idea I learned from the video reflection would have been a sorting activity. I could have divided the class into small groups, and given them some polygons to sort. This hands-on activity would get the students more involved, give them practice with the polygons, and encourage working as a team.	Another good idea I learned Would have been I could have Would get	For
When I officially become a teacher, I hope that I can meet with the other teachers at my school and talk about lesson plans and ideas; just as we did in the video reflection. It was really a lot of help. And now I have new ideas to take with me into my teaching career.	When I become I hope that I can Now I have	For

Critical Incident Protocol

- Presenter: State critical question. Ex: How do I get children to attend to another child when reading in a small group?
- Audience: Take notes according to the question in order to provide feedback...both warm and cool (Plus/Delta).
- Presenter: Show 5 mins or less of video and restates question.
- Audience: Provide feedback.
- Presenter: Take notes.
- Write reflection (within 24 hours) FOR practice, approximately one page, including information gained from group feedback.

Collective Conversation – Preservice Teacher #202

Student #202	Cohort Group	Discussion
I did this True/False questions with their vocabulary words and they got them all wrong. What can I do with their vocab words so that they can get the true false questions correct?		Student restates her question after viewing the video clip with a group of her classmates.
	Had they been working on those words before this activity?	Clarifying
Yes, they had on Tuesday.		
	-They seemed unaware of what true and false mean. -Maybe before or right after their question you could go over them. -I think you did a good job of going over it after but maybe they didn't understand it. If you had went over it a little first they could have got it. -They were enthusiastic. -Did you go over what True and False was?	Task analysis Supportive comment
No, I guess we just assumed.		
	Ours didn't (when we did the same lesson). -Some might think it's really easy others might have no clue. Did that one come out of the teacher's manual?	Shared problem Clarifying question
Yes.		
	I like the concept of it. -Write them on the board next time and explain true false. -If you had done it a day later... Was it the words	Supportive comment Concrete suggestion Task analysis

Implications

- Discuss a shared definition for faculty, students, and teachers
- Continue to model and include reflective practices in courses
- Increase the amount of collective conversations
 - Audio tapes, video tapes
- Examine the use of writing as an effective method of reflection
 - Establish guidelines, provide models, receive feedback