

## **Reflection Instructions for Weeks One and Two**

NOTE: These instructions are the expectation for each placement.

**Complete the following requirements as the subject of your first weekly reflection.**

- a. Describe the classroom management system used by the teacher, including the rules, routines, and procedures.
- b. Read, understand, and describe all school emergency procedures.
- c. Discuss professional expectations of faculty.
- d. Early Childhood and Elementary Placements: Record or make a copy of the class schedule, including the number of minutes for each classroom activity.
- e. Middle School and High School Placements: Record or make a copy of the bell schedule.

**Complete the following requirements as the subject of your second weekly reflection.**

- a. Discuss the community and district/school climate and analyze how it affects student learning:
  - At what type of school are you teaching? Urban, suburban, rural?
  - What grade levels are at your site?
  - List any special features in your school/classroom setting that will affect your teaching. (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher)
  - Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

b. Choose one class for the subject of this portion of your reflection. (If you are doing the edTPA during this placement you are strongly encouraged to reflect upon the learners in the class that will be the context of your edTPA) .

- Grade/age level(s): \_\_\_\_\_
- Number of students in the class \_\_\_\_ males \_\_\_\_ females \_\_\_\_
- Consider the variety of learners in your class who require different strategies/supports or accommodations/modifications to instruction or assessment. (English language learners, gifted students needing greater support or challenge, students with Individualized Education Programs [IEPs] or 504 plans, struggling readers, underperforming students, or those with gaps in academic knowledge).

Use the template on the next page to create a chart to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. **Use as many rows as you need to complete the chart for all of the learners in the selected class.**

Learner	Fact or two that will impact how you meet the needs of the learner	Learning Needs Category	Supports, Accommodations, Modifications, and/or Pertinent IEP/504 Goals
		Example: visual processing	Close monitoring, graph paper for 3 digit numbers
		Example: Struggling readers	Provide oral explanations for directions and simplified text for word problems

c. Choose one lesson to observe and upon which to reflect.

- Describe the focus of the lesson relative to the content standards it addressed.
- Describe the learning tasks used to keep learners engaged. Were they effective?
- Note academic language used by both learners and the teacher. What techniques did the teacher use to develop learners' academic language?
- Explain how the teacher assessed the learners during and after the lesson, either formally or informally. Give examples. What strategies/supports or accommodations/modifications were provided to promote learning?
- How will these observations from items a-c affect the planning of lessons during this placement?