

ACTIVE OBSERVATION AND CRITICAL REFLECTION JOURNAL

Regardless of experience level, Active Observation and Critical Reflection are important parts of the teaching profession. You will complete a series of observation and reflection activities designed to provide you with the opportunity to develop a thorough and comprehensive understanding of students, classroom and the greater school communities that you are a part of.

This journal will be a part of your EDUC-5499 course and will provide you with opportunities to document and reflect on your learning experiences during each of your placements. This journal will also be a great tool to record your growth, which you can later use in your professional growth portfolio.

Please note:

- 1. Each placement will ask teacher candidates to focus on two specific areas of instruction. Teacher candidates and Advisors will have two options to follow when completing the reflection journal.**
 - a. Templates are provided for each placement and students may hand in the completed templates;**
 - b. Teacher candidates will complete a one-two page summary of the placement. The TC will comment on the two specific areas of instruction. Also included in the written report could be an overall assessment of how the placement went for the TC and what their next steps will be to continue developing as a teacher. The TC may wish to use the templates as a guide to help them complete their summary.**

It is hoped that Advisors will review these reflections and use this feedback to guide them in future advisor sessions.

- 2. Each placement will also provide suggestions for students on artifacts that could be included in their portfolio.**

You are encouraged to consult with your Associate Teacher to choose additional areas of focus. Also, the templates are made for both elementary and secondary, as well as public and private systems.

Year One/Concurrent Year 3 - Practicum 1 - Observation/Required Activities (first two weeks)

Teaching Expectations:

Week 1: Observation only

Week 2: Collaborative Planning

During your two weeks of observation we want you to get a sense of key practices in the school and classroom. Templates have been provided for you to help you direct your observations. These will be submitted to your Advisor at the end of week two.

Week 1 and Week 2 Templates:

- 1. The Classroom Setting (template 1a)**
- 2. Classroom Management (template 1b)**
- 3. Inclusivity (template 1c)**
- 4. Structure of a Lesson (template 1d)**
- 5. Differentiated Instruction (template 1e)**
- 6. Daily Timetables and Long-term Planning (template 1f)**
- 7. Individual Education Plans (template 1g)**
- 8. Extra-Curricular Activities (template 1h)**

Year One/Concurrent Year 3 - Practicum 1 – Weeks 3-5 - Required Activities

Focus on Lesson Planning and Classroom Management

Teaching Expectations:

Week 3: Up to 25% **

Week 4: Up to 50% **

Week 5: Up to 50% **

Teacher Candidates will focus on lesson planning and classroom management. Templates are provided and students may hand in the completed templates or use the templates to help them write a 1-2-page summary of the placement. Included in the written report could be an overall assessment of how the placement went for the TC and what their next steps will be to continue developing as a teacher. It is hoped that advisors will review these reflections and use this feedback to guide them in future Advisor sessions.

PORTFOLIO

During this placement select at least 2 artifacts that demonstrate your lesson planning skills. For example, you might select an interesting introductory activity (hook) that you felt really engaged your students and prepared them for the main lesson activity. You may also want to select an engaging learning strategy that you felt was really successful, or you may want to choose a closure activity that successfully demonstrated what the students learned or provided you with feedback as to the next steps you needed to take to ensure students successfully mastered the material you were teaching.

Templates

- 1. Lesson Planning (template 1i)**
- 2. Classroom Management (template 1j)**

Year One/Concurrent Year 3 - Practicum 2 - Required Activities

Focus on Classroom Setting, Assessment and/or Classroom Management

For this practicum we have given you the option of looking at two of: classroom setting, assessment, and/or classroom management. It is up to the Advisor to decide which two practices would be most helpful for their group. Templates are provided for each placement and students may hand in the completed templates or use the templates to help them write a 1-2-page summary of the placement. Included in the written report could be an overall assessment of how the placement went for the TC and what their next steps will be to continue developing as a teacher. It is hoped that advisors will review these reflections and use this feedback to guide them in future advisor sessions.

Portfolio Artifacts

During this placement, select at least 2 artifacts that highlight any of the following:

- use of graphic organizers;
- posting of learning goals and success criteria;
- examples of how you enhanced student identify in the classroom;
- engaging use of technology;
- examples of assessment activities- of, for, as; or
- interesting methods you used to keep students engaged in your lessons

Templates:

- 1. Assessment and Evaluation (template 2a)**
- 2. Classroom Setting (template 2b)**
- 3. Classroom Management (template 2c)**

Year Two/Concurrent Year 5 - Practicum 3 - Required Activities

Teaching Expectations:

Week 1: Observation and collaborative teaching/planning

Week 2: Up to 50% **

Week 3: Up to 75% **

Week 4: 100% **

Week 5: 100% **

Focus on Instructional Strategies (DI) and Long-term Planning

Templates have been provided for students and they can use them as guides to help them complete their 1-2-page report.

Templates

- 1. Long-term Planning (template 3a)**
- 2. Instructional Strategies and Differentiated Instruction (DI) (template 3b)**

Portfolio Artifacts

During this placement select at least two artifacts that highlight any of the following:

- engaging instructional activities
- specific examples of how you differentiated the curriculum
- specific examples of assessment strategies

Year Two/Concurrent Year 5 - Practicum 4 - Required Activities

Focus on Inclusivity Including Special Education

Teaching Expectations:

Week 1: Observation and collaborative teaching/planning 50 to 75% **

Week 2: 75 to 100% **

Week 3: 75 to 100% **

Week 4: 100% **

Week 5: 100% **

Templates have been provided for students and they can use them as guides to help them complete their 1-2-page report.

Template

- 1. Inclusivity (template 4a)**

Portfolio Artifacts

For your final placement, review the artifacts you have collected for your portfolio and determine if there are items that you need to replace with better examples of your teaching practice. During this final placement you have the opportunity to demonstrate how your skills have improved over the last two years and this is an excellent opportunity for you to complete your portfolio with artifacts that highlight your teaching skills. You will also be able to use these artifacts to help you prepare for interviews as they should give you many specific examples to use as you answer the interview questions.

Template 1a: The Classroom Setting

Observations

Setting Element	Evidence
a) What is the structure of the classroom? (ex: Open Concept)?	
b) How are the student seats arranged?	
c) Where is the associate teacher's desk located?	
d) What other areas do students have to work, either individually or in groups?	
e) What evidence of student identity is displayed in the classroom?	
f) What evidence of classroom management do you see?	
g) What learning tools and resources are readily available and accessible to your students?	
h) What technology is available in your classroom?	

Reflection Questions:

- 1) How are teaching and learning affected by the classroom setting elements?
- 2) How are interactions (student to student, student to teacher) affected by the seating plan?
- 3) What strengths do you believe your classroom setting has? What challenges?

Template 1b: Classroom Management

Observations

Classroom Management	Evidence
Classroom Routines	
Student Expectations	
Student Responsibilities	
Strategies for Getting Student Attention	
Reinforcements/Consequences	
Challenges	

Reflection Questions:

- 1) What do you think is the greatest challenge in managing this classroom?

Consult with your Associate Teacher for the following questions:

- 1) How long did it take to establish routines in the classroom?
- 2) How does the Associate Teacher deal with mildly inappropriate behaviour? More serious behaviour?

Template 1c: Inclusivity

Student inclusivity refers to differences in ethnicity, culture, religion, socio-economic status, family structure, sexual orientation, physical ability, learning abilities, and individual differences. In our Catholic schools, some of these issues could be problematic and students are asked to be sensitive to Catholic teachings and to Board policies. It is imperative that all teacher candidates treat all students with sensitivity.

Consult with your Associate Teacher and document the types of inclusivity that students show in your classroom.

Reflection Questions:

- 1. How does Student inclusivity impact the classroom?**
- 2. How can you successfully integrate inclusivity into your classroom culture and pedagogy?**

Template 1d: Structure of a Lesson

Use the outline below to guide your observation of a structured lesson taught by your Associate Teacher.

Observation	Evidence
<p>Topic/Focus of the Lesson</p> <p>What will the students learn about?</p>	
<p>Curriculum Connection</p> <p>Where does this lesson fit into the curriculum? Are there are cross-curricular connections?</p>	
<p>Learning Goals and Success Criteria</p> <p>State the displayed learning goals and success criteria for this lesson.</p>	
<p>Introduction</p> <p>How does your AT settle and gather students in the classroom?</p> <p>How is your AT engaging students?</p> <p>Are student made aware of the learning goals and success criteria?</p>	
<p>Questions</p> <p>Comment on the variety and level of questions used in the lesson.</p> <p>What kind of questions did the students ask?</p>	
<p>Working On It</p> <p>How does this lesson relate to a previous lesson or the overall unit?</p> <p>What materials and resources are used?</p> <p>What activities will the students take part in?</p>	
<p>Consolidation</p> <p>How will the learning be consolidated?</p> <p>How do students show what they have learned?</p>	
<p>Assessment</p> <p><i>What types of assessment do you see in this lesson?</i></p> <p><i>How does the teacher determine what students already know?</i></p>	

Reflection Questions:

- 1) Discuss with your AT his or her approach to planning. What are the implications for your own planning during this practicum?
- 2) What other questions do you have for your AT regarding the lesson planning process?

Template 1e: Differentiated Instruction

Differentiated instruction incorporates a variety of approaches to instruction, assessment and environments so that all learners are able to participate in a meaningful way, based on his or her interest, learning style and ability. Teachers can differentiate by content, process, product and assessment/evaluation.

What evidence do you see in your classroom of differentiation?

Reflection Questions:

- 1) How does your AT determine HOW to differentiate?
- 2) How do you know if differentiation is effective?
- 3) How does DI impact teacher planning?

Template 1f: Daily Timetables and Long-term Planning (*Elementary*)

How does your AT begin long-term planning?

What are the key steps your AT takes to develop their course(s)?

How do teachers determine in what order to teach particular strands, topics and units?

How can the time students will need on a particular lesson, unit or topic be predicted?

How far ahead does your AT keep their daybook?

Template 1f: Daily Timetables and Long-term Planning (Secondary)

How does your AT begin long-term planning?

How does your AT sequence and time curriculum content?

How do the different streams and levels of a grade or class impact the planning and delivery of a lesson?

How does a class length impact planning?

How far ahead does your AT keep their daybook?

Template 1g: Individual Education Plans

What is an Individual Education Plan (IEP)?
What is the process for developing an IEP for a student?
What is the difference between an accommodation and an IEP?

With the permission of your Associate Teacher, look through an IEP for one of the students in your class.

Who was involved in writing this IEP?
What are the identified areas of strength?
What are the identified areas where extra support is needed?
What accommodations are outlined?

Reflection Questions:

- 1) How are the accommodations and modifications integrated when lesson planning?**

Template 1h: Extracurricular Activities

During practicum, you should become involved in an extracurricular activity of your choice (ex: sports, clubs, choir, student council, etc.).

Extracurricular Activity
Impact on the School and Community
Impact on the Students and Learning
Impact on Teachers and Staff
How is this activity organized?
Responsibilities of Supervising Teacher

Template 1i: Lesson Planning

Use the outline below to help you reflect on your lesson planning strategies during your second placement.

Introductions to your lesson. Give 2 or 3 examples of interesting 'hooks' that you used to engage student interest in your lessons.

Learning Goals and Success Criteria- Give some examples of learning goals and success criteria that you used for your lessons. How did you make students aware of the learning goals and success criteria?

Working On It- Give some examples of instructional strategies you used to engage your students

Consolidation- Gives some examples of activities you used to consolidate your lessons. How did students show what they have learned?

Assessment- Give some examples of the various types of assessment you used.

Pacing- How did you manage to ensure that you managed to complete your lesson in the time allotted.

What areas do you think you need to work on to keep improving in the planning and delivery of lessons?

Template 1j: Classroom Management

Observations

<p>Classroom Management</p>
<p>Classroom Routines- Give some examples on how you reinforced existing routines or new routines that you initiated.</p>
<p>Student Expectations- Give some examples on how you reinforced existing expectations or how you relayed new expectations to your students.</p>
<p>Strategies for Getting Student Attention- Give some examples on how you reinforced existing strategies for getting student attention or examples of other methods you used to capture student attention.</p>
<p>Reinforcements/Consequences-Give some examples on how you used existing reinforcements/consequences or other methods you used.</p>
<p>Challenges- What challenges did you face? What would you like your advisor do next year to assist you in classroom management?</p>

YEAR ONE- PRACTICUM 2 TEMPLATES- ASSESSMENT AND CLASSROOM MANAGEMENT

Template 2a: Assessment and Evaluation

Record 2-3 examples of Assessment that you used in your placement classroom.

Type of Assessment
Assessment FOR Learning <ul style="list-style-type: none">• Diagnostic• Formative
Assessment AS Learning <ul style="list-style-type: none">• Formative
Assessment OF Learning <ul style="list-style-type: none">• Summative

Reflection Questions:

- 1) How did you use assessment to inform further instruction and teaching?

Template 2b: The Classroom Setting

Observations

Setting Element
a) What is the structure of the classroom? (eg. Open Concept)?
b) How are the student seats arranged?
c) Where is the associate teacher's desk located?
d) What other areas do students have to work, either individually or in groups?
e) What evidence of student identity is displayed in the classroom? Give some examples of how you enhanced the student identity in the classroom. (eg. posting student work)
f) What type of graphic organizers/displays are in the room? Give some examples of graphic organizers or other materials you used and/ or posted in the classroom. (eg. learning goals, success criteria)
g) What learning tools, resources, and technology are readily available and accessible to your students? Give some examples of learning tools and/or engaging technological tools that use used.

Reflection Questions:

- 1) How are teaching and learning affected by the classroom setting elements?
- 2) How are interactions (student to student, student to teacher) affected by the seating plan?
- 3) What strengths do you believe your classroom setting has? What challenges?

Template 2c: Classroom Management

Observations

Classroom Management

Classroom Routines- Give some examples on how you reinforced existing routines or new routines that you initiated.

Student Expectations- Give some examples on how you reinforced existing expectations or how you relayed new expectations to your students.

Strategies for Getting Student Attention- Give some examples on how you reinforced existing strategies for getting student attention or examples of other methods you used to capture student attention.

Reinforcements/Consequences- Give some examples on how you used existing reinforcements/consequences or other methods you used.

Challenges- This was your second opportunity to deal with classroom management issues. What challenges did you face? What would you like your advisor do next year to assist you in classroom management?

Template 3a (Elementary): Daily Timetables and Long-term Planning

How did you determine in what order to teach particular strands, topics and units?

How well did you predict the time students needed on a particular lesson, unit or topic?

How far ahead did you keep your daybook?

What types of things need to be planned well in advance?

Template 3a (Secondary): Long-term Planning

How did you sequence and time curriculum content?

How did the class length impact your planning?

How do the different streams and levels of a grade or class impact the planning and delivery of a lesson? What types of strategies did you use to account for the differences?

How far ahead did you keep your daybook?

What types of things need to be planned well in advance?

Template 3b: Instructional strategies and Differentiated Instruction

Delivering engaging instructional activities is critical for you to be a successful teacher. Differentiated instruction incorporates a variety of approaches to instruction, assessment and environments so that all learners are able to participate in a meaningful way, based on his or her interest, learning style and ability. Teachers can differentiate by content, process, product and assessment/evaluation.

What types of strategies did you use to help differentiate your content/process or assessment?

What instructional strategies did you find to be most effective to engage students?

Template 4a: Inclusivity

Student inclusivity refers to differences in ethnicity, culture, religion, socio-economic status, family structure, sexual orientation, physical ability, learning abilities, and individual differences. Many students will have formal Individual Education Plans (IEPs), some will have accommodation logs, some will need second language assistance and others may be struggling in your class.

In our Catholic schools, some of these issues could be problematic and students are asked to be sensitive to Catholic teachings and to Board policies.

Reflection Questions:

- 1. How does Student inclusivity impact the classroom?**
- 2. What type of strategies did you use to ensure that each student could be successful?**
- 3. How can you successfully integrate student inclusivity into your classroom culture and pedagogy?**