

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 co-operating 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 FarleyElementary 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.

Student Teaching Reflection Essay

**Marilyn E. Strutchens, Rongjin
Huang, Despina Potari, Leticia Losano**

Student Teaching Reflection Essay:

Resources in Education ,2000-10 Educating Prospective Secondary Mathematics Teachers Marilyn E. Strutchens,Rongjin Huang,Despina Potari,Leticia Losano,2018-06-01 This book highlights innovative approaches to preparing secondary mathematics teachers Based on empirical findings gathered in several countries on five continents it provides a wealth of best practices for preparing secondary mathematics teachers and discusses issues related to their professional and personal growth such as identity content knowledge and pedagogical content knowledge which also includes knowledge of integrating technology into teaching and learning mathematics Divided into four parts the book focuses on field experiences technologies tools and resources teacher knowledge and teacher professional identities Some of the main threads running through the book are the importance of university and school partners working together to ensure preservice secondary mathematics teacher success in developing pedagogical strategies that lead toward students mathematical engagement and achievement the critical need for preservice secondary mathematics teachers to develop strong content knowledge and pedagogical content knowledge and the importance of providing opportunities during pre service education for developing prospective teachers professional identities **Road to Teaching** Eric Hougan, Ph.D.,2016-01-03 Road to Teaching effectively guides the soon to be teacher through teacher training student teaching and finding a job by providing useful strategies practical advice and valuable resources *Tools, Techniques and Strategies for Reflective Second & Foreign Language Teacher Education* Paul Voerke, Mergentel A. Vaz Ferreira,Nancy Drescher,2024-05-10 Essential questions about the skills teachers need for effective classroom practice have raised by researchers such as Shulman Sch n Altrichter Posch and Hattie and discussions still continue In this context the anthology combines theoretical studies and practical insights about Reflection from foreign and second language teacher education and professional development It includes examples of reflective tools techniques and strategies that can help teachers to re think their practices and ensure the quality of their everyday work *Mathematics Teaching* Johnny W. Lott,Jennifer Luebeck,2015-06-01 Originally published in 2010 The seventh monograph of AMTE highlights examples of important scholarship of and for the mathematics teacher education community This monograph like others produced by AMTE serves as a forum for mathematics teacher educators to exchange ideas experiences resources and detailed accounts of work to improve teacher preparation Chapters in this monograph take up a variety of issues such as using online social networking in the preparation of teachers examining the impact of textbook specific professional development and offering a mathematics specific reading in the content area course **Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources,2018-05-04 Regardless of the field or discipline technology is rapidly advancing and individuals are faced with the challenge of adapting to these new innovations To remain up to date on the current practices teachers and administrators alike must constantly stay informed of

the latest advances in their fields Teacher Training and Professional Development Concepts Methodologies Tools and Applications contains a compendium of the latest academic material on the methods skills and techniques that are essential to lifelong learning and professional advancement Including innovative studies on teaching quality pre service teacher preparation and faculty enrichment this multi volume book is an ideal source for academics professionals students practitioners and researchers

Learning Through Teaching Mason Ross, AI, 2025-02-22 Learning Through Teaching explores the powerful concept of learning by teaching revealing how instructing others significantly enhances the teacher's own understanding and knowledge retention This book examines the cognitive mechanisms behind this phenomenon emphasizing that explaining concepts anticipating questions and tailoring information forces a deeper level of processing than passive learning alone The text highlights the practical applications of this effect in educational settings and its broader implications for lifelong learning The book unfolds systematically first introducing the cognitive processes involved in learning by teaching such as knowledge organization and error detection It then examines studies demonstrating its effectiveness in various settings including peer tutoring and collaborative projects Finally the book offers guidelines for incorporating learning by teaching strategies into classrooms and self directed learning programs By synthesizing research from educational psychology cognitive science and instructional design Learning Through Teaching provides a unique perspective on optimizing learning strategies and improving active learning

Conducting Educational Research Patricia D. Morrell, James B. Carroll, 2010-01-01 Conducting Educational Research A Primer for Teachers and Administrators is designed to provide the step wise content specific information masters students must possess to design conduct and disseminate a qualitative quantitative or mixed methods classroom or school research study The text will help school professionals to see both the value of being life long critical consumers of educational research and the merit of using research in helping them to become teacher leaders and or change agents in their own professional settings Specifically the text would provide master level students with The background they need to see the importance of educational research in their daily professional lives Instruction in all aspects of a typical five chapter research design introduction literature review methodology results conclusion discussion implications The tools needed to locate and critically review published educational research Instruction on common qualitative methodologies Instruction on the types of quantitative methodologies that master level candidates would be most likely to use Knowledge of the importance of being intelligent consumers of existing research Ways to engage the student in a reflection plan for the future

Learning from the Student's Perspective Alison Cook-Sather, Brandon Clarke, Daniel Condon, Kathleen Cushman, Helen Demetriou, Lois Easton, 2015-11-17 Much has been written about how to engage students in their learning but very little of it has issued from students themselves Compiled by one of the leading scholars in the field of student voice this sourcebook draws on the perspectives of secondary students in the United States England Canada and Australia as well as on the work of teachers researchers and teacher educators who

have collaborated with a wide variety of students Highlighting student voices it features five chapters focused on student perspectives articulated in their own words regarding specific approaches to creating and maintaining a positive classroom environment and designing engaging lessons and on more general issues of respect and responsibility in the classroom To support educators in developing strategies for accessing and responding to student voices in their own classrooms the book provides detailed guidelines created by educational researchers for gathering and acting upon student perspectives To illustrate how these approaches work in practice the book includes stories of how pre service and in service teachers school leaders and teacher educators have made student voices and participation central to their classroom and school practices And finally addressing both practical and theoretical questions the book includes a chapter that outlines action steps for high school teachers school leaders and teacher educators and a chapter that offers a conceptual framework for thinking about and engaging in this work Bringing together in a single text student perspectives descriptions of successful efforts to access them in secondary education contexts concrete advice for practitioners and a theoretical framework for further exploration this sourcebook can be used to guide practice and support re imagining education in secondary schools of all kinds and the principles can be adapted for other educational contexts

Reflective Spin, The: Case Studies Of Teachers In Higher Education Transforming Action Ai Yen Chen, John Van Maanen, 2000-02-01 The new millennium brings with it new challenges and possibilities A globalised world in which education will be the key to cross national relations necessitates a fundamental understanding of the way education is practised in different cultures across the world The Reflective Spin is the first book of its kind about university teachers about professionals sharing their experiences in improving learning and teaching practices The writers of the cases generously share their concerns struggles knowledge and insights as they examine the values assumptions presuppositions and perspectives about learning and teaching in higher education Readers will benefit from this sharing of a new reflective experience in a multi layered multi faceted and multi perspective context

Re-Designing Teacher Education for Culturally and Linguistically Diverse Students Ana Christina da Silva Iddings, 2016-12-08 Through a critical ecological lens this book explores a comprehensive and ecological re design of a teacher education program grounded in research on the complex factors that affect the teaching and learning of linguistically and culturally diverse children Chapter authors challenge hegemonic cultural and linguistic norms quantitative and static views of resources the impact of U S education policy and the limited attention to the agency identities and strategic actions of diverse students and their families *Resources in Education* ,1997

Promoting Global Competence and Social Justice in Teacher Education David Schwarzer, Beatrice L. Bridglall, 2015-03-06 Promoting Global Competence and Social Justice in Teacher Education reconceptualizes the purpose of education to include the attainment of global or cosmopolitan perspectives This goal has important implications for how we not only educate today s students but also how we prepare teachers to teach in a diverse and complex world in which habits of perspective inquiry imagination empathy communication

commitment humility integrity and judgment increasingly resonate in importance This book advocates for preparing teacher candidates to acquire a nuanced global perspective of their subject areas and be prepared to handle the demands of educating students for our changing global context To this end Promoting Global Competence and Social Justice in Teacher Education encourages the development of pedagogical strategies that will enable students to consider multiple perspectives and cultivate respect for diverse peoples and cultures *Faces of English Education* Lillian L. C. Wong, Ken Hyland, 2017-04-28 Faces of English Education provides an accessible wide ranging introduction to current perspectives on English language education covering new areas of interest and recent studies in the field In seventeen specially commissioned chapters written by international experts and practitioners this book offers an authoritative discussion of theoretical issues and debates surrounding key topics such as identity motivation teacher education and classroom pedagogy discusses teaching from the perspective of the student as well as the teacher and features sections on both in and out of class learning showcases the latest teaching research and methods including MOOCs use of corpora and blended learning and addresses the interface between theory and practice analyses the different ways and contexts in which English is taught learned and used around the world Faces of English Education is essential reading for pre and in service teachers researchers in TESOL and applied linguistics and teacher educators as well as upper undergraduate and postgraduate students studying related topics *Threshold Concepts in the Moment*, 2024-04-22 In the twenty years since Ray Land and Erik Meyer published their first paper on Threshold Concepts there has been a steady stream of papers mulling over their original suggestions that learning far from proceeding in an orderly fashion is instead a process of struggle perhaps alienation and confusion that puts students in a troublesome liminal in between state As their understanding develops liminality gives way to transformational insight whereby a whole field of study comes often quite abruptly into focus There is a gain but often also a loss in this new world old certainties assumptions and even aspects of our identity can be left by the wayside Threshold Concepts in the Moment is the sixth collection in the series on the subject of Threshold Concepts following the 8th Biennial Conference held in 2021 anchored at London's UCL but running online across the world Its contributors who range from old hands to new members of the community finding their feet mull over the insights of the threshold concepts framework in higher education scrutinise their own fields of study explore the implications of liminality for pedagogy and becoming professional practitioners and consider the broad implications for pedagogy of factoring in the troublesomeness of knowledge and learning **Becoming an Urban Physics and Math Teacher** Beth A. Wassell, Ian Stith, 2007-06-13 This book explores what happens as beginning urban teachers transition through their first few years in the classroom It captures one teacher's journey through the first three years of teaching science and mathematics in a large urban district in the US Combining narrative with critical analysis the authors focus on Ian's agency as a beginning teacher and explore his success in working with diverse students **Video Reflection in Literacy Teacher Education and**

Development Evan Ortlieb, Mary B. McVee, Lynn E. Shanahan, 2015-05-06 Within education there is a growing body of research focused on the use of video as a mediational tool for reflection The purpose of this volume is to bring together research and research based practices from a wide array of literacy scholars and practitioners who are using video in educational research and teaching

Handbook of International Research in Mathematics Education Lyn D. English, David Kirshner, 2015-07-30 This third edition of the Handbook of International Research in Mathematics Education provides a comprehensive overview of the most recent theoretical and practical developments in the field of mathematics education Authored by an array of internationally recognized scholars and edited by Lyn English and David Kirshner this collection brings together overviews and advances in mathematics education research spanning established and emerging topics diverse workplace and school environments and globally representative research priorities New perspectives are presented on a range of critical topics including embodied learning the theory practice divide new developments in the early years educating future mathematics education professors problem solving in a 21st century curriculum culture and mathematics learning complex systems critical analysis of design based research multimodal technologies and e textbooks Comprised of 12 revised and 17 new chapters this edition extends the Handbook's original themes for international research in mathematics education and remains in the process a definitive resource for the field

Powerful Teacher Education Linda Darling-Hammond, 2012-06-28 Powerful Teacher Education describes the strategies goals content and processes of seven highly successful and long standing teacher education programs Alverno College Bank Street College Trinity University University of California Berkeley University of Southern Maine University of Virginia and Wheelock College All these colleges and universities have succeeded in preparing teachers to teach diverse learners to achieve high levels of performance and understanding In discussing the common features of these programs Linda Darling Hammond shows what outstanding teacher education models do and how they do it and what their graduates accomplish as a result Powerful Teacher Education also examines the policies organizational features resources and relationships that have enabled these programs to succeed

Generative AI for Students David Meehan, 2024-12-07 How can you make the most of Generative AI at college or university Using Generative Artificial Intelligence as a student can be confusing and challenging This authoritative guide equips you with the practical knowledge to confidently leverage Generative AI as a powerful study aid Exploring a wide spectrum of topics from demystifying jargon and fostering critical thinking to addressing diversity inclusion and academic integrity this book is an essential companion for any student looking to enhance their academic skill set and achieve success in their studies By the end of this book you will Become critically literate at using Generative AI Understand what the ethical use of Generative AI looks like in practice Learn how to use Generative AI to enhance traditional study methods Encounter real life case studies and worked through examples to put theory into practice Gain a comprehensive grounding in how to engage with Generative AI Tools

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