

FINAL ASSIGNMENT

Becoming a Reflective Teacher

Due March 20, 2006, by 3:30PM to the EDS Office, 517A University Center

What kind of teacher will you become? How have your current experiences and course learnings helped to shape your educational philosophy and future classroom practice? The purpose of the final assignment is to provide an opportunity for you to explore your answers to these questions and to synthesize course and practicum readings, activities, and discussions.

Format

All newly created descriptive or analytical sections in the paper must be **typed** and **double-spaced**. For each of the two sections, type your name and an identification of that section in the upper right hand corner of the first page. Staple Section I and Section II separately, and attach the two sections together with a paper clip. Because different sections will be read by different people, do not staple them together. Please do not enclose your paper in a folder or binder.

Section I: Reflecting Upon Teaching and Learning

This assignment provides you with the opportunity to incorporate what you learned about your students, their conceptual knowledge and language proficiencies, into a lesson. You will teach the lesson plan completed in lecture on January 31 to a group of students in your classroom. Be sure to discuss with your cooperating teacher the lesson goal, time, and space required prior to submitting your lesson plan.

Implement the lesson with the group of children. Be sure to note your observations of their questions and participation for your reflection.

After teaching the lesson, compose a 1-3 page reflection in which you:

- a) Discuss your assessment of the children's learning according to the objective set in your plan. Was the objective met? Met by all students? What evidence can you provide from your observations?
- b) Reflect on your own learning. How did you draw upon what you learned about your students and classroom through Project 1 in designing and implementing this activity? What would you change if you were to implement the lesson again? Why? What worked well, and how will you incorporate what you learned into future teaching experiences?
- c) Analyze your experience in light of **at least two** of the readings for this quarter. How does your classroom experience confirm/disconfirm or help you

understand some of the major themes (e.g. cognitive apprenticeship, “small moments” in creating a classroom community, English language development, knowing the learner, funds of knowledge)? What would you do to enhance the success of the lesson in the future based on your understanding of the readings?

Note: Please include a copy of the lesson plan you developed in lecture (handwritten copy is fine) along with a typed copy of your reflection when submitting your final.

Final Assignment, Section II: Reflecting upon a Weekly Journal

Select one of your journal entries submitted during the quarter that you believe best demonstrates your own skills in describing and reflecting upon classroom activities. Write a **retrospective analysis** of this journal entry. Upon re-reading this journal, what do you think shaped your initial descriptions and reflections? In what ways do the ideas you present in the journal still hold? What new sense can you make of that day, given the additional class readings and presentations, discussion in section, the perspective of time, and later experiences you have had since you wrote the entry? (1-2 pages of new writing)

Note: Please attach to this piece of writing the original journal you handed in earlier in the quarter (and which has been read and commented on by TEP 128A staff).