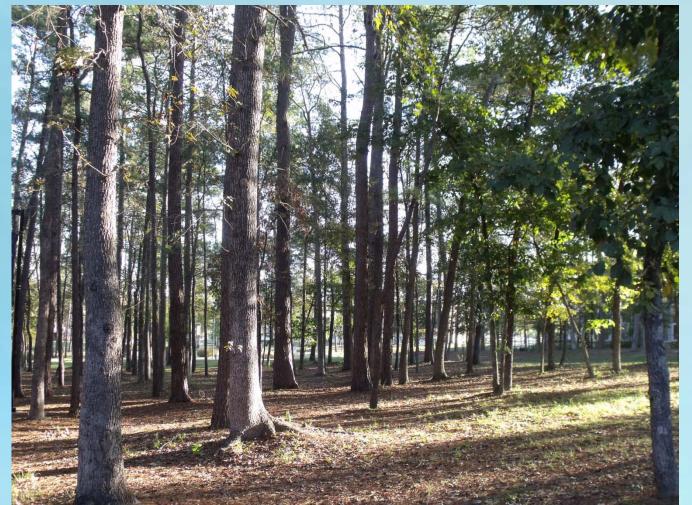
Strategic Components for Novice Reflective Practitioners: Data Analysis, Connecting Theory to Practice and Instructional Conversations

Angela López Pedrana University of Houston-Downtown CSOTTE 2012 in Austin



"classroom observations"

"data driven decisions"

"current social movements"

"interpretations of major social trends"

"in schools...and society as a whole"

"reflective practice"

"narrative authority"







Strategic Components

• Data Analysis

Connecting Theory to Practice

Instructional Conversations

Instructional Conversations (Goldberg, 1992)



Make it "Explicit"











Data Analysis









Assessing Learning

	UND-CEDT Lesson Plan
Lensing Objectives: THK3: The location will use patterns to login how to skip sound by two/s Mathematics, Under 5 (3.5) (A)	Vractor (willert_rises has) Karte Varbet <u>Fac</u> (ribet <u>F</u> Naturenity Tarte (Fac) (ribet <u>F</u>) (ribet F) satatas
Processivite Wells: The learner must be able to at least reami to 20 and also in which to recognize the numbers. The learner next be familiar with patterns,	Technic Longing and All Annual Grade Error. International File And International Company and Annual Know That compound and an and an annual File Annual International Company and Annual Know That compound and an an annual File Annual File Annual International Company and Annual Know That compound and an an annual File Annual File Annual International Company and Annual Know That Company and Annual File Annual File Annual File Annual File Annual Company and Annual File
Background Knowledge: The bucket must have different patients available in case wans studietti do and remander what an All pattern buck Blat. The tractor also noted to have algests excitable that can be used to create the pattern.	Lesson fuller <u>Fildion Composition</u>
Materials & Series - Neige papers of -different colors pro-out to (s)	TEES/TEES PK.III.B.2 El mito combina palabras para formar una palabra compuesta.
Different rational anothera this paper picture that are 142 (per-ent). Many objects of two officerent rations in model AB partices Construction paper where elucionals con glue that well paper participant	Objectives: T.L. will listem to a book with compound words and practice combining words to make a compound word using putries.
Protocher: To be includentian, the toucher will and intercent to basisfue within a King Sarang Sar Sarang Sarang Sar	Attenuals: Footmanicul: Movard Mandmar's Theory of Milliple Intelligences supports that Individuals have different instantion styles and teacher must be able to use severy modes intelliste instantion of the starts by an and teacher provide the start of the start description of the starts by an and the start of the start of the start of the start description of the starts by an and the start of the start of the start of the start of the description of the starts by an and the start of the start for the start of the starts of the start of t
Been 2, then the next steip is added and the students will count 1,2,3, and 6. The practice rate continues and it count eldders have participated in the pattern and counting. Next the teacher can just rount and write only the second associate, which will show	Prerequisite Skills: 7.1. must be familiar with words in the ploture that make up the compound words.
the students what counting by twe's sounds like. After a pattern has been done the teacher should count to reiterate the losion, for example, 2, 4, 6, 8, 10 and so on, (1) the teacher has worknowing available it can also be done on on the overhead or on the board + 11b worker was indicate the algorithm that it is their teact to make their over parters. The strings much be prevent in	Assessment: The teacher candidate will listen to students combine the cards to make a compound word.
ters. They will take useh using and ability volue useh arity in only one value or makes a shape. Then the paper will be about it is a planet of paper them the taken along along one with the bills. The take along a	Meteriala/det-up: House halt Fortiale Constantial paper
CLOSE RE: The lowest will and by having the teacher walk around and see the students working on their tasks to see if they are patienting curvetly and counting currently.	Speege/Transition Activity
AMENOMENT: to order to know if the students are learning the averaged that will be mostly used will be abservation, and	Period and a second and the second why we need to learn compound words and when do we
preventions, and quantioning during the boson which will all be forms of infortant assessments. The tracker can set questions while the children are abing their work, so that due can make user liker are conferenceding the foroms. The specific will be to result a particular and data in plankows care in an information statement and one of the stability cane are with the tame	From a first answer on particle and why we need to learn composed works and when do we use them.
eropie a policien and haits the shadowin copy it on their conderaction paper and no if the studients cause up with the name policien or anomene. If they audowin our on their garchicigating when the standards is garchical bargerough and to call on studients and nor if they want is seenab wheir were policient and the text of this class well count with theira.	Commentions: T.L. will make compactions with words that they know that are compound words.
EXTEND/0906. The students their are not able to finish may have an apportunity to finish if they are working no outflow foreas and fields only and have eights line or files any work on patients that rach to robused in al baser using worksheets with affinent patients that can be contend to and concerned independently.	Instruction: T.C. will begin by stating objective. T. s. will read a story that has some compound words.
MORETEX-XXXXVVVV. Modifications with dependence in the seconds of cards hards taked a KMA. Chables to an extra built failure are present and the incredites the second result of the second result of the advectory in the second result failure strengther. We depend that may also also also also also also also also	The S.C. Will (Attrobute the material that the attribute will be waiting with The S.C. will have ever that 3 enoughers are given to the standard, S.C. Will the S.C. Will have a set of the standard of the standard of the standard of the lesson. The T.C. will been students late groups and have the flatt of the lesson. The T.C. will been students late groups and have the flatt of the lesson.
Evaluator Constantio. The tendor will wood to ansate every material question by ready or that the children will see he had during the brane. Extra time much be given to chalends if the concept is new.	Accommentations/Modifications/Extensions:
	5.C. will allow distants due mand communications of medifications that is small groups. T.C. will give students opportunity to have additional practice if they are unable to find compound work. S.C. will indexerve the practice when

UNC-CPUT Leasant Flats Name - State -

TERG/TALS: PK.H.G.E. CvH1 ecoperant stant 10 bits exceeds between the second stars of the promotion maps using a word walls of between the transmission of the stars and the second stars are started as the second started as

Reliance) . Howard Gambar's Theory of Multiple Intelligences suggests that individuals have different learning styles and teacher must be able to use several moder of instruction derived learning to make thatdens. The tamber enduits will fail their Learning for the distance of the styles of the state of the state of the state of the state of the learner of the state of the learner of the state of the

Four-points fills f. 1. must be sense that letters have both a same suit a sound. T.b. must be familiar with work that begin with a ', i is nother to make the compensation'. Assessment: Infrared sectors with the part of the latent by Intermediate to set participation decide where to prior the applicant on the application separates by Units Sectors and the decide where the prior the applicant on the application separates by Units Sectors and the sector sectors of the sector sector of the sector sector of the sector sector sector sectors and the sector sector sectors and the sector sectors of the sector sector sector sectors and the sector sector sector sectors and the sector sector sector sectors and the sector sector sector sector sectors and the sector sector sector sector sectors and the sector sector sectors and the sector sector sector sectors and the sector sector sector sectors and the sector sector sector sector sector sectors and the sector sector sector sector sectors and the sector sector sector sector sectors and the sector sector sector sectors and the sector sector sector sectors and the sector sec

Netwissis/Ferrapi Nord Wall 9.5.6. Second S

In the matrix field, well begin tables, where the remains we leave the lattery and their sounds. The T.C. will sing alphabet and moved newsy with students while alternating with a pointer. The T.C. will sing and the spectra and alternative sing alternative state of the spectra of the spect

graphic experiment and and up the latter and that the singular will be made to classify the cost the segmentary mode of the deject to desire the singular that have the singular that will use summaries, like reputies the singular desar to player that have one of the singular departuring sound and have the lattered scale these that devices one of the singular experiment. The singular department of the singular desares the singular that have experiment.

Accommodations/Medifications/Estamatons)

proper. T.C. will give students opportunity to have will limit postful to they are smaller to recognize and most the letter of to recognize the sense. J.C. will improve the prestrubut students go to the language softer and see has well they are programming to see if stituted. They are been as the set of the sense of the sense of the set of the set

Lesson Plan Analysis

Connecting Theory to Practice

Title of Text:		
Author(s):		
Year of publicati	on:	
	which it was published:	
	I	
Topic	What author(s) posit	How does this (theory) fit into my practice
(1)		
(2)		
	My response/reflection	of Text/material
	Questions that ha	ave arisen

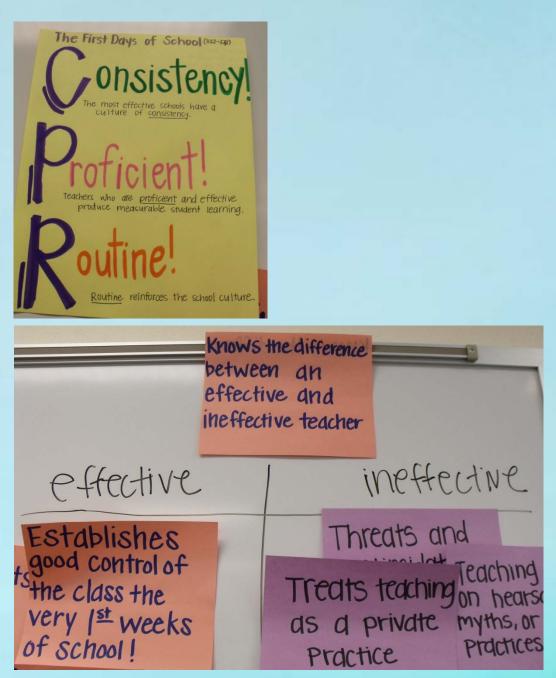
Instructional Conversations



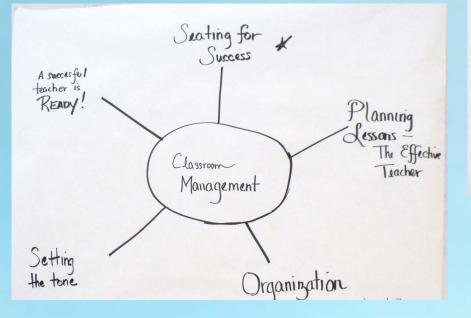
LessonMaster Key word is ACCOMPLISH Effective Increasing Assessment Student Achievement ·Morning Routines . Teacher responsibility · Value of hard work · check for understand · students do the work · Re-teaching · Model Motivating Cooperative students to earning complete work · Model · Teach each other · Simple goals & objectives · Leads to higher achie · structure. · consistant format · Diverse Learning (mixed

· Everyone works/jok

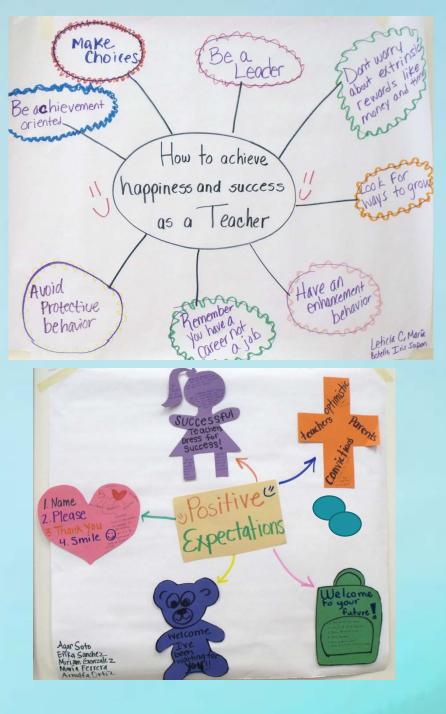
POSITIVE EXPECTATIONS et High + Positive Standards How to help all students succeed WAHOO DRESS FOR SUCCESS You are Invited !! Name+Please+Thank You+ + + = Positive Lean Environmer 5 significant concepts

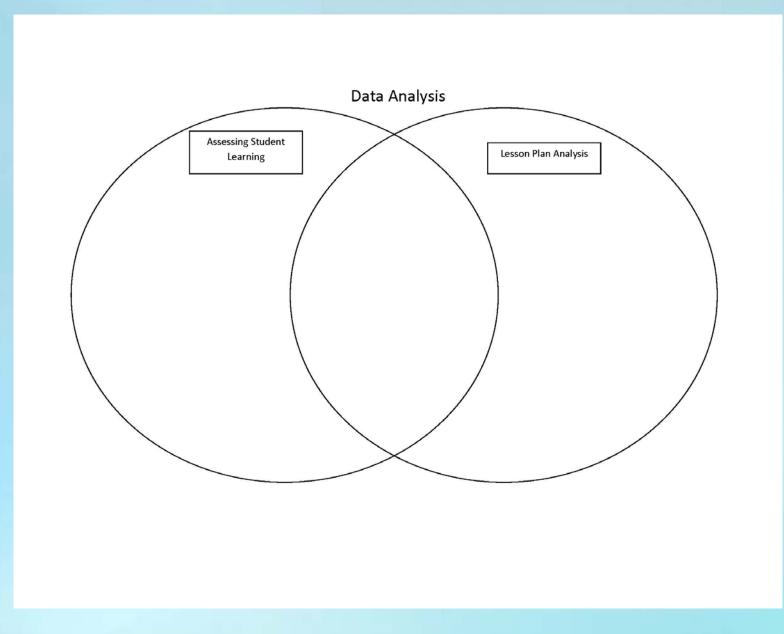


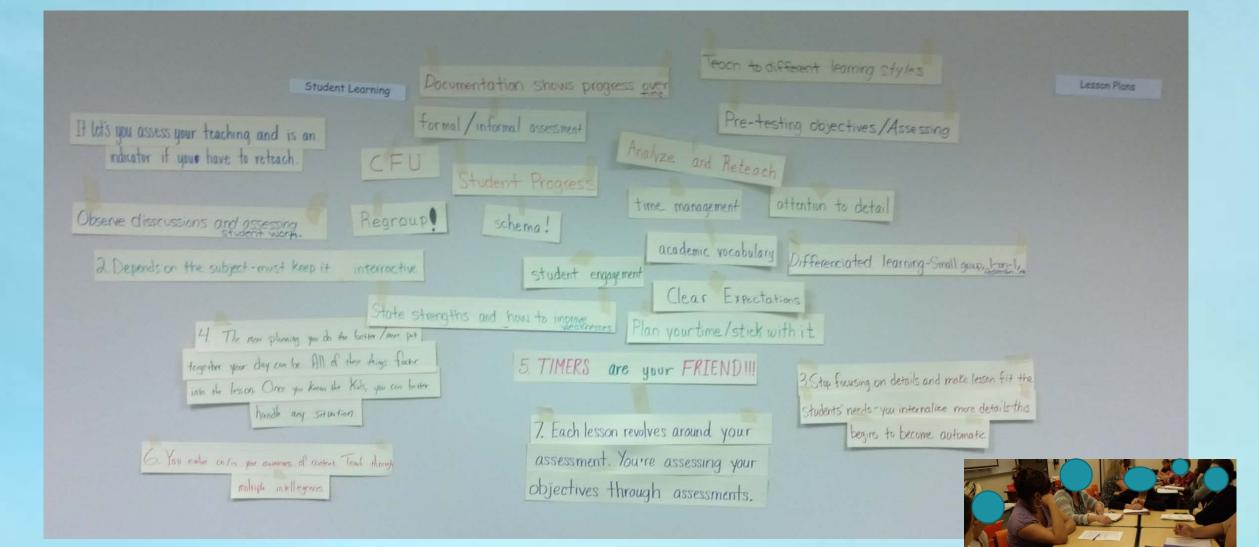




Effective & Professional Dome Chain Jonie Cano Teachers Attitude Self Worth "Ppor! What makes a professional educator? Achieve & Accomplish = Knowledge Knowledge = Options Options = CHOICES









Reflective Practitioner

What does it mean? What does it look like? How is it done?





Original Message ----Sent on:Thursday, October 11, 2012 1:53 PM

Dr. Pedrana,

What steps could I take to improve my narrative? I intend to apply to graduate programs soon, and I am

considered [sic] about being at a novice level.

Thanks so much,

D

----- Original Message ----Sent on:Tuesday, October 2, 2012 2:26 PM D

Your reflection notes met the objectives and your questions really merit consideration. Perhaps you will tackle this when you become ToR or when you consider going for higher degrees. Your narrative is at a novice level, but that is fine because you are a novice scholar. Nevertheless, you are honest and forthright and those are attributes that are essential in leadership. 15+/15 Dr. Pedrana

Dr. Pedrana,

Thank you for your kind words. I am thoroughly enjoying the Wong & Wong text as it has become my

"nightstand" reading each night before bed. Suffice it to say, I also now have a multitude of post-it notes

nearby as I find more and more in the book each evening that I do not want to forget.

I look forward to seeing you next week!

С

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----- Original Message ----
Sent on:Tuesday, October 2, 2012 2:42 PM
C
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I enjoyed reading your text. You were thorough and this demonstrated to me that you did a deeper than usual reading. But, as you pointed out, your experiences as a learner/student will more assuredly influence your approach as a ToR. Your contribution to the group discussion also demonstrated your sense of ease over the topic. Because as you pointed out, teaching often falls back on strategies that are in place for expediency and not for the sake of real learning to occur. Learning and teaching is a somewhat messy enterprise it is not as linear as we have often been led to believe. BRAVO and your students will be the lucky ones who get a teacher who is unorthodox in his teaching but makes them think! 15/15 Dr. Pedrana

Thank you for your comments Dr. Pedrana. I truly enjoyed your critique, and not only because I felt praised :). I will truly practice and incorporate what you've said. I enjoyed this chapter, never having considered the lenses that Radicals view education, curriculum, and for that matter the world in, I am extremely enlightened. Also, the template we used for this assignment was (excuse my Barney-ism) AWESOME! Before this assignment I have always been instructed by previous professors to read articles and research from a critical/analyzing perspective; however, until using this template I was not quite certain how to. So, thank you for this assignment. I not only learned about Radical Curriculum, I learned how to be an analytical reader and dissect literatures.

----- Original Message ----Sent on:Sunday, October 7, 2012 4:32 PM A, Please see attched. Saludos Dr. Pedrana

"Reflective Practice"







Thank You

ACKNOWLEDGEMENTS

I acknowledge the contribution by TCs. According to the approved Human Subjects agreement, the identities of the individuals and the institutions where they work are protected with anonymity.

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