

This reflection represents one teacher looping and "re-looping" her ideas about her values and beliefs in the classroom setting. The layering of reflection demonstrates the need to continuously connect back to one's own practices. Eventually this reflection could link to future versions of the same assignment with further reflection. Whether or not a teacher's journal develops in a separate notebook or on actual copies of lesson plans and assignment prompts, it is important to track activities and moments (successes and failures).

Reflections on specific lesson plans can also begin the linking process where teachers make connections between "their classroom roles and methods" and "students, disciplinary ideologies, and institutional or departmental missions."

Lesson Plan
ENG 101, Fall 1998
Monday September 21, 1998

This lesson plan was designed for a 50-minute class. *Immediate reflections from the day I taught are inserted into the text with the brick red italic letters. Later reflections (12/11/98) on this lesson plan are inserted into the text with the dark blue italic letters.*

I was observed during the 10:40 class period by Dr. xxxxxx xxxxxx.
(**The observation report**)

WEEK 5 - Remembering People - Chapter 3

Monday: 9/21

<i>Final draft of paper I due.</i>

Read "Thinking Critically About What You Have Learned" <u>SMG</u> pp. 105-107.
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Goals & Objectives —hand in final copy of Remembered Event paper—in-class reflection on remembered event paper— <i>Considering this was the first time I had students turn in a paper, I have recovered from the shock and shame of my first mistakes. After reading the first round of reflections, I quickly realized that the students needed more than 10 minutes in class to adequately reflect on their writing during the unit. After this assignment, I have had my students do their post-assignment reflection the night before turning in the "final draft" of the paper. These homework reflections have been much more useful, to both myself and the students. Usually, the students have just finished revising their "final draft" of the paper and have specific problems and issues fresh in their minds when they write the homework reflections. These reflections act as surveys, allowing me to tabulate the primary concerns all the students shared.</i>

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| <ol style="list-style-type: none">1. Attendance, check in homework, Board: <i>Homework for Wed, check the syllabus, check the journal prompt, finish the reflection assignment (#5) and complete the topic worksheet.</i>2. In-class journal (student prompt)—make sure student gets all the journals and remind him/her that they are due back with comments in one week.3. Discuss Remembered Event process & last night's reading—<i>During my after class reflection, specifically the 7:40 class, I immediately noted I needed to switch the order of #3 & #4. The reflection assignment allowed the students a few minutes to think about the topic before</i> |
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discussing it with the class as a whole. After the 10:40 class I made an immediate reflection: "much better discussion!" By this time I was getting the idea I needed to give the students "warm up" exercises before launching into difficult group discussions. I feel I have taken this more into consideration as I plan my daily lessons. The Nov. 20 lesson plan has an example of when allowing the students to write and think before class discussion was VERY productive.

4. Do in-class reflection—commented on above.

5. Introduce Remembered Person assignment—hand out the **assignment prompt**.

6. Sign up for Week #6 conferences, discuss how the conferences will work.

7. *If time—At least I was beginning to realize I had a timing problem, I can honestly say I am still trying to deal with this issue—*do the Remembered Person **worksheet** (only start, get them writing down a bunch possible topics). Collect the RP papers.

8. Collect the REvent papers.

*Immediate reflections after the 7:40 class: "Did not get time to pass out (return) work or to do the topic list exercise. I chose to vote whether or not to accept the bad formatting—get them next time." The timing issue I address further in my class **observation reflection**. The formatting issue is something I am planning on addressing in the front, contract, section of my 102 syllabus. I plan on including an example first page of an essay. I also plan on making some comment about how points or a certain portion of the paper's grade will be sacrificed due to poor formatting. I only intend to spend a small portion (20 minutes) of one class period on formatting. I feel it is the student's responsibility to learn how to do this stuff; however, I also will invite them to come to my office and I will offer to demonstrate some of the stuff on the computers down in the Humanities computing lab.*

Immediate reflections after the 10:40 class: "I still had problems with formatting (a bunch complained of computer errors). As usual [specifically the 10:40 class] discussion ran over and made me barely get out info on the new assignment—need to pass stuff out—as a class we did not talk about format (no time)." I had problems with passing back work ALL semester. I now realize I need to slot time in my lesson plans to pass out work. I realize I need to schedule the collection of work into the plans too. I constantly lost 5- and 10- minute segments trying to collect and return journals, homework and papers. I also have to think about whether I want to do these type of admin jobs while the students are working in groups, or sit down with the groups and participate.

Materials & Equipment: paper clips for those who forgot folders, Remembered Person **assignment prompt**, conference sign-up sheet, **conference prep sheets**, any notes for reading assignment, in class reflection worksheet, remembered person **topic worksheet**—BRING A BAG TO PUT ALL THE FINAL PAPER FOLDERS IN.