“Self Reflection and Responsive Pedagogy: Application for the 21st Century Classroom”

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Self - Reflection & Responsive Pedagogy

- Self-Reflection:

"Reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends."

- *John Dewey*

Tenets of Self-reflection:

- *Open-mindedness: Hear 1+ point of view*
- *Responsibility: Actively search for truth*
- *Wholeheartedness: Overcome fears to make meaningful change*

"We do not really see through our eyes or hear through our ears, but through our beliefs."

- *Lisa Delpit, 1995*
- *We apply our previous experience to our interpretation*

Self - Reflection & Responsive Pedagogy

Responsive Pedagogy:

Take into consideration the background of our students as we develop our lessons (culture, linguistics, SES, ethnicity, cognitive…). Acknowledge that these backgrounds play a role in their educational experience.

We teach the way we were taught!

"reflection is vital for continued pedagogical growth among our ever-changing student demographics." - Gore, 1987

"…use student culture as the basis for helping students understand themselves and others, structure social interactions, and conceptualize knowledge." -Ladson-Billings, 1992

"…promote learning that recognizes students' own knowledge resources, which in turn affirms students' identities as learners and thinkers." - Chun, 2009

Why would it be important as educators to engage in reflection?

Flowers are Red

http://www.youtube.com/watch?v=qeJJOjb7fj4

Self - Reflection

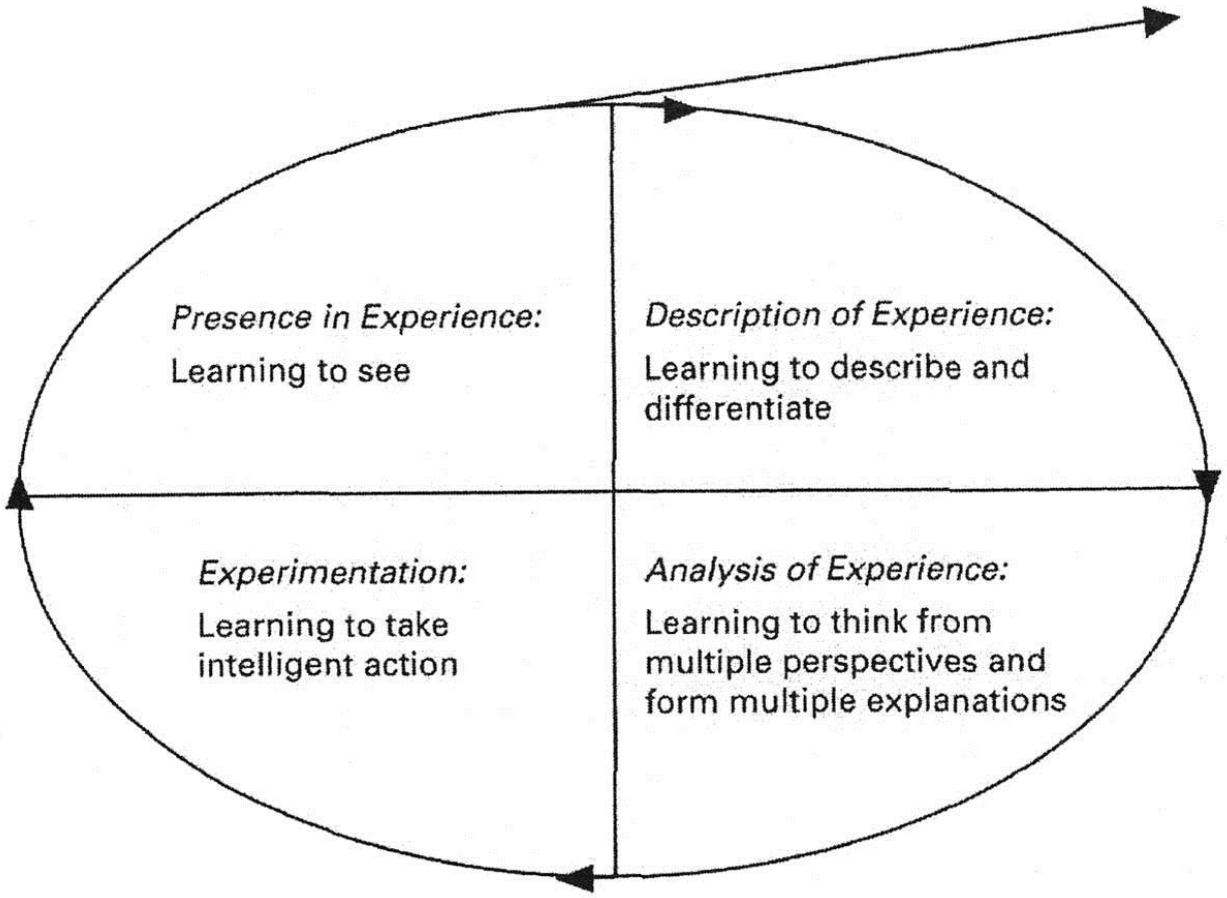
*"Whenever my students are acting up, or I'm getting frustrated, or I'm not enjoying what I'm doing, I look at myself. And I ask myself, 'what am **I** doing? What could **I** do differently?'"*

- *Roxi Bridgewater*

- As teachers, let's look inward first

Self - Reflection

FIGURE 1 *The Reflective Cycle*



(Rodgers, 2002)

Self - Reflection

- For the teacher:
  - How well did I prepare for my lesson?
  - Did I consider my students' needs & interests (or what was easiest for me?)
  - Do I believe all students are capable?
  - Am I teaching the way my students learn best?
  - How did I challenge myself today?
  - Am I promoting creativity and autonomy?
  - How am I validating my students?
  - Am I analyzing? Perhaps mis-judging a situation?
  - What beliefs or experiences of my own affect my teaching?

Other thoughts?

Self-Reflection

- What do I typically do to:
  - Notice when students are not engaged?
  - Chunk content into digestible bites?
  - Organize students to interact with new knowledge?
  - Preview new content
  - Provide clear learning goals? Track student success?
  - Hook students?
  - Differentiate instruction for a variety of learning styles, processing rates, and interests?

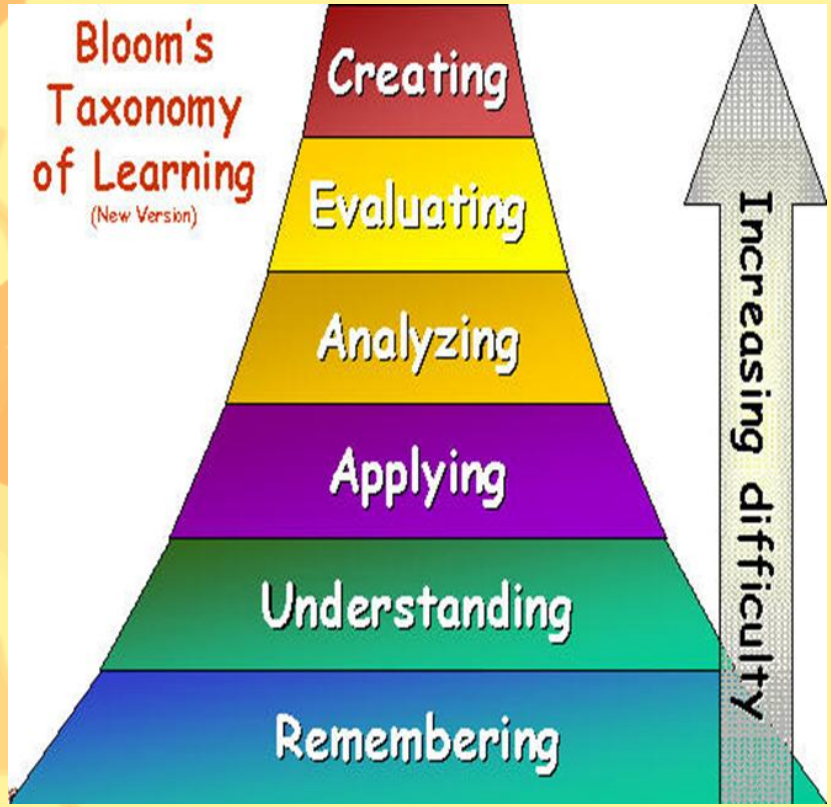
How do I respond???

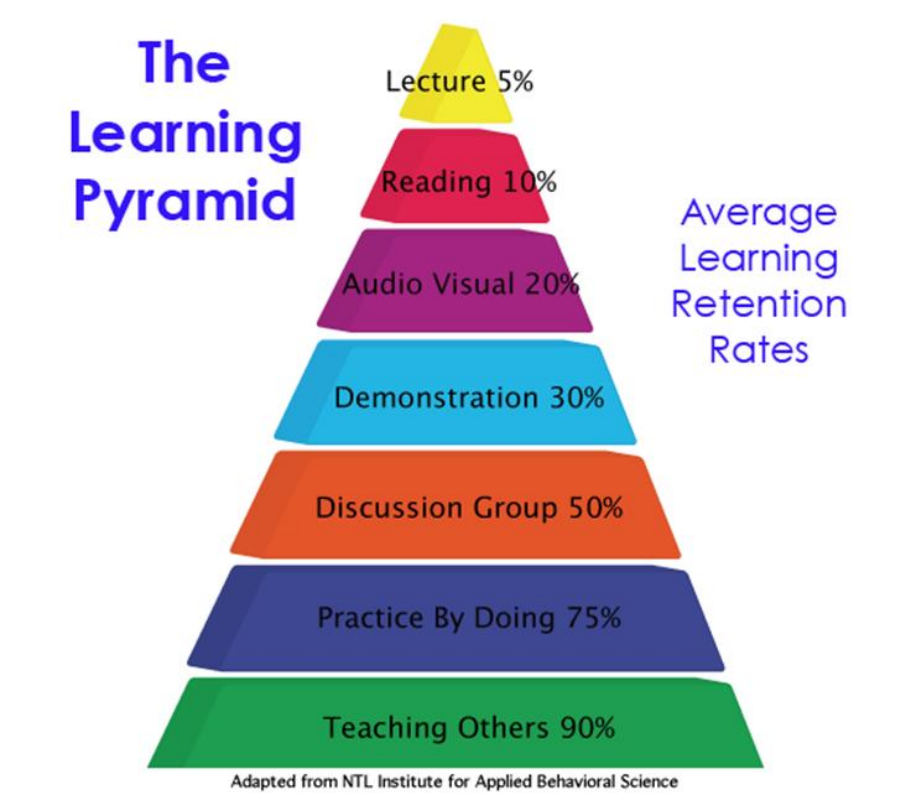
(Marzano, 2012)

Responsive Pedagogy

- Interactive strategies to increase learning
- Pre and Post-writing activities
- Novelty

Concepts to Consider





Pre & Post-writing/reading activities

- Highlighting
- Fan & Pick
- Dice for “Wh” questions
- Give one-get one
- Language forms
- Graphic organizers

Pre-reading (highlighting)

Más información Every chapter in your workbook will include readings. These rea
will have some unfamiliar words in them. However, you should be able to understand t
easily, since many of them are cognates—words that look alike and have similar meani
English and Spanish. In addition, you can guess the meanings of other words because
ontext of the sentence. See whether you can understand the following reading.

Simón Bolívar es un héroe famoso de Latinoamérica. Es de una familia noble y rica. No es de la ciudad. Simón Bolívar es de una región rural. Es del campo.

En la época de Simón Bolívar, Venezuela es una colonia de España. No es un país independiente. La mayoría de Latinoamérica es una colonia española. Las ideas de Simón Bolívar son muy liberales. Para él, Venezuela no debe[1] ser una colonia. Venezuela debe ser un país independiente.

[1]debe *should*

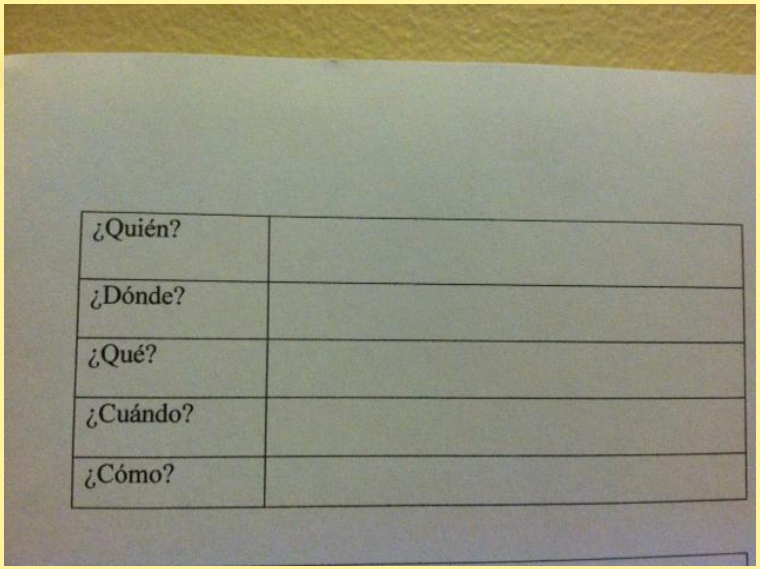
Inglés Give the English word related to each of the following Spanish words. A
eady know, these related words are called "cognates."

Post-reading (fan & pick)

Post reading – Wh questions…

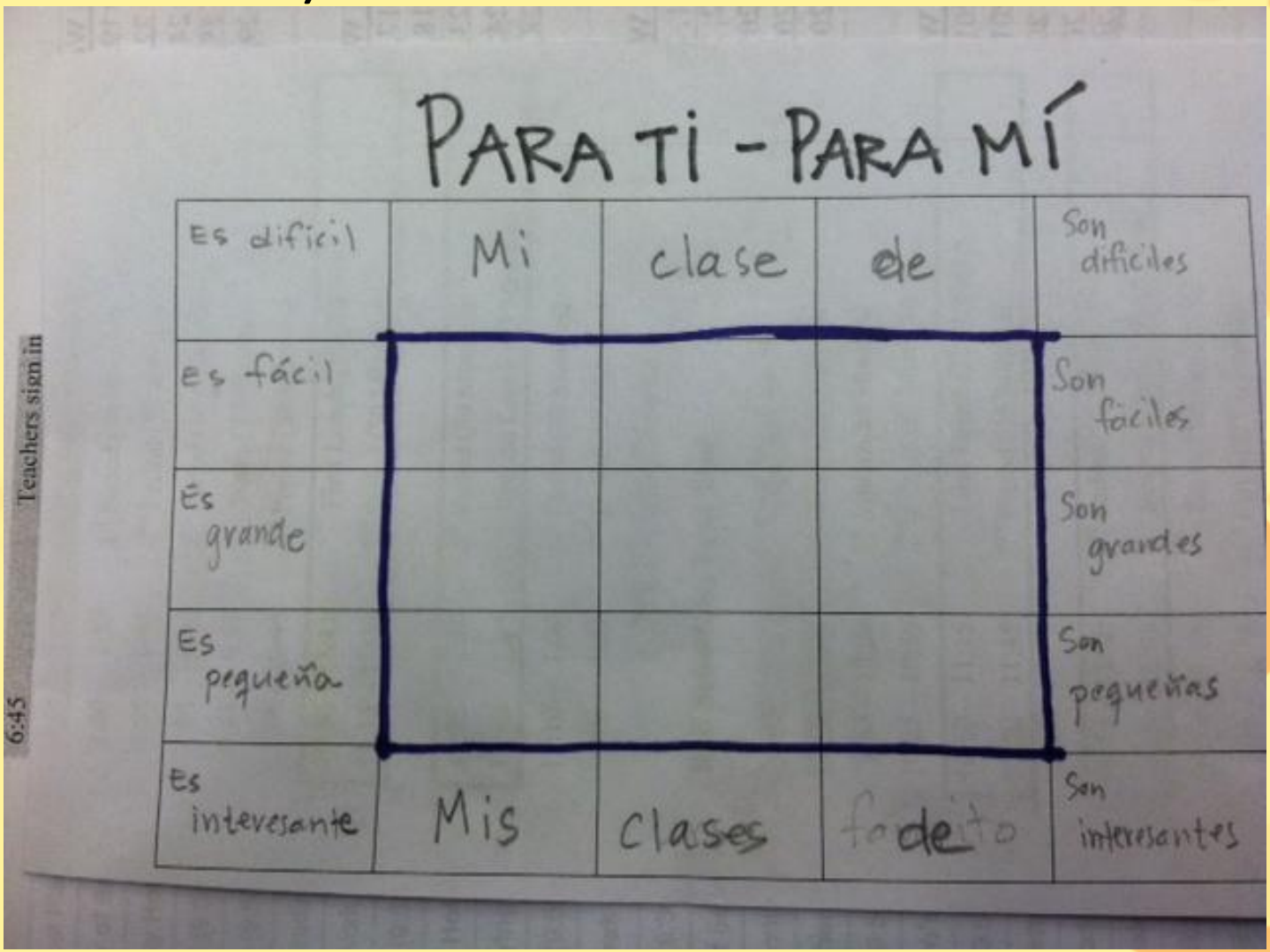
DICE - Each number refers to a question word

- Students can create their own questions based on what they roll



¿Quién?	
¿Dónde?	
¿Qué?	
¿Cuándo?	
¿Cómo?	

Pre-writing (Language forms: “Give one – Get one”)

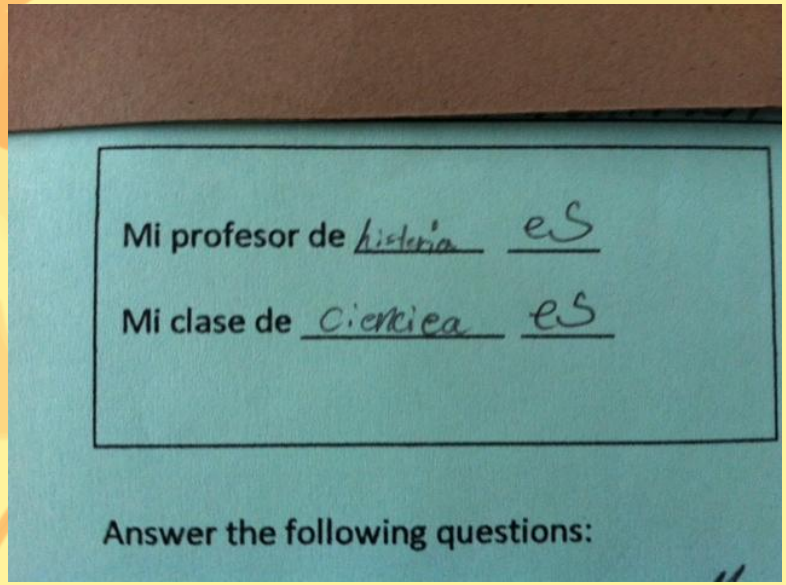


PARA TI - PARA MÍ

Es difícil	Mi	clase	de	Son difíciles
Es fácil				Son fáciles
Es grande				Son grandes
Es pequeña				Son pequeñas
Es interesante	Mis	clases	fodeito	Son interesantes

Teachers sign in
6:45

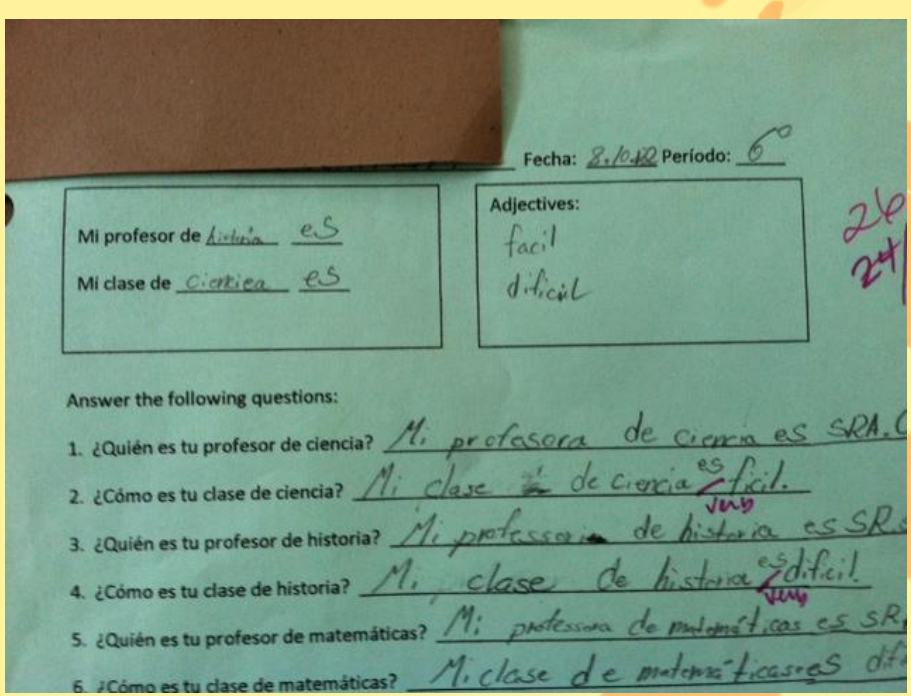
Pre-Writing (language forms - basic)



Mi profesor de historia es

Mi clase de ciencia es

Answer the following questions:



Fecha: 8/10/12 Período: 6°

Mi profesor de historia es

Mi clase de ciencia es

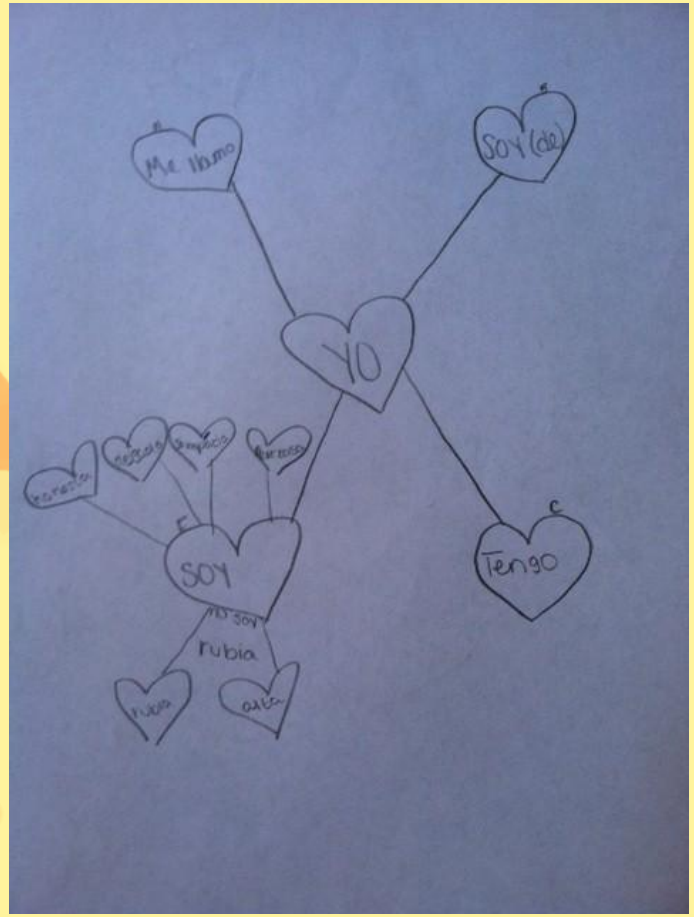
Adjectives:
facil
difícil

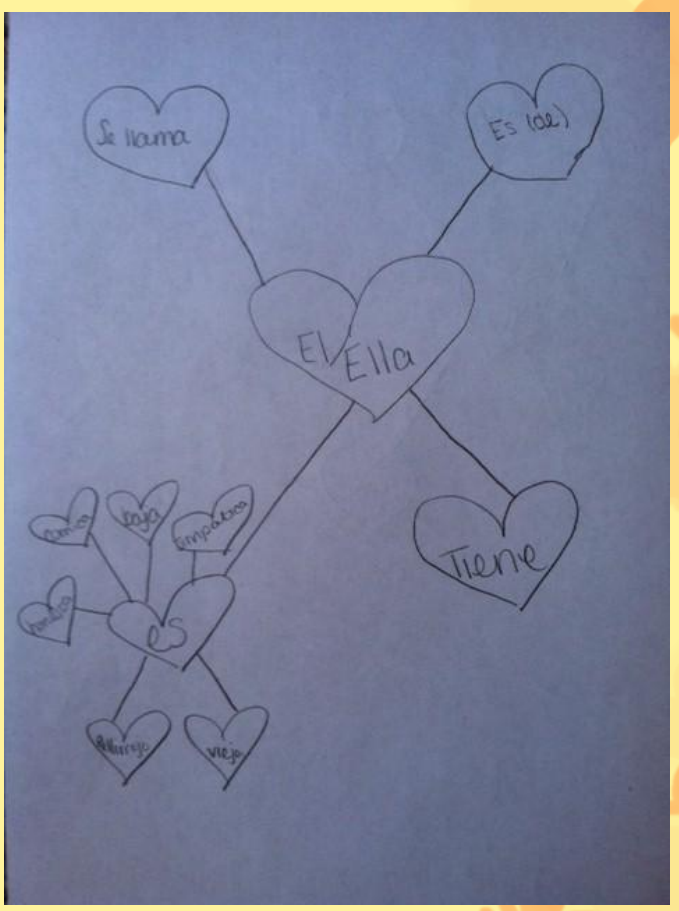
26
24

Answer the following questions:

1. ¿Quién es tu profesor de ciencia? Mi profesora de ciencia es SRA.
2. ¿Cómo es tu clase de ciencia? Mi clase de ciencia es fácil.
3. ¿Quién es tu profesor de historia? Mi professora de historia es SR
4. ¿Cómo es tu clase de historia? Mi clase de historia es difícil.
5. ¿Quién es tu profesor de matemáticas? Mi professora de matemáticas es SR
6. ¿Cómo es tu clase de matemáticas? Mi clase de matemáticas es dif

Pre-writing (bubble charts)





Providing Meaningful feedback…

- AWESOME idea:
  - “It looks like you’re ready to….”
  - “Your next step is…”

(Warner Read & Placido, 2012)

Interactive activities

- Jigsaw
- Launch & Learn
- Seating arrangements
- TPS
- No opt-out, circling

Jigsaw

- Students are grouped in groups of 4 (home group)
- Students in the group of 4 are numbered off (1,2,3,4)
- Put all the 1s together, then the 2s together…they are “experts”
- “Experts” are responsible for given task
- Experts later report back to their home group
- Idea is that students rely on the information from each person to accomplish a given task.

Launch and Learn

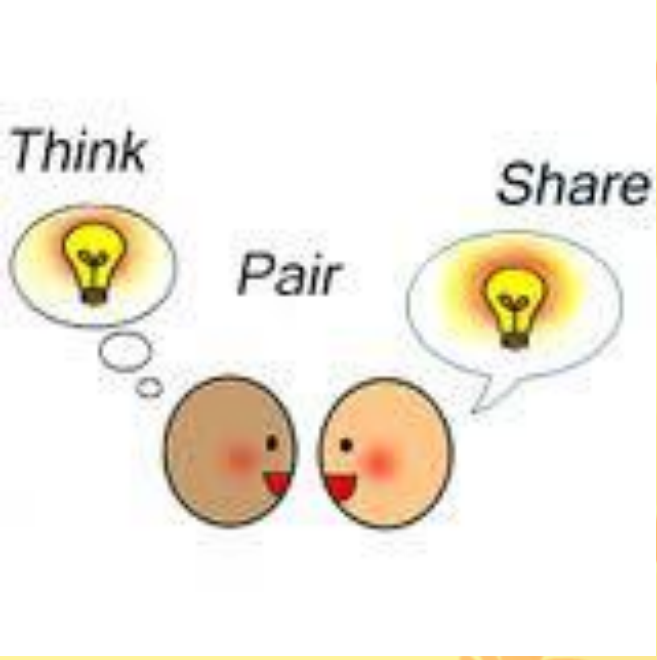
- Use the vocabulary in a sentence/question
- Add a few fun questions
- Students stand up to respond to the questions

Seating Arrangements

- Pods
- Horse-shoe
- Anything else?!

TPS

- T- W-P-S
- T-P-S-W



Questioning

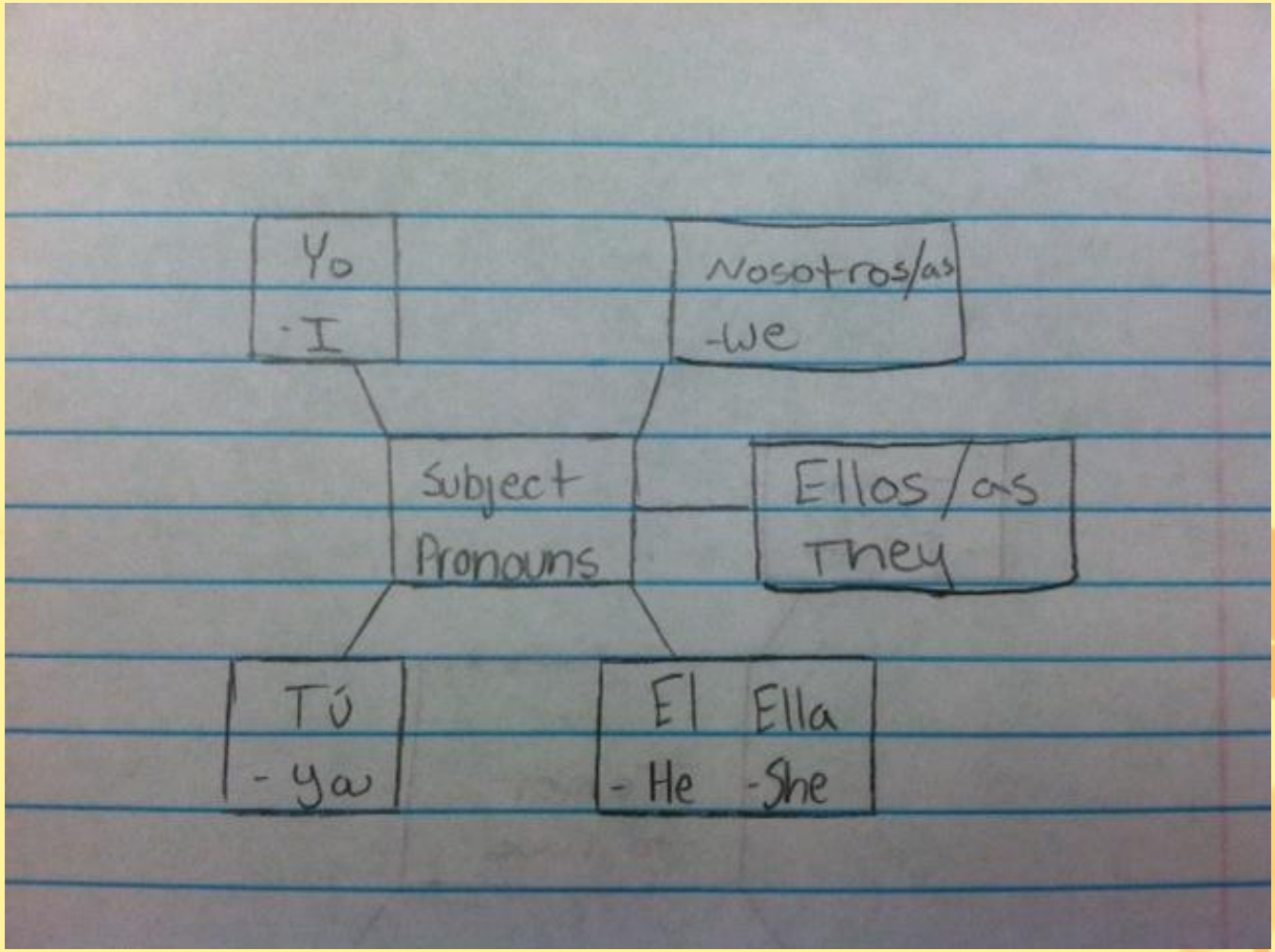
- “No opt-out”
- Circling

(Lemov, 2010)

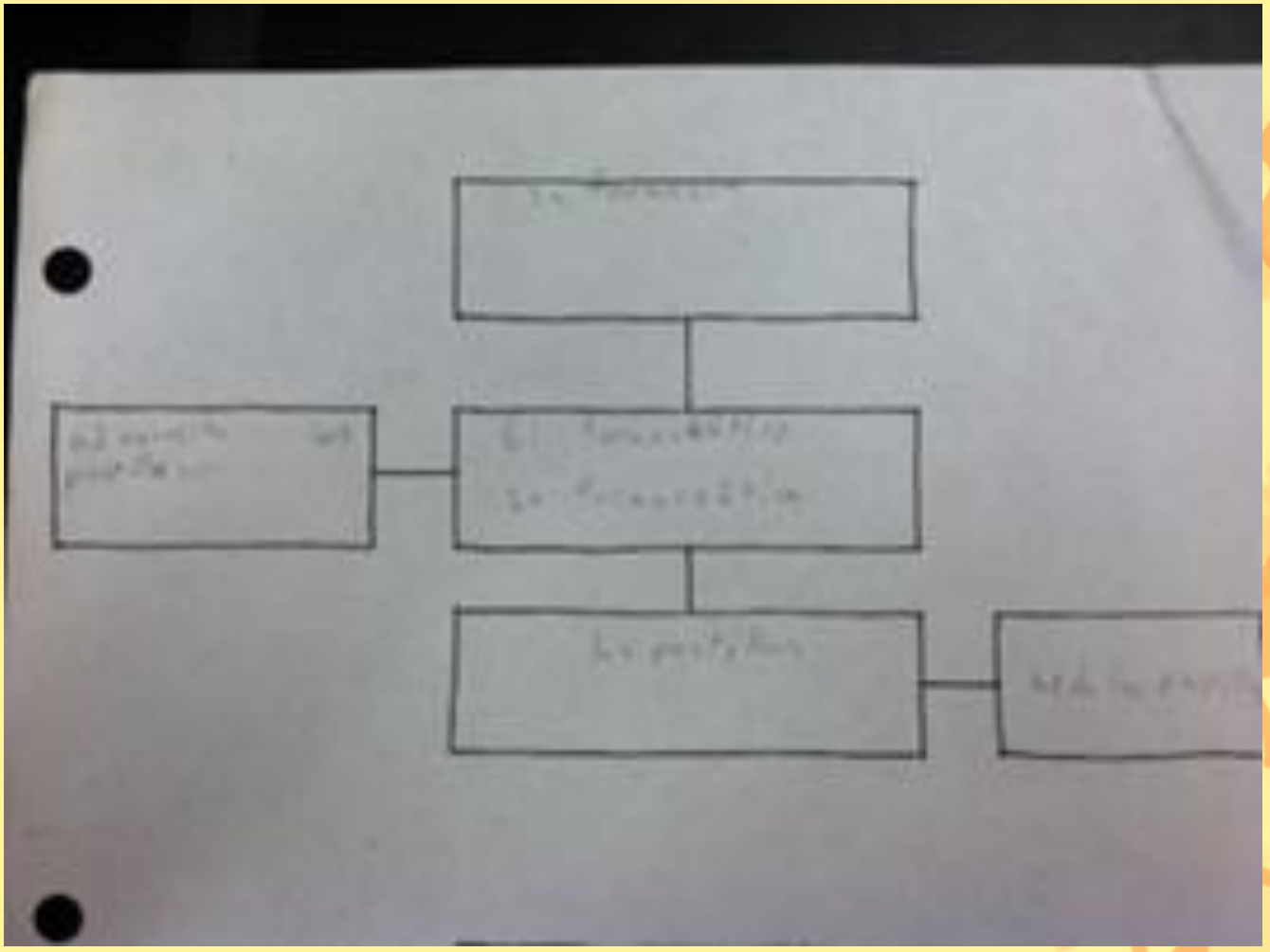
Note-taking Strategies

- Bubble Charts
- Graphic Organizers
- T-charts

Bubble chart

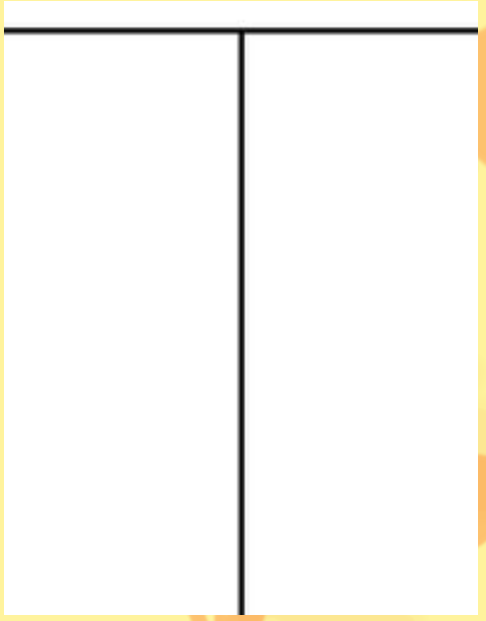


Flow chart

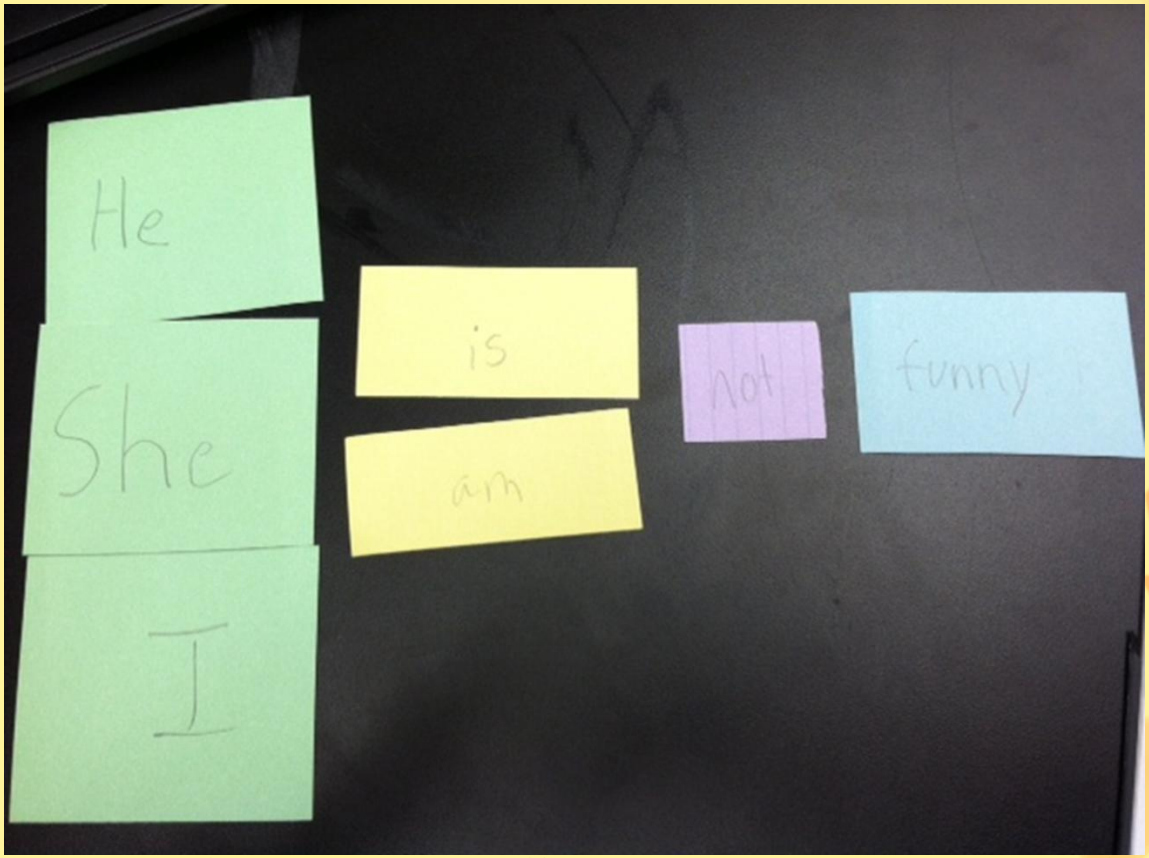


T - Charts

- Use to list “opposites” or “synonyms”
- Vocab word / Sentence
- Grammatical name / definition



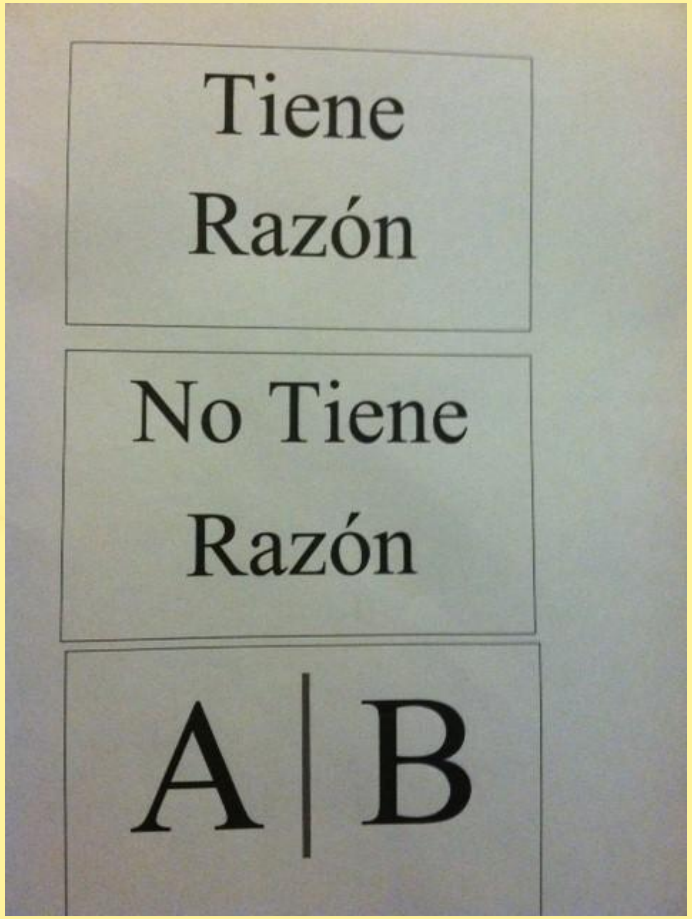
Manipulatives

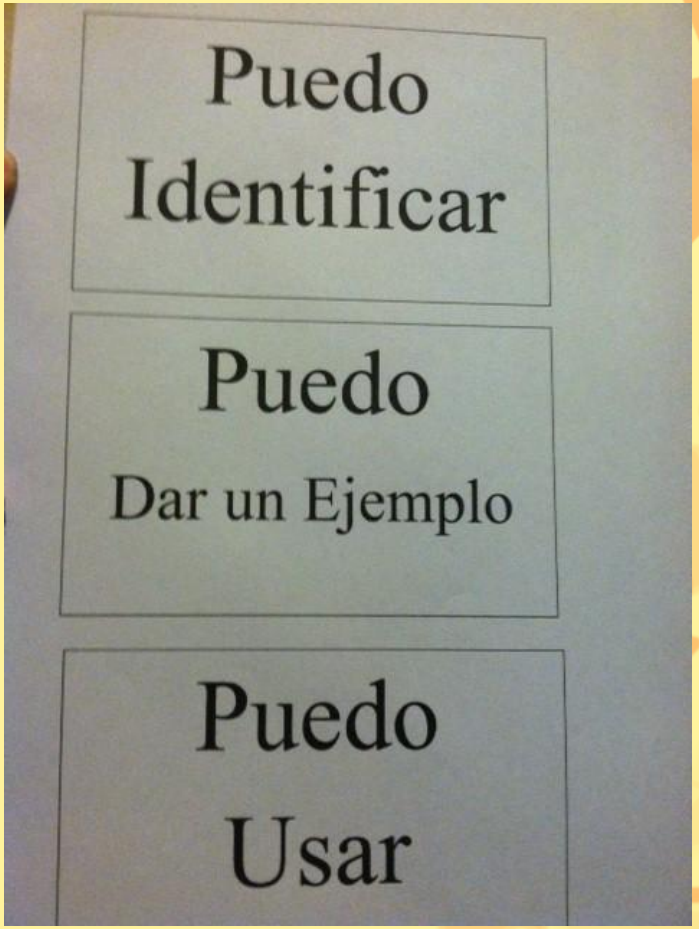


The different parts of speech are a different color. This works well for teaching syntax explicitly.

More manipulatives

Response Cards (or whiteboards)





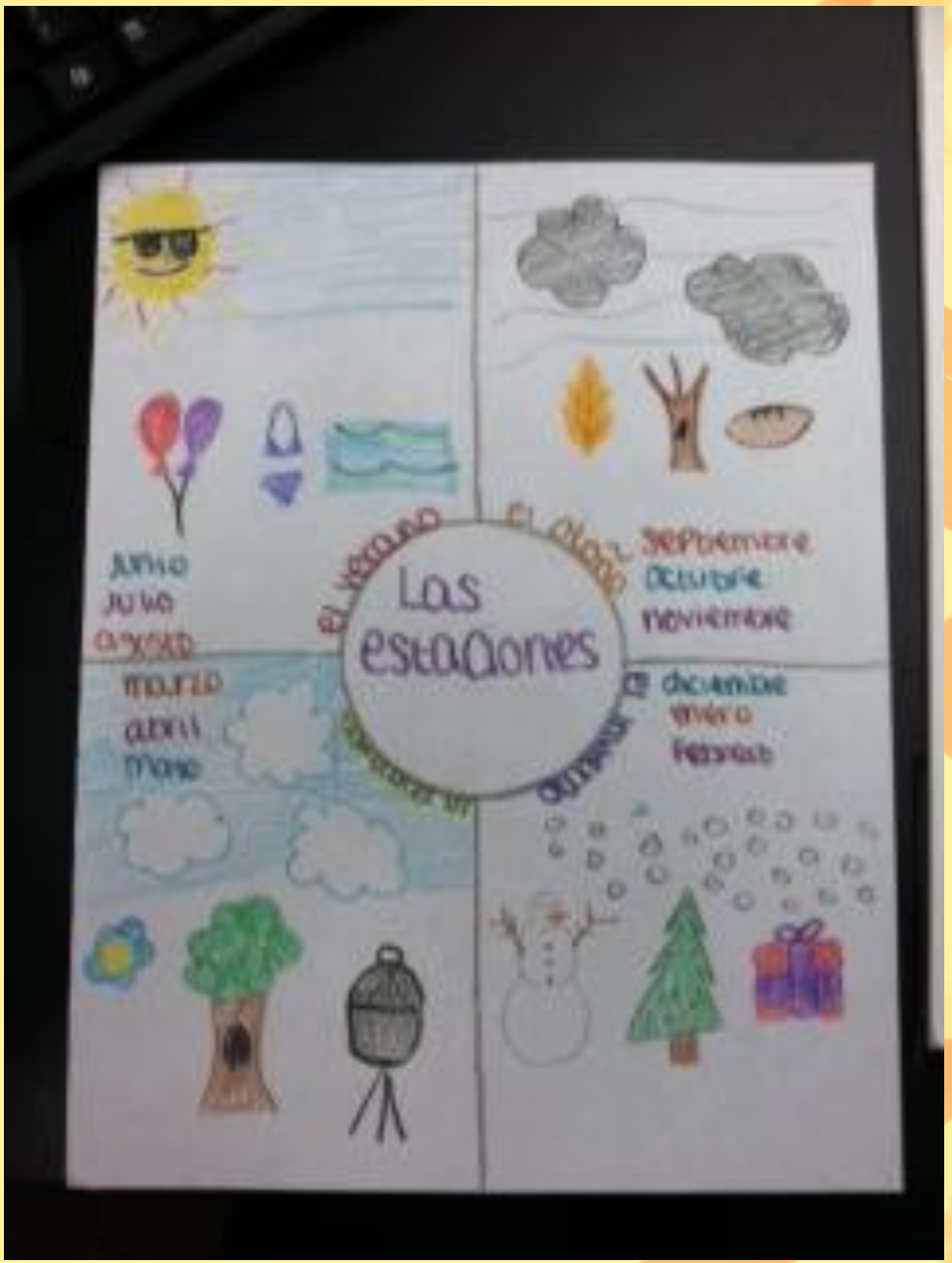
Put them on different colored card-stock and laminate. Then fasten them with a round hook. A class set works beautifully.

Vocabulary Enhancement/Review

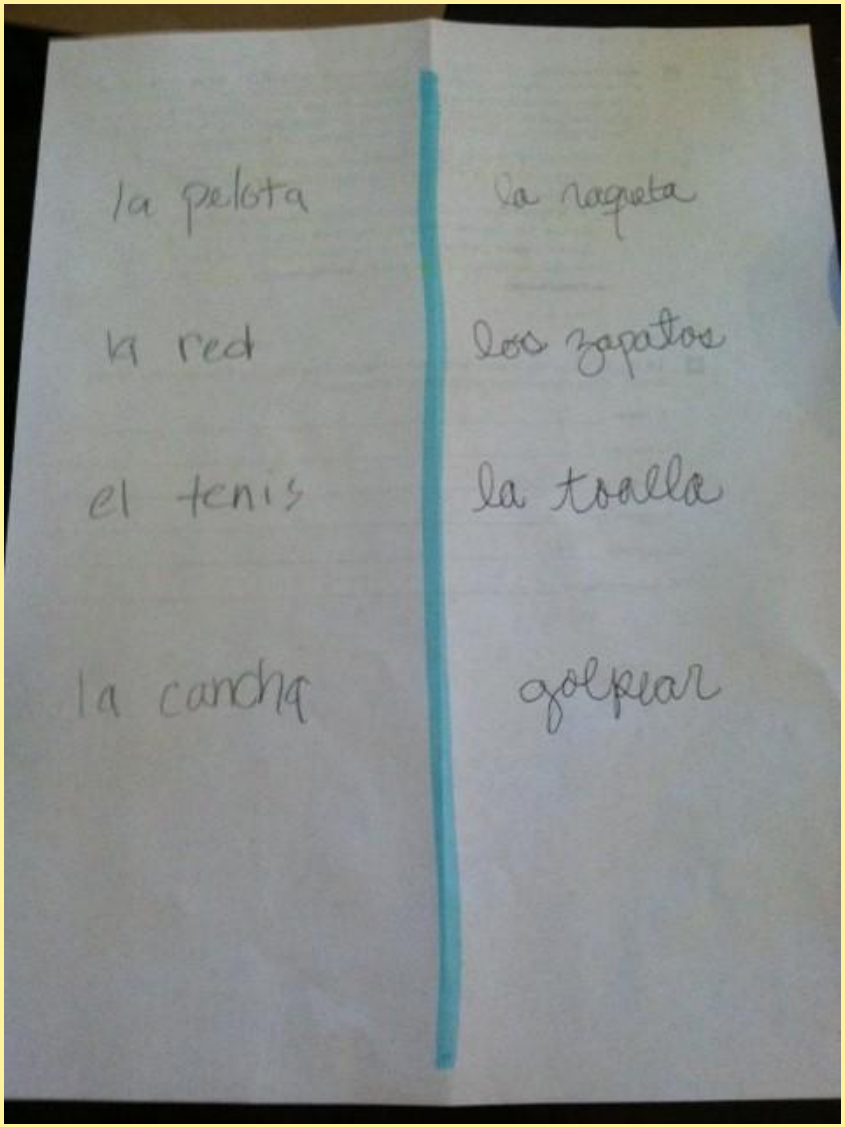
- “Frame-up”
- Frayer Graph
- “Rally”
- Tic-Tac-Toe

Frame-up

Frayer graph



Rally


la pelota
la raqueta
la red
los zapatos
el tenis
la toalla
la cancha
golpear

Tic-Tac-Toe

(Yo) SER	(Tú) SER	(Él) SER
(Ustedes) SER	SER	(Ella) SER
(Ellos/Ellas) SER	(Nosotros) SER	(Usted) SER

(Yo) Tener	(Tú) Tener	(Él) Tener
(Ustedes) Tener	TENER	(Ella) Tener
(Ellos/Ellas) Tener	(Nosotros) Tener	(Usted) Tener

Dice (again!)

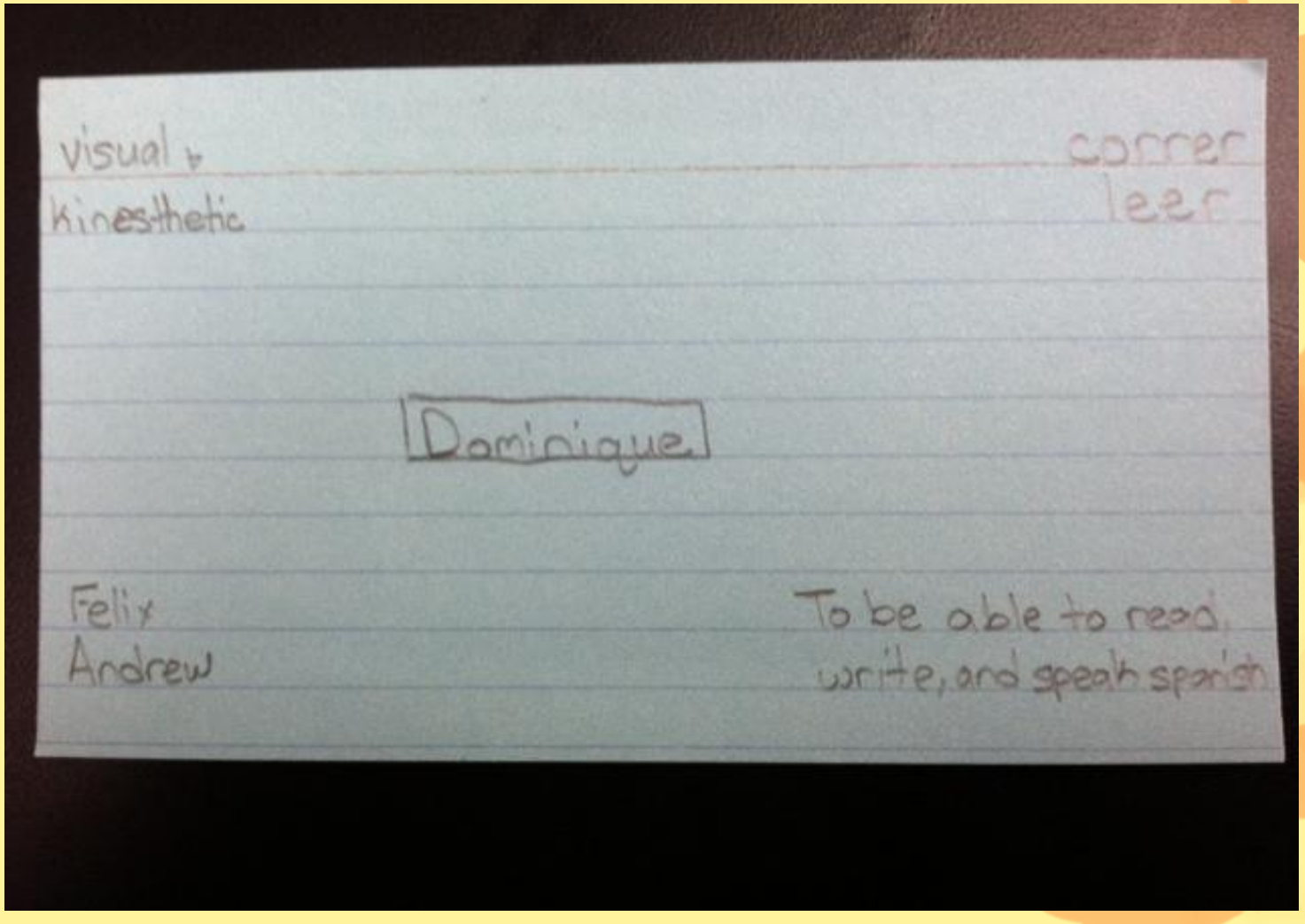
- Roll TWO dice
  - Put the subject pronouns on board
  - Put 6 verbs on the board
  - Die 1 is the SUBJECT
  - Die 2 is the verb

Random Strategies/Ideas

- "Type 1,2, or 3 Questions"
  - 1 – They can answer themselves (book, notes)
  - 2 – They can answer by asking a peer
  - 3 – Only the teacher can answer

(Warner Read & Placido, 2012)

Learning Style Inventory



Time for YOU to ponder…

- Consider: how could you use the reflection questions regularly?
- Which strategies could you use in your classroom? How?

In groups:

- Think of how you could adapt and apply the given strategy in your classroom – (preferably in a different way)
- What other strategies have you used effectively in your classroom?

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(Marzano, 2012)

References

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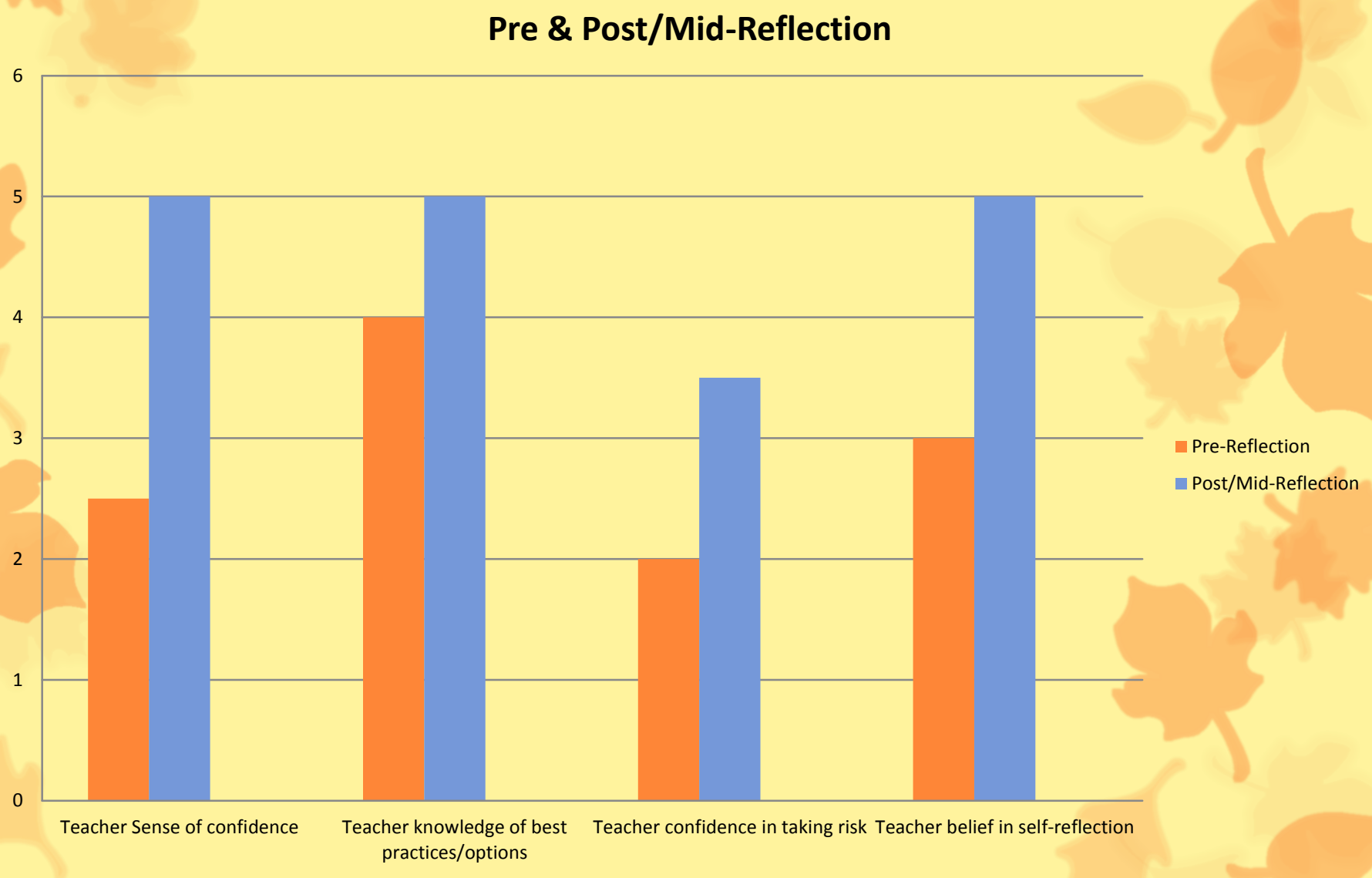
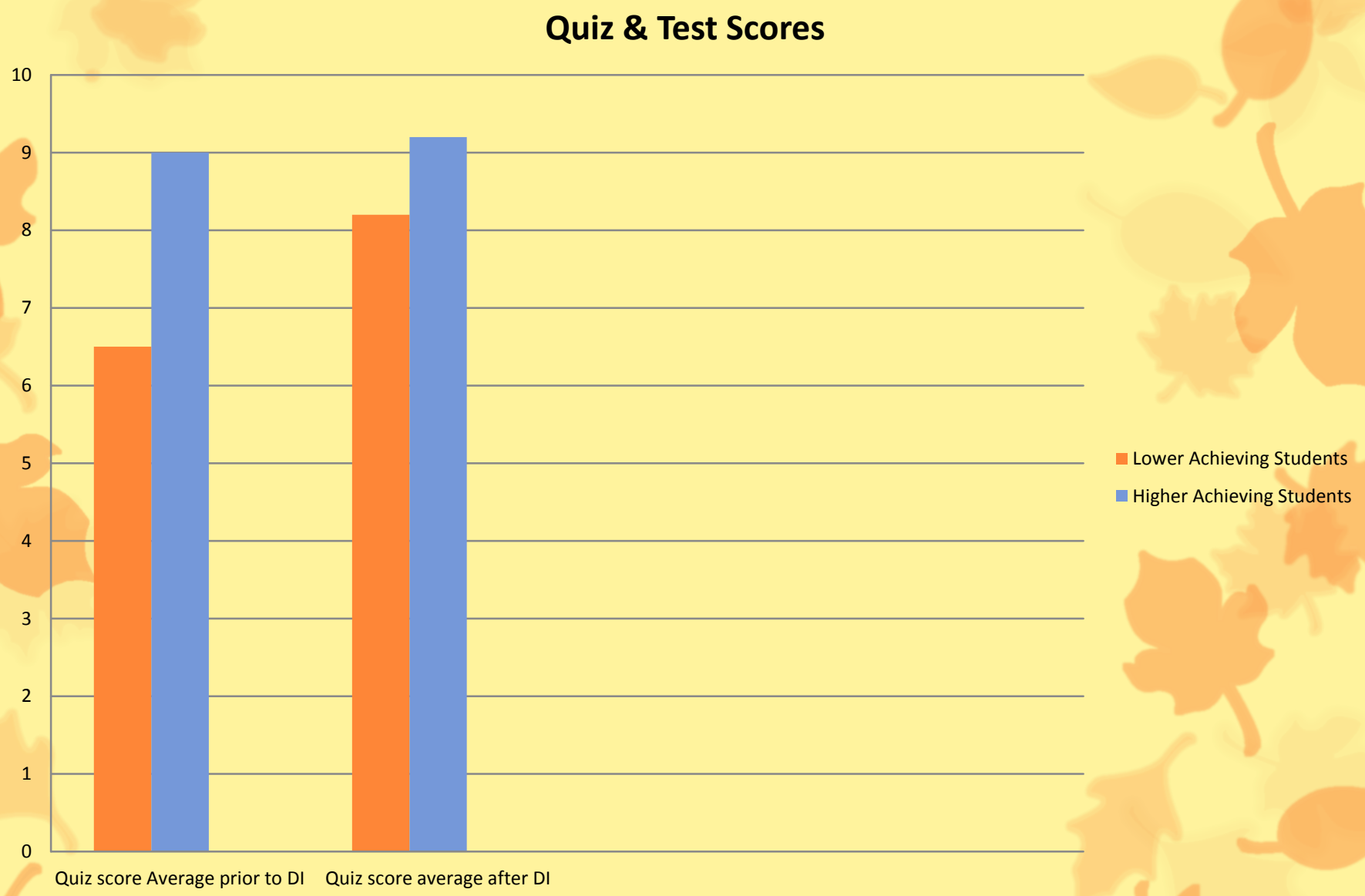
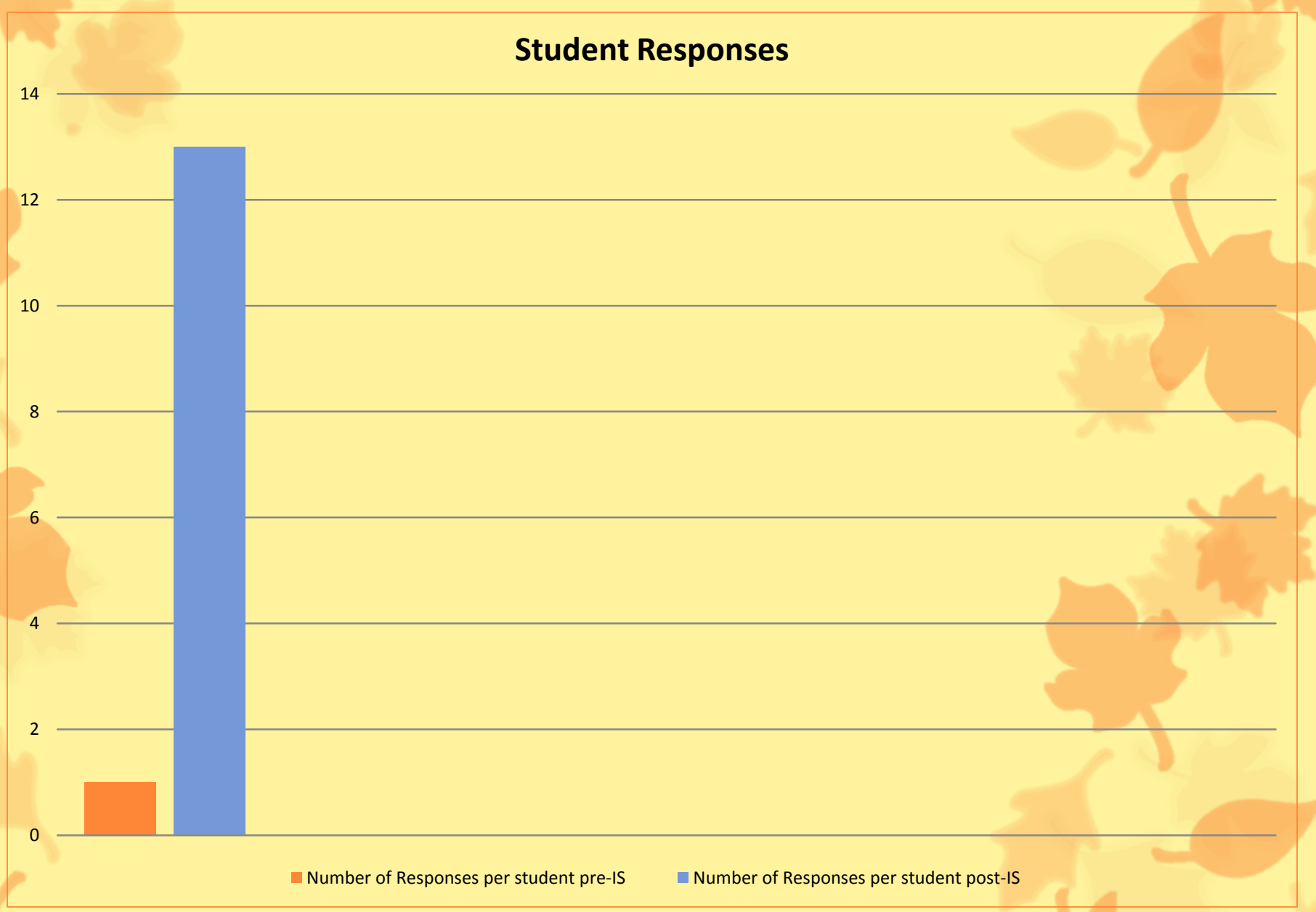

Pre & Post/Mid-Reflection
6
5
4
3
2
1
0
Teacher Sense of confidence
Teacher knowledge of best practices/options
Teacher confidence in taking risk
Teacher belief in self-reflection
Pre-Reflection
Post/Mid-Reflection


Quiz & Test Scores
10
9
8
7
6
5
4
3
2
1
0
Quiz score Average prior to DI
Quiz score average after DI
Lower Achieving Students
Higher Achieving Students


Student Responses
14
12
10
8
6
4
2
0
Number of Responses per student pre-IS
Number of Responses per student post-IS