

**LONG ISLAND UNIVERSITY/C.W. POST CAMPUS
DEPARTMENT OF CURRICULUM & INSTRUCTION**

STUDENT TEACHER _____ SCHOOL _____
COOPERATING TEACHER _____ GRADE LEVEL _____
DATE _____ SUPERVISOR _____

REFLECTIVE PRACTICE EXERCISE

Part 1: PLANNING

BEFORE THE ACTIVITY Cooperating and Student Teachers discuss the formal lesson plan and the following questions:

Describe what went into your planning. Did you consider background and traits of the students, curriculum materials, school, community, technology sources, research on content, feedback from colleagues?

What strategies will you use to guide students' learning (e.g. scaffolding approaches: modeling, prompts, cues, questions, clarifications, visual aides, etc). Why?

How can the observer (supervisor, cooperating teacher, peer, principal, or other teacher) help you?

This page may be used as a guide for Post-Observation Conferences between student teacher and supervisor and/or cooperating teacher.

STUDENT TEACHER _____

Date _____

Part II: EVALUATING

AFTER THE ACTIVITY Student teacher and observer(s) discuss the following & any additional pertinent questions:

Was the activity successful? Why? Did the students accomplish what you had planned? (Reflect) on materials, subject, behavior management, groupings, student behavior, alternative pedagogical approaches, etc.)

Describe your “thinking on your feet.” Were there unanticipated events that required you to change plans? (e.g.) practical, pedagogy, content, social, moral issues, etc.) How?

How does your learning relate to the INTASC standards (Choose one domain that is most appropriate to the activity.)?

How will your next experience with the students build upon what you have learned today?