



## EDUX 9929

# Reflecting on: Maximize Your Instructional Practice

**2 Semester Credits/Units**

### Course Overview:

“The ordinary experiences of our teaching days are the essence of our practice. Using a guide to reflect on these experiences is an entry to improving our teaching” (Hole and McEntee). Selecting one implemented goal from EDUX 9928 and serving as a member of a small online PLC discussion group, participants in this class will step through a guided reflection process to examine and share one of their implementation experiences. Using on-line video conferencing technology, the PLC will conclude by participating in a coaching conversation facilitated by the course instructor that will provide a perfect face-to-face platform for self-reflection, idea sharing, and a determination about the impact on their future professional practice.

### Objectives:

By the end of the course, the participant will:

- Engage in a professional learning community.
- Reflect on the implementation of a goal from EDUX 9928.
- Participate in the Guided Reflection Protocol process for individual and shared reflection.
- Demonstrate what was learned through a coaching conversation.
- Refine teaching practice based on the Guided Reflection Protocol experiences.

### Course Relation to Standards

This course aligns with the standards for the National Board for Professional Teaching:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

## Course Structure and Submitting Coursework

- EDUX 9928 is a prerequisite to this class.
- This is a 6-8 week course where you will analyze, evaluate, reflect, and refine the strategies you are executing in your classroom or school role based on a goal from EDUX 9928 via an online discussion board forum with a professional learning community and the course instructor.
- The Protocol assignment in Part 5 is submitted via email to the course instructor.
- There will be a culminating reflective coaching conversation via an online video conference site with the PLC and set up by the course instructor. Participants need access to technology to participate in online discussion boards and video conferencing.

## Course Assignments

### Part 1 - Engage in a Professional Learning Community

Educators continue to share the need to be part of a community when engaging in professional learning. Engage in discussion board posts with your EDUX 9929 professional learning community. When a discussion prompt is posted, **compose** and post your response to the prompt and **respond** to at least one of your colleagues in the given time frame.

### Part 2 - Importance of Reflection

Use the resources below to build your background knowledge in relation to the reflective process you will engage in during this course. Complete the second discussion prompt after reviewing the resources below. Respond to at least one of your colleagues in the given time frame.

- [Experiential Learning and Kolb's Reflective Cycle](#)
- [Reflection is at the Heart of Practice](#)

### Part 3 - Plan

Analyze your Professional Learning Plan from EDUX 9928 and **select one goal** that you are currently implementing in your current school assignment. Complete the discussion post addressing the instructor provided prompt within the given time frame. Respond to at least one of your colleagues within the given time frame.

### Part 4 - Implementation

Analyze the successes and challenges of implementing the goal you selected in Part 3. Complete the discussion post addressing the instructor provided prompt within the given time frame. Respond to at least one of your colleagues within the given time frame.

## Part 5 - Evaluation and Synthesis

Engage in the [Guided Reflection Protocol \(for individual reflection\)](#) to demonstrate the process of deep, thoughtful Guided Reflection. A Protocol creates a structure that makes it safe to ask more challenging questions. The point of using this protocol is not to do the protocol well for your colleagues or your instructor but to have an in-depth, insightful conversation with yourself in writing about teaching and learning in order to improve your teaching practice.

*"You have in protocols the vehicle for great work in PLCs—the covered wagon that will carry you across the plains, the ship that seeks new lands, the rocket that explores galaxies far away. Enjoy!"* [Protocols for Professional Learning](#) by Lois Brown Easton

Read the [Introduction](#) to Lois Brown Easton's publication cited above and also refer back to "The Heart of the Practice" in Part 2 as a resource. Upon completion, email a copy of your protocol paper to your instructor **at least** 3 days prior to your culminating video conference.

## Part 6 - Culminating Video Conference

Participate in a video conference with your instructor and other course participants to publicly share your deepest reflections and evaluation of one implementation goal from EDUX 9928. During the video conference, we will be engaging in the ["What? So What? Now What? Guided Reflection Protocol \(for shared reflection\)](#). To prepare for the conference, review the protocol and be prepared to answer the 3 guiding questions using the sub-questions provided to deepen your thinking and your responses. You will be guided to share your responses during the coaching conference as follows:

1. Each presenter shares their prepared account of **What? So What?** (10 minutes) while the other participants listen closely and take notes/write questions.
2. Colleagues ask clarifying questions, make comments, and offer feedback. (5 minutes)
3. Each participant processes the feedback while the next presenters share.
4. **Now What?** After all participants have shared their reflections, each participant in turn shares some possible next-step implications for their practice. (5 minutes)
5. Debrief the Guided Reflection Protocol process. The group talks about what just happened. How did this public reflection process work vs. the individual one? (5 minutes)

## Part 7 - COURSE REFLECTION AND EVALUATION

Engage in a final forum discussion about your learning experiences in this course. Use the discussion prompts provided to guide your responses. Your responses to each prompt should be at least two paragraphs. Please respond to at least one of your colleagues in the given time frame.

## Rubric: EDUX 9929

	<b>Meets or Exceeds Standard (A)</b>	<b>Partially Meets Standards (B)</b>	<b>In Progress Does Not Meet Standards (INC)</b>
<b>PLC/online forum Participation</b>	<ul style="list-style-type: none"> <li>• All forum posts (5 of 5) are posted <b>within</b> the given time frame and meet or exceed the minimum expectations for length.</li> <li>• All posts are thoughtful, informative, thorough, and cite examples and/or specific support for responses.</li> <li>• All posts are reflective of graduate-level work free of grammar and spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Most forum posts are posted <b>within</b> the given time frame and meet the minimum expectations for length.</li> <li>• Most posts are thoughtful, informative, thorough, and most cite examples and/or specific support for responses.</li> <li>• Most posts are reflective of graduate-level work free of grammar and spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Most forum posts are not posted <b>within</b> the given time frame and most do not meet the minimum expectations for length.</li> <li>• Forum Posts are not reflective of graduate-level work free of grammar and spelling errors.</li> </ul>
<b>Guided Protocol for Individual Reflection</b>	<ul style="list-style-type: none"> <li>• All four responses are thorough and thoughtful, and exceed or meet minimum expectations to demonstrate synthesis-level thinking and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Some responses do not meet minimum expectations and do not demonstrate synthesis-level thinking and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Most responses are incomplete and do not meet minimum expectations.</li> </ul>
<b>Culminating Reflective Coaching Conversation for Shared Reflection engaging in the “What? So What? Now What? Guided Protocol</b>	<ul style="list-style-type: none"> <li>• Listens attentively to each presenter and engages in professional dialogue with interest such that it deepens an individual and/or a collective understanding of effective instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens attentively to most presenters and engages in professional dialogue with interest such that it deepens an individual and/or a collective understanding of effective instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not listen attentively to presenters and/or does not engage in professional dialog during the conference.</li> </ul>