



# The Notecard

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# Why a Notecard...

- Modus operandi – Action Research

The Reflective Practitioner

*“Candidates and faculty engage in individual and group reflection to improve practice.”*

- Forces succinct answers within a short period of time.
- The card becomes an additional tool by which candidates reflect on and record their successes, challenges, needs, and future professional development.

Our Candidates use a variety of self-assessment strategies to analyze and reflect on their practice for future planning and professional growth.

(Barth, 2004; DuFour, Eaker, & DuFour, 2004; Sparks, 2005)



# Embedding Our Story: Conceptual Framework (The Bigger Picture)

- Clinical teaching experiences are critical in allowing candidates the opportunity to grow and improve their craft (Grossman, 2010).
- Teachers need to develop a set of professional practices – “the disposition to reflect and learn from practice” (Darling-Hammond & Baratz-Snowden, p. 119, 2007)
- *“I have developed my expertise through mentorships and collaborative partnerships, inquiry and reflection, and purposeful study and professional development.”* – Sherry Dismuke, first grade teacher, Boise School District, Oregon (NCATE, 2010)



# Another Photo: Qualitative Data

- ▶ Elucidate a better understanding of state and program completion survey data and gain insight into candidate actual classroom experiences.
  - ▶ Gain a better picture of our candidates experiences by exploring their reflective thoughts and digging deeper into their lives as clinical teachers.
  - ▶ Shape our own program and clinical teaching experiences so that candidates are better equipped to meet classroom challenges with confidence and success.
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# Our Case Story

- ▶ North Texas Independent Regional University (4)
- ▶ Council of Public Liberal Arts Colleges Member (30)
- ▶ Accredited by TEA, SACSCOC, NCATE - CAEP
- ▶ 80+ Clinical Teachers each year (Program: ~400 candidates)
- ▶ Certification Areas: **EC-6 and 4-8** Generalist; Bilingual; 4-8 and 7-12 ELAR, Math, Science, ELAR; All Level – Art, PE, Music, Theatre – Traditional and Alt. Cert.



# Our Story's Process

## ➤ **Clinical Teaching Wrap Up Meeting**

- 4X6 Notecard handed to each candidate.
  - Throughout the presentation the prompts guide small and whole group discussions.
  - Each response must be written in a complete sentence.
  - Debrief as whole group.
- **Code responses** looking for emerging themes and categories (Bodgen & Biklen, 2007)



# Your Program's Successes

Reflect upon about what you have learned from your program's candidate successes during clinical teaching.

Write 3 statements describing their most profound successes.





# Our Candidates' Successes

Reflect upon about what you have learned during clinical teaching.

Write 3 statements describing your most profound successes.

**Building powerful supportive relationships with students**

**Connecting with other teachers**

**Developing engaging instruction**

***C – “I made a connection with a new student who had not made one with anyone else. We share a love of dogs and she opened up to me after sharing dog stories...she opened up so much.”***



# Our Candidates' Successes

Reflect upon about what you have learned during clinical teaching.

Write 3 statements describing your most profound successes.

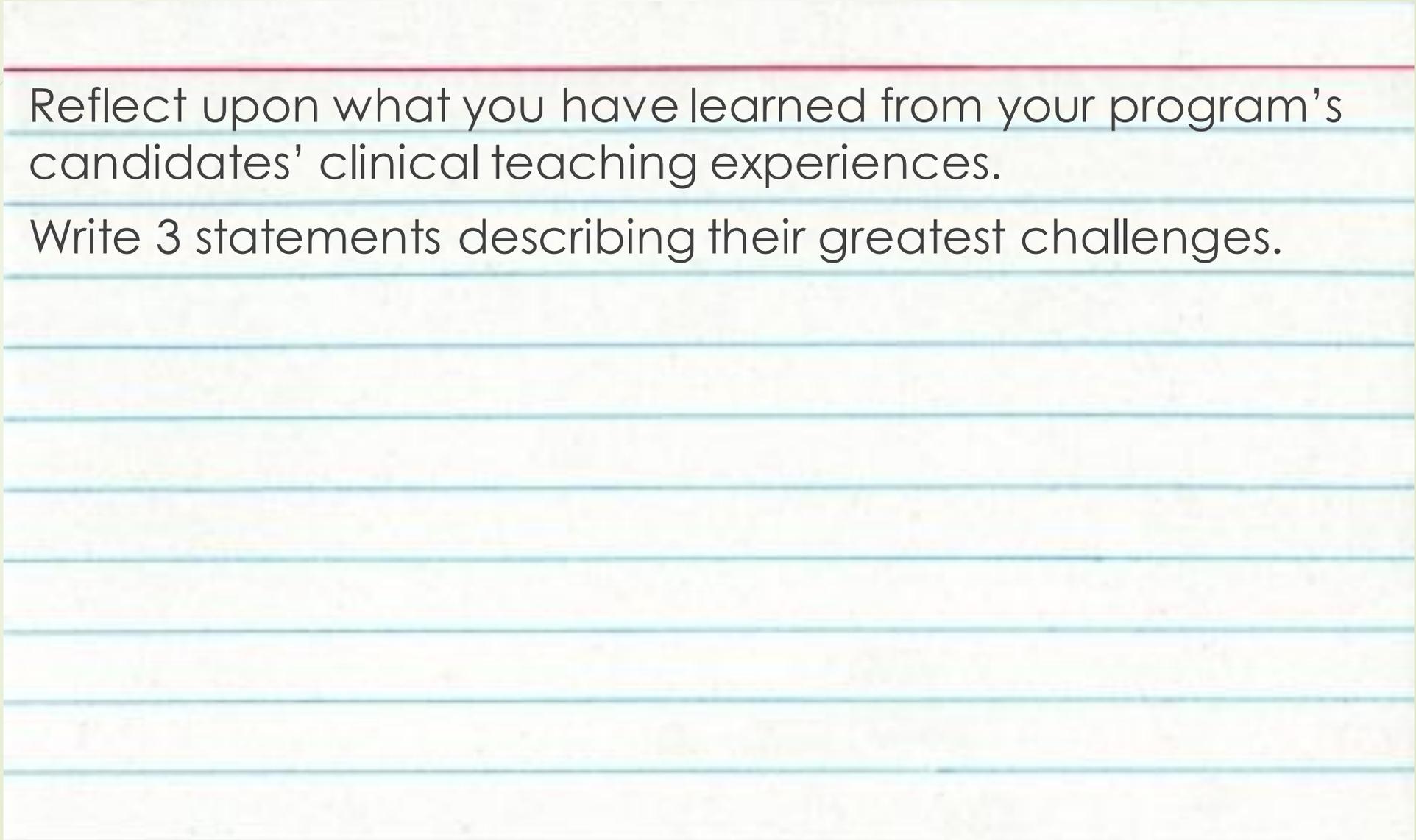
***C – “A freshman who had been in juvenile detention for punching his teacher in the face became my ‘buddy’. He improved academically as well as socially! He made sure the other students listened to me and showed me respect! He is a great kid!”***



# Your Program's Challenges

Reflect upon what you have learned from your program's candidates' clinical teaching experiences.

Write 3 statements describing their greatest challenges.





# Our Candidates' Challenges

Reflect upon what you have learned during clinical teaching.

Write 3 statements describing your greatest challenges.

**Student behavior and learning – choosing battles, pushing buttons, emotional, disrespect, differentiating**

**Time Management – paperwork, grading, instruction**

**Cooperating Teacher Classroom vs My Classroom – seeing me as the teacher**

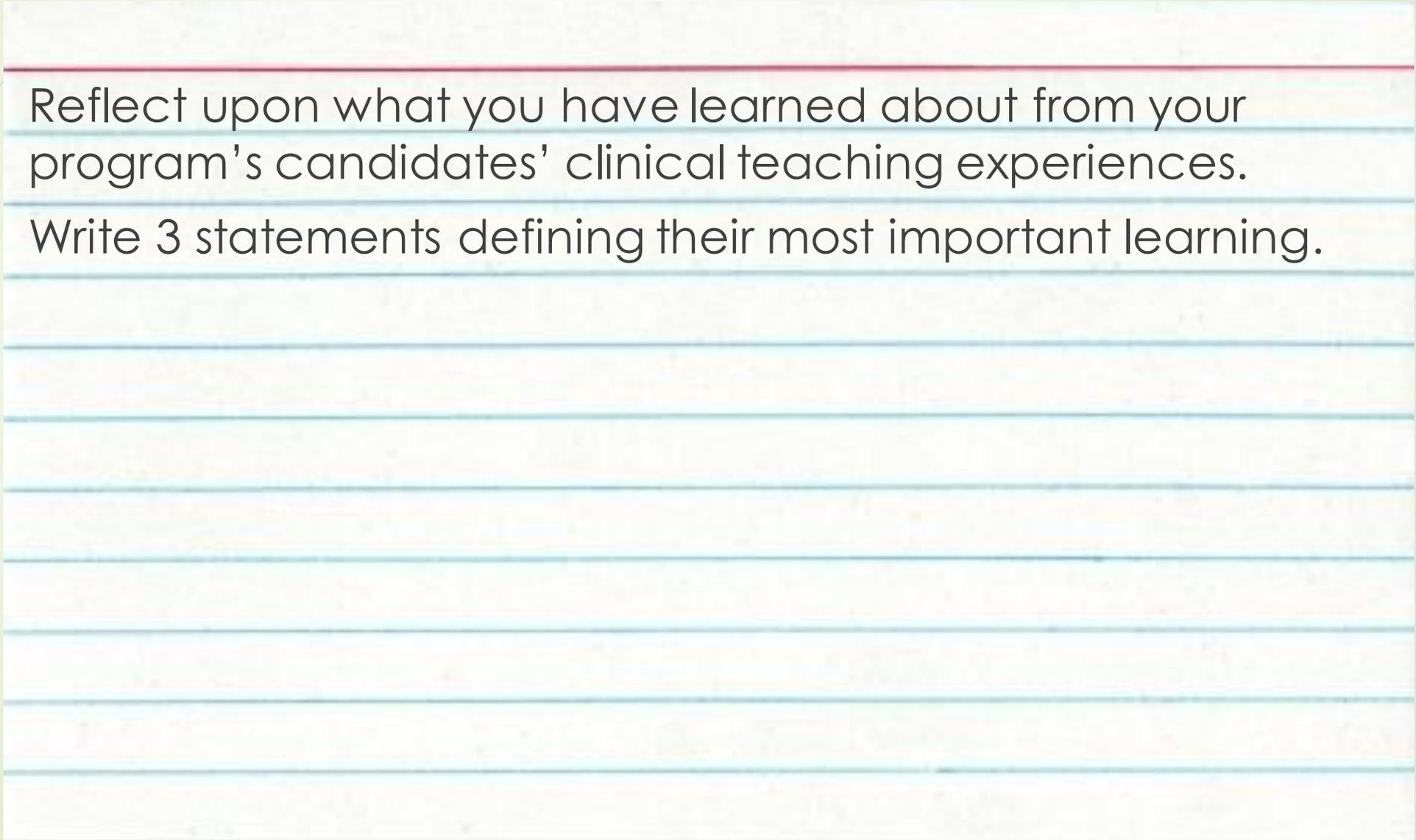
**C – “Keeping up with everything (grading, taking roll, absent work, etc.)”**



# Your Program's Learning

Reflect upon what you have learned about from your program's candidates' clinical teaching experiences.

Write 3 statements defining their most important learning.





# Our Candidates' Learning

Reflect upon what you have learned about during your clinical teaching.

Write 3 statements defining your most important learning.

## **Patience and Flexibility**

**Applying specific skills and strategies – related to classroom management, technology, instructional strategies**

***C – “I have learned it is okay to make mistakes. Making mistakes has given me the opportunity to show my students that it’s okay for them to make mistakes as long as they try again.”***



# Your Program's Needs and Professional Development

Identify and write one area your program's candidates want to improve in the first year of teaching.

Define and list 3 ways they will reach their need.





# Our Candidates' Needs and Professional Development

Identify and write one area you want to improve on in the first year of teaching.

Define and list 3 ways you will reach your need.

**Classroom Management - proper discipline, positive reinforcement**

**Parent Communication**

**Getting There – On-line (Pinterest), conferences and meetings, asking and working with other teachers**

***C - “I will problem solve and reflect on what works with me, other teachers, and the students”***



# Concluding Thoughts From Our Story

By understanding these successes and needs we as EPPs can have a better understanding of “beginning with the end in mind” to not only meet state and national standards but to improve our candidates’ experiences aimed at better preparing them as professional educators.

The Bottom Line: Empowered Teachers Make a Difference for Children

*“We do not learn from experience... we learn from reflecting on experience.”*

*-John Dewey*



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