# Official Course Worksheet: Reflective Practice Seminar

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| **CAP TK Information** | **Your Campus Course Information** |
| ***CAP Course Title:*** | ***Course Title:*** |
| Reflective Practice Seminar |  |
| ***CAP Suggested Short Title:***  REFLECT PRAC TK | ***Short Title:*** |
| ***CAP TK Course Description:*** | ***Course Description:*** |
| This course is designed for teachers working in early childhood or transitional kindergarten settings. Students will examine their teaching philosophy and engage in the reflective practice cycle process. Students will use a variety of instructional strategies, including purposeful play, to assess and support children’s learning and development. This course is intended to be a capstone course. |  |
| ***CAP TK Student Learning Outcomes (SLOs):***  ***Students who complete this course will be able to:*** | ***Student Learning Outcomes (SLOs):***  ***Students who complete this course will be able to:*** |
| 1. Implement the cycle of reflective practice. |  |
| 1. Critically assess one’s teaching experiences to guide and inform practice. |  |
| 1. Select, apply, and evaluate a variety of instructional strategies, including purposeful play, to support students’ learning and development. |  |
| ***CAP TK Objectives:***  ***In this course students will:*** | ***Your Objectives:***  ***In this course students will:*** |
| 1. Describe the purpose and process of reflective practice. |  |
| 1. Conduct self-assessment on multiple areas of teaching and practice. |  |
| 1. Select and apply various teaching and classroom management strategies to classroom situations based on self-assessment, theory, and research. |  |
| 1. Evaluate the outcomes of selected strategies and re-assess practices to guide future planning. |  |
| ***CAP TK Course Content:*** | ***Your Course Content:*** |
| 1. **Definition of reflective Practice**    1. **Principles**       1. Reflecting to improve teaching       2. Reflecting to improve professional growth       3. Reflecting to strengthen relationships with students, families, and colleagues |  |
| * 1. **Process**      1. Concrete experiences      2. Observation and reflection      3. Formation of concepts and generalizations      4. Testing concepts in new situations |  |
| 1. **Cycle of Reflective Practice**     1. **Self-Assessment on topics such as:**       1. Teaching philosophy       2. Instructional practices       3. Curriculum and material selection       4. Interactions       5. Environment       6. Schedule, routines, and transitions       7. Strategies for family involvement       8. Building community in the classrooms       9. Assessment       10. Classroom management       11. Communication skills       12. Professional behaviors       13. Inclusion of diverse perspectives       14. Equity and inclusion |  |
| * 1. **Planning based on:**      1. Self-assessment and reflection      2. Theory and research      3. Individual needs and experiences of students |  |
| * 1. **Implementation**      1. Selecting and applying strategies      2. Reflection on outcomes |  |
| * 1. **Re-Assessment: beginning the cycle again** |  |