

Reflective Conversations: Methods Teachers and Supervisors Look for Evidence of Reflective Perspectives

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Presentation Description

This presentation highlights multiple strategies used in literacy methods courses that are easily adaptable for supervisory purposes. The intent is to provide supervisors with reflective practices for use with teacher candidates. Each method will be modeled with a focus on how to deepen professional practice for teacher candidates and supervisors alike.

Proposal Summary

Methods instructors and supervisors in teacher preparation programs share a common concern: providing the scaffolding teacher candidates need to become reflective and effective practitioners. This session is led by two experienced methods' instructors who will share multiple reflective practices used in their classrooms. All strategies are easily adaptable for supervisory use.

Participants will take part in three strategy shares:

1. **Passion Profiles:** Supervisors will examine their own reasons for becoming involved in the field of education. They will meet with others with common reasons to discuss and then utilize reflective writing to analyze how their own "passion profiles" may or may not align with their teacher candidates' passions and how those "lenses" serve or impede the advisory relationship (Bates, Ramirez, & Drits, 2009).
2. **Feedback Looping:** Many teacher preparatory programs implement journaling in some way during the internship experience. Yet many teacher candidates use such journals for little more than surface reflection and notetaking (Lee, 2008). The presenters will provide solutions to this common dilemma by providing multiple avenues for feedback from peers, professors, and supervisors. In addition, supervisors will brainstorm ways reflective journaling can be used in a feedback loop between theory and practice, and as living documents for promoting discussions with interns around issues of practice (Lee).
3. **What do preservice candidates say?** From a narrative inquiry of online discussions with preservice teachers, we will examine their interactions and ideologies, which will inform their teaching practice. By focusing on the preservice teachers' writing, without supervisor or professor input, we can peer into their perspectives and consider if we can identify deeper reflection beyond surface level responses critical issues education. The challenge is to have

preservice teachers reflect deeply on strategies' strengths, weaknesses, and purposes (Lorson, Goodway, & Hovatter, 2010).

At the end of the presentation, participants will consider the evidence they may have of their own preservice teachers' deep reflection that will ensure richer experiences for their k-12 students.

Bates, A. J., Ramirez, L., & Drits, D. (2009). Connecting university supervision and critical reflection: Mentoring and modeling. *Teacher Educator*, 44(2), 90-112. doi:10.1080/08878730902751993

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Lee, I. (2008). Fostering Preservice Reflection through Response Journals. *Teacher Education Quarterly*, 35(1), 117-139. <http://dx.doi.org/10.1080/08878730209555299>

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