[COURSE #] [TERM/YR]

HLP Reading Reflection Journal

**STUDENT NAME**

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*Note:* RRJ structure from TEL 703 at Arizona State University: [TEL 703 Syllabus](https://www.dropbox.com/scl/fi/fk13mihj0sfmgg5zzww8l/TEL-703-Syllabus.docx?dl=0&rlkey=wmei9bi155ar7x9d9szlehqz9) Modified by Kristen Arnold (2022).

**Reading Reflection Journal Grading Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| *20-17 Points* | *16-13 Points* | *12-9 Points* | *9-0 Points* |
| All sections are completed, with all three covered completely. All entries exhibit thoughtful, reflective thinking and connection to practice.  Text is cited according to APA 7 with no errors. | All sections completed, but some required elements are missing or include shallow responses for one entry. Text is cited according to APA 7 with minor errors. | Missing no more than one section. Some required elements are missing or include shallow responses for more than one entry. Text is cited according to APA 7 but with several errors. | Missing more than one section. Several required elements are missing or shallow for more than one entry. Text is not cited according to APA 7. |

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HLP #1: Collaborate With Professionals

**Step 1: Pre-Reading**

***Before*** *you engage in this week’s reading, write down your definition of collaboration (What is it? What does it look like? What is the function or purpose of collaboration?). The pre-reading entry should be at least one paragraph, although you may write more if you like. This paragraph can be written informally (e.g., phrases, bullets, stream of consciousness), but it should exhibit thoughtful and curious reflection. Save your definition of collaboration to share with your discussion group members.*

**Step 2: Post-Reading**

* **Muddiest Point:** Were any sections in Chapter 1 difficult to conceptualize?
* **Burning Question:** (Write a question you have about effective collaboration, problem solving, or any other inquiries you have regarding the reading material.)

**Collaboration Videos (*During Class*)**

|  |  |  |
| --- | --- | --- |
|  | **Skills needed for effective collaboration:** | **How students benefit from effective collaboration:** |
| *Video 1* |  |  |
| *Video 2* |  |  |
| *Video 3* |  |  |

**Step 3: Connection to Practice**

*After processing the content in this module, write a response to the following questions: Did you acquire any new ideas, knowledge, attitudes, beliefs, skills, or practices related to collaboration? Were any of your old ideas about collaboration disrupted or transformed? How would you define collaboration now? Why is collaboration an important practice? What is your role as the general education teacher in collaborating with special education staff? What personal characteristics of yours might make collaboration easy or difficult? What collaborative strategies have you observed in your practicum placement that you would like to emulate? Are there any approaches in the text that you can begin practicing* ***now*** *in your practicum setting? Include at least two paragraphs.*

HLP [#](#_8ia52uv5xufx)6: Use Assessment Data

**Step 1: Pre-Reading**

***Before*** *you read, think about the different types of school-based assessment data that you have observed being used in your practicum placement. List some examples below and state how each is used to inform instruction. The pre-reading entry should be one paragraph, although you may write more if you like. The paragraph can be written informally (e.g., phrases, bullets, stream of consciousness), but it should exhibit thoughtful and curious reflection.*

**Step 2: Post-Reading**

* **Muddiest Point:** Were any sections in either chapter difficult to conceptualize?
* **Burning Question:** (Write a question you have about how school-based data collection works or any other inquiries you have regarding the reading material.)

**Step 3: Connection to Practice**

*After reading and viewing material in this module, you may choose to respond to the following questions in your writing. Why is it important to use multiple sources of information when considering specially designed instruction? What does it mean to use data-based instruction? As the general education teacher, what specific data should you attend to in a student’s Individualized Education Program (IEP)? How can this data inform your instruction? Whose responsibility is it to monitor student progress? How does the deeper level of data analysis described in your readings coincide with what you do in a formative assessment cycle? Are there any approaches in the text that you can begin practicing* ***now*** *in your practicum setting? Include at least two paragraphs.*

**Step 4: Grading Exceptional Learners**

*After reading the article “*Grading Exceptional Learners*” in Educational Leadership, review the flowchart located on the site* [*Grading Exceptional Learners - ASCD*](https://www.ascd.org/el/articles/grading-exceptional-learners)*. Do some research at your school to find out exactly how students with IEPs receive grades by discussing with your mentor teacher and/or a special education teacher.*

|  |  |
| --- | --- |
| Are changes in grading required for any of your students? If yes, to what content area(s) do these changes apply? |  |
| Describe how changes are noted on the report card in your school-based data management system. Who attaches a progress report to the report card and how often? |  |

HLP [#](#_8ia52uv5xufx)12: Systematically Design Instruction

**Step 1: Pre-Reading**

***Before*** *reading, think about your state standards and how they are utilized at your school site. How are they used to determine lesson objectives? How is your school’s curriculum linked to the state standards? How do students with IEPs access the general education curriculum? The pre-reading entry should be one paragraph, although you may write more if you like. This paragraph can be written informally (e.g., phrases, bullets, stream of consciousness), but it should exhibit thoughtful and curious reflection.*

**Step 2: Post-Reading**

* **Muddiest Point:** Were any sections in the reading difficult to conceptualize?
* **Burning Question:** (Write a question you have about systematically designed instruction or any other inquiries you have regarding the reading material.)

**Step 3: Connection to Practice**

*After processing the content in this module, write a response to the following questions: What differences do you notice about the grade-level standards and your students’ levels of readiness? In what ways can teachers prioritize and sequence learning goals? What are some strategies teachers can use to help students make connections between what they know, what they are learning, and what they will learn in the future? Are there any approaches in the text that you can begin practicing* ***now*** *in your practicum setting? Include at least two paragraphs.*

**HLP12 Video (*During Class*)**

(We will pause periodically throughout the video to write responses.)

|  |  |  |
| --- | --- | --- |
|  | **What is the component?** | **How did the teacher model it?** |
| **Component 1:** |  |  |
| **Component 2:** |  |  |
| **Component 3:** |  |  |

HLP [#](#_6kt80qt0mcv)13: Adapt Curriculum Tasks and Materials

**Step 1: Pre-Reading**

***Before*** *you read, reflect on the following: Is your classroom environment primarily traditional (e.g., all students learn the same content in the same way or do the same assignment) or differentiated? If so, in what ways are curriculum tasks and materials adapted to meet specific needs of your students?*

**Step 2: Post-Reading**

* **Muddiest Point:** Were any sections in the reading difficult to conceptualize?
* **Burning Question:** (Write a question you have about adapting curriculum tasks and materials or any other inquiries you have regarding the reading material.)

**HLP13 Video (*During Class*)**

|  |  |  |
| --- | --- | --- |
|  | **What is the component?** | **How did the teacher model it?** |
| **Component 1:** |  |  |
| **Component 2:** |  |  |
| **Component 3:** |  |  |

**Step 3: Connection to Practice**

*After processing the content in this module, write a response to the following questions: What impact does your instructional decision making have on student access to curriculum? How can you make flexible grouping and differentiated activities “the norm” in your classroom? How does a culture of differentiation benefit ALL learners, not just students with disabilities? Are there any approaches in the text that you can begin practicing* ***now*** *in your practicum setting? Include at least two paragraphs.*

**Step 4: Explaining Differentiation Microteach**

*Setting the tone for* differentiated instruction *(DI) from the outset is SO important! The key is to make different activities, methods, and strategies considered as “the norm.” Starting off your year with discussions about rules, routines, and procedures is wonderful and necessary, but make sure to incorporate this discussion and revisit it as needed to create an inclusive culture around different learning styles and abilities. In preparation for class this week, design a <10 minute mini-lesson that you will teach to peers (as if they were your students) using the following structure:*

|  |  |
| --- | --- |
| **Introduction/Hook:**   * What is an age-appropriate metaphor or illustration you might use to convey the message? * How can you involve peers in the illustration? |  |
| **Connection to Classroom Practice**   * How does the illustration connect to classroom dynamics? * What questions or prompts will you use to assess how well your peers understand the concept of differentiation? |  |
| **Implications for the Classroom**   * What does it look/sound like when DI is implemented? * What will your peers be doing? * What will you be doing? |  |
| **Closure**   * How will you know your peers understand the concept and how it looks when enacted in a classroom? * What Check for Understanding (CFU) could you use to verify their understanding of differentiation as a common practice? |  |

HLP [#](#_kbjedx6zpwhc)16: Use Explicit Instruction

**Step 1: Pre-Reading**

***Before*** *you read, write briefly about effective lessons you have observed in your practicum placement. Describe which elements resulted in student learning. The pre-reading entry must be one paragraph, though you may write more if you like. This paragraph can be written informally (e.g., phrases, bullets, stream of consciousness), but it should exhibit thoughtful and curious reflection.*

**Step 2: Post-Reading**

* **Muddiest Point:** Were any concepts in the reading difficult to conceptualize?
* **Burning Question:** (Write a question you have about explicit instruction (EI) or any other inquiries you have regarding the reading material.)

**HLP16 Video (*During Class*)**

|  |  |  |
| --- | --- | --- |
|  | **What is the component?** | **How did the teacher model it?** |
| **Component 1:** |  |  |
| **Component 2:** |  |  |
| **Component 3:** |  |  |
| **Component 4:** |  |  |

**For Discussion…**

Consider the following statements: “EI will limit opportunities for students to critically think” and “EI should only be used for students with special needs” (Patterson, D., Driver, M. K., Zimmer, K., & Wetherington, 2019). How would you respond to these claims?

**Step 3: Connection to Practice**

*After processing the content in this module, write a response to the following questions: Why should a general education teacher use EI in an inclusive classroom? What elements of EI have you observed in your placement? Which observed elements do you think would provide an added benefit to student learning? How do you envision using EI in your placement and in your future career? In what ways does the EI lesson plan differ from MIT traditional lesson plans? Are there any approaches in the text that you can begin practicing* ***now*** *in your practicum setting? Include at least two paragraphs.*