



Examining and Facilitating Reflection to Improve Professional Practice

Ann Shelby Harris, Benita Bruster, Barbara Peterson, Tammy Shutt

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Examining and Facilitating Reflection to Improve Professional Practice is specifically designed and organized to be used throughout a teacher-education program from an introductory foundations course, continuing through content-specific methods classes to graduate-level theory seminars, and, ultimately onto professional development workshops. Harris and her co-authors provide a method for directly instructing students on the practice of reflection and the understanding and identification of the developmental phases of reflection, supported by theory drawn from research. By moving students beyond their commonly held belief that reflection is simply keeping a journal or summarizing the days' activities, Examining and Facilitating Reflection to Improve Professional Practice enables them to use increasingly sophisticated reflection practices that help them grow in their reflective process, ultimately improving their instructional practice. Closely aligned with the reflections standards set by I.N.T.A.S.C., N.C.A.T.E., and N.B.P.S.T., this book is essential as universities and colleges seek to have reflection as a standard skill set for classroom teachers and educational administrators. Using this text as an easily accessible resource, a discussion and activities guide, and a support for professional development, Education Departments' reflection goals and objectives are met and students enter the classroom confident in their ability to think in diverse ways, meet the challenges of the classroom, and respond to changing educational environments.

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