

Self-Reflection

Module: Shared Reading

Self-reflection is one way to improve instructional practice. Taking the time to think about your own planning and teaching can help you deepen understandings of your current instructional practice and set priorities to improve your teaching and your students' outcomes. Throughout the modules in *Tar Heel Shared Reader*, you will be asked to reflect on several big ideas and the ways they relate to your instruction. The goal is to help you self-reflect and set priorities regarding the practices in each module.

Directions: For each statement below, indicate Yes or No. For each "No" response, decide how much priority you will place on it in your future practice by entering H for high, M for medium, or L for low.

| Big Idea | Guiding Statements | Response | Priority |
|---|--|---|----------|
| Students need access to texts that are interesting, and age and ability respectful. | 1. I choose texts that are the right length to hold my students' attention. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | 2. I choose texts that match my students' language and literacy abilities. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | 3. I choose texts that reflect content that is interesting and age respectful. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Adults should read with expression and enthusiasm to increase student engagement. | 1. I read with expression that matches the meaning of the text. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | 2. I change my pitch, tone, volume, and speed to mark questions, important words, and other text features. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | 3. I use different voices for different characters and emotions. | <input type="checkbox"/> Yes <input type="checkbox"/> No N/A | |

SELF-REFLECTION

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| Students need access to a means of communication and interaction. | 1. I provide each of my students with communication supports (as needed) during shared reading. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | 2. I attribute meaning to all of the ways my students try to communicate with me. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | 3. I regularly show students how to communicate using the modes they have available to them. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | 4. I regularly repeat what my students say or do to confirm that I am working to understand them. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | 5. I regularly expand on the things my students say or do to help them improve their communication skills. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Adult must help students connect the content of texts (words and pictures) to their personal experiences. | 1. I look for ways to connect the books we read to my students' experience. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | 2. I encourage my students to make their own connections with the words and pictures in the books we read. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Adult encourages student participation without physical support or extrinsic rewards. | 1. I encourage my students to participate without requiring it | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | 2. I give my students adequate time to initiate and respond during shared reading. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |