

Abstract

This Critical Reflexive Praxis Journal entry focuses on preparation for the upcoming Fall Literacy Block courses by reflecting on the effectiveness of recent pedagogical innovations. Focused on enhancing pre-service teachers' abilities in elementary literacy education, Nicholas (the author) introduced guided notes and reading introductions as key strategies to improve student engagement and learning outcomes. This reflective journal serves not only to assess these methods but also to determine their future application in the curriculum. The urgency of this evaluative and planning process is highlighted by the limited time available before the fall semester, emphasizing the need for timely revisions. Through this critical examination, he aims to refine these educational tools to better support pre-service teachers in developing essential literacy skills. This approach underscores a commitment to continuous improvement and effective teaching practice in elementary education.

Keywords: teacher education, instructional strategies, guided notes, article introduction, knowledge building