**Reflection**

This was a final assignment for SPED 841, which is a KU Master’s Degree course that deals with learning strategy and content mastery for struggling learners and students with high-incidence disabilities. This particular assignment was an opportunity to promote evidence-based strategic instruction across general and special education classrooms as well as to address issues related to assessing progress in general education content-area courses, approaches to high-stakes assessments, methods, and many other important topics.

The purpose of this project was to encourage a deeper understanding of individuals with disabilities, how to best support these learner differences, and how to use my Just In Time (JIT) learning skills. A secondary purpose is to encourage my growth as a young professional, in my ability to problem-solve, locate solutions, and apply research to practice. We had the choice to select one of seven options: Practical Strategies Guide, What is a Modern Educator, Traditional Paper, Single Individual or Small-Group Intervention, Class-Wide UDL Implementation Project, Explore & Build an Instructional Product of My Choosing, or a Virtual/Blended Instructional Unit. I chose to create a Practical Strategies Guide.

As a result of my hard work and dedication, I received full marks on the guide with positive feedback from Professors Xie Jingrong and Zhang Ling. There was not feedback to improve or work on my project, so I chose not to revise. Additionally, I did review the rubric to determine if there was any further work I would like to incorporate. I also checked for grammatical and structural errors. There were none, and so in this I made sure to examine the project carefully to determine if there was any other changes I wanted to make that might improve the product.

As I reflect, I see how important it is to create tools that are not only engaging and informative but that also reflect valuable insights. My ideas for the guide are well supported by evidence, and I enjoyed selecting strategies such as the Universal Design of Learning (UDL), collaborative instruction, bell ringers, peer interactions, classroom management, blended learning, and self-monitoring. As I prepare to enter a classroom, I understand how I must incorporate practical strategies, strategies that are capable of being implemented in a classroom to meet the needs of a variety of learners. How we, as educators, conduct our own learning and actions truly matters to our students’ success and educational experiences.