



Great Public Schools for Every Student

Reflective Practice to Improve Personal Effectiveness in the Classroom

Educator reflects on their practice to improve personal effectiveness in the classroom.

Key Method

Educator uses research and best-practice recommendations made by Marzano and Danielson in *Framework for Teaching* to participate in ongoing reflection. Educator uses evidence to continually evaluate their practice, particularly the effects of choices and actions on student learners. The educator then creates practices to meet the needs of each learner and understands that reflection on practice has a positive effect on learning and classroom culture.

Method Components

Educators know that reflection is a key component of sound instructional practices and should be embedded as part of ongoing evaluation of instructional practices. They recognize a variety of reflective practices and apply them continuously to improve the effectiveness of their practice. They understand that application of these practices has a positive effect on the classroom culture and student outcomes. They understand effective teachers have students who are actively engaging and participating in their learning process.

What is Reflection?

Educator reflection involves an educator examining their own pedagogy, student data, and the broader community and school context to determine what will work best for their students (Larrivee, 2000).

Examples of Reflection Methods

- Teacher Journaling from Memory
- Peer Observation
- Administrator Observation
- Video/Audio Recording of Lessons
- Collection of Student/Parent/Other Stakeholder Feedback

What is metacognition?

Simply, metacognition is “thinking about thinking.” According to Marzano et al. (1988), metacognition has two main components:

1. Knowledge and control of self
 - a. Knowledge of one’s own skills

- b. Intellectual resources
 - c. Abilities as a learner
- 2. Knowledge and control of thinking
 - a. Knowledge of thinking and learning strategies
 - b. When and why to use these strategies in relation to tasks and texts

Educators practicing metacognitive skills can examine their own thoughts about instructional practices while they are implementing them.

What is Feedback?

Feedback is essentially information from others about how we're doing regarding a goal or strategy. According to Wiggins (2012), effective feedback criteria are:

- goal-referenced,
- tangible and transparent,
- actionable,
- user-friendly,
- timely,
- ongoing, and
- consistent.

Feedback is not evaluative and not advice. Instead, it helps learners better understand their strengths and areas for improvement as well as actions that could be taken to improve performance.

Key Elements of Reflection of Practice Activities:

- The educator knows of a variety of reflection practices.
- The educator implements a variety of reflection practices to collect data about their practice.
- Where appropriate, the educator engages in conversation to elicit feedback from colleagues on their practice.
- The educator uses data gathered from reflection to improve classroom outcomes.

Supporting Research

Burke, Jim (2007). Teaching English Language Arts in a 'Flat' World. In *Adolescent Literacy: Turning promise into practice*. Portsmouth, NH: Heinemann. pp. 165.

Davey, Ronnie; Ham, Vince (March 2010). "It's all about paying attention!...but to what? The '6 Ms' of mentoring the professional learning of teacher educators." *Professional Development in Education* 36 (1-2): 229-244.

<http://www.tandfonline.com/doi/full/10.1080/19415250903457158?scroll=top&needAccess=true>

Hartman, Hope J. (2001). "Teaching metacognitively." *Metacognition in learning and instruction: theory, research, and practice*. Neuropsychology and cognition 19. Dordrecht; Boston: Kluwer Academic Publishers. pp. 149-172.

https://link.springer.com/chapter/10.1007%2F978-94-017-2243-8_8

InTASC Standards:

https://drive.google.com/openid=1OV410Mwlkg_JchcFMabJb2LztHLcLlz

Jones, Jennifer L.; Jones, Karrie A. (January 2013). "Teaching reflective practice: implementation in the teacher-education setting." *The Teacher Educator* 48 (1): 73-85.

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Larrivee, Barbara (2000). "Transforming Teaching Practice: Becoming the Critically Reflective Teacher." *Reflective Practice: International and Multidisciplinary Perspectives* 1 (3): 293-307

<https://drive.google.com/openid=0By5WS3HiHABedW5OVzZIR2IzaEU>

Leitch, Ruth; Day, Christopher (March 2000). "Action research and reflective practice: towards a holistic view." Educational Action Research 8 (1): 179-193.

<https://drive.google.com/openid=0By5WS3HiHABeWERhVUxvNFNlaWc>

Marzano, R.J. et al. (1988). Dimensions of Thinking: A Framework for Curriculum and Instruction. Alexandria, VA: Association of Supervision and Curriculum Development (ASCD). Retrieved on 11/2/2017 from

<http://files.eric.ed.gov/fulltext/ED294222.pdf>.

Rosaen, Cheryl L.; Lundeborg, Mary; Cooper, Marjorie; Fritzen, Anny; Terpstra, Marjorie (September 2008). "Noticing noticing: how does an investigation of video records change how teachers reflect on their experiences?" Journal of Teacher Education 59 (4): 347-360.

https://www.researchgate.net/publication/230853172_Noticing_Noticing

Wiggins, Grant. (2012). "7 Keys to Effective Feedback." Educational Leadership 70(1): 11-16. Retrieved on 11/2/2017 from

http://www.nesacenter.org/uploaded/projects_resources/Marshall_memo/GrantWiggins450.pdf

Resources

Culturally Proficient Instruction: A Guide for People Who Teach

<https://us.corwin.com/en-us/nam/culturally-proficient-instruction/book235135>

A book about cultural proficiency in learning applications that you can order from Corwin Press.

Culturally Proficient Instruction: A Guide for People Who Teach

https://www.austinisd.org/sites/default/files/dept/cpi/docs/CPI_Session_Handout.pdf Reference on the Robins Group's Cultural Proficiency framework.

Danielson, Charlotte (2013). "Danielson Framework."

<https://www.ciu20.org/framework>

Harvard Implicit Bias Test

<https://implicit.harvard.edu/implicit/takeatest.html>

Test generators for a variety of implicit biases created by Harvard.

Ontario Ministry of Education (2008). "Connecting Practice and Research: Metacognition Guide." *Connecting Practice and Research: Metacognition Guide*. Queens Printer.

<https://drive.google.com/openid=0By5WS3HiHABeMFR1aDQxYTFrOWs>

SMART Goals

<https://www.projectsmart.co.uk/smart-goals.php>

Teaching Rigorous and Reflective Thinking

<http://www.nea.org/home/34816.htm>

An article discussing the importance of teaching rigorous and reflective thinking

Tice, Julie (2004). British Council.

<https://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice>

Wiggins, G. (2012, September). "Seven Keys to Effective Feedback." *Educational Leadership* 70 (1): 10-16.

<http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

Step forward, Step back

<https://peacelearner.org/2016/03/14/privilege-walk-lesson-plan/>

Privilege Walk lesson plan from Peace Learner, used in TLI introduction

Marzano, Robert. "Teacher Self-Rating on the Personal Profile." *Becoming a Reflective Teacher*.

<https://drive.google.com/openid=0By5WS3HiHABeQ3M0VTIxVllwSVE>

Marzano, Robert. "Tips from Dr. Marzano." *Becoming a Reflective Teacher*.

https://www.marzanoresearch.com/resources/tips/brt_tips_archive

An article with tips for reflective practices, access to free reflective surveys, teacher progress chart, etc.

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a Passing evaluation for Parts 1 and 3 and a Proficient for each component in Part 2.

Part 1. Overview Questions

500 word limit

Respond to the following:

What background information is important to know about your own methods for reflection as an educator? Describe your professional path to education. Be sure to include years of experience and current reflection practices that you implement.

Describe the students you engage with daily. Include grade level, subject area, any relevant cultural information, and special considerations regarding student characteristics.

Describe your school’s culture regarding reflection. Include any opportunities that allow educators to reflect, collaborate, and receive feedback on teaching practices.

- **Passing:** The responses address all elements of the questions above and cite specific examples from the educator’s prior experiences in a school environment to support the responses.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following three artifacts:

Artifact 1: Focus Area Selection

(500-word limit):

- Take the "Teacher Self-Rating on the Personal Profile" (Marzano 2012) (see resources section for link) and review the Danielson Framework.
- Identify one area of focus from the Danielson Framework and one area of focus from the Marzano assessment.
- For each area of focus, address the following questions:
 - Why did you identify it as an area of focus?
 - How will focus on this area improve your practice as an educator?
 - How will reflection on it help your effectiveness in the classroom?
 - Identify a lesson and/or event where your area of focus needed improvement (two total lessons/events, one from each of your identified areas of focus) and identify factors that led to the negative outcome.

Artifact 2: SMART Goals

Write a SMART goal for each of your two focus areas. You should be able to accomplish these goals before you submit your evidence for this micro-credential.

- **Strategic:** A clear statement of the focus area selected and an explanation of the purpose of the focus area. Identification of a trusted colleague. (What do I want to focus on? Why do I want to focus on this? How will I identify a trusted colleague?)
- **Measurable:** How will you demonstrate and evaluate the extent to which the goal has been met through reflection? How will I show what I have learned about reflection?
- **Achievable:** What method will I use to reflect on my progress? How will I embed reflection throughout my day?
- **Relevant:** How is the goal tied to my content? How is my goal aligned with national/state/district standards or an evaluation rubric?
- **Time-bound:** When am I expected to show completion of this goal? What is my timeline?

Artifact 3: Results (after 2-3 weeks)

Submit a summary of your results. Results should be summarized in a table that includes data and notes about the progress made toward your goals **and** a narrative of no more than 300 words for each goal. Your table should include the following columns:

- Goal
- Baseline (quantitative)
- Final Results (quantitative)
- Goal Met (Yes or No)

Narrative summary should include the following information and include specific examples and data as evidence to substantiate your claims.

Were your goals met? Why or why not?

What were the successes?

What are your next steps?

null	Proficient	Basic	Developing
Artifact 1: Focus Area Selection	<p>Selected one area of focus from the Danielson Framework and one area of focus from the Marzano assessment.</p> <p>Written reflection identifies both selected areas of focus (one from Danielson and one from Marzano) and fully addresses the rationale for the selection of the areas of focus.</p> <p>The reflection completely addresses how both the areas of focus improve the educator’s practice and how using reflection on the focus areas improves his or her effectiveness.</p> <p>Two lessons and/or</p>	<p>Did not fully identify or select two areas of focus.</p> <p>Written reflection does not fully address focus areas or the rationale only partially addresses the selection of the focus areas.</p> <p>The reflection partially addresses how the areas of focus improve the educator’s practice or how using reflection on the focus areas improves his or her effectiveness.</p> <p>Only one lesson or event was identified where the area of focus needed improvement.</p> <p>Factors that led to a negative outcome were not identified.</p>	<p>Did not fully identify or select two areas of focus.</p> <p>Written reflection does not address the focus areas.</p> <p>The rationale for selection does not connect the areas of focus to the educator’s practice or does not explain how the areas of focus improve on the educator’s current practice.</p> <p>No lessons or events were identified nor were the factors that led to a negative outcome discussed.</p>

	events were identified where the area of focus needed improvement and factors that led to a negative outcome were identified.		
Artifact 2: SMART Goal Setting	Each Goal is <ul style="list-style-type: none">● strategic,● measurable,● achievable,● relevant, and● time bound.	Goals meet most but not all the requirements to be <ul style="list-style-type: none">● strategic,● measurable,● achievable,● relevant, and● time bound.	Goals meet only one or two of the requirements to be <ul style="list-style-type: none">● strategic,● measurable,● achievable,● relevant, and● time bound.
Artifact 3: Results	Results are aligned with the SMART Goals. Table includes the following columns: Goal Baseline Data Final Data Goal Met (Yes or No) What were the successes? What are your next steps? Narrative includes specific examples and is substantiated with data. Narrative completely answers the following questions: Were your goals met? Why or why not? What were the successes? What are your next steps?	Results are loosely aligned with SMART Goals. Table includes four or five of these required columns: Goal Baseline Data Final Data Goal Met (Yes or No) What were the successes? What are your next steps? Narrative answers the questions, but data and specific examples are not cited. Writing is difficult to follow and/or is unorganized, and grammatical errors interfere with understanding.	Results do not align with SMART Goals. Table includes only one to three of the following required columns; Goal Baseline Data Final Data Goal Met (Yes or No) What were the successes? What are your next steps? Writing is difficult to read and understand.

Reflection

500 word limit

Reflect on the process of embedding reflection throughout your instructional practices. In this reflection, please address the following guiding questions:

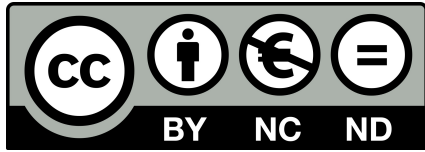
How has the reflection process improved your personal effectiveness as an educator?

Did you identify any explicit bias or implicit bias through your reflection process?

How did you address these biases?

What implications does the process of reflection have for your practice in the future?

- **Passing:** Reflections are supported by specific examples from the educator's experience during the process of engaging with this competency.



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