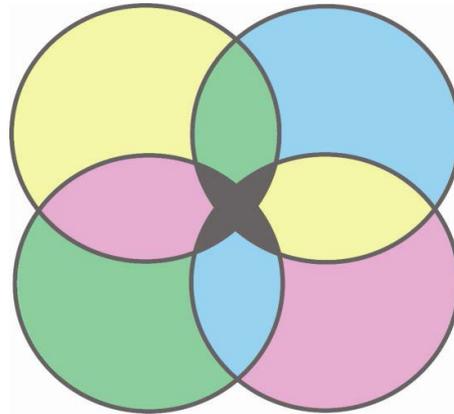


Domain 4: Professional Responsibilities

4a: Reflecting on Teaching



The Framework for Teaching
Charlotte Danielson

Objectives

4a: Reflecting on Teaching

- ▶ Understand the elements of 4a
- ▶ Distinguish the difference in levels of performance
- ▶ Review examples of 4a behavior
- ▶ Identify my level of performance on 4a
- ▶ Incorporate strategies to improve my level of performance in 4a

Why Is “Reflecting on Teaching” an Important Component of Effective Teaching?

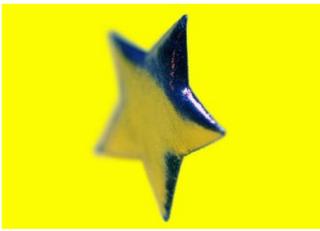
- ▶ **Reflecting on teaching:**
 - encompasses the teacher's thinking that follows any instructional event
 - an analysis of the many decisions made in both the planning and the implementation of a lesson
- ▶ **By considering these elements in light of the impact they had on student learning, teachers can:**
 - determine where to focus their efforts in making revisions
 - choose which aspects of the instruction they will continue in future lessons

Why Is “Reflecting on Teaching” an Important Component of Effective Teaching? *(continued)*

- ▶ Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching.
- ▶ Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill.
- ▶ Mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning.

Why Is “Reflecting on Teaching” an Important Component of Effective Teaching *(continued)*

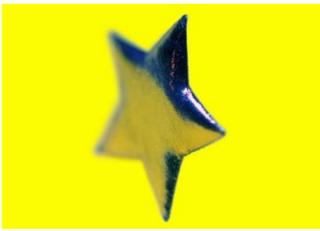
- ▶ This way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind.
- ▶ These practices lead to improvement in teaching and learning.



The Elements

1. Accuracy

- ▶ As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer.
- ▶ Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.



The Elements *(continued)*

2. Use in future teaching

- ▶ If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice.
- ▶ As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.

Performance Grounded in Evidence

- ▶ Accurate reflections on a lesson
- ▶ Citation of adjustments to practice that draw on a repertoire of strategies



Relevant because...

- ▶ The teacher says that he thought the lesson was successful because all students were busy on the task.

Relevant

- ▶ The teacher said she thought the lesson could not be improved.

Relevant

- ▶ The teacher asks students to reflect on their last project and suggest ways that they could improve.

Not Relevant—3d Using Assessment in Instruction

Performance Levels

- ▶ You will read four classroom observation descriptions.
- ▶ Arrange the descriptions in order from 1-4.
- ▶ After all four, compare with your table and discuss specific reasons why you rated it as you did.

What Is the Level?



- A. The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

What Is the Level? *(continued)*

B. The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.



What Is the Level? *(continued)*

C. The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.



What Is the Level? *(continued)*

D. The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.



Level of Performance Answers

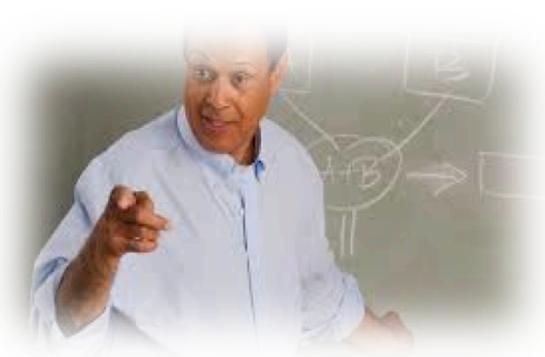
- ▶ A. Level 4 (Distinguished)
- ▶ B. Level 1 (Unsatisfactory)
- ▶ C. Level 2 (Basic)
- ▶ D. Level 3 (Proficient)

Any surprises?



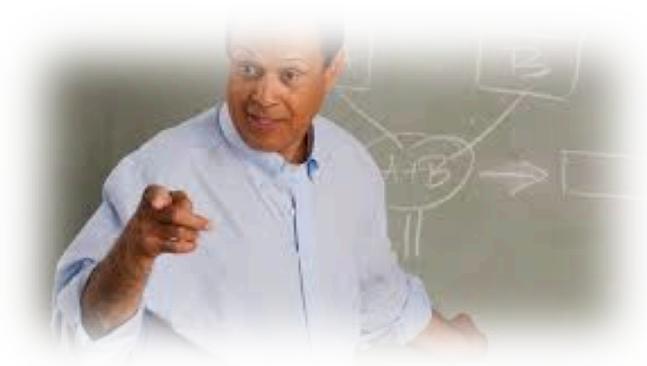
Level 3: Proficient Critical Attributes

- ▶ The teacher accurately assesses the effectiveness of instructional activities used.
- ▶ The teacher identifies specific ways in which a lesson might be improved.



Level 2: Basic Critical Attributes

- ▶ The teacher has a general sense of whether or not instructional practices were effective.
- ▶ The teacher offers general modifications for future instruction.



Level 1: Unsatisfactory

Critical Attributes

- ▶ The teacher considers the lesson but draws incorrect conclusions about its effectiveness.
- ▶ The teacher makes no suggestions for improvement.



Level 4: Distinguished Critical Attributes

In addition to the characteristics of a level of performance 3:

- ▶ The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.
- ▶ The teacher's suggestions for improvement draw on an extensive repertoire.



Evidence Examples Check

- ▶ **_3_ The teacher says, "I wasn't pleased with the level of engagement of the students."**
- ▶ **_4_ In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.**
- ▶ **_2_ At the end of the lesson, the teacher says, "I guess that went okay."**
- ▶ **_1_ Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"**
- ▶ **_3_ The teacher's journal indicates several possible lesson improvements.**
- ▶ **_2_ The teacher says, "I guess I'll try _____ next time."**
- ▶ **_1_ The teacher says, "That was awful; I wish I knew what to do!"**
- ▶ **_4_ The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."**



Lesson Reflection

- ▶ Regular reflection on practice requires discipline.
- ▶ It requires a little extra time when you are thinking of the next lesson you're scheduled to teach.
- ▶ Once reflection becomes a habit, it is invaluable.
- ▶ You can write reflections in a journal, a blog, or on the lesson or unit templates.



Lesson Reflection *(continued)*



- ▶ Some districts use lesson reflection forms and ask teachers to write out a lesson reflection after each formal or informal observation.
- ▶ The advantage to these forms is the consistency and reliability of the question prompts.
- ▶ Any of these written reflections can be offered as sources of evidence for this component.

Lesson Reflection *(continued)*

As you develop a habit of reflecting on your practice, consider the following aspects:

- ▶ How regularly do you reflect on your lessons and units?
- ▶ Do you consistently try to improve your lessons based on what worked and didn't work?
- ▶ Are you constantly thinking about individual learners or groups of learners and how to improve next time to better meet their needs?
- ▶ Do you cite specific or general examples in your self-reflections?



Reflection Conference

- ▶ A reflection conference with your principal or another evaluator/observer is most productive after you have taken the opportunity to assess your implementation of the lesson and examine your notes from the lesson.
- ▶ You have the opportunity to provide evidence of how your reflection informs your practice.
- ▶ You gain an important opportunity for professional learning.



Reflection Conference *(continued)*

Questions teachers might be asked during the post-conference that are relevant to component 4a:

- ▶ What aspects of the lesson went well and what did not go well?
- ▶ Can you provide examples to support your assessment of the lesson?
- ▶ What evidence do you have that students learned what you intended for them to learn?
- ▶ If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Reflection Conference *(continued)*

Questions teachers might be asked during the post-conference that are relevant to component 4a: *(continued)*

- ▶ Do you have specific or general suggestions for improvement?
- ▶ Have you noted the improvements on your lesson plans for future reference?
- ▶ How will you share your successes and areas needing change with your PLC?

Remember

Our performance goal is to
LIVE in 3...

And vacation in 4.



Remember *(continued)*

- ▶ The difference between a good teacher and a great teacher is reflection.
- ▶ Reflection should occur throughout the lesson so changes can be made immediately.
- ▶ Reflection should certainly occur at the end of the day so that changes can be made for the following day, and changes can be made to the lesson for future reference.



Discussion

- ▶ After reviewing **Domain 4a: Reflecting on Teaching**, explain some methods of reflecting on your teaching and the importance of reflection especially with the implementation of CCSS and moving to higher levels in the new teacher evaluation system.

