Chapter 16

Becoming a Better Teacher by Becoming a Reflective Teacher
Overview

• Improving Your Reflection Skills to Improve Your Teaching
• What Makes Reflective Techniques Effective?
• Using Technology for Reflective Inquiry
Improving Your Reflection Skills to Improve Your Teaching

• Being a reflective teacher means . . .
  • Taking the time to think about the difference between what you intended and what actually happened, *and* using proven techniques that will help you understand why that gap exists and how to close it
Improving Your Reflection Skills to Improve Your Teaching

• Student Evaluations & Suggestions
  – Informal feedback (facial expressions, yawning, restlessness, disruptive behavior)
  – Formal feedback (questionnaires, evaluation forms)
Improving Your Reflection Skills to Improve Your Teaching

- Peer and Self-Assessment Techniques
  - Classroom Observation Schedules
  - Lesson Study
  - Self-Recorded Lessons
  - Guided Reflection Protocol
- Develop a Reflective Journal
  - Using a Portfolio with Your Journal
Video: Teaching as a Profession: Collaboration with Colleagues
Peer and Self-Assessment Techniques

• Classroom Observation Schedules
  • Colleagues observe in your classroom using a checklist that covers the classroom environment, your teaching behaviors, and student behaviors
Peer and Self-Assessment Techniques

• Lesson Study
  • A small group of teachers plan, carry out, and study the effects of a particular lesson
    – Study Phase: study the curriculum and formulate learning goals
    – Planning Phase: revising an existing lesson plan or creating a new one
    – Teaching Phase: one member of the team conducts the lesson while the others observe and collect data
    – Reflection Phase: team analyzes the collected data
Peer and Self-Assessment Techniques

• Self-Recorded Lessons
  • Using audio and/or video recordings of samples of your teaching to identify unrecognized strengths and weaknesses
Peer and Self-Assessment Techniques

• Guided Reflection Protocol
  • After choosing one or more teaching episodes that you would like to examine, ask and try to answer the following four questions:
    – What happened?
    – Why did it happen?
    – What might it mean?
    – What are the implications for my practice?
Developing a Reflective Journal

• Reasons for Keeping a Reflective Journal
  • To serve as a repository of instructional ideas and techniques that you have either created from your own experiences or gleaned from other sources
  • To give yourself a format for recording your observations and reflections on teaching
A Sample Reflective Journal

Journal Entry: Ways to Teach Comprehension Tactics
Sources: Information-Processing Theory

**Ideas for Instruction**
Note: All the ideas you list here will pertain to the particular journal entry/instructional goal for this journal page.
- Ideas generated from past experiences as a student.
- Ideas provided by professional colleagues.
- Ideas collected from student-teaching experience.

**Reflections: Questions and “Restarter” Suggestions for Instruction**

**Reflective Question** (to focus observation of my teaching and my students’ learning):
*Do my students have difficulty understanding the meaning of what they read...?*

(Record your ongoing reflections, observations, and analytic notes about your instruction and your students' learning of this topic here. If necessary, you may need to “jump-start” or reorient your instruction. One possible idea follows.)

**Suggested Action:** Schedule a series of sessions on how to study...
Using a Portfolio with Your Journal

- A table of contents
- A resume
- A statement of your educational philosophy
- A statement of your teaching goals
- Official documents
- Letters of recommendation
- Teaching evaluations
- Photographs and videotapes
- Samples of college work
- Samples of students’ work
- Examples of learning activities
- An autobiography
- Reflections about how teaching has impacted you
Improving Your Reflection Skills to Improve Your Teaching

• What Makes Reflective Techniques Effective?

• The intent to critically examine what one does, why one does it, and to what effect for the express purpose of raising the achievement levels of all students, or to learn from teaching
Using Technology for Reflective Inquiry

• Digital Portals for Professional Development
• Web sites for teaching-related blogs (e.g., Edublogs)
• Discussion forums
• Chat rooms