

REFLECTIVE TEACHING

"Thinking is the hardest work in the world and most of us will go to great lengths to avoid it".

L. Dudley

Reflect – to remember with thoughtful consideration, come to recollect, realize, or consider in a course of thought. Consideration of some subject matter, idea, or purpose often with a view to understanding or accepting it or seeing it in its right relations. Introspective contemplation of the contents or qualities of one's own thoughts or remembered experiences. Concerned with ideas or with introspective pondering, DELIBERATIVE.

Webster's Unabridged Dictionary – 1986

"The process of reflection for teachers begins when they experience a difficulty, troublesome event, or experience that cannot be immediately resolved. Reflection commences when one inquires into his or her experience and relevant knowledge to find meaning in his or her beliefs. It has the potential to enable teachers to direct their activities with foresight and to plan according to ends-in-view".

John Dewey, 1933

"For many, the term *reflective teaching* sounds redundant. It raises the following question: In order to teach don't you have to think about your teaching? Not all thinking about teaching constitutes reflective teaching. If a teacher never questions the goal and the values that guide his or her work, the context in which he or she teaches, or never examines his or her assumptions, then . . . this individual is not engaged in reflective teaching. This view is based on a distinction between teaching that is *reflective* and teaching that is *technically focused*".

Zeichner and Liston, 1996

"Preservice teachers begin to construct a reality about teaching in the student teaching experience. They learn to access their personal beliefs through the important questions and answers needed for assimilating their role as teacher and the characteristics contributing to the effectiveness of a teacher. Reflection during these experiences allow for discovery and synthesis of understanding into a personal worldview".

Canning, 1991

MEDIATIONAL QUESTIONS

Mediational questions help one:

HYPOTHESIZE – what might happen

ANALYZE – what worked or did not

IMAGINE – the possibilities

COMPARE & CONTRAST – what was planned with what ensued

Some mediational question starters include:

1. *What do you need to do next?*
2. *What do you think would happen if . . . ?*
3. *What do you think the problem is?*
4. *What's another way you might . . . ?*
5. *How was different from (like) ?*
6. *How did you decide . . . (come to that conclusion?)*
7. *What might you see happening in your classroom if . . . ?*
8. *What sort of an impact do you think . . . ?*
9. *When is another time you need to ?*
10. *What criteria did you use to . . . ?*

ERIC Identifier: ED449120

Publication Date: 2000-10-00

Author: Ferraro, Joan M.

Source: ERIC Clearinghouse on Teaching and Teacher Education
Washington DC.

Reflective Practice and Professional Development. ERIC Digest.

Reflective practice can be a beneficial process in teacher professional development, both for pre-service and in-service teachers. This digest reviews the concept, levels, techniques for, and benefits of reflective practice.

REFINING THE CONCEPT

In 1987, Donald Schon introduced the concept of reflective practice as a critical process in refining one's artistry or craft in a specific discipline. Schon recommended reflective practice as a way for beginners in a discipline to recognize consonance between their own individual practices and those of successful practitioners. As defined by Schon, reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline (Schon, 1996).

After the concept of reflective practice was introduced by Schon, many schools, colleges, and departments of education began designing teacher education and professional development programs based on this concept. As the concept grew in popularity, some researchers cautioned that SCDEs that incorporated reflective practice in their teacher education programs were focusing on the process of reflective practice while sacrificing important content in teacher education (Clift et al, 1990). These researchers recommended that reflective teaching combine John Dewey's philosophy on the moral, situational aspects of teaching with Schon's process for a more contextual approach to the concept of reflective practice.

More recently, Boud and Walker (1998) also noted shortcomings in the way SCDEs were applying Schon's concept of reflective practice to teacher education. They took issue with what they considered to be a "checklist" or "reflection on demand" mentality, reflection processes with no link to conceptual frameworks, a failure to encourage students to

challenge teaching practices, and a need for personal disclosure that was beyond the capacity of some young teachers. Boud and Walker suggest that these weaknesses can be addressed when the teacher-coaches create an environment of trust and build a context for reflection unique to every learning situation.

Reflective practice has also been defined in terms of action research. Action research, in turn, is defined as a tool of curriculum development consisting of continuous feedback that targets specific problems in a particular school setting (Hopkins & Antes, 1990). As such, it has become a standard concept in teacher education programs. The teacher educator as researcher and role model encourages students to put theories they've learned into practice in their classrooms. The students bring reports of their field experiences to class and analyze their teaching strategies with their mentors and colleagues. This collaborative model of reflective practice enriches students' personal reflections on their work and provides students with suggestions from peers on how to refine their teaching practices (Syrjala, 1996).

LEVELS OF REFLECTIVE PRACTICE

Reflective practice is used at both the pre-service and in-service levels of teaching. Coaching and peer involvement are two aspects of reflective practice seen most often at the pre-service level. In a 1993 study of how student teachers develop the skills necessary for reflective teaching during their field experiences, Ojanen explores the role of the teacher educator as coach. Teacher educators can most effectively coach student teachers in reflective practice by using students' personal histories, dialogue journals, and small and large-group discussions about their experiences to help students reflect upon and improve their practices.

Kettle and Sellars (1996) studied the development of third-year teaching students. They analyzed the students' reflective writings and interviewed them extensively about their reflective practices. They found that the use of peer reflective groups encouraged student teachers to challenge existing theories and their own preconceived views of teaching while modeling for them a collaborative style of professional development that would be useful throughout their teaching careers.

At the level of in-service teaching, studies have shown that critical reflection upon experience continues to be an effective technique for professional development. Licklider's review of adult learning theory (1997) found that self-directedness -- including self-learning from experience in natural settings -- is an important component of adult learning. Therefore, effective teacher professional development should involve more than occasional large-group sessions; it should include activities such as study teams and peer coaching in which teachers continuously examine their assumptions and practices.

Serving as a coach or mentor to peers is another form of reflective

practice for in-service teachers. Uzat (1998) presents coaching as a realistic and systematic approach to ongoing teacher improvement through focused reflection on teaching methods. Uzat also relates the concept of coaching to self-efficacy: Teachers' beliefs that they affect students' lives as well as the school motivate them intrinsically to grow.

INCORPORATING REFLECTION INTO PRACTICE

There are many successful techniques for investing teaching practice with reflection. Some of these have been mentioned above, including action research. Action research conducted in teacher education programs can be designed to engage the reflective participation of both pre-service and in-service teachers. Rearick (1997) describes the benefits of this activity for both groups, as well as for the teacher educator, as used in a professional development project at the University of Hartford. In this project, experienced teachers identified knowledge, thinking, and problem-solving techniques and decision-making processes they used in designing instruction for language arts curricula. Based on these discussions, a pre-service course agenda for teaching reading and writing was developed. Students taking the course developed portfolios, conducting their own action research in the process. These students also formed a critical learning community, developed modes of inquiry, and shared their diverse ways of valuing, knowing, and experiencing.

A review of current research indicates that portfolio development has become a favorite tool used in pre-service teacher education (Antonek, et al, 1997; Hurst et al, 1998). Portfolios encourage beginning teachers to gather in one place significant artifacts representing their professional development. They assemble materials that document their competencies. Portfolios include a reflective component, for when the teacher decides which materials to include, he or she must reflect on which teaching practices worked well and why (Hurst et al, 1998). The portfolios are modified at points throughout a teacher's career, as the teacher continues to apply learning to practice.

Furthermore, new performance-based assessments for teachers developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) include the use of portfolios. These are based on the National Board for Professional Teaching Standards (NBPTS) model that enables teachers to demonstrate how their teaching relates to student learning (Weiss & Weiss, 1998).

Participation in some professional development institutes can also be a way to incorporate reflection into practice. Professional development programs need not always focus on specific teaching methods and strategies; they can also focus on teacher attitudes that affect practice. Wilhelm et al (1996) describe the curriculum of a professional development institute that offers teacher interns an opportunity to explore attitudes, develop management skills, and reflect on the ethical implications of practice in classrooms with cultural compositions vastly

different from their previous experiences. By its nature, this kind of professional development institute causes teachers to step back and critically reflect not only on how they teach, but also on why they teach in a particular way.

BENEFITS OF REFLECTION IN PRACTICE

The primary benefit of reflective practice for teachers is a deeper understanding of their own teaching style and ultimately, greater effectiveness as a teacher. Other specific benefits noted in current literature include the validation of a teacher's ideals, beneficial challenges to tradition, the recognition of teaching as artistry, and respect for diversity in applying theory to classroom practice. Freidus (1997) describes a case study of one teacher/graduate student struggling to make sense of her beliefs and practices about what constitutes good teaching. Her initial pedagogy for teaching was based on the traditions and practices of direct teaching. Her traditional socialization into teaching made it difficult for her to understand that her views of good teaching were being challenged in her practice. But the opportunity for exploration through reflective portfolio work enabled her to acknowledge and validate what she was learning.

CONCLUSION

Research on effective teaching over the past two decades has shown that effective practice is linked to inquiry, reflection, and continuous professional growth (Harris 1998). Reflective practice can be a beneficial form of professional development at both the pre-service and in-service levels of teaching. By gaining a better understanding of their own individual teaching styles through reflective practice, teachers can improve their effectiveness in the classroom.

REFERENCES

References identified with an EJ or ED number have been abstracted and are in the ERIC database. Journal articles (EJ) should be available at most research libraries; most documents (ED) are available in microfiche collections at more than 900 locations. Documents can also be ordered through the ERIC Document Reproduction Service: (800) 443-ERIC.

Antonek, J.L., et al. (1997) The student teacher portfolio as autobiography: Developing a professional identity. *Modern Language Journal*, 81(1), 15-27. EJ 542 857

Boud, D. & Walker, D. (1998). Promoting reflection in professional courses: The challenge of context. *Studies in Higher Education*, 23(2), 191-206. EJ 570 398

Clarke, A. (1995). Professional development in practicum settings:

Reflective practice under scrutiny. *Teaching & Teacher Education*, 11(3), 243-61. EJ 510 912

Clift, R.T., Houston, W.R., & Pugach, M.C., eds. (1990). *Encouraging reflective practice in education: An analysis of issues and programs*. New York: Teachers College Press.

Freidus, H. (1997). The telling of story: Teachers knowing what they know. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL. ED 409 274

Harris, A. (1998). Effective teaching: A review of the literature. *School Leadership & Management*, 18(2), 169-183. EJ 563 868

Hopkins, C. D., & Antes, R.L. (1990). *Educational research: A structure for inquiry*. 3rd Ed. Itasca, IL: F.E. Peacock.

Hurst, B., Wilson C., & Cramer, G. (1998). Professional teaching portfolios. *Phi Delta Kappan*, 79(8), 578-82. EJ 563 868

Kettle B., & Sellars, N. (1996). The development of student teachers practical theory of teaching. *Teaching and Teacher Education*, 12(1), 1-24. EJ 526 790

Licklider, B.L. (1997). Breaking ranks: Changing the in-service institution. *NASSP Bulletin*, 81(Jan.), 9-22. EJ 539 052

Ojanen, S. (1993). A process in which personal pedagogical knowledge is created through the teacher education experience. Paper presented at the International Conference in Teacher Education, Tel-Aviv, Israel. ED 398 200

Rearick, M.L. (1997). Educational researchers, practitioners, and students of teaching reflect on experience, practice, and theories: Action research in a pre-service course. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL. ED 412 229

Schon, D.A. (1996). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass, Inc.

Syrjala, L. (1996). The teacher as a researcher. In *Childhood Education: International Perspectives*. Ed. Eeva Hujala. Finland: Association for Childhood Education International, Oulu University. ED 403 069

Uzat, S.L. (1998). Cognitive coaching and self-reflection: Looking in the mirror while looking through the window. Paper presented at the annual meeting of the Mid-South Educational Research Association. New

Orleans, LA. ED 427 064

Weiss, E.M. & Weiss, S.G. (1998). *New directions in teacher evaluation*. Washington, DC: ERIC Digest, ERIC Clearinghouse on Teaching and Teacher Education, AACTE.

Wilhelm, R.W., Coward, M.F., and Hume, L. M. (1996). The effects of a professional development institute on pre-service teachers' perceptions of their intercultural knowledge and diversity. *Teacher Educator*, 32(1), 48-61. ED 533 469

Towards Reflective Teaching

by Jack C. Richards
Department of English, City Polytechnic of Hong Kong

Most teachers develop their classroom skills fairly early in their teaching careers. Teachers entering the profession may find their initial teaching efforts stressful, but with experience they acquire a repertoire of teaching strategies that they draw on throughout their teaching. The particular configuration of strategies a teacher uses constitutes his or her "teaching style". While a teacher's style of teaching provides a means of coping with many of the routine demands of teaching, there is also a danger that it can hinder a teacher's professional growth. How can teachers move beyond the level of automatic or routinised responses to classroom situations and achieve a higher level of awareness of how they teach, of the kinds of decisions they make as they teach, and of the value and consequences of particular instructional decisions? One way of doing this is through observing and reflecting on one's own teaching, and using observation and reflection as a way of bringing about change. This approach to teaching can be described as "Reflective Teaching", and in this paper I want to explore how a reflective view of teaching can be developed.



What is reflection?

Reflection or "critical reflection", refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action. Bartlett (1990) points out that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and "how to" questions and asking "what" and "why" questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes.

Asking "what and why" questions gives us a certain power over our teaching. We could claim that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control we can exercise over our actions. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life.

How does reflection take place?

Many different approaches can be employed if one wishes to become a critically reflective teacher, including observation of oneself and others, team teaching, and exploring one's view of teaching through writing. Central to any approach used however is a three part process which involves:

Stage 1 The event itself

The starting point is an actual teaching episode, such as a lesson or other instructional event. While the focus of critical reflection is usually the teacher's own teaching, self-reflection can also be stimulated by observation of another person's teaching.

Stage 2 Recollection of the event

The next stage in reflective examination of an experience is an account of what happened, without explanation or evaluation. Several different procedures are available during the recollection phase, including written descriptions of an event, a video or audio recording of an event, or the use of check lists or coding systems to capture details of the event.

Stage 3 Review and response to the event

Following a focus on objective description of the event, the participant returns to the event and reviews it. The event is now processed at a deeper level, and questions are asked about the experience.

Let us examine approaches to critical reflection which reflect these processes.

Peer Observation

Peer observation can provide opportunities for teachers to view each other's teaching in order to expose them to different teaching styles and to provide opportunities for critical reflection on their own teaching. In a peer observation project initiated in our own department, the following guidelines were developed.

1. Each participant would both observe and be observed
Teachers would work in pairs and take turns observing each other's classes.
2. Pre-observation orientation session
Prior to each observation, the two teachers would meet to discuss the nature of the class to be observed, the kind of material being taught, the teachers' approach to teaching, the kinds of students in the class, typical patterns of interaction and class participation, and any problems that might be expected. The teacher being observed would also assign the observer a goal for the observation and a task to accomplish.
The task would involve collecting information about some aspect of the lesson, but would not include any evaluation of the lesson. Observation procedures or instruments to be used would be agreed upon during this session and a schedule for the observations arranged.
3. The observation
The observer would then visit his or her partner's class and complete the observation using the procedures that both partners had agreed on.
4. Post-observation
The two teachers would meet as soon as possible after the lesson. The observer would report on the information that had been collected and discuss it with the teacher (Richards and Lockhart, 1991).

The teachers identified a variety of different aspects of their lessons for their partners to observe and collect information on. These included organization of the lesson, teacher's time management, students' performance on tasks, time-on-task, teacher questions and student responses, student performance during pair work, classroom interaction, class performance during a new teaching activity, and students' use of the first language or English during group work.

The teachers who participated in the project reported that they gained a number of insights about their own teaching from their colleague's observations and that they would like to use peer observation on a regular basis. They obtained new insights into aspects of their teaching. For example:

- "It provided more detailed information on student performance during specific aspects of the lesson than I could have gathered on my own."
- "It revealed unexpected information about interaction between students during a lesson."
- "I was able to get useful information on the group dynamics that occur during group work".

Some teachers identified aspects of their teaching that they would like to change as a result of the information their partner collected. For example:

- "It made me more aware of the limited range of teaching strategies that I have been using."
- "I need to give students more time to complete some of the activities I use."
- "I realized that I need to develop better time management strategies."

Longer term benefits to the department were also cited:

- "It helped me develop a better working relationship with a colleague."
- "Some useful broader issues about teaching and the programme came up during the post-observation discussions."

Written accounts of experiences

Another useful way of engaging in the reflective process is through the use of written accounts of experiences. Personal accounts of experiences through writing are common in other disciplines (Powell 1985) and their potential is increasingly being recognized in teacher education. A number of different approaches can be used.

Self-Reports

Self-reporting involves completing an inventory or check list in which the teacher indicates which teaching practices were used within a lesson or within a specified time period and how often they were employed (Pak, 1985). The inventory may be completed individually or in group sessions. The accuracy of self-reports is found to increase when teachers focus on the teaching of specific skills in a particular classroom context and when the self-report instrument is carefully constructed to reflect a wide range of potential teaching practices and behaviours (Richards, 1990).

Self-reporting allows teachers to make a regular assessment of what they are doing in the classroom. They can check to see to what extent their assumptions about their own teaching are reflected in their actual teaching practices. For example a teacher could use self-reporting to find out the kinds of teaching activities being regularly used, whether all of the programme's goals are being addressed, the degree to which personal goals for a class are being met, and the kinds of activities which seem to work well or not to work well.

Autobiographies

Abbs (1974, cited in Powell 1985) discusses the use of autobiographies in teacher preparation. These consist of small groups of around 12 student teachers who meet

for an hour each week for at least 10 weeks. During this period of time each student works at creating a written account of his or her educational experience and the weekly meetings are used to enable each person to read a passage from his or her autobiography so that it can be supported, commented upon by peers and the teacher (43).

Powell (1985) described the use of reaction-sheets – sheets student teachers complete after a learning activity has been completed – in which they are encouraged "to stand back from what they had been doing and think about what it meant for their own learning and what it entailed for their work as teachers of others" (p.46). I have used a similar technique in working with student teachers in a practicum. Students work in pairs with a co-operating teacher and take turns teaching. One serves as observer while the other teaches, and completes a reaction sheet during the lesson. The reaction sheet contains the following questions. "What aspects of the lesson were most effective? What

aspects of the lesson were least effective? Would you have taught any aspect of the lesson differently? Why?" The student who teaches also completes his or her own reaction sheet after the lesson. Then the two compare their reactions to the lesson.

Journal Writing

A procedure which is becoming more widely acknowledged as a valuable tool for developing critical reflection is the journal or diary. The goal of journal writing is,

1. to provide a record of the significant learning experiences that have taken place
2. to help the participant come into touch and keep in touch with the self-development process that is taking place for them
3. to provide the participants with an opportunity to express, in a personal and dynamic way, their self-development
4. to foster a creative interaction
 - between the participant and the self-development process that is taking place
 - between the participant and other participants who are also in the process of self-development
 - between the participant and the facilitator whose role it is to foster such development

(Powell, 1985, Bailey, 1990)

While procedures for diary keeping vary, the participant usually keeps a regular account of learning or teaching experiences, recording reflections on what he or she did as well as straightforward descriptions of events, which may be used as a basis for later reflection. The diary serves as a means for interaction between the writer, the facilitator, and, sometimes, other participants.

Collaborative Diary Keeping

A group of teachers may also collaborate in journal writing. A group of my colleagues recently explored the value of collaborative diary-keeping as a way of developing a critically reflective view of their teaching (Brock, Ju and Wong, 1991). Throughout a 10 week teaching term they kept diaries on their teaching, read each other's diaries, and discussed their teaching and diary keeping experiences on a weekly basis. They also recorded and later transcribed their group discussions and subsequently analyzed their diary entries, their written responses to each other's entries and the transcripts of their discussions, in order to determine how these three interacted and what issues occurred most frequently. They reported that:

Collaborative diary-keeping brought several benefits to our development as second language teachers. It raised our awareness of classroom processes and prompted us to consider those processes more deeply than we may otherwise have. Collaborative diary-keeping also provided encouragement and support; it served as a source of teaching ideas and suggestions; and in some sense it gave us a way to observe one another's teaching from a "safe distance".....

By reading one another's diary entries, we were able to share our teaching experiences, and we often felt that we were learning as much from one another's entries as we were from our own. Reading and responding to the entries led us back to our own teaching to consider how and why we taught as we did.

These teachers observed however that

1. collaborative diary-keeping is more effective if the scope of issues considered is focused more narrowly.

2. a large block of time is needed
3. participants must be comfortable in sharing both pleasant and unpleasant experiences and be committed to gaining a clearer picture of their teaching and their classrooms.

Recording Lessons

For many aspects of teaching, audio or video recording of lessons can also provide a basis for reflection. While there are many useful insights to be gained from diaries and self-reports, they cannot capture the moment to moment processes of teaching. Many things happen simultaneously in a classroom, and some aspects of a lesson cannot be recalled. It would be of little value for example, to attempt to recall the proportion of Yes-No Questions to WH-Questions a teacher used during a lesson, or to estimate the degree to which teacher time was shared among higher and lower ability students. Many significant classroom events may not have been observed by the teacher, let alone remembered, hence the need to supplement diaries or self-reports with recordings of actual lessons.

At its simplest, a tape recorder is located in a place where it can capture the exchanges which take place during a lesson. With the microphone placed on the teacher's table, much of the teacher's language can be recorded as well as the exchanges of many of the students in the class. Pak (1985) recommends recording for a one or two week period and then randomly selecting a cassette for closer analysis. This recording could be used as the basis for an initial assessment. Where video facilities are available in a school, the teacher can request to have a lesson recorded, or with access to video equipment, students themselves can be assigned this responsibility. A 30 minute recording usually provides more than sufficient data for analysis. The goal is to capture as much of the interaction of the class as possible, both teacher to class and student to student. Once the initial novelty wears off, both students and teacher accept the presence of the technician with the camera, and the class proceeds with minimum disruption.

Conclusions

A reflective approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching. As the examples above illustrate, teachers who explore their own teaching through critical reflection develop changes in attitudes and awareness which they believe can benefit their professional growth as teachers, as well as improve the kind of support they provide their students. Like other forms of self-inquiry, reflective teaching is not without its risks, since journal writing, self-reporting or making recordings of lessons can be time-consuming. However teachers engaged in reflective analysis of their own teaching report that it is a valuable tool for self-evaluation and professional growth. Reflective teaching suggests that experience alone is insufficient for professional growth, but that experience coupled with reflection can be a powerful impetus for teacher development.

References

- Bailey, K.M. 1990. The use of diary studies in teacher education programmes. In J.C. Richards and D. Nunan (Eds), Second Language Teacher Education (pp. 215-226). New York: Cambridge University Press
- Bartlett, Leo. 1990. Teacher development through reflective teaching. In J.C. Richards and D. Nunan (Eds), Second Language Teacher Education (pp. 2002-214). New York: Cambridge University Press
- Bond, D.R. Keogh and D. Walker (Eds). 1985. Reflection: Turning Experience into Learning. London: Kogan Page.
- Brock, Mark N., Bartholomew Yu and Matilda Wong. 1991. "Journaling together; collaborative diary-keeping and teacher development". Paper presented at the International Conference on Second Language Teacher Education, City Polytechnic of Hong Kong, April 1991.
- Pak, J. 1985. Find Out How You Teach. Adelaide, Australia: National Curriculum Resource Centre
- Powell, J.P. 1985. Autobiographical learning. In Boud, et al. (pp. 41-51).
- Richards, Jack C. 1990. The teacher as self-observer. In Jack C. Richards, The Language Teaching Matrix. New York: Cambridge University Press (pp. 118-143)
- Richards, Jack C. and Charles Lockhart 1991. Teacher development through peer observation. In press. TESOL Journal.
- Schön, D. (1983). The Reflective Practitioner: How Professionals Think in Action. Temple Smith

SELF-EVALUATION: LESSON REFLECTION

Date: _____

Subject/Grade: _____

Title of lesson: _____

Did I have to modify my lesson plan during the lesson? Was I able to complete the lesson as planned? Why or why not?

Was I confident in the subject matter being taught?

How could I determine if the children were actively engaged?

Were the instructional strategies/activities/materials appropriate? Why or why not?

Was my assessment clearly connected to the lesson objectives? What evidence did I witness or collect that supports student comprehension?

Was I consistent, positive, and fair with my classroom management?

In my opinion, the most effective part of my lesson was _____

The one thing I would do differently would be _____

A goal for my next lesson is _____