

# Reflection & Response Guidelines

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## Overview

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Watching yourself teach and reflecting on the lesson is one of the most powerful practices you can engage in as a teacher. This practice is meant to be formative in nature—one that focuses on growth throughout the internship rather than evaluation. Our goal for you is to become a reflective practitioner who values the feedback of others to improve classroom instruction. These guiding questions, topics, and “look-fors” are initial ideas to get you started in this journey.

## Expectations

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It is difficult, initially, to know how to properly reflect when it is not a familiar practice. In the beginning, many students simply “report” what is happening or react to situations in the video. While these can be components of a reflection, they are not true reflective statements. True reflection will be comprised of a combination of the following: a statement of observation, response to the observed lesson element, reasoning for why it went well/did not go well, the connection to assessment, and a proposition for future lessons.

Example:

*“I had students work in groups of 6 for this project. I noticed that in most groups, there were about 3-4 people who took on the majority of the work while 1-2 were always off task. If I were to teach this lesson again, I would make groups of 3-4. By making the groups smaller, it would give each member more of a chance to participate and improve overall engagement. If students are off task, they are not learning. This is probably why some students did not fully participate in the project presentations the next day.”*

Ultimately, the goal of this practice is to grow as teachers and professionals and to improve instruction through purposeful, targeted reflection and feedback. The quality of your reflection will most likely be in direct correlation to your growth as a teacher this semester, so do your best to make it meaningful by devoting adequate time to the process.

## Guiding Questions/Topics

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Use the questions and topics below to assist you in reflecting on your lessons. The comments you make on your video should be meaningful and truly reflective in nature. While it may be difficult to look at your lesson with a critical eye, it is an important component in helping you to improve your future instruction. It also helps your Cooperating Teacher and KSU Teaching Assistant to understand your thinking and to assess your professional growth. For reference, these questions/topics follow the categories on the Formal Evaluation document used at the beginning and end of the semester. It will help you to focus your comments within the areas that will be used to measure your progress.

### 1-1 Learner Development

*Identify and describe an activity within the lesson that gives evidence of planning developmentally appropriate activities for students. Describe your thought process in designing the activities.*

- Look for: Scaffolding within the lesson to meet diverse student needs

### 1-2 Learning Differences

*Identify and describe an activity within the lesson that shows your understanding of differences in the learners in your classroom.*

- Look for: Scaffolding within the lesson to meet diverse student needs

## 1-3 Learning Environments

*How did the classroom environment contribute to a positive, respectful culture for learning?*

- Look for: *Transitions, time spent with individual students or small groups, time spent getting lesson/class started, evidence of routines and procedures, student movement and behavior, arrangement of furniture, quality of visuals on walls, organization/distribution of materials, quality of student handouts, pacing of lesson, adequate time is spent in each lesson component*

## 2-4 Content Knowledge

*Identify an instance in the lesson where you clearly understood the central concepts and/or structure of the discipline you are teaching. How have you made the content relevant to your students?*

- Look for: *Concepts and content of the subject taught in the lesson are accurate, relevance of the subject matter has been established with students (connection to their lives)*

## 2-5 Application of Content

*How did you make the content engaging to the learners? Was critical and/or creative thinking used? What did you do to actively engage students in the learning process? Did your activities effectively engage the students?*

*How do you know the students were or were not engaged?*

- Look for: *Strategic questions connect to lesson objective, assess understanding, and/or stretch student thinking (HOTS), use of “cold call” to ensure a variety of student responses, use of established discussion protocols, use of adequate wait time, students volunteer answers, are on task, interact appropriately with other students, and listen to instruction*

## 3-6 Assessment

*What did you want students to learn or know how to do? Did you meet your goals? What assessment did you use to measure your goals? Provide evidence of the effectiveness of this lesson based on student work, and/or evidence of student misunderstanding. Based on your assessment of the student work, what needs to be done next?*

- Look for: *Use of strategic questioning to assess understanding, monitoring student progress during independent work time and frequently checking for understanding, use of modeling and guided practice, provides clear directions*

## 3-7 Planning for Instruction

*How did you decide what instructional strategies to use for this lesson? Were they successful? Were there others you considered?*

- Look for: *Success of instructional strategies used, student engagement*

## 3-8 Instructional Strategies

*Which teaching strategies, materials, and activities did you find most effective? What is your evidence that this was effective? How did the instruction help your students meet rigorous learning goals?*

- Look for: *Use of cooperative learning, different types of groupings, use of technology, project-based learning, use of questions and discussion, student participation, pacing of lesson, adequate time is spent in each lesson component*

## 4-9 Professional Learning and Ethical Practice

*If there was an opportunity to teach this lesson again, what should be done differently? Why? What do you need to continue to learn to meet your goal(s)? Did you find it necessary to alter the teaching strategies, activities, student groupings, or assessment as the lesson was taught? If so, what changes did you make and why was it necessary to change?*

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Resources:

Houser, K. (2017, February 7). 11 Things Coaches Should Look For in Classroom Observations [Web log post]. Retrieved October 14, 2017, from <https://www.mshouser.com/instructional-coaching/11-things-coaches-should-look-for-in-classroom-observations>.