



# Reflective Practice to Improve Personal Effectiveness in the Classroom

## Competency

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

## Key Method

Educator uses research and best-practice recommendations to participate in ongoing reflection. Educator uses evidence to continually evaluate their practice, 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

### Introduction

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 there are 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.



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## 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).

- Bullets if necessary

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

- Knowledge and control of self
  - Knowledge of one’s own skills
  - Intellectual resources
  - Abilities as a learner
- Knowledge and control of thinking
  - Knowledge of thinking and learning strategies
  - 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



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- ongoing
- 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 Practices

- 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 Rationale and Research

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

InTASC Standards:

<https://ccsso.org/resource-library/literature-review-intasc-model-core-teaching-standards-2011>

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

<http://www.tandfonline.com/doi/abs/10.1080/08878730.2012.740153>



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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/open?id=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/file/d/1mq-VFex2jq0265gqjqigO-RRdJS6Hvsq/view?usp=sharing>

Marzano, R.J. et al. (1988). *Dimensions of Thinking: A Framework for Curriculum and Instruction*. Alexandria, VA: Association of Supervision

<https://drive.google.com/file/d/1FFSivSFsUB1kmNJEJWNY-GhZ6rk30ywb/view?usp=sharing>

## Resources

[Culturally Proficient Instruction](#)

[Equity Framework](#)

[Danielson Framework](#)

[Harvard Implicit Bias Test](#)

[Connecting Practice and Research: Metacognition Guide](#)

[SMART Goals](#)

[Reflective teaching: Exploring our own classroom practice](#)

[Seven Keys to Effective Feedback](#)

[Privilege Walk Lesson Plan](#)

[Teacher Self-Rating on the Personal Profile](#)

[Becoming a Reflective Teacher, Tips](#)



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# Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

## Part 1. Overview Questions (Provides Context)

(300-400 words)

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

1. 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.
2. Describe the students you engage with daily. Include grade level, subject area, any relevant cultural information, and special considerations regarding student characteristics (English Language Learners, Special Education, Gifted Learners, etc).
3. Describe your school's culture regarding reflection. Include any opportunities that allow educators to reflect, collaborate, and receive feedback on teaching practices.

**Passing:** Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. A learning goal that describes what they hope to gain from earning this micro-credential needs to be clearly stated.

## Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following **three** artifacts as evidence of your learning.

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### Artifact 1: Focus Area Selection

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?
- What explicit bias or implicit bias did you identify?
- How will the 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) and identify factors that led to the negative outcome?

### Artifact 2: SMART Goals

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

Explain your goal(s) including these points::

**Strategic:** A clear statement of the focus area selected and an explanation of the purpose of the focus area. Identify 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: Summary and Analysis of Results

After 2-3 weeks summarize your results in a table that includes data and notes about the progress made toward your goals. Your table should include the following columns:



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- Goal
- Baseline (quantitative)
- Final Results (quantitative)
- Goal Met (Yes or No)
- What were the successes?
- What are your next steps?

A narrative summary (300-word limit) should include the following information and include specific examples and data as evidence to substantiate your claims.

- Were the goals met? Why or why not?
- What were the successes?
- What are your next steps?

## Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: Focus Area Selection</b>	<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</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>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>



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	<p>reflection on the focus areas improves his or her effectiveness.</p> <p>Two lessons and/or events were identified where the area of focus needed improvement and factors that led to a negative outcome were identified.</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>	
<b>Artifact 2: SMART Goals</b>	<p>Each Goal is</p> <ul style="list-style-type: none"> <li>-strategic</li> <li>-measurable</li> <li>-achievable</li> <li>-relevant</li> <li>-time bound</li> </ul>	<p>Goals meet most but not all the requirements to be</p> <ul style="list-style-type: none"> <li>-strategic</li> <li>-measurable</li> <li>-achievable</li> <li>-relevant</li> <li>-time bound</li> </ul>	<p>Goals meet only one or two of the requirements to be</p> <ul style="list-style-type: none"> <li>-strategic</li> <li>-measurable</li> <li>-achievable</li> <li>-relevant</li> <li>-time bound</li> </ul>
<b>Artifact 3: Summary and Analysis of Results</b>	<p>Results are aligned with the SMART Goals.</p> <p>Table includes the following columns.</p> <ul style="list-style-type: none"> <li>-Goal</li> <li>-Baseline Data</li> <li>-Final Data</li> <li>-Goal Met (Yes or No)</li> <li>-What were the successes?</li> <li>-What are your next steps?</li> </ul> <p>Narrative includes specific examples and is substantiated with data.</p>	<p>Results are loosely aligned with SMART Goals.</p> <p>Table includes four or five of these required columns:</p> <ul style="list-style-type: none"> <li>-Goal</li> <li>-Baseline Data</li> <li>-Final Data</li> <li>-Goal Met (Yes or No)</li> <li>-What were the successes?</li> <li>-What are your next steps?</li> </ul> <p>Narrative answers the questions, but data</p>	<p>Results do not align with SMART Goals.</p> <p>Table includes only one to three of the following required columns;</p> <ul style="list-style-type: none"> <li>-Goal</li> <li>-Baseline Data</li> <li>-Final Data</li> <li>-Goal Met (Yes or No)</li> <li>-What were the successes?</li> <li>-What are your next steps?</li> </ul> <p>Narrative is incomplete or missing.</p>



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	<p>Narrative completely answers the following questions:</p> <ul style="list-style-type: none"> <li>-Were your goals met? Why or why not?</li> <li>-What were the successes?</li> <li>-What are your next steps?</li> </ul>	<p>and specific examples are not cited.</p> <p>Writing is difficult to follow and/or is unorganized, and grammatical errors interfere with understanding.</p>	<p>Writing is difficult to read and understand.</p>
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### Part 3 Reflection

(400-500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

*Please do not include any information that will make you identifiable to your reviewers.*

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

1. How has the reflection process improved your personal effectiveness as an educator?
2. Did you identify any explicit bias or implicit bias through your reflection process?
3. How did you address these biases?
4. What implications does the process of reflection have for your practice in the future?

**Passing:** Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work related experiences to support claims. Also



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included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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