Reflecting on Teaching and Maintaining Accurate Records

January 8, 2014

Domain 4: Professional Responsibilities

- **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** and **choose** which **aspects of the instruction** they will **continue in future lessons.**

- 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**.

Domain 4: Professional Responsibilities

- Over time, 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, leading to **improvement in teaching and learning.**
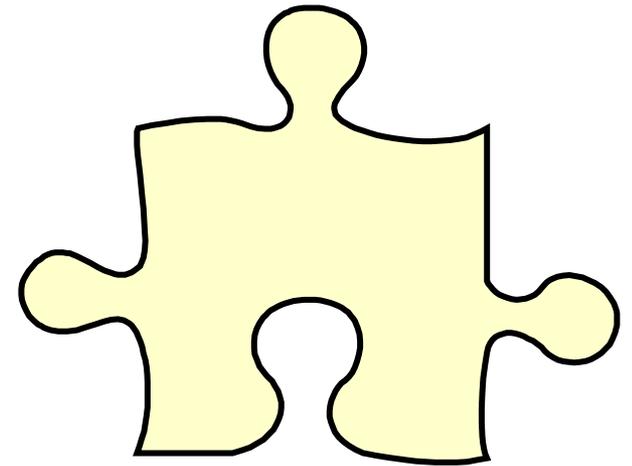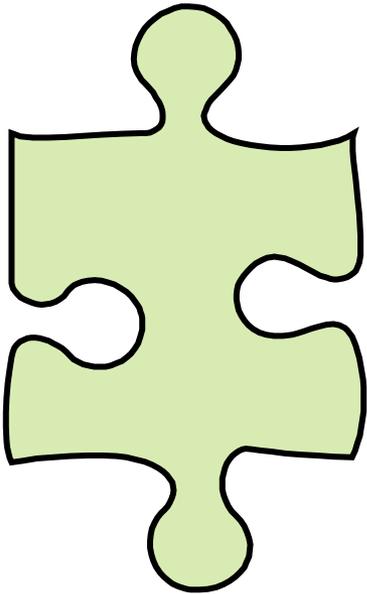
Domain 4: Professional Responsibilities

- **4a: Reflecting on Teaching**
- **4b: Maintaining Accurate Records**
- **4c: Communicating with Families**
- **4d: Participating in the Professional Community**
- **4e: Growing and Developing Professionally**
- **4f: Showing Professionalism**
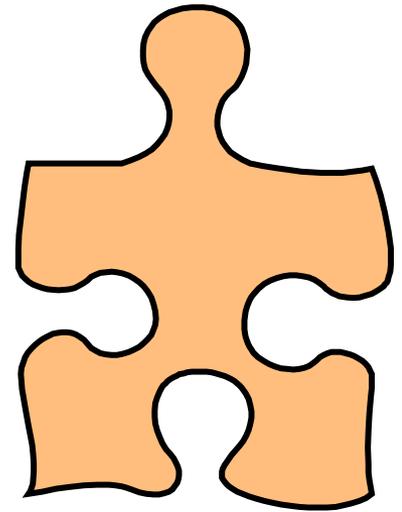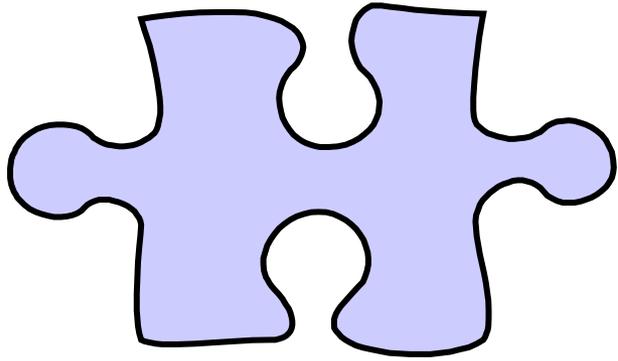
4a Elements

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.*

Jot down two ways that you reflect on your teaching daily. How have the ways that you reflect on your teaching changed since you began teaching—as you have become a more experienced teacher? Share with a partner. One person from each pair will share with the group.

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.*
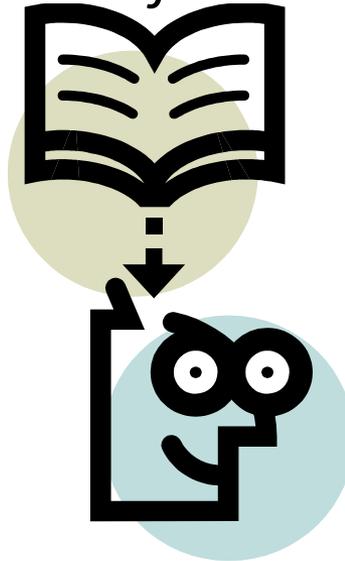
Think of two common adjustments that you make in teaching as a result of reflection. Share with a partner then one person from each pair will share with the group.

4a Indicators

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

Level 1

- 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.

Critical Attributes of Level 1

- The teacher considers the lesson but draws incorrect conclusions about its effectiveness.

- Examples: *Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"*

- The teacher makes no suggestions for improvement.

  Examples: *The teacher says, "That was awful! I wish I knew what to do!"*

Level 2

- 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.

Critical Attributes of Level 2

- The teacher has a general sense of whether or not instructional practices were effective.

  Example: *At the end of the lesson, the teacher says, "I guess that went okay."*

- The teacher offers general modifications for future instruction.

- Example: *The teacher says, "I guess I will try _____ next time."*

Level 3

- 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.

Critical Attributes of Level 3

- The teacher accurately assesses the effectiveness of instructional activities used.

  Example: *The teacher says, "I wasn't pleased with the level of engagement of the students."*

- The teacher identifies specific ways in which a lesson might be improved.

  Example: *The teacher's journal indicates several possible lesson improvements.*

Level 4

- 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.

Critical Attributes of Level 4

- The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.

  Example: *The teacher says, "I think that lesson worked pretty well , although I was disappointed in how the group at the back table performed."*

- The teacher's suggestions for improvement draw on an extensive repertoire.

  Example: *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.*
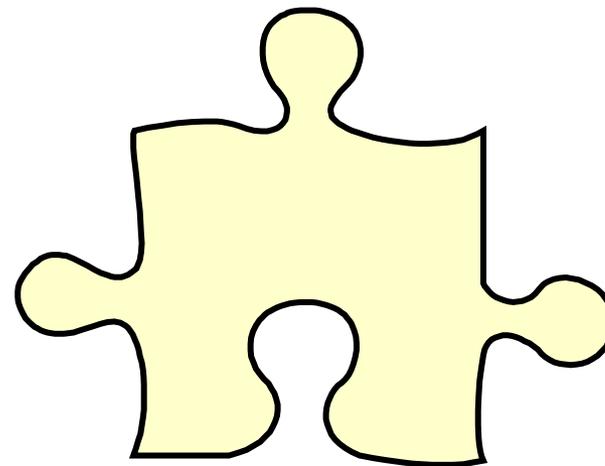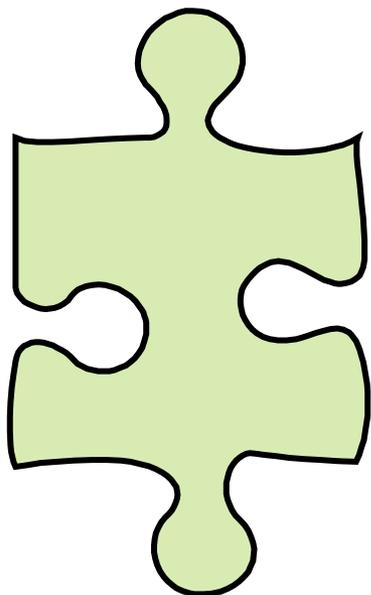
Pair and Share Activity

4a activity.docx

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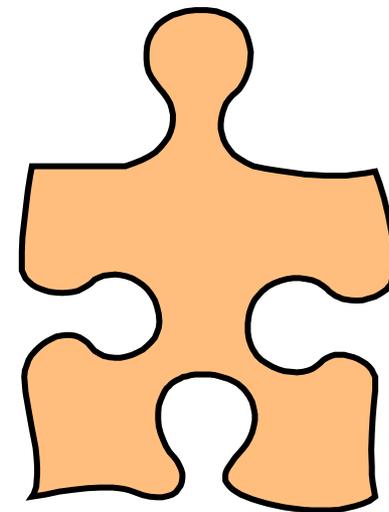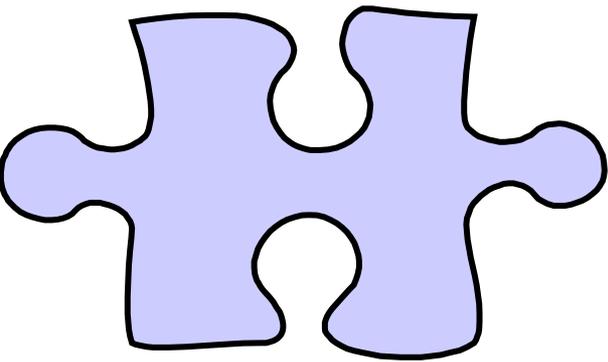
4b Elements

Student Completion of Assignments

"Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them." (Danielson 2013 Evaluation Instrument)

Talk with a partner about how you keep track of work completed by your students.

Student Progress in Learning

"In order to plan instruction, teachers need to know where each student 'is' in his or her learning. This information may be collected formally or informally but must be updated frequently." (Danielson 2013 Evaluation Instrument)

Get into groups by discipline.
Make a list of how you know where each student is in their learning process. Be prepared to share with the large group.

Noninstructional Records

"Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples including tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures." (Danielson 2013 Evaluation Instrument)

Shout out what noninstructional records you keep and how you keep them.

4b Indicators

- Routines and systems that track student completion of assignments

- Systems of information regarding student progress against instructional outcomes

- Processes of maintaining accurate noninstructional records

Level 1

- The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.

- The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.

Critical Attributes of Level 1

- There is no system for either instructional or noninstructional records.
  - Ex: The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored".

  - Ex: On the morning of the field trip, the teacher discovers that give students never turned in their permission slips.

- Record-keeping systems are in disarray and provide incorrect or confusing information.
  - Ex: A student says, "I'm sure I turned in that assignment, but the teacher lost it!"

Level 2

- The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.
- The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.

Critical Attributes of Level 2

- The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.

  - Ex: A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"

- The teacher's process for tracking student progress is cumbersome to use.

  - Ex: The teacher says, "I've got all these notes about how the kids are doing; I should put them into the sytem, but I just don't have time."

- The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.
  - Ex: On the morning of the field trip, the teacher is frantically searching through all the desk drawers looking for permission slips and finds them just before the bell rings.

Level 3

- The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.

Critical Attributes of Level 3

- The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.
  - Ex: On the class website, the teacher creates a linmk that students can access to check on any missing assignments.
- The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.
  - Ex: The teacher's gradebook records students progress toward learning goals.
- The teacher's process for recording noninstructional information is both efficient and effective.
  - Ex: The teacher creates a spreadsheet for tracking which students have paid for their school pictures.

Level 4

- The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.

- Students contribute information and participate in maintaining the records.

Critical Attributes of Level 4

- Students contribute to and maintain records indicating completed and outstanding work assignments.
  - Ex: A student from each team maintains the database of current and missing assignments for the team.

- Students contribute to and maintain data files indicating their own progress in learning.
  - Ex: When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.

- Students contribute to maintaining noninstructional records for the class.
  - Ex: When they bring in their permission slips for a field trip, students add their own information to the database.

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Pair and Share

- How are you going to involve your students in collecting and maintaining records?

- What is the next step to improving your record keeping system?

Questions