

13th Annual

Thinking & Learning Conference

JAN HOEGH

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Supporting Reflective Practice
Session 2

MELBOURNE

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During her 28 years in education, Jan has been a classroom teacher, building-level leader, professional development specialist, high school principal and curriculum coordinator. She previously served as assistant director of statewide assessment for the Nebraska Department of Education, where her primary focus was Nebraska State Accountability test development. An active member of several educational organisations, she was president of the Nebraska Association for Supervision and Curriculum Development.

As well as a bachelor of arts in elementary education and a master of arts in educational administration, Jan has also earned a specialisation in assessment from the University of Nebraska-Lincoln.

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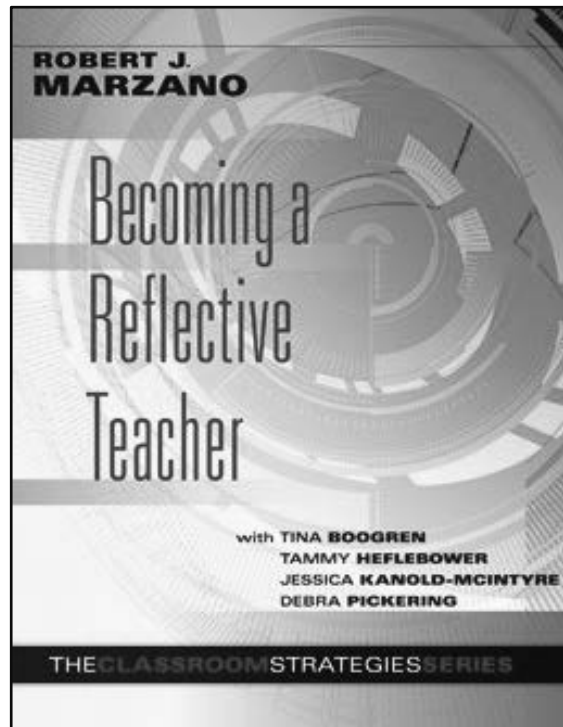
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Supporting Reflective Practice



May 2016

**Ms. Jan K. Hoegh
Associate Vice President**



Research and Theory

Chapter 1, pages 3-17

Main Ideas	Notes
Here is a brief history of reflective practice.	
Reflective practice is not a new idea.	
Reflective practice is widely recognized as important.	
Reflective practice has been greatly influenced by Donald Schon.	
Reflective practice is critical to expertise.	
K-12 education has not fully embraced reflective practice.	

The Organization of *Becoming a Reflective Teacher*

- Chapter 2: Have a Model of Effective Teaching (pages 19-35)
- Chapter 3: Setting Growth Goals (pages 37-48)
- Chapter 4: Engaging in Focused Practice (pages 49-59)
- Chapter 5: Receiving Focused Feedback (pages 61-74)
- Chapter 6: Observing and Discussing Teaching (pages 75-82)
- Compendium: Strategies for Reflective Practice (pages 83-178)
- Appendix A: Answer to Comprehension Question (pages 179-184)
- Appendix B: Teacher Scales for Reflective Practice (pages 185-226)

Model for Effective Teaching

Chapter 2, pages 19-35


- Why is a model of effective performance in a domain important to the development of expertise?
- What is the overall structure of the model?
- What are the differences among the lesson segments of routines, content, and on the spot?
- How are the components of generating and testing hypotheses different from the components of other content?

Lesson Segments Consist of:

- Routine segments
- Content-specific segments
- Segments enacted on the spot

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“THE ART AND SCIENCE OF TEACHING”

Lesson Segments Involving Routine Events	Lesson Segments Addressing Content	Lesson Segments Enacted on the Spot
<p><i>Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?</i></p> <ol style="list-style-type: none"> 1) Providing Clear Learning Goals and Scales to Measure those Goals 2) Tracking Student Progress 3) Celebrating Student Success 	<p><i>Design Question 2: What will I do to help students effectively interact with the new knowledge?</i></p> <ol style="list-style-type: none"> 6) Identifying Critical Information 7) Organizing Students to Interact with New Knowledge 8) Previewing New Content 9) Chunking Content into “Digestible Bites” 10) Processing of New Information 11) Elaborating on New Information 12) Recording and Representing Knowledge 13) Reflecting on Learning 	<p><i>Design Question 5: What will I do to engage students?</i></p> <ol style="list-style-type: none"> 24) Noticing and Reacting when Students are Not Engaged 25) Using Academic Games 26) Managing Response Rates 27) Using Physical Movement 28) Maintaining a Lively Pace 29) Demonstrating Intensity and Enthusiasm 30) Using Friendly Controversy 31) Providing Opportunities for Students to Talk about Themselves 32) Presenting Unusual or Intriguing Information
<p><i>Design Question 6: What will I do to establish and maintain classroom rules and procedures?</i></p> <ol style="list-style-type: none"> 4) Establishing Classroom Routines 5) Organizing Physical Layout of the Classroom for Learning 	<p><i>Design Question 3: What will I do to help students practice and deepen their understanding of new knowledge?</i></p> <ol style="list-style-type: none"> 14) Reviewing Content 15) Organizing Students to Practice and Deepen Knowledge Using Homework 16) Examining Similarities and Differences 17) Examining Errors in Reasoning 18) Practicing Skills, Strategies, and Processes 20) Revising Knowledge 	<p><i>Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?</i></p> <ol style="list-style-type: none"> 33) Demonstrating “Withitness” 34) Applying Consequences 35) Acknowledging Adherence to Rules and Procedures
	<p><i>Design Question 4: What will I do to help students generate and test hypotheses about new knowledge?</i></p> <ol style="list-style-type: none"> 21) Organizing Students for Cognitively Complex Tasks 22) Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing 23) Providing Resources and Guidance 	<p><i>Design Question 8: What will I do to establish and maintain effective relationships with students?</i></p> <ol style="list-style-type: none"> 36) Understanding Students’ Interests and Backgrounds 37) Using Behaviors that Indicate Affection for Students 38) Displaying Objectivity and Control
		<p><i>Design Question 9: What will I do to communicate high expectations for all students?</i></p> <ol style="list-style-type: none"> 39) Demonstrating Value and Respect for Low Expectancy Students 40) Asking Questions of Low Expectancy Students 41) Probing Incorrect Answers with Low Expectancy Students

Setting Growth Goals

Chapter 3, pages 37-48

- Describe the five performance levels from The Teacher Scales for Reflective Practice.
- Describe the three phases a teacher goes through when learning a new strategy.
- Why is it important to select only a few elements to focus on in a given year?
- What are the important elements of a good growth goal?

Phases for Learning a New Strategy:

1. Cognitive phase (0)

1. Shaping phase (1-2)

1. Autonomous phase (3-4)

REPRODUCIBLE

Teacher Self-Ratings on the Personal Profile

Lesson Segments Involving Routine Events					
<i>Design Question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?</i>					
Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
1. What do I typically do to provide clear learning goals and scales (rubrics)?					
2. What do I typically do to track student progress?					
3. What do I typically do to celebrate success?					
<i>Design Question: What will I do to establish and maintain classroom rules and procedures?</i>					
Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
4. What do I typically do to establish and maintain classroom rules and procedures?					
5. What do I typically do to organize the physical layout of the classroom?					
Lesson Segments Addressing Content					
<i>Design Question: What will I do to help students effectively interact with new knowledge?</i>					
Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
6. What do I typically do to identify critical information?					
7. What do I typically do to organize students to interact with new knowledge?					
8. What do I typically do to preview new content?					

Strategies for Reflective Practice

Element 2: What do I typically do to track student progress?**Strategies***Formative assessments*

To create formative assessments, the teacher designs assessment tasks that correspond to 2.0, 3.0, and 4.0 content (as specified on the scale for each learning goal). For 2.0 content, forced-choice or selected-response tasks (multiple-choice, matching, true/false, or fill-in-the-blank items) are most appropriate. For 3.0 and 4.0 content, short or extended constructed-response tasks (short written or oral responses, essays, oral reports, demonstrations, or performances) are most appropriate.

The teacher can grade these assessments using a simplified scale (without half-point scores, see table C.1, page 89) or a complete scale. Following is the generic form of the complete scale (see table C.3).

Table C.3: Generic Form of the Complete Scale

Score 4.0	More complex learning goal
Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	Target learning goal
Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	Simpler learning goal
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
Score 0.5	With help, partial success at score 2.0 content, but not at score 3.0 content
Score 0.0	Even with help, no success

The following scale has specific content filled in for score values 2.0, 3.0, and 4.0 (see table C.4).

Table C.4: Complete Scale With Learning Goals for Specific Content

Score 4.0	Students will be able to explain why Europeans explored and established settlements on other continents including Africa, Asia, and Australia.
Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	Students will be able to explain why Europeans explored and established settlements in the Americas.
Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content

Continued on next page →

BECOMING A REFLECTIVE TEACHER

Score 2.0	Students will be able to recognize facts about European exploration and settlement in the Americas.
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
Score 0.5	With help, partial success at score 2.0 content, but not at score 3.0 content
Score 0.0	Even with help, no success

Response patterns

The teacher identifies response patterns by deciding which items on an assessment represent 2.0, 3.0, and 4.0 content and scoring each item using a coding scheme (for example, C = correct, I = incorrect, P = partially correct). A score can then be assigned using the following guidelines:

- All items correct = 4.0
- All 3.0 and 2.0 items correct, partial credit for 4.0 items = 3.5
- All 3.0 and 2.0 items correct, no 4.0 items correct = 3.0
- All 2.0 items correct, partial credit for 3.0 items and/or 4.0 items = 2.5
- All 2.0 items correct, no 3.0 or 4.0 items correct = 2.0
- Partial credit for 2.0 items, partial or no credit for 3.0 and/or 4.0 items = 1.5

If a student does not answer any items correctly or does not complete any items, the teacher should meet with that student to determine his or her score, using the following guidelines:

- Independently, no items correct; with help, partial credit for 2.0 and 3.0 items = 1.0
- Independently, no items correct; with help, partial credit for 2.0 items but not for 3.0 items = 0.5
- Independently, no items correct; with help, no items correct = 0.0

If the pattern of responses does not fit any of the previous guidelines, the teacher might drop flawed items from the assessment, reclassify items at a higher or lower score value (based on the class's responses), or meet with a student and ask the student to verify his or her understanding of the content from specific items the student missed. The student might complete exercises or design a task that shows his or her understanding.

Individual score-level assessments

The teacher uses assessments that evaluate only one level of a scale (for example, only 2.0 content) to measure students' procedural knowledge (which builds on itself and requires competency at one level before progressing to the next) or to allow students to progress at their own pace through the levels of a scale.

Strategies for Reflective Practice

Different types of assessments

The teacher uses obtrusive assessments (which interrupt the flow of classroom activity), unobtrusive assessments (which do not interrupt classroom activities), or student-generated assessments. Obtrusive assessments might be paper-and-pencil tests, demonstrations and performances, oral reports, or probing discussions (one-on-one conversations between the teacher and a student). Unobtrusive assessments are usually observations when the teacher sees the student demonstrating a particular type of knowledge and records a score for that student. Student-generated assessments involve students proposing tasks that will demonstrate their level of knowledge for a specific learning goal.

Formative grading

The teacher uses one or more of several different approaches to grading, each of which is summarized as follows:

- **Approach 1**—Each assessment in a unit allows students to score at the 2.0, 3.0, or 4.0 level. The students graph their scores throughout the unit, and the teacher uses that group of scores to assign a summative score at the end of the unit.
- **Approach 2**—The first assessment in a unit allows students to score at the 2.0, 3.0, or 4.0 level. After the first assessment, students move at their own pace, taking individual score-level assessments to move up to the next level.
- **Approach 3**—The teacher administers individual score-level assessments to the entire class, only moving up to the next level once the majority of students in the class has mastered the content at the current level.
- **Approach 4**—The teacher assigns students scores at the end of each unit, but they are allowed to improve those scores at any time during the year by demonstrating their competence at higher score levels, usually using student-generated assessments.

Charting student progress

The teacher provides students with charts on which they can record their progress on a learning goal over time, such as the following (see fig. C.1, page 94).

2. What do I typically do to track student progress?

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Teacher Evidence

- Teacher helps students track their individual progress on the learning goal.
- Teacher assigns scores using a scale or rubric that depicts student status relative to the learning goal.
- Teacher uses formal and informal means to assign scores to students.
- Teacher charts the progress of the entire class on the learning goal.

Student Evidence

- When asked, students can describe their status relative to the learning goal using the scale or rubric.
- Students systematically update their status on the learning goal.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Tracking student progress	I adapt and create new strategies for unique student needs and situations.	I facilitate tracking of student progress using a formative approach to assessment, and I monitor the extent to which students understand their level of performance.	I facilitate tracking of student progress using a formative approach to assessment, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

26. What do I typically do to manage response rates?

The teacher uses response-rate techniques to maintain student engagement in questions.

Teacher Evidence

- Teacher uses wait time.
- Teacher uses response cards.
- Teacher has students use hand signals to respond to questions.
- Teacher uses choral response.
- Teacher uses technology to keep track of students' responses.
- Teacher uses response chaining.

Student Evidence

- Multiple students or the entire class respond to questions the teacher poses.
- When asked, students can describe their thinking about specific questions the teacher poses.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Managing response rates	I adapt and create new strategies for unique student needs and situations.	I use response-rate techniques to maintain student engagement in questions, and I monitor the extent to which the techniques keep students engaged.	I use response-rate techniques to maintain student engagement in questions, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.

The Process of Writing Growth Goals

Select two or three elements each year. Select elements for which you have low scores (i.e., 1s and 0s) and in which you are interested. For each of the selected elements, write specific growth goals for the year. Having specific growth goals is the first step toward engaging in focused practice.

Please practice writing a growth goal or two:

1.

2.

Engaging in Focused Practice

Chapter 4, pages 49-59

- How is focused practice different from the common perception of practice?
- What are the benefits of focusing on specific steps of a strategy or developing a protocol for a strategy?
- What is overlearning, and what role does it play in the development of fluency?
- What are the similarities and differences between focused practice at the applying level (3) and that at the innovating level (4)?

Teacher Selects a Specific Strategy for Practice:

1. Focus on specific steps.
2. Develop a protocol.
3. Develop fluency.
4. Make adaptations.
5. Integrate several strategies.

Receiving Focused Feedback

Chapter 5, pages 61-74

- What are ways to obtain focused feedback?
- What guidelines should a teacher follow when watching video of his or her teaching?
- How might you go about collecting student achievement data for a specific strategy in your own classroom?
- How might a teacher organize and track multiple sources of feedback?

Receiving Focused Feedback:

- Video (self and model)
- Student surveys
- Student learning (achievement data)

Observing and Discussing Teaching

Chapter 6, pages 75-82

- What things would teachers keep in mind when watching videos of *other* teachers?
- How might you use coaching colleagues to enhance your own professional development?
- What is the purpose of instructional rounds?
- How might you use instructional rounds in your school?

Notes:

- Observing and discussing effective teaching:

- Coaching colleagues:

- Instructional rounds:



Making the Most of Instructional Rounds

Robert J. Marzano

Instructional rounds are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration. The goal of instructional rounds isn't to provide feedback to the teacher being observed, although this is an option if the observed teacher so desires. Rather, the primary purpose is for observing teachers to compare their own instructional practices with those of the teachers they observe. The chief benefit of this approach resides in the discussion that takes place among observing teachers at the end of the observation as well as in subsequent self-reflection.

Getting Started

Every teacher should participate in instructional rounds at least once a semester. Rounds should be facilitated by a lead teacher— someone colleagues respect as an exceptional teacher and recognize as a professional. Instructional coaches commonly have these characteristics. Administrators may also lead rounds, but it's important to clarify from the outset that the purpose is not to evaluate the teachers being observed.

The observed teachers typically have either volunteered or been asked to be the subject of rounds. Ideally, selected teachers are drawn from the pool of master teachers in a building or district—those veterans with proven ability to enhance the achievement of all students in their classes. This noted, any teacher might offer his or her classroom as a venue for rounds.

Conducting Rounds

Groups conducting rounds are best kept small—from three to five teachers, not counting the lead teacher. On the scheduled observation day, teachers being observed should alert their students that several teachers will visit their classroom. They might explain that the teachers are trying to learn from one another, just as students do.

When the observing teachers arrive, they should knock at the door and then quietly move to the back of the classroom, to some spot that doesn't disrupt the flow of instruction. There they observe and take notes regarding the teacher's use of specific instructional strategies. On an individual level, teachers can watch for strategies of particular interest to them, such as how the teacher uses questioning strategies or graphic organizers. Or the observation may have a common focus. For example, for one set of rounds, a school or district might decide that everyone will examine how a teacher communicates instructional objectives to students and keeps these objectives in the forefront of students' minds throughout the lesson.

With focus areas identified, observing teachers record what they see during the 10 to 15 minutes that a round typically lasts. Observing teachers do not score teachers on a rubric. Rather, they take notes on teacher behaviors that relate to the observation focus areas. At the end of the observation, the observing team exits the classroom, making sure to thank the teacher and students.

Debriefing Rounds

After each instructional round, members of the observing team convene to reflect on their experiences. They can

do this in round-robin format, with each teacher commenting on what he or she noted.

The leader starts by reminding everyone that the purpose of the discussion is *not* to evaluate the observed teacher. Useful rules, which should be established before the debriefing, include the following:

1. Observers should not share what they have observed in a lesson with anyone outside the group of observers.
2. Observers should not share comments made during the debriefing with people outside the debriefing.
3. Observers should not offer suggestions to observed teachers unless the observed teachers explicitly ask for feedback.

As observing teachers take turns commenting, it's helpful to use a "pluses" and "deltas" format. An observing teacher begins by noting the positive things (pluses) that he or she saw and then speculates as to what produced the positive outcome. For example, the observing teacher might postulate that the classroom appeared well-managed because the students were aware of specific routines they were to use, such as raising their hands when asking a question and quietly transitioning from one activity to another. The observing teacher might suggest that students seemed highly engaged because the teacher maintained a lively pace and used quite a bit of humor.

Next, the observer mentions some questions or concerns (deltas) that he or she has about the observed teacher's use of strategies. For example, he or she may wonder why the observed teacher stayed in front of the class the entire period instead of moving around the classroom. At this point, other observing teachers might add their thoughts, sharing their pluses and deltas. For any given observation, an observing teacher can opt not to share his or her analysis with the group.

What Teachers Can Learn

Instructional rounds end with observing teachers identifying instructional practices they'll continue to use because they saw other teachers employing them effectively, practices they currently use that they will now reexamine in light of what they observed, and practices they don't currently use but will try because they saw other teachers use them well.

For example, an observer teacher might offer the following thoughts:

As a result of what I saw today, I'm going to continue calling on students randomly when I ask questions. Other teachers seem to have success with this strategy as well. However, I'm going to reconsider the types of questions I ask. I think I focus too much on recall questions and don't challenge students enough. Finally, I've got some new ideas about routines I need to implement with my students.

Revitalized!

I've found that instructional rounds stimulate excitement and energy among faculty members almost immediately. When teachers have an opportunity to observe and interact with their colleagues in a nonevaluative way regarding instruction, everyone wins.

Robert J. Marzano is cofounder and CEO of Marzano Research Laboratory in Denver, Colorado. He is the author of *The Art and Science of Teaching* (ASCD, 2007) and coauthor, with Mark W. Haystead, of *Making Standards Useful in the Classroom* (ASCD, 2008). To contact Marzano or participate in a study regarding a specific instructional strategy, visit www.marzanoresearch.com.

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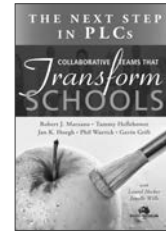
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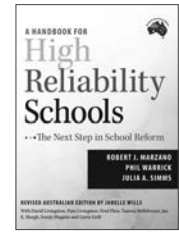
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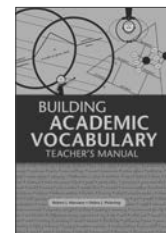
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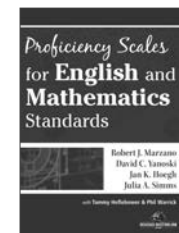
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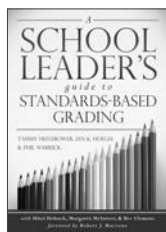
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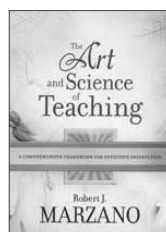
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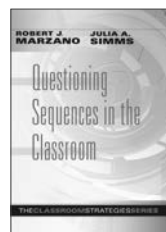
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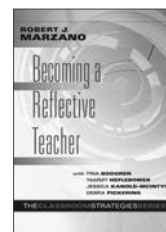
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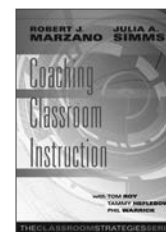
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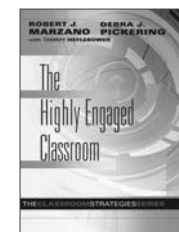
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