



	Reflective Tendencies	Related Classroom Characteristics	Your Role as an Administrator	Sample Feedback Prompts/Stems to Encourage Reflective Growth
<b>Unaware</b>	<ul style="list-style-type: none"> <li>• Demonstrates little/no awareness of instructional reality in the classroom</li> <li>• Focuses on routine</li> <li>• Exhibits the best of intentions</li> <li>• Expresses confusion about own role in learning</li> <li>• Collaborates with colleagues on a superficial level</li> <li>• Defines problems inaccurately</li> <li>• Focuses on the <i>job</i> itself – the <i>act</i> of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Scripted lessons – little/no teacher modeling</li> <li>• Passive learners – little/no interaction between students</li> <li>• Teacher relies on direct instruction and gives assignments</li> <li>• Little/no evidence of systematic, standards-based planning</li> <li>• No differentiation of instruction</li> <li>• Little/no awareness of effective time management</li> <li>• No link between instruction and assessment</li> <li>• Learning not relevant to students</li> </ul>	<p><b><u>Director: Change teacher’s behavior, then work on beliefs</u></b></p> <p>Provides specific feedback to:</p> <ul style="list-style-type: none"> <li>• Encourage repeated future use of an effective instructional approach</li> <li>• Compliment an attempted use of an effective instructional strategy (with a specific suggestion for improvement)</li> <li>• Discourage future use of an ineffective instructional approach</li> </ul>	<p><b>OVERALL GOAL: To create awareness for change and foster a desire to learn</b></p> <ul style="list-style-type: none"> <li>• I noticed you used <i>Strategy X</i>, and it was effective; use it whenever you want your students to <i>XX</i>.</li> <li>• Terrific job attempting <i>Longer Wait Time</i>; next time, <i>count to five in your head before calling on a student</i>.</li> <li>• I observed <i>four students engaged in side-talk</i>; try asking them to <i>turn to their partner</i> to regain their focus.</li> <li>• You have a real talent for <i>complimenting students</i>; use that to <i>praise their ideas, not just penmanship</i>.</li> <li>• In this lesson, you were <i>suggesting great reading strategies</i>; however, <i>few students stopped working to listen</i>. Try this: <i>Insist that all students drop everything when you ring a chime in the room</i>.</li> <li>• Judging by the look on your face, <i>that transition did not go as smoothly as you planned</i>; come see me when you get a minute and we’ll talk about some strategies to use.</li> <li>• There are students in this class <i>working on tasks that are giving them a lot of difficulty</i>; it’s time to start investigating <i>methods for meeting individual students’ needs</i>.</li> </ul>
<b>Conscious</b>	<ul style="list-style-type: none"> <li>• Demonstrates a consistent “knowing-doing” gap</li> <li>• Can ambiguously cite research to support current teaching methods</li> <li>• Makes excuses for problems</li> <li>• Demonstrates limited ability to evaluate problems</li> <li>• Becomes easily distracted from goals</li> <li>• Collaborates inconsistently with colleagues</li> <li>• Disregards others’ ideas</li> <li>• Focuses first on <i>self</i></li> </ul>	<ul style="list-style-type: none"> <li>• Instruction designed for teacher convenience</li> <li>• Short-term planning is evident, yet inconsistent</li> <li>• Teacher occasionally links assessment and instruction</li> <li>• Students are seldom engaged in active, meaningful learning</li> <li>• Little problem-solving from students</li> <li>• Occasional differentiated instruction</li> <li>• Instructional approaches pass through noticeable “swings”</li> </ul>	<p><b><u>Navigator: Establish and maintain a clear vision</u></b></p> <p>Provides specific feedback to:</p> <ul style="list-style-type: none"> <li>• Establish a focus for goal-setting</li> <li>• Encourage consistency in application of effective instructional practices</li> <li>• Redirect teaching behaviors toward the proper heading</li> <li>• Extend self-reflective efforts</li> </ul>	<p><b>OVERALL GOAL: To motivate and show how to apply pedagogical knowledge consistently</b></p> <ul style="list-style-type: none"> <li>• I noticed you used <i>Strategy Z</i>, and it was effective. Why do you think it worked so well?</li> <li>• Let’s talk about goal-setting. <i>Classroom management</i> seems to be an area that you’re working on; perhaps that is a good place to start our conversation.</li> <li>• I see you’re attempting <i>Strategy Y</i>; what support can I provide to help you keep that focus?</li> <li>• Yesterday I observed your students <i>working cooperatively</i>; today they are <i>working independently</i>. How did you determine the lesson structure for these classes?</li> <li>• One of your individual goals is to <i>increase active student engagement rates</i>; during my time in class today I observed 15 minutes of <i>lecture format</i>. How can you get back to your successful strategies?</li> <li>• This was a fun lesson to observe. Did the students <i>understand the Learning Objective</i>? How do you know?</li> <li>• Your <i>interaction with students</i> was <i>very positive and encouraging today</i>; keep it up! You’ll see the gains!</li> <li>• Three students <i>seemed perplexed by your questioning</i>; why do you think that happened? What can you do?</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>• Accepts responsibility for the success of all students and for own personal growth</li> <li>• Evaluates issues and situations objectively</li> <li>• Seeks to incorporate research-based concepts and strategies</li> <li>• Reflects upon teaching only <i>after</i> the event</li> <li>• Believes in only one “right” way of doing things</li> <li>• Struggles to identify solutions to long-term problems</li> <li>• Receives feedback well, then enters a critical loop</li> <li>• Collaborates on a limited basis with colleagues</li> <li>• Focuses on the <i>science</i> of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Regular use of assessment to monitor student progress</li> <li>• Consistent application of best-practice instructional strategies</li> <li>• Teacher links standards with lessons taught</li> <li>• Teacher utilizes limited long-term plans</li> <li>• Functional at a glance, but gaps lurk</li> </ul>	<p><b><u>Prompter: Question teacher relentlessly to encourage reflection</u></b></p> <p>Provides specific feedback to:</p> <ul style="list-style-type: none"> <li>• Encourage reflection to support effective instructional choices</li> <li>• Question the impact of certain instructional strategies</li> <li>• Consider alternative approaches or points of view</li> <li>• Propose continued professional learning</li> </ul>	<p><b>OVERALL GOAL: To build on experience and help strengthen expertise</b></p> <ul style="list-style-type: none"> <li>• I noticed you used <i>Strategy L</i>; was it effective? How do you know?</li> <li>• Terrific job <i>asking higher-order thinking questions</i>; did that contribute to a <i>deeper understanding of the material</i>? How can you tell? What does this tell you about your <i>questioning strategies</i>?</li> <li>• When and how do you decide <i>which questions to ask students</i>?</li> <li>• What are some strategies you can use to <i>engage some of your reluctant writers</i>?</li> <li>• I know you gave a <i>pre-assessment before this math unit</i>; how closely is this lesson <i>related to the results of that formative assessment</i>?</li> <li>• Today your students were <i>busy with a lot of worksheet tasks</i>; you have told me you believe in <i>paper-and-pencil activities</i>. How can you better blend that goal with the students’ goal of meeting learning targets?</li> <li>• You told your students <i>not to talk during the review activity</i>; what would happen if you allowed them to <i>investigate their answers together</i>? Would they be any less prepared for the final test?</li> <li>• Many of your students <i>received papers from you with comments you wrote</i>; do you think a lot about the <i>feedback you give students</i>? This might be a good topic for a Book Club – would you be interested?</li> </ul>
<b>Refinement</b>	<ul style="list-style-type: none"> <li>• Reflection occurs before, during, and after taking action</li> <li>• Recognizes that there are multiple “right” courses of action</li> <li>• Maintains a vast repertoire of instructional strategies</li> <li>• Engages in action research as common practice</li> <li>• Modifies lessons and plans to meet students’ needs</li> <li>• Pursues opportunities to work and learn with colleagues</li> <li>• Thinks globally – beyond the classroom</li> <li>• Focuses on the <i>art</i> of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment drives daily instruction</li> <li>• Students largely responsible for their own learning</li> <li>• Multiple instructional strategies in use</li> </ul>	<p><b><u>Challenger: Drive and encourage deep learning investigations</u></b></p> <p>Provides specific feedback to:</p> <ul style="list-style-type: none"> <li>• Drive personal reflection</li> <li>• Introduce new ideas</li> <li>• Serve as devil’s advocate</li> <li>• Encourage involvement in leadership</li> </ul>	<p><b>OVERALL GOAL: To encourage long-term growth and continued reflection</b></p> <ul style="list-style-type: none"> <li>• In today’s lesson you <i>asked terrific follow-up questions</i>; are these <i>planned in advance, or off the cuff</i>?</li> <li>• I read a great article in <i>Educational Leadership</i> about <i>this</i>; I’ll put a copy in your mailbox – let me know what you think about it.</li> <li>• During this lesson, your teaching <i>engaged students in a variety of formats</i>; however, there were still two students that <i>appeared disengaged throughout</i>. What is your explanation, and what can you do differently to reel them in?</li> <li>• I’m not sure I understand the <i>way you’ve grouped students for this assignment</i>; can you explain your thinking to me?</li> <li>• I observed virtually the same lesson yesterday in <i>Teacher G’s</i> classroom, and she <i>did it a different way</i>. This might be a good idea to participate in a lesson study to compare methods and results. Would you like me to facilitate that discussion?</li> <li>• This was a good example of <i>bringing the lesson to life</i>; would you be willing to share it (and its results) with your grade-level colleagues?</li> </ul>

	<b>Reflective Tendencies</b>	<b>Related Classroom Characteristics</b>	<b>Your Role as a Coach</b>	<b>Coaching Strategies that Foster Reflective Growth</b>
<b>Unaware</b>	<ul style="list-style-type: none"> <li>• Demonstrates little/no awareness of instructional reality in the classroom</li> <li>• Focuses on routine</li> <li>• Exhibits the best of intentions</li> <li>• Expresses confusion about own role in learning</li> <li>• Collaborates with colleagues on a superficial level</li> <li>• Defines problems inaccurately</li> <li>• Focuses on the <i>job</i> itself – the <i>act</i> of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Scripted lessons – little/no teacher modeling</li> <li>• Passive learners – little/no interaction between students</li> <li>• Teacher relies on direct instruction and gives assignments</li> <li>• Little/no evidence of systematic, standards-based planning</li> <li>• No differentiation of instruction</li> <li>• Little/no awareness of effective time management</li> <li>• No link between instruction and assessment</li> <li>• Learning not relevant to students</li> </ul>	<p style="text-align: center;"><b><u>Unconditional Partner</u></b></p> <ul style="list-style-type: none"> <li>• Identify strengths, limitations, and needs</li> <li>• Recognize potential</li> <li>• Build trust through interpersonal relationships</li> <li>• Share your personal experience of becoming aware of different instructional strategies</li> <li>• Create a collaborative environment</li> </ul>	<p><b>OVERALL GOAL: To create awareness for change and foster a desire to learn</b></p> <ul style="list-style-type: none"> <li>• Identify a specific instructional problem to build awareness around</li> <li>• Establish rationales – Why do we do what we do? Use specific questioning</li> <li>• Utilize personal belief and reflective questionnaires</li> <li>• Advocate journal keeping</li> <li>• Provide opportunities for the teacher to get into other classrooms to observe</li> <li>• Get in the classroom</li> <li>• Seek additional opportunities to spend time with teacher building rapport</li> <li>• Facilitate opportunities to exchange ideas with others during guided meetings</li> </ul>
<b>Conscious</b>	<ul style="list-style-type: none"> <li>• Demonstrates a consistent “knowing-doing” gap</li> <li>• Can ambiguously cite research to support current teaching methods</li> <li>• Makes excuses for problems</li> <li>• Demonstrates limited ability to evaluate problems</li> <li>• Becomes easily distracted from goals</li> <li>• Collaborates inconsistently with colleagues</li> <li>• Disregards others’ ideas</li> <li>• Focuses on <i>self</i></li> </ul>	<ul style="list-style-type: none"> <li>• Instruction designed for teacher convenience</li> <li>• Short-term planning is evident, yet inconsistent</li> <li>• Teacher occasionally links assessment and instruction</li> <li>• Students are seldom engaged in active, meaningful learning</li> <li>• Little problem-solving from students</li> <li>• Occasional differentiated instruction</li> <li>• Instructional approaches pass through noticeable “swings”</li> </ul>	<p style="text-align: center;"><b><u>Motivator –Strategist</u></b></p> <ul style="list-style-type: none"> <li>• Praise generously</li> <li>• Reach out to include teacher in collaborative work</li> <li>• Communicate and maintain a clear vision</li> <li>• Build confidence through short-term goal setting</li> <li>• Focus on small changes</li> <li>• Make daily contact, checking in often to talk about goals and progress towards them</li> </ul>	<p><b>OVERALL GOAL: To motivate and build consistency in application</b></p> <ul style="list-style-type: none"> <li>• Provide <i>daily</i> feedback highlighting instructional strengths</li> <li>• Examine and discuss student data</li> <li>• Develop a detailed action plan</li> <li>• Focus on short-term, attainable goals that will have long-term impact</li> <li>• Provide support for instructional goals and best-practice strategy</li> <li>• Meet weekly to lesson plan with the teacher – guided planning</li> <li>• Model, model, model specific techniques and provide ample time for discussion</li> <li>• Design meetings around a specific instructional topic</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>• Accepts responsibility for the success of all students and for own personal growth</li> <li>• Evaluates issues and situations objectively</li> <li>• Seeks to incorporate research-based concepts and strategies</li> <li>• Reflects upon teaching only <i>after</i> the event</li> <li>• Believes in only one “right” way of doing things</li> <li>• Struggles to identify solutions to long-term problems</li> <li>• Receives feedback well, then enters a critical loop</li> <li>• Collaborates on a limited basis with colleagues</li> <li>• Focuses on the <i>science</i> of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Regular use of assessment to monitor student progress</li> <li>• Consistent application of best-practice instructional strategies</li> <li>• Teacher links standards with lessons taught</li> <li>• Teacher utilizes limited long-term plans</li> <li>• Functional at a glance, but gaps lurk</li> </ul>	<p style="text-align: center;"><b><u>Mentor</u></b></p> <ul style="list-style-type: none"> <li>• Validate ideas, actions, and instructional decisions</li> <li>• Release responsibility and encourages independence</li> <li>• Provide research from which to construct meaning</li> <li>• Model open-mindedness toward multiple approaches and perspectives</li> <li>• Collaboratively engage in diagnosis and action planning</li> </ul>	<p><b>OVERALL GOAL: To build experience and show how to apply pedagogical knowledge consistently</b></p> <ul style="list-style-type: none"> <li>• Invite teachers to participate in small group discussions</li> <li>• Use the Apprenticeship Model</li> <li>• Observe and provide specific feedback</li> <li>• Videotape and analyze together</li> <li>• Foster idea-sharing through collegial observations</li> <li>• Use reflective questioning</li> <li>• Create a dialogue journal – coach and teacher or team journal</li> <li>• Encourage participation in a professional Book Club</li> <li>• Encourage teachers to attend workshops and share their learning</li> <li>• Analyze individual student data together</li> <li>• Publicly recognize teacher expertise</li> <li>• Help teacher develop a system for storing and organizing information</li> </ul>
<b>Refinement</b>	<ul style="list-style-type: none"> <li>• Reflection occurs before, during, and after taking action</li> <li>• Recognizes that there are multiple “right” courses of action</li> <li>• Maintains a vast repertoire of instructional strategies</li> <li>• Engages in action research as common practice</li> <li>• Modifies lessons and plans to meet students’ needs</li> <li>• Pursues opportunities to work and learn with colleagues</li> <li>• Thinks globally – beyond her classroom</li> <li>• Focuses on the <i>art</i> of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment drives daily instruction</li> <li>• Students largely responsible for their own learning</li> <li>• Multiple instructional strategies in use</li> </ul>	<p style="text-align: center;"><b><u>Collaborator</u></b></p> <ul style="list-style-type: none"> <li>• Compliment creativity and originality</li> <li>• Bring attention to hard work</li> <li>• Stimulate discussions of personal vision and educational philosophy</li> <li>• Practice “mirror-listening”</li> <li>• Ask questions to drive personal reflection and growth</li> </ul>	<p><b>OVERALL GOAL: To encourage long-term growth and continued reflection</b></p> <ul style="list-style-type: none"> <li>• Provide a wide range of resources from which to draw ideas</li> <li>• Encourage teacher to facilitate or initiate a Book Club</li> <li>• Analyze group data together</li> <li>• Establish a team action research project</li> <li>• Encourage participation in conferences, seminars, and publications</li> <li>• Arrange for the teacher to host a student teacher</li> <li>• Promote talent development</li> <li>• Encourage leadership (if this is a strength)</li> </ul>

### **Mrs. C**

At the beginning of the year, you share your expectations with staff that they all differentiate their instruction and link reading strategies into every content area. Mrs C, who teaches U.S. History and World Cultures, is eager and excited to get started, after attending a workshop on D.I. over the summer and creating a bank of reading strategies.

Your early conversations with Mrs C and opportunities to sit in on some team meetings indicate that she is progressing toward her goal. She relates that she is differentiating for students with varying reading abilities. When you enter her classroom for some informal observations, you notice the majority of her lessons are delivered via lecture, and when students get to work they're usually in pairs and addressing questions in the textbook.

Mrs C tells you she's partnered the students intentionally, but the other strategies she's learned really won't fit with the classes you observed because of the complexity of the content, some of the behavior issues she has this year, and the pace that she has to go in order to cover the curriculum. When you offer a couple of suggestions for her practice, she says, "I'm doing that here and there, but it hasn't really been working too well this year. But we're making progress."

### **Mr. D**

Every morning when you arrive at work, Mr D is already on his second cup of coffee and has been in the staff workroom for an hour. He is likely the hardest-working member of the staff, putting in long hours, volunteering for multiple committees, and seems to have fantastic relationships with students – they're always decorating his room for birthdays, requesting his classes, and joking around in the hallways. A veteran educator, Mr D is described by colleagues who say, "Yup, that's Mr D."

Mr D attends team meetings, often brings donuts, and is the group secretary, keeping copious notes and emailing them right away. When you sit down with him to set an instructional goal, he deflects the conversation to the activities he's leading and the structure of his advisory class. Eventually, he suggests a goal of "becoming more efficient loading grades into the computer."

In the classroom, Mr D follows the teacher guide-book with military precision. He assigns tasks and keeps a log of missing assignments that students must report to a lunchtime study-hall to complete. His students' test scores lag behind those of his colleagues in the building, but he shrugs, "I taught it and they did the work; I can't explain why they didn't do well on the test. They're good kids."

### **Mrs. W**

This summer, Mrs W attended a 3-day workshop on brain research and related strategies to improve student learning. She came back gung-ho, calling a department meeting at her house at which her team talked about the science of neural pathways and sensory imaging while sharing bbq'd ribs.

As the school year started, Mrs W kept the momentum going by hosting after-school workshops and discussions about this topic. Gradually, however, the attendance withered as other demands consumed her colleagues' time. Mrs W became frustrated and retreated to her own classroom to focus on ensuring that every lesson met the charge of brain-friendly design.

During your observations in the classroom, you were impressed with Mrs W's ideas, the variety of lessons, and the tenacity with which she approached her classroom instruction. She begged for feedback from you, requesting ideas to support some of her students that weren't showing the degree of growth she had been expecting. As the year progressed, she began to question herself and wonder if what she was doing was indeed working, and lamented more than once that her teammates weren't on board with her in this venture. She continued to provide articles on brain-based strategies to her teammates, placing them in their mailbox every month or so.

### **Mr. M**

During staff meetings and collaborative sessions, Mr M is known for phrasing his contributions in student-centered language. He attributes much of the success his students have on the state assessments and end-of-course exams to their work ethic, their dedication, and ability to solve problems cooperatively. At times, his colleagues wonder if he just keeps getting "the high groups."

Mr M considers school-wide initiatives thoughtfully. He seeks a balance between administrators' pushes and the students' needs. He is willing to take on additional responsibilities, but with a careful eye on how they'll impact his class, the team, and the entire school community. You sometimes wonder if Mr M doesn't overthink some issues in his quest to achieve educational perfection.

For a larger guy, Mr M uses a pretty soft-spoken approach in his classroom. Midway through the year, your observations reveal that he uses a variety of instructional strategies, he spends considerable time meeting with small groups of students and conferring with individuals while the rest of the class is engaged in productive work. When he does gather the class' attention, it's usually to provide a key reminder or to reveal that he's identified a misconception that several students have displayed – and he asks the class to seek an explanation for the correction. Verily, his class seems to run itself.

# NOW WHAT?

Name: \_\_\_\_\_ Today's date: \_\_\_\_\_

Directions: You've just completed a fabulous, informative, and inspirational workshop. Armed with new information and practical strategies, WHAT ARE YOUR GOALS FOR IMPLEMENTING THESE APPROACHES to maximize your teachers' effectiveness in their classrooms? For each goal, write at least two specific strategies that you WILL attempt.

SHORT-TERM GOAL: By \_\_\_\_\_ (date within 2 weeks), I WILL \_\_\_\_\_

\_\_\_\_\_

Strategy 1: \_\_\_\_\_

Strategy 2: \_\_\_\_\_

Strategy 3: \_\_\_\_\_

MEDIUM-TERM GOAL: By \_\_\_\_\_ (date within 2 months), I WILL \_\_\_\_\_

\_\_\_\_\_

Strategy 1: \_\_\_\_\_

Strategy 2: \_\_\_\_\_

Strategy 3: \_\_\_\_\_

LONG-TERM GOAL: By \_\_\_\_\_ (date within 6 months), I WILL \_\_\_\_\_

\_\_\_\_\_

Strategy 1: \_\_\_\_\_

Strategy 2: \_\_\_\_\_

Strategy 3: \_\_\_\_\_