



Module 14

Reflective Teaching

Teacher Development

Video Length: Approximately 14 Minutes
Notes to the Trainer

For best results, have participants go through the readings for this module prior to viewing the video. This module varies somewhat from the other modules in that reflection is 100% a “learning by doing” topic. Reflection is often an individual process. However, it is also one that can benefit from sharing ideas and experiences with peers. As you work through this module, use pairs and group work whenever that might be effective. After each activity, debrief answers and use them for further discussion. Refer back to the main points and readings when appropriate. It is important that teachers apply the concepts in the module to their own classrooms and situations. The goals for this module are to create an understanding of the need for reflective teaching and to suggest ideas for supporting this form of professional development in the language classroom.

See Appendix A for additional handouts that can be used for general observation and discussion tasks with any of the modules.

Before Viewing

Ask participants to think of a class that they have recently taught and to write a Teacher Diary entry per the description and suggested questions below. You can adjust questions to fit teachers’ settings, as needed. Adapted from *Reflective Teaching: Exploring our Own Classroom Practice* from Julie Tice, <http://www.teachingenglish.org.uk/think/methodology/reflection.shtml>

Teacher Diary. This is a simple way to begin the process of reflection. After each lesson, you make notes in a journal or “teaching diary” about what happened in class that day. You may also describe your own reactions and feelings as well as those that you observed on the part of the students. You are likely to begin to pose questions about what you have observed. Diary writing requires a certain discipline in taking the time to do it on a regular basis, but it need not be a lengthy process.

Reflective Teaching Diary Questions. Ask yourself questions such as the following on the *Reflective Teaching Diary Questions* form that follows. It contains some suggestions for areas to focus on to help you start your diary. You don’t have to answer all the questions all the time. You can freely pick and choose.

Module 14: Reflective Teaching

Reflective Teaching Diary Questions

Lesson Objectives

- Did students understand the lesson? How did I measure or determine this?
- Were the basic objectives (goals) met? How do I know this?
- Was anything too fast or slow (pacing), easy or difficult (level)?
- Is there anything I would do differently next time in preparation?
- What will I plan for the next set of follow-up objectives?

Activities and Materials

- What materials and activities did we use? Which were effective? Ineffective? Why?
- How much English did the students use, and in what ways?
- What percentage of the time did I talk and use English? Did they talk and use English?
- Did the activities and materials interest (motivate) students, and keep them engaged?
- Which ones did they enjoy most? Least?
- Were there any “surprises” in today’s class? If yes, how did they affect the lesson?
- Was there enough variation in types of activities and materials?
- Were there other activities or materials I could have used?
- What about future lessons as a continuation of this lesson?

Classroom Management

- Did students stay on task (doing what they were supposed to be doing)?
- Were my instructions clear?
- Was I able to address individual students’ academic and behavioral needs?
- Were the transitions between activities and classes smooth?
- Are there changes I would like to make in this area?
- Did I provide opportunities for all students to participate?

Overall

- If I teach the lesson again, what will I do that is the same? What will I do differently?
- In reviewing answers to the questions above, what resources or information do I need?

Today’s Lesson Was Like a....

River? Bird with a broken wing? Candy with a sour middle? Sunrise on a summer day?

Come up with an image or metaphor that captures the essence of the lesson.

What will it lead to tomorrow?

Teacher Development

Preview Vocabulary

| Terms | Definitions |
|---|---|
| Exposure (to the outside world) | Giving students opportunities to connect their language learning with real-world experiences outside the classroom (e.g. fieldtrips, exchanges, community-based projects, news, etc.). |
| Firsthand learning, knowledge. | Firsthand learning or knowledge means to experience something and learn about it directly and for oneself, as in “exposure to the outside world” (above). |
| Guided Language Acquisition Design (GLAD) | Instructional approach for grades K-8 for low and intermediate language level learners that provides authentic opportunities for use of academic language, maintains highest standards and expectations for all students, and fosters voice and identity. Primary language is provided by trained, bilingual teachers, trained bilingual aides, trained parents, or cross-age / peer tutoring. Emphasizes teacher collaboration. Listening, speaking, reading and writing are integrated among all content areas with an emphasis on science, social studies, and literature. |
| Inquiry-based learning; reflection | Inquiry-based reflection or learning is the process of asking questions in an open-ended way in order to explore new knowledge domains, find solutions, or make plans for change. |
| Lifelong learning | The practice of learning—formally or informally—at all phases throughout one’s life. |
| “On the spot” | An on-the-spot decision or action is one that is unplanned and occurs at the point of need (idiom). |
| Professional development | The systematic practice of improving ones skills and knowledge within a professional domain; in this case, teaching. |
| Reflective teaching practices | To systematically and actively think about what happens in the classroom, both in terms of the teaching itself and in terms of the learner response, and then to try to improve it. |

Now start the video. Listen to the introduction. Complete the guided observation and reflection tasks for each of the video segments. The next part of the manual is for trainees and is available on separate pages for ease of copying.

Module 14: Reflective Teaching

Module 14, Reflective Teaching

Introduction, Expanded Narrative

Good teachers are always learning: learning from students, learning from their own trial and error, learning from peers and colleagues, learning from mentors and supervisors, and learning from academic information in their field. Good teachers continue to learn throughout their careers. This is called “life-long learning” or “ongoing professional development.” One tool that can help teachers develop professionally is known as “reflective teaching practice.” Reflective teaching is the focus of this final module.

Module Focus

Reflective teaching means thinking about what happens in the classroom, both in terms of the teaching itself, and in terms of the learner response, and then, trying to improve it. We can ask ourselves...

- Were the goals of the session met? Why or why not?
- What worked well? What didn't?
- Did learners act as expected? Why or why not?
- How can class sessions be improved to provide opportunities for better learning?

Video Segment #1 and 2, Listen and Reflect [Read before viewing.]

Use the *Reflective Teaching Practice Observation Guide* that on the following two pages to guide viewing in these segments.

Teacher Development

Reflective Teaching Practice Observation Guide

Video Segment #1

This is an observation and comparison activity. Think of a class you have recently taught.

Use Part A below to write your personal reflection. Then, listen to what the teachers in Video Segment #1 have to say as they reflect on their current teaching practices. Use the back of this handout or more paper if you need more space.

Use Part B of this guide to take notes about and analyze the other teachers' reflections.

Part A

Finish the following statements using your own words.

I believe that a good teacher...

The most important thing I try to accomplish in class every day is to...

Part B

Listen to other teachers and take notes on what they say about their beliefs and practices. Also look for answers to the questions...

- What beliefs and practices do they seem to have in common?
- What differences do they have?

Now compare Parts A and B. How do these teachers' reflections compare to your own?

Module 14: Reflective Teaching

Reflective Teaching Practice Observation Guide, Continued:

Video Segment #2

Again, think of a class you have recently taught. It can be the same class or a different class.

Use Part C below to write your personal reflection. Then, listen to what the teachers in Video Segment #2 have to say as they reflect on what they would like to be able to do in the future and some of their ideas for helping make those ideas a reality.

Use Part D of the guide to take notes about and analyze the other teachers' reflections.

Part C

Finish the following statements using your own words.

As a teacher, my hope for myself and my students is that...

My plans for the future are to...

Part D

Listen to other teachers and take notes on what they say about their hopes (wishes), dreams, and plans for the future. Also look for answers to the questions...

- What hopes, dreams, and plans do they seem to have in common?
- What differences do they have?

Now compare Parts C and D. How do these teachers' reflections compare to your own?

Teacher Development

Further Reflections

[Read and answer after viewing.]

Teachers in this video share some of their reflections with us, and they model for us many of characteristics of reflective practices: They showed us that they:

- Are caring. They care about students as individual persons, about their needs, and about their learning. They recognize both the similarities and differences of their students.
- Are enthusiastic about helping students to learn better.
- Are curious and interested in ideas that may improve classroom learning.
- Feel comfortable doing self-analysis, and they are willing to put in the effort to do it well.
- Take responsibility both for solving the problems of their own classrooms, and for their own professional and skills development
- Are open-minded. They are open to and not threatened by ideas that may conflict with personal beliefs about the different aspects of their teaching situation.
- Have the energy to implement changes indicated by the reflection process.
- Enjoy working with colleagues on program development and professional development goals.

When you look in the mirror, how many of these characteristics do you see in yourself? Are there any that you would like to further develop or work toward?

Summary Discussion

1. As part of the pre-viewing and viewing activities for this module, you had an opportunity to practice with the Teacher Diary and Observation Guide activities. There are other forms of reflective practices as well; for example, peer observation (in Module 13). What are some ways in which peer observation and reflective teaching relate to each other, or reinforce each other?
2. Choose one or more of the recommended readings for this module to help guide this discussion question. What other forms of reflective teaching practices are recommended? Which ones seem like good possibilities for you, and why?
3. What form(s) of reflective teaching do you already use? What resources or support will you need if you decide to begin reflective

Module 14: Reflective Teaching

Now You Try It—An Action Plan

Step 1

You can read some of the articles on the topic of contextualizing language (see Module 14 *Readings* plus the *List of Additional Readings and Resources* below). Using the video, you have seen a few examples and ideas from other teachers' classes.

Now, think about the information that you have observed and discussed above. Then choose one of the reflective practices from this module (e.g. teacher diary, regular discussion group with peers, mental debriefing). Analyze your choice(s). What are the strengths? What are the challenges? Talk about your ideas with others.

Step 2

Create a timeline (calendar) for carrying out your reflective activities. Decide if you will work entirely alone, or with one or more partners.

Step 3

Begin the reflection process according to a timeline that works well for you.

Step 4

Plan to check in with one or more other colleagues (peers) in the future and exchange ideas on how the reflective process has been working. Make adaptations, as needed.

Teacher Development

Module 14 Reading A, ERIC Digest: Reflective Practice and Professional Development **Author: Joan M. Ferraro**

This article is in the Public Domain. Reprinted in its original text format. Retrieved January 24, 2006 from the Web site: <http://searcheric.org/digests/ed449120.html>

Introduction

Reflective practice can be a beneficial process in teacher professional development, both for pre-service and in-service teachers. This digest reviews the concept, levels, techniques for, and benefits of reflective practice.

Refining the Concept

In 1987, Donald Schon introduced the concept of reflective practice as a critical process in refining one's artistry or craft in a specific discipline. Schon recommended reflective practice as a way for beginners in a discipline to recognize consonance between their own individual practices and those of successful practitioners. As defined by Schon, reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline (Schon, 1996).

After the concept of reflective practice was introduced by Schon, many schools, colleges, and departments of education began designing teacher education and professional development programs based on this concept. As the concept grew in popularity, some researchers cautioned that SCDEs that incorporated reflective practice in their teacher education programs were focusing on the process of reflective practice while sacrificing important content in teacher education (Clift et al, 1990). These researchers recommended that reflective teaching combine John Dewey's philosophy on the moral, situational aspects of teaching with Schon's process for a more contextual approach to the concept of reflective practice.

More recently, Boud and Walker (1998) also noted shortcomings in the way SCDEs were applying Schon's concept of reflective practice to teacher education. They took issue with what they considered to be a "checklist" or "reflection on demand" mentality, reflection processes with no link to conceptual frameworks, a failure to encourage students to challenge teaching practices, and a need for personal disclosure that was beyond the capacity of some young teachers. Boud and Walker suggest that these weaknesses can be addressed when the teacher-coaches create an environment of trust and build a context for reflection unique to every learning situation.

Reflective practice has also been defined in terms of action research. Action research, in turn, is defined as a tool of curriculum development consisting of continuous feedback that targets specific problems in a particular school setting (Hopkins & Antes, 1990). As such, it has become a standard concept in teacher education programs. The teacher educator as researcher and role model encourages students to put theories they've learned into practice in their classrooms. The students bring reports of their field experiences to class and analyze their teaching strategies with their mentors and colleagues. This collaborative model of reflective practice enriches students' personal reflections on their work and provides students with suggestions from peers on how to refine their teaching practices (Syrjala, 1996).

Levels of Reflective Practice

Module 14: Reflective Teaching

Reflective practice is used at both the pre-service and in-service levels of teaching. Coaching and peer involvement are two aspects of reflective practice seen most often at the pre-service level. In a 1993 study of how student teachers develop the skills necessary for reflective teaching during their field experiences, Ojanen explores the role of the teacher educator as coach. Teacher educators can most effectively coach student teachers in reflective practice by using students' personal histories, dialogue journals, and small and large-group discussions about their experiences to help students reflect upon and improve their practices.

Kettle and Sellars (1996) studied the development of third-year teaching students. They analyzed the students' reflective writings and interviewed them extensively about their reflective practices. They found that the use of peer reflective groups encouraged student teachers to challenge existing theories and their own preconceived views of teaching while modeling for them a collaborative style of professional development that would be useful throughout their teaching careers.

At the level of in-service teaching, studies have shown that critical reflection upon experience continues to be an effective technique for professional development. Licklider's review of adult learning theory (1997) found that self-directness — including self-learning from experience in natural settings — is an important component of adult learning. Therefore, effective teacher professional development should involve more than occasional large-group sessions; it should include activities such as study teams and peer coaching in which teachers continuously examine their assumptions and practices.

Serving as a coach or mentor to peers is another form of reflective practice for in-service teachers. Uzat (1998) presents coaching as a realistic and systematic approach to ongoing teacher improvement through focused reflection on teaching methods. Uzat also relates the concept of coaching to self-efficacy: Teachers' beliefs that they affect students' lives as well as the school motivate them intrinsically to grow.

Incorporating Reflection into Practice

There are many successful techniques for investing teaching practice with reflection. Some of these have been mentioned above, including action research. Action research conducted in teacher education programs can be designed to engage the reflective participation of both pre-service and in-service teachers. Rearick (1997) describes the benefits of this activity for both groups, as well as for the teacher educator, as used in a professional development project at the University of Hartford. In this project, experienced teachers identified knowledge, thinking, and problem-solving techniques and decision-making processes they used in designing instruction for language arts curricula. Based on these discussions, a pre-service course agenda for teaching reading and writing was developed. Students taking the course developed portfolios, conducting their own action research in the process. These students also formed a critical learning community, developed modes of inquiry, and shared their diverse ways of valuing, knowing, and experiencing.

A review of current research indicates that portfolio development has become a favorite tool used in pre-service teacher education (Antonek, et al, 1997; Hurst et al, 1998). Portfolios encourage beginning teachers to gather in one place significant artifacts representing their professional development. They assemble materials that document their competencies. Portfolios include a reflective component, for when the teacher decides which materials to include, he or she must reflect on which teaching practices worked well and why (Hurst et al, 1998). The portfolios are modified at points throughout a teacher's career, as the teacher continues to apply learning to practice.

Teacher Development

Furthermore, new performance-based assessments for teachers developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) include the use of portfolios. These are based on the National Board for Professional Teaching Standards (NBPTS) model that enables teachers to demonstrate how their teaching relates to student learning (Weiss & Weiss, 1998).

Participation in some professional development institutes can also be a way to incorporate reflection into practice. Professional development programs need not always focus on specific teaching methods and strategies; they can also focus on teacher attitudes that affect practice. Wilhelm et al (1996) describe the curriculum of a professional development institute that offers teacher interns an opportunity to explore attitudes, develop management skills, and reflect on the ethical implications of practice in classrooms with cultural compositions vastly different from their previous experiences. By its nature, this kind of professional development institute causes teachers to step back and critically reflect not only on how they teach, but also on why they teach in a particular way.

Benefits of Reflection in Practice

The primary benefit of reflective practice for teachers is a deeper understanding of their own teaching style and ultimately, greater effectiveness as a teacher. Other specific benefits noted in current literature include the validation of a teacher's ideals, beneficial challenges to tradition, the recognition of teaching as artistry, and respect for diversity in applying theory to classroom practice. Freidus (1997) describes a case study of one teacher / graduate student struggling to make sense of her beliefs and practices about what constitutes good teaching. Her initial pedagogy for teaching was based on the traditions and practices of direct teaching. Her traditional socialization into teaching made it difficult for her to understand that her views of good teaching were being challenged in her practice. But the opportunity for exploration through reflective portfolio work enabled her to acknowledge and validate what she was learning.

Conclusion

Research on effective teaching over the past two decades has shown that effective practice is linked to inquiry, reflection, and continuous professional growth (Harris 1998). Reflective practice can be a beneficial form of professional development at both the pre-service and in-service levels of teaching. By gaining a better understanding of their own individual teaching styles through reflective practice, teachers can improve their effectiveness in the classroom.

References

- Antonek, J. L., et al. (1997) The student teacher portfolio as autobiography: Developing a professional identity. *Modern Language Journal*, 81(1), 15-27. EJ 542 857
- Boud, D. & Walker, D. (1998). Promoting reflection in professional courses: The challenge of context. *Studies in Higher Education*, 23(2), 191-206. EJ 570 398
- Clarke, A. (1995). Professional development in practicum settings: Reflective practice under scrutiny. *Teaching & Teacher Education*, 11(3), 243-61. EJ 510 912
- Clift, R. T., Houston, W. R., & Pugach, M. C., eds. (1990). *Encouraging reflective practice in education: An analysis of issues and programs*. New York: Teachers College Press.
- Freidus, H. (1997). The telling of story: Teachers knowing what they know. Paper presented at the an-

Module 14: Reflective Teaching

- nual meeting of the American Educational Research Association (AERA), Chicago, IL. ED 409 274
- Harris, A. (1998). Effective teaching: A review of the literature. *School Leadership & Management*, 18(2), 169-183. EJ 563 868
- Hopkins, C. D., & Antes, R. L. (1990). *Educational research: A structure for inquiry*. 3rd Ed. Itasca, IL: F. E. Peacock.
- Hurst, B., Wilson C., & Cramer, G. (1998). Professional teaching portfolios. *Phi Delta Kappan*, 79(8), 578-82. EJ 563 868
- Kettle B., & Sellars, N. (1996). The development of student teachers practical theory of teaching. *Teaching and Teacher Education*, 12(1), 1-24. EJ 526 790
- Licklider, B. L. (1997). Breaking ranks: Changing the in-service institution. *NASSP Bulletin*, 81(Jan.), 9-22. EJ 539 052
- Ojanen, S. (1993). A process in which personal pedagogical knowledge is created through the teacher education experience. Paper presented at the International Conference in Teacher Education, Tel-Aviv, Israel. ED 398 200
- Rearick, M. L. (1997). Educational researchers, practitioners, and students of teaching reflect on experience, practice, and theories: Action research in a pre-service course. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL. ED 412 229
- Schon, D. A. (1996). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass, Inc.
- Syrjala, L. (1996). The teacher as a researcher. In *Childhood Education: International Perspectives*. Ed. Eeva Hujala. Finland: Association for Childhood Education International, Oulu University. ED 403 069
- Uzat, S. L. (1998). Cognitive coaching and self-reflection: Looking in the mirror while looking through the window. Paper presented at the annual meeting of the Mid-South Educational Research Association. New Orleans, LA. ED 427 064
- Weiss, E. M. & Weiss, S. G. (1998). *New directions in teacher evaluation*. Washington, DC: ERIC Digest, ERIC Clearinghouse on Teaching and Teacher Education, AACTE.
- Wilhelm, R. W., Coward, M. F., and Hume, L. M. (1996). The effects of a professional development institute on pre-service teachers' perceptions of their intercultural knowledge and diversity. *Teacher Educator*, 32(1), 48-61. ED 533 469

Module 14 Reading B, Reflective Teaching: Exploring our Own Classroom Practice Author: Julie Tice

Reprinted in its original text format with permission. Retrieved January 24, 2006 from the Web site: <http://www.teachingenglish.org.uk/think/methodology/reflection.shtml>

Introduction

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it work—a process of self-observation and self-evaluation. By collecting information about what goes on in our classroom, and by analysing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching.

Reflective teaching is therefore a means of professional development which begins in our classroom.

Why it is Important

Many teachers already think about their teaching and talk to colleagues about it too. You might think or tell someone that “My lesson went well” or “My students didn’t seem to understand” or “My students were so badly behaved today.”

However, without more time spent focussing on or discussing what has happened, we may tend to jump to conclusions about why things are happening. We may only notice reactions of the louder students. Reflective teaching therefore implies a more systematic process of collecting, recording and analysing our thoughts and observations, as well as those of our students, and then going onto making changes.

- If a lesson went well we can describe it and think about why it was successful.
- If the students didn’t understand a language point we introduced we need to think about what we did and why it may have been unclear.
- If students are misbehaving - what were they doing, when and why?

Beginning the Process of Reflection

You may begin a process of reflection in response to a particular problem that has arisen with one or your classes, or simply as a way of finding out more about your teaching. You may decide to focus on a particular class of students, or to look at a feature of your teaching - for example how you deal with incidents of misbehaviour or how you can encourage your students to speak more English in class.

The first step is to gather information about what happens in the class. Here are some different ways of doing this.

Teacher diary. This is the easiest way to begin a process of reflection since it is purely personal. After each lesson you write in a notebook about what happened. You may also describe your own reactions and feelings and those you observed on the part of the students. You are likely to begin to pose questions about what you have observed. Diary writing does require a certain discipline in taking the time to do it on a regular basis.

Module 14: Reflective Teaching

Here are some suggestions for areas to focus on to help you start your diary: http://www.teach-english.org.uk/think/methodology/teaching_diary.pdf

[Also integrated in the *Reflective Teaching Diary Questions* section at the start of this module.]

Peer observation. Invite a colleague to come into your class to collect information about your lesson. This may be with a simple observation task or through note taking. This will relate back to the area you have identified to reflect upon. For example, you might ask your colleague to focus on which students contribute most in the lesson, what different patterns of interaction occur or how you deal with errors.

Recording lessons. Video or audio recordings of lessons can provide very useful information for reflection. You may do things in class you are not aware of or there may be things happening in the class that as the teacher you do not normally see.

Audio recordings can be useful for considering aspects of teacher talk.

- How much do you talk?
- What about?
- Are instructions and explanations clear?
- How much time do you allocate to student talk?
- How do you respond to student talk?

Video recordings can be useful in showing you aspects of your own behaviour.

- Where do you stand?
- Who do you speak to?
- How do you come across to the students?

Student feedback. You can also ask your students what they think about what goes on in the classroom. Their opinions and perceptions can add a different and valuable perspective. This can be done with simple questionnaires or learning diaries for example.

What to Do Next

Once you have some information recorded about what goes on in your classroom, what do you do?

Think. You may have noticed patterns occurring in your teaching through your observation. You may also have noticed things that you were previously unaware of. You may have been surprised by some of your students' feedback. You may already have ideas for changes to implement.

Talk. Just by talking about what you have discovered—to a supportive colleague or even a friend—you may be able to come up with some ideas for how to do things differently.

- If you have colleagues who also wish to develop their teaching using reflection as a tool, you can meet to discuss issues. Discussion can be based around scenarios from your own classes.
- Using a list of statements about teaching beliefs (for example, pairwork is a valuable activity in the language class or lexis is more important than grammar) you can discuss which ones you agree or disagree with, and which ones are reflected in your own teaching giving evidence from your self-observation.

Read. You may decide that you need to find out more about a certain area. There are plenty of Web sites for teachers of English now where you can find useful teaching ideas, or more academic articles.

Teacher Development

There are also magazines for teachers where you can find articles on a wide range of topics. Or if you have access to a library or bookshop, there are plenty of books for English language teachers.

Ask. Pose questions to Web sites or magazines to get ideas from other teachers. Or if you have a local teachers' association or other opportunities for in-service training, ask for a session on an area that interests you.

Conclusion

Reflective teaching is a cyclical process, because once you start to implement changes, then the reflective and evaluative cycle begins again.

- What are you doing?
- Why are you doing it?
- How effective is it?
- How are the students responding?
- How can you do it better?

As a result of your reflection you may decide to do something in a different way, or you may just decide that what are you are doing is the best way. And that is what professional development is all about.

Module 14: Reflective Teaching

List of Additional Readings and Resources

- Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.
- Developing reflective practice: What's in it for you?* (2005). Retrieved October 28, 2005, from Higher Education Academy, UK Centre for Legal Education Web site: <http://www.ukcle.ac.uk/resources/reflection/you.html>
- Ferraro, J. M. (2000). Reflective practice and professional development. *ERIC Digest ED449120*. Retrieved October 28, 2005, from <http://searcheric.org/digests/ed449120.html>
- Harland, D. J. (n.d.) *Mentoring teachers: A handbook for reflective teaching*. Retrieved October 28, 2005, from <http://www.iloveteaching.com/mentor/>
- Huling, L. and Resta, V. (2001). Teacher mentoring as professional development. *ERIC Digest ED460125*. Retrieved October 28, 2005, from <http://www.vtaide.com/png/ERIC/Teacher-Mentoring.htm>
- Klinghammer, S. J. (2005a). Portfolio guides and checklists for teacher development: Portfolio process. Retrieved October 28, 2005, from University of Oregon, Online English Language Center Web site: http://oelp.uoregon.edu/14_portfolio_process.doc
- Klinghammer, S. J. (2005b). *Portfolio guides and checklists for teacher development: Portfolio contents guide*. Retrieved October 28, 2005, from http://oelp.uoregon.edu/14_portfolio_contents.doc
- Klinghammer, S. J. (2005c). *Portfolio guides and checklists for teacher development: Portfolio conference guide*. Retrieved October 28, 2005, from University of Oregon, Online English Language Center Web site: http://oelp.uoregon.edu/14_portfolio_conference_guide.doc
- Klinghammer, S. J. (2005d). *Portfolio guides and checklists for teacher development: Peer evaluation checklist*. Retrieved October 28, 2005, from University of Oregon, Online English Language Center Web site: http://oelp.uoregon.edu/14_portfolio_evaluation_peer.doc
- Klinghammer, S. J. (2005e). *Portfolio guides and checklists for teacher development: Self-evaluation checklist*. Retrieved October 28, 2005, from University of Oregon, Online English Language Center Web site: http://oelp.uoregon.edu/14_portfolio_evaluation_self.doc
- Klinghammer, S. J. (2005f). *Portfolio guides and checklists for teacher development: Final evaluation checklist*. Retrieved October 28, 2005, from University of Oregon, Online English Language Center Web site: http://oelp.uoregon.edu/14_portfolio_evaluation_final.doc
- National Capital Language Resource Center. (2004). Reflective teaching practice. *National Capital Language Resource Center, Washington, DC*. Retrieved October 28, 2005, from <http://www.nclrc.org/essentials/whatteach/reflect.htm>
- Tice, J. (n.d.). Reflective teaching: Exploring our own classroom practice. *The British Council: Think: Ideas on Teaching*. Retrieved October 28, 2005, from <http://www.teachingenglish.org.uk/think/methodology/reflection.shtml>

Teacher Development

Answer Key to Module 14, Reflective Teaching

Here are some suggested directions for answers to the questions for this module. Actual answers may vary depending on local context and the kinds of experience that viewers bring to the task of interpreting and applying video and text concepts.

Module 14, Video Segment #1

Part A

This will vary on an individual basis.

Part B

Some of the comments from other teachers in the video with regard to their beliefs and practices include the following.

Teacher #1 (blue dress, student posters behind her):

- Makes small, incremental changes in the classroom. She is deliberate and purposeful with changes; she explains the changes that are occurring.
- Believes that students learn better when they are “relaxed” and having fun; when the lesson is “meaningful.”
- Introduces surprises and new activities sometimes in the classroom to keep students interested.
- Brings in / expands on content whenever it seems appropriate (uses a thematic or content-based approach).

Teacher #2 (white shirt, yellow chart behind her):

- Uses Guided Language Acquisition Design (GLAD) strategies, especially with her lower level language learners.
- Works to increase interactivity and use of target language, encourages speaking and production, and provides visual support.
- Uses lots of songs and chants to improve language retention.
- Ties language learning to specific content areas.

For more on GLAD, see their Web site:

Project GLAD

<http://www.projectglad.com/glad.html>

Teacher #3 (pink sweater, chalkboard behind her):

- Keeps students actively engaged.
- Creates opportunities for students to learn from each other.
- Provides regular opportunities for group work because students like it.
- Remains flexible in her lessons; makes changes on the spot as needed.
- Gives students choices (control over their own learning) and lets them make decisions about their own learning; keeps learning at the center of all activities.

Module 14: Reflective Teaching

Part C

This will vary on an individual basis.

Part D

Some of the comments from other teachers in the video with regard to their hopes (wishes), dreams, and plans for the future include:

Teacher #1 (long-sleeved blouse, pink bulletin board behind her):

- “Reflecting is always a good thing...” This is clearly a practice she engages in regularly.
- She would like to give students more opportunities for “exposure” to the real world, or the “outside world,” to make the language learning as contextualized and meaningful as possible.

Teacher #2 (red shirt, mural painting behind her):

- She is going to try to “have more conversations” and to put more emphasis on “communication” in English in her classes.
- She wishes in the future she could have her own classroom instead of moving from class to class, so that she could have English all over the walls and class for greater language exposure.
- She loves her work and the students she works with, and expects that this will continue.

Teacher #3 (white blouse, green wall and plant in background):

- She anticipates that the demand for English will continue to increase, especially in developing countries. Her school will continue to support English language instruction in the curriculum.
- She is planning to re-use a lesson she has taught before, using authentic materials from newspaper ads.
- She wants to create opportunities for students to improve their language skills and get good jobs.
- For herself, she plans to continue teaching for now and she enjoys it, but would some day like to perhaps move into an administrative role (in the Ministry of Education).
- She would like to reinstate student exchanges overseas.

Teacher #4 (blue dress, student posters behind her; same person as in Part B, teacher #1):

- Wishes students could learn to be brave and seek out new knowledge on their own.
- Hopes students will learn to get better at asking for help.

Summary Discussion

The readings include additional reflective practices such as:

- Teaching portfolios.
- Video or audio recordings of lessons, with follow-up analysis.
- Mentoring partnerships between new and more experienced teachers.
- Reflective practice as an integral part of formative peer observation.
- Classroom assessment techniques in which teachers actively gather feedback (some of it anonymous) from students to help shape the curriculum, lessons, and teaching practices.