

# Self-Assessment: The Reflective Practitioner

Reflection is what allows us to learn from our experiences: It is an assessment of where we have been and where we want to go next.

~ Kenneth Wolf

The reflection that accompanies the evidence a candidate presents in the performance-based product is a critical part of the candidate's development. Through reflection the candidate begins the ongoing process of blending the art and science of good teaching practice. Reflection requires thoughtful and careful reporting and analysis of teaching practice, philosophy, and experience. Understanding why an activity or practice was productive or nonproductive in the classroom is a key element in the progression from novice to master teacher.

The reflection cycle and the guiding questions included in this packet are designed to assist licensure candidates in the reflection process. They will enable candidates to better understand the reflection process and address the question; "How does this piece of evidence demonstrate my knowledge and skill level in this activity?". The following reflection cycle offers a prescriptive structure while allowing the flexibility necessary for candidates to demonstrate their knowledge, skill, and ability in the unique context of their area and environment.

The reflections of the novice teacher are also vital to the assessors charged with the responsibility for judging whether the teacher has met the required level of performance for each standard based activity. Through their responses to the guiding questions, candidates will better be able to put evidence into perspective for the review team members by explaining how the evidence or artifact addresses the standard through the activity.

The process provided a focus with my teaching; it made me constantly question **what** I was challenging my students with and **why** I was doing it.

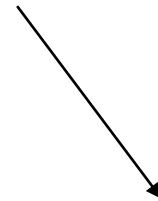
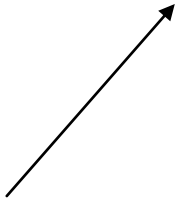
~ Novice Teacher

## The Reflection Cycle

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### 1. Select

- What are you demonstrating?
- What are you addressing?
- What evidence do you have?



### 5. Transform

- Utilize information, evidence, or data
- Apply to teaching practice
- Develop goals and strategies



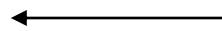
### 2. Describe

- Who?
- What?
- When?
- Where?



### 4. Appraise

- Interpret events
- Determine impact
- Determine effectiveness
- Determine the relationship to goals, values, and philosophy



### 3. Analyze

- Why?
- How?

## Writing a Reflection

**Select:**

What are you reflecting on? You don't necessarily have to reflect on the entirety of something. You can choose certain aspects. For example, with a single lesson you may wish to focus on methodology, procedures, learning, assessment, etc.

**Describe:**

This step involves a description of the circumstances, situation or issues related to what has been selected. Four "W" questions are usually addressed:

- *Who* was involved?
- *What* were the circumstances, concerns, or issues?
- *When* did the event occur?
- *Where* did the event occur?

**Analyze:**

This step involves "digging deeper." The "*Why*" of what has been selected and the "*How*" of its relationship to your teaching practice should be addressed.

**Appraise:**

In the previous three steps, you have described and analyzed an experience, a piece of evidence, or an activity. The actual self-assessment occurs at this stage as you interpret the activity or evidence and evaluate its appropriateness and impact.

**Transform:**

This step holds the greatest opportunity for growth as you use the insights gained from reflection in improving and transforming your practice. What did you learn? What will you keep do the same? What will you change?

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The reflections helped me to see that I actually was making a difference, even though it didn't always seem like it.

~ Novice Teacher