



## Teacher Collaborative Routines - *Reflective Practice*

*Teachers reflect on feedback and adjust instruction using research- and evidence-based practice.*

# PRACTICE 12

### INDICATOR AREA: Practices of Reflection

|                            |                        |  |
|----------------------------|------------------------|--|
| <b>PREPARATION</b>         | <b>GETTING AWARE</b>   | Ask teachers to provide anecdotal evidence of times when teachers have adjusted their instruction after receiving peer feedback. Gather the teacher-to-teacher feedback to determine if this practice is occurring and resulting in an increase in evidence- and research-based instructional practices. Survey staff to assess reflectiveness on instruction, and compare results with building and district leader perception. |
|                            | <b>GETTING READY</b>   | The district provides professional learning for teachers to effectively provide peer feedback, including the purpose of reflection and strategies for becoming self-reflective.  |
| <b>PROGRESS INDICATORS</b> | <b>GETTING STARTED</b> | Teachers are reflecting on peer feedback without a change to instructional practice. No action has taken place to build teacher reflection skills.   |
|                            | <b>GETTING BETTER</b>  | Teachers are reflecting on peer feedback and adjusting instruction using research- and evidence-based practices. Teachers are developing awareness and skills around self and collaborative reflection.  |
|                            | <b>KEEP IMPROVING</b>  | Teachers are reflecting on peer feedback and adjusting instruction using evidence-based practices that result in an increase in student achievement. Educators view observations as a means for teachers to observe, reflect, and discuss their practices and to focus on individual, collegial, and school-wide improvement.  |

### RESEARCH REFERENCES FOR THIS INDICATOR:

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- Fulton, K., Yoon, I., & Lee, C. (2005). *Induction into learning communities*. National Commission on Teaching and America's Future.
- Saunders, M., Alcantara, V., Cervantes, L., Del Razo, J., López, R., & Perez, W. (2017). *Getting to teacher ownership: How schools are creating meaningful change*. Brown University. Annenberg Institute for School Reform.

## INDICATOR AREA - Evidence for Reflection

### PREPARATION

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|---------------|--|
| GETTING AWARE | Request data from teacher-to-teacher observations. Analyze the data to determine if there is a coherent method for gathering and analyzing teacher-to-teacher observations and feedback and whether it is resulting in an increase in student achievement. |
| GETTING READY | The district provides a method for collection of data that allows for comparison of instructional practices to student achievement. The district provides staff training in the use of the data collection and analysis tool.                              |

### PROGRESS INDICATORS

|                 |   |
|-----------------|---|
| GETTING STARTED | Some data are being collected through teacher-to-teacher observations in regard to a professional learning initiative established by the school or district.  |
| GETTING BETTER  | Complete data sets are being collected through teacher-to-teacher observations as a result of the professional learning initiative established by the school or district and data is analyzed to improve fidelity of the implementation of instructional strategies. Collaboration is occurring around teacher data to provide individualized professional learning within teacher's areas of focus.  |
| KEEP IMPROVING  | Complete data sets are being collected through teacher-to-teacher observations as a result of the professional learning initiative established by the school or district and data is analyzed to improve fidelity of the implementation of instructional strategies that result in an increase in student achievement. Collaboration is occurring around teacher observations to provide individualized professional learning within teacher's areas of focus that results in an increase in student achievement. |

### RESEARCH REFERENCES FOR THIS INDICATOR:

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Gutierrez, S. B., & Kim, H. B. (2018). Peer coaching in a research-based teachers' professional learning method for lifelong learning: A perspective. *Alberta Journal of Educational Research*, 64(2), 214-221.

Hall, P. & Simeral, A. (2015). *Teach, reflect, learn: building your capacity for success in the classroom*. ASCD.

Kachur, D.S., Stout, J.A., & Edwards, C.L. (2013). *Engaging teachers in classroom walkthroughs*. ASCD.

Papay, J.P., Taylor, E.S., Tyler, J.H. & Laski, M. (2016). *Learning job skills from colleagues at work: Evidence from a field experiment using teacher performance data*. National Bureau of Economic Research.

