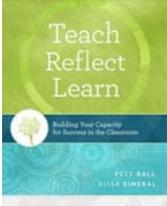


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# Teach, Reflect, Learn

Building Your Capacity for Success in the Classroom



**Pete Hall & Alisa Simeral**  
May 21, 2015

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## How Important is the Teacher?



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Guskey, T.R. (1999, October). Making Standards Work. *American Association of School Administrators*

**“Success [in education] hinges on what happens at the classroom level.”**

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Odden, A., & Wallace, M.J.  
(2003, August 6). Leveraging teacher pay.  
*Education Week*, 22(43), 64.

**“Improved classroom instruction is the prime factor to produce student achievement gains.”**

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National Commission on Teaching and America's Future. (1996). *What Matters Most: Teaching for America's Future*. New York: New York

**The one factor that can make the most difference in improving student achievement is a "knowledgeable, skillful teacher" in front of the classroom.**

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Sanders, W.L., & Rivers, J.C. (1996). *Cumulative and residual effects of teachers on future student academic achievement*. Research Progress Report. Knoxville: TN

**“The single most important factor affecting student achievement is teachers... Students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to several highly effective teachers in sequence.”**

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## Reflection



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## The Continuum of Self-Reflection

Unaware    Conscious    Action    Refinement



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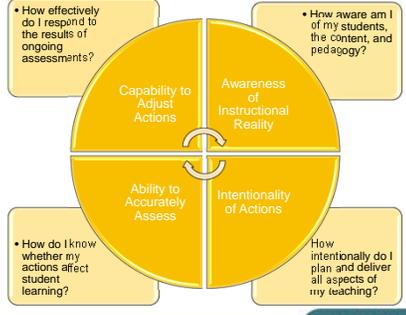
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## Reflective Cycle



- How effectively do I respond to the results of ongoing assessments?
- How aware am I of my students, the content, and pedagogy?
- How do I know whether my actions affect student learning?
- How intentionally do I plan and deliver all aspects of my teaching?

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## Student Learning is at the Heart of Teacher Reflection.



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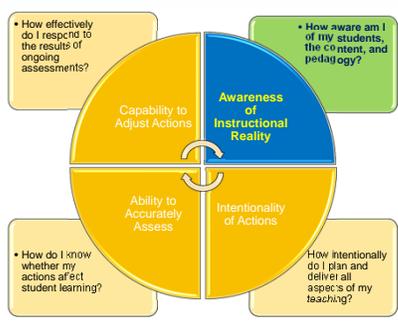
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• How effectively do I respond to the results of ongoing assessments?

• How aware am I of my students, the content, and pedagogy?

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### Awareness of Instructional Reality

**Looks Like**

- Carefully observing students throughout the day and keeping anecdotal notes.
- Teacher reads ahead in the curriculum to identify where misconceptions or difficulty may arise.

**Sounds Like**

- "Kim, explain your thinking behind the answer here. Tell me more about thoughts when you were solving this problem."
- "Class, before we start this unit, I want you to write down all that you know on this topic so that I can tailor my instruction to fit your needs."

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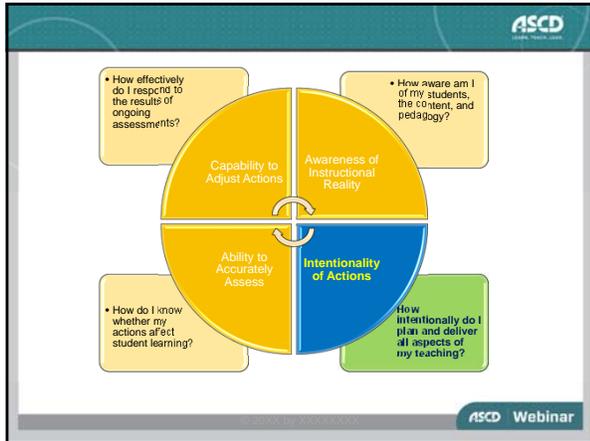
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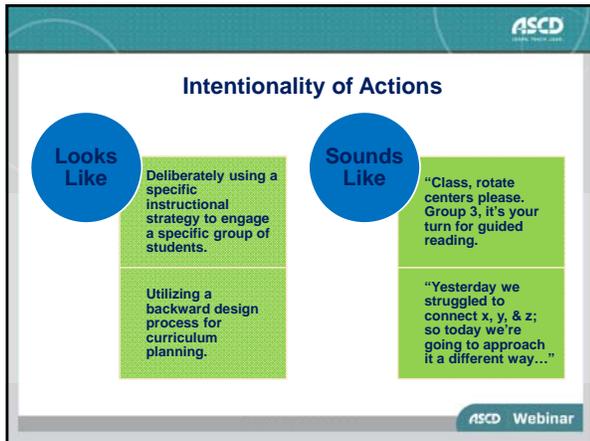
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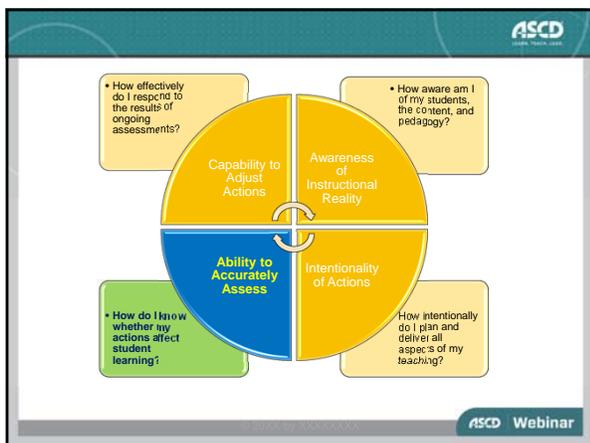
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### Ability to Accurately Assess

**Looks Like**

Teacher walking around the classroom listening to conversation, stopping to talk with a student about his or her thinking.

Teacher analyzing student work to pinpoint where misconceptions may lie.

**Sounds Like**

"Explain your thinking to your neighbor and have your neighbor repeat back to you what they heard. Clarify any misconceptions."

"On the count of three, show me your work on your white boards."

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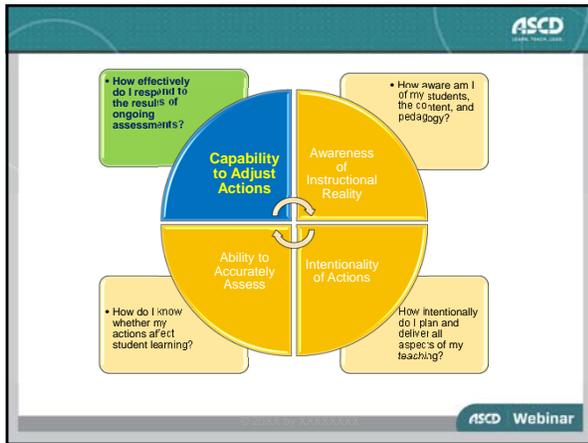
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### Capability to Adjust Actions

**Looks Like**

Recognizing the class is talkative today and embedding more discussion time into the lesson to keep students engaged.

Making the split-second decision to allow the class to engage in a powerful discussion, although the conversation has veered away from the planned lesson.

**Sounds Like**

"Class – start your work. Jody, Sam, and May, please meet me at the back table for a quick reteach."

"Tomas, swap places on the rug with Diana. I'd like you to partner with Scott for the rest of today's lesson."

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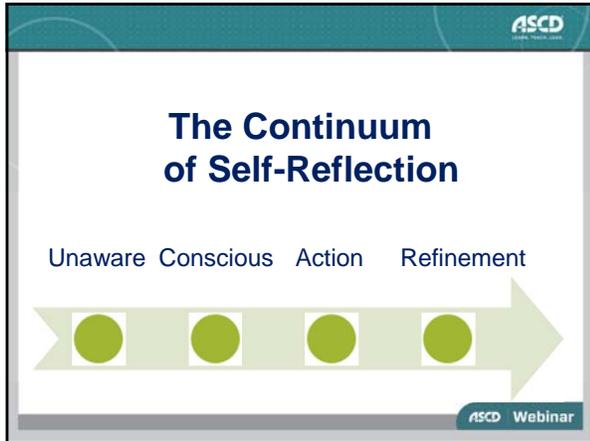
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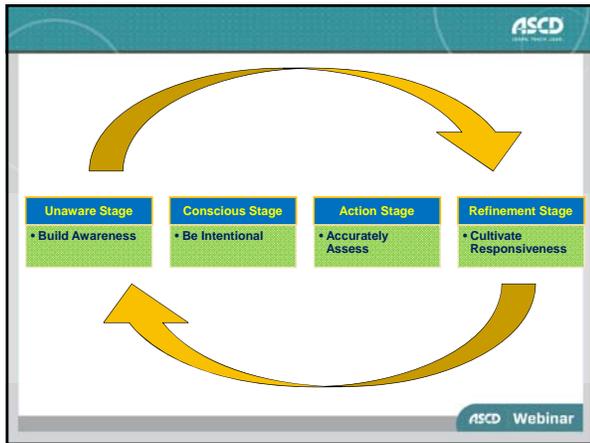
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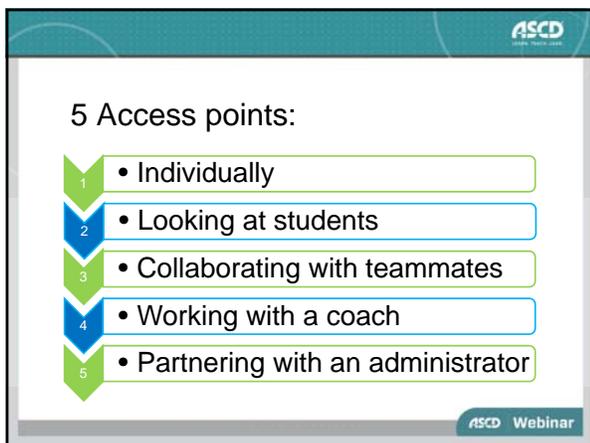
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**Student Learning**  
is at the Heart of Teacher Reflection.



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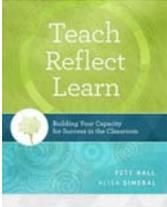
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**Teach, Reflect, Learn**  
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in the Classroom



**Take the 6 Week Challenge!**

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