

May Online PD: “The Reflective Practitioner”

Purpose-

When we set out giving our students an assignment, we typically begin by establishing the purpose. Once the assignment is complete, we then review student work based on how well they achieved the purpose. We do this by evaluating the work against a set of criteria tied to our purpose; this is usually in the form of a rubric. John Hattie’s work over ‘Visible Learning’ tell us that providing specific and actionable feedback is an effective strategy we can utilize in our classroom. However, the most effective strategy we can utilize is having students evaluate, and reflect upon, their own performance and progress. This process, and its value, also holds true for educators.

As you come to the end of the school year, it is important that you evaluate your performance. You can do this by reviewing the evaluation tool used by your own district and conducting a self-evaluation, or you can use [Charlotte Danielson’s rubrics](#) for evaluating teacher’s professional practice. The goal of conducting a self-evaluation is to help you in thinking critically about your own work to internalize areas of strength, so that you can determine how you can leverage your strengths to alleviate and/or improve areas of weakness.

Take some time to read the articles by Carpenter and Gonzalez. In them, you will learn about the importance of teacher leadership and self-reflection. Once you have engaged in some reading, please review some of the teacher reflection questions. While you might not feel compelled to formally answer every question, find questions that you can explore for purposeful reflection and improvement.

Readings-

[“Teachers at the Wheel”](#) (Carpenter)

[“The Gut-Level Teacher Reflection”](#) (Gonzalez)

Activity-

[‘20 Teacher End of the Year Reflection Questions’](#)

[‘Teacher Reflection Questions’](#)