



Teacher Reflection Framework: Engagement through Effective Feedback



MAKE A COPY OF THIS DOCUMENT AND SAVE IT TO YOUR OWN DRIVE.

ABOUT THIS RESOURCE

Learning and growing as a teacher is not a linear path, but a dynamic and iterative process that requires reflection on actions and outcomes. Engaging in reflective practice allows you to identify strengths and areas for growth, so that you can develop your practice and adapt to changing contexts and student needs over time. Just as teachers want students to move forward in their learning, teachers need to move forward in their learning in order to grow as professionals.

What is reflective practice?

Reflective practice is a cycle of inquiry that allows teachers to be the drivers of their own professional growth. Through a process of observation, analysis, interpretation, and evaluation, teachers reflect on their instructional practices in order to take steps to improve their practices and increase student learning and engagement.

Instead of a single exercise of self-assessment, reflective practice should be an ongoing and repeated process. While there are several models that illustrate this iterative process, this resource draws from Rolfe, Freshwater, & Jasper (2001). For further information on reflective practice, consider these resources from the [University College Dublin](#) and [Cambridge International Education](#).

Why use a framework to reflect on teaching practices?

This framework for reflection scaffolds the cycle of inquiry and self-assessment, helping you organize your reflections and target areas for improvement.

Designed to be used repeatedly over time, the framework includes concrete examples of strategies and activities to help you plan for improvement. By documenting your reflections and plans this way, you are able to share them with colleagues or administration and collaborate on steps to move forward.

How should I use this framework?

This framework is based on Rolfe, Freshwater, & Jasper's (2001) 'What' model, an iterative process consisting of three simple questions:

- [What?](#) Describe what happened (your actions and outcomes and student actions and outcomes).
- [So What?](#) Reflect on what this tells you about your instructional practices and your students' needs (what new insight do you have?).

- [Now What?](#) Describe a plan of action for improvement and how you will apply your new insight and reflection to new classroom experiences.

These three main questions are intentionally simple, making it easier to keep the process in mind as you teach and observe your students. The framework that follows expands on these questions, drilling down into specific actions, observations, and strategies as you reflect on what has happened, respond with comprehensive answers, and make plans for moving forward. Before you use the framework to engage in reflective practice, take a moment to review the prompts for each question, as well as the steps of feedback cycle itself (and example strategies included).

Why focus on feedback?

Students learn more when they're actively engaged in their learning. While there are many different ways to make learning more active, one strategy is establishing effective feedback loops between students and teachers. Effective feedback helps students identify goals, evaluate and synthesize ideas, discuss their work constructively with others, and take actions to improve. When students are actively engaged in the feedback cycle, they develop self-regulation and critical thinking skills and practice a growth mindset.

Effective feedback requires both teachers and students to actively participate in the feedback process, not just as recipients of feedback, but as active participants in the process. The outcome of this collaborative approach is feedback that helps both the student and the teacher move forward - by taking actions to improve skills, work products, instruction, or lesson plans.

Reflection Framework: Engagement through Effective Feedback

Reflect on how you supported the feedback cycle in your classroom today.

<h3>What?</h3> <p>Descriptive</p>			
Feedback Cycle Stage (Complete rows as appropriate, based on the stages of the feedback cycle you supported)	What were you doing? How did you support students during this stage of the feedback cycle?	What were students doing? How did they engage in this part of the feedback cycle?	How effective was this strategy? Describe student engagement in this stage of the feedback cycle.
“Where am I going?” Co-creating, creating, and/or sharing learning goals and success criteria. (Check out the list of examples below this table.)		[Describe student actions and experiences]	
“Where am I now?” Formative (for/as) assessments and other evidence of learning. (Check out the list of examples below this table.)		[Describe student actions and experiences]	
“Where to next?” Identifying possible feedforward opportunities for growth, paired with of/for/as assessments. (Check out the list		[Describe student actions and experiences]	

of [examples](#) below this table.)

Examples of effective feedback strategies and activities for each stage of the feedback cycle		
Where am I going?	Where am I now?	Where to next?
<p>Learning goals and success criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> co-constructing success criteria and/or learning goals <input type="checkbox"/> unpacking standards <input type="checkbox"/> annotating the assignment <input type="checkbox"/> designing/reviewing rubrics <input type="checkbox"/> reviewing and posting exemplars or anchor charts 	<p><u>Assessment for/as learning</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> self review/reflection <input type="checkbox"/> peer feedback <input type="checkbox"/> questioning <input type="checkbox"/> entry/exit tickets <input type="checkbox"/> whole class feedback <input type="checkbox"/> microgrouping <input type="checkbox"/> chunking <input type="checkbox"/> and more 	<p><u>Assessment of learning</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> portfolio <input type="checkbox"/> performance <input type="checkbox"/> presentation <input type="checkbox"/> paper <input type="checkbox"/> project <input type="checkbox"/> unit test/quiz <p><u>Feed forward</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Marzano's self assessment rubric <input type="checkbox"/> goal/intention setting <input type="checkbox"/> individual conferences <input type="checkbox"/> revise/revisit/resubmit <input type="checkbox"/> self-assessment and receiving feedback to determine next steps

So What?

Knowledge and Meaning

What do the students' level of engagement and the learning outcomes tell me about my planning or instruction ?	What do the students' level of engagement and the learning outcomes tell me about my students ?	Why did I do what I did? What was I trying to do? What did I base my actions off of?	What new insights or understanding do I have? What could I have done differently?

Now What?

Plan of Action

What do I need to do to improve? How can I apply my insight and reflection to new classroom experiences?

Consider the following:

- Do I need to incorporate new or different strategies for effective feedback?
- Do I need to modify effective feedback practices I've already tried?
- Are there parts of the feedback cycle I am not supporting?
- How can I involve students as partners in the feedback cycle and give them more ownership over their feedback and learning?
- Finally, how will I plan for and implement this?

Get more resources like this at www.opportunityeducation.org/resources