Teacher Reflection Protocol

Guiding Question: What do we need to assess in our new teachers?

5 topic domains:
1. Curriculum
2. Differentiation
3. Evidence of Student Learning
4. Communication & Professionalism
5. Reflective practice/inquiry

Domain Literature Sources:
(Carspecken - Critical Ethnography, NCATE Unit Standards, DePaul Program Performance Standards, NCATE PDS Standards, INTASC, Holmes, NBPTS).

Procedures:
1. Observe a mentor teacher’s class.
2. Then in a post observation conference, ask questions in Teacher Reflection Protocol (for purposes of modeling). Please limit your own comments and allow for their reflection on their own teaching.
3. Discuss the mentor’s thoughts on their own use of the protocol and allowing for a new teacher to learn reflective practices.
4. Faculty explain to teachers protocol (although this is a pilot and will not be used for research until IRB/LRB approval: PDS research intent, IRB release, connection of the domains to DePaul Program Performance Standards, DePaul student teaching requirements.)
Questions:

1. What was the relationship between what you planned to teach today and what actually happened in the classroom today?

1a. What is the relationship between the curricular decisions you made today and your beliefs and understandings about teaching and learning?

2. In what ways was the activity today related to the diverse needs of learners in this classroom?

2a. How did you become informed about and plan for the diverse needs of your students?

2b. In what ways were students communicating and making meaning in the classroom today?

3. What did your students learn today and how do you know?

4. Who beyond the students and you is involved with/connected to your work today?

4a. What methods are you using to maintain communication with those others you mentioned above?

5. In what ways will you use your experiences thus far to continue your professional growth?

5a. What tools will you use to track/monitor/revisit your teaching experiences so far?

5b. What does professional development mean to you, and how do you plan to incorporate it into your life as a teacher?

6. Where do you perceive yourself as a decision maker?

6a. How do you negotiate formal requirements (standards) and your beliefs about curriculum and pedagogy? How do you define your role as a teacher?