

## Teach, Reflect, Learn: Building Your Capacity for Success in the Classroom

In this course, you will have the opportunity to deepen your knowledge, hone your self-reflective skills, and ultimately, “build your capacity for success.”

“Building your capacity for success.” This phrase packs quite a significant wallop—both in education and in life. For this course, the term capacity is not viewed as a static measurement—such as how much capacity one’s heart has for blood—but rather, as a dynamic element of improvement—how much capacity one’s heart has for love (to continue this metaphor). Our capacity for success, like our capacity for love, knowledge, skill, excellence, learning, and growth, is limitless. And as we increase that capacity, we simultaneously increase our ability to affect the children with whom we work in positive ways.

So what makes a great teacher successful when others fall short? Rigorous, ongoing self-reflection. Expertise does not come naturally. Cultivating awareness, developing a skill, honing the ability to accurately assess, and improving our responsiveness takes time, effort, energy, and a hefty dose of self-reflection. In the words of the famous John Dewey, “It’s not the doing that matters; it’s the thinking about the doing” (quoted in Archambault, 1974, p. 321). The difference between learning a skill and implementing it effectively resides in our capacity to engage in deep, continuous, and rigorous thought about that skill.

This course has been carefully constructed for you, the classroom teacher—no matter your years of experience or amount of expertise. In the six modules that follow, you’ll be given a chance to take charge of your own learning and follow one of four differentiated paths on the journey to grow your personal capacity. For most of us, education isn’t just a job or a profession or something we do during the school year. It’s a calling. And we’re not called to mediocrity.

We’re called to make a difference. To impact the future. To change students’ lives. To help our young people become the amazing, wonderful human beings they’re meant to be.

And our charge—to maximize our influence through continuous improvement—is a calling we must heed. Let’s spread our professional wings, grow as reflective practitioners and skilled educators, and fulfill the destiny of that calling.

## Course Objectives

After completing this course you should be able to

### Module 1

- Summarize the influence a teacher has on student achievement.
- Analyze your teacher-evaluation model to identify where, how, and when self-reflection appears within the criteria.

### Module 2

- Identify your current reflective standing on the Continuum of Self-Reflection.
- Craft a self-reflective goal to drive the expansion of metacognitive habits.

### Module 3

- Determine how to build a comprehensive understanding of student learning styles, interests, and needs.
- Develop student learning profiles.

### Module 4

- Analyze correlation between intentional teaching and student learning.
- Design a plan to work with strategic intentionality toward more effective student learning.

### Module 5

- Determine the role formative assessment plays in student learning.
- Evaluate your formative assessment practices.

### Module 6

- Describe the effect Responsiveness has on student learning.
- Analyze the effectiveness of a lesson using the steps on the Reflective Cycle.

## Course Syllabus

<p><b>Module 1</b></p>	<p><b>Self-Reflection as a Tool</b></p> <ul style="list-style-type: none"> <li>• Reading 1: The Center of the Universe</li> <li>• Reading 2: Reflections on Self-Reflection</li> <li>• Application 1: The Importance of Self-Reflection</li> <li>• Video: Reflecting Thoroughly</li> <li>• Knowledge Check</li> <li>• Application 2: Evaluation and Reflection</li> <li>• Post-Module Reflection</li> </ul>
<p><b>Module 2</b></p>	<p><b>Self-Assessment of Reflective Tendencies</b></p> <ul style="list-style-type: none"> <li>• Video: How do we get started?</li> <li>• Application 1: The Self-Assessment Tool</li> <li>• Reading 1: The Continuum of Self-Reflection</li> <li>• Reading 2: Stages and Goals                             <ul style="list-style-type: none"> <li>A. The Unaware Stage</li> <li>B. The Conscious Stage</li> <li>C. The Action Stage</li> <li>D. The Refinement Stage</li> </ul> </li> <li>• Knowledge Check</li> <li>• Application 2: Set Your Goals</li> <li>• Post-Module Reflection</li> </ul>
<p><b>Module 3</b></p>	<p><b>Building Awareness of Instructional Realities</b></p> <ul style="list-style-type: none"> <li>• Reading 1: The Reflective Cycle</li> <li>• Video: I Wish My Teacher Knew...</li> <li>• Reading 2: Actions for Each Stage</li> <li>• Reading 3: The How-to/s of Planning Lessons Differentiated by Learning Profiles</li> <li>• Knowledge Check</li> <li>• Application: Develop Student Learning Profiles</li> <li>• Post-Module Reflection</li> </ul>

<p><b>Module 4</b></p>	<p><b>Working with Intentionality</b></p> <ul style="list-style-type: none"> <li>• Video: Be Intentional</li> <li>• Reading 1: Growing Along the Continuum</li> <li>• Optional Reading 2: Students, Teachers, and Vegetables</li> <li>• Knowledge Check</li> <li>• Application 1: Design a Plan of Action: Scenarios</li> <li>• Application 2: Design a Plan of Action</li> <li>• Post-Module Reflection</li> </ul>
<p><b>Module 5</b></p>	<p><b>Engaging in Accurate Assessment</b></p> <ul style="list-style-type: none"> <li>• Video: Effective Assessment for Effective Learning</li> <li>• Reading 1: 7 Ways to Understand if Your Classroom Assessments are Working</li> <li>• Reading 2: Growing Along the Continuum</li> <li>• Knowledge Check</li> <li>• Application: Evaluating My Assessment Practices</li> <li>• Post-Module Reflection</li> </ul>
<p><b>Module 6</b></p>	<p><b>Cultivating Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Reading 1: <b>Expert Teachers Have Learned</b></li> <li>• Reading 2: <b>Demonstrating</b> Flexibility and Responsiveness</li> <li>• Reading 3: Growing Along the Continuum</li> <li>• Video: Teacher Reflective Practices</li> <li>• Knowledge Check</li> <li>• Application 1: Create a Visual Representation</li> <li>• Application 2: Characteristics of the Reflective Cycle Steps</li> <li>• Post-Module Reflection</li> </ul>

## Resources

- Archambault, R. D. (1974). *John Dewey: On education*. University of Chicago Press. Chicago, IL.
- Christenbury, L. (2010). The flexible teacher. *Educational Leadership*, 68(4), pp. 46–50.
- Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition*, pp. 88, 90. Alexandria, VA: ASCD.
- Hall, P., & Simeral, A. (2015). *Teach, Reflect, Learn: Building Your Capacity in the Classroom*. Alexandria, VA: ASCD.
- Jensen, E. (2000). Moving with the brain in mind. *Educational Leadership*, 58(3), pp. 34–37.
- Leahy, S., Lyon, C., Thompson, M., & William, D. (2005). Classroom assessment: Minute by minute, day by day. *Educational Leadership*, 63(3), pp. 19–24.