

## Four-step reflection process

Think about a significant event, interaction, or lesson that occurred in your classroom or school — with students or adults — that you feel is worth further reflection. This can be either a positive or negative experience.

1	<p><b>WHAT HAPPENED? (DESCRIPTION)</b></p>
	<ul style="list-style-type: none"> <li>• What did I do? What did others (such as students or adults) do?</li> <li>• What was my affect at the time? What was their affect?</li> <li>• What was going on around us? Where were we? When during the day did it occur? Was there anything unusual happening?</li> </ul>
2	<p><b>WHY? (ANALYSIS, INTERPRETATION)</b></p>
	<ul style="list-style-type: none"> <li>• Why do I think things happened this way?</li> <li>• Why did I choose to act the way I did? What can I surmise about why the other person acted as she or he did? What was going on for each of us?</li> <li>• What was I thinking and feeling? Or was I thinking at the time? How might this have affected my choice of behavior?</li> <li>• How might the context have influenced the experience? Was there something about the activities? Something about the timing or location of events?</li> <li>• Are there other potential contributing factors? Something about what was said or done by others that triggered my response? Are there past experiences — mine or the school's — that may have contributed to the response?</li> <li>• What are my hunches about why things happened the way they did?</li> </ul>
3	<p><b>SO WHAT? (OVERALL MEANING AND APPLICATION)</b></p>
	<ul style="list-style-type: none"> <li>• Why did this seem like a significant event to reflect on?</li> <li>• What have I learned from this? How could I improve?</li> <li>• How might this change my future thinking, behaving, interactions?</li> <li>• What questions remain?</li> </ul>
4	<p><b>NOW WHAT? (IMPLICATIONS FOR ACTION)</b></p>
	<ul style="list-style-type: none"> <li>• Are there other people I should actively include in reflecting on this event? If so, who and what would we interact about?</li> <li>• Next time a situation like this presents itself, what do I want to remember to think about? How do I want to behave?</li> <li>• How could I set up conditions to increase the likelihood of productive interactions and learning?</li> </ul>

**Source:** York-Barr, J., Sommers, W., Ghere, G.S., & Montie, J. (2001). *Reflective practice to improve schools*. Thousand Oaks, CA: Corwin. For more information or to purchase this book, please visit [www.corwinpress.com](http://www.corwinpress.com).