

## FOUR-STEP REFLECTION PROCESS: Coaches can help teachers to look back on lessons

1	<p><b>WHAT HAPPENED? (Description)</b></p> <ul style="list-style-type: none"> <li>• What did I do? What did students 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 in this way?</li> <li>• Why did I choose to act the way I did? What can I surmise about why students acted as they 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 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 students 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 in 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 lesson 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, lessons?</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 lesson? 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>



→ Coaches can use this tool to assist teachers in reflecting on taught lessons. It provides a way for a coach to debrief a lesson with a teacher.

→ Share questions with the teacher in advance of the lesson so that he or she will be more aware of key behaviors, perhaps allowing him or her to adjust a response during the lesson.

→ You may choose to have teachers write out their reflection in a lesson journal rather than debrief with you in person.

Source: *Reflective practice to improve schools* by Jennifer York-Barr, William Sommers, Gail S. Ghere, and Jo Montie (Thousand Oaks, Calif.: Corwin Press, 2001).