### The Continuum of Self-Reflection

#### Unaware Stage

**Capacity-Building Goal:** To build deeper awareness of students, content, and pedagogy

<table>
<thead>
<tr>
<th>Teacher’s Reflective Tendencies</th>
<th>Leadership Roles</th>
<th>Differentiated Coaching Strategies</th>
<th>Transformational Feedback (Directive statements)</th>
<th>Strategic PLC Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates little or no awareness of instructional reality in the classroom</td>
<td>Administrator: Director</td>
<td>• Make frequent contact, checking in often to talk about goals and progress toward them</td>
<td>• When you did this __, the students did this __. It worked because __. Do that again!</td>
<td>• Assign a specific task during team meetings</td>
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<tr>
<td>• Engages in little or no self-initiated reflection</td>
<td>Instructional Coach: Unconditional Partner</td>
<td>• Build confidence through short-term goal setting</td>
<td>• I noticed you used __ and it was effective because __; use it whenever you want your students to __.</td>
<td>• Front-load the upcoming content/meeting with an article, video, or 1:1 discussion</td>
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<tr>
<td>• Defines problems or challenges inaccurately</td>
<td></td>
<td>• Celebrate successes immediately</td>
<td>• When you did this __, the students did this __. Tomorrow try __, and tell me what happens.</td>
<td>• Debrief immediately following the meeting to support understanding and next-steps</td>
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<tr>
<td>• Sees surface-level events and classroom elements</td>
<td></td>
<td>• Model a strategy or lesson</td>
<td>• Your lesson was successful today because __.</td>
<td>• Facilitate collegial idea-sharing through professional learning protocols</td>
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<tr>
<td>• Collaborates infrequently with colleagues</td>
<td></td>
<td>• Whisper Coach while co-observing another teacher’s class</td>
<td>• You (or your students) struggled today because __. Next time that happens, try this: __, and tell me what happens.</td>
<td>• Strategically partner this teacher with a colleague (in particular one in the Action Stage) to build reflective capacity</td>
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<tr>
<td>• Focuses on routine</td>
<td></td>
<td>• Write lesson plans together</td>
<td>• You appear frustrated with ___ and I noticed you ___ several times. Tomorrow, try to take note of how many times you ____. Then let’s chat further.</td>
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<tr>
<td>• Exhibits the best of intentions</td>
<td></td>
<td>• Co-teach a lesson</td>
<td>• I observed __, which is not what you/we were going for in that lesson; try ___ to get the lesson back on track. This usually works because ___.</td>
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<tr>
<td>• Expresses confusion about own role in learning</td>
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<td>• Debrief a lesson together</td>
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<tr>
<td>• Focus is on the job itself—the act of teaching</td>
<td></td>
<td>• Record a lesson, provide clear look-fors, and debrief the video together</td>
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</table>
The Continuum of Self-Reflection

### Conscious Stage

**Capacity-Building Goal:** To work with greater intentionality in addressing student needs, content, and pedagogical practices

<table>
<thead>
<tr>
<th>Teacher’s Reflective Tendencies</th>
<th>Leadership Roles</th>
<th>Differentiated Coaching Strategies</th>
<th>Transformational Feedback (Leading prompts)</th>
<th>Strategic PLC Support</th>
</tr>
</thead>
</table>
| • Demonstrates a consistent “knowing–doing” gap  
• Reflects when prompted by others  
• Offers external explanations for problems or challenges  
• Makes generalizations in observations about classroom reality  
• Collaborates inconsistently with colleagues  
• Tends to operate with strong habits and comfortable practices  
• Becomes easily distracted from goals  
• Disregards others’ ideas  
• Focus is first on self | **Administrator:** Navigator  
**Instructional Coach:** Motivator and Strategist | • Make daily contact, checking in often to talk about goals and progress toward them  
• Build confidence through short-term goal setting  
• Celebrate successes immediately  
• Meet weekly for collaborative planning  
• Engage through Interactive journaling  
• Invite participation in small group discussions around common problem of practice  
• Model a strategy or lesson in the teacher’s classroom  
• Co-plan, co-teach, and debrief a lesson together  
• Provide opportunities to observe in other classrooms—utilizing clear look-fors  
• Record a lesson, provide clear look-fors, and debrief the video together | • Your goal is ___. How can I help you keep that focus and support your efforts?  
• I see you were using ___ today. Keep that focus! What worked well today?  
• Tell me about the purpose of today’s activity. What is your evidence of success?  
• Today, your students were successful at ___. What did you do that directly led to their success?  
• I noticed ___ today. How might the outcomes change if you tried ___? Give it a shot and let me know how it goes.  
• Yesterday I observed your students ___; today, they are ___. How do you determine your daily lesson structure?  
• Tell me more about the planning that went into today’s lesson. Why did you select the strategy you chose for this lesson?  
• How do you use what you know about your students to drive lesson planning each day?  
• When you did ___ today, I observed several students ___. How will you shift tomorrow’s lesson to change the outcomes?  
• How does this lesson connect to prior and future student learning objectives?  
• What misconceptions might students have during tomorrow’s lesson? How will you address that in your planning? | • Emphasize the use of data (pre and post) to clarify cause-and-effect relationships  
• Analyze student work samples as a team  
• Promote team lesson planning  
• Facilitate collegial observations to see strategies at work in various settings  
• Utilize protocols to guide discussion and promote engagement  
• Strategically partner this teacher with a colleague (in particular one in the Refinement Stage) to grow reflective capacity |
The Continuum of Self-Reflection

**Action Stage**

**Capacity-Building Goal:** To build on experience and help strengthen expertise through accurate assessment of instructional impact

<table>
<thead>
<tr>
<th>Teacher’s Reflective Tendencies</th>
<th>Leadership Roles</th>
<th>Differentiated Coaching Strategies</th>
<th>Transformational Feedback (Open-ended prompts)</th>
<th>Strategic PLC Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Commits to taking steps to affect student learning outcomes.</td>
<td><strong>Administrator:</strong> Prompter</td>
<td>• Analyze data together</td>
<td>• What was the purpose of today’s activity? Was it successful? How do you know?</td>
<td>• Provide opportunities for all teachers to share methods in team meetings</td>
</tr>
<tr>
<td>• Engages in reflection before and after teaching</td>
<td><strong>Instructional Coach:</strong> Mentor</td>
<td>• Analyze student work samples together</td>
<td>• Which parts of today’s lesson went well? Which parts didn’t? Why?</td>
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<tr>
<td>• Evaluates problems or challenges objectively</td>
<td></td>
<td>• Collaboratively engage in diagnosis and action planning based on beliefs of how students learn</td>
<td>• What was the goal of today’s lesson? How did you determine that goal?</td>
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<td>• Notices trends and themes in student performance and classroom elements</td>
<td></td>
<td>• Provide research from which to construct meaning</td>
<td>• Today I observed you ___. Did that contribute to your goal? How can you tell?</td>
<td></td>
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<tr>
<td>• Collaborates on a limited basis with colleagues</td>
<td></td>
<td>• Invite participation in small group discussions around common problem of practice</td>
<td>• Why did you choose to ___ today? Was that strategy effective? How do you know?</td>
<td></td>
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<tr>
<td>• Seeks to incorporate research-based concepts and strategies</td>
<td></td>
<td>• Foster idea-sharing through collegial observations</td>
<td>• What other strategy could you have used today to achieve your goals?</td>
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<tr>
<td>• Gravitates toward a particular structure or strategy</td>
<td></td>
<td>• Model new strategies in gradual-release model</td>
<td>• How do you predetermine what your evidence of success will be for a lesson?</td>
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<tr>
<td>• Struggles to identify solutions to long-term problems</td>
<td></td>
<td>• Record lesson and discuss video analysis</td>
<td>• Do your anecdotal observations of student learning align with more formal assessment data?</td>
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<tr>
<td>• Craves feedback from trusted partners</td>
<td></td>
<td>• Model open-mindedness toward multiple approaches and perspectives</td>
<td>• If you could teach this lesson again, what would you do differently? Why?</td>
<td></td>
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<tr>
<td>• Focuses on the science of teaching</td>
<td></td>
<td>• Encourage participation in professional book club</td>
<td>• Which students were successful achieving today’s learning target? Which students struggled? Why was that so?</td>
<td></td>
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<td></td>
<td></td>
<td>• Interactive journaling</td>
<td>• What does the student work from today’s lesson tell you about ___ as a learner?</td>
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<td></td>
<td></td>
<td></td>
<td>• What can you tell me about ___ as a learner? How can you find out more?</td>
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• Engage in healthy debate about the pros and cons of various pedagogical strategies
• Maintain a focus on data analysis during team meetings
• Incorporate professional learning (new and deeper instructional strategies) as a regular component of team meetings
• Strategically partner this teacher with colleagues (in particular those in the Unaware Stage) to build leadership capacity
### The Continuum of Self-Reflection

**Refinement Stage**

**Capacity-Building Goal:** To encourage long-term growth and continued reflection through responsiveness to ongoing assessments

<table>
<thead>
<tr>
<th>Teacher’s Reflective Tendencies</th>
<th>Leadership Roles</th>
<th>Differentiated Coaching Strategies</th>
<th>Transformational Feedback (Challenging prompts)</th>
<th>Strategic PLC Support</th>
</tr>
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</table>
| • Accepts responsibility for the success of each student and for ongoing personal growth.  
  • Reflects before, during, and after taking action  
  • Modifies lessons and plans to meet students’ varied needs  
  • Dissects lessons and learning to reveal options for improvement  
  • Pursues opportunities to work and learn with colleagues  
  • Maintains a vast repertoire of instructional strategies  
  • Recognizes that there are multiple “right” courses of action  
  • Thinks globally, beyond the classroom  
  • Focuses on the art of teaching | Administrator: Challenger  
  Instructional Coach: Collaborator | • Analyze data and student work samples together  
  • Analyze school-wide data together  
  • Stimulate discussions of personal vision and educational philosophy  
  • Serve as devil’s advocate to challenge thinking  
  • Record lesson and discuss video analysis  
  • Facilitate idea-sharing through collegial observations  
  • Encourage leadership of small group discussions around common problem of practice  
  • Encourage book club facilitation or leadership  
  • Arrange for student-teacher hosting opportunities  
  • Encourage conference participation and publication submission  
  • Interactive journaling | • Today your students did ___ and you immediately responded with ___. How did you plan to address that misconception?  
  • In the middle of today’s lesson, you abruptly changed course. What led to that decision? Was it a successful move? How do you know?  
  • How do you know when students are learning in the middle of a lesson? What do you look for?  
  • How do you identify specific learning styles of the students in your room?  
  • Explain the thinking that went into planning a lesson like this. How do you know which strategies to select? How do you decide which activities to choose?  
  • To what extent are you collaborating with your colleagues to plan and deliver your lessons? How can you become more intentional in partnering with your teammates?  
  • Your lesson today reminded me of a recent article I read in Educational Leadership. I’ll put a copy in your box – I would love to hear your thoughts. | • Assign and/or encourage formal leadership roles within the team or department structure  
  • Encourage sharing and modeling of the thinking behind this teacher’s decisions and actions in the classroom during team meetings  
  • Encourage leadership of a team action-research project  
  • Strategically partner this teacher with colleagues (in particular those in the Conscious Stage) to build their reflective capacity |