

# Modeling and Supporting Teacher Self-Reflection

## *A Guide for Admins*

Self-reflection is an important part of your teachers' (and your!) professional practice. But not all conversations are easy to have, and self-reflection is a challenging topic! As a leader, you can inspire quality, ongoing self-reflection, navigate tricky dialogues, *and* support teacher success by exploring these specific self-reflection leadership strategies.

### Beginning with Your Beliefs

Your beliefs, your actions, and your language (body or verbal) can influence the conversations you will have about self-reflection. It's important to examine your perspectives and enter the dialogue with the right mindset.

Take a moment to ask yourself these questions:

- *What are your beliefs about your ability to support teachers?*
- *To what extent do you hold teachers accountable for their practices and their professional growth?*
- *What is your skill set in meeting teachers where they are, and moving them forward – both in their own self-reflection and in changes to their practice?*
- *In what areas might you need some support, such as:*
  - » *Analyzing data?*
  - » *Gaining more instructional knowledge, perhaps in a specific content area or grade level?*
  - » *Facilitating and leading conversations when they are challenging?*



*“With higher expectations, come higher supports.”*

A FORMER PENNSYLVANIA SUPERINTENDENT

For this Superintendent, one of her **core beliefs about self-reflection** is that if she has high expectations for her principals and her teachers, she then must have high supports in place for them to be successful in reaching those expectations.

Thinking about your own LEA/district, what are **some of your core beliefs** about self-reflection?

# The Role of the LEA/School Leader

## Creating the Conditions

Your first job as a leader of self-reflecting teachers can be thought of as *creating the conditions* wherein those teachers can be successful with a self-reflection process. Ask yourself:

- *How do I develop a culture that promotes self-reflection among teaching staff?*
- *What data do I guide them to use in a self-reflection process?* .....
- *What resources can I use to guide this work?*
- *How and when do I conference with teachers individually?*
- *How will I know that I have embedded this practice into the school culture?*

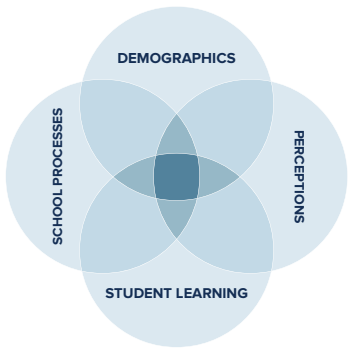
## Supporting the Use of Data

As a leader, you can help teachers focus on the data they might analyze for self-reflection. They have so many types of data and sources to choose from – see the list at right and ***ask yourself if you’re encouraging the use of these sources.***

## Effective Conferencing

In any conferencing with individual teachers, it is important that the discussion is viewed as supportive, rather than evaluative. Your facilitation skills are essential here – you can influence how the teacher values self-reflection and whether there is eagerness to do it well and often.

Four Types of Student Data  
Bernhardt, V. L., (1998).



All self-reflection should be based on data — perceptual, demographic, process, and student learning data!

<div>✓</div> <div>YES, I AM</div>	<div>✗</div> <div>NOT YET</div>	
<input type="checkbox"/>	<input type="checkbox"/>	Teacher effectiveness data
<input type="checkbox"/>	<input type="checkbox"/>	Goal-setting data
<input type="checkbox"/>	<input type="checkbox"/>	Summative and Benchmark data
<input type="checkbox"/>	<input type="checkbox"/>	Formative assessment data
<input type="checkbox"/>	<input type="checkbox"/>	Diagnostic and/or Progress monitoring data
<input type="checkbox"/>	<input type="checkbox"/>	Teacher evaluation data
<input type="checkbox"/>	<input type="checkbox"/>	Other sources

- ✓ **Be explicit about the reason.** The intent is support, not evaluation!
- ✓ **Ask the “right” questions** – listen and guide, rather than tell.
- ✓ **Emphasize goal setting** with quantifiable/observable goals.
- ✓ **Provide the tools needed**, from resources to strategies to processes.
- ✓ **Base the discussions on *data!***

## Modeling

Finally, there is a great deal of value in *modeling* self-reflection, as a leader. Ask yourself:

- *Do you model self-reflection as a leader:*
  - » ... *Formally?* For example, you might use interview techniques or surveys to gather feedback from teachers, and model how you react to that feedback.
  - » ... *Informally?* This might include the daily conversations you have with teachers, where you might model that you are open to feedback, or that you think about your role, or that you might change a practice or behavior to respond to the data provided to you.
- *For which method(s) above might you consider increasing or improving your modeling of self-reflection?*

## A Suggested Process for Self-Reflection

Generally, following these steps will result in a teacher self-reflection process that is grounded in data, and considers improvement from multiple angles:

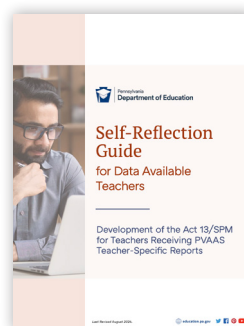
1. Determine Data Sources
2. Analyze Data
3. Document Data Observations
4. Dig Deeper for Root Causes
5. Identify Needs of Currently Enrolled Students
6. Create an Action Plan
7. Plan to Monitor the Progress

## Putting it into Practice:

Start by getting a pulse on the knowledge of your teachers (and yourself!) in these key areas:

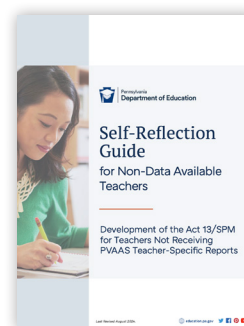
- *Understanding of PVAAS*
- *Knowledge of teacher reports*
- *Misconceptions*

Next, use our guide, *Strategies for Conferencing with Teachers*, to prepare for individual conversations.



### [Self-Reflection Guide for Data Available Teachers \(PDF\) >](https://www.pa.gov/content/dam/copapwp-pagov/en/education/documents/instruction/assessment-and-accountability/pvaas/usingpvaas/selfreflectionguideforpvaas/teacherreporting.pdf)

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### [Self-Reflection Guide for Non-Data Available Teachers \(PDF\) >](https://www.pa.gov/content/dam/copapwp-pagov/en/education/documents/instruction/assessment-and-accountability/pvaas/usingpvaas/selfreflectionguideforpvaas/teacherreporting-nondataavailable.pdf)

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*For more on this topic, visit*

### [Using PVAAS as a School Leader >](https://www.pa.gov/agencies/education/programs-and-services/instruction/elementary-and-secondary-education/assessment-and-accountability/pvaas/using-pvaas/school-leader.html)

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*Use the accordion drop-down for “Enhance and Support Professional Practice: Teachers”*