

Evaluating Oneself

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Evaluating Oneself

- Purpose of the session
 - To examine self-evaluation and reflection in Reading Recovery teaching.
 - Review Teacher Guidesheet.
 - Examine some weekly reflections.
 - Reflect changes in reading and writing for student from the weekly reflections.

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- Teacher reflection is considered an important means for developing pedagogical and pedagogical-content knowledge about how to teach.

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- The research on teacher thinking and teacher change presents a profile of the effective teacher as one who reflects upon her instructional plans and outcomes in order to discover or create those features of practice that best support student learning. If teachers are to change their practice, they need to have a sense of what is working and not working.

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- According to Lester (1998), teachers who think reflectively about their own teaching are better equipped to be lifelong learners; they are also in a more favourable position to initiate changes in their existing practice through personal awareness of their role in the learning process.

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- Alvermann and Hayes (1989) found that simply asking teachers to reflect on instructional practices does not bring about change.

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- Dewey (1933) and Schon (1983) have argued that teachers' work is complex and requires deep and foundational reflective practices.

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- As Freire (1972) has argued, problem posing and learner-generated avenues of reflection require teachers to be learners who become enlisted in self-emancipation rather than mere implementation.

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- Teachers rely on the collective expertise and mutual support of colleagues and others to debate issues, question assumptions, examine practice, and formulate possibilities for action.

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Reflective practice:

- Is a process for systematically evaluating challenges in the teaching-learning process to introduce positive solutions.

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- Dewey, van Manen, and Schon differentiated between reflective versus routine action.
- Teacher reflection is comprised of self-awareness often achieved through introspection – both in the moment and after- through records of personal experience.

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Hoffman-Kipp, Artiles and Lopez-Torres (2003) suggest that metacognitive mechanisms are used to mediate their actions. These mechanisms include self-regulation tools such as self-monitoring, self-planning, self-evaluating. They suggest that teachers can use these mechanisms to regulate their own before, during, and after teaching.

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- The goal directed nature of human activity in cultural contexts supports learning environments where people collaborate, use artifacts, strategize solutions to problems, and rely on other, more experienced members of the activity group.

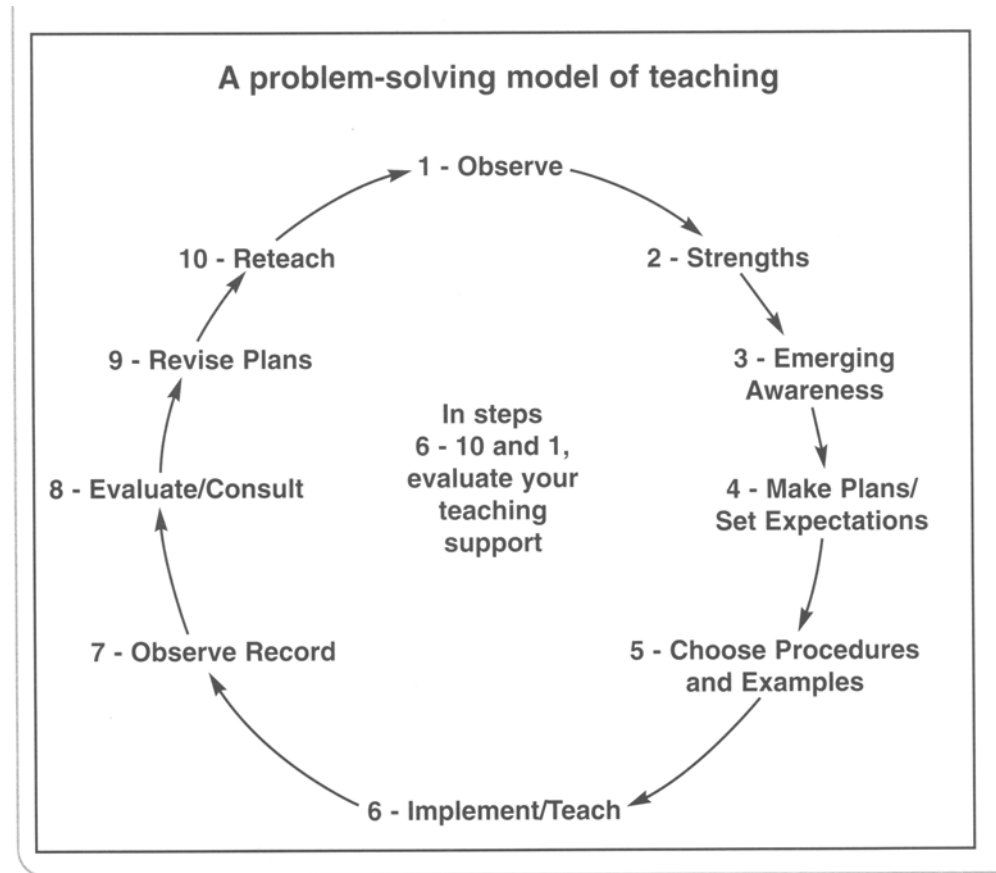
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- Bringing the questions you have about your teaching and the progress of the students to your inservice or continuing contact group is also another form of self-reflection.
- Teachers function as resources for one another, providing each other with guidance and assistance on which to build new ideas.

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- Carol Lyons work
 - The teachers believed the students would learn to read.
 - But – video-taped their lessons regularly to improve their teaching.

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- How do I examine my own pedagogical practice in an effort to discover why some of my teaching is effective with some students and not with others?
- What can I do in my lessons to bring about positive changes that will benefit the students I teach in Reading Recovery?

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- Taking stock, particularly as one is learning to become a Reading Recovery teacher, but also when early learning is hard to get underway, or when a child's progress seems to have slowed.

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- In Reading Recovery we have
 - Lesson records
 - Running Records
 - Writing Vocabulary chart
 - Record of book graph
 - Weekly reviews

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- Reviewing progress by looking back over records i.e. lesson records and running records, at regular intervals to evaluate progress, question the effectiveness of their teaching decisions and adjust accordingly.

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- A useful framework might be:
 - My teaching
 - What are the strengths?
 - What are the weak aspects?

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- A useful framework might be:
 - The child
 - What can he/she control well?
 - What is he/she beginning to do?
 - What does he/she need to do in the near future?
 - What are the areas of concern?