Reflective Practice as a Window into Teaching as Inquiry
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Purpose
To describe the development of elementary pre-service teachers’ reflection at three points during their professional literacy learning: Foundations, Methods, and Capstone courses, and to consider how instruction in a pre-service program might support or constrain the development of reflective practice.

Theoretical Framework
• Reflection is:
  • An ongoing, recursive process
  • The analysis of connections between instructional planning, teaching, and assessment of student learning
  • Illustrated by the edTPA’s Cycle of Effective Teaching (Stanford Center for Assessment, Learning and Equity, 2013)
  • Systematic reflection on instructional practices leads to understanding (Dewey, 1933; 1938; Hiebert, et al., 1996; Schön, 1983; 1987).
  • This is not an easy or natural process (Risko, Vukelich, & Roskos, 2009; Wade, Fauske, & Thompson, 2008).
  • Instructor-guided practice and prompting can be beneficial (Kasten & Padak, 1997; York-Barr, Sommers, Ghere, & Montie, 2006).

Research Questions
1. What does advanced reflection look like at three different stages of professional learning?
2. What opportunities to reflect are we providing for teacher candidates and how are we supporting them as they grow in their ability to engage in advanced reflection?

Research Design
Qualitative Methods
• Inductive content analysis strategies (Cooley, 2013; Guba & Lincoln, 1994)
• Rubric categories as sensitizing concepts
• Research team members scored reflections individually and compared scores
• Additional team member scored randomly selected sample for each of 3 stages to develop categories

Inter-Rater Reliability
• 2 initial workshops—research team practiced scoring and aligned interpretations of rubric
• Inter-rater reliability was lower than desired in some categories (<80%)

Reflection Rubric
Adapted from Risko, Vukelich, and Roskos (2009)

Participants and Site
• 78 pre-service teachers at a large urban university in the Midwest
• Preparing to be elementary education teachers

Data Sources
Artifacts of Reflective Thinking for 3 courses:
• Foundations: Weekly written reflection
• Methods: Written reflections following each lesson
• Capstone: Written reflections following each lesson

Findings
Patterns of Significance
• Participants who scored advanced on all areas of the rubric made explicit connections between content objectives of their lessons and student engagement.
• Participants who scored advanced were able to analyze what went well, and what they could have done better or needed to change as it related to instruction.
• Advanced level reflections showcased a variety of perspectives (e.g., university mentor, cooperating teacher, peers, elementary students).
• Descriptors of advanced reflection for the instructional decision making category of the rubric are closely aligned with the content, objectives and frameworks of the three courses

Exemplars for the Instructional Decision Rubric Category

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