

# Fostering Reflective Thinking



**This workbook belongs to:**

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**Fostering reflective thinking means**

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## Supporting Awareness and Objectivity

**Awareness and Objectivity** is when the coach supports the practitioner in providing their perception of an event or situation uninfluenced by personal feelings or opinions. The coach must understand where the practitioner's awareness or knowledge is resting to best support their growth. Awareness and objectivity support the practitioner in describing a situation or event more accurately so they can better understand their strengths and areas needed for improvement.

- Uses a variety of prompts as needed until the practitioner provides objective description of events; this would occur prior to making judgments or moving on to solutions or next steps (i.e., describing what happened without the “why” it happened)
- Uses cues to orient the practitioner to child signals during instruction to increase the practitioner’s ability to recognize children’s current level of engagement and understanding
- Prompts the practitioner to provide evidence that children were engaged or unengaged during interactions and instruction that are the subject of reflective conversation

**Uses a variety of prompts as needed until the practitioner provides objective description of events; this would occur prior to making judgments or moving on to solutions or next steps (i.e., describing what happened without the “why” it happened)**

- Talk me through what you did at the start of your lesson.
- Who was there? When did it happen? Where did it happen? What did you say? What did they say?
- Give me the full picture - Where did you sit? Where did the children sit? Where did you place the materials?
- Describe to me what happened when you had the children sit down for your small group session.

**Uses cues to orient the practitioner to child signals during instruction to increase the practitioner’s ability to recognize children’s current level of engagement and understanding**

**Verbal Cues**

- Notice what Adam is doing.
- Did you hear the response Aliana gave?
- Look at the facial expression Maleeha is giving you.
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**Nonverbal Cues**

- Gesturing to notice the children's cues.
- Point to a child who is:
  - putting their head down
  - ignoring the teacher
  - crying
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**Prompts the practitioner to provide evidence that children were engaged or unengaged during interactions and instruction that are the subject of reflective conversation**

- How were the children responding when you did that?
- How were the children interacting with the materials you provided?
- Where were the children focusing while you were modeling?
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**Stop and Reflect:**

**Which of these supporting awareness and objectivity competencies do you demonstrate effectively in your coaching practices, and which would you like to improve upon?**

## Supporting Perspective Taking

**Perspective Taking** is when a coach supports a practitioner in viewing a situation or event from another point of view. It allows the practitioner to better explore the situation or event that occurred in the past — or it can support in making an upcoming decision. Practitioners are usually able to engage in deeper conversations when they can take on the viewpoint of another person's thoughts, feelings, and attitudes. It can also shape how practitioners act or react in a situation.

- Uses a variety of prompts as needed until the practitioner articulates their own explanations or judgments about the connections between their instruction/interaction(s) and child behaviors/responses or offers explanations if the practitioner is unable to make connections on their own
- Uses a variety of prompts as needed until the practitioner generates alternative explanations that consider others' perspective (e.g., administrator, student, teacher, etc.)
- Offers alternative or contrasting perspectives in response to a practitioner's own explanations or judgments of an interaction or situation

**Uses a variety of prompts as needed until the practitioner articulates their own explanations or judgments about the connections between their instruction/interaction(s) and child behaviors/responses or offers explanations if the practitioner is unable to make connections on their own**

- Why do you think that happened?
- Was there anything you could have done prior to the lesson starting to help clarify?
- Why else do you think that happened?
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**Uses a variety of prompts as needed until the practitioner generates alternative explanations that consider others' perspective (e.g., administrator, student, teacher, etc.)**

- Why do you think the children were struggling with this activity?
- What do you think they were thinking or feeling?
- Why do you think they responded that way?
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**Offers alternative or contrasting perspectives in response to a practitioner's own explanations or judgments of an interaction or situation**

- Thinking about what you just said, it could have also been....
- I agree, I am wondering if you could have...
- That was a nice reflection, I think next time you could....
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## **Connecting Data/Learning Standards/Actions to Practice**

- Prompts the practitioner to think about and question the extent to which their instruction and interaction matches the targeted developmental or learning objectives
- Incorporates conversations about learning standards into reflective discussions to help the practitioner think about how their lessons and interactions align with key child outcomes
- Connects reflection opportunities to child data and progress monitoring results to strengthen the practitioner's ability to recognize opportunities to adapt instruction and interactions to individualize support
- Supports the practitioner with articulating specific action steps (e.g., lesson adaptation) that are in alignment with their reflections on or conclusions about events and interactions

**Prompts the practitioner to think about and question the extent to which their instruction and interaction matches the targeted developmental or learning objectives**

- Let's think back to the objective of this lesson.
- What exactly did you want the children to know by the end of this lesson?
- What child responses indicate that the lesson objective was met?
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**Incorporates conversations about learning standards into reflective discussions to help the practitioner think about how their lessons and interactions align with key child outcomes**

- Texas Rising Star Guidelines
- Pre-K Learning Guidelines
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**Connects reflection opportunities to child data and progress monitoring results to strengthen the practitioner's ability to recognize opportunities to adapt instruction and interactions to individualize support**

- Developmental Checklists
- CIRCLE Progress Monitoring Pre-K
- Texas Kindergarten Entry Assessment
- TPRI
- Tejas LEE
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**Supports the practitioner with articulating specific action steps (e.g., lesson adaptation) that are in alignment with their reflections on or conclusions about events and interactions**

Reflective prompts I will ask my teacher:

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Next steps to support my teacher:

Coach will....

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Teacher will...

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		Phonological Awareness					Optional PA			
		Syllabication	Onset-Rime	Alliteration	Rhyming I	Total	Listening	Words in a Sentence	Rhyming II	Total
Student	Maximum Score	7	5	7	9	28	5	5	5	15
1	7	0	0	0	0	0	2	0	0	2
2	7	0	0	0	0	0	0	0	0	0
3	7	0	0	2	2	4	1	0	0	1
4	7	1	1	2	0	4	2	1	0	3
5	7	0	0	0	0	0	0	0	0	0
6	7	0	4	7	0	11	4	2	0	6
7	7	0	0	0	0	0	0	1	0	1
8	7	0	0	4	6	10	5	4	0	9
9	7	0	0	0	0	0	0	0	0	0
10	7	-	-	-	-	-	-	-	-	-
11	7	0	0	0	0	0	0	0	0	0
12	7	0	0	0	0	0	2	1	0	3
13	7	0	1	1	0	2	5	2	0	7

# Notes