

Reflective Teaching as a Form of Professional Development¹

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Abstract

The process of searching for more effective instructional methodologies in second language (L2) classrooms has led to an interest in researching teachers' knowledge and practices. One topic that has been slowly making its way from mainstream teacher education into L2 teacher education has been the practice of reflective teaching (RT). If teachers desire to perform their instructional duties to their maximum potential and provide the most optimal learning opportunities for their students, they need to develop professionally in a multitude of ways. This article defines RT and the RT approach and discusses the short-term and long-term benefits of adopting RT. It discusses the three main types of reflective practice in language teaching (reflection-in-action, reflection-on-action, and reflection-for-action) and offers practical suggestions for implementing RT in the classroom. It also describes and discusses a *reflection-in-action* RT activity which took place in a Taiwanese university EFL classroom, with 41 participants.

Resumen

El proceso de búsqueda de metodologías de enseñanza efectivas en aulas de lengua extranjera (LE) ha despertado el interés en investigar el conocimiento y las prácticas de los docentes. Uno de los temas que ha ido pasando de la educación docente convencional a la formación docente LE ha sido la práctica de la enseñanza reflexiva (RT). Si los maestros desean realizar sus tareas de instrucción con el máximo potencial y brindar oportunidades de aprendizaje óptimas a sus alumnos, necesitan desarrollarse profesionalmente de muchas maneras. Este artículo define RT y el enfoque RT y analiza los beneficios a corto y largo plazo de la adopción de RT. Discute los tres tipos principales de práctica reflexiva en la enseñanza de idiomas (reflexión en acción, reflexión sobre la acción y reflexión por acción) y ofrece sugerencias prácticas para implementar RT en el aula. También describe y discute una actividad de RT de reflexión en acción que tuvo lugar en un aula de inglés como lengua extranjera de una universidad taiwanesa, con 41 participantes.

Professional teachers are always looking for methods of improving their classrooms. The process of searching for more effective instructional methodologies in second language (L2) classrooms has led to an interest in researching teachers' knowledge and practices. One topic that has been slowly making its way from mainstream teacher education to L2 teacher education has been the practice of reflective teaching (RT) (e.g. Best, 2011; Burton, 2009; Farrell, 2007, 2011, 2012; Richards & Lockhart, 1994).

Williams and Burden (1997) noted that for teachers to be more effective, they need to look both inward and outward. In other words, teachers can enhance their professional abilities from both external sources and internal sources. External sources could be experts, such as researchers, teacher trainers, expert teachers, and supervisors. They could also be students or other participants in the educational system. Unfortunately, students are often overlooked or not viewed as valid resources. However, collecting and analyzing data taken from students and the classroom can and should be considered a valuable resource towards professional development because they are the ones actively participating in the learning process. Through analyzing their data, practitioners can understand the effectiveness of their teaching from a new or different point of view, which can often be significant and quite different from the noted *experts*. Sometimes teaching approaches or activities which are deemed to be effective by teachers or experts may not be perceived this way by students. Therefore, observing and learning from students can allow teachers a greater understanding of the classroom environment and practices.

The internal resource, self, is often one of the most overlooked resources in teacher professional development. However, by critically reflecting on what one has been doing and what the outcome of these actions has been, can lead to an enhancement of performance for future endeavors. It is ironic that a common practice for teachers is to have their students evaluate or proofread their work before submitting it for approval, when many teachers do not take the time to evaluate their own performance or lesson plans before applying them or reusing them in the classroom. Therefore, it is vital that teachers examine and re-

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examine their teaching practices in order to better understand their strengths and weaknesses so that they can make improvements and enhance their abilities in the future.

One of the ideas that this article is presenting is that teachers who are only interested in fulfilling the requirements of a curriculum are failing to recognize their classroom as their own learning environment. Therefore, it is important for teachers to view their own classroom as a research facility and a place where they can enhance their observational skills and learn more about their students and the effectiveness of their own teaching performance. RT can be one method for classroom teachers to discover answers to their own questions. Through RT teachers can learn whether or not their teaching philosophies are actually congruent with their actual classroom practices.

Reflection and/or self-examination are perhaps the most convenient and doable approaches to professional development. In addition, it may also be one of the least threatening methods for teachers, as they do not have to be criticized or evaluated by others. All they need is a positive attitude and a genuine interest to learn from what they are doing in their classroom. When teachers engage in RT they are demonstrating a higher level of responsibility for their professional development.

Definitions for Reflective Teaching

The RT approach is when teachers “collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching” (Richards & Lockhart, 1994, p. 1). Bailey (2006) also described the approach as “gathering data about one’s own teaching, interpreting those data, and using our reflection to implement change” (p.193). Richards (2001) described six types of teacher knowledge: contextual knowledge, personal knowledge, practical knowledge, pedagogical knowledge, and reflective knowledge. Reflective knowledge is the type of knowledge that can be achieved through critical reflection. The knowledge gained through this process can then be utilized to increase the effectiveness of teaching and learning tasks by eliminating or changing aspects.

Reflection is not something new. However, in L2 teaching the idea of reflection may hold different meanings for different people. Farrell (2007) noticed that there are two distinct views regarding reflection in L2 education. The first is an informal view, seeing reflection as merely thinking about something first, but without too much effort or concentration. In other words, noticing something, but not reacting to it. Wallace (1996) points out that this type of reflection does not actually improve teaching.

Farrell’s (2007) second view is that reflection is a formal process where teachers can reflect systematically on their instruction and learning activities. Here, the teacher takes on more responsibility for their classroom behavior and activities. Teachers who hold this view are more likely to be examining their own beliefs about L2 teaching and learning, gathering data about their own teaching abilities, and analyzing this data in order to bring about positive changes.

Most professional teachers have spent time thinking about what may have worked or didn’t work in their classroom, but many have not taken further steps towards improvement. It is in this reflective opportunity where professional development can take place. If data can be organized, recorded, and re-examined, then it is possible to identify problems or obstacles. If not, then any reflective data may not be utilized to benefit teachers or learners. Richards and Lockhart (1994) point out that RT is based on five main assumptions:

1. An informed teacher has an extensive knowledge base about teaching.
2. Much can be learned about teaching through self-inquiry.
3. Much of what happened in teaching is unknown to the teacher.
4. Experience is insufficient as a basis for development.
5. Critical reflection can trigger a deeper understanding of teaching.

One way to better understand these assumptions and the need for both internal and external sources of professional development is by examining the Johari Window (Luft, 1984). Luft uses the window to describe people, but here I will use the window as a metaphor for teachers and the classroom environment. The Johari Window includes four panes: an open area, a blind area, a hidden area, and an unknown area. The open area is the section about what other people know about a person and what the person knows about themselves. In teaching, the open window may be what other teachers, supervisors, and students know about the teacher and what the teacher knows about themselves. An example of this could be the teacher’s

personality or whether or not the teacher follows a teacher-centered teaching approach or a student-centered teaching approach.

The blind area would include what other people know about a person, but what he/she does not know about themselves. For teachers, this means what the teacher does not know about their own teaching style or methodologies they adopt. An example of this could be the pace at which they talk in class or the pace they follow for classroom activities, perhaps too quickly for all of their students to follow.

The hidden area is for what an individual knows about themselves, but others do not know. For teachers this could mean areas of weakness that they are intentionally hiding from others. An example of this could be a teacher whose lesson plans are only being planned out one hour before being implemented without any real thought or preparations and simply done to offer *busy work* for the students.

The last window pane is the unknown area. This is what an individual and others do not know. For teachers it could be a strength or a weakness. For example, an ESL/EFL teacher could be gaining or losing face with some of their students through their classroom behavior or mannerisms without knowing they are appreciated or offensive in other cultures.

Utilizing the input and data collected by external sources, such as researchers, teacher trainers, expert teachers, and supervisors, teachers have the opportunity to enhance their teaching practices and improve on any area of weakness they may not have been aware of. By utilizing one's internal resources, what a teacher knows about themselves and their own abilities that other people are not aware of, a teacher can become the most knowledgeable and appropriate person to help themselves increase their instructional practices. Therefore, by practicing RT with the information collected from the first three window panes, a reflective teacher can gain greater insight into the blind fourth pane and perhaps discover new possibilities or potential for greater success. Through the process of RT, there are many possible benefits to be gained.

Benefits of Reflective Teaching

There are several short-term and long-term benefits of reflective teaching. Richards and Lockhart (1994) discussed three potential benefits. First, when teachers look objectively at teaching and learners' reactions and follow this with a deep critical analysis, they have the potential to acquire a fuller understanding of their own assumptions and teaching practices. Teachers may have strong opinions regarding approaches and theories, but may later notice that these ideologies do not carry over into their own practice in the classroom. For example, teachers may believe in the student-centered approach to teaching where planning, teaching, and assessment revolve around the needs and abilities of the students (Author, 2010), but may later realize that their classroom decisions and planning are based on fulfilling the requirements of the curriculum regardless of the needs of the students. Second, through the process of reflective teaching, teachers may gain a deeper conceptualization of both the practice and process of teaching and learning. They may question the theories they learned in their formal training based on their practicality in their specific learning environment. Finally, reflective teaching is a method of self-evaluation. Therefore, it is a method and means of professional development that all practitioners have access to. Bailey (2006) points out that supervisors cannot always observe and monitor the practices of all of the teachers under their wings, so teachers should be encouraged to enhance their teaching through reflective practice. In addition, through shared practice, this could also enhance the entire faculty's professional development.

Besides the short-term and long-term benefits of enhanced teaching and lesson planning, other long-term benefits may include greater teacher and student satisfaction and more classroom success. In general, success is rewarding and tends to lead to greater happiness, which can lead to greater intrinsic motivation. Greater intrinsic motivation can lead to greater success (Woolfolk, 1995), thus creating a positive learning cycle. Further, it can lead to increased job satisfaction for teachers who have met with frustrations and difficulties.

Types of Reflective Practice in Language Teaching

Based on some of the earlier research on reflective thinking (e.g. Killion and Todnem, 1991; Schön 1987), Farrell (2012) offers three distinct styles of reflective practice: reflection-in-action, reflection-on-action, and reflection-for-action. Reflection-in-action takes place in the classroom. This is the style of reflection when the teacher is observing what is taking place in the moment, or as the instruction or activities are taking place. In other words, as the teacher is teaching they are noticing what is working or what is not, both in their own teaching and in the learners' performance. The second style of reflective practice, reflection-on-action, takes place after the teaching or activity has been concluded. It may take place immediately

afterwards or later in the day, or even at a later date altogether. Again, the teacher is reflecting on what they noticed in the classroom. The third style of reflective practice, reflection-for-action, would be the ultimate goal for teachers. Similar to reflection-on-action, it takes place after the instruction or activity has been concluded, but also includes the data collected from reflection-in-action. However, this process is longer and more critical. The main focus of reflection-for-action is to utilize the information or data gathered in the classroom, create methods of improving the instruction or activity, and then apply the enhancement towards future lessons. If the adjustments prove successful, the teacher should adopt them, if not, they shouldn't. In either case, reflection-for-action should be an ongoing process as both learners and curriculum continually change over time.

Methods for Practicing Reflective Teaching

Several teachers and researchers (e.g. Bailey, 2006; Farrell, 2011; Richards and Lockhart, 1994) have offered suggestions for methods of practicing reflective teaching. First, visit and/or observe other teachers in action. While the previously mentioned teachers and researchers suggest observing expert teachers, this researcher suggests observing any teacher in action, both novice and expert. Since the purpose of observation and reflection is to enhance one's own teaching, it can be equally important to learn about what works successfully and what does not. Noticing the errors of others and then reflecting on whether or not one makes similar errors could shed light on a particular problem in the classroom that had previously gone unnoticed. Second, videotape one's own classroom for self-evaluation and analysis. In this researcher's opinion, this is perhaps the most useful to reflective practitioners looking for self-reflection, as it offers both audio and video presentations of the teacher and the reactions of the learners. A well-positioned recording device should be unobtrusive and offer a view of the entire classroom and all of the participants. This is vital, as often times it is difficult to catch the reactions of all of the learners at all times. Another option is to design and implement surveys to give to the participants in your classroom. Those without experience should try to design the surveys to answer specific questions and offer precise and specific answers that can later be analyzed. A fourth suggestion would be to conduct interviews regarding the effectiveness of your teaching. Interviews with supervisors, peers, students, and even parents can all be useful. However, it may prove to be difficult to achieve reliable data with such direct contact, as some may be intimidated to offer honest or constructive feedback. A final suggestion would be to keep a journal or a portfolio of your own teaching successes and failures. Both formal and informal styles may work, however, the critical component is the reflection for the purpose of enhancing future lessons or instruction and not merely keeping a list of what worked and did not.

As a professional teacher who has direct experience with all of the above suggestions, they have all proven to be useful to some extent. The first four suggestions offer more immediate feedback and data which can be applied almost immediately in many situations. However, the fifth suggestion of keeping a journal offers a written account which can be revisited throughout one's career. For those who feel they do not have the time to keep a written journal, they may opt to keep an audio journal or an audio video journal.

It may not be feasible or necessary to adopt all of the suggestions above. Each suggestion may offer a different kind of data, so it will depend on what style of data one is looking to acquire and one's comfort level implementing each suggestion. For example, if a teacher is looking to acquire data on the styles of questions they ask their students during the class time, then perhaps all that is necessary is an audio recording device that could be strategically placed in the classroom. However, if one is looking to gather data on teacher movement throughout the classroom, then it would be necessary to use a video recording device. For the truly reflective practitioner a mixed approach will probably work best.

Reflective Teaching in Action

The following is a real-life example and explanation of a *reflection-for-action* RT activity that took place in the first semester of the 2016/2017 school year at a private university in Taiwan.

Background

Prior to moving to Taiwan to teach ESL/EFL at the post-secondary level, I was a full-time certified K-12 teacher in the public school system in the USA. I had earned a Master's Degree in Teaching and I am endorsed to teach multiple subjects, including ESL, which I taught at both middle school and high school levels for four years prior moving to Asia. Self-reflection was one of the main tenants of my master's degree program and I have always sought out methods of getting feedback and improving my teaching abilities, including being formally evaluated by the principal and vice principals four times per year, informally evaluated by my dept. chair, conducting action research in my classrooms, etc. Basically, I applied all of the

methods in the *Methods for Practicing Reflective Teaching* section above, plus more. However, after arriving in Taiwan and beginning my work at my current university, I quickly realized that the academic environment here is nothing like the environment in the USA.

At many universities in Taiwan, there are no formal or informal teacher evaluations by supervisors. Supervisors never come to observe teachers because it is not necessary. Teachers are basically given a list of responsibilities, including teaching classes, and they are expected to fulfill all of them to a minimum expectation. If you do, you keep your job. If you don't, you still might keep your job depending on how much people like you and how much demand there is for the teaching position. However, you may be placed on probation until you fulfill the requirements. The assumption is that if you have an MA or a Ph.D. and you are a native English speaker, you are qualified to teach ESL/EFL (the latter is the case today).

My previous university is the only American accredited university in Taiwan. However, there is virtually no professional development offered for teachers. In recent years, the university had offered extra clinics and seminars for web-based applications, like Moodle. However, the department, which is responsible for teaching all non-English majors ESL/EFL for four years has not offered any professional development activities, except the ones in which I had volunteered to lead. The majority of the teachers in the department do not have degrees related to teaching English and the majority of them had never taught ESL/EFL full-time prior to teaching in my department. Further, the majority of them have absolutely no interest in professional development, since the majority of them don't really consider themselves to be professional ESL/EFL teachers. Therefore, it was easy for me to realize that if I wanted to continue my professional growth I would have to be responsible for it.

Since moving to Taiwan, I have continued my professional development by earning a Ph.D. in TESOL and I have developed ten categories I believe are essential for quality teachers and for professional development in teaching, including: Classroom management, clarity of oral and written expression, flexibility/adaptability, enthusiasm, instructional skills, models appropriate behavior, commitment to accomplishment, rapport with students, interpersonal skills, and knowledge of subject matter. A description of each category can be seen in Appendix A. Over the years I have developed rubrics for each category, so that I can evaluate myself critically and objectively and allow others to evaluate me as well. In addition, I have also developed student surveys which address the qualities listed in each category. In this way, I can obtain substantial feedback from three independent sources: other teachers, students, and myself. Throughout the course of the school year, I use these resources for various RT activities, and I will describe one *reflection-in-action* RT activity below.

Participants

The participants involved were 41 Taiwanese university EFL students enrolled in a required EFL course for non-English majored students. All of the participants were junior year students with an average of 8 years of full-time English course experience throughout junior high school, high school, and at the university level. Of the 41 participants, 29 were female and 12 were male.

Methodology

For this RT activity, one of the ten categories that I wanted to evaluate and get feedback on, classroom management, was selected. An assessment rubric was then created based on the category descriptions I had previously created (see Appendix B). Next, a student survey was created based on the subcategories of classroom management (see Appendix C), which would later be completed by the students after the lesson was concluded. The survey was designed with a five-point Likert scale with values ranging from zero points indicating *never* to four points indicating *always*.

Prior to the start of the class, two video cameras were strategically placed in the classroom as to record all of the teacher and student behavior. A crossfire configuration where each camera is placed to record at an opposite angle throughout the classroom was adopted. This ensured 100% coverage and multiple angles which could be viewed after the lesson was concluded.

During the class, both audio and video recordings were taken without interruption. By design, approximately ten minutes of time was set aside at the conclusion of the lesson for the students to complete the survey. The students were asked not to write their names on the survey, so that the answers would be anonymous and students could feel more comfortable to indicate honest and authentic answers.

In addition to the student surveys, multiple recordings of the lesson were made on DVDs and other ESL/EFL faculty members were solicited to view the lesson and anonymously complete the grading rubric which was provided for them. Of the 27 full-time faculty members in this department., none of them was interested in assisting and no feedback was received from any of them. However, I also reviewed the classroom video several times myself and completed my own assessment using the grading rubric.

The data collected from the surveys and the grading rubrics were then analyzed using SPSS statistical software in order to determine the mean scores.

Results from the Data

Student Surveys

The first section of the student survey is related to the subcategory of providing for large groups and individual instruction. The means scores and standard deviations can be seen in Table 1. The interpretations of the results have been rounded to their closest indicator. Question 1A indicates a value of *almost always* and questions 1B and 1C indicate a value of *always*.

	Mean	Std. Deviation
Question 1A	3.073	0.263
Question 1B	3.561	0.502
Question 1C	3.829	0.38

Table 1. Questions related to providing for large groups and individual instruction.

The second section of the student survey is related to the subcategory of developing routines and procedures to increase academic learning time. The means scores and standard deviations can be seen in Table 2. The interpretations of the results have been rounded to their closest indicator. Questions 2A and 2B indicate a value of *almost always* and question 2C indicates a value of *always*.

	Mean	Std. Deviation
Question 2A	2.878	0.457
Question 2B	3.585	0.498
Question 2C	2.926	0.787

Table 2. Questions related to developing routines and procedures to increase academic learning time.

The third section of the student survey is related to the subcategory of providing an environment conducive to learning. The means scores and standard deviations can be seen in Table 3. The interpretations of the results have been rounded to their closest indicator. Question 3A indicates a value of *always* and questions 3B and 3C indicate a value of *almost always*.

	Mean	Std. Deviation
Question 3A	3.878	0.331
Question 3B	3.171	0.381
Question 3C	3.073	0.607

Table 3. Questions related to providing an environment conducive to learning.

The fourth section of the student survey is related to the subcategory of recognizing conditions that may lead to discipline problems. The means scores and standard deviations can be seen in Table 4. The

	Mean	Std. Deviation
Question 4A	3.317	0.331
Question 4B	3.17	0.38
Question 4C	3.122	0.331

interpretations of the results have been rounded to their closest indicator. Question 4A, 4B, and 4C all indicate a value of *almost always*.

Table 4. Questions related to recognizing conditions that may lead to discipline problems.

The fifth section of the student survey is related to the subcategory of responding appropriately when problems occur. The means scores and standard deviations can be seen in Table 5. The interpretations of the results have been rounded to their closest indicator. Question 5A indicates a value of *always* and questions 5B and 5C indicate a value of *almost always*.

	Mean	Std. Deviation
Question 5A	3.81	0.401
Question 5B	3.292	0.46
Question 5C	3.098	0.3

Table 5. Questions related to responding appropriately when problems occur.

The sixth section of the student survey is related to the subcategory of assisting students towards self-discipline. The means scores and standard deviations can be seen in Table 6. The interpretations of the results have been rounded to their closest indicator. Question 6A indicates a value of *always* and questions 6B and 6C indicate a value of *almost always*.

	Mean	Std. Deviation
Question 6A	3.78	0.419
Question 6B	3.463	0.504
Question 6C	2.98	0.352

Table 6. Questions related to assisting students towards self-discipline.

Teacher Assessment Rubric

As previously noted, only one teacher assessment rubric was completed for this RT activity. The assessment rubric was also based on a 5-point Likert scale with values ranging from zero to 4 points. After a thorough review of the classroom video, the results were as follows: 4 points were awarded for providing for large group and individual instruction, 4 points were awarded for developing routines and procedures to increase academic learning time, 4 points were awarded for providing and environment conducive to learning, 3 points were awarded for recognizing conditions that may lead to discipline problems, 4 points were awarded for responding appropriately when problems occur, and 4 points were awarded for assisting students towards self-discipline. The total points assigned for this assessment was 23, with a mean average score of 3.83.

Discussion Regarding the RT Activity

One important aspect of this *reflection-in-action* RT activity is that it demonstrates that if the RT activity is well-planned, it can provide an enormous amount of valuable information for the teacher to evaluate and reflect on. It can provide a clearer picture of classroom activities and student behavior and offer a realistic point of view as an objective observer. During this particular teaching lesson, the teacher believed that he was fully aware of everything taking place in the classroom throughout the entire lesson. However, upon review of the video, it became clear that there were in fact two students who were off task during a portion of the activity, hence the awarded points of 3 being given for *recognizing conditions that may lead to discipline problems*. These two particular students were off task specifically when the teacher turned his back to assist other students. Although their behavior was not disruptive to other students, it did hinder them from completing the task.

Naturally, one of the limitations of this RT activity was the lack of feedback from other teachers. Receiving more feedback would have increased the knowledge base in which to reflect on improvement. However, this only highlights the need for individual teachers to be using self-reflective teaching as a form of professional development when they are isolated from other resources or professionals.

Another limitation is with surveying the students. Due to the nature of the survey itself, the students may be actually commenting on the perceived qualities of the teacher and/or lessons throughout the duration of

the EFL course and perhaps not the one lesson which was recorded. Therefore, it is necessary for the teacher to be aware of this issue when applying a similar RT activity.

Conclusion

If teachers desire to perform their instructional duties to their maximum potential and provide optimal learning opportunities for their students, they need to develop professionally in a multitude of ways. Through a critical self-examination of themselves and their own teaching practices, they can discover more effective teaching methodologies. Teachers are often overburdened and may have little to no time, energy, or resources to enhance their professional development. They may fail to see themselves as their own best learning opportunity with the knowledge and experience to assist them the most. However, self-examination and learning from one's own knowledge and experience may be equally effective, if not more effective, as learning from other expert teachers or researchers. In terms of professional development, there is no need to be mutually exclusive and superior teachers can gain wisdom from all learning opportunities. The secret to success for teachers in self-evaluation is to recognize the relevance and significance of their own teaching and instructional tasks.

When teachers systematically and critically reflect on their own teaching practices, they can then make a larger contribution to their teaching community by sharing their insight and experiences. In doing so, a much wider understanding of teaching and learning can be gained by all. Perhaps one universal truth is that knowledge is fluid. It doesn't always have to come from a laboratory or a textbook; it can come from a variety of resources and can be generated by the critical reflection of classroom practitioners. Improving one's teaching abilities is a continuing process that takes place throughout one's entire career.

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Appendix A

Categories for Teaching

1. Classroom management: Provides for large group and individual instruction; develops routines and procedures to increase academic learning time; provides an environment conducive to learning; recognizes conditions that may lead to discipline problems; responds appropriately when problems occur; assists students towards self-discipline.
2. Clarity of oral and written expression: Understands, presents, and discusses concepts precisely; answers questions clearly. Writes effectively, using appropriate grammar, spelling, and legible expressions according to the task.
3. Flexibility/adaptability: Learns new concepts or ways of doing things willingly; cooperates with youth and adults; effectively uses various teaching styles; successfully teaches a variety of assignments; responds to constructive comments and supervision.
4. Enthusiasm: Displays overall optimism and zeal. Willing to be involved. Participates in school projects and/or committee work. Uses facial expressions, body language, and presentation skills that demonstrate a caring and warmth toward students and an enthusiasm for the subject of learning.
5. Instructional skills: Plans and implements effective lessons; has knowledge of current approaches to teaching; applies new ideas and skills. Uses a variety of styles/methods when presenting lessons that reflect planning and pacing relevant to the age and intended learning. Able to assess the needs of the students and prescribe programs appropriate to meet needs. Able to demonstrate a positive impact on student learning.
6. Models appropriate behavior: Encourages respect and confidence of students, other faculty, and staff. Maintains a professional demeanor, behavior, and attire. Models appropriate learning behaviors.
7. Commitment to accomplishment: Exerts effort to attain goals; organizes ideas, time, materials, and space in a way that accomplishment occurs. Demonstrates an attitude toward professional plans/goals; evidence of self-motivation. Is committed to student growth.
8. Rapport with students: Develops favorable relationships with students; exhibits empathy for students; is interested in their learning and welfare; responds to student needs; relates to students of varying socio-economic and ethnic backgrounds, different learning styles, and various handicapping conditions.
9. Interpersonal skills: Demonstrates rapport with adults, including assistants, colleagues, and supervisors; displays positive attitude toward students and professional associates; works well with others in a team or faculty situation.
10. Knowledge of subject matter: Demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s).

Appendix B

Rubric for Classroom management

Total Points: _____

Level 4 (4 points)

- Provides for large group and individual instruction:** Teachers demonstrates a well-planned and well-organized lesson plan providing for all ability levels and applies multiple student-centered teaching methodologies. Teachers applies multiple explanations and/or scaffolding when necessary. Teachers uses multiple methods of checking and assessing student understanding and learning on a large group and individual scale.
- Develops routines and procedures to increase academic learning time:** Routines and procedures are clearly evident in the classroom, they are well-thought, purposeful, and functional. Routines and procedures appear to happen effortlessly in the classroom. There are no issues or problems for students with any of the routines or procedures.
- Provides and environment conducive to learning:** The environment appears to be safe, respectful, and pleasant for all participants; all essential resources are provided for all tasks; seating or activities are planned to maximize learning. The environment is extremely functional for learning.
- Recognizes conditions that may lead to discipline problems:** Conditions that may lead to discipline problems have been conceived of prior to the classroom activity and have been intentionally removed and/or mechanism have been pre-created to deal with discipline problems. Teacher is mindful and aware of all activities taking place in the classroom.
- Responds appropriately when problems occur:** Teacher acts or reacts to possible discipline problems in a timely and efficient manner before they become large problems and avoids conflicts or disruptions.
- Assists students towards self-discipline:** Demonstrates a student-centered environment where students have input and some control of rules, activities, and consequences; provides for intrinsic motivation which assists self-discipline and self-control. Teacher is a self-disciplined role-model.

Level 3 (3 points)

- Provides for large group and individual instruction:** Teachers demonstrates a well-planned and well-organized lesson plan providing for all ability levels and applies multiple student-centered teaching methodologies, but without as much breadth and depth as level 4. Teacher uses explanations and/or scaffolding when necessary. Teachers checks and assesses student understanding and learning on a large group and individual scale, but not as in depth as level 4.
- Develops routines and procedures to increase academic learning time:** Routines and procedures are evident in the classroom, they are well-thought, purposeful, and functional. Routines and procedures appear to happen effortlessly in the classroom, but not as smoothly as level 5 above. Perhaps only 1-2 students may have an issue or are confused with any of the routines or procedures.
- Provides and environment conducive to learning:** The environment appears to be safe, respectful, and pleasant for all participants; most essential resources are provided for all tasks; seating or activities appear to be planned in advance. The environment is very functional for learning.
- Recognizes conditions that may lead to discipline problems:** Conditions that may lead to discipline problems have been conceived of prior to the classroom activity and have been intentionally

removed and/or mechanism have been pre-created to deal with discipline problems. Teacher is aware of most activities taking place in the classroom.

Responds appropriately when problems occur: Teacher acts or reacts to possible discipline problems in a timely and efficient manner before they become large problems and avoids conflicts or disruptions, but not as smoothly or timely as level 4.

Assists students towards self-discipline: Demonstrates a student-centered environment where students have some input and some control of rules, activities, and consequences; provides some opportunities for intrinsic motivation which assists self-discipline and self-control. Teacher is an appropriate role-model most of the time.

Level 2 (2 points)

Provides for large group and individual instruction: Teachers has a lesson plan that provides for different ability levels, but not for all levels. Teacher may use explanations, but they are not clear or do not provide satisfaction for students. Teacher uses a simple or inefficient check of student understanding and learning on a large group scale only.

Develops routines and procedures to increase academic learning time: Routines and procedures are evident in the classroom, they are purposeful and functional, but may not be time or task efficient. Routines and procedures appear to take effort on the part of the teacher or students in the classroom. More than a few students appear to have issues with or are confused by some of the routines or procedures.

Provides and environment conducive to learning: The environment appears to be comfortable for most participants; some essential resources are provided for all tasks; seating or activities appear to be created on the spot by the teacher or students. The environment is functional for learning.

Recognizes conditions that may lead to discipline problems: Some conditions that may lead to discipline problems have been conceived of prior to the classroom activity and have been intentionally removed.

Responds appropriately when problems occur: Teacher only acts or reacts to discipline problems when they occur and become disruptive, but in an efficient manner.

Assists students towards self-discipline: Students are aware of rules and consequences. Teacher is a role-model most of the time.

Level 1 (1 point)

Provides for large group and individual instruction: Teachers has a poorly conceived lesson plan that doesn't provide learning for many students. Teacher may use explanations, but they are not clear or do not provide satisfaction for many students. Teacher uses inefficient methods of checking student understanding and learning.

Develops routines and procedures to increase academic learning time: Routines and procedures are not always evident in the classroom; they may not be purposeful and functional, but may not be time or task efficient. Routines and procedures appear to take effort on the part of the teacher or students in the classroom. Several students appear to have issues with or are confused by some of the routines or procedures.

- Provides and environment conducive to learning:** The environment does not appear to be comfortable for several participants; most essential resources are not provided for tasks; seating or activities appear to be created on the spot by the teacher or students. The environment is functional for learning.
- Recognizes conditions that may lead to discipline problems:** Most conditions that may lead to discipline problems have not been conceived of prior to the classroom activity. Teacher is not aware of many activities taking place in the classroom.
- Responds appropriately when problems occur:** Teacher only acts or reacts to discipline problems when they occur and become disruptive, but not in a timely or efficient manner.
- Assists students towards self-discipline:** Students may or may not be aware of rules and consequences. Teacher is not a role-model most of the time.

Level 0 (0 points)

- Provides for large group and individual instruction:** Teachers has no lesson plan prepared. Teacher does not offer explanations for students. Teacher does not check for student understanding and learning.
- Develops routines and procedures to increase academic learning time:** Routines and procedures are not really evident in the classroom or do not exist; they are not purposeful, functional, or time or task efficient. Routines and procedures appear to take great effort on the part of the teacher or students in the classroom. Many students appear to have issues with or are confused by some of the routines or procedures.
- Provides and environment conducive to learning:** The environment does not appear to be comfortable for most participants; essential resources are not provided for tasks; seating or activities are created by students. The environment is dysfunctional for learning.
- Recognizes conditions that may lead to discipline problems:** Conditions that lead to discipline problems have not been conceived of prior to the classroom activity. Teacher is not aware of most activities taking place in the classroom.
- Responds appropriately when problems occur:** The teacher does not act or react to discipline problems when they occur.
- Assists students towards self-discipline:** Students do not appear aware of rules and consequences. Teacher is not a role-model.

Appendix C

Student Survey for RT

Do NOT write your name on this survey.

Please read each section and answer all of the questions by circling the answer that best describes the way you think or feel. If you have any questions, please ask your teacher. Please be as honest as possible!

Section 1

A) Are the classroom lessons well prepared and well planned by your teacher?

Never Almost never About half the time Almost always Always

B) Does your teacher provide you with everything you need in order to complete the lessons or tasks?

Never Almost never About half the time Almost always Always

C) Does your teacher provide extra help or attention to students who need it?

Never Almost never About half the time Almost always Always

Section 2

A) Do you feel the routines and procedures in this classroom help with organization?

Never Almost never About half the time Almost always Always

B) Do you feel the routines and procedures in this classroom increase the time management of the lesson?

Never Almost never About half the time Almost always Always

C) Do you feel the routines and procedures in this classroom are necessary?

Never Almost never About half the time Almost always Always

Section 3

A) Do you feel this classroom is a safe environment for learning?

Never Almost never About half the time Almost always Always

B) Do you feel the organization of the desks helps you learn more effectively?

Never Almost never About half the time Almost always Always

C) Do you feel the organization of the group or pair activities helps you to learn more effectively?

Never Almost never About half the time Almost always Always

Section 4

A) Do you think your teacher is aware of everything taking place in the classroom?

Never Almost never About half the time Almost always Always

B) Do you think your teacher understands how to pace lessons, so they are not too boring?

Never Almost never About half the time Almost always Always

C) Do you think your teacher knows why students misbehave in class?

Never Almost never About half the time Almost always Always

Section 5

A) If there are problems in the classroom, does your teacher respond quickly?

Never Almost never About half the time Almost always Always

B) If there are problems in the classroom, does your teacher respond the same way towards everyone?

Never Almost never About half the time Almost always Always

C) If there are problems in the classroom, does your teacher respond appropriately?

Never Almost never About half the time Almost always Always

Section 6

A) Do you believe your teacher is a good role model for appropriate behavior?

Never Almost never About half the time Almost always Always

B) Do you believe your teacher appropriately tries to help students who have behavior problems?

Never Almost never About half the time Almost always Always

C) Do you believe your teacher's expectations for student behavior is appropriate?

Never Almost never About half the time Almost always Always