

IF AT FIRST YOU DON'T SUCCEED: *A REFLECTION AND RE-TEACHING MODEL*



JOSH STEWART, THOMAS M. HENDERSON, MISTY D. LAMBERT
OREGON STATE UNIVERSITY &
CALIFORNIA STATE UNIVERSITY, CHICO



HOW DO TEACHERS LEARN TO TEACH?

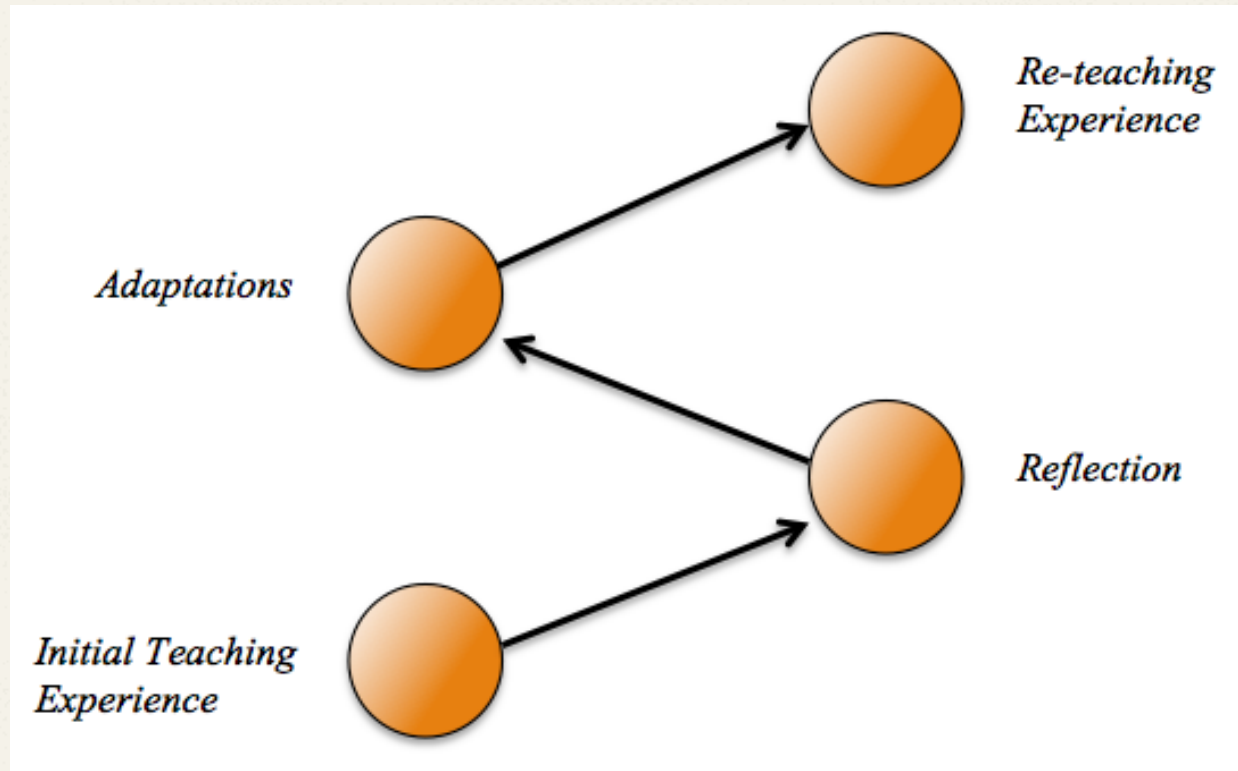
Perhaps a better question: What do teachers need to know to be able to teach?

- ✓ General content knowledge
- ✓ Pedagogical knowledge
- ✓ Knowledge about students
- ✓ Assessment knowledge
- ✓ Topic-specific knowledge
- ✓ Context of the learning environment
- ✓ Classroom management practices

SEEMS EASY ENOUGH, RIGHT?

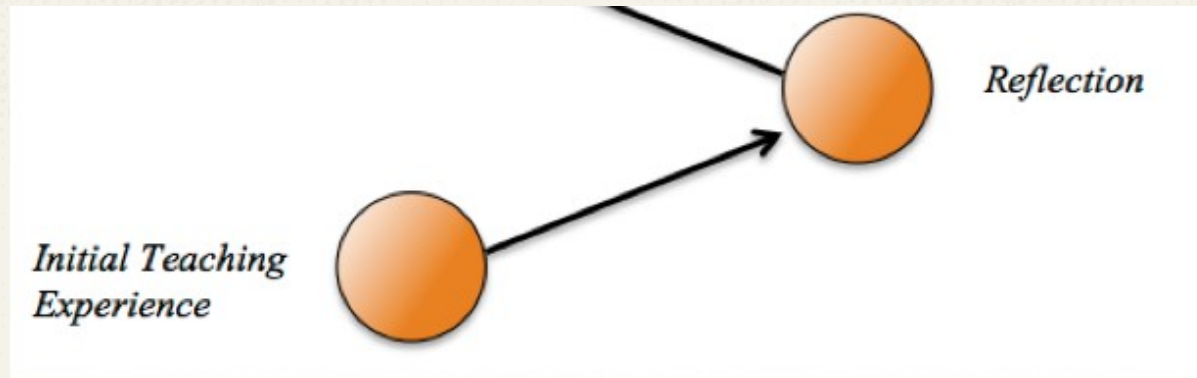
So now the question becomes: *How do teachers develop expertise at teaching?*

The Switchback Model



- **REFLECTIVE PRACTICE**

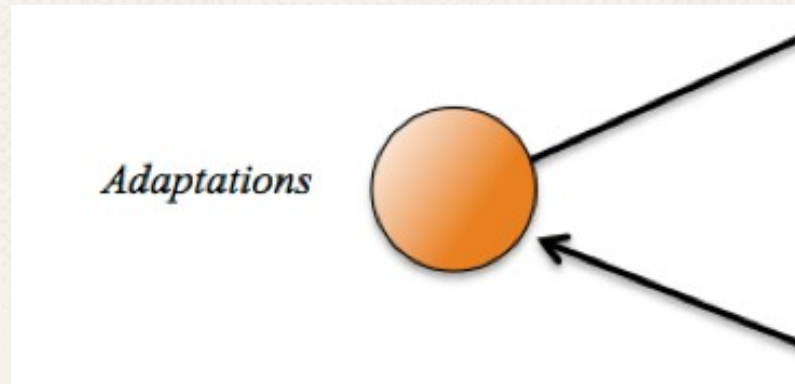
“Central to the reflective process is this attempt to see things from a variety of viewpoints. Reflective teachers seek to probe beneath the veneer of a commonsense reading of experience” (Brookfield, 1995, p. 7).

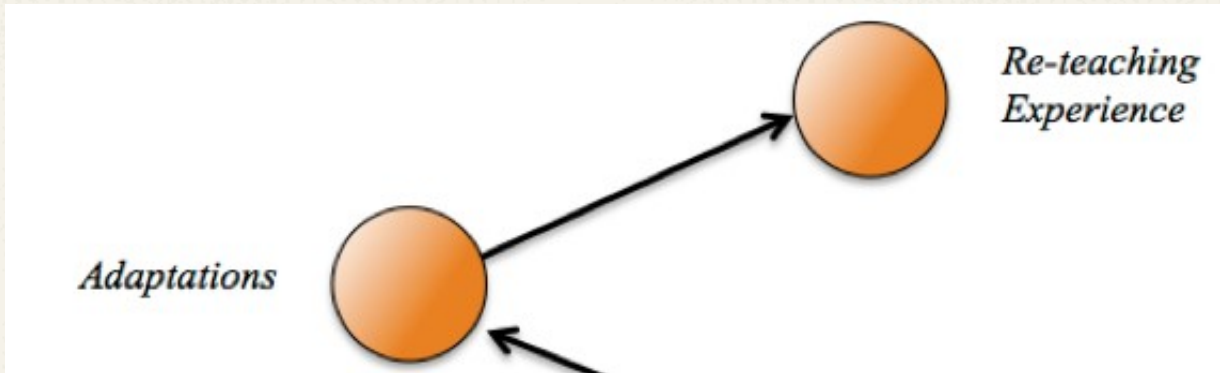


Teachers could not do the work they need to do “unless they knew how to learn in the contexts of their work...the ability to stand back from and analyze their own teaching, to ask such questions as: What is working? What is not working?” (Darling-Hammond and Sykes, 1999, p. 10).

ADAPTATIONS

Teachers should learn to frame and re-frame problems, test interpretations, and modify actions as a result (Schon, 1983) – *Intentional adaptations*



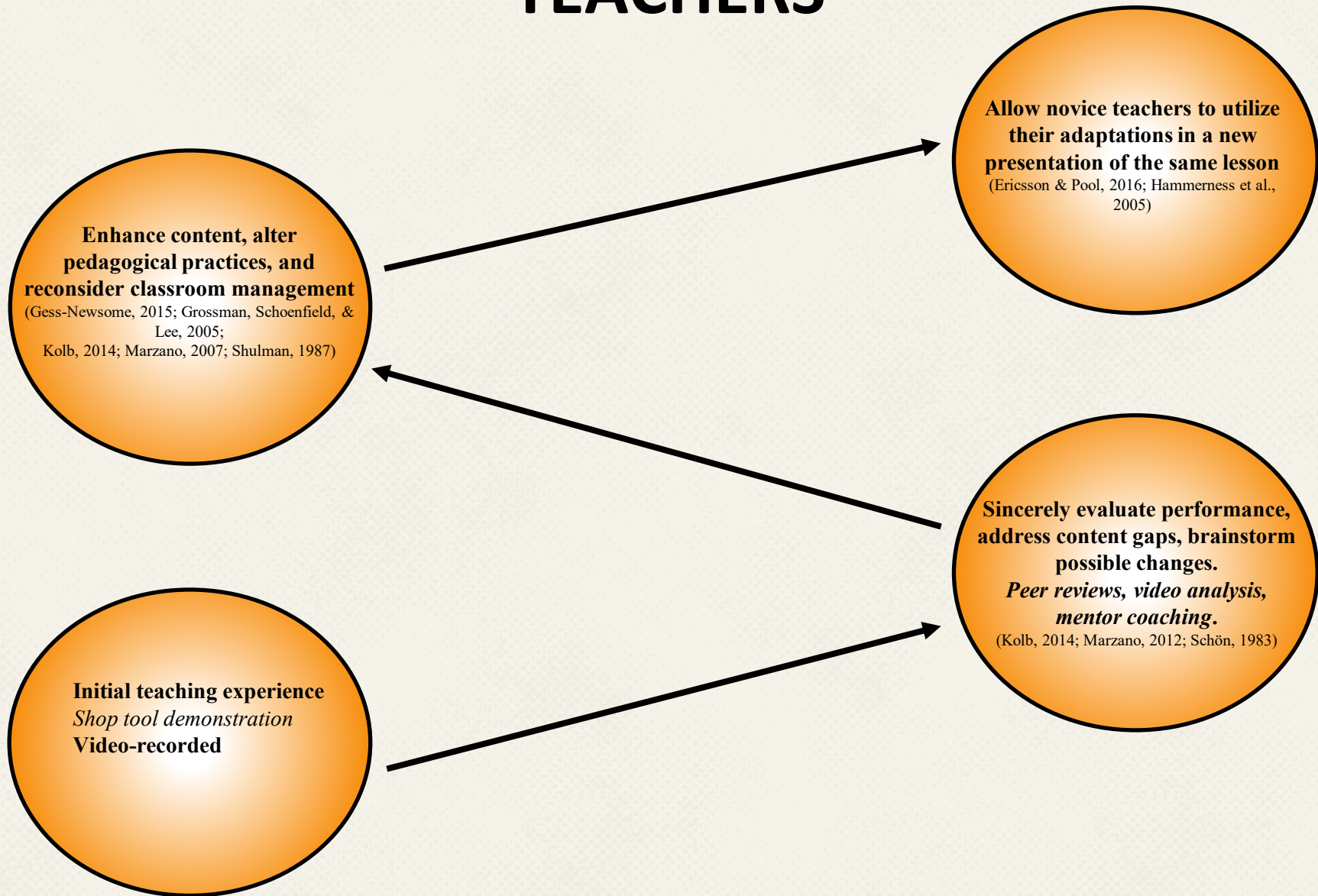


• RE-TEACHING

Re-teaching allows teachers to:

- *develop knowledge about how student thinking was impacted*
- *more clearly express original lesson intentions*
- *reduce or eliminate irrelevant content*
- *increase confidence and comfortability in content and delivery*

PRESERVICE TEACHERS



PRESERVICE TEACHERS

Quotes from preservice teachers who experienced the Switchback model:

Initial
Teaching
Experience

“I wasn’t sure how to present my lesson. I had a plan laid out but I got scattered brained. I lost how I was going to present, and the first lesson went horrible.”

Reflection

“Recording ourselves and watching the demonstration was the most valuable form of feedback from me.”

Adaptations

“The major difference between my two demonstrations was the level of student engagement. In my first demo, my introduction failed to engage students. By changing the introduction, the entire class got involved.”

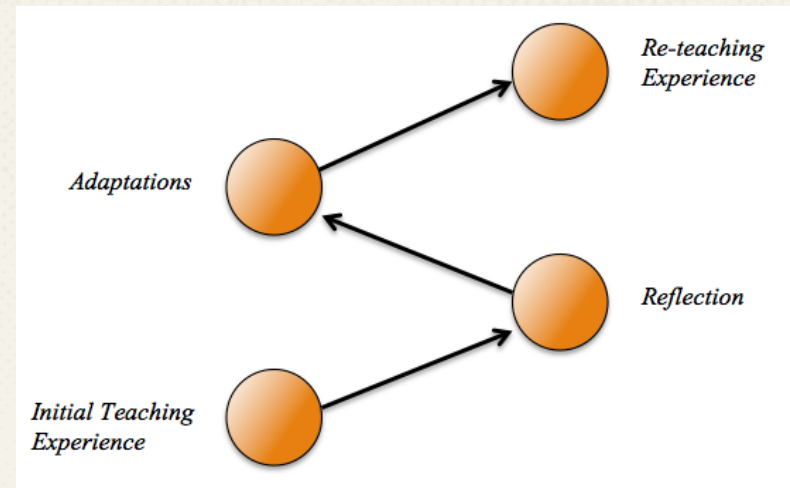
Re-
Teaching
Experience

“In my re-teach, I felt more prepared in content and had a better feel for my demonstration, so I was able to relax and enjoy myself the second time around.”

TEACHING FACULTY

Expertise develops over time as a teacher re-teaches specific topics (Hashweh, 2005)

- Peer review of teaching
- Peer review of curriculum
- Mentoring/coaching
- Self-guided reflective practices



Thank You!

Questions?

