ACTIVITY 10.3: SELF AND PEER EVALUATION

This form provides the name and description of each quality indicator, with two blank columns to note strengths and areas for growth for one's own or a peer's inquiry in relation to each indicator.

Quality Reflection Form

Teacher Researcher: _____

Date: _____

Title of Inquiry: _____

_____

Use the guiding questions presented in Chapter 10 of The Reflective Educator's Guide to Classroom Research, *Fourth Edition, to reflect on the quality of your own and/or others' teacher research in the spaces provided below. Note strengths and areas for growth related to each of the quality indicators.*

1: Context of Study Teacher researchers provide complete information about the context in which their research took place. This may include, but is not limited to, information about the school, district, classroom, students, content, and curriculum. In addition, in recognition of the ways their own backgrounds and histories shape the way they view teaching and learning and ultimately what they choose to inquire into, teacher researchers discuss their own positionality by describing any background experiences, perspectives, philosophies, and/or conceptual and theoretical ideas that have influenced their thinking within this cycle of inquiry.	Strengths
	Areas for Growth

2: Wonderings and Purpose Teacher researchers explain the root of their wonderings in detail. The explanation makes a convincing case for the wonderings' personal importance to the researcher. The stated wonderings are connected to appropriate and pertinent literature from the field. The purpose and questions/wonderings are clearly articulated, free of educational jargon, focused inward (on the teacher's own practice), and open-ended (i.e., the teacher researcher did not pose a question for which the answer was already known).	Strengths
	Areas for Growth
3: Teacher Researcher Design **(Data Collection and Data Analysis)** Teacher researchers collect data from multiple sources (e.g., test scores, surveys, field notes, student work, interviews, journal entries). Each data collection strategy employed is clearly explained and is a logical choice in relation to the teacher researcher's posed questions/wonderings. Teacher researchers include detailed explanations of all procedures and a timeline for data collection, as well as an explanation of how data were analyzed.	Strengths
	Areas for Growth

4: Teacher Researcher Learning Teacher researchers articulate clear, thoughtful statements about what they learned through the process. Each statement is supported, in detail, by data. If relevant, data may also be included that did not appear to fit with what the teacher researcher is claiming, with possible explanations for the discrepant data. Teacher researchers weave readings and other relevant experiences into the discussion of their findings as the readings and experiences relate to what was learned. Teacher researchers not only discuss what was learned about their topic of study but also include a personal reflection on what was learned about the process of teacher research.	Strengths
	Areas for Growth
5: Implications for Practice Teacher researchers detail examples of instructional change they have made or will consider making based on what they learned through their research. Changes in practice flow logically from the teacher researcher's statements of learning. In addition, teacher researchers discuss action that might be pursued in the future based on what was learned from their current teacher research.	Strengths
	Areas for Growth

Retrieved from the companion website for *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry* (4th ed.) by Nancy Fichtman Dana and Diane Yendol-Hoppey. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2020 by Corwin. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.