

**TABLE 6.1 Five-Step Reflection Format for Learning From Problems or for Learning From Both Problems and Successes**

REFLECTION STEP	LEARNING FROM PROBLEMS	LEARNING FROM SUCCESSES
<p><b>1. Identify a problematic or successful teaching experience/event that took place during your lesson so that it can be used for collective learning.</b></p> <p>(The preservice teacher is asked to provide a concise description of the relevant situation before and after the event selected for analysis.)</p>		
<p><b>2. Reconstruct your concrete actions that led to the outcomes.</b></p> <p>(The preservice teacher is repeatedly challenged to go beyond standard professional jargon and reconnect with the specific actions that led to the problematic or successful outcome.)</p>		
<p><b>3. Identify critical turning points.</b></p> <p>(The preservice teacher breaks down the steps that led to problematic or successful outcomes into chronologically ordered stages marked by turning points or milestones.)</p>		
<p><b>4. Craft principles of action based on your problematic/successful actions.</b></p> <p>(The preservice teacher is asked to form <i>principles of action</i>—abstractions based on the details of each specific event but general enough to be reflected upon in other educational contexts or by other educational staff.)</p>		
<p><b>5. Identify issues for further reflection and exploration.</b></p> <p>(The preservice teacher is invited to note issues for further reflection that could assure the open-ended nature of the learning process.)</p>		

**NOTE:** All four research groups received a column to write their learning-from-problems steps of reflection. Only the *P+S* and *P+S+Peers* groups also received a column to write their learning-from-successes steps of reflection.

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