

Table 8.5 Four Critical Steps for Reflective Questions

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| <p>1. What happened? (Description)</p> <ul style="list-style-type: none">• What did I do? What did others (e.g., co-teachers, students, adults) do?• What was my effect at the time? What was their effect?• What was going on around us? Where were we? When during the day did it occur? Was there anything unusual happening? | <p>2. Why? (Analysis, interpretation)</p> <ul style="list-style-type: none">• Why do I think things happened in this way?• How might the context have influenced the experience?• Are there other potential contributing factors?• What are my hunches about why things happened the way they did? |
| <p>3. So what? (Overall meaning and application)</p> <ul style="list-style-type: none">• Why did this seem like a significant event to reflect on?• What have I learned from this? How could I improve?• How might this change my future thinking, behavior, or interactions?• What questions remain? | <p>4. Now what? (Implications for action)</p> <ul style="list-style-type: none">• Who should be actively included in reflecting on this event?• Next time a situation like this presents itself, how do I want to behave?• How can I set up conditions to increase the likelihood of productive interactions and learning? |

Adapted from York-Barr, J., Sommers, W. A., Ghere, G. S., & Montie, J. (2016). *Reflective practice for renewing schools: An action guide for educators* (3rd ed. (p. 128)). Thousand Oaks, CA: Corwin.