## Analysis of Reflection Questions

<table>
<thead>
<tr>
<th><strong>Fall 15</strong></th>
<th><strong>Spring 16</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What strategies did you use to think up topics that you would address in your teaching philosophy template?</strong></td>
<td><strong>How did the course material or past experiences inform your teaching philosophy template? What strategies did you use to think up the topics you would address in your teaching philosophy template?</strong></td>
</tr>
</tbody>
</table>

**Internal**
- Interest: 3
- Looking Ahead: 2
- Goals for Students: 2

**External, In class**
- Web/Library Research: 3
- Course Material: 2
- Thinking strategically about assignment: 1

**External, outside of class**
- Past Experiences: 3

---

**How does research affect how teachers teach in the classroom?**

<table>
<thead>
<tr>
<th><strong>Fall 15</strong></th>
<th><strong>Spring 16</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What Research Provides</strong></td>
<td><strong>What Research Provides</strong></td>
</tr>
<tr>
<td>New Viewpoints/ideas: 5</td>
<td>Guidance: 9</td>
</tr>
<tr>
<td>Contradictory viewpoints: 1</td>
<td>New views/ideas: 7</td>
</tr>
<tr>
<td>Community of teacher/scholars: 1</td>
<td>Growth: 6</td>
</tr>
<tr>
<td>Growth: 1</td>
<td>Contradictory views: 1</td>
</tr>
</tbody>
</table>

**Relation to Classroom/Teaching**
- Broadly incorporating into classroom: 2
- Review/Revise course material or delivery: 1
- Can recreate in class: 1

**Qualities of Research**
- Current: 2

---

**Spring 16**

- Positive former teachers: 4
- Negative past teachers: 1
- Talk to peers/friends: 2
- Current events/trends: 2

**External, In class**
- Course Material: 14
- Thinking strategically about the assignment: 3

**External, outside of class**
- Past Experiences: 14
- Positive former teachers: 4
- Negative past teachers: 1
- Talk to peers/friends: 2
- Current events/trends: 2

**Internal**
- Looking ahead: 7
- Goals for students: 4
- Interest: 5
- Beliefs: 4

---

**What Research Provides**
- Guidance: 9
- New views/ideas: 7
- Growth: 6
- Contradictory views: 1

**Relation to Classroom/Teaching**
- Review/Revise course material: 6
- Broadly incorporate into class: 4
- Benefit students: 3
- Can recreate: 1
- Negative impact: 1

**Qualities of Research**
- Current: 2
| Trusted- 1 | Trusted/data driven- 7 |
| Current- 4 |

| Topics for potential further research: |
|---|---|
| **Fall 15** | **Spring 16** |
| Play & Recess- 2 | Differentiated Learning-6 |
| Social Skills- 1 | Play & Recess- 6 |
| Topic with 1 mention each: Montessori, Faith-based education, responsive classroom, differentiated learning, movement | Technology (good and bad)- 5 |
| | Group/Cooperative learning-2 |
| | Topic with 1 mention each: Developmentally appropriate testing, community partnerships, democracy in the classroom, special education, diversity, encouraging creativity, fostering critical thinking |

**Analysis of Teaching Philosophy Template**

**Fall 2015**

Original Sources:
Average: 4
4 out of 5 students met the requirement to have at least 4

Scholarly Sources
Average: 3.2
4 students had at least 3, 3 students had at least 4

Sources from the last 10 years
Average: 2.8
3 students had at least 3, 4 students had at least 4

Most frequent responses to “How will I improve my teaching”
Web/general research: 4
Communication with colleagues: 4
Communication with students/families: 4
Class observation: 3

**Spring 2016**

Original Sources:
Average: 4.2
Average- Student 7 (who had 19): 3.5
All 22 students met the requirement to have at least 3 Scholarly Sources
Average: 3.8
Average - student 7: 3.1
20 students had at least 3

Sources from the last 10 years
Average: 3
Average - student 7: 2.5
11 students had at least 3

Most frequent responses to “How will I improve my teaching”
Research: 15
Communication with students/families: 13
Communication with colleagues: 11
Assessment of student learning and closing the loop: 10
Peer observation: 6