

Illustrative Reflection Dialogue

A pilot-informed, anonymized, and condensed example of AI-supported teacher deliberation

PURPOSE

This example illustrates how AI might support reflection by returning attention to classroom evidence, introducing alternative considerations, and inviting the teacher to evaluate them. The AI does not determine what the classroom moment means or what the teacher should have done.

1

CLASSROOM MOMENT

TEACHER NOTICES

“The low-level redirection worked with one student but did not seem to work with another.”

Initial concern: A teacher notices that the same low-level response is followed by different patterns of participation across students during an ongoing whole-group activity.

2

AI BROADENS THE FRAME

AI

“The video shows that much of the group continued participating. Could preserving the group’s functioning have informed the response?”

What the AI is doing: Returning attention to observable classroom evidence and widening consideration beyond the focal student to the functioning of the group.

3

TEACHER MAKES REASONING MORE EXPLICIT

TEACHER

“Yes. I was trying not to interrupt the lesson more strongly because most of the class was still engaged.”

What is happening: The teacher articulates reasoning that may have been implicit during the original classroom moment.

4

AI ADDS A CONSIDERATION

AI

“Could the redirects also have communicated expectations to the classmates who were watching?”

What the AI is doing: Introducing another possible consequence of the teacher’s response without presenting it as the correct interpretation.

5

TEACHER EVALUATES

TEACHER

“That could have been part of it. I was focused mainly on keeping the lesson moving, but the other students were also watching what I did.”

Teacher decides what fits the classroom

ACCEPT

This consideration fits the evidence and strengthens the interpretation.

REJECT

This does not fit what the teacher knows about the moment.

QUALIFY

It may be partly relevant, but only under certain conditions.

REVISE

The new evidence or consideration changes the teacher’s interpretation.

6

A DEEPER JUDGMENT

TEACHER SYNTHESIS

“The response may not have changed the focal student’s behavior, but it may still have helped preserve the functioning of the group and communicate expectations without escalating the interruption.”

Deeper reflection does not require changing one’s mind.

The teacher may retain the original judgment while developing a more explicit, evidence-responsive, and revisable account of the reasoning behind it.

AI contributes possibilities; the teacher evaluates their significance.

Observable evidence ≠ interpretation · Alternative ≠ conclusion · AI contribution ≠ professional judgment

ILLUSTRATIVE EXAMPLE · PILOT-INFORMED · ANONYMIZED · CONDENSED