

Reflection Protocol for Teacher Professional Judgment

A structured way to examine classroom moments without rushing to a single explanation or response

PURPOSE

Use this protocol to examine a classroom moment without rushing to a single explanation or response. The goal is to make teacher reasoning more explicit, consider relevant evidence and alternatives, and retain responsibility for professional judgment.

SEVEN STAGES

Notice → Carry Forward

1	NOTICE	What changed or drew your attention? Describe what you noticed before explaining what you think it meant.
2	INTERPRET	What might be happening? What evidence supports that interpretation? Consider the classroom evidence available to you, including what you know about the student, the activity, the group, and the broader instructional context.
3	ANTICIPATE	What might happen if you intervene, wait, or change course? Consider possible consequences for the focal student, other students, the activity, and the functioning of the group.
4	RESPOND	What response was enacted or considered, and why? Identify what you did, chose not to do, or considered doing. Articulate the reasoning behind that choice.
5	EXPAND	What other evidence, relationships, interpretations, or consequences should enter the deliberation? Look beyond the first explanation. Consider information that might complicate, broaden, or challenge your initial account.
6	REVISIT	What supports, complicates, or challenges the emerging judgment? What might change it? Ask what evidence would strengthen your interpretation and what evidence might cause you to revise it.
7	CARRY FORWARD	What, if anything, might you notice or consider differently in a future situation? Reflection does not have to produce a different decision. It may instead lead to a more explicit, evidence-responsive, and revisable rationale for the judgment already made.

THREE QUALITIES TO KEEP IN VIEW

CALIBRATION

How certain am I, given the available evidence?

ALTERNATIVES

What other interpretations or responses remain possible?

REVISABILITY

What evidence or consideration could change my interpretation?

The aim is not to arrive at the “correct” answer. **The aim is to develop more explicit, evidence-responsive, and revisable professional judgment.**