Self Reflection Tool

We believe the most powerful learning arises from intention and deliberation in both planning and practice. This tool helps us reflect on the planning and practice of teaching and learning. We are asked to explore our curiosities, our challenges, and their impact on the learning experience we share and provide as teachers.

Planning the Learning

The following are all elements of strategic, intentional planning. Thinking about your own process for planning, label each element using the following scale:

Curious Quotient:	△- not very curious	Level of Difficulty:	△ - challenging for me	Impact on Learning:	△ - little improvement of learning
	o - somewhat curious		o - takes effort for me		o - potential to improve learning
	O - super curious		O - easy for me		O - clear improvement of learning

	CQ	LoD	IoL
Selects appropriate long-range goals			
Writes instructional objectives related to long range goals			
Varies the level of difficulty of objectives to assure successful learning experiences for each student			
Includes teaching methods and procedures relevant to objectives			
Includes relevant student activities in the lesson			
Includes appropriate tools (ie. ipads) & reflects on how these tools influence learning			
Utilizes formative evaluation methods			
Utilizes summative evaluation methods			
Plans appropriate time allotment			
Select a variety of teaching methods and procedures along with a variety of student activities to use			

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Facilitating the Learning

Reflecting on your teaching practices, score each element below using this scale:

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	CQ	LoD	IoL
Reviews previous lesson and provides essential background information			
Previews what is coming next (long term goals & connections between learning)			
Clearly shares the instructional objectives with students			
Models activities congruent with topic being taught and provides guided practice to reinforce concepts			
Utilizes lesson summary techniques			
Provides independent practice activities			
Provides clear directions for moving from one activity to the next			
Checks for understanding during teaching			

Start small. Employ a bias toward action. Create prototypes, get feedback, reflect, and design your next prototype. Have fun doing good work.

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Assessing the Learning

Use the scale below to score each element below related to your assessment techniques and practices.

Curious Quotient:	△- not very curious	Level of Difficulty:	△ - challenging for me	Impact on Learning:	△ - little improvement of learning
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	CQ	LoD	IoL
Makes methods of evaluation clear and purposeful (all questions are asked for specific reason)			
Uses pre- and post tests			
Monitors student progress through a series of **formative** evaluation methods			
Monitors student progress through a series of **summative** evaluation methods			
Prepares tests which reflect the course content			
Prepares assessment opportunities which allow learners to demonstrate skills learned			
Prepares student to self-assess their work and determine what could make it better			

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Managing the Learning Environment/Building Relationships with Students

Use the scale below to score each element related to your classroom management skills.

Curious Quotient:	△- not very curious	Level of Difficulty:	△ - challenging for me	Impact on Learning:	△ - little improvement of learning
	o - somewhat curious		o - takes effort for me		o - potential to improve learning
	O - super curious		O - easy for me		O - clear improvement of learning

	CQ	LoD	IoL
Develops community through intentional practices and rituals			
Plans activities to get to know students			
Manages discipline problems in a way aligned with the procedures and culture of PDS			
Promotes self-discipline through activities and scaffolding			
Manages disruptive behavior constructively			
Demonstrates fairness and consistency in the handling of student problems			
Establishes and clearly communicates parameters for student classroom behavior			

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Cultural Responsive Teaching

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	O - super curious		O - easy for me		O - clear improvement of learning

	CQ	LoD	IoL
Cognizant of how, as faculty, we bring our identities into the classroom			
Create opportunities for students to bring their identities into the classroom			
Ensure curriculum is culturally diverse, providing mirrors that allow students to see themselves reflected and windows to expose them to lived realities that are different from their own			
Teaching from multiple perspectives			
Address bias and stereotypes through curriculum			
Address micro and/or macro aggressions within the classroom and school community			
Comfortable creating space for dissenting voices, comfort level leading difficult dialogues			
Teach a social justice curriculum			

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Global Learning

Curious Quotient:	△- not very curious	Level of Difficulty:	△ - challenging for me	Impact on Learning:	△ - little improvement of learning
	o - somewhat curious		o - takes effort for me		o - potential to improve learning
	O - super curious		O - easy for me		O - clear improvement of learning

	CQ	LoD	IoL
Cognizant of the connection between travel experiences and rich learning opportunities			
Understands that knowledge of the World is essential			
Creates opportunities to tie Global Issues that impact the entire world into their curriculum			
Engages students as designers and problem solvers			

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