teacher
self-reflection

A SELECTION OF SELF-REFLECTION INSTRUMENTS

teacher self-reflection

Produced February, 2003
A publication of the Nova Scotia Teachers Union

Acknowledgements

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Teacher Self-Reflection

Preamble

This handbook is provided for teachers who wish to engage in a process of self-reflection as either part of a formative evaluation process or as a voluntary professional activity.

Reflective practice is an inquiry-oriented process during which a teacher engages in a cycle of thought and subsequent action on professional experience.

Research indicates that structured reflection on practice promotes professional learning. (Sparks-Langer 1993)

It is hoped that all teachers will feel free to use this booklet, in whole or in part, as a guide to their own self-reflection. The results of this process should be kept private unless the teacher willingly wishes to share them with others or to team up with colleagues in self-reflection. Having completed the process, the teacher should proceed to identify the areas for professional growth.

The teacher self-reflection process can begin with a series of global questions:

- Which current practices can I abandon to make room for new patterns in my work?

- What can I do to help students learn more in the limited amount of time we have together?

- Who are my students? What do they want?

- Who am I? What do I have to offer? What historical and cultural lenses frame my teaching?

- How can I force myself out of my comfort zones and preferred cognitive style?

- How do I seek new opportunities for learning?

- Am I having fun?

To facilitate reflection we have provided you with a series of activities that will serve as a basis for reflection.

In this booklet we have arbitrarily divided professional practices into four components:

- Planning for Learning

- Instructional Strategies

- Assessing Student Learning

- My Professional Self

The items in the following guide are neither in any order of priority nor are they necessarily of equal importance. They are intended for guidance only, and should be modified as necessary by each individual teacher. This guide can be used in its entirety or each of the components can serve as the basis for an intensive process of reflection.

Reflective Teaching

Everyone is familiar with mission statements. Most teachers have been involved in drafting mission statements for their schools or other community organizations.

One of the ways to begin the self-reflection process is to describe your ideas, beliefs and values about teaching in a mission statement.

- Write your own personal mission statement about teaching.

- If you feel comfortable doing so, you may wish to share these answers with a colleague.

- Examine your mission statement to determine if it reflects the reality of your classroom practices.

- Choose a statement contained within your mission statement and develop a series of goals related to the mission statement.

- Establish a timeline for the accomplishment of these goals.

- Make a list of people who can help you accomplish these goals.

Personal Qualities

What qualities do I possess that make me an effective teacher?

_____
_____
_____
_____

What one quality would my students use to describe me?

_____
_____
_____
_____

Name one quality of an effective teacher that I do not possess and would like to develop.

_____
_____
_____
_____

What activities/learning opportunities will provide me with the possibility of developing that quality?

A)_____   B)_____

C)_____   D)_____

How can I access some of these opportunities?

_____
_____
_____
_____

Who can I enlist to help?

_____
_____
_____
_____

PLANNING FOR LEARNING

Preamble:

Planning, whether it is for a year, a unit or daily, is the act of uniting content, context, technique, timing, and sequencing. It is the what, the how and the why of instruction. It is both the most time-consuming and the most important work we do. It is the foundation of our inter-actions with the students.

Content Knowledge

I am teaching in my field of study.　　　　　( ) yes ( ) no

I teach the following subjects. I feel more or less confident in my ability regarding my content knowledge.

	less confident			more confident
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

Name three reasons for your sense of discomfort.

_____
_____
_____

I have all the necessary curriculum guides

for these subjects.　　　　　　　( ) yes ( ) no

I review the guides frequently.　　　　( ) yes ( ) no

I continually reflect on the content of my subject and revise it according to the following. *Check all that apply.*

- ( )　　　student learning styles in this year's class
- ( )　　　student socio-economic diversity
- ( )　　　student developmental styles
- ( )　　　student interests
- ( )　　　student proficiency
- ( )　　　community events and circumstances
- ( )　　　developments in learning theory
- ( )　　　developments in current research
- ( )　　　developments in methodology
- ( )　　　other

Create an action plan that would help to improve your content knowledge.

_____

_____

_____

_____

_____

_____

_____

_____

Prepare a list of resources that you would need in order to improve your content knowledge.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Selecting Instructional Goals

1. I reflect upon my student's level of proficiency,
    learning styles and interests.   ◯ yes ◯ no

2. I have a clear unit plan, which is available to my
    students, parents, and administrator.   ◯ yes ◯ no

3. The lessons within my unit build upon each other
    sequentially for skills, level of difficulty and content. ◯ yes ◯ no

4. I am sensitive to my community and my students'
    socio-economic situation when designing my unit plan. ◯ yes ◯ no

5. I include a variety of activities,
    which reflect multiple intelligences and learning
    styles within the unit.   ◯ yes ◯ no

6. I give opportunities for students to give
    feedback on the lessons and unit.   ◯ yes ◯ no

7. Use the following chart to examine your lesson plans for the week.

	Monday	Tuesday	Wednesday	Thursday	Friday
Clearly stated goals					
Direct link to outcomes					
Content progress between lessons					
Skills progress between lessons					
Variation of strategies					
Opportunities for differentiation					
Time allotment effective					

What three things can I do to improve my unit/lesson planning?

_____
_____
_____
_____
_____
_____
_____
_____
_____

PLANNING FOR LEARNING

Talking about myself

A time when I changed the curriculum to meet the students' needs:

_____
_____
_____

A wonderful teachable moment:

_____
_____
_____

A recent successful teaching strategy:

_____
_____
_____

A colleague with whom I shared a curriculum activity

Name of colleague: _____

Activity: _____

A time when I asked students to apply a concept learned in class outside of the classroom:

_____
_____
_____
_____
_____

A problem associated with teaching a particular concept:

Concept: _____

Problem: _____

_____

PLANNING FOR LEARNING

The reason(s) why I became a teacher:

_____
_____
_____

My definition of a good teacher:

_____
_____
_____

My favorite teacher:

Name: _____
Why: _____
_____
_____

One concept I can remember from elementary school:

Concept: _____
Why I remember it:

_____
_____
_____
_____

How I helped a difficult student feel more positive about learning:

_____
_____
_____

If you feel comfortable doing so, you may wish to share these answers with a colleague.

Choose one of the ideas and apply it to your present classroom.

INSTRUCTIONAL STRATEGIES

ACTIVITY A

As a teacher, the extent to which I...	Excellent	O.K.	Needs work
• engage students in meaningful activities			
• incorporate the prior learning of students into my planning			
• provide opportunities for students to apply their learning outside the classroom			
• vary methods to suit students' needs			
• incorporate a variety of resources to suit student needs			
• incorporate student wishes into my planning lesson			
• am able to adapt my lesson in response to internal/external stimuli			
• try to provide sufficient time to cover the content I want to present to students			

I want to concentrate on the following area(s):

A) _____

B) _____

C) _____

Write a draft goal for one of the areas identified above

_____
_____
_____

Design a plan to accomplish the goal

_____
_____
_____

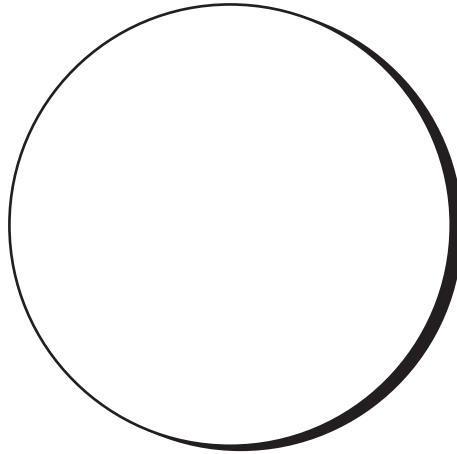Indicate an achievable and realistic timeline to accomplish the goal

_____
_____
_____

INSTRUCTIONAL STRATEGIES

ACTIVITY B

Use the circle below to create a pie chart that indicates how much time is spent in individual, pair, small groups and whole group activities.

Based on the chart above, I seem to place more emphasis on
_____
_____
_____

What does this tell me about my instructional strategies?
_____
_____
_____

Do I need to redesign the interaction in my classroom? . ⬭ yes ⬭ no

Which area do I need to work on?
_____
_____
_____

Where can I find resources to help me?
_____
_____
_____

Communication With Families

	YES	NO
1. I am friendly and cooperative with parents and welcome the opportunity to confidentially discuss with them their child's progress.	⬭	⬭
2. I am as sensitive and aware as reasonably possible of the special circumstances in my students' lives such as divorce, job loss, illness and recent deaths.	⬭	⬭
3. I regularly attend school functions to which parents are invited and make a point of welcoming my students' parents.	⬭	⬭
4. I encourage my students' parents to ask questions about program, expectations, procedures, etc.	⬭	⬭
5. I feel comfortable and confident communicating with my students' families.	⬭	⬭

Some of the barriers to good communication that I am experiencing are:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

6. Techniques I use to communicate with my students' families.

◯ newsletters

◯ phone calls (happy and sad)

◯ parent teacher conferences

◯ meet and greet

◯ open-door policy

◯ use of volunteers

◯ parent invited performances

◯ notes home

◯ special events

other _____

7. Identify one new technique to try

_____
_____
_____
_____
_____
_____
_____

8. After trying out this technique for _____ month(s), I noticed:

_____
_____
_____
_____
_____
_____
_____
_____

Providing Feedback

1. Record the type of feedback given during one day to the following student responses.

correct response   incorrect response   disciplinary feedback

_____
_____
_____
_____
_____
_____
_____

If you are comfortable doing so, using a video recorder to record the class can assist in the above activity.

2. Analyzing my responses, most of my feedback is:

_____
_____
_____
_____
_____
_____
_____

3. Rank the effectiveness of the following feedback techniques.

- Reacting to all student errors
- Correcting immediately, then testing later
- Noting common errors, creating a lesson to address
- Noting errors and conferencing with the student
- Indicating that this is an error—allowing student to find correct answer
- Peer correction process
- Correcting by example
- Other _____

4. If I were a student in my class, what technique would I consider to be the most effective?

    _____
    _____
    _____
    _____
    _____
    _____

5. Which would be the least effective?

    _____
    _____
    _____
    _____
    _____
    _____
    _____

6. My students said:

    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

7. The comparison of the two showed:

    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

Knowing Your Students

1. I get to know my students using the following: (check as many boxes as apply)

   - ⬭ Past teachers
   - ⬭ Student files
   - ⬭ Conferencing/interviews
   - ⬭ Journals
   - ⬭ Portfolios
   - ⬭ Surveys
   - ⬭ Brainstorming
   - ⬭ Other: _____

2. I conduct a needs analysis. ⬭ yes ⬭ no

If you answered **yes** *to question 2, proceed to questions 3 and 4. If you answered* **no**, *proceed to question 5.*

3. Why do I conduct a needs analysis?

   - ⬭ Student strengths
   - ⬭ Student difficulties
   - ⬭ Learning styles
   - ⬭ Prior learning: skills
   - ⬭ Prior learning: content
   - ⬭ Student interest

4. When do I conduct a needs analysis?

   - ⬭ At the beginning of a unit of study
   - ⬭ When the class composition changes
   - ⬭ Periodically during the unit of study
   - ⬭ Other: _____

5. How do I determine the fit between my students' knowledge and skills and my instructional strategies?

_____
_____
_____
_____

6. Reflecting on my present class, what comments can I make regarding the composition of my class? _____

Socio-economics _____

_____

Family dynamics: _____

_____

Medical / physical issues: _____

_____

Past successes and accomplishments: _____

_____

7. Reflecting upon one subject area:

(A)   What are the outcomes of this subject?_____
_____
_____

(B)   What did I determine that the students need?_____
_____

(C)   What are the areas of discrepancy? _____
_____

_____

8. How can I revise my instructional strategies to better address the needs of the students?

_____
_____
_____
_____

Classroom Environment

1. If I were a guest in my own classroom, how would I objectively describe the following:

   chalkboard/whiteboard: _____

   teacher's desk: _____

   walls:_____

   student desk: _____

   centres/ workstations:_____

   storage:_____

   floor: _____

   class library: _____

   computer center: _____

   bulletin boards: _____

   file cabinets: _____

   resource collection: _____

2. Things that I do to make my classroom pleasant, stimulating and inviting:

   ⬭ seating that supports cooperation and learning

   ⬭ students involved in decorating

   ⬭ student work displayed

   ⬭ thematic and subject visual displays

   ⬭ frequent changes and additions to displays

   ⬭ attractive and organized environment

This is a sketch of all the learning spaces in my classroom

I selected this arrangement because:

_____
_____
_____

4. I am happy with this arrangement.   ⬭ yes   ⬭ no

5. Three things I could do to improve the learning spaces in my classroom are:

(A) _____
_____
_____
(B) _____
_____
_____
(C) _____
_____
_____

6. The description that best describes my movements around the classroom is:
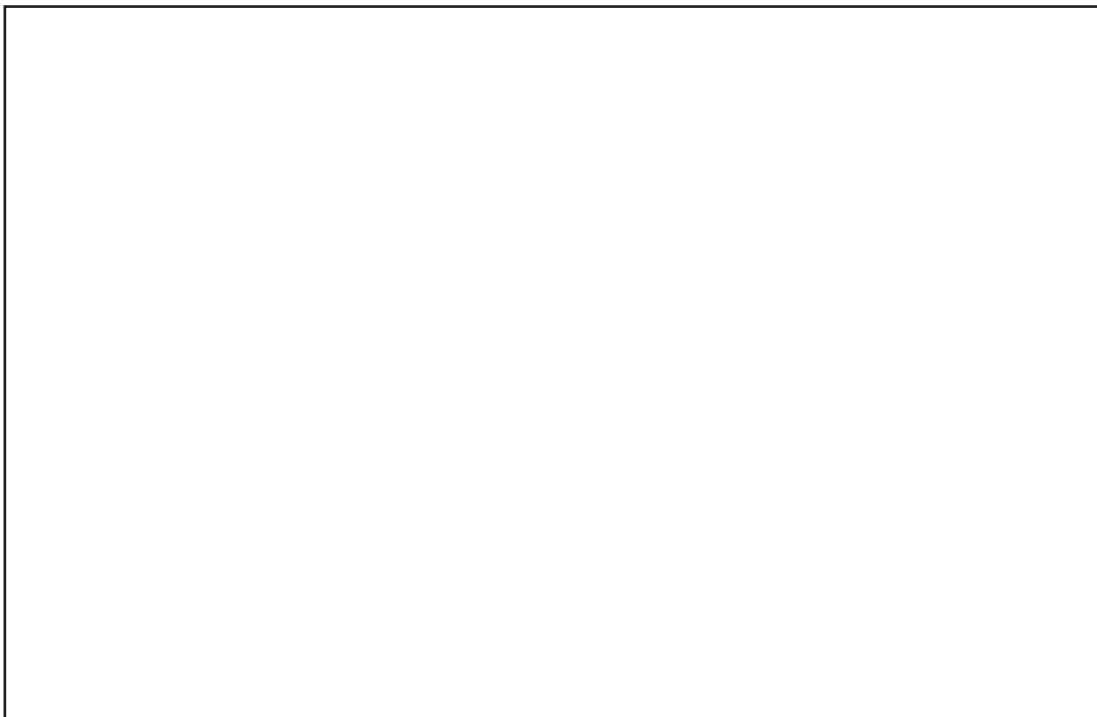
⬭   desk potato

⬭   gentle wanderer

⬭   rooted to the spot

⬭   bouncing ball

⬭   on a mission

7. I am visible to all my students.   ⬭ yes ⬭ no

8. I can access all my students easily.   ⬭ yes ⬭ no

9. I can make eye contact with all my students. ⬭ yes ⬭ no

10. This is my classroom. My students would say that I spend most of my time at "X".

```
┌─────────────────────────────────────────┐
│                                         │
│                                         │
│                                         │
│                                         │
│                                         │
│                                         │
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│                                         │
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│                                         │
└─────────────────────────────────────────┘
```

*Try repeating this activity by actually asking your students to answer
the question instead of assuming their responses.*

PLANNING FOR LEARNING

Classroom Management

1. I have a classroom behaviour plan. ◯ yes ◯ no

   The following were involved in its preparation:

   ◯   students

   ◯   parents

   ◯   Code of Conduct (Department of Education)

   ◯   Behaviour Code (the school's)

   ◯   Behaviour Code policy (School Board)

2. I practice many strategies for preventative class discipline.

   ◯   I am in my classroom prior to student arrival.

   ◯   I am organized and prepared for each class.

   ◯   I consistently apply the rules.

   ◯   I am clear on my expectations (both for behaviour and academic).

   ◯   I try to make lessons interesting, varied, and level appropriate.

   ◯   I use humour.

   ◯   I practice respect.

   ◯   I have realistic rules and consequences.

   ◯   I am calm and consistent in my approach.

   ◯   I appreciate all of my students.

3. I have established routines for:

class startup ⬭ yes ⬭ no

announcements ⬭ yes ⬭ no

getting students' attention ⬭ yes ⬭ no

allowable talk levels ⬭ yes ⬭ no

distribution of materials ⬭ yes ⬭ no

centres ⬭ yes ⬭ no

computer use ⬭ yes ⬭ no

sharing class supplies ⬭ yes ⬭ no

cooperative group work ⬭ yes ⬭ no

handing in homework ⬭ yes ⬭ no

washrooms/ water breaks ⬭ yes ⬭ no

fire drills ⬭ yes ⬭ no

traveling in the halls ⬭ yes ⬭ no

recess and lunch ⬭ yes ⬭ no

absentees and notes ⬭ yes ⬭ no

early departing students ⬭ yes ⬭ no

late students ⬭ yes ⬭ no

make-up work ⬭ yes ⬭ no

test taking ⬭ yes ⬭ no

other routines:_____ ⬭ yes ⬭ no

4. Would I rate my class as harmonious? ⬭ yes ⬭ no

Comments _____

_____

_____

PLANNING FOR LEARNING

5. I provide many opportunities for my students to solve problems or conflicts using the following. *Check as many as applicable.*

- ⬭ circle of friends

- ⬭ peer mediation

- ⬭ teacher mediation

- ⬭ "I" statements

- ⬭ time out

6. I clearly communicate to my students my expectations of acceptable behavior in my classroom.   ⬭ yes ⬭ no

7. I work with them so they understand the behaviour and how to model it.   ⬭ yes ⬭ no

8. I conduct lessons on appropriate self-discipline techniques at the:

- ⬭ beginning of the year

- ⬭ beginning of each term

- ⬭ as needed

- ⬭ systematically throughout the year

Diversity

1. I do not use biased language (regarding gender, racial, ethnic and sexuality issues) in my classroom. ⬭ yes   ⬭ no

2. I avoid generalizations that stereotype groups of people. ⬭ yes   ⬭ no

3. If I were a student who is a visible minority in my class, what difficulties or barriers would I encounter? _____

   _____

   _____

4. As a teacher, how would I respond to these barriers? _____

   _____

   _____

5. What activities do I employ that encourage students to interact with peers of differing backgrounds?_____

   _____

   _____

6. Do I reflect on the diversity within my class and community. How is it portrayed in the resources I use?   _____

   _____

   _____

7. How is it portrayed in the instructional strategies I use? _____

   _____

   _____

8. Do I search out positive role models in my community that are representative of gender, culture, language and ethnicity? _____

   _____

   _____

INSTRUCTIONAL STRATEGIES
Cooperative Learning

1. Cooperative Learning is _____

    _____

    _____

    _____

2. What are the elements of Cooperative Learning?

    A) _____

    B) _____

    C) _____

    D) _____

    E) _____

3. I use Cooperative learning techniques in my classroom.

    ⬭ sometimes   ⬭ often   ⬭ never

4. I teach social skills necessary for group functioning by:

    _____

    _____

    _____

    _____

    _____

5. I can define the following Cooperative learning techniques:

Jigsaw _____

Think Pair Share _____

Numbered Heads Together _____

Round Robin _____

6. I use these techniques in my classroom.

Jigsaw   ◯ yes   ◯ no

Thing Pair Share   ◯ yes   ◯ no

Numbered Heads Together   ◯ yes   ◯ no

Round Robin   ◯ yes   ◯ no

7. Research on Cooperative Learning suggests positive outcomes such as:

_____

_____

_____

_____

8. Name three roles that students may assume in group work.

A) _____

B) _____

C) _____

9. Name four social interaction skills.

A) _____

B) _____

C) _____

D) _____

INSTRUCTIONAL STRATEGIES

10. A successful lesson during which I used Cooperative Learning was:

_____

_____

_____

_____

_____

_____

_____

11. Describe an unsuccessful lesson using Cooperative Learning.

_____

_____

_____

_____

_____

_____

_____

12. What could I do differently next time?

_____

_____

_____

_____

_____

_____

_____

For more information on Cooperative Learning see the Resource List

Multiple Intelligences

1. I am familiar with Howard Gardner's theory of Multiple Intelligences.　　◯ yes　◯ no

2. Name the eight multiple intelligences.

   _____　　_____

   _____　　_____

   _____　　_____

   _____　　_____

3. I believe that Multiple Intelligences can be nurtured in the classroom.　　◯ yes　◯ no

4. I have used the theory of Multiple Intelligences to guide my instructional practice.　　◯ often　◯ sometimes　◯ never

5. I can create a menu inventory of multiple intelligence activities for use in my classroom.　　◯ yes　◯ no

6. Using the following worksheet, analyze your use of multiple intelligence theory in a unit of your curriculum.

CURRICULUM ANALYSIS SHEET		
Intelligence	Where currently taught	New opportunities to teach

Looking for more information on Multiple Intelligences?
See the Resource Section at the end of this document.

Brain Based Learning Research

1. I am familiar with the current research on the human
    brain and some of the implications for educators. ⬭ yes ⬭ no

2. The most important factors that influence whether or
    not the brain pays attention to incoming stimuli are:

    a) whether or not the information has meaning and

    b) whether or not the information has an emotional component or hook.

3. Do I use instructional strategies to assist learners to
    create meaning by linking new information to previous
    experience or creating a new experience with them? ⬭ yes ⬭ no

    examples: _____

    _____

    _____

4. Do I pay close attention to emotion in designing learning experiences?

    Positive use of emotion: _____

    _____

    _____

    _____

    _____

    Negative emotional influences to avoid: _____

    _____

    _____

    _____

    _____

5. Do I use strategies that match how the brain works best, such as?

	yes	sometimes	no
Reciprocal Teaching	⬭	⬭	⬭
storytelling	⬭	⬭	⬭
metaphor, analogy, simile	⬭	⬭	⬭
simulations	⬭	⬭	⬭
writing for understanding	⬭	⬭	⬭
brainstorming applications	⬭	⬭	⬭
rhythm, rhyme, rap	⬭	⬭	⬭
visuals, graphics	⬭	⬭	⬭
projects	⬭	⬭	⬭
problem-based learning	⬭	⬭	⬭
mnemonics	⬭	⬭	⬭
hands-on activities	⬭	⬭	⬭

**For more information on Brain Based Learning,
see the Resource Section at the end of this document**

ASSESSING STUDENT LEARNING

1. What do I believe about assessment? _____

    _____

    _____

    _____

2. I am familiar with the assessment techniques
    outlined in my curriculum guides.   ⬭ yes ⬭ no

3. What methods do I use to assess students?

	Often	*Sometimes*	*Seldom*	*Never*
observation	⬭	⬭	⬭	⬭
interviews/conferencing	⬭	⬭	⬭	⬭
tests	⬭	⬭	⬭	⬭
projects	⬭	⬭	⬭	⬭
presentations	⬭	⬭	⬭	⬭
performance checklists	⬭	⬭	⬭	⬭
student self-evaluation	⬭	⬭	⬭	⬭
peer evaluation	⬭	⬭	⬭	⬭
group evaluation	⬭	⬭	⬭	⬭
feedback from parents	⬭	⬭	⬭	⬭
student conferencing	⬭	⬭	⬭	⬭
assignments	⬭	⬭	⬭	⬭
homework	⬭	⬭	⬭	⬭
portfolios	⬭	⬭	⬭	⬭
other	⬭	⬭	⬭	⬭

4. Are students part of the evaluation process? ⬭ yes ⬭ no

    In which ways?_____

    _____

    _____

5. Are parents part of the assessment process? ⬭ yes ⬭ no

In which ways? _____

_____

_____

6. How do I record what I find?

⬭ anecdotal records ⬭ portfolios of student work

⬭ tracking sheet for each student ⬭ videotapes

other (specify) _____

7. How does my classroom practices match with my beliefs, and the strategies recommended in the guides?

_____

_____

_____

8. If there is a discrepancy between my beliefs and my practices, what steps can I take to:

expand my inventory of techniques? _____

_____

expand my recording practices? _____

_____

involve students in the assessment practice? _____

_____

other? _____

_____

> **Looking for more information on Assessment?**
> **See the Resource Section at the end of this document.**

Communication

1. I explain clearly the content procedures for work assignments to my students:

   ◯ very well   ◯ well   ◯ average   ◯ below average   ◯ poorly

2. I provide written instruction on expectations for assignment.

   _____

   _____

   _____

3. I discuss the expectations with students and ensure that they know what the assignment should look like. _____

   _____

   _____

4. In my classroom, I have established procedures for:

   ◯ getting input from students

   ◯ assigning homework

   ◯ grouping students

   ◯ student movement in class

   ◯ getting students attention

   ◯ student behaviour

   ◯ peer assessment

   ◯ permission for leaving the room

   ◯ establishing the amount of talk allowed for different types of activities

   ◯ establishing expectations regarding content and format of assignments

   ◯ making up missed work

   ◯ fire escape routes

5. My students would say that my communication skills are:

    ◯ good   ◯ fair   ◯ poor

6. My students' parents would say that my communication skills are:

    ◯ good   ◯ fair   ◯ poor

7. Upon reflecting on my communication skills, I would like to try the following:

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

8. I will know I have succeeded in enhancing my communication skills if:

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

Technology

1. My personal philosophy on the integration of technology is: _____

    _____

    _____

    _____

    _____

2. I use technology in my classroom…

    ◯ often   ◯ sometimes   ◯ never

3. I blend computer-based technologies into my classroom…

    ◯ often   ◯ sometimes   ◯ never

4. I use the following technologies:

	Often	*Sometimes*	*Seldom*	*Never*
computer	◯	◯	◯	◯
spreadsheets	◯	◯	◯	◯
database	◯	◯	◯	◯
word processing programs	◯	◯	◯	◯
graphics programs	◯	◯	◯	◯
e-mail	◯	◯	◯	◯
Internet	◯	◯	◯	◯
video	◯	◯	◯	◯
adaptive devices	◯	◯	◯	◯
probeware	◯	◯	◯	◯

5. How would I rate my ability in the following:

	Excellent	Fair	Poor
computer	⬭	⬭	⬭
spreadsheets	⬭	⬭	⬭
database	⬭	⬭	⬭
word processing programs	⬭	⬭	⬭
graphics programs	⬭	⬭	⬭
e-mail	⬭	⬭	⬭
Internet	⬭	⬭	⬭
video	⬭	⬭	⬭
adaptive devices	⬭	⬭	⬭
probeware	⬭	⬭	⬭

6. I encourage my students to use technology in the classroom.

    ⬭ sometimes   ⬭ often   ⬭ never

7. When I think of my classroom, I would say that _____% of students' time in class is spent using technology.

8. I think that this _____% is:

    ⬭ too much   ⬭ sufficient   ⬭ not enough

9. I am familiar with the Technology Vision Document and try to adopt suggestions contained within the document.

    ⬭ sometimes   ⬭ often   ⬭ never

10. I am familiar with the Department of Education and my Board's Internet acceptable use policy.

    ⬭ yes   ⬭ no

11. I would like to improve my knowledge and skills in the following areas:

    a) _____

    b) _____

    c) _____

12. One teacher who could act as my technology mentor is:

    _____

13. Would I consider approaching this person?   ⬭ yes ⬭ no

14. How can my principal help me improve my technology skills?

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

Resources

1. I use the following resources in my classroom:

	daily	sometimes	never
textbooks	⬭	⬭	⬭
curriculum guides	⬭	⬭	⬭
teacher-developed materials	⬭	⬭	⬭
visual aids	⬭	⬭	⬭
Internet	⬭	⬭	⬭
computer software	⬭	⬭	⬭
community resources	⬭	⬭	⬭
community speakers	⬭	⬭	⬭
field trips	⬭	⬭	⬭
resources developed by other teachers	⬭	⬭	⬭
TV and VCR	⬭	⬭	⬭
commercial resources	⬭	⬭	⬭
newspapers & magazines	⬭	⬭	⬭

2. When I examine my answers to the list above, which resources do I use…

   the most? _____

   frequently? _____

   the least frequently? _____

3. Is there a benefit in increasing the use of under utilized resources in my classroom? _____

   _____

   _____

4. Do I seek students' opinions on my use of resources? _____

_____

_____

_____

_____

5. As part of this reflective process, choose one of the resources from the list provided in question one.

My favorite resource is: _____

How do I use this resource?

( )   motivation

( )   supplementary material

( )   ancillary material

( )   to respond to diversity in the classroom

6. What will be my strategy to use some of the other resources listed?

_____

_____

_____

_____

_____

7. Who can help me expand my resource inventory? _____

_____

_____

_____

_____

_____

MY PROFESSIONAL SELF

The Portfolio

1. What do I already know about a teacher portfolio? _____

    _____

    _____

    _____

    _____

2. I can document all the Personal Development activities that I have undertaken over the past three years.

    ◯ yes   ◯ somewhat   ◯ no

3. What is the main purpose for creating my portfolio? _____

    _____

    _____

    _____

4. Name three things that a portfolio can do.

    a) _____

    b) _____

    c) _____

5. What belief statements do I want to include in my portfolio? _____

    _____

    _____

    _____

    _____

MY PROFESSIONAL SELF

6. What do I want my portfolio to show about me as a teacher?

_____

_____

_____

_____

7. What do I want my portfolio to demonstrate about me as a learner?

_____

_____

_____

_____

8. What kinds of evidence would I include in my portfolio?

_____

_____

_____

_____

_____

9. How do I integrate the opinions of colleagues, administrators, parents and students into my portfolio?

_____

_____

_____

_____

_____

10. What plan will I use to best present the data I have gathered?

_____

_____

_____

_____

The following activities may be included in your portfolio:

Teaching Materials Paired with Reflections:

- A syllabus you have used; reflection on what your goals were, how well the syllabus worked, and changes you might make.

- Student evaluations represented graphically or quantitatively; reflection posing hypotheses and/or suggesting how you might use this data to support your improvement.

- Class material you created; reflection as to why you produced it, how well it worked toward your goals, how you might change it or why retain it.

- A journal or your teaching or someone else's teaching in a particular class; reflection on your own journal, each other's journals, or a dialogue between the two of you about what you see in these journals.

- Descriptive information about specific context in which you worked: courses taught, class sizes and attributes, the institution's expectations, your expectations; reflection on how your teaching took these things into account and what you think of the results.

- Information about your wider involvement in teacher development such as other programs in which you have participated, teaching materials you have developed, involvement in curriculum development, etc.; reflection on why you chose to do these particular things, what you got from them, and how you might apply them.

Contributing to School and District Goals

1. I am aware of my school board's policy. ⬭ yes ⬭ no

    a. I know how to access it. ⬭ yes ⬭ no

    b. I have referred to it. ⬭ yes ⬭ no

2. I am publicly supportive and respectful of my peers and my school community. ⬭ yes ⬭ no

3. I work within the proper procedures to deal with concerns, issues and problems. ⬭ yes ⬭ no

4. I maintain a good working relationship with all school personnel. ⬭ yes ⬭ no

5. I understand the relationship of my subject area to the others within the context of the total program. ⬭ yes ⬭ no

6. My comfort level for each of the given situations is:

	Low				*High*
sharing a problem with my school administrator	1	2	3	4	5
sharing a problem with my fellow teachers	1	2	3	4	5
speaking up at a staff meeting	1	2	3	4	5
socializing with the staff	1	2	3	4	5
collaborating on curriculum with staff	1	2	3	4	5
discussing student progress	1	2	3	4	5

7. Things I do to make my school more comfortable place to work:

⬭ am on time for work, meetings or with paperwork

⬭ help out

⬭ am a positive problem solver

⬭ follow proper channels

⬭ am prepared

⬭ critique with discretion

⬭ am supportive

⬭ share

⬭ am a team member

⬭ am actively involved

⬭ am open to new ideas or methods

⬭ smile

⬭ practice respect

8. Three positive things about my staff are: _____
    _____
    _____
    _____

9. Three challenges for my staff are: _____
    _____
    _____
    _____

10. What can I do to make my school more collaborative and supportive? _____
    _____
    _____
    _____

11. What resources can I access to accomplish these changes? _____
    _____
    _____
    _____

MY PROFESSIONAL SELF

Evaluation Form

Teacher Self-Reflection Handbook

	Low				*High*
Usefulness of the document	1	2	3	4	5

What I liked most

_____
_____
_____
_____
_____

What I liked least

_____
_____
_____
_____
_____

Suggestions for improvements

_____
_____
_____
_____
_____

Topics I would like addressed

_____
_____
_____
_____
_____

Please complete this form and send it to Anne Rodrigue, 3106 Joseph Howe Drive, Halifax, Nova Scotia, B3L 4L7 or fax to (902) 477-3517

RESOURCES

DEALING WITH CONFLICT—Commercial Programs

1-2-3 Magic
Works with very young children

Peace In The Classroom, Hetty Adams
Peguis Publishers Ltd.
100-318 McDermot Ave.
Winnipeg, Manitoba
R3A 0A2
This book provides guided lessons for elementary school children

a) Conflict Resolution - An Elementary School Curriculum
b) Conflict Resolution - A Secondary School Curriculum
The Community Board Program
1540 Market St. #490
San Francisco, CA   94102
These binders provide lessons and reproducible materials - cost approx. $60 per binder

Skill Streaming, Arnold P. Goldstein
Research Press
2612 N. Mattis Ave.
Champaign, Il 61821
(217)352-3273
A social skills curriculum series for teaching children with problem behaviors. Lessons from elementary books include dealing with embarrassment, responding to teasing and more.

Succeeding with Difficult Students, Assertive Discipline and Parents on Your Side
Workshops offered by Lee Canter & Associates.
(800)262-4347
Workshops, graduate-level courses, videos, and materials for helping children succeed.

Classroom Behavior: Detecting and Correcting Special Problems, Frank J. Sparzo and James A. Poteet
(Allyn & Bacon, 1989)
Identifies 36 specific behavior problems that teachers face, and offers practical classroom practices for solving those problems

Discipline with Dignity (National Education Service)
Videotapes are designed for inservice training.
(800) 733-6786
Based on mutual respect, cooperation, and shared decision-making; offers skills and strategies for dealing with angry, disruptive behavior and for encouraging students to take responsibility for their own behavior.

Beyond Behavior (CCBD, CEC)
For subscription and membership information, call (800)845-6232.
This magazine for teachers provides practical help for behavior problems, offers analysis and commentary on issues, and presents research in an accessible style. Teachers' contributions are encouraged.

Changing Behavior: A Practical Guide for Teachers and Parents by Frank J. Sparzo
Phi Delta Kappa Education Foundation, 1985

Control Theory in the Classroom by William Glasser (HarperCollins, 1986)
A model of team learning with an emphasis on generating satisfaction and excitement in the classroom.

Reclaiming Youth at Risk: Our Hope For The Future by Larry K. Brendtro & Martin Brokenleg
National Educational Service, 1991
A Native American perspective on children at risk

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