

## Your reflective self-assessment tool

Source: Hall/Simeral, *Building Your Capacity for Success* (ASCD, 2015)

Before you get started, it's important to emphasize this advice: Be honest. Choose the statement that resonates with you first. There are no right or wrong answers, nor good or bad scores, only choices that match your patterns of thinking and information that informs your next-steps. You could probably read the scenarios and pretty easily choose the option that indicates stronger reflective tendencies, but if that's not an honest appraisal of your thinking, you'll get erroneous feedback that will send you down the wrong path. This tool is for your use, so again: Be honest.

Read each of the following 10 scenarios, and circle the letter next to the response that is MOST ACCURATE, MOST LIKELY, or MOST OFTEN the approach you would take in that situation. You will likely find that some of the scenarios have more than one option that matches how you operate. In that case, go with your gut – what would you typically do? After the final scenario, you'll record your responses on a scoring-chart and follow the next set of directions to analyze the results.

- 1. When planning for today's (or tomorrow's) lesson, MOST OFTEN I...**
  - a. Begin with the content and activities that we will be covering, and occasionally prepare specific teaching strategies.
  - b. Utilize recent student assessment data to determine what I'm going to teach and how I'm going to teach it.
  - c. Spend most of my time deciding which instructional methods I'll use to meet specific needs of my students, relying on unit plans to determine the content.
  - d. Consult the teacher's edition and follow the lessons as provided.
- 2. When considering the frequency that I reflect on my teaching, MOST OFTEN I...**
  - a. Reflect usually after teaching a particular lesson and/or analyzing an assessment.
  - b. Reflect after grading student work or when prompted by an administrator, coach, or colleague.
  - c. Occasionally reflect on my own, usually after grading assignments or quizzes.
  - d. Continuously reflect, including during the lesson itself.
- 3. When planning to address student misconceptions, MOST OFTEN I...**
  - a. Address them when they occur, because it is difficult to tell where students will struggle.
  - b. Follow the plan for the lesson from beginning to end.
  - c. Analyze student work to determine what struggles they're having, then plan to address them.
  - d. Plan for check-ins through the lesson, so I can provide support as necessary.
- 4. When I encounter students that struggle in a lesson, MOST OFTEN I...**
  - a. Analyze each student's specific struggles to determine a course of action to address them.
  - b. Can't always tell why they struggle, because there are so many variables.
  - c. Realize I have little control over how some students perform, so I continue to encourage them.
  - d. Look at my teaching strategies to see if changing strategies might have a better effect.

- 5. When attempting to re-engage students who are off-task, MOST OFTEN I...**
  - a. Stop the lesson, regroup the students, and resume the lesson when I'm ready.
  - b. Address the situation with a variety of pre-planned engagement strategies.
  - c. Employ a strategy that I am most comfortable with and have used before with success.
  - d. Use ideas from the lesson plan I'm following and/or power through in hopes that the students will reengage.
- 6. When I ask questions in class, MOST OFTEN I...**
  - a. Ask questions that I have prepared in advance.
  - b. Ask questions from a collection I have prepared, varying my asking/answering strategies.
  - c. Ask questions that come to me while I'm teaching that will continue to move the lesson forward.
  - d. Ask the questions as written in the lesson plan.
- 7. When describing the students I teach each day, MOST OFTEN I...**
  - a. Can identify those who are most/least successful, who struggle with assignments, and who are the first to finish.
  - b. Share the students' academic profiles and can cite the latest assessment data.
  - c. Focus on personality, behavioral, and overarching descriptive traits.
  - d. Can explain the latest assessment data, including anecdotal information, and describe how students are grouped for instruction.
- 8. When students are struggling in a lesson, MOST OFTEN I...**
  - a. Stick with the lesson plans to make sure we cover the required material.
  - b. Attempt to address the learning gaps by modifying the following day's lesson.
  - c. Adjust my instructional approaches immediately.
  - d. Will go back and re-teach the problems they got wrong.
- 9. When determining the level of success of a particular unit, MOST OFTEN I...**
  - a. Monitor the progress of individual students through continuous formative and summative assessment strategies.
  - b. Monitor class performance on lesson assignments and/or quizzes to see if they are "getting it."
  - c. Monitor performance by administering an end-of-unit test, and noting student scores.
  - d. Monitor class progress through formative and summative assessment strategies.
- 10. When reflecting on the levels of performance my students demonstrated on a recent assessment, MOST OFTEN I...**
  - a. Check the grade book to see how the students fared.
  - b. Can describe individual students and the specific concepts they have mastered.
  - c. Explain with solid details about how groups of students performed.
  - d. Provide information about how the class did as a whole.

### Self-assessment scoring guide

Now that you have completed the self-assessment (honestly and accurately!), it's time to collect some data about your reflective practices. Record your responses in the chart below. Write the score that you received in the far-right column for each question. Total your score and note the stage on the Continuum of Self-Reflection that most likely characterizes your self-reflective tendencies.

Question	A	B	C	D	Your Score
1	2	3	4	1	
2	3	1	2	4	
3	2	1	4	3	
4	4	1	2	3	
5	2	4	3	1	
6	3	4	2	1	
7	2	3	1	4	
8	1	3	4	2	
9	4	2	1	3	
10	1	4	3	2	
<b>TOTAL</b>	<b>Add the scores in the final column to determine the overall score:</b>				

The total score (sum of the scores from all 10 questions) gives you an indication of your reflective composite. Plot your score on the Continuum below. See the guide to determine the stage on the Continuum of Self-Reflection that most likely characterizes your self-reflective tendencies:

- 10-14 points: Unaware
- 15-24 points: Conscious
- 25-34 points: Action
- 35-40 points: Refinement

