**Self-Reflection Tool**

Use this tool to continuously reflect as you work through virtual learning experiences. The purpose of this tool is to help teachers engage with the following question: “What are the implications of your virtual instruction experiences on your planning and teaching tomorrow?”

Let teachers know that they can continue to use this tool both individually and as a team as they reflect upon their instruction.

Process as a PLC:  
Allow time for teachers to review the tool. Once they go through the tool once and jot down notes then ask them to go through it again using the following process:

Identify areas where they feel confident/strong (mark these with a plus (+) sign)

Identify areas where they would like to develop/grow (mark these with a delta (∆) sign)

*It is not necessary to put a symbol on every line, and in fact research suggests that it is most helpful for them to only pick a few areas that they would like to focus on at this time.*

**Lesson Implementation**

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| **Reflection Questions** | **Notes/Observations/Thoughts** |
| To what extend did the students learn what was intended? How do you know? |  |
| What surprised you? |  |
| In what ways were your teaching methods effective? How do you know? |  |
| In what ways were the instructional materials and tools effective? |  |
| What aspects of your lesson/unit were implemented differently than you planned? Why did that happen? |  |
| If you were going to teach this lesson/unit to the same group of students, what would you do differently? Why? What would you do the same? Why? |  |
| Describe what you learned from doing this lesson virtually and how you might change your in-person lessons based on what you learned? |  |

**Content Connections**

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| **Reflection Questions** | **Notes/Observations/Thoughts** |
| How did you incorporate informed inquiry approaches, such as developing questions and planning inquiries, applying disciplinary concepts and tools, evaluating sources and using evidence, and communicating conclusions and taking informed action? |  |
| How did you promote social studies disciplinary literacy (e.g., thinking/reading like a historian, geographer, economist, engaged citizen)? |  |
| How did you integrate primary and/or secondary sources into your instruction? |  |
| What did you hope students would learn from the artifacts you chose? How did you build background or contextual knowledge in your students before you presented the artifact? |  |
| Did your instruction actively engage students in using technology to build their knowledge and creatively express ideas? |  |

**Student Engagement**

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| **Reflection Questions** | **Notes/Observations/Thoughts** |
|  |  |
| How did your students respond to this instruction? |  |
| Identify an individual or group of students who did especially well in this lesson/unit. How do you account for this performance? |  |
| Identify an individual or group of students who had difficulty in this lesson/unit. How do you account for this performance? How will you help this (these) student(s) achieve the learning objectives? |  |
| In considering the needs of all ELL and special needs students, what have you done to ensure that your ELL and special needs students are learning the material and keeping up with the rest of the class? |  |
| How has your instruction been adapted to meet the needs of all of your ELL and special needs students? |  |
| How has your instruction been adapted to meet the needs of all of your ELL and special needs students? |  |
| How has your instruction been adapted to meet the needs of advances learners? |  |

**Classroom Environment**

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| **Reflection Questions** | **Notes/Observations/Thoughts** |
| How were you able to provide students opportunities to recognize their emotions, thoughts and values and identity? |  |
| How were you able to provide students opportunities to regulate themselves through goal-setting and experiences where they have to manage stress and self-motivation? |  |
| How were you able to give students opportunities to develop empathy through taking perspectives, experiencing and appreciating diversity, and developing respect for others? |  |
| How were you able to give students opportunities to work in teams, negotiate compromises and conflicts in a constructive manner, and experience team-building, while enabling them to communicate their opinions and feedback? |  |
| How were you able to give students opportunities to analyze societal norms and behaviors, evaluate root causes and possible solutions to problems, and make decisions? |  |

Overall Reflection – Based on all of your responses “What are the implications of your virtual instruction experiences on your planning and teaching tomorrow?”