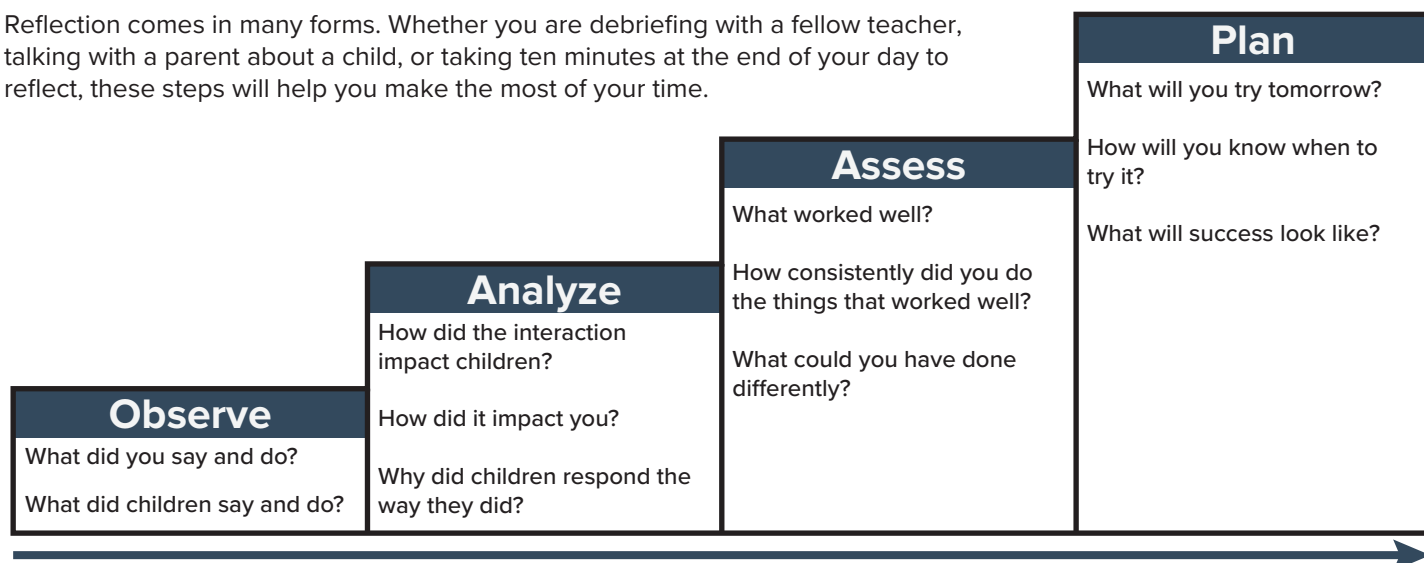


Guide to Reflecting and Planning for Teachers

As a teacher, you are always striving to learn and improve. But sometimes you may ask yourself “What do I need to do better?” without first reflecting on your current practice. By slowing down and being methodical, you can reflect in ways that lead to more meaningful discoveries about yourself and your work. This will make it easier for you to plan for and try new things in your classroom.

Reflection comes in many forms. Whether you are debriefing with a fellow teacher, talking with a parent about a child, or taking ten minutes at the end of your day to reflect, these steps will help you make the most of your time.



Observe

It's hard to observe yourself trying something new when you are busy doing it! Here are some ways you can observe your own interactions in the classroom:

- Make a video or audio recording that you can review later.
- Right before you try something new, move a rubber band from one wrist to the other so you remember to be mindful of what's happening. Immediately after the interaction, jot down a note about what happened.
- Take a photo to help you remember the context in which the interaction took place.
- Ask another adult to observe and take notes on what you do and how the children react.

Analyze

Now that you have the facts, you can analyze what happened. Here are some tips for analyzing effectively:

- When thinking about your observations, repeatedly ask yourself why.
- Make sure your analysis is based on what you observed.
- Think about the interaction from your perspective. Then think about it from the children's perspectives.

Assess

Now that you have analyzed to build an understanding of the interactions you observed, you can begin to assess how it went. Here are some tips for assessing effectively:

- Consider the goal of the activity and whether/how an interaction supported that goal.
- Assess what interactions went well.
- Consider opportunities you had to do more of what went well.

Plan

Building on your assessment, think about how you can experience your successes more often, with more children, or at different times of day. Make a plan that is specific and achievable. Use a when/then statement to create a simple plan you know you can stick to. Don't forget to think about how you will observe yourself! Here is an example:

- WHEN children arrive at school,
- THEN I will greet them by name with a smile.
- I will show my co-teacher my When/Then plan and ask her to observe and take notes.

Reflecting & Planning Worksheet

Observe

What did you say and do? What did children say and do?

Analyze

How did the interaction impact children? How did it impact you? Why did children respond the way they did?

Assess

What worked well? How consistently did you do the things that worked well? What could you have done differently?

Plan

What is a successful interaction that you can do even better or during another time of day?
*First, state concretely **when** you'll interact in this way. **Then** describe what you will do and say.*

WHEN children are _____,

THEN I will _____

I will observe myself by (choose as many as apply):

- ☐ Video
- ☐ Photo
- ☐ Rubberband reminder + quick notes after
- ☐ Another adult will observe and make notes (name: _____)
- ☐ Other: _____