

Source: Jay Schauer, via Edutopia

Reflections and Directions

Identifying what you want to be sure to keep and change from this year before those things vanish from your Summer Brain - Reflections

(and starting on a plan for how to accomplish your vision - Directions)

Reflections:

Look back over your notes, our notes, think about what you've done throughout the year and then identify some things that:

- have gone well from Day 1.
- you changed as the year progressed and have really benefited you and your students.
- you recognize you'd like to try but haven't had time or bandwidth to do so.
- you may still be struggling with that you'd like to improve on from the start of next year.
- an area you haven't really thought about to this point, for whatever reason.

In this first table just check which box applies best for you and maybe add a short note to remind yourself why you chose that particular box. There is a chance you may have multiple checks on a given row and that is okay and reasonable. (There's a second table for *Directions*)

Areas for consideration (Alphabetical order, not necessarily by importance)	Gone well from Day 1	Changed effectively or is trending the way you want	Know I want to try/do more but need more time or bandwidth	Still struggling with and want to improve	Haven't even really thought about this item	Notes to Self (may not be needed but might help when you come back to this next year)
Assessments - Are you and your students getting good data about growth and learning from the assessments you use?						
Being efficient - developing lessons, providing feedback in a reasonable amount of time for both you and your students.						
Building Classroom Community - Getting more out of your class than the sum of its parts and creating a sense of belonging and contributing for all.						
Clear, consistent, followed-through expectations in your classroom - with just about everything - "Clarity is Kindness"						
Communication - with Students, Families, Counselors, Admin, Colleagues						

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Collaborations - with course alike, department, cross-curricular folks						
Department/School Alignment with grading practices - 4 point scale, Formative and Summative approaches, late, make-up, retake policies						
Finding Balance in your work/non-work life and seeking sustainability - definitely easier said than done in your early years but very important.						
Fine-tuning the height of your bar - is your course challenging enough with appropriate scaffolds						
Getting more integrated with the life of the school community - being present at and/or participating in events that help provide the richness of the school experience (and students really notice this)						
Seating - furniture arrangement and student arrangement within that furniture						
Seeking help from various resources - colleagues, counselors, administrators, union representatives, mentors						
Start of class routines - setting the tone, reconnecting, providing structure						
Strategies for when students miss class - your own, department, school						
Student Accountability - for behavior, for work completion, for learning, for self-advocacy						

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Transitions - Orchestrating changes in time and space so they make sense and go smoothly						
The First Two Weeks of School - setting you and your students up for success, or extended frustration, right out of the gate.						
Some other thing(s) I didn't include:						

Directions:

Use some of what you have reflected on above to start on a combination of road map (okay GPS) and assembly instructions for next year. This could include things like:

- notes to yourself about what you intend to continue doing (as in “Don’t forget to keep…”).
- a specific plan/approach you want to make sure you remember to use before you are in the thick of things (and you go “Doh! Now I remember I meant to…”).
- a note about how you are going to reach out to resources to get some help or insights about different approaches to try.

This should help make some of these action items more like a plan than just wishful thinking.

In this second table try to identify some actions you will take and maybe a timeframe for those actions to give you some path forward, i.e direction. (This may even save you time, thought and energy next year when you have to come up with goals or complete the 5D Self-assessment rubric!)

<p>High Priority <u>Keeps</u>, Additions and Changes</p>

Medium Priority Additions or Changes

Lower Priority Additions or Changes

Other notes, ideas, ramblings: