

## Sample Reflection Questions

### Self-Reflection Sample Questions:

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission and vision and what strategies can you learn more about to support that mission or vision?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

### Professional Learning & Action Questions:

#### Indicators and Success:

- What research question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings/ might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

#### Determine Evidence:

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or Qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

#### Analysis of Evidence:

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

#### Learning Reflection and Next Steps:

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

#### Reflect on the Feedback Process:

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

## Growth Criteria & Sources of Evidence

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning &amp; Impact on Practice</p> <ul style="list-style-type: none"><li>• Educator can demonstrate how they developed new learning within the continuous learning cycle through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning cycle goal/strategy focus.</li></ul> <p>Impact of Students</p> <ul style="list-style-type: none"><li>• Educator can demonstrate how they positively impacted student learning within the continuous learning cycle using example evidence, and can articulate connections/rationale between the improved learning and their own changes in practice.</li></ul>	<ul style="list-style-type: none"><li>• Required observational evidence</li><li>• Required student learning evidence aligned to high-leverage indicator focus</li><li>• Implementation plans/Lesson plan(s)</li><li>• Educator learning logs/ impact on practice reflection</li><li>• Educator created learning materials</li><li>• Evidence from Observation of Educator Practice</li><li>• Numeric information about schedule,time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.</li><li>• Educator and/or student self-reflection</li><li>• Student learning artifacts</li><li>• Mastery-based demonstrations of achievement</li><li>• Observational evidence of students' words, actions, interactions (including quotations when appropriate)</li><li>• Rubrics, interim or benchmark assessments, other assessments</li><li>• Other artifacts/sources...</li></ul>