

Self-Reflection

A Focus on Student Learning



What do I expect students to do (behavior) or learn (academic)?

(Sources to consider: Utah Core Curriculum, needs assessments, SMART goals, etc.)

How will I know what students have learned (academically/behaviorally)?

Effective Instructional Practices Implemented:

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| <input type="checkbox"/> Review previous learning
<input type="checkbox"/> Student practice after every step
<input type="checkbox"/> Check responses of all students after questions
<input type="checkbox"/> Check for understanding
<input type="checkbox"/> Provide scaffolds for difficult tasks
<input type="checkbox"/> Engage students in weekly and monthly review | <input type="checkbox"/> Present material in small steps
<input type="checkbox"/> Ask large number of questions
<input type="checkbox"/> Guide student practice
<input type="checkbox"/> Obtain a high success rate
<input type="checkbox"/> Require and monitor independent practice
(Corresponds to UETS-based JPAS indicators 2013) |
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Which students did not learn it?

What will I do for students who did not learn it? (What will I change or do differently?)

Interventions/Differentiation:

What will I do for students who have mastered the academic/behavior concept?

Next step:
