

**Reflection Self-Assessment
2016**

1. When planning for a lesson, I...

- a. Begin with the content/tasks/drills that we'll be covering and occasionally prepare specific teaching strategies.
- b. Utilize our last lesson together to determine what I'm going to teach and how I'm going to teach it.
- c. Spend most of my time deciding which instructional method I'll use to meet the specific needs of my students, relying on the national standards to determine the content.
- d. Consult the National Standards for my lesson content.

2. When considering how often I reflect of my teaching, I...

- a. Routinely reflect on students riding skills after teaching a lesson.
- b. Reflect after watching students' ski/ride when prompted by my TD or Staff trainer.
- c. Occasionally reflect after student's ski/ride down to me one at a time.
- d. Continuously reflect, including during the lesson itself.

3. When planning to address students' different interpretations or misconceptions, I...

- a. Address them when they occur, because it is difficult to tell where students will struggle.
- b. Follow the established plan for my lesson from beginning to end.
- c. Analyze students' riding skills and ask 'chair ride' questions to determine what struggles students are having and how to address them.
- d. Plan for check-ins throughout the lesson, so I can provide support when necessary.

4. When I encounter students who struggle in a lesson, I...

- a. Analyze each student's specific struggles, to determine a course of action designed to address them.
- b. Can't always tell why they struggle, because there are so many variables.
- c. Realize I have little control over how some students perform, so I continue to encourage them.
- d. Look at my teaching strategies to see if changing them might have a better effect.

5. When attempting to reengage students who are off-task, I...

- a. Stop the lesson, regroup students, and resume the lesson when I'm ready.
- b. Address the situation with a variety of engagement strategies I've thought of before our lesson together.
- c. Employ a strategy that I am most comfortable with and have used before with success.
- d. Power through in hopes that students will reengage.

6. When I ask questions, I...

- a. Ask questions I've prepared in advance.
- b. Ask questions from a collection I've considered ahead of time, given the needs of my students and varying my asking/answering strategies.
- c. Ask questions that come to me while I'm teaching and that will continue to move the lesson forward.
- d. Ask yes/no questions.

7. When describing the students I teach, I...

- a. Can identify those who are most/least successful, who struggle and who get down the run first every time.
- b. Can identify every individual's past experiences both outside of skiing/riding and within the sport itself.
- c. Tend to focus on their personalities, behavioral patterns and overarching descriptive traits.
- d. Can explain their latest success, where on the hill it was, and what attributed to that success (i.e., snow conditions, terrain, time of day)

8. When students are struggling in a lesson, I...

- a. Stick with my lesson plan to make sure we cover the required material.
- b. Attempt to address the learning gaps by modifying the next lesson.
- c. Adjust my instructional approach immediately.
- d. Go back and reteach when students didn't "get it."

9. When determining the level of success in a particular skill, I...

- a. Monitor the progress of individual students continuously throughout the lesson
- b. Monitor the performance of the class on a specific run to see if they are "getting it."
- c. Monitor performance by administering a riding assessment at the end of class or at the end of multi-week sessions.
- d. None of the above.

10. When reflecting on my students' performance levels, I...

- a. Check my notes to see how students fared.
- b. Can think about individual students and the specific skills they have mastered
- c. Explain with detail how groups of students performed
- d. Provide information about how the class did as a whole

Self-Assessment Scoring Chart:

Question	A	B	C	D	Your Score
1	2	3	4	1	
2	3	1	2	4	
3	2	1	4	3	
4	4	1	2	3	
5	2	4	3	1	
6	3	4	2	1	
7	2	3	1	4	
8	1	3	4	2	
9	4	3	2	1	
10	1	4	3	2	
Total	(Add your question scores to determine your overall score.)				

Self-Assessment Scoring Scale:

10 15 20 25 30 35 40

- 10 - 14 points Unaware Stage
- 15 - 24 Conscious Stage
- 25 - 34 Action Stage
- 35 - 40 Refinement Stage

There is no good or bad score with this self-assessment. There is no “better than” or “worse than”. This tool is to be used to provide information about how we think.

Self-reflection is a skill, a habit of mind, and a behavior that we can strengthen, hone, refine and grow. Wherever you are, and whatever you scored, and however you engage in thinking about the work you do, you’re about to begin the process—composed almost entirely of a succession of baby steps—of moving forward along the Continuum of Self-Reflection.