Mentor Reflection Questions/Cards

How can I be a better educator tomorrow than I was today and lead others to do the same?

Mentor Reflection Questions

ASSESSMENT

OTES Connections: Focus for Learning, Assessment Data, Prior Content Knowledge/Sequence/Connections, Knowledge of Students and Assessment of Student Learning

What prior knowledge and skills do students need in order to achieve instructional outcomes for a lesson or unit?

In what ways will student learning outcomes be formatively assessed during a lesson or unit? What will the assessment "look like" in order to provide good information regarding student learning progress?

Describe how the assessment is aligned to the instructional outcomes.

Explain the connections between the instructional outcomes, instructional strategies, the students, and the assessment. How will students be provided with opportunities for deliberate practice?

In what ways will you ask students to apply their understanding of the essential question?

What learning strategies were students required to use independently in these assessments?

In what ways will or did the formative assessment prepare students for the summative?

In what ways did you consider knowledge of students while selecting or designing these assessments?

How will you differentiate assessments to measure learning of all students?

How successful was your lesson in relation to the desired instructional outcomes? What data sources do you have to support this?

In what ways do the assessment results inform you about the quality and impact of your teaching?

What were key challenges your students experienced in understanding elements of this lesson? What surprised you? How would you adjust your lesson to accommodate these needs?

Describe the formative measures used to gauge student understanding.

Describe formative checks that you've used in lessons (i.e., exit slips, hands up/hands down) that you found most beneficial in understanding where your students are

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INSTRUCTIONAL PLANNING

OTES Connections: Lesson Delivery, Differentiation, Resources, Classroom Environment and Assessment of Student Learning

What standards are going to be addressed in this lesson?

Why is this lesson important? -What teacher resources will be necessary to plan and teach this lesson?

What student resources will be necessary to impact student learning?

Considering the needs of individual students, what resources may need to be secured, modified, or enriched, to ensure access to high levels of learning during this lesson or unit?

How would collaboration or co-planning enhance this lesson or unit?

What misconceptions about the content need to be considered?

What are the instructional strategies used in this lesson or unit? Why were they chosen?

How will the instructional strategies lead students to independent and self-directed learning?

What activities required higher-order thinking skills?

How do activities engage students in interdisciplinary thinking and connections?

How did you determine student grouping for the lesson? How did the student grouping maximize student learning?

Consider resources and materials needed for this lesson that will enrich the classroom environment, and/or have potential to produce Wonder and Awe. How are these relevant to the learning outcomes and the students? How can they create ownership for learning?

How are you differentiating instruction for individual and groups of students?

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ANALYSIS of STUDENT WORK

OTES Connections: Classroom Environment and Professional Responsibilities

What artifacts of learning from your students can you identify that illustrate a true understanding of the lesson content?

What was the overall quality of the student work that was produced during the lesson or unit? To what do you attribute this? Talk about the work of at least two focus students.

What class trends and patterns did the assessment reveal? What will I do with this information?

How does the student work meet expectations for high quality?

What does the work tell about how well students understand the instructional outcomes or goals for learning?

How does the range of work from a single student or group of students demonstrate growth over time? In what ways and to what extent is the work challenging for students? How will you use this information to challenge and support students in the future?

What feedback will or did you provide students to help enhance their understanding of the content?

What feedback did you provide to parents, families, or other educators about student performance on this lesson or unit?

Is the work of the student (s) rigorous? Does it meet expectations for high quality work?

What do students' responses indicate about the effectiveness of the assignment or prompt?

Reviewing your instructional planning and assessment resources, what did you find most beneficial for your students in their understanding of the content? What data sources do you have to support that?

What do students' responses indicate about the effectiveness of the prompt or assignment? Have you attempted this task as written? What did you learn about teaching and learning by doing this assignment?

REVISION for TEACHER IMPACT

OTES Connections: Professional Responsibilities

How successful was this lesson in relation to the desired outcomes? What data sources do you have to support this?

Describe an adjustment you made during the lesson due to student misunderstanding. Was that helpful for your group of students?

What were key challenges your students experienced in understanding elements of this lesson? What surprised you? How did you adjust your lesson to accommodate these needs?

How would you change the activities or certain focus areas of the lesson for the future?

If you were to reteach this lesson what might you change and why?

Mentor Reflection Questions

PROFESSIONAL GROWTH and COLLABORATION
OTES Connections: Professional Responsibilities What are the primary types of communication you use to enhance family and caregivers' understanding of their child's learning progress? Which one was the most effective? How do you know that? In what ways can you invite families to be more involved in the educational processes of their children? How has being a part of a professional learning community (Teacher Based Team, Building Leadership Team, District Leadership Team, curriculum team, etc.) helped to develop your understanding of your impact on student learning?

Mentor Reflection Questions

REFLECTION
OTES Connections: Assessment of Student Learning and Professional Responsibilities What evidence is there of student engagement in the lesson just taught? What are some possible reasons for their engagement? How well did students who were seemingly disengaged, perform on the formative assessment? How well did students perform who were seemingly engaged? How did this reflection concerning engagement inform your thinking about how students think and how they learn? How did the students respond to the classroom environment for this particular lesson? What specific preparations did you make in the environment for this lesson? How did those preparations make a difference in student learning? What areas of your teaching have been strengthened because of feedback received through co-teaching, a collaborative lesson study, a common assessment or observation? What area of teaching will be an intentional area of focus for the next few weeks?