



WEBINAR WORKBOOK SERIES

# What's Your Teacher Vision?

**A SELF-REFLECTION WORKBOOK TO SUPPORT YOU TO  
CELEBRATE YOUR SUCCESS, ADDRESS CHALLENGES, AND  
CRAFT YOUR VISION FOR NEXT YEAR**

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 **TeacherVision**

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# Why We Created This Workbook

The end of the school year is a whirlwind of final projects, grading, assemblies, clean up, and celebrations. From writing grades and comments to packing up your room so it can be painted over the summer, reflection is probably the last thing on your mind.

When I was in the classroom, I always promised myself that I would find some time during the first week of summer to go to my favorite coffee shop, open up a brand new notebook, and reflect on how the year went. In reality, I was so exhausted when school let out that all I could do was sleep and catch up on my favorite movies and shows.

When I finally had enough energy to reflect, I struggled to remember all the details. I didn't have a process to guide me through, so while I took a lot of notes, I didn't know what to do with them.

We created this workbook in order to provide you with a process to guide your reflection. Whether you use it in June or August is up to you. By the end of the workbook, you will have not only reflected on your year, you will also create your teacher vision and goals for next year.

Because we know that reflection is equally important for your students, we are including our favorite reflection protocols for students so you can make reflection part of your teaching practice next year.

Happy Teaching,

*Julie*

# PRO Reflection Framework

It can be helpful to have a reflection framework, and this is one of my favorites. A former colleague designed it, and every time I use it, I feel empowered and centered. Here's how it works. We begin by focusing on the positive, and this is where you identify something you are really proud of.

It might be the grading system you developed and stuck with or a new unit you designed that your kids loved. Maybe you designed a system to ensure equitable participation or tried new technology and stepped outside of your comfort zone.

It is important to remind yourself that there was a lot you did really well. Next, you shift to thinking about what you can do better next year. What are the areas that you'd like to grow in? Maybe you tried project-based learning, but realized you didn't have the classroom routines and procedures to make projects run smoothly. Maybe you tried to keep up with formative assessments, but didn't check for students' understanding as often as you hoped. Whatever it may be, don't beat yourself up. This is a space for you to think about challenging areas where you can grow rather than jotting down all of your failures.

Lastly, you wrap up the reflection by identifying your next steps. What is something you want to work on this summer and into the school year? What do you want to learn more about? What changes do you want to make? This part of the process is empowering because you are beginning to plan and consider what you will do to continue to grow as a teacher.

## **Positive reflection**

**Reflect on what you can do better**

**Open for feedback**

**P**

Something I am really proud of this year is...

I felt my teaching was effective when...

**R**

Something that didn't go as well as I hoped was...

My teaching could more effective if...

**O**

One thing I can work on is...

A change I want to make next year is...

# Teaching Reflection Guiding Questions

The PRO Framework is one of many ways that you can reflect on your teaching. If you find that you want to dive deeper into different areas of your teaching, we have separated different aspects of the job into categories and included some guiding questions to help you organize your thoughts.

## Classroom Routines and Procedures

Which procedures will I keep?

Which will I change?

What new routines do I need and why?

How do I communicate routines and procedures to students?

Is my communication clear?

## Classroom Management (Rules and Consequences)

Did I introduce my rules effectively?

Was I consistent with ensuring my rules were being followed?

What rules do I need to change/add/or remove?

Did I effectively revisit my rules as needed throughout the year?

Did I involve my students in the process of creating rules?

Was I consistent at issuing consequences for rules not being followed? If not, what can I change to be more consistent?

Were the consequences effective? Did the students care enough about the consequences to follow the rules?

What new consequences do I need to implement next year to ensure my students are following the rules?

What positive reinforcements worked well? What did my students respond to the most that I can continue?

## Classroom Organization

What areas or parts of the classroom were the most organized?

What areas or parts do I need to improve?

What part of my classroom did I feel was the most unorganized? How can I fix it to make it more organized?

Did I do a good enough job involving the students in keeping the room organized?

How can I better involve them?

What, if any, new organizational supplies do I need to purchase to help me stay organized?

## Classroom Setup

Did the classroom setup work well for students?

Was the classroom setup so students had the opportunity to work in different spaces?

Did the classroom setup allow me to circulate the room, work with small groups, and individual students?

What changes do I need to make to the classroom setup so it aligns with my teaching values?

## Curriculum and Instruction

Which area of my instruction was the weakest?

Did I provide enough student choice in my instruction?

Which areas of instruction and curriculum were not engaging for me and which were not engaging for my students?

Did I get all of my curriculum taught? If not, what can I combine, cut out, or speed up to get through it the next year?

In which areas of my curriculum was I lacking in engaging and meaningful resources?

What areas of my instruction needed to be more rigorous?

What type of instruction (whole group read aloud, experiments, centers, small group teaching, etc.) went really well this year? Why did it go so well?

What type of instruction do I want to try out next year?

## Building Relationships

Did I have a system for communicating with parents? Did that system work? If not, what changes do I need to make?

How did I build relationships with my students? Did I build strong relationships? If so, what did I do that worked well? If not, what can I do next year so all my students feel seen and heard?

Did I collaborate with colleagues? Did I feel supported by my colleagues? Am I happy with the relationships that I have? If not, what relationships do I want to build next year?

# Teaching Core Values Exercise

Bringing self-awareness to our core beliefs and intentions provides us with an opportunity for meaningful reflection and teaching with intention and purpose. This exercise will provide space and time to explore and identify your core values and choose one value that you want to prioritize in your teaching next year.

Here's how it works. Read the list of values below. Circle five words that resonate with you, and that you feel are your "teaching values". Next, cross out three of the words to narrow down your list. Then, choose one. This is your core teaching value.

Write this value down on a Post-It and have it near you as you plan this summer. You may want to find a place in the classroom to post your value in the classroom. The idea is that everything you do in the classroom should reflect your core teaching value so that you feel centered and aligned.

# Values

The following list of values applies to work and personal life. This is not an exhaustive list—you're welcome to add your own.

Acceptance	Effectiveness	Imagination	Recognition
Achievement	Efficiency	Independence	Reflection
Adventure	Equality	Influence	Religion
Affection	Equity	Initiative	Respect
Altruism	Excellence	Integrity	Responsibility
Ambition	Excitement	Intuition	Results
Appreciation	Expertise	Interdependence	Reputation
Arts	Fame	Joy	Risk Taking
Authenticity	Fairness	Justice	Romance
Authority	Faith	Kindness	Self Expression
Autonomy	Family	Knowledge	Self-Respect
Balance	Flexibility	Leadership	Service
Beauty	Focus	Loyalty	Sharing
Belonging	Forgiveness	Making a Difference	Solitude
Caring	Freedom	Meaningful Work	Spirituality
Celebration	Friendship	Mindfulness	Success Support
Challenge	Fun	Nature	Team Work
Choice	Goals	Nurturing	Time
Collaboration	Gratitude	Order	Tolerance
Commitment	Growth Happiness	Passion	Togetherness
Community	Health	Peace	Tradition
Communication	Helping Others	Personal Growth	Travel
Compassion	High Expectations	Perseverance	Trust
Connection	Honesty	Personal Develop-	Truth
Contribution	Hope	ment Pleasure	Unity
Cooperation	Humility	Positive Attitude	Variety
Creativity	Humor	Pride	Zest
Democracy		Productivity	

# Brainstorming Your Teacher Vision

Write down some ideas below on what your ideal day in class would look like!

<p><b>What do you see?</b></p> <p>What are the students doing? Are they in groups? Are they by themselves?</p>	
<p><b>What do you hear?</b></p> <p>Is it noisy? Is it quiet? Are students collaborating? Are they talking to you?</p>	
<p><b>What do you 'own'?</b></p> <p>What are you controlling? How are you facilitating? Are you teaching at all?</p>	
<p><b>What do students 'own'?</b></p> <p>What are they controlling? How are they feeling? What is student centered?</p>	

# What's Your Teacher Vision?

Now that you have had the opportunity to reflect on teaching and identify your core teaching value, this next exercise will support you to draft your vision for next year. A vision is what you hope and want for yourself and your students. Don't be afraid to think big. While no day in the classroom is perfect, your vision is like your North Star, an ultimate goal that you can come back to again and again.

Before you write your vision, it can be helpful to do an ideal day brainstorm. We have all had those days where everything clicks in the classroom. The students are engaged. The lesson goes as planned. There isn't a fire drill to throw off your pacing, and you are full of energy. Close your eyes, and imagine your ideal day in the classroom.

## Here is an example (for inspiration):

My class is engaged and excited about the topic and activities. They are working together to share ideas, experiences, and strategies. My students are respectful of one another, our environment, and themselves. My students take risks and welcome mistakes as they continue to make progress in their understanding. My students are making connections between what they know and what is being introduced. Students are eager to ask for help when needed. My students are willing and able to work at their own pace and the challenges are intrinsically motivating.

Here are some sentence starters:

I hope that as a result of my teaching, \_\_\_\_\_ will be true.

I teach because \_\_\_\_\_.

I know I am an effective teacher when \_\_\_\_\_.



# Drafting Your Teacher Vision

If you have ever taught writing, you know that getting started is often the hardest part for students. Giving students sentence stems is a best practice for supporting them to organize their ideas. Depending on your own writing process and relationship with writing, you may need these or not. It is up to you.

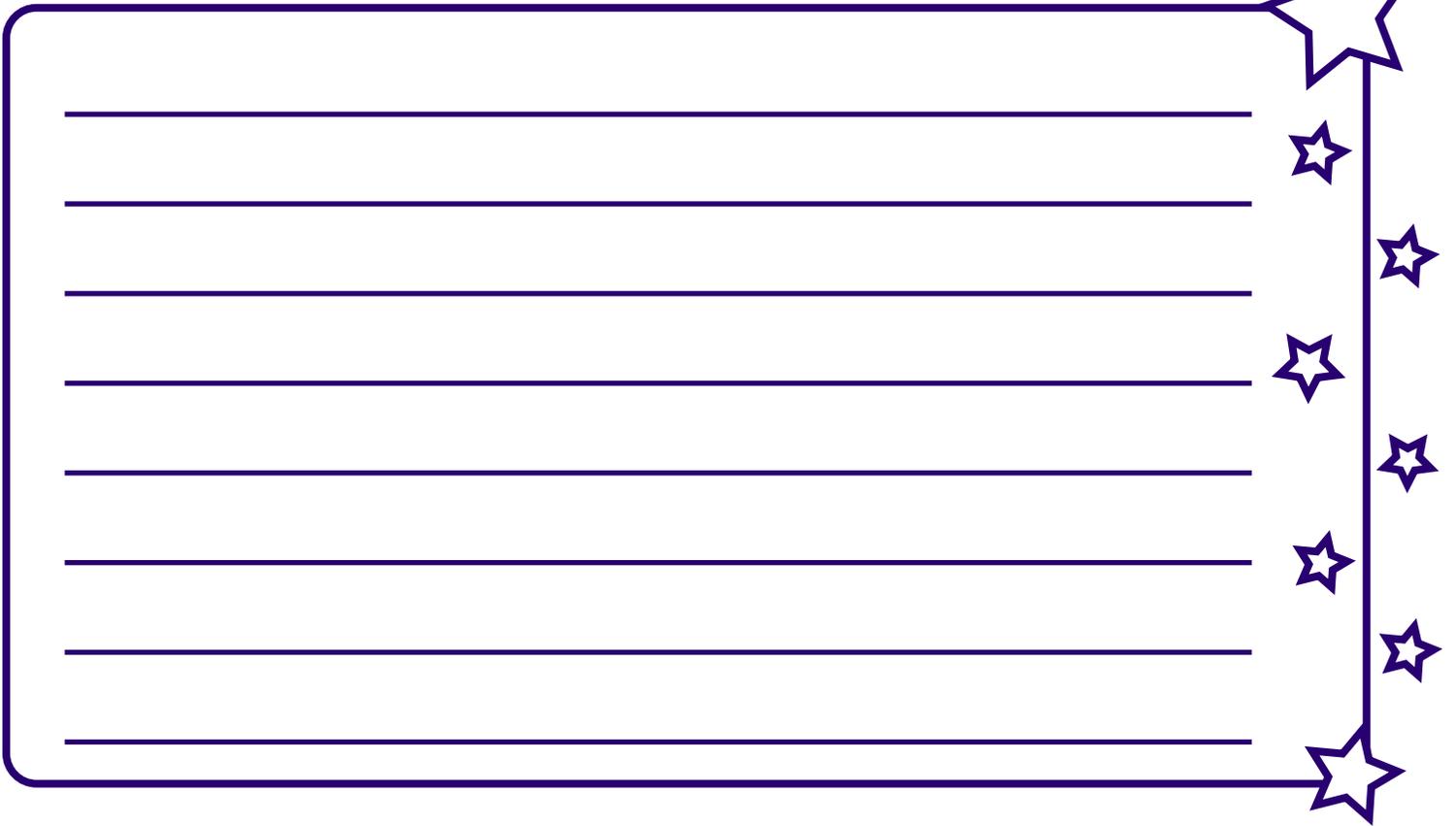
Your vision should be about the length of a paragraph. It will encompass your dreams and hopes for yourself and your students next year.

# Student Reflection Protocols

Sometimes the strategies that we use for ourselves are just as effective in our classrooms. When we provide students with frameworks to reflect on their learning, we are empowering them to take ownership over their learning. When students become more self-aware of what they know and what is going well, and what they don't know, and what is challenging, we are helping students see the value in learning as a process.

We gathered some of our favorite self-reflection strategies so you can share them with your students. Bring reflection into your classroom next year for both you and your students.

# GLOWS AND GROWS



A large rectangular box with rounded corners, containing ten horizontal lines for writing. The right side of the box is decorated with a vertical line of stars, starting with a large star at the top right and ending with a large star at the bottom right, with seven smaller stars in between.



A large rectangular box with rounded corners, containing ten horizontal lines for writing. The right side of the box is decorated with a line drawing of a sun or moon behind a cluster of trees, including a large rounded tree and two pointed evergreen trees.



# STARS AND STEPS

Name: \_\_\_\_\_

Subject: \_\_\_\_\_

**Learning Target:** I can \_\_\_\_\_

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Date	Star 	Step 