



Conducting the Teacher Self-Reflection Meeting

Ideally, it is best to have received a completed copy of the Teacher Self-Reflection Tool prior to this meeting so that you can be more familiar with the answers the teacher has provided. If the teacher did not complete the Tool prior to this meeting, ask them to take a few minutes to do it now before you begin to discuss their answers. Alternatively, if you or they would prefer to complete the Tool on their own and time allows, you can reschedule this meeting to provide them with that opportunity.

1. Beginning the Teacher Self-Reflection Meeting

Begin the Teacher Self-Reflection Meeting by making references to the Teacher Interview. You might restate the teacher's reasons for signing up for coaching and any other key information shared by the teacher (e.g., values, identified challenges, revisiting any change talk you heard).

Example:

“The last time we met, you shared with me that you value the safety of your students and that meant that students feel both physically and emotionally safe in your classroom. You also said that you had never actually been through coaching before and were looking forward to a non-evaluative view of your classroom practices.”

2. Checking in with the Teacher

Check in with the teacher to make sure you have correctly represented what they said during the Teacher Interview. As the conversation continues, ask the teacher about their overall experience with completing the Tool. Let them know that you will be using their completed Teacher Self-Reflection Tool as a guide for your discussion and reinforce that you are there to support them in feeling more comfortable and confident throughout the process.

Example:

“Thank you for taking the time to complete the Teacher Self-Reflection Tool and sending it to me before this meeting. As I mentioned in our last meeting, we’re going to review your responses and use it to guide our discussion today. In general, how was it completing this tool? Where there any questions that surprised you or that you had to think more about?”

Continue the conversation by getting more specific about the items in the Tool and the teacher's responses. Also make sure to touch on the two open-ended questions at the bottom of the Tool.

“What are some areas you noticed as strengths? What are some areas you noticed you either were not sure about or did not feel that you do with regularity?”



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3. Guiding the Discussion Based on Teacher Responses

Depending on how the teacher responds in the Tool, move forward as suggested below:

If teacher endorses most items as high frequency	If teacher identifies clear strengths and needs	If teacher endorses most items as low frequency or not sure
<ol style="list-style-type: none">1. Tell me what some of these strategies look like in your classroom.2. Share some student responses and changes you have noticed.3. What are some areas of concern for you in your classroom?4. What do you see as some of your next steps?5. What concerns do you have about equity in this school that you want to discuss? <p><i>(Coach may refer to reasons teacher signed up)</i></p>	<ol style="list-style-type: none">1. <i>Highlight the high-frequency items:</i> Tell me what some of these strategies look like in your classroom.2. <i>Highlight not sure/low frequency items:</i> Share with me your thoughts on these specific strategies.<ol style="list-style-type: none">a. What's the most important area for you to address?b. What would look different if you were including these strategies in your classroom?	<ol style="list-style-type: none">1. What would you like to be different in your classroom?<ol style="list-style-type: none">a. What is some of the work that you have put into this?b. How do you think we can get where you want to go?c. What have you seen that has worked? What hasn't worked?2. As you went through this list, were there specific questions that resonated with you as strategies you want to discuss or consider or ones that are particularly challenging?

4. Ending the Teacher Self-Reflection Meeting

Conclude this discussion using your motivational interviewing skills. Ask the teacher to identify their strengths and needs based on the conversation during this meeting and possible areas they want to focus on. Provide a summary of what was gained from the meeting and check in with the teacher to ensure your summary aligns with their intent.

Example:

“I can see that your value of keeping students safe in the classroom really aligns with your assessment of your classroom practices; especially in the way that you encourage students to take risks in class. I noticed that you think that there are some disruptive behaviors that tend to escalate at times in the classroom causing too much time to be taken away from instruction, and that these disruptive behaviors tend to be from a few students that you don't have a lot of understanding of outside of the classroom. Do I have that correct?”

Next, tell the teacher that you will be meeting with them next time to address your observations of the classroom (if that has occurred) and to help them towards developing a goal related to CARES and a goal related to Positive Behavior Supports & Classroom Climate when you meet with them next.

Coach Considerations:

- Throughout this meeting, listen for change talk and sustain talk.
- Use Motivational Interviewing strategies to facilitate the conversation when possible.
- Use affirmations throughout as appropriate.



Double Check Teacher Self-Reflection Tool

	Rarely	Some of the time	Often	Almost Always	Not Sure
1. I make tangible efforts to reach out (e.g., home visits, interviews, student inventories) and understand students' individual, familial, and community strengths.					
2. I reflect on my own cultural mindset (i.e., the framework of ideas, beliefs, and values through which I interpret and interact with the world) and how it may influence my teaching style and expectations of my students.					
3. I engage my students in reflective discussions on issues occurring in their community and society.					
4. I provide students with an outlet to express their feelings (e.g., journaling, discussions).					
5. When I make a mistake in the classroom, I verbally acknowledge it to my students.					
6. I affirm my students' identities in class (e.g., I allow my students to use their native language during informal conversations).					
7. I have specific knowledge about all my students (e.g., preferred communication style, family and community context, likes and dislikes).					
8. My classroom displays reflect a variety of cultures, including those of my students.					
9. I monitor the classroom to ensure that all students are responsive during instruction.					
10. I regularly (at least weekly) check in with students, particularly if they are less responsive in class.					
11. I critically reflect on my instruction and curricular materials to ensure stereotypes are not reinforced.					
12. I help students understand that a wide array of identities and perspectives exist regardless of whether they are openly present in the school community.					



Double Check Teacher Self-Reflection Tool

	Rarely	Some of the time	Often	Almost Always	Not Sure
13. I consider the communicative function of different types of behavior displayed by my students.					
14. I interrupt my own deficit views about students' identities or when others verbalize them (e.g., students teasing others about being poor).					
15. I help students work through problem situations caused by stereotypical and/or biased attitudes.					
16. I acknowledge ways that the culture of our school community may be different from that of my students' home culture (e.g., communication styles, behavioral expectations, how many people talk at once, voice levels).					
17. I teach and review clearly defined and positively stated classroom expectations.					
18. Disruptive behavior is brief (e.g., it does not interrupt instruction for more than a few seconds).					
19. I positively acknowledge expected behaviors at least three times more than I correct negative behaviors (i.e., my praise to reprimand ratio is 3:1 or better).					
20. I use specific praise—direct, descriptive, and non-attributive—to encourage appropriate behavior.					

Based on your reflection while completing this survey, what have you noticed about your strengths?

What are some areas you are thinking about expanding or improving? *(Consider some of the areas where you selected "not sure".)*