



Sample Self Reflection Tool on the Ten Wisconsin Teaching Standards

Instructions: This self reflection tool is designed to provide a personal profile of classroom performance assets based on the Wisconsin Teacher Standards for educators. The inventory consists of statements that describe classroom performance related to the Standards for teachers. The profile could be used to identify goals and which standards are addressed in a Professional Development Plan.

Check only one answer per question. Use the “notes” you take as you complete the survey to describe your personal reflections. Respond to every statement. After completing the self-reflection tool, spend some time thinking about how your answers could inform your professional growth plan.

Self Reflection Instrument

Description of Ability	Very confident/ Strongly agree	Confident/ Agree	Uncertain/ Disagree	Very uncertain/ Strongly disagree
<p><i>STANDARD 1 The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</i></p>				
1. I understand the major concepts and tools of inquiry in my discipline(s).				
2. I create learning experiences for my students that connect them to the knowledge base of my discipline.				
3. I keep abreast of new research and development in my discipline(s).				
4. I engage in professional discourse about children's learning of my discipline(s).				
5. I create interdisciplinary learning experiences that integrate knowledge from several disciplines.				
<p><i>STANDARD 2 The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.</i></p>				
6. I understand how children learn and construct knowledge.				
7. I understand that students' physical, social, emotional, moral, and cognitive development influence learning.				
8. I respect the diverse talents of all learners.				
9. I use my students' strengths as a basis for growth, and their errors as an opportunity for learning.				

10. I consider my students' physical, social, emotional, moral, and cognitive development when making instructional decisions.				
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Description of Ability	Very confident/ Strongly agree	Confident/ Agree	Uncertain/ Disagree	Very uncertain/ Strongly Disagree
<i>STANDARD 3 The teacher understands how students differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of students, including those with disabilities and exceptionalities.</i>				
11. I understand that students have different learning styles.				
12. I design instruction that helps use students' strengths as the basis for their growth and learning.				
13. I believe that all children can learn at high levels.				
14. I persist in helping all children achieve success.				
15. I am effective in adapting instruction to accommodate students with exceptional educational needs.				
16. I know about strategies to support the learning of students whose first language is not English.				
<i>STANDARD 4The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.</i>				
17. I understand the different cognitive processes involved in learning.				
18. I know how to stimulate the different cognitive processes involved in learning through different instructional techniques, technologies, and resources.				
19. I value my students' active participation in the learning process.				

20. I encourage my students to become independent, critical, and creative thinkers.				
21. I constantly monitor and adjust my instructional strategies in response to students' feedback and learning progress.				
STANDARD 5 <i>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</i>				
22. I understand the principles of effective classroom management.				
23. I use a range of strategies to promote positive relationships, cooperation, and meaningful learning experiences in the classroom.				

24. I take responsibility for establishing a positive climate in my classroom.				
25. I understand the importance of peer relationships to establishing a positive climate for learning.				
26. I take responsibility for establishing a positive climate in my school as a whole.				
STANDARD 6 <i>The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.</i>				
27. I understand how cultural differences can affect communication in the classroom.				
28. I understand how gender differences can affect communication in the classroom.				
29. I recognize the importance of non-verbal as well as verbal communication.				
30. I am a thoughtful and responsive listener.				
31. I know how to ask questions and stimulate discussion in different ways and for different purposes.				

<i>STANDARD 7 The teachers organizes and plans systematic instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</i>				
32. I am able to take contextual considerations (i.e. individual student interests and community resources) into account in planning instruction.				
33. I value short- and long-term planning with colleagues.				
34. I create learning experiences that are appropriate to curriculum goals.				
35. I create learning experiences that are relevant to learners.				
36. I create learning experiences that are based on principles of effective instruction.				

Description of Ability	Very confident/ Strongly agree	Confident/ Agree	Uncertain/ Disagree	Very uncertain/ Strongly Disagree
<i>STANDARD 8 The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.</i>				
37. I understand the advantages and limitations (i.e. validity, reliability, and related concerns) of different types of students' assessments.				
38. I value ongoing and diverse types of assessments as essential to the instructional process.				
39. I am committed to using multiple measures to assess student learning.				
40. I maintain useful records of student work and performance.				
41. I modify teaching and learning strategies based on the results of students' assessments.				
42. I am able to communicate student progress, knowledgeably and responsibly, based on appropriate indicators, to students, parents, and colleagues.				

<p>STANDARD 9 <i>The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents/families, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.</i></p> <p>43. I understand methods of inquiry that provide me with a variety of self-assessment and problem-solving strategies.</p>				
<p>44. I am aware of the current research on teaching and learning and of resources available for professional learning.</p>				
<p>45. I practice self-reflection and self-assessment in my professional learning.</p>				
<p>46. I am committed to continually develop and refine my practices that address the individual needs of students.</p>				
<p>47. I seek out professional literature, colleagues, and other resources to support my own development as a learner and a teacher.</p>				

Description of Ability	Very confident/ Strongly agree	Confident/ Agree	Uncertain/ Disagree	Very uncertain/ Strongly Disagree
<p>STANDARD 10 <i>The teacher fosters relationships with school colleagues, parents/families, and agencies in the larger community to support student learning and well being and who acts with integrity, fairness and in an ethical manner.</i></p> <p>48. I understand laws related to students' rights and teacher responsibilities.</p>				
<p>49. I respect the privacy of my students.</p>				
<p>50. I am willing to consult with other professionals regarding the education and well-being of my students.</p>				
<p>51. I establish respectful and productive relationships with parents/guardians of all my students.</p>				
<p>52. I use community resources to foster student learning</p>				