WRITING YOUR REFLECTIVE PIECES

The Portfolio Guidelines (available on the Class Measures website) state:

“In addition to collecting evidence, teachers must write a one-page personal reflection for each of the 4 standards. (Reflections are not necessary for each element.) Each personal reflection should be included at the beginning of the relevant standard’s section in the portfolio.

The personal reflection pieces should use a past/present/future format. Each reflection should first touch upon the teacher’s thoughts as he/she started teaching and then the changes and growth within the standard area that have occurred over the teacher’s time in the classroom. Lastly, the reflection should address how the teacher hopes to grow in this standard area in the future.”

Your reflections should be organized in this manner:

**First section or paragraph – Where were you (in relation to this standard) as you began your teaching?** For example, if you are writing about Standard I, did you have any ideas or knowledge or experience about engaging ways to begin lessons? Did you know how to measure student achievement? The reflections should be directed to the standards with some specifics to make your writing interesting.

**Second section or paragraph – Where are you today (in relation to this standard)?** For example, if you are writing about Standard II, you might include how you have improved your classroom management and specifically, what techniques you are using. If you are writing about Standard I, you might include that you have grown by developing engaging ways to begin lessons, such as with a competitive quiz game.

**Third section or paragraph – Where do you hope to be tomorrow (in relation to this standard)?** This is where you can express your ideas for growth moving forward. For example, if you are writing about Standard III, you might have some specific ideas for increasing parent involvement or increasing communication with parents.

**Your point of view should be first person.** Use the first person pronoun as much as possible so that the reflections convey your “self” and not the ideas you may have read in a book. Here is an example of a third person translated into first person: If you wrote something like this: “It is very important that students see the relationship between effort and achievement,” try to rephrase it like this: “Because I believe in rewarding students for class participation, I have designed several rubrics as feedback so that students will realize that their efforts are valued and reflected in their grades.” Obviously, you do not want these reflection pieces to be too long, so you have to pick and choose for each standard where you want to be more specific. Ask yourself the three questions: where was I, where am I, where do I want to be? And listen to yourself. There is no right or wrong here, only what you want to reveal.

Specific questions about your reflections should be directed to your Instructional Consultant.