

## TEACHER SELF-REFLECTION AND PLANNING GUIDE

### Learning Intentions

| Teacher Practices<br>Learning Intentions   | Beginning<br>B | Progressing<br>P | Consistent<br>C | Next Steps |
|--|----------------|------------------|-----------------|------------|
| 1. Learning intentions are visible and usable for students.                                    |                |                  |                 |            |
| 2. Learning intentions are discussed at the beginning, middle, and end of the lesson.          |                |                  |                 |            |
| 3. Students are given time to reflect on and discuss the learning intentions.                  |                |                  |                 |            |
| 4. Connections are made to the learning intentions while students are engaged in the learning. |                |                  |                 |            |
| 5. Students are asked to monitor their progress using the learning intentions.                 |                |                  |                 |            |
| 6. Learning intentions are directly connected to the standard(s).                              |                |                  |                 |            |

### Success Criteria

| Teacher Practices<br>Success Criteria  | Beginning<br>B | Progressing<br>P | Consistent<br>C | Next Steps |
|--|----------------|------------------|-----------------|------------|
| 1. Success criteria are visible and usable for students.   |                |                  |                 |            |
| 2. Success criteria are shared and clarified with students before, during, and after learning.   |                |                  |                 |            |
| 3. Success criteria communicate <i>I will know I have learned it when I can . . .</i> with specific parts or steps needed for success. |                |                  |                 |            |
| 4. Success criteria include worked examples, exemplars, or models for clarity.   |                |                  |                 |            |
| 5. Students are asked to use the success criteria to self-assess learning progress.  |                |                  |                 |            |
| 6. Students are asked to provide feedback to peers using success criteria.   |                |                  |                 |            |
| 7. Teacher uses success criteria to provide feedback to students.  |                |                  |                 |            |

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