

# LOOKING BACK: END OF THE SEMESTER TWO-WAY REFLECTION

## PROFESSIONAL AND PERSONAL

**Directions:** Pause here at the end of the semester to review and reflect on how things are going for you professionally and personally. As you to look back over the past semester, evaluate what has and has not gone well for you as a teacher, as a team, and as a person with your many obligations outside the classroom.

MONTH 5

<b>PROFESSIONAL</b> <b>The Six Commitments</b>	<b>TEAM</b> <b>The Six Characteristics</b>	<b>PERSONAL</b> <b>The Six Categories of Well-Being</b>
<ol style="list-style-type: none"> <li><b>Success and Well-Being:</b> I am committed to the success and well-being of all my students and to their learning.</li> <li><b>Subject Matter Knowledge:</b> I know my subject and how to teach it so that all my students will learn, remember, and enjoy it.</li> <li><b>Designing, Teaching, Assessing:</b> I am responsible for designing, teaching, and assessing the lessons and learning of all my students.</li> <li><b>Equity and Access:</b> I consider equity and access when designing, teaching, and assessing my lessons and students' learning.</li> <li><b>Feedback on Teaching:</b> I reflect on, analyze, and refine my teaching based on feedback from multiple sources.</li> <li><b>Professional Community:</b> I participate in and contribute to my learning community at school and the profession at large.</li> </ol>	<ol style="list-style-type: none"> <li><b>Structural Conditions:</b> How well do our schedules and systems ensure effective collaboration and reduce isolation?</li> <li><b>Supportive Relational Conditions:</b> How much do we trust and respect each other and feel we can speak honestly about our work?</li> <li><b>Shared Values and Vision:</b> To what extent do we share the same goal, vision, and beliefs about student learning and our impact on it?</li> <li><b>Intentional Collective Learning:</b> How well do we share our knowledge, practices, skills, and strategies about what impacts learning?</li> <li><b>Peers Supporting Peers:</b> To what extent and in what ways do the members of our team celebrate and support each other?</li> <li><b>Shared and Supportive Leadership:</b> How do we share power, authority, and decision making? How is our relationship with the leaders and administrators?</li> </ol>	<ol style="list-style-type: none"> <li><b>Contentment:</b> I felt good about things in general this semester.</li> <li><b>Connection:</b> I felt connected to my friends, family, community, and interests this semester.</li> <li><b>Condition:</b> I felt physically, mentally, and spiritually/existentially healthy this semester.</li> <li><b>Commitments:</b> I met all of my obligations to myself and others this semester.</li> <li><b>Control:</b> I felt like I was in control of my life and its demands this semester.</li> <li><b>Concerns:</b> My three greatest concerns this semester were: _____ _____ _____</li> </ol>
<b>12/18/2021</b>	<b>12/18/2021</b>	<b>12/18/2021</b>
<p>I have felt a degree of commitment to my students throughout the fall semester that has its roots in COVID: a concern for their successful return to school, but also a concern for their future as well as a concern for their actual enjoyment of school since they have not been in school in-person since 3/13/20 (1/5 yaers?!). I have felt good about the "front-facing" side of teaching (daily lessons, teaching) after 1.5 years of teaching online from my office at home and teaching students who appeared to me on Zoom as a black square (since we could not require them to turn on their cameras).</p>	<p>Areas of success and strength in our team (PLC): supportive relationship conditions: we care about each other; we support each other in meaningful ways. Yet there are unspoken, unaddressed fault lines one sometimes sees or senses in the unspoken or implied word or gesture. Our team functions more like a family it often seems. There are real generational, political, and cultural fault lines, especially related to a few people on the team in particular. Some we still do not understand or know how to address after this first semester (with new additions to team).</p>	<p>Such a mixed bag on the personal side of things this semester: I have invested a lot of time and energy in relationships with my students--enjoying, supporting, getting to know them. This sense of my own commitment to enjoying the work and my students and doing my best is magnified because I sense this will be my last lap around the teaching track (retiring at year's end--but have not yet declared it or initiated the process). So I aim every day to do my best (within the constraints of COVID). But NOT a healthy last four months. Slowly devolved till October when it seemed to accelerate--Ann's needs, meetings, COVID--so many sources of exhaustion and frustration (with no time to go fly fishing fall semester!)</p>

## LOOKING AHEAD: END OF THE SEMESTER TWO-WAY REFLECTION PROFESSIONAL AND PERSONAL

**Directions:** As you think ahead to next semester, consider how you would like things to change for you professionally and personally. Keep in mind what has and has not worked for you as a teacher, a team, and a person this semester. What small changes can you make to improve things a little bit each day when you come back in January?

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<p>I need to recommit to 1;1 advisory meetings. Can do more, better, be more consistent to help struggling students (e.g., Jasmine, Alexia, Thien, Mateo, Kylie). Last chance to do the Junior Research Project (JRAP) and work with TSIS well at MC. Covid has made this a mess all three years. I need to improve the quality and speed of my response to Ss work. Everyone, however, speaks of how difficult it is to maintain attention, to work effectively and efficiently during/after COVID. My primary contribution to MC this semester will be to Advisory model and my replacement (i.e., doing all I can to prepare that teacher to succeed and orient them as I never was)</p>	<p>Spring semester will be a real mess in this area, as it seems it is almost unavoidably destined to be close to the overwhelming lift of teaching, recruiting, meeting and, this year, interviewing for my replacement (and preparing for that). We also have growing tensions that mirror last year's process with F and which make me pretty uncomfortable insofar as they track back across cultural and generational lines (i.e., recurring concerns w/ certain team members re: certain issues).</p>	<p>The next five months cannot help but be memorable and meaningful, perhaps too much so! By 5/31, I will see Nora married, retire from teaching after 35 years, finish the book I owe Corwin, possibly help Susan throughout the process of Ann's death if that happens, and the things I do not know about and cannot anticipate! Very emotional five months, during which I need to do my best to do a much better job of resting, eating, exercising, and making room for more life. 2022 will be inevitably, necessarily a BIG year.</p>

MONTH 5