

STOIC Self Reflection

Use this list of questions to reflect on your current classroom practice.

Draw a ★ if it sounds a lot like you.

Draw a ~ if it sounds somewhat like you.

Draw a ? if it doesn't sound much like you.

S tructure/ <i>organize the classroom for success</i>	I have a clearly defined routine for entering and leaving the classroom.
	I have an efficient procedure and schedule for collecting student work that is on-time and work that is late, grading it, and returning it as soon as possible.
	It is always clear to my students whether they are expected to raise their hands or they are permitted to call out questions or answers.
	I have a planned response for when students are tardy that does not disrupt instruction.
	It is always clear to my students whether they are permitted to move around the room, and if so, for what reasons.
	Before we begin on a different type of activity, I clarify for students whether they are permitted to talk to each other at what volume, and on what topic.

T each <i>students how to behave responsibly in the classroom</i>	My students know what to do when they have been absent and need to make up work, and most of them do it.
	At the beginning of the year, I devoted entire lessons to teaching and practicing my expectations for different activities and transitions (e.g. group work, teacher-directed instruction, entering the classroom and getting started on the Warm Up question, etc.)
	When students are not following expectations, I take time out to re-teach those expectations to the whole class.
	I involve my students in creating agreements about norms for behavior and interaction.
	After a project, test, or large assignment, I spend time with my class debriefing about how well expectations were met, including both constructive feedback and praise.
	Students can point to my expectations, because they are posted somewhere in the room.

