FEW Reflection Questions for Teachers

The following reflection questions are based on whether or not your students' responses to each statement represent an area of growth or strength.

Well-being	Growth area	Strength area
1) My class is a good place for learning.	What might be lacking in your classroom environment that could contribute to more learning?	What are three things that you do that you believe are most likely contributing to a strong learning environment?
2) My teacher is a good teacher.	What area of your teaching could be improved? (planning for effective lessons, positive classroom environment, clear and kind communication, student support)	What three things are you doing that contribute most meaningfully to your teaching? How do these impact students?
3) My teacher treats me fairly.	What does being treated fairly look like in your classroom?	How do you ensure fairness for each student?
4) I feel safe in this class.	How can you communicate to students that your class is a safe place? Are there specific places in your routine that could benefit from adjustment or class norms?	How could you stretch to create a classroom that respects and celebrates strategic risk-taking, particularly from marginalized students?
5) I like to come to this class.	What prevents students from having a more positive experience? Is there any one factor that is more significant than the others?	What do you think students enjoy or appreciate most about your class?
6) My teacher is nice to me when I ask questions.	How are you responding to students when they have questions? What procedures are in place for questions in different contexts (whole group, small group, independent work)?	What verbal or nonverbal cues communicate to students that their questions are welcome? How do you manage questions that need to wait for another time?
7) I like the way my teacher treats me when I need help.	How do students ask for help in your classroom? Is there a way to make help more accessible for students? What language do you use with students who are struggling?	How do students help each other when you are unavailable? How could this be encouraged?
8) My classmates act the way my teacher wants them to.	Is there any one behavior that you think might be affecting this more than others? What classroom management is in place to address that behavior?	How are you effectively managing classroom behaviors? What specific strategies could you share with colleagues to increase effective classroom management?
8) I have a best friend at school.	Which students do not have a best friend? What could you do to help them connect with others?	What are you doing that encourages friendship between students?
Engagement	**Growth area**	**Strength area**
10) Our class stays busy and does not waste time.	What are three strategies you could use to make your classroom more efficient? Are you losing time at the beginning, end, or through transitions?	How do you communicate urgency to use time well? What are three ideas you could share with a colleague?
11) In this class, we learn a lot almost every day.	What was your goal for learning today? How would students know that they had	What do you do to help students know that they have learned a great deal each day?

	met the goal/learned a lot today?	
12) My teacher notices when I am not participating.	Name three students who are the toughest for you to engage. What will you do differently to engage them tomorrow?	What are three techniques you use to ensure you are aware of each student?
13) Students in this class treat the teacher with respect.	How are students communicating disrespect? Why do they appear to be disrespectful?	What do your students do to communicate respect to you?
14) When something is hard for me, my teacher still makes me learn it.	How do you respond when students say they cannot do something? How can you reframe this to invite the student into more productive struggle?	How do you help students move past frustration toward progress?
15) My teacher makes lessons interesting.	When are you least engaged in your own teaching? Do you find what you are teaching interesting? If you do, why don't your students?	What are three techniques you could share with colleagues about how you make learning interesting in your classroom? How could you get students to own more of their own learning?
16) I have to work hard to do well in this class.	Why don't students feel like they have to work hard in this class?	What do you do to encourage students to do hard things in your class?
17) In this class, learning is exciting.	When are you least engaged in your own teaching? Do you find what you are teaching exciting? If you do, why don't your students?	What are three techniques you could share with colleagues about how you make learning exciting in your classroom?
Feedback	**Growth area**	**Strength area**
18) My teacher tells us what we are doing well.	What evidence could you provide students for their level of progress in your class?	What ways do you celebrate student progress in your class?
19) My teacher tells us how to do better.	How could students improve their work? How and when could you communicate this to students?	What evidence do you have of improved student work? Are students able to describe that improvement?
20) In this class, we learn to correct our mistakes.	Why don't you have students correct their own mistakes?	How much meaningful learning happens when students correct their own mistakes?
21) My teacher knows when I understand and when I do not.	Which students are hardest for you to read?	What are your most effective diagnostic tools for knowing when students do and do not understand?
22) I usually understand how to do my assignments.	How could you communicate assignments more clearly to students?	What do you do to communicate how to do assignments to students effectively?
22) Expectations for assignments are clear in this class.	Are there any particular patterns to missed expectations for students?	How do you clearly communicate expectations to students?
23) I know how well I am doing in this class.	What evidence do students have for their level of progress in your class?	What ways do you celebrate student progress in your class?