

Educator Inventory: Reflection Guide

PURPOSE

Use this reflection sheet to identify trends in your survey data and plan for informal and formal interactions that will enhance relationships.

DIRECTIONS:

Use a completed Educator Inventory and the prompts below to reflect on trends and next steps.

Considerations:

As you reflect on your responses to the Educator Inventory, it may be helpful to also consider the following prompts in your trend analysis:

- How well do you know this student? Their family? Their community?
- How do you communicate with this student?
- How might this student describe you? Why?
- What do you have in common with the student? What are areas of difference?
- What type of interactions do you have with this student? (e.g., conversational, academic, directive, transactional)
- How do you support this student? When do you support this student?

Educator Inventory Trends:

1. Think about your responses to the students with whom you have the strongest positive relationships. What trends do you notice?

Trend or Noticing	Hypothesize	Next Steps
<i>What patterns do you notice?</i>	<i>Why do you think this is?</i>	<i>How might this reflection help you strengthen relationships with other students?</i>

2. Think about your responses to the students with whom relationships have been most challenging. What trends do you notice?

Trend or Noticing	Hypothesize	Next Steps
<i>What patterns do you notice?</i>	<i>Why do you think this is?</i>	<i>What might you do next or do differently?</i>

3. Are there any students with whom you have had **minimal interactions** or **know little about**? What trends do you notice?

Trend or Noticing	Hypothesize	Next Steps
<i>What patterns do you notice?</i>	<i>Why do you think this is?</i>	<i>What might you do next or do differently?</i>

Classroom Inventory: Is My Classroom Relationship-Rich? (4th-12th)

DIRECTIONS:

Below is a survey that is going to ask you about relationships with your classmates and teacher. For each statement, please indicate a response that matches your feelings and thoughts. Your response can range from “strongly disagree” to “strongly agree.” There are no right or wrong answers here.

Practice Example	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Example: I enjoy the school lunch.					

How much do you agree or disagree with the following statements about your <u>class</u> ?					
Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
a. I feel like a real part of my class.					
b. People here notice when I'm good at something.					
c. Other students in my class take my opinions seriously.					
d. People in this class are friendly to me.					
e. I'm included in activities in this class.					
f. I can always find a way to help people end arguments.					
g. I listen carefully to what other people say to me.					
h. I'm good at working with other students.					
i. I'm good at helping other people.					
j. I know how to ask for help when I need it.					
How much do you agree or disagree with the following statements about your <u>teacher</u> ?					
	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
k. When my teachers tell me not to do something, I know they have a good reason.					
l. I feel safe and comfortable with my teacher.					
m. My teacher always keeps their promises.					
n. My teacher always listens to students' ideas.					
o. My teacher treats me with respect.					
p. My teacher challenges me to achieve new things.					
q. I know I can ask my teacher for help when I need it.					
r. My teacher supports me.					

(Optional) Additional Comments

Is there anything else that you would like me to know about your experiences with others (teachers or students) in the classroom?

Classroom Inventory: Is My Classroom Relationship-Rich? (K-3rd)

DIRECTIONS:

This is a survey that is going to ask you about how you feel in school. For each question, circle the face that best represents how you feel. There are no right or wrong answers here.

Example:

Agree

Not Sure

Disagree

I like ice cream.



Agree

Not Sure

Disagree

I feel safe in my classroom.



I learn new things with my teacher and friends.



My teacher helps me when I need it.



My classmates help me when I need it.



Agree

Not Sure

Disagree

I feel like I belong here.



When I am absent, people notice. I'm important here.



Kids in my class are nice to each other.



People listen to me.



I know how to help my classmates.



Is there anything else you would like me to know?

Classroom Inventory: Reflection Guide

PURPOSE

Use this reflection sheet to identify trends in your survey data and plan for informal and formal interactions that will enhance relationships.

DIRECTIONS:

1. Use a blank copy of the survey to tally class responses.
2. Use this reflection sheet to identify trends in the data.
3. Think about what existing practices contributed to that result, as well as next steps for strengthening relationships.

Considerations:

As you reflect on the responses to the Classroom Inventory, it may be helpful to also consider the following:

- How do you prioritize relationships in your classroom? How do you get to know students, their families and their communities?
- How do you communicate with students? What type of interactions do you have (e.g., conversational, academic, directive, transactional)? How do you support student needs?
- How might strengths and weaknesses in the areas of supportive environments and knowledge, skill and mindset building factor into these results?

Positive Trends:

Use this space to identify the positive trends in your class survey data.

Trend or Noticing	Raw Results	Hypothesize	Next Steps
EXAMPLE Students feel listened to.	95% of students responded "strongly agree" to questions 1c and 2d	Consistent opportunities for share time in morning and afternoon instruction. Space given for student input on classroom routines, which generated meaningful revisions to the routines.	Celebrate results with students and ask about what makes them feel listened to and what I could do better. Seek additional ideas from across grade teams.

Areas of Growth:

Use this space to identify areas of growth in your class survey data.

Trend or Noticing	Raw Results	Hypothesize	Next Steps
EXAMPLE Students are not feeling challenged.	60% of students responded neutral or unfavorably to questions 1b and 2p.	I often devote a lot of time to addressing the most intense set of student needs, but do not spend as much time understanding student strengths and finding ways to engage and push all students.	I will create more time for student conferencing and goal-setting. I will consider how I can structure activities to give more voice and responsibility to students.

Relationships Inventory: Group Discussion Protocol

PURPOSE

The purpose of this protocol is to reflect on the state of relationships and interactions that an adult has with all their students. It is meant for a partner or small group discussion with colleagues, but could be easily modified for individual reflection.

DIRECTIONS:

1. Gather necessary materials, such as the Educator Inventory, copies of completed Student Surveys and list of group norms.
2. Assign a facilitator and time keeper.
3. Complete the protocol steps below.

Launch:

- Explain the purpose of the protocol.
- Review group norms.
- Distribute materials.

Engage:

Part 1: Dig into the data (15 mins)

- If using the **Educator Inventory**, allow educators to complete independently.
- If using the **Student Surveys**, ask educators to read through their survey results.

Part 2: Identify trends (10 mins)

- In partners or small groups, ask educators to first identify trends in their data. This might sound like:
 - *"One thing I notice in the inventory/survey is ..."*
 - *"A pattern I am setting is ..."*
 - *"I was surprised to see ..."*

Part 3: Make connections (10 mins)

- Ask educators to discuss what these trends suggest. This might sound like:
 - *"This trend makes sense because ..."*
 - *"This makes me think/wonder/ask myself ..."*
 - *"One way I see this playing out in my classroom is ..."*

Part 4: Consider next steps (10 mins)

- Ask educators to brainstorm together the actions they might take after reviewing this data. This is also the right time to offer problem-solving suggestions to one another. This might sound like:
 - *"One action I am going to take is ..."*
 - *"I want to take action on _____, does anyone have an idea or strategy to get me started?"*

Reflect:

- Bring the whole group back together, and ask groups to share out:
 - Highlights from their conversation
 - Action steps