



Teacher Self-Reflection Administrative Procedure 2.C.90B

2.0 Human Resources
2.C. Evaluation and Growth

Board Governance Policy Cross Reference: 1, 2, 3, 4, 12, 13, 16

Legal Reference: *The Public Schools Act; Education Administration Act*

Date Adopted: August 2026

Date Amended:

Purpose

The purpose of this self-assessment is to support reflective professional practice and inform the formal evaluation process using the Simple View of Teaching framework.

The Simple View of Teaching¹ was developed by educational researcher Harry Fletcher-Wood. It identifies seven core components of effective classroom instruction:

1. Select Curriculum
2. Create Culture
3. Secure Attention
4. Optimize Communication
5. Drive Thought
6. Gather and Give Feedback
7. Ensure Consolidation

The Simple View of Teaching recognizes that effective teaching involves a series of interconnected practices that help students learn. Throughout the school year, teachers receive feedback through classroom walkthroughs, observations, coaching conversations, and Instructional Coaching Cycles. This self-assessment provides an opportunity to reflect on that feedback and identify examples of effective practice, professional growth, and future development.

Teachers will consider evidence from:

- Instructional coaching drop-ins and coaching conversations
- Classroom walkthroughs and observations
- Student work and assessment data
- Professional learning activities
- Contributions to school and divisional priorities
- Personal reflections on practice

¹ Fletcher-Wood, H. Responsive Teaching
Peps Mccrea, Lean Lesson Planning and Motivated Teaching
<https://www.steplab.com/the-simple-view-of-teaching>

Reflection Questions

1. Select Resources to support curricular priorities

Effective teachers make careful decisions about what students should learn and the knowledge, concepts, and skills that should be prioritized. Describe how you selected, organized, and prioritized curriculum this year.

Areas of Strength:

Professional Growth Goals:

2. Create Culture

Effective teachers establish learning environments characterized by positive relationships, high expectations, belonging, and productive classroom routines. How have you contributed to a positive and productive classroom culture?

Areas of Strength:

Professional Growth Goals:

3. Secure Attention

Effective teaching requires gaining and maintaining student attention so that learning can occur. How have you established routines and strategies that support student attention and engagement?

Areas of Strength:

Professional Growth Goals:

4. Optimize Communication

Effective teachers communicate clearly so that students understand explanations, instructions, modelling, and expectations. Describe strategies you have used to communicate learning effectively.

Areas of Strength:

Professional Growth Goals:

5. Drive Thought

Learning occurs when students think deeply about important ideas. How have you encouraged student thinking, reasoning, discussion, and problem solving?

Areas of Strength:

Professional Growth Goals:

6. Gather and Give Feedback

Effective teachers gather information about learning and use feedback to improve student outcomes. How have you used assessment and feedback to support student growth?

Areas of Strength:

Professional Growth Goals:

7. Ensure Consolidation

Effective teachers help students retain, connect, and apply learning over time. How have you helped students remember and transfer learning?

Areas of Strength:

Professional Growth Goals:

Overall Reflection

Professional Accomplishments

What accomplishments are you most proud of this year?

Areas for Continued Growth

What aspects of your professional practice would you like to further develop?

Final Reflection

How has feedback received through Instructional Coaching Cycles, classroom walkthroughs, or professional learning influenced your practice this year?