

**Figure 7.8: Creative Strategies for Individual Students Reflection Tool**

Component	Reflection
Personalized Learning	<p>How frequently do I determine whether each student is learning?</p> <p>How consistently do I prescribe guided learning, collaborative learning, and independent learning activities based on the informal data that I gather on students?</p> <p>How well do my students create and take ownership of gutsy goals and the micro-goals to achieve those goals?</p> <p>How well do students seek feedback from me?</p> <p>How well do students give feedback to and receive feedback from their peers?</p> <p>How effectively do I scaffold feedback protocols so students feel comfortable giving feedback to and receiving feedback from their peers?</p>
Extensions	<p>How well do my enrichment opportunities inspire students to learn at higher levels?</p> <p>How well do my enrichment activities match the learning needs of my high-performing students, average-performing students, and low-performing students?</p> <p>How often do I add extension activities to my choice boards? Do students have the opportunity to choose projects that apply their learning?</p> <p>How effectively do I assess the effectiveness of my extension activities by generating student feedback?</p>
Interventions	<p>When a student is not learning, how well do my interventions match the learning need and learning style of the student?</p> <p>How well do my preventive interventions match the learning needs and actual difficulties that students experience?</p> <p>How consistent am I in planning for interventions?</p> <p>How well do I take into account the learning disabilities or learning barriers of individual students in my interventions?</p> <p>How well planned are my guided learning activities?</p> <p>Are my guided learning groups based on common deficit or overall failure?</p>