

## REFLECTING LANGUAGE

One of the most important jobs of a teacher is to encourage students to think about their behavior and their work in a careful, analytical way so they can figure out what is going well and what is not, and make improvements. The language we use to encourage this kind of reflection sets the tone and determines the result. An invitation to think about one's actions or work needs to be neutral, open-ended, and non-judgmental, and it needs to demonstrate a belief in the capacity of the student to solve problems and perform well. We can help the student to believe in himself and his own efficacy. Neutrally guide her to notice what is good and what needs work without leaping to judgments about herself as a person.

Both teacher and student need to keep in mind:

*It is the deed, not the doer; the work, not the worker.*

## REFLECTION STEMS

- What did you notice about...
- What are you looking forward to this (or next) class period?
- What concerns you?
- What ten words describe your week/day/project/class period?
- What surprised you?
- What was frustrating this week/day/project/class period?
- What rule do you live by best? Why?
- What was your best moment this week? Why?
- Describe a time when you felt successful this week. Reflect on why you were successful.
- Describe your most perplexing problem. What can you do about it?
- Give an example of when you were in your comfort zone, in your learning zone, and in your twilight zone.
- Write down two things you like now and a wish (something you would like to see soon).
- What would you do to improve this assignment?
- What do you like about this assignment?
- What most interests you about this assignment?