



myFolio Guide to:

End of Year Reflection



What It Includes:

- ✓ Reflection Resources
- ✓ Prompt Suggestions
- ✓ myFolio Lesson Plan
- ✓ Member Insights





myFolio Lesson Plan:

Reflecting and Capturing Learning from a Pandemic Year

Problem to Solve:

Help your faculty/staff reflect on 2020-2021, capture their learning, and use it to inform goal-setting for the coming year.

Resources Needed:

- 1 hour of leader prep time
- 30 - 40 minutes of faculty meeting time
- The myFolio Custom Year End Self-Reflection feature



Articulate your “why,” “when,” and “who”

1

Draft a concise statement about why you are undertaking this activity and what you hope to achieve. We recommend something like this: *“It’s been an unbelievably difficult year, when we’ve all had to rise to new challenges and learn to do new things, just to get by. And while we hope that we never have another pandemic, the things we learned this year will also make us better teachers in ‘normal’ circumstances. This activity will help us intentionally consolidate that learning and benefit from it in the years to come.”*

Determine who will participate in the activity (Faculty only? All staff? Leaders?). Set aside time at the appropriate meeting(s).

Create the Content

2

Identify 3–4 questions to structure faculty/staff reflection. Use the ones below, or create your own.

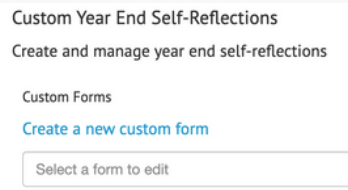
- What was the most significant struggle you faced professionally this year? How did you make progress with it? What did you learn, about teaching or about yourself, in the process?
- What are you better at as a teacher or professional now, as compared to a year ago?
- Identify 1–2 ways in which you could use something you learned during this pandemic year to be more effective in your teaching or work during “normal” times.

Set it up in myFolio

3

Follow these steps to create a custom year end self-reflection form in myFolio:

- Click on “Manage,” and then “Customizations”
- Scroll down to “Custom Year End Self-Reflections”
- Click “Create a new custom form”
- Name your form (we recommend “Pandemic Reflection”), and then click “+ Add custom field.”
- Enter your questions from Step 2 (Create the Content) as 3–4 separate custom fields, then click “Save”

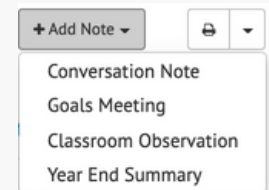


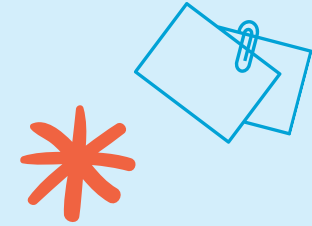
Click [here](#) for more documentation about Self Reflection Year End Summary Notes

Launch

4

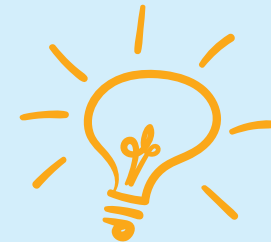
- Convene your meeting and give a brief introduction and rationale (see above).
- Direct faculty/staff into myFolio. They should click on their name once logged in, then go to their “Notes” page. Then, they should use the “+ Add Note” button to create a Year End Summary, selecting the proper form (ex. “Pandemic Reflection”) on the page for the new Year End Summary Note
- Give faculty/staff ~15 minutes to write their reflection note. Then, ask them to debrief in pairs. What came up for them as they were writing the note?
- Debrief as a whole group, if time is available. Consider asking, “What are you taking with you as you leave this meeting?”





Reflection Prompts

inspired by our Member Schools



Strengths

- Describe several successes that you had this year (as a whole or just this spring). What individual attributes or skills led you to these successes?
- As we pivoted because of COVID19, what character strengths, SEL competencies and resilience strategies did you rely on? Were these new or familiar strengths, competencies and strategies?

Successes and Challenges

- Since remote learning was implemented, share two of your highlights with teaching and learning.
- What learning design choices went well for you and led to student success?
- What strategies, accomplishments, and discoveries would you point to as success stories and "checked" action steps?
- What are some challenges you have faced with teaching or working remotely, and how did you navigate them?

Personal Changes and Resilience

- Given the unexpected turn the year took last March, what do you want to make sure you remember about this challenging time? What did you learn about yourself as a person and as a professional?
- What did resilience look like for you this past academic year?
- Reflecting on your anxieties and fears from this challenging time, in what ways has your growth and progress surprised you? Why?
- In your role, what challenge(s) have you overcome since we transitioned to remote school? How did you do that? What have you learned about yourself as a result? Do you have a mantra that kept you going? (words you tell yourself when you get discouraged)

Professional learnings and things to keep doing

- In a few sentences, describe "what happened this year."
- What is one thing you learned during the virtual learning period that will inform your teaching or work in the future?
- How would you summarize your learning in the 2019/2020 school year?
- In what ways do you think you have grown as an educator this year?
- What is really helpful/useful/important for you to keep in mind moving forward?
- What practices, strategies, approaches, or assignments were successes for you and your students—so you want to KEEP or improve upon them?
- If you had been able to anticipate our move to distance learning, what might you have done differently? Why?

Goal setting for next year

- Looking back at the goals you set for yourself at the beginning of the year, how are you feeling about the progress you made? What are you still wondering about?
- Reflect on the lessons you learned, as well as the knowledge and skills you acquired and analyze one way in which you could do better moving forward.
- What would you like to learn this summer, and how?
- How will you use these reflections to inform your professional growth this summer goals in the next academic year?



VIEWPOINT
SCHOOL



A School's Perspective on Year-End Reflection

with

Robert Bryan,
Associate Head of School,
Viewpoint School (CA)

How did you use the Year End Self-Reflection last year? What were you hoping you'd gain from using it?

We used the Year End Self-Reflection primarily as an opportunity for teachers to reflect about their remote teaching experience. Most people reflected about the challenges and what they learned about delivering remote instruction, managing the technology, finding ways to connect with students, and the value of collaboration and feedback from colleagues. Many also indicated that the experience would inform goal setting for the following year.

What was the outcome? What benefits did you see?

While we might have expected people not to devote a lot of time to the self-reflection under the circumstances, teachers actually wrote at some length, consolidating many different feelings and describing strategies and lessons learned. Many discussed how the remote experience impacted them as a teacher, both positively and negatively. The Self-Reflection helped teachers formulate ideas for future goal setting and anticipate further summer training in preparation for the next school year.

What advice do you have for leaders as they think about capturing teacher reflections after yet another difficult year?

My advice would be to both moderate and specify expectations if the reflection is coming at a time when teachers are physically, mentally, and emotionally exhausted. Prioritize allowing teachers an opportunity to talk about themselves: their fears, their challenges, their pleasant surprises, etc. Discussing goals can be a desirable option for some, but giving teachers more choice and latitude in determining how the reflection process can serve them at this time. And adjust the timetable in whatever way is both compassionate and realistic, while still allowing for accountability.

Our favorite resources about end-of-year reflection:

Most of us don't love reflection - but that doesn't make it any less valuable. If you're encountering internal or external resistance about why reflection is so crucial, check out [Why You Should Make Time for Self-Reflection \(Even If You Hate Doing It\)](#) from Jennifer Porter at HBR.

Elena Aguilar, a transformational leadership coach and a keynote speaker at this Summer's Folio Summer Institute, has written extensively about working with faculty at the end of year. In [Transformation Begins With Reflection: How Was Your Year?](#), Aguilar focuses on how our lives are shaped by stories and the importance of how that story is told. This allows for faculty and staff to tell the story of their year and then sets the groundwork for goal setting over the summer or in the fall. In [Reflecting on a Year of Learning](#), she emphasizes the importance of taking time to reflect, using writing, speaking, or even using art!

Questions create curiosity, engagement and thinking. In [20 Teacher End of the Year Reflection Questions](#), Minds in Bloom provides a host of great questions, including "What is one way that you grew professionally this year?", "When was a time this year when you felt joyful and/or inspired about the work that you do?", and "Which student in your class do you think showed the most improvement? Why do you think this student did so well?"

In his article, [End-of-Year Reflection: Think About the Whole Child](#), Kevin Parr, shares examples and questions that focus reflection on the whole child, your year in review, the classroom culture, and soft skills. Kevin shifts the focus from all the content that you "didn't get to" and the guilt that brings, to thinking about what worked and matters most.

Leaders benefit from reflection, too! In [Reflecting on Your Leadership Through a Year of Unexpected Firsts](#), Maggie Hodge provides a parallel framework to help leaders reflect on key competencies and get data from their constituents about leadership performance.

