End of Year Reflection Framework

"We do not learn from experience... we learn from reflecting on experience." - John Dewey

As a Folio school leader, you know that reflection is key to learning. Just as we design instruction with a closing exercise for students that allows them to process their learning experiences, draw connections, and think critically about their learning, we need to encourage and scaffold the reflection process for our adult learners, the faculty and staff in our schools.

You also know that adults are guided by specific learning principles. By addressing these learning principles in the design of your end-of-year reflection process, your faculty and staff will be more likely to engage in the reflection process in a deep and meaningful way.

	Questions to Consider	Learning Principle
Essential Question	• Why do you want faculty and staff to complete an end of year reflection? • What's the end goal(s) for you, as the supervisor, in having faculty and staff do the end of year reflection? • What's the end goal(s) for the faculty/staff member in doing an end of year reflection?	Establishing clear purpose
Process Leading up to End of Year Reflection	• How will you prime your teachers to get ready to reflect? (Meetings, emails, one on one meetings, etc?) • How will you message the reflection to your teachers so that they understand why reflection is important? • Is there any room for customization in the end of year reflection process? • When will teachers be expected to start and complete the end of year reflection? (Before the end of school, right at the close of school, postponed for a period of time?)	Psychological Safety Communicating purpose Agency Communicating Process
End of Year Reflection- Prompts	• How will you customize the new "Self-Reflective Year End Summary" form in the Folio platform? • How will teachers reflect on their individual challenges and areas for growth? • How will teachers celebrate their successes and demonstrate their resiliency? • How will teachers reflect about how they can apply their learning in the future?	Agency Problem-Centered Orientation to Learning Problem-Centered Orientation to Learning Internalize Learning
Process Following EOYR	• How will the data from these reflections be used at the school level, beyond the end of year reflection? – *Think about for individual PD opportunities, pulling high-level themes from the data to share with faculty and staff, etc?* • How can teachers use these reflections to inform their goals and PD needs for the next academic year?	Providing Input / Agency Providing Input / Agency

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