The following list of choices may help to structure your reflection about teaching. Start by analyzing your teaching. You might circle your natural instinct (e.g. “Forward motion”), and/or shade part of the corresponding axis, reflecting what you actually do. Then think about setting goals. You can use this worksheet on your own, but you will probably get more out of it if you include it in your conversations with colleagues.

*There is no one way.* Within each category, there is something to say for each of the options, and for any other option on that spectrum. Learn how to navigate between the options, adjusting to the specific conditions of your class. As you gain experience, you will learn new techniques, broaden your repertoire, and gain the flexibility that makes for good teaching.

Add more categories as you become aware of them (and send me a copy!)

**Course Organization**

forward motion  
review

<table>
<thead>
<tr>
<th>discrete topics</th>
<th>staying within your discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>internal cohesion</td>
<td>making connections</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>teaching to standards</th>
<th>responding to the realities of the class</th>
</tr>
</thead>
<tbody>
<tr>
<td>differentiation</td>
<td>covering the material</td>
</tr>
</tbody>
</table>

| responding to the realities of each class | keeping sections in sync |

**Lesson Planning**

over-prepared  
winging it

| same as previous time | new approach |

<table>
<thead>
<tr>
<th>where did the ideas come from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
</tr>
<tr>
<td>(the latter through journal article / conference / Internet / personal contact)</td>
</tr>
</tbody>
</table>
Format
- routine → variety
- lecture → activity
- hands-on (activities) → words-centered
- no tech → low-tech → high-tech
- "too easy" (working at many levels) → "too difficult"
- formal (atmosphere) → informal
- discovery → direct instruction
- controlling → letting go
- slow (pace) → fast
- individual work / pairs / groups / whole class
  talking / reading / writing

Emphasis
- skills → understanding
- depth → breadth
- enjoyment → learning
- right answer → process

Discourse
- open questions → closed
- correct answers → incorrect

Who talks? Who listens? (Who hears?)
What determines the validity of an idea?
  (teacher's authority / student consensus / published reference)

Working with Students
- intrinsic motivation → extrinsic
- support (hand-holding vs. sink-or-swim) → challenge
- individual students time and focus → whole class