Individual Development Plan, IDP
Instructional Reflection Guidance

Long Term Relevance:
As an educator, the skills acquired and knowledge gained from your instructional reflection will positively impact the quality of your teaching, enhance your students' learning, and culminate in the creation of a 5 year reflective teaching portfolio.
> *Note: for probationary faculty in leadership or service roles, this assignment will positively impact the quality of your leadership or service.*

Instructional Reflection Purpose:
> The purpose of your instructional reflection is to reflect on...
> 1. Feedback from your students, mentor(s), chair or designee, and instructional dean
>   a. Strengths
>   b. Areas of development
> 2. Your own appraisal (self reflection) of current instruction, assessment, and classroom management undertakings
>   a. Strengths
>   b. Areas for development
> 3. What changes (minor modifications) you have made to instruction, assessment, and classroom management based on this feedback and your self reflection
> 4. What you have learned from implementing these changes and/or what you hope to achieve from changes made
> 5. What professional development activities you plan on pursuing to develop yourself in the future

Note: for service faculty or instructional faculty with substantial reassigned time, you will also reflect on your primary work activities.

Instructional Reflection Tasks:
> Recommended steps
> Step 1a Document: Document your appraisal (self reflection) of current instruction, assessment, and classroom management undertakings
> Step 1b Read: Read feedback as it is received from your mentor, chair or designee, instructional dean, and students
> Step 2 Organize: Organize the feedback and your appraisal into themes

Theme examples: engagement, inclusion, alignment, assessment, technology integration, classroom management

Step 3 Learn: Participate in professional development activities that target areas for development

Step 4 Act: Implement a change (or a minor modification) to instruction, assessment, classroom management, etc. Note: a change could be an addition, modification, restructuring, refinement, etc.

Step 5 Reflect: Reflect on actual or hopeful outcome(s) and/or new preparations as a result of changes made by asking yourself a few of the following questions:

"How would you summarize…?
Why was it better than…?"
How would you improve…?
What would happen if… ?
What alternative can you propose.. ?
What could be done to minimize (maximize)...?
What could be combined to improve (change)…?
How could you assess the value or importance of…?

Reference Bloom's Critical Thinking Cue Questions

Step 6 Explore: Explore professional development opportunities both within Maricopa and outside of Maricopa. Identify opportunities that will help you develop in the areas identified as well as advance your own interests in new knowledge.

Step 7 Plan: Create an action plan for next academic year's professional development based on feedback, self reflection, and new interests.

Tips for a Successful Instructional Reflection:
- ✓ Journal (self reflection) what is happening in your teaching
- ✓ Read and discuss feedback from your instructional dean, chair or designee, mentor, and students as it is being received
- ✓ Organize feedback and journal entries (self reflection) into themes
  - ○ Make a list of things you did well (strengths)
  - ○ Make a list of things you might improve on (opportunities for improvement)
  - ○ For each list, identify and write down any themes that emerge--comments that seem to support each other
- ✓ Participate in professional development activities that help you to develop
- ✓ Make changes (minor modifications) to instruction, assessment, and classroom management. Reflect on actual or hopeful outcome(s) and/or

new preparations. *(Suggestion, use the Bloom's Critical Thinking Cue Question)*
- ✓ Have a draft of your Individual Development Plan (IDP) ready for review by your PAR Team (mentors) by the end of accountability week spring semester (PAR policy required)
- ✓ Voluntarily share your IDP with peers for additional feedback
- ✓ Work with your faculty developer if you have questions
- ✓ Utilize the MCC PAR resources

Overall Criteria for High Quality Work:

Checklist of characteristics of the finished product:
- ✓ Introductory paragraph: Your department and/or program, teaching background, other leadership roles (if applicable), the names of your instructional dean, chair and designated evaluator (if applicable), and mentor(s), etc.
- ✓ Reflective paragraphs: organized and labeled by themes
  - ❏ There is a careful examination of events, experiences, and feedback,
    - ❏ Examples are provided
- ✓ Conclusion paragraph: Plans for future professional development
- ✓ Edit for clarity and correctness
- ✓ Spell out names rather than using acronyms
- ✓ Complete all criteria to include adding all required evaluations and observations for the academic year into your Google drive folder
  - ❏ YR1 probationary faculty will have 7 files in their YR1 folder if they have 1 mentor. *(9 files, if they have 2 mentors.)*
  - ❏ YR2 probationary faculty will have 8 files in their YR2 folder if they have 1 mentor. *(10 files, if they have 2 mentors.)*
  - ❏ YR3, YR4, and YR5 probationary faculty will have 4 files in their YR3, YR3, or YR5 folder if they have 1 mentor. *(5 files, if they have 2 mentors.)*
- ✓ Over the 5 year duration, each instructional reflection should build upon the next