

## Reflecting and Processing STEM Self-Reflection

Consider each of the statements below. Circle the number that best describes you. There are no right or wrong/good or bad responses.

1=almost never true 2=usually not true 3=sometimes true 4=usually true 5=almost always true

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|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | I reflect on science and its processes   |
| 1 | 2 | 3 | 4 | 5 | I help learner reflect on science and its processes to continue the work of a project or idea                          |
| 1 | 2 | 3 | 4 | 5 | I help learner make meaning of their experiences to give them personal significance                                    |
| 1 | 2 | 3 | 4 | 5 | I help learner gain purpose and deeper understandings about what they are doing by adding complexity to the experience |
| 1 | 2 | 3 | 4 | 5 | I ask guiding questions to help learner make sense of and process what is happening during explorations                |
| 1 | 2 | 3 | 4 | 5 | I encourage learner to reflect on what they have learned at the end of each activity                                   |
| 1 | 2 | 3 | 4 | 5 | I ask questions of myself; other colleagues; learner (about our experiences together)                                  |
| 1 | 2 | 3 | 4 | 5 | I offer meeting groups with learner to encourage them to think forward   |
| 1 | 2 | 3 | 4 | 5 | I provide time for individual as well as group reflection  |
| 1 | 2 | 3 | 4 | 5 | I ask questions beyond the activity they did (helping to make connections to other experiences)                        |
| 1 | 2 | 3 | 4 | 5 | I offer ideas to learner about how to write about their STEM learning experiences                                      |
| 1 | 2 | 3 | 4 | 5 | I help learner build upon knowledge in meaningful and relatable ways   |
| 1 | 2 | 3 | 4 | 5 | I guide students through group reflection and or advisory panels   |

