

# Self-Evaluation CHECK LIST

## for Leading a Constructivist Media Decoding (CMD)

= YES     X = NO     NA = Not Applicable     = needs reflection

### Objectives:

- I had clear objectives going into the CMD
- The CMD met my objectives
- My document(s) aligned to my objectives
- My questions(s) aligned to my objectives
- My probing aligned to my objectives

#### Self-Reflection Notes:

### Document(s):

- Were readable/accessible for my students
- Were engaging for my students
- Were age appropriate
- Were vetted for accuracy and sourcing
- Were vetted for possible emotional impact

#### Self-Reflection Notes:

### Questions:

- Targeted subject area content/knowledge
- Targeted critical thinking/media literacy
- Targeted growth in student thinking
- Promoted metacognition.
- Asked students to provide evidence
- Were appropriately varied in complexity  
(not too simple or too sophisticated)

#### Self-Reflection Notes:

### Decoding:

- Was sequenced well
- Provided appropriate wait time
- Was scaffolded to engage all students
- Promoted independent thinking  
(not overly leading)
- Was appropriately objectives-driven  
(not too open-ended)
- Had strategies for involving all students
- Appropriately (not overly) affirming

#### Self-Reflection Notes:

### Overall:

- Fit in the time allotted
- Students had the background knowledge  
to do the decoding
- I mostly asked questions (vs. providing the  
analysis or giving information)
- Promoted student leadership (asking their  
own questions, talking to each other, etc.)
- Enables thinking free from my bias

#### Self-Reflection Notes:

### Unintended Consequences:

- Promoted stereotypes or disinformation
- Led to unexpected emotional responses
- Provoked harmful conflict
- Surprised me where it went

#### Self-Reflection Notes: