

Teacher Reflection Form Compilation

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Document: Teacher Reflection Form

Institution: Mabini Colleges, Inc

Cooperating School: D. Q. Liwag National High School

Internship Coverage: January 15, 2026 to May 30, 2026

Entry 1 - Classroom Management Strategies (Feb 1, 2026)

Context: Transitions between activities consumed instructional time.

Action: Implemented visual timer, explicit transition cues, and role delegation.

Result: Transition time reduced by approximately 35%; behavior incidents decreased.

Next Step: Introduce student reflection cards after each group task.

Entry 2 - Differentiated Instruction (Feb 8, 2026)

Context: Mixed readiness levels affected activity completion rates.

Action: Created tiered worksheets and flexible ability groups.

Result: More learners completed tasks with confidence; participation improved.

Next Step: Add enrichment prompts for advanced learners.

Entry 3 - Assessment for Learning (Feb 15, 2026)

Context: End-of-lesson misconceptions were not immediately identified.

Action: Used daily exit tickets and quick rubric checklists.

Result: Faster feedback loop and targeted remediation in following session.

Next Step: Build a simple tracker for recurring misconceptions.

Entry 4 - Questioning Techniques (Feb 22, 2026)

Context: Recitation responses were mostly recall-level.

Action: Shifted to evidence-based and open-ended prompts.

Result: Student reasoning improved; answers became more analytical.

Next Step: Pre-plan question stems per lesson objective.

Synthesis:

Reflective cycles consistently improved instructional clarity, learner engagement, and assessment response time.