

Instructional Reflection Template

From Procedure to Civic Thinking

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Purpose

Use this reflection template to examine how instructional choices influence civic thinking, standards alignment, and student engagement during legislative process instruction.

This tool is designed to support reflection and lesson planning as you consider how students experience civics instruction in your classroom. This reflection tool may be used alongside lesson examples, classroom observations, instructional materials, or professional learning discussions focused on legislative process instruction.

Part 1: Comparing Instructional Approaches

Reflection Questions

Which classroom example more effectively supports civic thinking and standards-aligned learning?

Why?

Student Thinking

How are students asked to think differently in the two lesson examples?

Part 2: Evaluating Civic Learning

Civic Thinking Indicators

Which lesson better encourages students to:

Civic Learning Skill	Recall-Focused Instruction	Civic Thinking-Focused Instruction	Evidence or Notes
Analyze perspectives	<input type="checkbox"/>	<input type="checkbox"/>	
Examine public impact	<input type="checkbox"/>	<input type="checkbox"/>	
Evaluate policy decisions	<input type="checkbox"/>	<input type="checkbox"/>	
Connect government to public life	<input type="checkbox"/>	<input type="checkbox"/>	
Participate in discussion and inquiry	<input type="checkbox"/>	<input type="checkbox"/>	

Part 3: Instructional Reflection

Strengthening Legislative Process Instruction

Identify one instructional shift that could help students move beyond procedural memorization toward deeper civic understanding.

Classroom Application

How could this instructional shift strengthen student engagement, inquiry, or civic reasoning?

Key Takeaway

Strong civics instruction helps students examine how government systems function, how public policy affects communities, and how civic participation influences democratic decision-making.