

Developmental Friction Check-In

A short reflection for moments when teacher educator practice suddenly feels harder than it used to.

Why use this?

Growth in teacher education does not always feel like growing. New understanding can unsettle old confidence. This tool helps distinguish productive developmental friction from a problem that simply needs to be eliminated.

1. What feels less certain right now?

- ☐ My authority or confidence
- ☐ My understanding of teacher learning
- ☐ A familiar teaching or mentoring routine
- ☐ My role or professional identity
- ☐ A relationship or community
- ☐ An ethical or equity-related decision

Other:

2. What changed?

What new idea, experience, person, context, or responsibility is making the old way feel less sufficient?

3. What is my first impulse?

- ☐ Return to what feels familiar
- ☐ Perform certainty
- ☐ Avoid the issue
- ☐ Seek a quick answer
- ☐ Defend my existing practice
- ☐ Stay with the uncertainty and examine it

4. Reframe the friction

Instead of asking...	Try asking...
Why am I suddenly worse at this?	What am I now noticing that I did not notice before?
How do I get back to feeling confident?	What kind of judgment is this uncertainty asking me to develop?
What is the correct response?	What competing responsibilities or possibilities need to be held together?
How do I make this discomfort go away?	What might be worth learning before I resolve it?

5. One next move

What is one thing I can try, notice, discuss, or investigate without needing to solve the entire problem?

Remember

Not all discomfort signals a problem to eliminate. Some discomfort signals that your practice is being reconstructed.

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