

Reflection Requirement for District 877

The new Reflection requirement for re-licensure begins on July 1, 2012. For those who renew a license on or after July 1, 2012, the following information should help you to understand how to meet this requirement.

This is a short version of the information you will need to know. I also have included the entire statement from the State Department of Education, including a list of frequently asked questions for those of you who want more detail.

Unlike the other requirements, the Reflection piece is more complex and detailed. Please let us know if you have questions.

The Requirement

Minnesota Statutes 122A.18, Subdivision 4(b) requires a written statement prepared by the teacher that demonstrates reflection on his or her professional accomplishment and includes a self-assessment of his or her professional growth using one of the following types of evidence:

- Support for student learning
- Use of best practices techniques and their applications to student learning
- Collaborative work with colleagues that includes examples of collegiality
 - (i.e., attested-to committee work, collaborative staff development programs, professional learning community work)
- Continual professional development
 - (i.e., job-embedded or other ongoing formal professional learning, including coursework)

All final reflective statements must be a minimum of 500 words. There are three ways you can meet this requirement:

Scenario 1: Reflection within Professional Learning Communities (PLC)

At the conclusion of the weekly PLC meeting, individuals spend 5 minutes reflecting upon their ongoing professional learning. Reflection questions could include:

1. Before the next PLC meeting, what new practices will I use because of this new learning? How will I know the intended changes occurred (evidence)?
2. Before the next PLC meeting, what type of student data or student work will I examine to provide an insight into the next learning progression? (What evidence will be collected to show the students' level of understanding?)
3. How will I assess the effectiveness of the implementation of the new teaching practice?
4. How has my teaching practice changed because of the learning occurring during the PLC meeting?
5. What changes have occurred in student learning because of this new learning?
6. How have these changes improved student achievement levels of ALL students?
7. What do I plan to share at the next PLC meeting?
8. (End-of-the-year reflection question) After the final PLC meetings for the year, how did my teaching practice and my students' learning change? What evidence can I provide regarding my teaching and student learning that demonstrates growth in teaching practice?

Scenario 2: Reflection using an Individual Growth Plan

(This would include CQEP Proposals and Evaluations.)

At the beginning of the school year, the teacher develops an individual professional growth plan. Bi-weekly the teacher reflects upon plan implementation and the ongoing changes occurring in teaching practice and student learning. Reflection questions include:

1. What progress have I made in implementing this goal?
2. What new practice have I used in the classroom with students? How has learning changed for students?
3. What were the teaching successes and challenges of using the new practice?
4. What were the student successes and challenges of my using the new practice?
5. How am I adapting the growth plan so that I can reach my professional goal?
6. How have observations and conversations with colleagues assisted in my implementing this goal?
7. What am I learning about the effectiveness of my teaching and how students are learning?
8. (End-of-the-year reflection question) At the conclusion of the individual growth plan process, did I reach the goal? Why or Why not? How did my teaching practice and my student's learning change? What evidence can I provide regarding my teaching and student learning that demonstrates growth in teaching practice?

Scenario 3: Reflection using teacher observation process

A teacher may use a formal reflection process as part of a teacher observation cycle that includes an observation by a trained observer. After the observation cycle (including pre- and post conferences), the teacher must reflect upon the professional learning experience. The reflection could be the written responses to the pre-observation and post-observation questions supplied by the trained observer or answers to some of the following questions:

1. What insights did I gain as a result of the teacher observation process and my lesson plan development?
2. What insights did I gain as a result of the teacher observation process and my delivery of instruction?
3. What insights did I gain as a result of the teacher observation process and engaging students with the instruction? And how student learning is improving?
4. Based on this observation, what are my greatest teaching strengths?
5. Based on this observation, what is a teaching practice I would like to improve? And how will student learning change if I am successful in changing this practice?
6. Before the next teacher observation and continually improve my instruction, which colleagues will I ask to assist me and what type of assistance will they provide?
7. How is my ongoing professional growth through the teacher observation process reflected in improved student learning?
8. (End-of-the-year reflection question) At the conclusion of the teaching observation process, how did my teaching practice and my student's learning change? What evidence can I provide regarding my teaching and student learning that demonstrates growth in teaching practice?