

Induction Seminar #3

# Reflective Practice



# Participant Packet





## Beginning Teacher Support Seminar 3: Reflective Practice

### Connector

Terminator

Titanic

Fast & Furious

It's a Wonderful Life

Kindergarten Cop

My school year is best compared to (circle the movie above).

Here's why:



## Beginning Teacher Support Seminar 3: Reflective Practice

### Outcomes

- I can self-assess instructional practice based on evidence.
- I can articulate the importance of, and identify evidence sources.
- I can plan for student reflection within my lessons.
- I can reflect on my professional growth and determine next steps.

### Professional Practice Rubrics

#### DPI: Framework for Teaching

#### Domain 3: Instruction

##### Component 3c: Engaging Students in Learning

- Activities and Assignments that promote learning require student thinking that emphasizes depth over breadth and encourages students to explain their thinking.
- Much of student learning results from their reflection on what they have done, and a well-designed lesson includes time for reflection and closure.

##### 3c Indicators:

- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection
- Learning tasks that require high-level student thinking and invite students to explain their thinking

##### Component 3d: Using Assessment in Instruction

- The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action.

##### 3d Indicators:

- Students are invited to assess their own work and make improvements; most of them do so



## Beginning Teacher Support Seminar 3: Reflective Practice

### Domain 4: Professional Responsibilities

#### Component 4a: Reflecting on Teaching

- Reflections become more accurate, corresponding to the assessments given by an external and unbiased observer.
- Teachers can provide specific examples from the lesson to support their judgments.
- Teachers use their reflection to make adjustments in their practice.
- Teachers draw on a repertoire of strategies to inform adjustments to practice.

#### 4a Indicators:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

#### Component 4e: Growing and Developing Professionally

- Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.
- Teachers actively pursue networks that provide collegial support and feedback.

#### 4e Indicators:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights



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### CESA 6 Effectiveness Project (EP)

#### Standard 4: Assessment For and Of Learning

**Indicator 4.3:** Uses a variety of informal and formal assessment strategies and instruments that are valid and appropriate for the content and the student population.

#### Standard 6: Professionalism

**Indicator 6.4:** Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.

**Indicator 6.5:** Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance based on self-assessment and/or in collaboration with their evaluator.





## Beginning Teacher Support Seminar 3: Reflective Process

# Lesson Plan: Water Uses

Adapted from lesson plan authored by Jennifer Valentine (2018): [Water Uses- Unexpected](#)

Objective: Round large gallon estimates to the closest 10, 100, 1000 estimate, to construct a pictograph about some water uses we don't ordinarily think about.

## Connection to Standards

In this lesson, core third grade math standards are interwoven into science content that builds crucial background that will deepen student understanding of upper-grade NGSS standards, especially for the 5th grade study of the Earth's systems.

Common Core Math Standards:

- 3.NBT. A.1: Use place value and understanding to round numbers to the nearest 10 or 100.
- 3.NBT. A.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Next Generation Science Standard:

- 5-ESS2-2: Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Cross – cutting concept:

- Scale, Proportion, and Quantity: Standard units are used to measure and describe physical quantities such as weight and volume.

## Engage

- Give them time to share their choices and what they've learned about them at their table groups
- Debrief by asking for a show of hands:
  - "How many of you were surprised to find the amount of water it takes to have some of these products available to us?"
  - "Have you ever thought about how much water is needed to provide you with your daily food, and activities?"



### Beginning Teacher Support Seminar 3: Reflective Process

- Acknowledge the difficulty, as we don't often consider the agricultural and industrial water usage that allows us to eat and take part in everyday activities.

#### Mini Lesson

- Introduce activity: Remind students that each water droplet symbol is similar to a square on the bar graphs we've worked with previously.
- Model how to use data to create a pictograph using Microsoft Word, tables feature.
  - Process the steps using out loud thinking to model how to convert the gallons into water droplets, and proceed to construct a representation for bread. Ask a volunteer to echo that same process (using out loud thinking) for chicken.
- Allow students to create pictographs using laptops or paper, or adapted access to activity.
  - Accessibility modification: Use premade, pictograph template and waterdrop cutouts allowing manipulation of graph.

#### Check for Understanding- Partner Process

Ask that they pair up in with their elbow partner to discuss the following:

- How is a pictograph different from a bar graph?
- Is a bar graph or pictograph better for communicating an idea? Why?
- Why was it important to round our gallons to the nearest 10, 100, or 1000 for this activity?
- After partner discussion time, ask volunteers to share their discussion highlights.

#### Closure

- Ask for final questions, comments.
- Exit Slip reflection questions – answers will inform next lesson and grouping.



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Give-One-Get-One: EVIDENCE

<p><b>2a Creating a Climate of Respect and Rapport</b></p> <p>5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful and enthusiastic</p>	<p><b>2b Establishing a Culture for Learning</b></p> <p>5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful and enthusiastic</p>	<p><b>2d Managing Classroom Behavior</b></p> <p>5.1 Establishes and maintains effective routines and procedure</p>
<p><b>3c Engaging Students in Learning</b></p> <p>3.3 Uses a variety of instructional strategies</p>	<p><b>FREE SPACE</b></p> <p>Identify one evidence source</p>	<p><b>1f Designing Student Assessments</b></p> <p>4.3 Uses a variety of informal and formal assessment strategies and instruments that are valid and appropriate for the content and the student population.</p>
<p><b>3d Using Assessments in Instruction</b></p> <p>4.3 Uses a variety of informal and formal assessment strategies and instruments that are valid and appropriate for the content and the student population.</p>	<p><b>4a Reflecting on Teaching</b></p> <p>6.4 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies</p>	<p><b>4e Growing and Developing Professionally</b></p> <p>6.5 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance based on self-assessment and/or in collaboration with their evaluator.</p>



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### Evidence

Evidence provides an indication of demonstrated practice as observed in classroom settings, professional activities, and interactions with colleagues and/or administrators, or through evidence to include artifacts.

High-Leverage evidence sets provide an indication of practice for multiple components.

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#### High Leverage Evidence Set Announced Observation Event

- Pre/Post conference discussion and review of lesson plan
- Assessments used during the lesson and over the course of the unit
- Examples of student work
- Data from the assessments
- Methods to engage students
- Classroom environment and management
- Teacher reflection

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#### Relevance to Multiple Components

##### *Framework for Teaching Examples*

- 1a. Demonstrating knowledge of content and pedagogy
- 1b. Demonstrating knowledge of students
- 1c. Demonstrating knowledge of resources
- 1e. Designing coherent instruction
- 1f. Designing student assessment
- 2a. Creating an environment of respect and rapport.
- 2c. Managing classroom procedures
- 3c. Engaging students in learning
- 3d. Using assessment in instruction
- 4a. Reflecting on teaching



### **FfT High Leverage Artifact:**

Example of student self-assessment with reflective prompts and used to inform instruction:

- 3c. Engaging Students in Learning
- 3d. Using Assessments in Instruction
- 3e. Demonstrating Flexibility and Responsiveness

### **Effectiveness Project (EP) Reflections for the Documentation Log**

Performance Standard 4: Assessment For and Of Learning

- How does the artifact provide evidence for the standard?
- How has the artifact affected your professional practice and knowledge?
- What is the impact on student learning?



## Beginning Teacher Support Seminar 3: Reflective Process

### Student Reflection Strategies and Resources

- **Talk out loud:** Students talk aloud as they work through their thinking to solve problems.
- **Fist to Five:** This self-assessment strategy requires students to self-identify their level of mastery.
- **Sentence Stems:** Provide a reflective sentence stem, and students complete the sentence.
- **Twitter/Tweets:** @TEACHER: 140 characters of summarization wrapped up in social media!
- **Exit Slips:** Students complete an index card or post it with the answer to a closing prompt.
- **Journaling:** Used as a connector or as a closure, journal statements help students to focus on prior knowledge and/or next steps.
- **Quotes:** Providing quotes and asking students to relate the quote to the lesson or to draw out prior knowledge about a topic allows for individual interpretation and personal connection.

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Shared participant strategies I wish to remember:



## Beginning Teacher Support Seminar 3: Reflective Process

### Individual Challenge Action Plan (ICAP)

Developed by Debbie Bambino – National School Reform Faculty

**What changes in my own practice do I want to make as the result of today's learning?**

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**How will I initiate this change?**

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**What supports do I need to be successful?**

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**How will I know if I've made progress?** *(What evidence will I review? How will I document my own growth? How will I document improvements in student learning?)*



## Seminar 3 Resources

Bambino, D. (2017). *Individualized Monthly Action Plan*. National Reform Center. Retrieved from: <https://www.schoolreforminitiative.org/download/individual-monthly-action-plan-imap/>

CESA 6 Effectiveness Project (2017). *Teacher Performance Evaluation System, TPES Guidebook*. Retrieved from CESA 6 Effectiveness Project website: <https://drive.google.com/file/d/0B8Wag36r0AkHVllwNI9vcUZwcnhiWXI4U1VOQWpyNzJfQIRN/view>

Danielson, C.(2006).*Teacher Leadership That Strengthens Professional Practice*. ASCD. Alexandria, Va.

The National Equity Project. (n.d) *Developing Community Agreements*. Retrieved from: <https://nationalequityproject.org/tools/developing-community-agreements>

The Teaching Channel. (2019). "Be Sure To": A Powerful Reflection Strategy. Retrieved from: <https://www.teachingchannel.org/video/student-goal-setting>

WI Department of Public Instruction (2017). *Educator Effectiveness User Guide for Teachers, Teacher Supervisors, and Coaches*. Retrieved from: <https://dpi.wi.gov/sites/default/files/imce/ee/pdf/teacherprocessmanual.pdf>

Valentine, J.(2018). *Water Uses-Unexpected*. Better Lesson. Retrieved from: [https://betterlesson.com/lesson/598842/water-uses-unexpected?from=search\\_results?from=login](https://betterlesson.com/lesson/598842/water-uses-unexpected?from=search_results?from=login)



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## Seminar 3 Feedback Form

For each statement below, put a checkmark in the column that most closely applies to your training experience.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have a better understanding of both teacher and student reflective practices.					
I have a better understanding of what proficient/effective practice looks like in related components/indicators of the professional practice rubric.					
I feel I am better prepared to address the expectations of my teaching assignment because of this training.					
I have confidence I can apply my learning to my practice.					
The trainer(s) was knowledgeable in the training content.					
The time provided for activities and discussion was appropriate.					
Training norms were established and supported.					
The training supported my adult learning needs.					

Additional Feedback: