

## Beginning Teacher Support Series

# Induction Seminar #3



# Reflective Practice

# Part 1: Getting Started



Beginning Teacher



Beginning Teacher



Beginning Teacher



Beginning Teacher



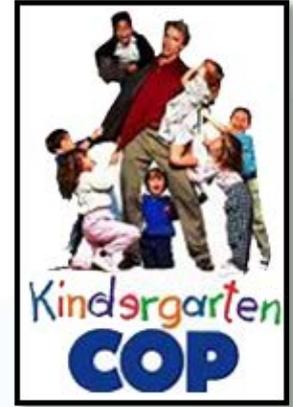
Beginning Teacher



Beginning Teacher

## Reflective Practice

# Connector



Which movie best represents this school year?

Why?



# Introductions

1. Introduce your partner to the group:
  - Name
  - Preferred Pronoun(s)
  - District/School/Grade Level/Subject
  - Movie Selection and Rationale



## Seminar Outcomes

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

# Agenda

## Today:

- Connector
- Self-Review and Reflection
- Evidence of Practice
- The Importance and Examples of Student Reflective Practice
- Reflection and Closure

## Community Agreements Matter

- We can't achieve our vision in a hostile, disrespectful, undermining group culture.
- Critical conversations are sometimes emotional. Emotional safety and trust are required.
- Our relationships with each other model for students how human relationships should be and what shapes school culture.
- Healthy school and classroom culture is key to personal sustainability.



# Part 2: Learning



# Framework for Teaching (FfT): DPI Model

The following Domains and Components of the Danielson Framework for Teaching (FfT) focus on reflective practice:

## Instruction Domain:

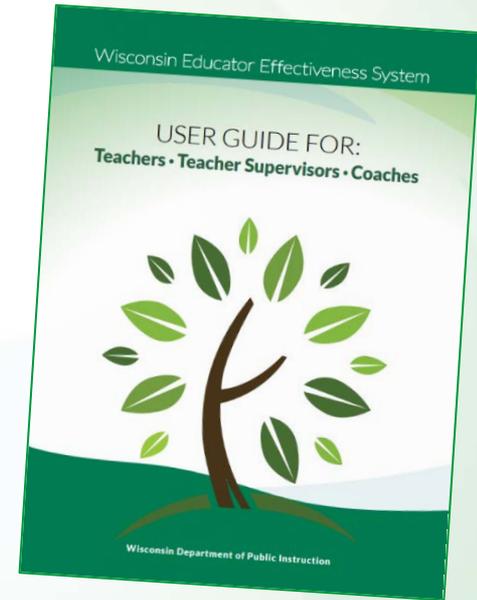
Component 3c. Engaging Students in Learning

Component 3d. Using Assessment in Instruction

## Professional Responsibilities Domain:

Component 4a. Reflecting on Teaching

Component 4e. Growing and Developing Professionally



# CESA 6 Effectiveness Project Standards

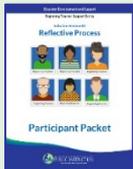
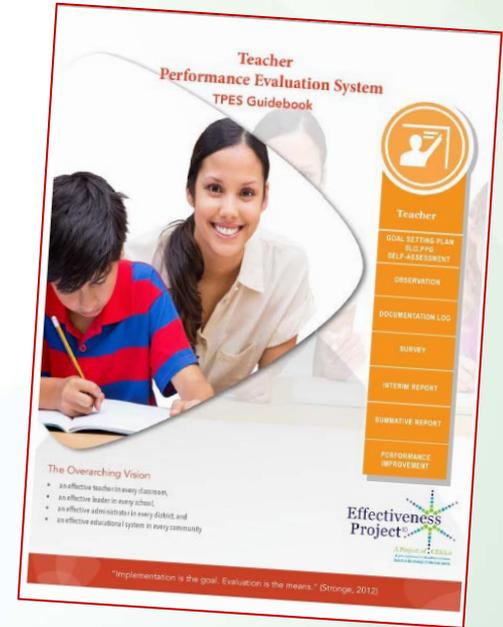
## Standard 4: Assessment For and Of Learning

Indicator 4.2 Involves students in setting own goals and monitoring own progress..

## Standard 6: Professionalism

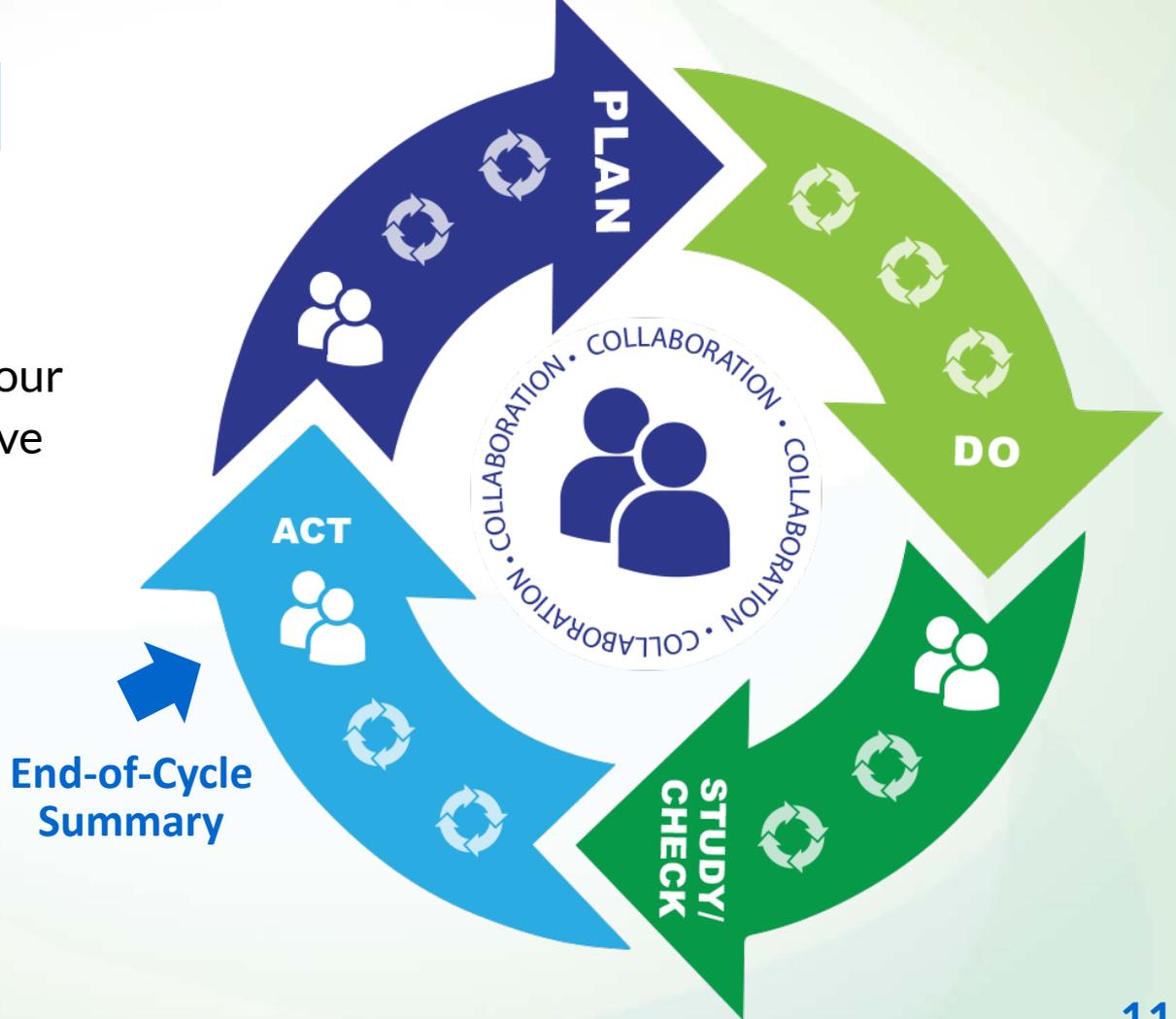
Indicator 6.4 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.

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



# Reflection

The practice of studying your own experiences to improve the way you work.



# Reflecting on the Self-Review

Who/what helped you to build your capacity in challenging areas?

What was it about the feedback you received that helped you to grow and develop in this area?

What evidence might you have to demonstrate growth in this area?



Beginning Teacher Support Seminar 3: Reflective Process

## Reflecting on the Self-Review

Scan your self-review (completed as part of the Educator Effectiveness Planning) for areas you identified as most challenging. If your self-review is not available, reflect on today's feature components/indicators:

**DPI Framework for Teaching (FIT)**

Domain 3: Instruction

- Component 3c. Engaging Students in Learning

Domain 4: Professional Responsibilities

- Component 4a. Reflecting on Teaching
- Component 4e. Growing and Developing Professionally

**CESA 6 Effectiveness Project (EP)**

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.

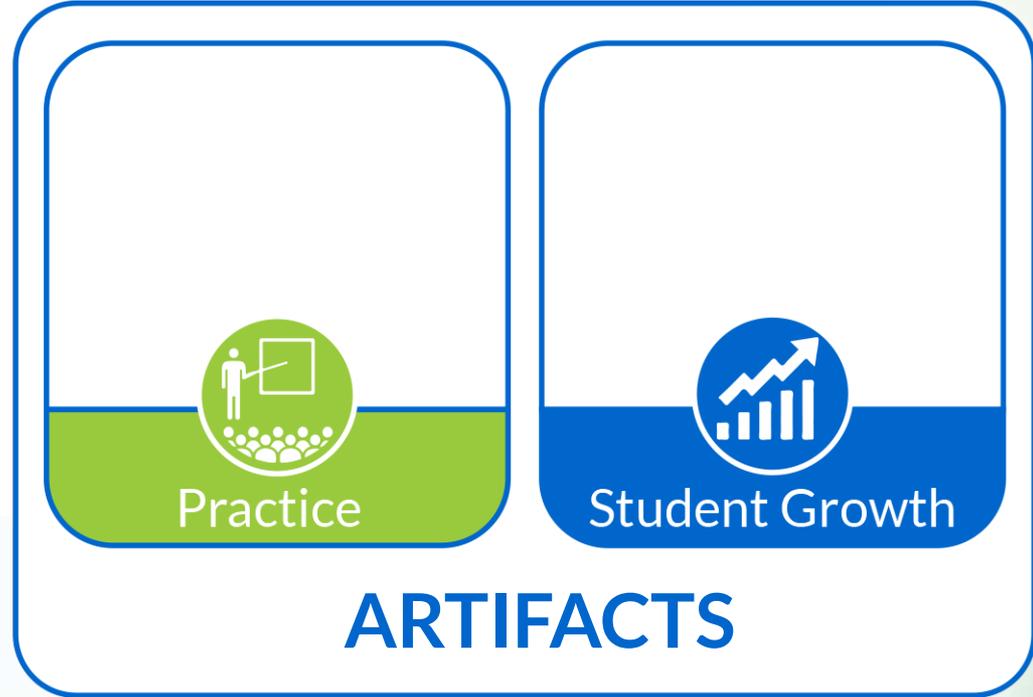
Indicator 6.4 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.

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- 1) Who/what helped you to build your capacity in challenging areas?
- 2) What was it about the feedback you received that helped you to grow and develop in this area?
- 3) What evidence might you have to demonstrate growth in this area?

Participant Packet 5

## Evidence



The assessment of professional practice is based on evidence, 1) as observed in classroom settings, professional activities, and interactions with colleagues and/or administrators; or 2) through artifacts.

## Why is Evidence Important?

### Evidence:

- Grounds conversations about teaching in actual events, in actions or statements, in artifacts, or in teacher decisions.
- Minimizes bias and/or subjective assessment in educator evaluation.



# Curating Evidence

- Locate the sample lesson plan, on page 6 of your participant packet.
- Review the artifact individually to determine what components/indicators would align to this evidence source.
- Discuss thoughts with your table team.
- Be ready to share.



**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?"

Participant Packet 6

# ACTIVITY: Evidence GOGO

- Turn to the Give-One-Get-One (GOGO) template on page 8 of the Participant Packet.
- Before circulating around the room, write down 1-2 examples of evidence you've used to inform EE goals.
- Meet with others in the room and exchange evidence examples.



Beginning Teacher Support Seminar 3: Reflective Process

Give-One-Get-One: EVIDENCE

<b>2a Creating a Climate of Respect and Rapport</b>  5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful and enthusiastic	<b>2b Establishing a Culture for Learning</b>  5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful and enthusiastic	<b>2d Managing Classroom Behavior</b>  5.1 Establishes and maintains effective routines and procedure
<b>3c Engaging Students in Learning</b>  3.3 Uses a variety of instructional strategies	<b>FREE SPACE</b> Identify one evidence source that can be tagged to multiple components/indicators	<b>1f Designing Student Assessments</b>  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.
<b>3d Using Assessments in Instruction</b>  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.	<b>4a Reflecting on Teaching</b>  6.4 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies	<b>4e Growing and Developing Professionally</b>  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.

Participant Packet 8

## High-Leverage Evidence

Evidence sources that cover multiple components/indicators.



# Evidence Sets

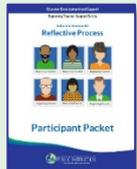
## Planned Observation Event

- Evidence from Observations and Artifacts
- 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

## 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





Teaching Channel: [Student Goal Setting](#)

# Cultivating Student Reflection (FfT)



## Component 3c. Engaging Students in Learning

- Students are invited to explain their thinking as part of complex tasks.
- Students have the opportunity for reflection and closure on the lesson to consolidate their understanding.



## Component 3d. Using Assessments in Instruction

- Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.



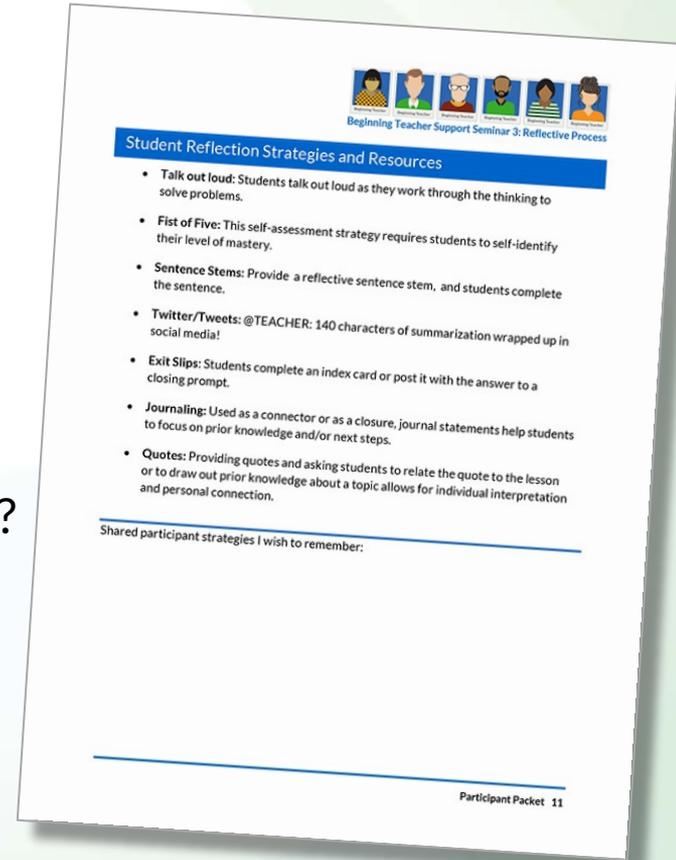
### Standard 4: Assessment For and Of Learning

- Indicator 4.3 The teacher regularly selects/develops and uses valid formative and summative assessment strategies and teaches students how to monitor their own academic progress.

# Student Reflection Strategies

Turn to page 11 of the Participant Packet.

- Identify and discuss these and other examples at your table.
- How might the examples be modified to engage early learners? EL learners? Others?
- Which strategy might you try with your students?



# PART 3: Closure



## Reflection

The practice of studying your own experiences to improve the way you work.

## Outcomes Revisited

- I can self-assess 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.

# Windows and Mirrors

What are your key take-aways?



**Students**



**Self**

# Reflection and Next Steps

Turn to the Individual Challenge Action Planning (ICAP) template on page 12 in your Participant Packet.

Reflect on and commit to the application of your learning.

Today's exploration included:

- Reflective Practice
- Student Reflection Strategies



The image shows a thumbnail of the ICAP template page. At the top, there are six icons representing diverse individuals. Below them is the title "Beginning Teacher Support Seminar 3: Reflective Process" and the subtitle "Individual Challenge Action Plan (ICAP)". The page is developed by Debbie Rambino at the National School Reform Faculty. The main content consists of four questions, each followed by a horizontal line for a response:

- What changes in my own practice do I want to make as the result of today's learning?
- How will I initiate this change?
- What supports do I need to be successful?
- 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?)

At the bottom right, it says "Participant Packet 12".

# Evaluation

Please complete the seminar evaluation.



  
Beginning Teacher Support Seminar 3: Reflective Process

### 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:					

Participant Packet 14





Additional resources and information may be found on the  
Department of Public Instruction website  
[Teacher Induction and Mentoring](#)

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Educator Development and Support Team