REFLECTIVE STATEMENT SCENARIOS & EXAMPLES

GOAL: A Reflective Statement of Professional Accomplishment and Assessment of Professional Growth

Minnesota Statutes, section 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, such as attestable committee work, collaborative staff development programs, professional learning community work,
- Continual professional development, such as job-embedded or other ongoing formal professional learning, including coursework.

The following three scenarios are examples district continuing education committees may use as a means to meet the intent of the new requirement.

SCENARIO 1: REFLECTION WITHIN PROFESSIONAL LEARNING COMMUNITIES (PLC)

At the conclusion of the weekly PLC meeting, individuals spend five 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. (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

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. (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?
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Bi-weekly reflections are filed electronically and used to provide evidence to the District Continuing Education Committee as fulfilling this requirement.

**SCENARIO 3: REFLECTION USING TEACHER OBSERVATION PROCESS**

A teacher may use a formal reflection process as part of a teacher observation cycle that includes monthly observations by a trained observer and accompanying coaching/mentoring. After each observation cycle (including pre- and post-conferences), the teacher reflects upon the professional learning experience. Reflection questions could include:

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?