Leveraging Reflection for Professional Growth and Student Learning

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Who’s Who?

- Program Directors
- Instructional Leads
- Classroom Teachers
- Teacher Program
- Student Program
- Combination Program
- New Programs
- Other?
Workshop Goals

1) I can describe the importance of reflection in the learning process.
2) I can make connections between reflective practices and STARTALK program outcomes.
3) I can plan for reflective practices to maximize learning in my STARTALK program.
4) Other program-specific goals?
Agenda

• Reflection as a practice
• Reflection in STARTALK
• Reflection Case Study:
  ➢ GLP STARTALK Program
• Reflection in action
  ➢ Your program
Reflection: Reflective practice is thinking about what you did, what the result was, and deciding what you would do differently next time.

Why This Matters: It is through reflection that we grow. When we grow, our students grow!
“You have to sustain your professional capacity... and [you] have to grow and get better.” - Rebecca Mieliwocki, 2012 Teacher of the Year

“The reason we have to always get better is because we always have different students in front of us... In the end getting better means that I am paying attention to who is in front of me and figuring out how to move them from where they are to where they can be.” - Sarah Brown Wessling, 2010 National Teacher of the Year

### Turn and Talk:

• In what ways do you think these teachers use reflection for personal growth?
• How does focusing on personal growth impact students?
Teacher Reflection for Student Learning

“...The single most important determinant of what students learn is what their teachers know. Teacher qualifications, teacher’s knowledge and skills make more difference for student learning than any other single factor.”

(Darling-Hammond, 2009)
TELL Domains

ENVIRONMENT

LEARNING EXPERIENCE

COLLABORATION

PLANNING

PERFORMANCE & FEEDBACK

PROFESSIONALISM

LEARNING TOOLS

The TELL Domains framework establishes eight domains that reflect the crucial characteristics and behaviors of an effective world language teacher. The framework is made up of seven domains that reflect the crucial characteristics and behaviors of an effective world language teacher.
STARTALK Connections - TELL

TELL Domain Professionalism PR3

I am a reflective practitioner.

a. I use processes that allow me to analyze and reflect on my current practices.
b. I regularly use evidence of student growth to inform reflection on my practices.
c. I create a plan for my professional growth based on my reflections.
d. My behavior evidences awareness of the relationships between my beliefs and practices and their impact on learning.

TELL Domain Performance & Feedback PF4

I routinely use internal and external assessment data to modify learning experiences.

a. I analyze evidence of student performance in an ongoing manner.
b. My students and I modify learning strategies to meet or exceed the performance targets.
STARTALK Connections: Principles

Conducting Performance-Based Assessment

• The teacher uses formative checks for learning during lessons to adjust instruction as needed and to provide timely feedback to learners.
• Learners know how well they are doing with regard to specific learning goals and they know what they can do to improve their performance.
• Learners have the ability to assess their own learning.
• Learners engage in summative real-world performance tasks to demonstrate how well they have met the performance goals of the unit.
Reflecting on Learning in STARTALK

STARTALK Specific Requirements

- Teacher Curriculum STAGE 3 component
- Student Learning Plan component
- Site visit process
**Teacher Program Curriculum STAGE 3**

<table>
<thead>
<tr>
<th>TELL CRITERIA STATEMENT #___</th>
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<tbody>
<tr>
<td>The criteria statement here were identified in Stage 1. Click on each statement and complete one table to identify learning targets, checks for learning, and resources outlining a learning progression for participants.</td>
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<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Check for Learning</th>
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<tbody>
<tr>
<td>Identify program-specific Can-Do statements that lead participants to meet the identified TELL Criterion.</td>
<td>Identify how and when participants will demonstrate and get feedback on meeting the program-specific Can-Do statements.</td>
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<tr>
<th>Acquiring</th>
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<tr>
<td>How will participants gain new knowledge and skills through input?</td>
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<tr>
<th>Processing</th>
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<tr>
<td>How will participants build personal understanding of new knowledge and skills?</td>
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<th>Applying</th>
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<tr>
<td>How will participants use new knowledge and skills?</td>
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<tr>
<th>Reflecting</th>
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<td>How will participants explore ways to use new knowledge and skills beyond the program?</td>
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<th>Resources</th>
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<tr>
<td>What resources will participants interact with to support their new knowledge and skills?</td>
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Student Program Learning Plan

Personal Reflection

• How did this lesson go?
• What could you do to improve this learning plan if you do these activities again?
Site Visit LookFors: Reflection

Teacher Programs:
• Participants reflect and explore new ways to use knowledge and skills beyond the program.

Student Programs:
• The teacher uses assessment evidence to adjust instruction.
Reflection: Learner Engagement

• Learning targets
• LinguaFolio
• TELL Domain Self-Assessments
Reflecting for Growth

• We do not learn from experience...we learn from reflecting on experience. (John Dewey, 1916)

• Because of their ability to reflect, great teachers know not only what to do, but also why. Research substantiates the role of reflection in teachers’ professional growth. (Constantino & De Lorenzo, 2001; Danielson & McGreal, 2000; Glickman 2002; Lambert, 2003)

• Mindset change is not about picking up a few pointers here and there. It’s about seeing things in a new way. When people change to a growth mindset, they change from a judge-and be-judged framework to a learn-and help-learn framework. Their commitment is to growth, and growth takes plenty of time, effort and mutual support. (Carol S. Dweck, Mindset: The New Psychology of Success)
Case Study: GLP STARTALK Program

Program Background:

- Length
  - 3 weeks
- Practicum Experience
  - Peer- and Micro-Teaching
  - Local Camp Collaboration
- Reflection
  - Daily Questions
  - Rubric
  - Feedback
GLP’S Framework for Reflection and Feedback

Week 1: Daily reflections focused on individual learning and understanding

Week 2: Daily reflections on colleagues’ and own modeling and feedback using personalized rubrics

Week 3: Daily reflections on micro-teaching with feedback to others focused on growth and improvement
Reflection Questions

Daily Reflection Questions

Reflection on Daily Learning

- 30 minutes at end of each day
- Organized in one place
- Instructors responded online
- Discussed each morning

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GLP Summer STARTALK Teacher Training Program: Highly Effective Teacher By Design

REFLECTION - Day 3 (July 7, 2016)

1. How often are the activities you design for learners truly engaging? How do you know that your students are motivated and engaged and not just compliant learners?

I think more than half of the activities I designed for learners are engaging during this past school year, although I can’t say that my motivation behind designing engaging lessons was specifically to maximize students’ experience and interaction with the content or to be engaging. A lot of the activities I used in my classroom involved total participation techniques, movements, role-plays, discussions, and hands-on projects. The reason for these activities was to reach students with IEPs, who made up half of my class population. I had never thought of these activities as something teachers in regular language classrooms can implement and incorporate into their every-day teaching. I designed these activities because I thought my students with IEPs “needed” these activities in order to learn. Reflecting on my teaching in a regular classroom prior to this past year, I think at times I tricked myself into believing that the activities were engaging because my students were compliant, on task, and had the desire to complete activities. I couldn’t tell you how excited they were about the activities then nor can I tell you now because “engagement” was not part of my conscious decision making process when I designed and evaluated my lessons then. Plus, I think my outlook on what engagement looks like has reconceptualized after today’s lesson.

What a rich reflection! The more I work on student engagement and the more I work with special education teachers or teachers who have high levels of students with accommodations, the more I realize that you are exactly right though. If we design activities that are engaging for students with IEPs they could be engaging for all students. (Instructor Comment)

2. Aha! What surprised you in your learning today or what “ah-ha” moments did you have?
Reflection Questions Cont’d

Sample Reflection Questions

Week 1

• I THOUGHT SO! What understandings did you have validated as a result of your learning today?
• I NEED MORE! What questions remain about the learning today? What else do you need to learn or do in order to successfully transfer your new skills into your classroom?

Week 2

• Reviewing our list of indicators of an engaging classroom, which one do you hope to focus on during your micro-teaching experience next week? Where do you hope to grow?

Week 3

• What is one thing that you are proud of in your lesson today, and why?
• What is one thing that didn’t go as you expected today, and why?
• How will you do things differently in your next lesson, and why?
Think, Pair, Share:

- What is your initial reaction to this reflection?
- What comments would you leave this teacher?
- How could you push her to expand on her thinking?

Question: How often are the activities you design for learners truly engaging? How do you know that your students are motivated and engaged and not just compliant learners?

Answer: I think more than half of the activities I designed for learners are engaging during this past school year, although I can’t say that my motivation behind designing engaging lessons was specifically to maximize students’ experience and interaction with the content or to be engaging. A lot of the activities I used in my classroom involved total participation techniques, movements, role-plays, discussions, and hands-on projects. The reason for these activities was to reach students with IEPs, who made up half of my class population. I had never thought of these activities as something teachers in regular language classrooms can implement and incorporate into their every-day teaching. I designed these activities because I thought my students with IEPs “needed” these activities in order to learn. Reflecting on my teaching in a regular classroom prior to this past year, I think at times I tricked myself into believing that the activities were engaging because my students were compliant, on task, and had the desire to complete activities. I couldn’t tell you how excited they were about the activities then nor can I tell you now because “engagement” was not part of my conscious decision making process when I designed and evaluated my lessons then. Plus, I think my outlook on what engagement looks like has reconceptualized after today’s lesson.

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Personalized Reflection Rubric

Putting Reflective Practice into Action

- Teacher Created Rubric
- Based Off Group-Identified Indicators
- Used During Peer and Micro-Teaching
## FEEDBACK FOR GROWTH

### Indicators of Highly Effective Teachers

*identified by 2016 GLP STARTALK participants*

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<thead>
<tr>
<th>LEARNER ENGAGEMENT</th>
<th>TARGET LANGUAGE USE</th>
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<tr>
<td><strong>Context for Learning</strong></td>
<td><strong>Evidence of Planning</strong></td>
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<tr>
<td>- There is a cultural context for learning</td>
<td>- Teacher provides simple &amp; clear directions</td>
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<td>- The context makes connections to other content areas</td>
<td>- Teacher models activities to and with students</td>
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<tr>
<td>- The activity directly supports the Learning Target</td>
<td>- Teacher takes advantage of using students’ prior knowledge to make connections</td>
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<td>- The class celebrates student success</td>
<td>- The observer can recognize the targeted language vocabulary or language chunks (pattern)</td>
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<td><strong>Learning Environment</strong></td>
<td><strong>Teacher Language/Voice</strong></td>
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<tr>
<td>- Learners and teachers use props</td>
<td>- Teacher uses English less than 10% of the time</td>
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<tr>
<td>- The learning is supported by visuals</td>
<td>- Teacher varies voice (volume/speed) to draw attention</td>
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<td>- The learning environment is inviting</td>
<td>- Teachers uses care-taker speech.</td>
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<td>- “messy” – organized chaos</td>
<td>- Teachers enunciates/speaks clearly.</td>
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<td><strong>Activities</strong></td>
<td><strong>Providing Comprehensible Input</strong></td>
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<td>- There is a variety of activities</td>
<td>- Teacher uses questioning sequence:</td>
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<td>- Learners have opportunities to move around (Learners internalize language through movement)</td>
<td>- Non-Productive</td>
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<td>- The teacher uses body language</td>
<td>- Yes/No</td>
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<tr>
<td>- Learner and teachers use the target language</td>
<td>- Either/Or</td>
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<td>- Fill-In-the-Blank/WH-question</td>
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<td>- Teacher uses gestures/TPR</td>
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<td>- Teacher uses visual aids/graphic organizers</td>
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<td>- Teacher checks for understanding &amp; gives feedback</td>
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Feedback

Peer to Peer Feedback
- Modeling, Peer-Teaching, and Feedback (Week 2)
- Micro-teaching and Feedback (Week 3)
- Videotaping
- Varied Feedback Grouping
Summary

GLP’s FRAMEWORK FOR REFLECTION & FEEDBACK

Week 1: Daily reflections focused on individual learning and understanding

Week 2: Daily reflections on colleagues’ and own modeling and feedback using personalized rubrics

Week 3: Daily reflections on micro-teaching with feedback to others focused on growth and improvement
Importance of Reflection

Impact of Reflection

• Teacher Testimonials and STARTALK Program Surveys Speak to Importance of Reflection

• “Taking the time to stop and think about what we learned gave me a chance to focus and process.” – GLP STARTALK Participant
Reflection in Your Program

• How do you currently integrate reflection into your STARTALK program?
• What did you hear today that you will integrate into your program?
• How will this impact the teachers you work with?

Use the graphic organizer to create an action plan!
## Action Plan

<table>
<thead>
<tr>
<th>Current Reflective Practices I Use</th>
<th>New Strategies I Learned</th>
<th>Reflective Practices I Will Add to My STARTALK Program</th>
<th>Impact on Students/Teacher Participants</th>
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Share Out/Shout Out!

• Tell someone about your plan.
• Listen to their plan.
• Share an idea with the group.
Goal Check

1) I can describe the importance of reflection in the learning process.
2) I can make connections between reflective practices and STARTALK program outcomes.
3) I can plan for reflective practices to maximize learning in my STARTALK program.
4) Your goals?
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Liz Shovers  eshovers@glpny.org