

Reflective Practice Protocol

PRESENTED BY:

ANTHONY SCOTTO

DIRECTOR OF CURRICULUM & INSTRUCTION



Rationale

Differentiated Approach

Flexibility in meeting the needs of teachers at different levels of practice

Deeper focus on growth

High level of professional learning

“Careful attention to and reflection of practice, provides the most effective teachers the development opportunities they seek and impacts their practice in positive ways for years to come....”

Four Main Components

Video Reflection

Observation Reflection

Student Voice Reflection

Assessment Reflection






Video Reflection - Choices

| Option A | Option B | Option C |
|---|--|--|
| <p data-bbox="537 479 619 518">Self</p> <p data-bbox="257 596 901 808">Using guided, reflective questions, staff member reflects (on their own) and documents a plan of action</p> | <p data-bbox="1039 479 1518 518">With Trusted Colleague*</p> <p data-bbox="963 596 1600 808">Using guided, reflective questions, staff member reflects (with a trusted colleague) and documents a plan of action</p> <p data-bbox="1098 879 1465 918">*Approval needed</p> | <p data-bbox="1791 479 2173 518">With Administrator</p> <p data-bbox="1663 596 2300 808">Using guided, reflective questions, staff member reflects (with an administrator) and documents a plan of action</p> |



Video Implementation – Choices*

| Fall | Mid-Year | End of Year |
|---|---|---|
| <p>As a <i>diagnostic</i> tool</p> | <p>As a <i>mid-point</i> check (to see where you are...)</p> | <p>As a tool to look for <i>growth/effective</i> implementation</p> |
| <p>*Staff member may use their own technology or use district equipment.</p> | <p>*Staff member may use their own technology or use district equipment.</p> | <p>*Staff member may use their own technology or use district equipment.</p> |

Observation Reflection - Choices

| Reflective Journal | Personalized Plan | Look Fors... |
|---|---|---|
|  An illustration of a brown, textured journal with the word "JOURNAL" written on the cover in black capital letters. A yellow pencil with a pink eraser and a sharpened lead tip is positioned diagonally across the bottom right corner of the journal. |  An illustration of a green-bordered chart titled "ACTION PLAN" in blue capital letters. Below the title is a table with four columns labeled "WHO", "WHAT", "WHEN", and "HOW" in red capital letters. The table has three empty rows below the headers. The chart is pinned to a wall with two red pushpins at the top. |  An illustration of a black stick figure holding a large magnifying glass. The figure is leaning forward, looking through the lens. The magnifying glass has a white frame and a large, light-colored lens. The handle is brown. |

Student Voice Reflection - Choices

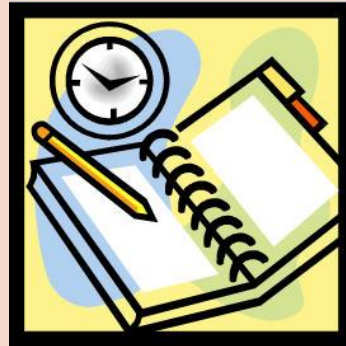
| Focus Group | Teacher-Created Survey | Commercial Survey | Other |
|---|--|---|--|
|  |  |  | <p>Teacher seeks approval of an alternative means to obtain student voice.</p> |

Assessment Reflection - Choices

Progress Monitoring
(beyond SGO)



Journal



Reflective Conference(s)



© Leo Blanchette * www.ClipartOf.com/24175

Traditional Observation – Choices

| Long/Announced* | Short/Un-announced* |
|--|--|
| <p>Use the information from the long/announced observation to:</p> <ul style="list-style-type: none">✓ Guide the process✓ Assess implementation <p>*If a staff member has already been observed for the 16/17 SY, observation requirement has already been satisfied.</p> | <p>Use the information from the short/un-announced observation to:</p> <ul style="list-style-type: none">✓ Guide the process✓ Assess implementation <p>*If a staff member has already been observed for the 16/17 SY, observation requirement has already been satisfied.</p> |

Scoring

| <i>Video Reflection</i> <i>(strengths/areas of focus)</i> | <i>Student Performance</i> <i>(Assessment Reflection)</i> | <i>Classroom Observation</i> <i>(connecting it)</i> | <i>Student Voice</i> |
|--|--|--|----------------------|
| 35% | 25% | 30% | 10% |

Feedback from 15/16 Pilot

“I learned more from reviewing my recorded lesson than from discussing my teaching with my evaluator after a formal observation.”

“As a result of the pilot evaluation system, I have become more reflective about my teaching.”

“The pilot evaluation system has helped me to pinpoint specific things I can do to improve my instruction.”

“I feel more ownership in improving my teaching through the pilot evaluation system as compared to the previous evaluation system.”

16 Pilot Districts/168 Educators Surveyed

93% = more ownership in improving their teaching

91% = teaching being accurately evaluated

91% = Pinpoint specific things to improve instruction

92% = students will benefit

Application Process

Tenured

Highly Effective in 15/16 (Based on 3 Observations, 1-2 SGOs, and Domain IV)

Letter of Application

Letter of Reference (from administrator)

Notification of Acceptance

On-Going Support

Tools for Implementation

Support of Fellow Staff Enrolled in Reflective Practice Protocol (RPP)

Regular meetings (with assigned RPP Administrator) throughout the entire process



Questions/Concerns

