SELF-REFLECTION AND PROFESSIONAL GROWTH PLANNING

PRODUCTS OF PRACTICE (Summative Year Only)
- Unit Packet
- Communications Samples
- Teacher Interview Questions

UNIT PACKET
- Unit must be from current year
- Unit template
- Copies of lesson plans, learning activities, formative and summative assessments
- Curriculum map for course or subject

STORYLINE
- A storyline is a short narrative overview of the content of the unit.
- It can be written in teacher language or written to share directly with students.
- It provides focus for the unit and a setting for the learning targets.
The Student Friendly Learning Targets are classified by the Assessment for Learning model (Seven Strategies book).

The Enabling Knowledge/Skills cell is used to provide information about the content that supports the SFLT.

The Unit Outline is optional; some teachers may want to pull everything together in one place.
Communication Samples

- On-line classroom snapshots
- Telephone log
- Newsletters
- Activities in which parent partners with student
- Conference day log
- Other ideas??

Teacher Interview

- How do you inform yourself about your students' backgrounds, cultures, skills, language proficiency, interests, and special needs? How do you use this information in planning and preparing for instruction? (Domain 1B)
- How do you decide on appropriate outcomes for your students? (1C)
- How do you select resources for a given unit or lesson? (1D)
- How do you use assessment information? (1F)

Self-Reflection & Growth Planning

(Every year)

- What process do you use for improving units and lessons? If you were to teach this unit again, would you change anything about it? Why or why not? (4A)
- What is your system for maintaining information about student completion of assignments and progress in learning? How is this information shared with students? (4B)
- What are examples of things that you have done this year (or during the cycle) that contribute to the life of the professional community within school and district? (4D)
“As we develop the habit of looking backwards, we become more likely to examine ourselves while we are in the process of doing something. The more closely we pay attention to what we are doing, the more involved we may be. As we become more engaged, we are more aware of what we can do and more able to provide direction for ourselves. We are … more likely to make purposeful decisions about what we will do…”

—Jane Hansen

THREE REQUIRED SELF-REFLECTIONS
• Initial by September 30
• Midyear between November 1 and December 15
• End of Year: Summative year between March 15 and April 15
• End of Year: Formative year: between April 1 and Closing Day

INITIAL SELF-REFLECTION OF THE YEAR
• In terms of the Framework for Teaching, what are my strengths as a teacher?
• How well satisfied am I with how my students learned last year? What factors account for their success? What factors were barriers to learning?
• What did I learn from my students last year?
• What things do I need to work on to become a more effective teacher?
• What are my priorities for improvement this year? Why?
• How will I reshape my practice this year to become more effective?

MIDYEAR QUESTIONS
• How am I coming with my PGP? Is it working? Does it need to be modified? Is it making a difference in my practice?
• How are my students progressing towards achieving expected growth on my SGG? What factors have contributed to progress? What factors have been barriers to learning? How can I overcome the latter?
• In terms of the Framework for Teaching, what are my most pressing needs at this point in the year?

END OF THE YEAR QUESTIONS
• To what degree did I achieve my PGP? What factors played a role in this?
• What score did I achieve on my SGG? What factors played a role in this?
• In terms of the Framework of Teaching, which practices should be a priority for me in the coming school year? Why?
• What adjustments do I want to make to my courses for the coming year? Why?
• What do I most need to do at this point in time to grow in my effectiveness as a teacher?

TIME FOR AN ACTIVITY
“Self-Assessing with the Framework”

1. What are my strengths as a teacher?
2. What things would I like to do to make my teaching more effective?
3. Use the FFT Matrix to connect your responses to domains and components of the Framework.
4. Read the Initial Reflection on Practice handout. Place checkmarks beside the statements that describe you.
5. As you read, when you find the strengths you listed put a star by each.
6. When you find the things you would like to do better, draw steps.
Time for an Activity

“Self-Assessing with the Framework”

7. Look up the marked items in the framework of teaching and note how you have rated yourself.

8. Circle the appropriate letters on the Appendix B-1 handout under Section A. Jot down ideas for comments.

Appendix B-1

- Reflective Practice and Professional Growth Planning Template

Initial Self-Reflection of the Year

- In terms of the Framework for Teaching, what are my strengths as a teacher?
- How well satisfied am I with how my students learned last year? What factors account for their success? What factors were barriers to learning?
- What did I learn from my students last year?
- What things do I need to work on to become a more effective teacher?
- What are my priorities for improvement this year? Why?
- How will I reshape my practice this year to become more effective?
"Student ratings are the single most valid source of data on teaching effectiveness."
—W.J. McKeachie

Survey results may help you see yourself as the students do and suggest ways to improve.
Results may also help you identify factors impacting student behavior and achievement in your class.

Professional Growth Plan: An individualized plan that is focused on improving professional practice and leadership skills
- aligned with educator performance standards and student performance standards as well as school/district improvement plans,
- built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data,
- produced in consultation with the evaluator.
2014-15 due September 30

Goal Setting

“A goal is not just something you intend to do. It is something you want to learn in order to become more proficient.”
—Jane Hansen

Kentucky S.T.U.D.E.N.T Voice

<table>
<thead>
<tr>
<th>Framework for Teaching</th>
<th>Student Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>2B: Establishing a Culture for Learning</td>
</tr>
<tr>
<td>Transparency</td>
<td>2A: Creating an Environment of Respect and Rapport</td>
</tr>
<tr>
<td>Understand</td>
<td>3A: Communicating with Students</td>
</tr>
<tr>
<td>Discipline</td>
<td>3B: Using Questioning and Discussion Techniques</td>
</tr>
<tr>
<td>Engage</td>
<td>3C: Engaging Students in Learning</td>
</tr>
<tr>
<td>Nurture</td>
<td>3D: Using Assessment in Instruction</td>
</tr>
<tr>
<td>Trust</td>
<td>3E: Demonstrating Flexibility and Responsiveness</td>
</tr>
</tbody>
</table>

Professional Growth Plan

- An individualized plan focused on improving professional practice and leadership skills
- Aligned with educator performance standards and student performance standards as well as school/district improvement plans
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8/6/14
PGP GOALS
- PGP goals are about improving your effectiveness as a teacher rather than goals for your students
- PGP goals may support you in achieving your Student Growth Goal
- PGP goals may support you in carrying out school and district initiatives

Professional Growth Goals
- What do I want to change about my instruction that will effectively impact student learning?
- What is my personal learning necessary to make that change?
- What are the measures of success?

SAMPLE GOAL FROM KDE
During the 2014-15 school year, I will alter the current student perception that my classroom is an unsafe and distracting learning space, as indicated by 47% of students’ responses on the Student Voice Survey, to the perception that it is a fun, safe and supportive learning environment. Goal attainment will be measured by at least 95% of students responding positively.

#PGES4Me Sample
Any content area – formative assessment
During this school year, I want to embed formative assessment practices in my daily instruction. I will study Classroom Assessment for Student Learning, by Rick Stiggins, with my PLC team and begin to implement Keys to Quality Assessments. Indicators of success will include: lesson/unit plans with CASL elements (formative assessment cycle, learning targets, students monitoring their own learning); observational data; reflections after implementation; student data review and future instruction plans devised during PLC meetings.

#PGES4Me Sample 2
Any content area – questioning & discussion techniques
During the school year, I will improve my questioning and discussion techniques. I will incorporate the Q-Chart for daily classroom discussions so that students can take ownership of classroom conversations. I will read and implement strategies from Classroom Discussions. Growth will be evidenced through lesson/unit plans that include strategies from the text, observational data, self-reflection after implementation, and student reflections after Socratic Seminars.
USING THE EDUCATOR DEVELOPMENT SUITE IN CIITS

Professional Learning aligned with goals

Examples:
- Workshops, conferences, courses
- Collaboration with others
- Critical Friends
- Demonstration lessons
- Visit other classrooms
- PD360
- Teaching Channel

PD through CIITS

PD360
- Danielson Framework linked to videos
- Common Core standards linked to videos
- Videos on wide range of topics
- Lumibooks: a developing library of e-books
PD Search
Activity Proposals

ACCESS PD 360 from CIITS home page

SCHOOL IMPROVEMENT NETWORK

VIDEO: Welcome Kentucky Educators to PD-360
School Improvement Network
For support call: 855 ky slows 587-4636

CITS SUPPORT/RESOURCES
By September 2, complete Sections A and B of the Teacher Reflective Practice & Growth Planning Template on paper including narrative self-reflection to share with your principal. We will share PGPs with peers.

Enter your ratings from Section A into CIITS.

In the end, we have to be nurturing to ourselves. We have to be careful with our expectations and realize that we can still teach to these heightened expectations, but it’s going to have to come at a pace that makes sense to the kids who are in front of us.

—Sarah Brown Wessling