

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?

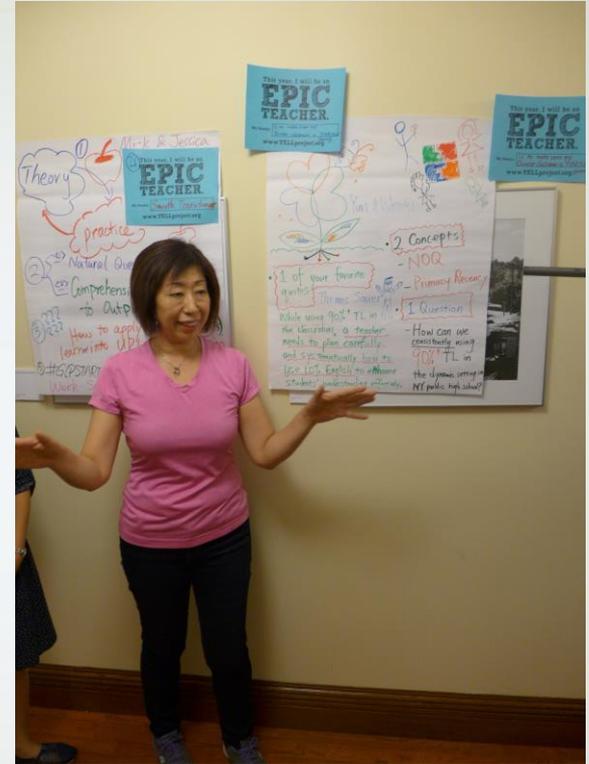


Workshop Goals

- 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



Definitions & Significance

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!

Teachers Reflect on Growth

[Teacher of the Year Video](#)

“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



ENVIRONMENT

- E1 Building Relationships**
student background information – student interests – respect
- E2 Classroom Management**
routines & procedures – rewards & validation – consequences
- E3 Communicate Expectations**
classroom management plan – grading system
- E4 Culture-rich Environment**
support of target language and culture goals – classroom learning aids
- E5 Organization of Environment**
easy access to resources – special needs requirements – student work – seating configuration

PLANNING

- P1 Using Standards**
local curricula – role of state and national standards
- P2 Student Backgrounds and Interests**
student interest – relevancy – ability levels – student choice
- P3 Unit Design**
backward design principles – performance objectives – meaningful content – modes of communication
- P4 Differentiation**
native speakers – exceptional learners – struggling learners
- P5 Student Goal Setting**
student reflection
- P6 Lesson Planning**
backward design principles – daily performance objectives – daily performance assessment

LEARNING EXPERIENCE

- LE1 Classroom Behaviors**
respect of students – student behavior – classroom rules – responsibility – reinforcement of behaviors
- LE2 Performance Objectives**
communication of objectives – reflection
- LE3 Sequence of Learning**
communication of agenda – connection of activities and objectives
- LE4 Comprehensible Input**
use of target language – use of English – checking for understanding – language processing
- LE5 Meaningful Context**
modes of communication – authentic materials
- LE6 Cultural Observation & Analysis**
irregularity – perspectives – contextualization – cultural intersections
- LE7 Effective Communicators**
linguistic refinement – language structures – accuracy

PERFORMANCE & FEEDBACK

- PF1 Demonstrating Growth**
performance objectives – proficiency targets – diverse modes of communication – student choice – variety
- PF2 Feedback Strategies**
frequency of feedback – descriptive feedback – timeliness – comparison of performance – rubrics
- PF3 Self-Assessment & Peer Review**
monitoring of progress – descriptive feedback – peer feedback – next steps
- PF4 Using Assessment Data**
analysis of student data – modify learning strategies – share assessment data
- PF5 Grading System**
final grades reflective of growth – performance focus

LEARNING TOOLS

- LT1 Accessing Language & Culture**
digital and print media – media – classroom learning aids – target language communities
- LT2 Producing Language & Culture**
technology tools – classroom learning aids – target language communities

COLLABORATION

- C1 Stakeholders**
positive message about language learning
- C2 Communication of Program Goals**
expectations for student performance – use of data – student accomplishments
- C3 Partnership w/ School Professionals**
student background information – student language abilities – expansion of learning opportunities
- C4 Effective Communication**
student communication outside of class – parent communication – collaborator within department – communication with leadership
- C5 Local and Global Communities**
use of community resources – use of language within community – expansion of language learning

PROFESSIONALISM

- PR1 Professional Conduct**
positive, courteous, positive message – culturally appropriate interactions – knowledge of current research – advocacy
- PR2 Linguistic Competence**
English and target language proficiency – language skill maintenance
- PR3 Reflective Practitioner**
analysis of current practices – using student work – professional growth plan
- PR4 Professional Development**
regular participation – connecting with other colleagues – collaboration
- PR5 Professional Community**
participation in professional learning networks & organizations – sharing of expertise – pursuing leadership opportunities

The Teacher Effectiveness for Language Learning (TELL) Framework establishes those characteristics and behaviors that model teachers exhibit.

The framework is made up of seven domains that reflect the crucial characteristics 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

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

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)



Reflection in Action

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



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



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?

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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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?

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*

Teacher: _____
Language: _____
Class: _____

LEARNER ENGAGEMENT Using Backward Design to Develop Learning Targets, Activities & Checks for Learning that Engage ALL Learners	TARGET LANGUAGE USE Using Comprehensible Input to Implement Activities that Engage ALL Learners
<p>Context for Learning</p> <ul style="list-style-type: none"><input type="checkbox"/> There is a cultural context for learning<input type="checkbox"/> The context makes connections to other content areas<input type="checkbox"/> The activity directly supports the Learning Target<input type="checkbox"/> The class celebrates student success <p>Learning Environment</p> <ul style="list-style-type: none"><input type="checkbox"/> Learners and teachers use props<input type="checkbox"/> The learning is supported by visuals<input type="checkbox"/> The learning environment is inviting<input type="checkbox"/> "messy" – organized chaos <p>Activities</p> <ul style="list-style-type: none"><input type="checkbox"/> There is a variety of activities<input type="checkbox"/> Learners have opportunities to move around (Learners internalize language through movement)<input type="checkbox"/> The teacher uses body language<input type="checkbox"/> Learner and teachers use the target language	<p>Evidence of Planning</p> <ul style="list-style-type: none"><input type="checkbox"/> Teacher provides simple & clear directions<input type="checkbox"/> Teacher models activities to and with students<input type="checkbox"/> Teacher takes advantage of using students' prior knowledge to make connections<input type="checkbox"/> The observer can recognize the targeted language vocabulary or language chunks (pattern) <p>Teacher Language/Voice</p> <ul style="list-style-type: none"><input type="checkbox"/> Teacher uses English less than 10% of the time<input type="checkbox"/> Teacher varies voice (volume/speed) to draw attention<input type="checkbox"/> Teachers uses care-taker speech.<input type="checkbox"/> Teachers enunciates/speaks clearly. <p>Providing Comprehensible Input</p> <ul style="list-style-type: none"><input type="checkbox"/> Teacher uses questioning sequence:<ul style="list-style-type: none"><input type="checkbox"/> Non-Productive<input type="checkbox"/> Yes/No<input type="checkbox"/> Either/Or<input type="checkbox"/> Fill-in-the-Blank/WH-question<input type="checkbox"/> Teacher uses gestures/TPR<input type="checkbox"/> Teacher uses visual aids/graphic organizers<input type="checkbox"/> Teacher checks for understanding & gives feedback

FEEDBACK FOR GROWTH

Indicators of Highly Effective Teachers

identified by 2016 GLP STARTALK participants

Teacher: _____

Language: _____

Class: _____

<p align="center">LEARNER ENGAGEMENT</p> <p align="center">Using Backward Design to Develop Learning Targets, Activities & Checks for Learning that Engage ALL Learners</p>	<p align="center">TARGET LANGUAGE USE</p> <p align="center">Using Comprehensible Input to Implement Activities that Engage ALL Learners</p>
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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



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

Action Plan

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

Current Reflective Practices I Use	New Strategies I Learned	Reflective Practices I Will Add to My STARTALK Program	Impact on Students/Teacher Participants

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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