

REFLECTIVE STATEMENT GUIDANCE

Teachers, please use this guide to help you work through any questions you may have regarding the most recent legislative requirement effective with all 2013 licenses and beyond (beginning July 1, 2012). The following information answers questions, gives ideas, examples, and criteria for completing your *reflective statement*.

WHO must meet this requirement?

All individuals who hold a five-year professional license and who were employed as a teacher during any part of the five year period immediately preceding the license renewal.

- Full-time classroom teachers.
- Long-term substitute teachers, who have taught more than 15 consecutive days in a teaching assignment during any part of the five-year period.

WHO is exempt from meeting this requirement?

- Classroom teachers who have not taught for any portion of the five-year renewal period immediately preceding license renewal.
- Licensed school administrators, including principals, who have not taught for any portion of the five-year renewal period immediately preceding license renewal.
- Licensed related services personnel (school social workers, school psychologists, counselors, speech-language pathologists, school nurses)

WHAT criteria meet the requirement?

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:

1. Support for student learning
2. Use of best practices techniques and their applications to student learning
3. Collaborative work with colleagues that includes examples of collegiality
i.e.: attested-to committee work, collaborative staff development programs, professional learning community work
4. Continual professional development
i.e.: job-embedded or other ongoing formal professional learning, including coursework

Note: Other similar professional development efforts may be used by teachers who were employed for only a portion of the 5-year renewal period immediately preceding the license renewal (ie: substitute teachers or teachers who taught for only one of the five years in the renewal period).

WHEN should this requirement be met?

The requirement can be met at any time during the 5-year renewal period immediately preceding license renewal. The reflective statement must be submitted in compliance with the local committee procedures.

Note: The Board of Teaching encourages teachers to engage in ongoing reflective practices that culminate in a statement used for license renewal.

HOW will the requirement be evaluated?

The relicensure committee is not expected to evaluate the merits of the reflective statement or self-assessment. The committee must verify that a reflective statement has been submitted and

that the statement meets the statutory language as described above. A teacher may submit additional materials (ie: bulleted lists of experiences or certificates of completion) as supplementary, but there must be a written narrative submitted to the committee. There is no minimum or maximum length for the reflective statement as long as the statutory requirements are met.

Frequently Asked Questions:

When is this effective?

For any licensees seeking relicensure on or after July 1, 2012.

Does this apply to teachers who have not taught for any portion of the 5-year renewal period immediately preceding license renewal?

No, but these teachers must still meet the other four renewal requirements as per Minnesota statute.

Is there an exemption for National Board Certification?

Yes - IF the certification is valid or has been valid during any portion of the 5-year renewal period immediately preceding license renewal. This exemption also applies to teachers who are actively engaged in and making progress toward National Board of Professional Standards Certification.

Does this apply to substitute teachers?

Yes, if the substitute holds a teaching license and has taught as a long-term substitute teacher for at least 15 consecutive days in the same assignment.

Note: This does not apply to 2-year short-call substitute teachers, as they do not renew this license.

Does this apply to related services licenses (school social workers, school nurses, school counselors, and school psychologists)?

No.

Does this apply to teachers who hold a Minnesota license but are living out of the state?

Yes, if they have been employed as a teacher during the five years preceding the renewal date.

What is the role of the continuing education committee?

The committee is charged with ensuring that the requirement has been met. It is incumbent upon each teacher to provide a statement and also to designate how the statement meets the statutory requirements (i.e.; type of evidence).

What happens to the reflective statement after it is reviewed for license renewal purposes?

The statement belongs to the teacher who wrote it and should be returned to the teacher; reflective statements should not be shared with other district employees without the teacher's consent.

Can the reflective practice component be used to meet other clock hour requirements such as adaptation and modification of curriculum and materials?

Yes, it is possible to use a reflective exercise or process to meet other requirements; however, it is the teacher's responsibility to provide evidence to support the clock hour submission.

Can clock hours be granted for time spent meeting the reflective practice requirement?

Yes, a teacher may earn up to 5 to five clock hours within each five year renewal period for meeting this requirement; however, local committees may award additional clock hours for similar activities that exceed the statutory requirement.

REFLECTIVE STATEMENT SCENARIOS/EXAMPLES

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

Minnesota Statutes 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
 - (i.e., attested-to committee work, collaborative staff development programs, professional learning community work)
- Continual professional development
 - (i.e., 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 5 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. What do I plan to share at the next PLC meeting?
8. (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?

Weekly reflections are filed electronically and used to provide evidence to the District Continuing Education Committee as fulfilling this requirement.

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. What am I learning about the effectiveness of my teaching and how students are learning?
8. (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?

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?

Monthly reflections are filed electronically and used to provide evidence to the District Continuing Education Committee as fulfilling this requirement.