

**FEAP 5e.- Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues.**

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>Despite evidence to the contrary, the teachers says, “My students did great on that lesson!” <b>(D)</b></p> <p>The teacher says: “That was awful; I wish I knew what to do!” <b>(D)</b></p> <p>The teacher receives the AFT publication but never reads it.</p> <p>The teacher has students in work groups but there is no structure to the task. <b>(M)</b></p>	<p>At the end of the lesson the teacher says, “I guess that went okay.” <b>(D)</b></p> <p>The teacher says: “I guess I’ll try X next time.” <b>(D)</b></p> <p>A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class.” <b>(D)</b></p> <p>The teacher is watching a free webinar on “Effective Classroom Apps for an iPad” during her planning period.</p> <p>The teacher checks her favorite educational blog regularly.</p> <p>The teacher receives the AFT publication and reads it periodically.</p> <p>The teacher uses cooperative learning groups to increase student engagement and accountability. <b>(M)</b></p>	<p>The teacher says: “I wasn’t pleased with the level of engagement of the students.” <b>(D)</b></p> <p>The teacher’s journal indicates several possible lesson improvements. <b>(D)</b></p> <p>The teacher compared her students’ test results with the teacher’s next door to assess her ability to get the content across.</p> <p>The teacher told her teammate about a free webinar on “Effective Classroom Apps for an iPad” and watches it with her during her planning period.</p> <p>The teacher tries an idea she read about from her favorite teacher blog .</p> <p>The teacher receives the AFT publication and anxiously reads it upon its arrival.</p> <p>At lunch, the teacher says, “I tried this new Kagan strategy called “Numbered Heads” yesterday. It was really effective.”</p> <p>Two science teachers</p>	<p>The teacher says: “I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed.” <b>(D)</b></p> <p>In conversation with colleagues, the teacher considers different group strategies for improving a lesson. <b>(D)</b></p> <p>After reviewing the students’ exit slip the teacher reviews her teachers’ edition to find a new way to explain polynomials.</p> <p>The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. <b>(D)</b></p> <p>After viewing a free webinar on “Effective Classroom Apps for an iPad” the teacher tries one of the apps and shares how well it worked with her team at lunch.</p> <p>The teacher tries an idea she read about from her favorite teacher blog and shared it with her</p>

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		<p>decide to use a Kagan strategy and compare notes on how it went at lunch later that day.</p> <p>A teacher is heard saying, "I was so excited when I tried using concept attainment today. I'm so glad I read about it last week."</p> <p>The teacher emailed the consultant from last week's workshop to get some clarity on one of the teaching strategies.</p> <p>The teacher uses cooperative learning groups and reviews the students' self-evaluation of their performance in the group to gauge student engagement. <b>(M)</b></p>	<p>team.</p> <p>The teacher receives the AFT publication and anxiously discusses new information at lunch the next day.</p> <p>At lunch, the teacher says, "I tried this new Kagan strategy yesterday. It was really effective. It's called Numbered Heads and it works like this..."</p> <p>The teacher compares her cooperative learning group test scores with her teammate to see if the cooperative learning groups impacted their achievement. <b>(M)</b></p>
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Where noted, examples based on:

"(D)" – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

"(M)" – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

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**Resources:**

<http://www.teachingenglish.org.uk/articles/reflective-teaching-exploring-our-own-classroom-practice>

[http://www.brighthubeducation.com/teaching-methods-tips/92097-reflective-teaching-strategies/?cid=parsely\\_rec](http://www.brighthubeducation.com/teaching-methods-tips/92097-reflective-teaching-strategies/?cid=parsely_rec)

[http://www.google.com/url?sa=t&rct=j&q=reflective%20teaching%20practices&source=web&cd=4&ved=0CEQQFjAD&url=http%3A%2F%2Fwww.baker.edu%2Fbakeredu%2Fassets%2Ffile%2FReflective%2520Teaching%2520Practices%2520Version.pptx&ei=Q0ESUqi4Heih2QXZkoGgDg&usg=AFQjCNEG4s\\_8JttBsQk3ChWjghlmpgOM6A&bvm=bv.50768961,d.b2l](http://www.google.com/url?sa=t&rct=j&q=reflective%20teaching%20practices&source=web&cd=4&ved=0CEQQFjAD&url=http%3A%2F%2Fwww.baker.edu%2Fbakeredu%2Fassets%2Ffile%2FReflective%2520Teaching%2520Practices%2520Version.pptx&ei=Q0ESUqi4Heih2QXZkoGgDg&usg=AFQjCNEG4s_8JttBsQk3ChWjghlmpgOM6A&bvm=bv.50768961,d.b2l)

<http://www.nclrc.org/essentials/whatteach/reflect.htm>

A webinar on how to use Google presentations and workshops so students and/or teachers can work collaboratively

<http://ewebinars.com/webinar/?trackingID1=XXXXXXXX&trackingID2=YYYYYYYY&landingpage=default&expiration=default&memberid=4425&webid=b8ouahwcd>