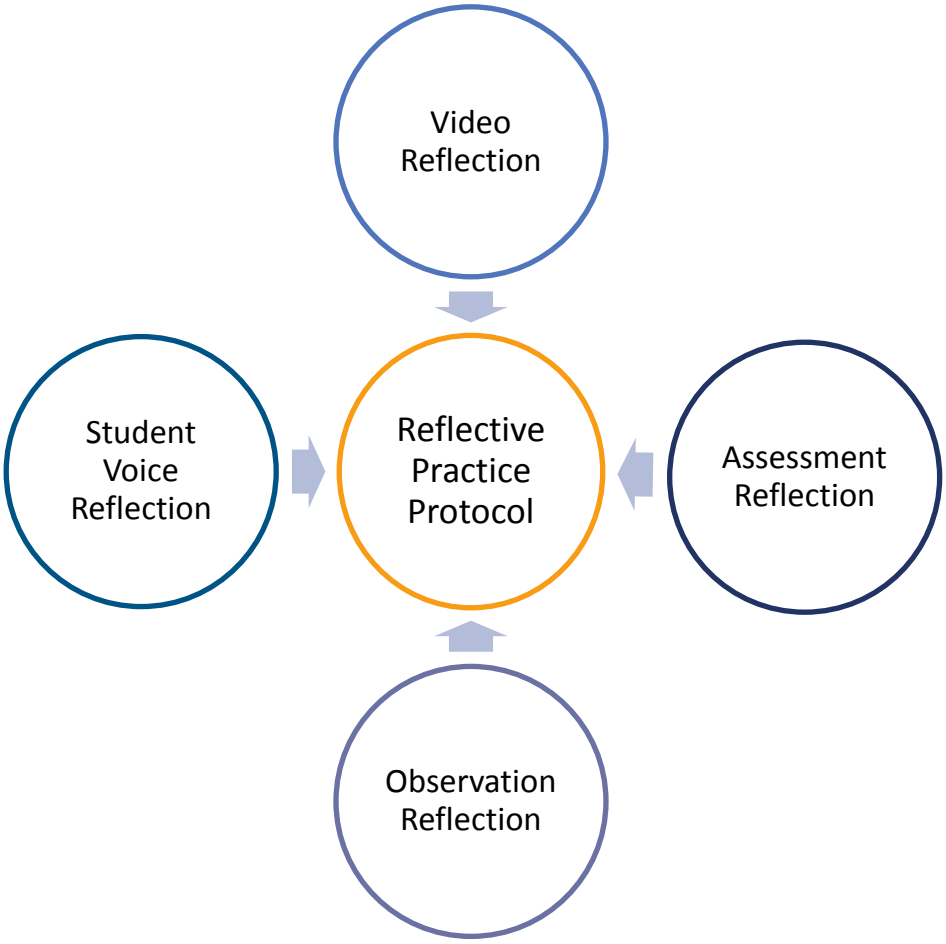
Reflective Practice Protocol

Implementation Guidebook

An Option for Evaluating Highly Effective Teachers



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Foreword

This guidance is the product of a year-long *Innovation through Observation* pilot in which sixteen New Jersey school districts experimented with a differentiated evaluation model for Highly Effective teachers.

The New Jersey Department of Education Office of Evaluation would like to thank the following districts for their participation, support, and willingness to participate in this process:

Bernards Township School District
Delsea Regional School District
East Brunswick Public Schools
High Point Regional School District
Kingwood Township School District
Logan Township School District
Madison Public Schools
Maurice River Township School District
Millstone Township School District
Ocean City School District
Passaic Public Schools
School District of the Chathams
Teaneck Public Schools
Wall Township Public Schools
Westampton Township Public Schools
Woodstown-Pilesgrove Regional School District

The New Jersey Department of Education, Office of Evaluation, would also like to express gratitude to REL-Mid-Atlantic for serving as an independent research agent during the pilot.

How to Use This Guidebook

The purpose of this guidebook is to support districts in successfully implementing a differentiated evaluation model for Highly Effective teachers. The model is intended to provide flexibility and autonomy to Highly Effective teachers in order to promote reflection and growth. The depth at which teachers focus on the four requirements, as outlined in Section 2, are to the discretion of the supervisor and teacher. Please note that Section 3 provides *suggested* approaches for implementing the four required components, but districts have the flexibility to design approaches that fit their individualized needs.

This guidebook is divided into four sections:

- Section 1
  - The Case for Differentiated Evaluation Models describes the rationale behind the Reflective Practice Protocol option, as well as the impact this option has made on teachers in pilot districts.
- Section 2
  - Overview of Parameters and Components explains the parameters of the Reflective Practice Protocol option as well as required and optional components.
- Section 3
  - Reflective Practice Protocol in Practice outlines guiding questions that districts should consider when implementing the Reflective Practice Protocol, such as using video capture, integrating student voice, determining a summative rating, and more.
- Section 4
  - Appendix provides materials that have been referenced throughout the guidebook to support districts in the implementation of the Reflective Practice Protocol.

Section 1: The Case for Differentiated Evaluation Models

Section 1 describes the rationale behind The Reflective Practice Protocol option, as well as the impact this option has made on teachers in pilot districts.

In this section, you will find:

- A Tale of Two Teachers
- Benefits of Video-Based Self-Reflection
- Regulatory Amendments

A Tale of Two Teachers

Maria is a National Board Certified teacher in her fifth year and has consistently received effective and highly effective ratings on her last three evaluations. Frank is a brand new teacher who is only in his fourth month of teaching and has yet to be observed. Before the option outlined in this guidebook, both of these teachers would have received almost the same evaluation process.

If New Jersey is to fulfill one of its primary goals of AchieveNJ – the support and development of teachers – there must be flexibility in meeting the needs of teachers at different levels of practice; Maria can and should receive different feedback and coaching than Frank.

Benefits of a Differentiated Evaluation for Highly Effective Teachers

There is arguably no task before a school leader as high stakes as retaining and robustly supporting their cadre of elite teachers. According to The New Teacher Project (TNTP), exceptional teachers produce, on average, six more months of learning for their students than their less effective counterparts. Yet TNTP's 2012 study, *The Irreplaceables,* found that districts lose 30 percent of their most effective teachers, like Maria, within a five-year period because these teachers yearn for feedback to improve their practice but find few avenues to do so.

Harvard's *Best Foot Forward Project* (*BFF*), which tested the effects of substituting in-person classroom observations with teacher-collected video, found that as a result of video-based self-reflection, teachers were more self-critical, more likely to describe a specific change in their teaching practice, and perceived their supervisors to be more supportive and fair.

Teachers achieve National Board Certification through intense study and reflection of practice. This approach allows teachers to build a portfolio and reflect on artifacts that demonstrate their effectiveness in practice over time. This has significant effects on teacher practice as shown in research. For example, an article published by Iowa Research Online states that, "the process of the portfolio production and its attendant careful analysis and reflection effect a powerful change in the future practices of National Board Certified teachers."[1] Thus, a 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.

Finally, New Jersey-specific research conducted in sixteen school districts over the course of the 2015-16 year has validated national research. Through the Office of Evaluation's *Innovation through Observation* pilot, teachers had reflective conferences in place of a traditional observation.

[1] Unrath, Kathy. "Reflection, The National Board Certification Process, and Its Potential Impact on National Board Certified Teachers and Their Practice. *"Marilyn Zurmuehlin Working Papers in Art Education* 2002: Iss. 1: Article 2.

During these conferences, teachers discussed classroom video, student survey and student performance evidence with their supervisors. Teachers described challenges, areas of growth and future plans that indicated their level of teaching practice. Feedback from the pilot showed that these highly effective teachers found greater value in this portfolio of practice model over traditional observation methods.

Pilot Participants	Of the Pilot Evaluation System Teachers Say*
93%	They feel **more ownership** in improving their teaching
91%	Their teaching is being **accurately evaluated**
91%	The pilot system has helped them pinpoint specific things to **improve instruction.**
92%	In the long run, **students will benefit** from this method of evaluation.

*Survey of 168 educators from 16 pilot districts, March 2016

Specifically, surveyed teachers in pilot districts said the following:

- "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."
- "In the long run, students will benefit from the pilot evaluation system."

Regulatory Amendments

All of New Jersey's districts can now benefit from the adoption of a differentiated approach to evaluating its best teachers. The Department is pleased to offer an option beginning in the 2016-17 school year. This option, presented to the State Board in May 2016[2], states:

"If a tenured teacher was rated highly effective on his or her most recent summative evaluation, one of the two required observations may be an observation of a Commissioner-approved activity other than a classroom lesson. The Department shall post annually to its website a list of Commissioner-approved activities that may be observed in accordance with this rule." (NJAC 6A:10-4.4.3.i)

As stated above, each year the Commissioner will publish approved activities for an optional differentiated evaluation for teachers rated highly effective the prior year. One such option is the Reflective Practice Protocol, the subject of the guidance that follows.

[2] Proposed regulations pending adoption by the State Board of Education in late fall for use in the 2016-17 school year.

Section 2: Overview of Parameters and Components

Section 2 explains the parameters of the Reflective Practice Protocol as well as required and optional components.

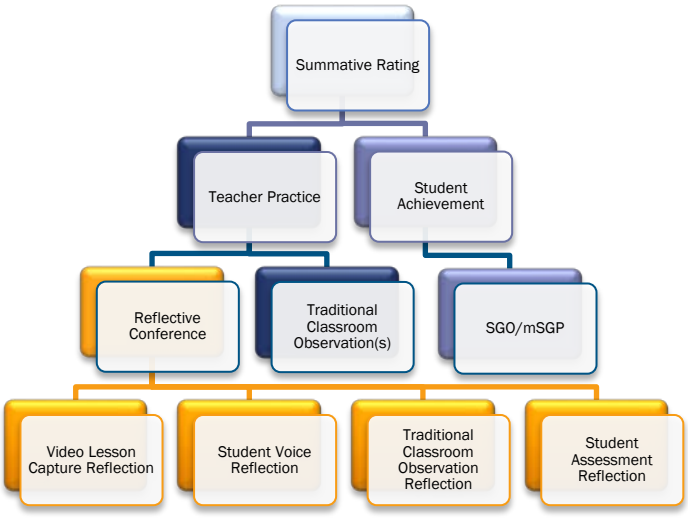
In this section, you will find:

- Parameters
- Required Components
- Optional Components

Parameters

- The Reflective Practice Protocol is available as an option for tenured teachers who have been rated "Highly Effective" on their most recent summative rating.
- Participation in this protocol is optional and based on mutual agreement of the participating teacher and his or her direct supervisor.
- The Reflective Practice Conference between the teacher and supervisor **will replace one traditional, announced classroom observation**. Participating teachers must still receive at least one traditional, unannounced classroom observation as part of the Teacher Practice rating.
- As with any announced classroom observation, teachers should receive pre- and post-conferences for the Reflective Practice Conference.
- The Reflective Practice Conference will be based on teacher reflection in several required components. Administrators are responsible for conducting and scoring the conference based on available evidence. Additional guidance regarding scoring is located in Determining a Practice Score and Summative Rating for Highly Effective Teachers.
- As when multiple traditional observations are used to provide a practice score, districts must use the Reflective Practice Conference plus any traditional observations to produce a practice rating that contributes to a 1.0-4.0 summative score.

Reflective Practice Protocol



For Highly Effective teachers who choose to participate in this option, one traditional, announced classroom observation will be replaced by a Reflective Practice Conference between the teacher and supervisor. The Reflective Practice Conference will be based on the teacher's reflection in several required components: video capture, student voice, traditional observation and student performance. The depth to which teachers focus on each component is up to the discretion of the supervisor and teacher.

Required Components

Each of the following components is *required* for participating in the Reflective Practice Protocol and informs the reflective conference, a *substitute* for one traditional, announced observation. Supervisors and teachers may agree beforehand to focus more heavily on certain components, but the specifics of the required activities should be agreed upon before embarking on this evaluation option.

- **Video Capture** – reflect on video of a lesson(s) or segments of lessons determined by the teacher.
- **Student Voice** – reflect on feedback from students either through student survey or focus group.
- **Traditional Observation** –reflect on either the information collected from at least one unannounced evaluator-conducted classroom observation or discuss areas of focus for an upcoming unannounced evaluator-conducted observation. Refer to page 18 for clarifying information regarding these approaches.
- **Student Performance** – reflect on student progress toward academic goals.

Optional Components

The following components are *optional* for participating in the Reflective Practice Protocol. These options provide additional peer and administrator feedback that a teacher can use to further learn about and improve his or her practice.

- **Collaborative Peer**– reflection on peer or team observations that are not evaluative in nature.

- **District or School Walkthrough**– reflection on aggregate information and its relationship to individual practice.

Section 3: Reflective Practice Protocol in Practice

Section 3 provides potential approaches and guiding questions that districts should consider when implementing this option. Districts may choose approaches or blends of approaches that best fit the district's unique needs. More information regarding implementation of approaches can be found in the Reflective Practice Protocol Phases: Plan, Implement, Improve. It is to be noted that decisions made in the first year can be revisited and evolved with the benefit of experience and trust.

In this section, you will find:

- Preface: A Teacher's Experience
- Use of Video Capture for Reflective Practice
- Integrating Student Voice for Meaningful Reflective Practice
- Integrating Student Performance Information into Reflective Practice
- Integrating the Administrator-Conducted Classroom Observation into Reflective Practice
- Determining a Practice Score and Summative Rating for Highly Effective Teachers
- Training

Preface: A Teacher's Experience

During the summer, my direct supervisor reached out to me to see if I would be interested in participating in a modified evaluation process known as the Reflective Practice Protocol. I was rated "Highly Effective" the previous year and she knew I wanted to take more ownership over the evaluation process so I could more thoroughly analyze my practice and identify strengths and areas to focus improvement. This option was exactly what I needed.

In September, the administrative team trained participating teachers on the parameters and components of the protocol. We discussed the use of video, student feedback, and performance data to guide our reflection.

Initially, I was nervous about using a camera in my classroom, so I decided to do a few trial runs before I looked more closely at my practice. I used a district-developed permission slip to ensure my students and their parents were comfortable with being on camera and to determine whether I needed to adjust my filming to accommodate students who did not want to be on tape.

To begin, I used two devices, a tablet in the back of the room and a Smartphone in the front of the room, so I could capture my teaching on one device and my students' engagement and learning on the other device. My supervisor taught me how to sync the two videos so I could see both side by side, and we used video editing software that came standard with the district computers.

Realizing the benefit of integrating student feedback into my practice, and the need to include this type of feedback in the evaluation model, I explored student surveys that would help inform whether I met my goals. I found a student survey available for free and decided that 10 of the questions

would assist me in reflecting on whether I was meeting my targets. I planned to use this feedback throughout the year so I could adjust my instruction accordingly.

In October, my supervisor observed me for the traditional classroom observation. During our post-observation conference, we identified some key areas that I could explore. One of them was the use of conferring with students during Reader's Workshop. Performing this skill effectively was important to my practice because I knew that quality conferring would be vital to my students' growth. Using the protocol allowed me to make a real connection between what I saw on camera, how students felt about their progress with the help of conferring, and performance results on material and skills connected to conferring.

Throughout the year, I utilized multiple methods to determine whether I was meeting my objectives. First, I frequently set the camera up while I was conferring with students to assess the quality of my instruction. Additionally, I utilized the student feedback questions once a month to get a sense of how my students felt their learning was progressing. And finally, I designed benchmark assessments to monitor my students' progress on the strategies I was targeting while conferring. I adjusted my practice frequently based on the information gathered from these methods, and even met with other participating colleagues to see how their experiences were going and if there were successes or challenges we could share or solve.

In March, my supervisor asked me to prepare for a reflective conference. I used the Reflective Conference Rubric to organize my ideas prior to the conference. I also reviewed video footage, student surveys and my students' academic growth to understand my progress in conferring from the perspective of the video, student feedback, and student performance. Wow! So much had changed. I was able to see how my practice improved and how students grew as readers due to adjustments to my instruction over time. Surprisingly, some areas emerged that I realized I needed to continue to work on in the future, such as strategies for improving engagement while students are working independently.

I was so proud of the growth in my teaching practice and my students' learning that I decided to share the videos with my supervisor. I was particularly pleased with how the feedback from students assisted me in improving my practice, and even though I didn't have to show my supervisor the videos, I was excited to celebrate my successes with her.

The conference went well; far better than most conferences in my career. Using the Reflective Practice Protocol Rubric as a guide, my supervisor and I were able to discuss how each component of the protocol informed my practice. I was able to demonstrate that I understood how well my students were doing in relation to the specific goals I set for them, as well as the interventions I had made on their behalf based on their direct and indirect feedback.

We were also able to effortlessly connect our discussion to the district-wide observation instrument. We discussed my use of quality planning and preparation, my responsiveness to student needs and my growth as a professional through consistent, thoughtful reflection. By comparing these elements of the Reflective Practice Protocol Rubric to a selection of components across the district's teacher evaluation instrument, we were able to generate an overall score of my teaching practice.

We were also able to use these factors to discuss the attainment of my SGOs. My supervisor was pleased that I was able to show how I used student feedback and performance data to adjust my instruction throughout the year, and the data from my latest benchmark assessment showed that my students were on track to reach the targets I had set for them at the beginning of the school year.

At the conclusion of the conference, we outlined some key areas of discussion for the annual summary conference, including some valuable ideas for the upcoming year. Based on what I observed on video and throughout the year, I could see the need to investigate strategies for engagement during independent work and opportunities to learn more about student collaboration. We were able to come up with some rough ideas for professional learning opportunities that I am going to explore in the future.

Use of Video Capture for Reflective Practice

One of the most powerful tools in this protocol is the use of video capture to enable teacher self-reflection, planning and instructional growth. This method allows teachers to use the evidence gathered to quantify the development of their practice.

Although the ultimate purpose of video capture in this protocol is for teacher self-reflection, with the teacher's approval, districts can utilize video beyond reflection as part of a multi-faceted approach to professional development for the whole district. For example, two teachers can utilize videos to discuss targeted skills at varying grade levels, a mentor teacher can invite a novice teacher to learn from unplanned teacher/student interactions or a group of teachers can discuss videos in Professional Learning Communities.

In this section, you will read about:

- Device and video ownership
- Video capture frequency
- Classroom focus of the video

Device and Video Ownership

Districts should consider which devices the teachers will utilize as well as whether the district or the teacher will be the owner of the video capture. In all approaches, teachers choose whether or not to show portions of the video(s) during the reflective conference with their supervisor and/or peers.

Approach	Description	Benefits
Self-Recorded on Personal Device	• Video is recorded and stored by teacher on personal device	• Teacher control of video content may reduce apprehension with video use or ownership
Self-Recorded on District Device	• Video is recorded by teacher on district device • Teacher downloads video to personal folder on district server	• Teachers utilize district resources to edit clips of lessons that showcase the change in practice over time regarding a similar skill, instructional focus, or teaching strategy
Staff-Recorded on District Device	• Video is recorded by technology/ audio-visual staff during scheduled lesson times on district device • Audio-visual staff downloads video to teacher's personal folder on district server	• Audio-visual staff handles logistics: recording, uploading, storing lessons

Device and Ownership Guiding Questions:

1. Does the district have the technology capable of supporting and storing video capture?
2. Could teachers use their own devices to capture video of classroom practice?
3. Who would own and have possession of the video?
4. Will teachers have the choice to use the video solely for reflection or could there be options for peer reflection, editing and sharing with a teacher cohort or administrator, and/or using for future professional development?

Privacy

Districts should utilize a media release form to inform students and parents of the purpose of video capture in the classroom. This allows teachers to configure devices and arrange video set-ups in a way that respects the wishes of families while safely creating opportunities for reflection.

Video Capture Frequency

Districts should consider the frequency at which teachers will be required to capture video.

Approach	Description	Benefits
Teachers record themselves two times, **once at the beginning and once at the end of the school year.**	• Videos focus on pre-determined instructional goals and student growth across the entire school year • Each video length is 20+ minutes	• Teachers can measure growth of targeted skill(s) throughout the course of a school year • Technology needed for video capture at the start and end of the school year only
Teachers record themselves two times, **once at the beginning and once at the end of a unit of study.**	• Videos focus on pre-determined instructional goals and student growth within one unit • Each video length is 20+ minutes	• Teachers can measure a specific unit of study's success • Technology needed for video capture at the start and end of a unit of study only
Teachers record themselves **frequently** throughout the year.	• Videos focus on pre-determined instructional goals and student growth across the entire school year • Teachers edit and splice excerpts to reflect their growth throughout school year • Frequent videos of shorter clips	• Teachers can measure the growth of a targeted skill throughout the course of school year • Evidence collected shows student response to interventions throughout school year

Classroom Focus of the Video

The classroom holds a wealth of opportunities for reflection. Districts with available resources should consider setting up two devices in order to capture teacher and student actions. For districts with limited technology, placement and focus on recording is key. Districts should also consider how teachers and supervisors will agree on the focus of the video. Below is a non-exhaustive list of places to begin identifying areas of focus for video capture.

Video Frequency and Focus Guiding Questions:

1. How frequently will video be captured?
2. What will be the duration of each video?
3. On which subjects should the camera focus? Students, teacher, both?
4. Do we have the capability to capture what we want to see?
5. What sources of data and information will drive our recorded decisions?

Integrating Student Voice for Meaningful Reflective Practice

Students can provide an important element of reflective feedback. When integrated properly, teachers gain meaningful feedback on effective instructional strategies and insights into student progress that might otherwise go unnoticed. Districts can utilize off-the-shelf surveys from vendors, teacher-created surveys that measure curriculum attainment or the efficacy of instructional strategies, and/or focus groups, particularly for students in grades Pre-K-2.

Examples of district strategies for integrating student voice are below:

Approach	Description	Benefit
Off-the-shelf student survey (Panorama)	• Surveys include wide range of questions that address classroom structure, learning styles, and educator impact • Teachers administer survey in conjunction with video-captured lessons	• Ready-to-use survey materials that have been validated • Survey materials used in conjunction with recorded lessons so feedback from lesson is multi-dimensional (from both teacher and student perspectives)
Teacher-created surveys	• Surveys as closure activities • Surveys ask students what they learned, what elements of the lesson most contributed to the learning and questions about classroom structure • Surveys administered many times throughout the year to provide actionable, real-time feedback	• Teachers design questions • Frequency of survey administration allows teachers to track change over time and adjust instruction based on student feedback throughout year
Focus Groups	• Teacher partners conduct focus groups with one another's students. One option is Massachusetts Focus Group Guidelines. • Teacher partners meet informally to review results	• Teachers gather feedback from younger students in a comfortable and conversational fashion

Sample Resources for Integrating Student Voice into Reflective Practice

The Department of Education would like to thank My Student Survey for providing the following support webinars to our pilot districts.

Support Webinar: Creating Your Own Student Surveys

Support Webinar: Student Survey Administration Tips

Support Webinar: Strategies for Providing Feedback and Professional Development

Panorama Student Survey

Massachusetts Department of Education K-2 Focus Group Resources

Guiding Questions for Integrating Student Voice:

1. Which student voice process should we implement? (Off-the-shelf feedback, teacher-created, focus group)
2. How often should we administer the feedback opportunity?
3. When is it most appropriate to administer this opportunity to students? (in conjunction with a particular lesson, skill, etc.)
4. How can we best pair teachers who will utilize the focus group structure?

Integrating Student Performance Information into Reflective Practice

As teachers integrate information from what they have observed and feedback from their students, it is vital that this valuable information is connected to student performance. Student performance is the glue that binds the efficacy of instructional strategies, engagement, and assists the teacher in more effectively planning for student success.

Teachers and administrators should utilize the reflective conference as an opportunity to discuss progress on Student Growth Objectives, district-wide assessment initiatives, or skill and unit-based progress.

Guiding Questions for Integrating Student Performance into Reflective Practice:

1. What assessments currently in place are best for tracking and discussing student progress?
2. What key areas of student performance will participating teachers include?

Integrating the Administrator-Conducted Classroom Observation into Reflective Practice

As a part of the Reflective Practice Protocol, teachers will receive at least one traditional, unannounced administrator-conducted classroom observation. Districts have the flexibility to decide how this observation coordinates with the reflective practice conference as shown in the graphics below. As always, districts may also choose to exceed the required minimum; for example, conducting two traditional observations as shown in the third graphic.

OR

OR

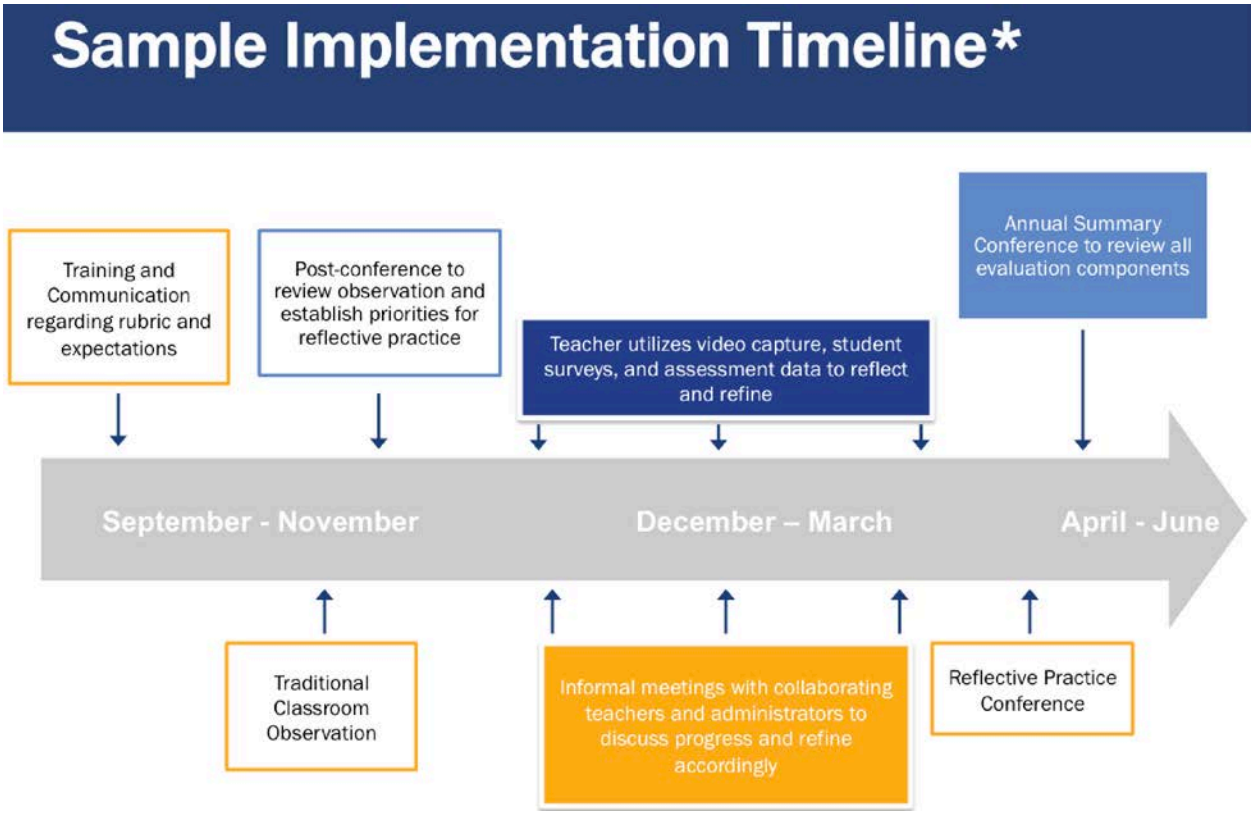
NOTE: The Reflective Practice Conference between the teacher and supervisor **will replace one traditional, announced classroom observation**. Participating teachers must still receive at least one traditional, unannounced classroom observation as part of the Teacher Practice rating. As with any announced classroom observation, teachers should receive pre- and post-conferences for the Reflective Practice Conference.

Approaches for integrating the Administrator-Conducted Observation:

Approach	Description	Benefits
Traditional Classroom Observation: Beginning of Year (see Sample Implementation Timeline)	• Conduct unannounced classroom observation at start of school year • Conduct post-conference and use information derived from observation to set priorities of focus for video capture reflection • Use Reflective Conference planning conference to check-in and re-align priorities before Reflective Conference • Conduct Reflective Conference • Conduct post-conference and summative conference	• Areas of focus established early and utilize the traditional observation as a foundational component
Traditional Classroom Observation: Middle of Year	• Teacher begins video capture and student voice integration at start of year • Conduct unannounced classroom observation during middle of year • Unannounced classroom observation and subsequent post-conference serve as mid-point check-in to re-align priorities • Conduct Reflective Conference pre-planning • Conduct Reflective Conference • Conduct post-conference and summative conference	• Teacher gets to establish priorities based on initial examination of mandatory components • Observation can be scheduled to specifically look at progress made in those areas in order to refine and utilize targeted approach to instructional coaching
Traditional Classroom Observation: End of Year	• District utilizes early informal conversations to set focus for reflection • Teacher begins video capture and student voice integration • Conduct unannounced classroom observation at end of year • Observation post-conference • Conduct Reflective Conference • Conduct Reflective Conference post-conference and summative conference	• Teacher gets to improve practice over course of year and engage in informal conversations concerning progress before traditional observation

Guiding Questions for Integrating the Administrator-conducted Classroom Observation:

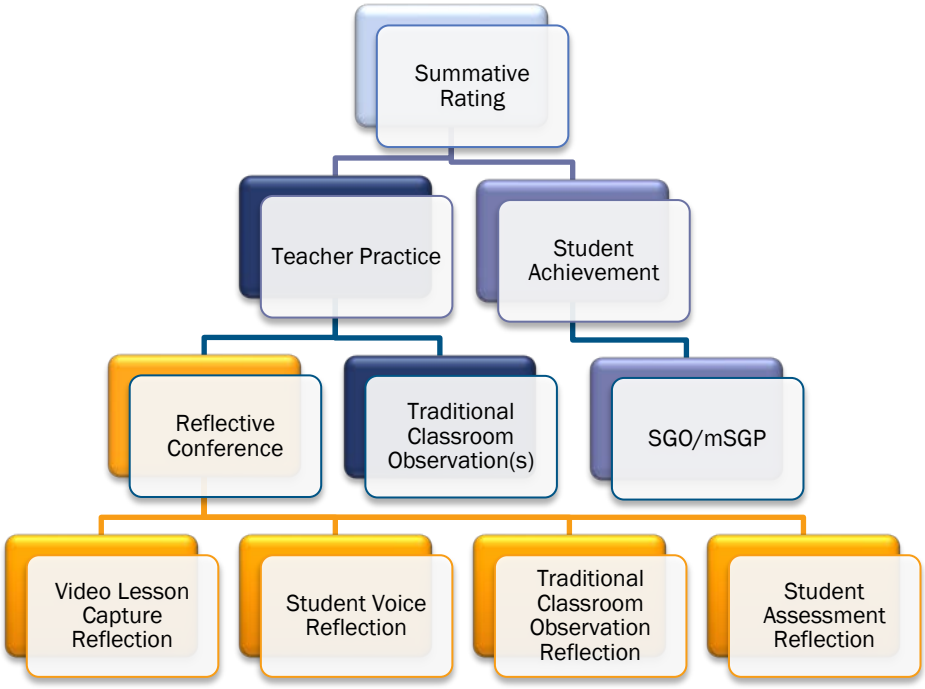
1. Where is the most valuable placement for the classroom observation? (Beginning, Middle, End)
2. What do we hope to gain from the classroom observation? (Areas of focus, examining progress, assessing the growth at the end of the year, etc.)



* Districts can choose to re-order the traditional observation and reflective conference.

Determining a Practice Score and Summative Rating for Highly Effective Teachers

Summative evaluation ratings are determined using a combination of teacher practice and student achievement data.



For teachers using the Reflective Practice Protocol, the teacher practice score (1.0-4.0) is derived from scores on at least one traditional classroom observation and the reflective conference. The reflective conference, consisting of reflection on four required components – video capture, student voice, traditional observation and student performance data – can be scored in a variety of ways.

Three approaches that districts might consider are shown in the next table. Other approaches may also be used provided they are consistently applied across participating teachers, expectations are clearly communicated to teachers, and the method results in a teacher practice score that is used for the summative evaluation of the teacher.

Approach	Description	Benefits
Existing Observation Instrument: Videos Remain Private	• District identifies elements within their **existing observation instrument** related to planning, professional growth, reflection and adjusting practice that can be discussed during the reflective conference (e.g., Danielson domains 1 and 4) • The **reflective conference** is scored in **domains 1 and 4** while the administrator-conducted classroom observation is scored in domains 2 and 3 (those domains related to classroom environment and instruction). • The teacher's practice rating is determined by averaging the score for each observation instrument component for which evidence has been gathered during administrator-conducted observations and the reflective conference. • The Reflective Practice Protocol Rubric (see description below) is used to frame the conference itself but not provide a score.	• This approach is simple as it requires no instrument modification
Existing Observation Instrument: Teacher Shares Video With Administrator	• This is similar to approach 1 above but the teacher voluntarily **shows the administrator their video capture and student feedback data** during the reflective conference. • Because the administrator saw evidence from video capture and student feedback, and participated in the reflective conference, they are able to provide scores for components **throughout the whole observation instrument** (e.g., Danielson domains 1-4) • The teacher's practice rating is determined by averaging the score for each observation instrument component for which evidence is available.	• This approach may lead to a more objective conversation about the teacher's practice.
Hybrid Rubric	• District combines elements of the Reflective Practice Protocol Rubric with those from their existing observation instrument into a **new rubric for highly effective teachers**[3]. • This **hybrid rubric** is used to score the traditional classroom observation and the reflective conference. • The teacher's practice rating is determined by averaging the score for **each hybrid rubric component** for which evidence is available from both administrator-conducted observation and reflective practice conference.	• This approach allows for an even more tailored approach for evaluating highly effective teachers that emphasizes the value of reflective practice to the highest degree.

The Department recommends that a standardized approach for conducting reflective conferences within a district is likely to lead to more consistent and valuable conferences. To assist districts with this, in collaboration with pilot districts, we have developed the Reflective Practice Protocol Rubric, shown below. Guidance for how to use the rubric is shown in the previous table and a full-page version of the rubric can be found in the appendix.

[3] Districts wishing to adopt this approach should contact the Office of Evaluation for further information and receive information about submitting their instrument for RFQ review.

Reflective Practice Protocol Rubric				
	Exemplary	**Adequate**	**Approaching**	**Needs Further Examination**
Video Capture Lessons	Teacher provides thoughtful information concerning pedagogical strengths and areas of focus according to the teacher practice instrument. S/he recognizes the changes made in instruction and highlights the impact of those changes, along with any further adjustments needed.	Teacher provides thoughtful information concerning pedagogical areas of strengths and areas of need according to the teacher practice instrument. S/he highlights some changes in instruction but should monitor the impact more.	Teacher provides basic insights concerning pedagogical areas of strength and needed focus according to the teacher practice instrument. Further work should be done connecting observation to change in practice and impact.	Teacher provides basic information concerning video capture observations but hasn't connected those observations to instructional change, or to the teacher practice instrument.
Student Performance	Teacher provides insights about student progress toward academic goals while hypothesizing causes for student success and strategies for addressing areas of need.	Teacher provides insights on student progress toward academic goals while hypothesizing causes for student success, but does not outline strategies for areas of need.	Teacher provides insights on student progress toward academic goals but does not hypothesize causes for student success.	Teacher provides a list of student grades with no connection to academic goals.
Classroom Observations	Teacher connects insights from the classroom observation to their observations of practice with a focus on how progress has been made in key areas of strength and weakness.	Teacher connects insights from the administrator-conducted observation to observations of practice with a focus on how progress has been made in areas of focus.	Teacher connects insights from the administrator-conducted observation to observations, but lacks delineation between areas of strengths and weakness.	Teacher doesn't connect observation from the administrator-conducted observation to observation of practice.
Student Surveys	Teacher highlights areas of strength and need from a student survey and provides ideas for addressing areas of strength and strategies for addressing areas of need.	Teacher highlights areas of strength and focus from a sample of students that completed a survey and provides a hypothesis for areas of strength.	Teacher highlights areas of strength and focus from a sample of students that completed a survey.	Teacher provides a summary of student survey results without highlighting areas of strength or need.
Connected Reflection of All Sources	Teacher and administrator identify areas of strength and need and agree to specific strategies that build on strengths and address needs. A plan is developed for teacher to monitor progress and discuss at the next reflective check-in, post-conference, or summative conference.	Teacher and administrator identify BOTH prevalent areas of strength and needed focus from all sources.	Teacher and administrator identify only prevalent areas of weakness gathered from a minimal amount of sources.	Teacher and administrator haven't integrated all information gathered from sources of reflection to identify prevalent areas of strength and needed focus.

Guiding Questions for Scoring in the Differentiated Evaluation Protocol:

1. What elements of our existing observation instrument lend to reflective practice?
2. Are those elements enough to justify a score for the reflective practice conference?
3. If we need to supplement indicators, what role could the Reflective Practice Protocol Rubric play?
4. What is the mathematical relationship between the administrator-conducted classroom observation and the reflective conference in determining a summative teacher practice score?

Training

The Reflective Practice Protocol for Highly Effective Teachers requires that teachers and supervisors be comfortable with the procedural expectations, technology, and use of reflective conferencing as a means to further the exemplary work going on in classrooms. Districts should think beyond "training on a rubric" and utilize a model that helps teachers see their practice from different perspectives in order empower the most effective teachers to reach new heights with their students.

Districts interested in integrating this protocol must train and provide ongoing professional support for teachers and administrators on the protocols, technology, and most effective strategies to have successful reflective conferences that integrate multiple sources of data.

Training: Guiding Questions

1. What are the existing opportunities for training and development in your district?
2. Could existing structures be repurposed to make room for this initiative?
3. How can training you provide benefit teacher and administrator to make this process valuable?
4. What training and professional support will your district provide for this process?

Section 4: Appendix

Section 4 provides materials that have been referenced throughout this guidebook that will support the implementation of the Reflective Practice Protocol.

In this section, you will find:

- Video Capture and Reflection Resources
- Resources for Student Voice and Feedback
- Reflective Practice Protocol Rubric
- Quality Reflective Conversations Graphic
- Reflective Practice Protocol Phases: Plan, Implement, Improve
- Reflective Practice Protocol Implementation Record Log

Video Capture and Reflection Resources:

Report & Playbook – Game Changer: Using video to achieve high performance in the classroom | Playbook for School & District Leaders

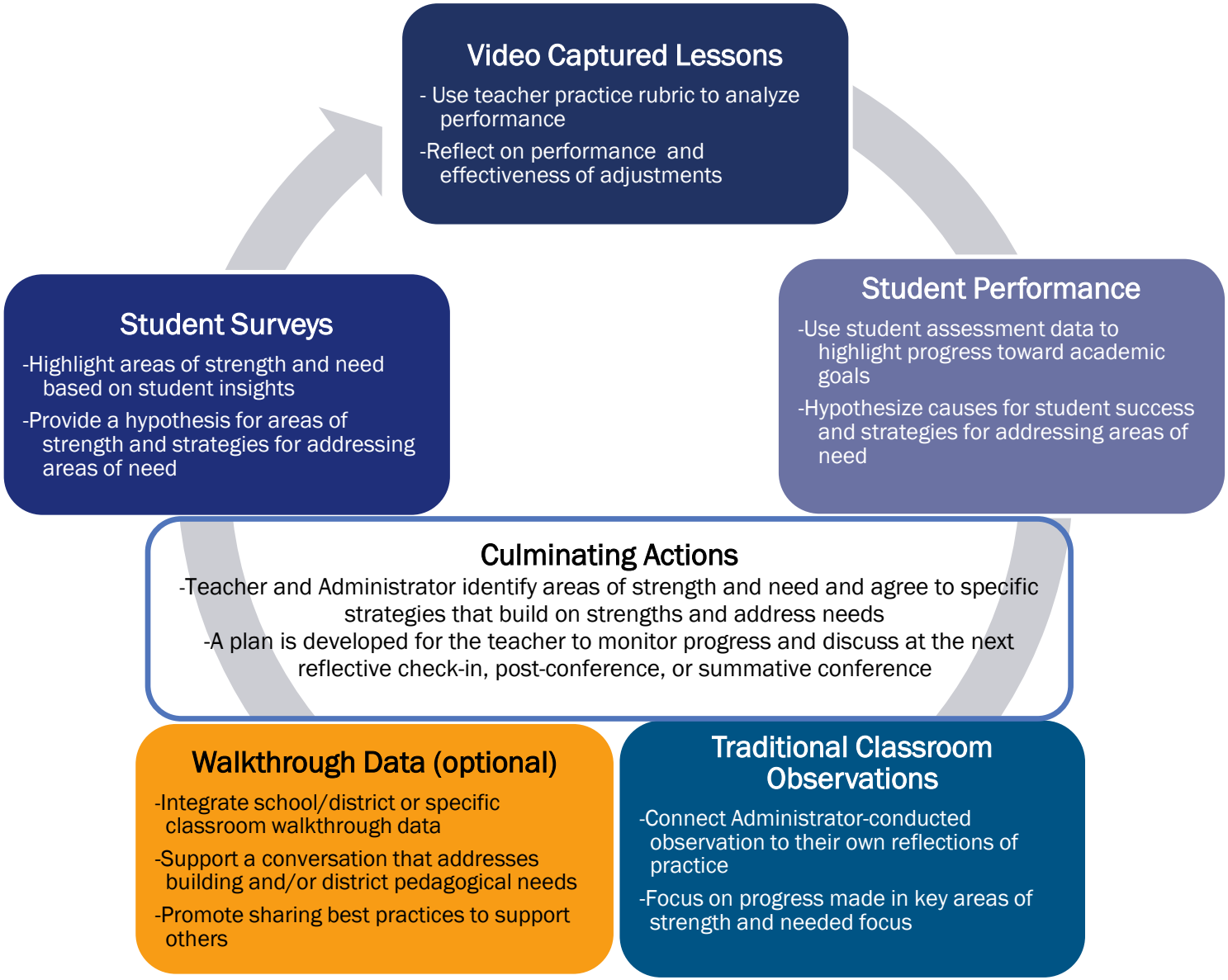
Resources for Student Voice and Feedback:

Colorado Student Perception Survey Reflection Toolkit
Vanderbilt University Student Feedback Resources

Reflective Practice Protocol Rubric				
	Exemplary	**Adequate**	**Approaching**	**Needs Further Examination**
Video Capture Lessons	Teacher provides thoughtful information concerning pedagogical strengths and areas of focus according to the teacher practice instrument. S/he recognizes the changes made in instruction and highlights the impact of those changes, along with any further adjustments needed.	Teacher provides thoughtful information concerning pedagogical areas of strengths and areas of need according to the teacher practice instrument. S/he highlights some changes in instruction but should monitor the impact more.	Teacher provides basic insights concerning pedagogical areas of strength and needed focus according to the teacher practice instrument. Further work should be done connecting observation to change in practice and impact.	Teacher provides basic information concerning video capture observations but hasn't connected those observations to instructional change, or to the teacher practice instrument.
Student Performance	Teacher provides insights about student progress toward academic goals while hypothesizing causes for student success and strategies for addressing areas of need.	Teacher provides insights on student progress toward academic goals while hypothesizing causes for student success, but does not outline strategies for areas of need.	Teacher provides insights on student progress toward academic goals but does not hypothesize causes for student success.	Teacher provides a list of student grades with no connection to academic goals.
Classroom Observations	Teacher connects insights from the classroom observation to their observations of practice with a focus on how progress has been made in key areas of strength and weakness.	Teacher connects insights from the administrator-conducted observation to observations of practice with a focus on how progress has been made in areas of focus.	Teacher connects insights from the administrator-conducted observation to observations, but lacks delineation between areas of strengths and weakness.	Teacher doesn't connect observation from the administrator-conducted observation to observation of practice.
Student Surveys	Teacher highlights areas of strength and need from a student survey and provides ideas for addressing areas of strength and strategies for addressing areas of need.	Teacher highlights areas of strength and focus from a sample of students that completed a survey and provides a hypothesis for areas of strength.	Teacher highlights areas of strength and focus from a sample of students that completed a survey.	Teacher provides a summary of student survey results without highlighting areas of strength or need.
Connected Reflection of All Sources	Teacher and administrator identify areas of strength and need and agree to specific strategies that build on strengths and address needs. A plan is developed for teacher to monitor progress and discuss at the next reflective check-in, post-conference, or summative conference.	Teacher and administrator identify BOTH prevalent areas of strength and needed focus from all sources.	Teacher and administrator identify only prevalent areas of weakness gathered from a minimal amount of sources.	Teacher and administrator haven't integrated all information gathered from sources of reflection to identify prevalent areas of strength and needed focus.

Quality Reflective Conversations Graphic

The following graphic has been developed to assist in planning for a valuable reflective conference for districts who do not use the Reflective Practice Protocol Rubric for scoring.



Reflective Practice Protocol Phases: Plan, Implement, Improve

Successful implementation of the Reflective Practice Protocol should be managed in three phases: plan, implement and improve. In **Phase 1: Plan,** districts should set clear expectations and policies regarding the various components of the Reflective Practice Protocol, including video capture, student voice, student performance, reflective conferences and overall scoring procedures. Districts should also effectively communicate and train teachers in using the Reflective Practice Protocol. In **Phase 2: Implement**, districts should execute, provide feedback and monitor established policies. In **Phase 3: Improve**, districts should utilize data systems to ensure policy fidelity and promote collaboration.

Phase 1: Plan

Reflective Practice Protocol Expectations and Communication	
A. Set Clear Expectations and Policies 1. The district has assigned clear roles and responsibilities to implement the Reflective Practice Protocol, including a central office administrator to manage the implementation. 2. The district clearly identifies the expectations for the **implementation and scoring of rubrics** it is using, as well as all basic policies and procedures associated with the Reflective Practice Protocol. 3. The District Evaluation Advisory Committee (DEAC) meets regularly to review and clarify expectations of the Reflective Practice Protocol. 4. The district has clear expectations for the frequency, duration, focus and use of **video capture** devices. 5. The district clearly defines the expectations for integrating **student voice** into the Reflective Practice Protocol. 6. The district considers appropriate **assessments** (already in use) to integrate into the Reflective Practice Protocol. 7. The district establishes an observation calendar that distinguishes traditional **observations** and **reflective conferences.**	**Possible Evidence/Activities/Notes:** ✓ *Calendar for executing each element of evaluation* ✓ *Local guidance, guidebooks, or policies shared with schools* ✓ *Evidence of educator involvement in shaping of goals and expectations* ✓ *Standard-setting session to discuss scoring options* ✓ *Flyers or meeting agenda outlining the protocol to prospective participants.* ✓ *Information session to answer questions, promote buy-in*
B. Communicate for Teacher Investment	

Reflective Practice Protocol Expectations and Communication	
1. The district develops a plan to identify and invite teachers rated Highly Effective on their last summative rating to participate. 2. The district clearly communicates its plans and expectations for implementation and expectations for all Reflective Practice Protocol activities. 3. Multiple communication channels provide information, build ownership, and regularly update participants. 4. The district facilitates a system of two-way discussion between district leadership and teachers to regularly gather feedback and potentially revise the Reflective Practice Protocol.	
C. Provide Training for All Teachers on Reflective Practice Protocol	
1. All teachers and observers are thoroughly trained on the observation instrument and the Reflective Practice Protocol by the required dates. 2. All participants are trained on the technology needed for video capture as well as the administration of student feedback opportunities. 3. Districts choosing to utilize teacher-created student feedback opportunities; provide participants with support to construct meaningful feedback mechanisms.	
D. Build Educator Capacity to Conduct High Quality Reflective Conferences	
1. All participating teachers and school leaders are trained on the expectations for conducting high quality reflective conferences. 2. All participating teachers are given time and training to examine the mandatory sources of reflection (video, student voice, student performance, observation). Evaluators are trained to effectively assess the overall quality of the reflective conference.	
Possible Resources: • *Teaching Strategies: The Value of Self-Reflection* • Teaching Channel Video: *Reflections on Practice and Growth* • *The Value of Self-Reflection*	

Phase 2: Implement

Execution and Monitoring of Reflective Practice Protocol	
A. Execute Reflective Practice Protocol and Provide Feedback 1. The district consistently implements the Reflective Practice Protocol requirements across schools for all participants. 2. All observers provide thoughtful, actionable feedback that is used to plan for and generate educator growth. 3. DEACs and ScIPs provide oversight and feedback to ensure fidelity and value.	**Possible Evidence/Activities/ Notes:** ✓ *Participant feedback survey or discussion* ✓ *Redacted reflective conference reports*
B. Monitor Evaluation Results and Provide Support 1. All teachers receive differentiated support based on their reflective insights and real-time needs. 2. Systems are in place to actively use data to drive individual support and professional development.	**Possible Evidence/Activities/ Notes:** ✓ *Administrators and teachers collaborate on reflective conferences and informally revisit goals throughout the year*

Phase 3: Improve

Organizational Capacity and Culture	
A. Utilize Data Systems to Collect and Use Information 1. District manager of the Reflective Practice Protocol has a data and feedback loop in place to ensure fidelity, enable meaningful revisions, and foster collaboration. 2. Data is used at the school level throughout the year to help maintain fidelity within and across buildings.	**Possible Evidence/ Activities/Notes:** ✓ *Quarterly or Mid-year feedback surveys or convening* ✓ *Summative feedback opportunity to inform year 2 implementation*

Reflective Practice Protocol Implementation Record Log

Reflective Practice Protocol Implementation Record Log
Use this form to record decisions, notes, and points for further discussion as the district approaches and accomplishes key milestones during implementation.

Reflective Practice Protocol: Plan	Notes:
A. Set clear expectations and policies B. Communicate for educator investment C. Provide Training for All Teachers on Reflective Practice Protocol D. Build Educator Capacity to Conduct High Quality Reflective Conferences	
Reflective Practice Protocol: Implement	Notes:
A. Execute Reflective Practice Protocol and provide feedback B. Monitor evaluation results and provide support	
Reflective Practice Protocol: Improve	Notes:
A. Utilize Data Systems to Collect and Use Information	
Decisions/ Recommendations / Next Steps	

Date