

Appendix A

Reflection and Engagement Guide

The teacher candidate is expected to initiate a weekly conference with the cooperating teacher focused on the topics outlined below. Each conference should be between 15 and 30 minutes in length, and at least three questions should be used to facilitate discussion each week.

The teacher candidate is expected to engage actively, contribute meaningful dialogue, and exhibit professionalism throughout the conference. This should be a two-way conversation, with both the cooperating teacher and the student teacher asking questions of one another. Please use your professional judgment to foster a meaningful and productive two-way dialogue.

Week 1: Reflection and expectations	
Essential Question	How do teachers use reflection to improve their practices?
Educative	
Supportive	1. What expectations does your cooperating teacher have for your experience? 2. What expectations do you have for your experience? 3. How does your cooperating teacher reflect on his/her experiences in the classroom? 4. What concerns do you have regarding your student teaching experience? 5. What concerns does your cooperating teacher have regarding hosting a student teacher?
Evaluative	
Gibbs Reflection	You may find this model helpful when talking about the importance of reflection in teaching. Feel free to utilize this cycle when discussing events in the classroom.  Graham Gibbs, 1988
Danielson Component	4a Engaging in Reflective Practice

Week 2 – Knowledge of students and learning environment	
Essential Question	How do teachers and their students construct classroom communities that support meaningful student engagement?
Educative	
Supportive Questions	1. How do you get to know your students and families/communities? 2. How do you connect what you know about your students to your lesson planning? 3. Discuss how you effectively use content standards to design lessons. 4. What questions do you plan to ask your students in order to determine their knowledge of the content before you begin teaching? When do you plan to ask these questions? 5. How do you organize your classroom space to support meaningful student engagement?
Evaluative	
CT: Supporting the Candidate	• Learning more about your students and their families. • Effectively using standards to design lessons. • The importance of classroom organization.
Danielson Component	1b Knowing and Valuing Students 1c Setting Instructional Outcomes 2a Cultivating Respectful and Affirming Environments 2c Maintaining Purposeful Environments 2e Organizing Spaces for Learning 4c Engaging Families and Communities

Week 3 – Knowledge of students and planning

Note: At this point, you should have carried out a lesson, please answer the following questions regarding that lesson.

Essential Question	How does the teacher's knowledge of students contribute to planning and learning?
Educative	1. Discuss how you effectively implemented content standards and connected them to objectives in your lesson this week. 2. How did knowledge of your students inform your instructional choices? 3. Assessing prior knowledge: What questions did you ask your students so that you would know what they understood about the content before you began teaching? How did their answers inform your instructional choices? Did you make any changes to what you were planning to teach based on their feedback to you? Did you ask these questions a day or two in advance? Or right before the lesson? 4. What supports do your students need to be successful in your classroom? How do you support students with IEPs/504s? How do you support English Language Learners? 5. How do you extend students' learning when they already know the content? 6. Describe the plans for differentiation that are established for specific students or groups of students in your classroom. 7. How do you structure a lesson around mentally challenging content for your students?
Supportive	
Evaluative	
CT: Supporting the Candidate	• Using what they know of students to make instructional choices. • Effectively linking content standards and objectives.
Danielson Component	1b Knowing and Valuing Students 1c Setting Instructional Outcomes 1e Planning Coherent Instruction 3e Responding Flexibly to Student Needs

Week 4 – Engagement	
Essential Question	How does the teacher effectively engage students in learning? Why is engagement important?
Educative	1. How did what you know about your students inform your planning process this past week? Did you think through any “worst-case scenarios” and create plans to prevent issues? 2. What elements of your lesson were mentally challenging for your students? Did you notice any differences in classroom behaviors when your students were cognitively engaged with the content you were teaching? 3. How does maintaining physical proximity to students affect student engagement? 4. How do you establish consequences that are reasonable and consistent? Were these consequences established in collaboration with the children? Were issues in equity and diversity considered in the establishment of these consequences?
Supportive	
Evaluative	
CT: Supporting the Candidate	• Intentionally planning for student engagement and implementing engaging strategies • Consistently applying equitable and reasonable consequences
Danielson Component	1b Knowing and Valuing Students 1e Planning Coherent Instruction 2d Supporting Positive Student Behavior 3c Engaging Students in Learning

Week 5 – Feedback and engagement Note: Spend some time thinking about and discussing meaningful conversations you’ve had with your students this week and the conversations your cooperating teacher has had with the students this week.	
Essential Question	How do teachers promote student learning through deep engagement and participation during instruction?
Educative	1. How do you model a skill or strategy related to your learning objective(s)? How do students practice the skill or strategy? How do students practice the skill or strategy independently? 2. What opportunities do students have to engage in conversations related to the learning objective(s) during the lesson? 3. How do you provide feedback to students during the lesson related to the learning objective(s)? 4. Have you noticed any particular questions that seem to elicit deep responses from the students? 5. How would you describe the link between deep thinking and student engagement? How does this affect the classroom learning environment?
Supportive	
Evaluative	
CT: Supporting the Candidate	• Deepening the students’ knowledge of content • Framing effective questions for soliciting student feedback and for deepening student understanding
Danielson Component	2b Fostering a Culture for Learning 3a Communicating about Purpose and Content 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment for Learning

Week 6 – Assessment	
Essential Question	How can teachers assess student learning? How were you assessed when you were in school? How has assessment changed since you were in school?
Educative	1. Were you able to effectively assess your objectives? How did you know you effectively assessed your objectives? Was your objective measurable and/or demonstrable? 2. What do you consider when deciding the type of assessment to use? How do you use the knowledge of your students in that decision? 3. How do you reframe an assessment to elicit deeper responses from students? 4. How are you showing that you're using the results of assessment when planning future lessons?
Supportive	
Evaluative	
CT: Supporting the Candidate	• Developing assessments based on knowledge of students • Deepening student responses
Danielson Component to Reference	1f Designing and Analyzing Assessments 3d Using Assessment for Learning 3e Responding Flexibly to Student Needs

Week 7 – Students and assessment	
Essential Question	How can the teacher include students in the assessment process?
Educative	1. What role does the student play in the assessment process? 2. How will you know what the students are thinking about the content? 3. How did you know whether students are ready to move to new understandings and content as a result of this lesson? 4. What opportunities did students have to develop the measurement of their own and their peers understanding of the content? Were the students given opportunities to determine how they will be assessed? 5. How does what I assess reflect what is valued in my classroom?
Supportive	
Evaluative	
CT: Supporting the Candidate	• Self-assessment, peer assessment, metacognition • Designing assessment
Danielson Component	1c Setting Instructional Outcomes 1e Planning Coherent Instruction 1f Designing and Analyzing Assessments 2b Fostering a Culture for Learning 3d Using Assessment for Learning

Week 8 – Feedback	
Essential Question	How does feedback improve student learning?
Educative	1. What questions did you ask to determine your students' understanding of the content? How did your questions relate to the levels of Bloom's Taxonomy? 2. Is your formative feedback developmentally appropriate? Before you move on in your lesson, are you checking for understanding? 3. How did you differentiate your instructional choices based on your students' feedback (formative assessment)? 4. How do students use the results of your formative and/or summative assessments? How are students engaged in that feedback process? How will they use that feedback?
Supportive	
Evaluative	1. What evidence of effective instructional methods does your cooperating teacher notice in your teaching? Discuss specific examples. 2. What evidence of effective classroom management/engagement strategies does your cooperating teacher notice in your teaching? Discuss specific examples. 3. Discuss areas of growth related to your instructional methods and/or management/engagement strategies?
CT: Supporting the Candidate	• Using effective questioning to deepen student learning • Differentiating instructional choice based on student feedback • Assisting students in using feedback to deepen their own understanding
Danielson Component	1a Applying Knowledge of Content and Pedagogy 1e Planning Coherent Instruction 1f Designing and Analyzing Assessments 3b Using Questioning and Discussion Techniques 3d Using Assessment for Learning 3e Responding Flexibly to Student Needs

Week 9 – SEL	
Essential Question	What are your experiences managing the social/emotional part of student teaching?
Educative	
Supportive	1. What do you find to be emotionally supportive? 2. When you need your bucket filled what/who do you turn to? (Music/art/books/exercise/poetry/friends/family/sports/movies) 3. What are you doing to take care of yourself emotionally right now? 4. What can your CT or US do to help better support you emotionally?
Evaluative	
CT: Supporting the Candidate	• Being aware of candidate's stress level/well-being • Supporting self-care • Share a story of a time you found a time to nurture your well-being, what did you do? • Share a time when you said “no” to nurture your own well-being
Danielson Component	4a Engaging in Reflective Practice 4e Growing and Developing Professionally

Week 10 - Jobs	
Essential Question	How do I best prepare for the job-seeking process?
Educative	
Supportive	1. Who am I as a teacher (professional identity)? 2. How do I code-switch to conventional/professional/academic English to be successful in a job interview? 3. What am I looking for in a professional community? 4. What questions might I be asked? 5. What questions do I ask the district?
Evaluative	
CT: Supporting the Candidate	• The job search process • Learning more about the profession • Thinking about interview questions
Danielson Component	4a Engaging in Reflective Practice 4e Growing and Developing Professionally

Week 11 - Reflecting on growth	
Essential Question	How have I grown as a professional over the past 11 weeks?
Educative	1. What activities has your cooperating teacher participated in that have helped him/her/them to grow as a teacher each year? 2. How does your cooperating teacher stay up to date on current trends and best practices in education? 3. What conflicts have you encountered during your student teaching experience? How did you handle these conflicts? What suggestions does your cooperating teacher have for managing conflicts in the future?
Supportive	
Evaluative	1. What evidence of effective instructional methods does your cooperating teacher notice in your teaching? Discuss specific examples. 2. What evidence of effective classroom management/engagement strategies does your cooperating teacher notice in your teaching? Discuss specific examples.
CT: Supporting the Candidate	• Self-reflection on growth as an educator • Classroom management/engagement strategies • Conflict in the classroom
Danielson Component	1e Planning Coherent Instruction 2d Supporting Positive Student Behavior 3c Engaging students as Learners 4a Engaging in Reflective Practice 4e Growing and Developing Professionally

Week 12 – Feedback	
Essential Question	Why is feedback essential to the learning process?
Educative	1. How do you and your students collaboratively set learning goals? 2. How did you differentiate your feedback to students? Was your feedback based on your students' varying levels of understanding of the content? 3. How did your feedback evidence respect for and caring for your students? (This gets at meaningful comments being used—not just “good job”—the respect is an outgrowth of high expectations)
Supportive	
Evaluative	
CT: Supporting the Candidate	• Designing strategies for feedback • Aligning effective feedback with what they know about their students • Creating respectful and caring conversations with children
Danielson Component	1b Knowing and Valuing Students 3d Using Assessment for Learning 3e Responding Flexibly to Student Needs

Week 13 – Assessment design	
Essential Question	How do you design assessments based on what you know about your learners?
Educative	1. What should the teacher candidate consider when determining the next steps for supporting students at all levels of understanding (relative to the content being taught)?
Supportive	
Evaluative	1. How does the teacher candidate involve students in developing assessments or assessing their own work? How do they involve students in assessments? 2. Please describe the formative and summative assessments the teacher candidate uses. How are those assessments informing their instructional choices?
CT: Supporting the Candidate	• Linking feedback to assessment • Considering multiple ways to assess based on what they know about their learners
Danielson Component	1f Designing and Analyzing Assessments 3d Using Assessment for Learning

Week 14 – Thinking ahead	
Essential Question	How can I use what I have learned to set myself up for future success?
Educative	1. How do I continue as a learner while teaching? 2. How does what you learn about your students push your own professional growth? 3. What are my own curiosities and passions? How do they inform my practice? How can they inform my continued learning?
Supportive	1. What is one piece of advice your cooperating teacher would give for when you enter a new building/district/position as a first-year hire? 2. Identify two areas in which you feel you need continued growth. What goals can you set for yourself and how can you work to achieve them? 3. Are there any additional areas for growth or goals that your cooperating teacher would identify for you as you move on to your first-year teaching?
Evaluative	
CT: Supporting the Candidate	• Being a life-long learner • Acknowledging how learning informs practice • Setting goals for your first year in the classroom
Danielson Component to Reference	4a Engaging in Reflective Practice 4e Growing and Developing Professionally