

Reflective Statement of Professional Accomplishment and Assessment of Professional Growth

Beginning July 1, 2012, all individuals who were employed as a teacher during any part of the five-year period immediately preceding the license renewal must include “evidence of work that demonstrates professional reflection and growth in best teaching practices. The applicant must include a reflective statement of professional accomplishment and the applicant's own assessment of professional growth ...” in their license renewal materials. View Minnesota Statutes Section 122A.18, Subdivision 4b (<http://www.revisor.mn.gov/statutes/?id=122A.18>).

Who must meet this requirement?

- 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).

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)

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

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.

National Board for Professional Teaching Standards certification. Alternative continuing relicensure options for teachers who are accepted into and complete the National Board for Professional Teaching Standards certification process, and offer additional continuing relicensure options for teachers who earn National Board for Professional Teaching Standards certification. Continuing relicensure requirements for teachers who do not maintain National Board for Professional Teaching Standards certification are those the board prescribes, consistent with this section.

Can clock hours be assigned for meeting the reflective practice requirement?

Yes. On November 13, 2009, the Board of Teaching authorized a resolution that will allow teachers to earn up to five clock hours per renewal period for meeting the reflective practice requirement. (See Appendix A.)

Note: Local committees may continue to award additional clock hours for related activities that exceed the statutory requirement.

How is “job-embedded professional development” defined?

The law specifies four ways that teachers can meet this requirement:

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 such as attested-to committee work, collaborative staff development programs and professional learning community work, or
4. Continual professional development that may include: (i) job-embedded or other ongoing formal professional learning, or (ii) for teachers employed for only part of the renewal period of their expiring license, other similar professional development efforts made during the relicensure period.

In collaboration with the Minnesota Department of Education's School Improvement Division, the Board of Teaching would like to provide the guidance found on page two for the interpretation of "job-embedded professional development." Please feel free to share this guidance with your colleagues.

Guidance: Job-Embedded Professional Development

"Job-embedded [professional] development requires that most of an educator's professional learning occurs during the workday in the work place, is designed to support team learning and is offered and available to educators. Job-embedded means the learning occurs during the workday and has a direct link to the goals set for students by the team and the school." (Hirsch and Killion, *The Learning Educator*, 2007). Teacher learning during the educator's work day allows access to necessary resources including materials, curriculum experts and knowledgeable assistance.

Teacher learning in a job-embedded professional development model has the following characteristics:

1. Alignment with the district and school education improvement plans, staff development plans and site SMART goals for student achievement.
2. Use of the internal capacity of the district that does not rely primarily on outside experts to impart knowledge and skills.
3. Delivery in a learning team format with collaborative teams having regular dedicated time (meetings weekly or every other week) within the teacher work day.
4. Learning teams working interdependently to improve instruction in order to achieve common goals aligned to increasing student achievement.
5. Teacher learning experiences focused on using scientifically research-based strategies that translate directly to classroom instruction.
6. A formal team structure that includes having a purpose (goal), outcomes for meetings (action plans, agendas and minutes) and a focus on classroom instruction to improve student achievement (selecting instructional strategies, planning lessons and reflecting on practice).
7. Effective use of professional development activities within learning teams, which include analyzing student data, learning new instructional strategies, developing lessons, designing common assessments and analyzing student work to assess student learning.