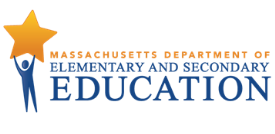
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| Educator Growth and Effectiveness Model for Teachers of Adult Education |
| **Summative Reflection Guide Template** |



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| **Professional Learning Goal:**  My professional learning goal is to include math exploration activities that build conceptual understanding into lessons so that there is an increase in the number of students who can independently use a variety of strategies to tackle challenging math problems and whose persistence time increases as does their use of different strategies. | | |
| **My goal relates to the MA Professional Standards for Teachers of Adult Education:**  **Domain: (K) Professional Knowledge**  **> Standard: K1:** Content, Theory, and Research  **> Indicator: K1.1:** Adult Basic Education | | |
| **Professional Learning Activities** | **Artifacts /Evidence** | **What did these artifacts/evidence tell you about your practice and/or student impact?** |
| Take a SABES math course to develop my own conceptual understanding and related teaching strategies. | * Notes and completion tasks from SABES math courses. * Feedback on lesson plans. * Observation (of coach) notes * Observation (of teacher) notes * Class videos |  |
| Observe my coach modeling these teaching strategies in my class so I can see how my students respond. |
| Ask coach and math colleagues for feedback on my lesson plans. |
| Take another SABES math course. |
| Video my class so I can practice new teaching strategies and review the class (alone or with my coach) later. |
| Be observed by my coach. | **Review the criteria for strong evidence. Which of your evidence is strong, promising, or weak?**  Criteria for strong evidence:   * Relevant to the goal (the impact is clearly related to the practice you are using) * Triangulated (confirmed by more than 1 interpreter (students, teacher, or coach), * Consistent over time (the result is similar when the strategy is used repeatedly) * Makes sense (research/theory/experience suggest this) |