

**REFLECTIVE PRACTICE REQUIREMENT FOR LICENSE RENEWAL**  
**[Minnesota Statute §122A.18, Subdivision 4](#)**

*(b) Relicensure applicants who have been employed as a teacher during the renewal period of their expiring license, as a condition of relicensure, must present to their local continuing education and relicensure committee or other local relicensure committee 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 showing evidence of:*

*(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.*

**Background**

The reality of the educator's life is that it is often focused on the next thing: the next innovation, the next school day, the next lesson plan, the next instructional activity, the next assessment, and the next moment with students. A paradox occurs as we know that reflecting on one's work will enhance meaning, gain greater insights into the complexity of teaching, and promote the ability to apply new insights beyond the situation in which it was learned – yet little time is dedicated for reflection. It is the intent of this statute to formalize the reflective process in a teacher-selected area of focus for the purpose of professional growth and learning. Although this continuing education requirement applies to just one opportunity during the 5 year relicensure period, it is the hope that the reflective process will occur within a variety of settings and situations within the daily life of the educator.

## **Potential Focus Areas for Reflective Practice**

A reflective practice process may be applied in many settings and situations. The possibilities are endless; here are few to consider:

- Implementing of a new educational program, curriculum or initiative.
- Implementing a new instructional or behavioral invention based on student need.
- Developing and implementing a new student STEM project that will increase student's use of technology.
- Developing and implementing an inter-disciplinary/standards-based student project.
- Implementing a student-to-student collaboration project with the purpose of increasing student's mathematical skills and promote positive social skills.
- Implementing new reading comprehension instructional strategies as identified by the professional learning team and grade level goals.
- Refining teacher practice and increasing engagement of students as addressed in the teacher observation process.
- Refining teacher practice and improving the classroom environment of respect and rapport as addressed in the individual professional development plan.

## **Documenting the Reflective Practice Process**

The documentation of a teacher's selected focus area can take many forms; the state is not prescribing a particular length, format, or style. To meet the intent of the new requirement, however, the documentation must provide evidence that the teacher has engaged in a thoughtful series of actions. The actions should include strategic selection of the focus area, consideration of available resources, evidence-based practices, and research, application and delivery to students, analysis of student responses and outcomes, and a demonstration of impact in terms of next steps and future application of the insights learned.

All of this should be presented in a manner that is clear to an outside observer and should capture the reflective nature of the teacher's experience, but it is not intended to be a lengthy writing exercise.

~ Documentation Sample ~

**Reflective Practice Summary**

<b>Action Plan</b>	<b>Supporting Documentation</b>
<b>1. Goal</b> <i>What was the area of action? How did you identify the problem or need? What were the intended results?</i>	
<b>2. Plans to Implement</b> <i>What new learning did you acquire in order to implement the new practice? Why was this selected? How did you acquire it? What steps did you implement to assist in reaching the intended target?</i>	
<b>3. Application with students</b> <i>How did you apply this new learning, action or intervention with your students?</i>	
<b>4. Checking In On Impact</b> <i>How did you monitor the new practice throughout the process? What changes did you make to your initial plans?</i>	
<b>5. Final Results</b> <i>What was the result of this work? What changed in your practice? What changes occurred with students?</i>	
<b>6. Moving it Forward</b> <i>What insights did you gain regarding this experience? About your teaching practice? About student learning? How might this learning be applied in another situation?</i>	
<b>DISTRICT RELICENSURE COMMITTEE SECTION</b>	