

Guided Reflection

Use this template to write your reflections of your work in EDUX 9922. Your Guided Reflection must include both sections. Please note that there is one required chart that needs to be completed in Section 2.

Please note, the Guided Reflection is **not** a **summary** of all your work, but a **synthesis** of the learning you engaged in throughout this course.

Section 1 - Guided Reflection Prompts

In 2-3 pages, thoughtfully answer the prompts below.

Answer each prompt independently. If you have collaborated with a colleague(s) for this course, please be sure that your answers are a unique reflection of what you have accomplished.

1. How has your instructional practice been elevated as a result of your professional learning this summer?

*There were two good things that happened to me with regards to elevating my instructional practice that hasn't happened in my previous summers. One was I registered for this class and the other was I got sick. Initially, I was hesitant to register for a class because I didn't want to give up my summer. But each summer I end up doing school work here and there that mostly is my own time and doesn't count for anything. But knowing that I am in this class, I was forced to be **ORGANIZED** and **STRUCTURED** at my most unstructured time of the year. And being home bound helped too because I was able to be less distracted. Every summer break I always told myself that I would read books and reflect on the past year and think about the upcoming year. They were always very challenging to do. In other words, the spirit is willing but the flesh is weak because I often find myself doing all sorts of things but reading and reflecting. This summer with the course, I was able to assess the many materials I have at home that were never touched nor used and I was able to create a structure to reflect. Even*

though I have already spent a little more than a month thinking about school, I was able to hone in on some things about my own practice and craft as a teacher and really practice self-reflection. More than anything, I had the time to address issues in my heart as a teacher that experienced hurt and disappointments. The book study I did helped me deal with specific uncomfortable issues in my heart that I have been carrying all these years and that have been preventing me from fully growing as a teacher and as a leader. Self-care was talked about a lot during the pandemic and I feel that I was able to begin that. The introspection has more than elevated my instructional practice because it defined more of who I am as a person and as a teacher. I was able to revisit the principles I had when I began my career and realized that they were muddled over the years. I'd like to say that I will be going into the school year more clear headed and with, in Brene Brown's words, "grounded confidence".

2. *How did having a choice in your professional learning in EDUX 9922 meet your individual needs as a learner?*

The self-paced and flexible format can be both a strength and a weakness. As a student, I'm never good at independent, free-reign work. I feel very safe in a structured format that is provided for me. I'm not sure if that's due to the lack of confidence or I question my organization skills. However, once I began and figured out a direction of where to go, I became excited and more self-assured on how to proceed. One thing that I was given the opportunity to do is go over so many good reading materials I have had for so long that I never had a chance to go over. I felt that I began really just assessing what I have and where I want to focus. There were overwhelming days but I feel that the order both my body and my mind were clamoring for seem to have been satisfied in a way because I was given the space and the time to survey what's around me and in my possession.

3. *How has your work in EDUX 9922 allowed you to start this school year in a more balanced way professionally and personally?*

This question has articulated what I feel. Being almost at the end of the course makes me feel more balanced professionally and personally. The course gives me the time to think and rethink, reflect, relive, review, recall, and reimagine. And while doing all that, I have the images of my students and my colleagues in the coming year as I think through so many facets of my teaching practice. I feel that I was able to start from within me and go outward from there. When I tackled the book study and really worked hard on personalizing it, I was determined to start from myself. Brene Brown intended the book for a team or group but I believe that I cannot think with the group without starting from me. I can say that I spent a big bulk of my time in the Dare To Lead book study. I don't know if I will get in trouble with her for redesigning her book to make it

more introspective. The last few sessions were the hardest and most painful for me and having reached the end, I felt that I achieved what I had intended for the book to do: TO DIG DEEP. The last few units were harder too because it addressed some raw emotions that I have felt over time with some of the people I worked with. So I feel relieved and hopeful at the same time that I can start the school year with less baggage.

4. *In what ways could you share your learning, accomplishments, and/or artifacts with your colleagues and/or school community?*

First of all, I created a webpage that houses all my work for this course. For the first time, I have a place to pull things from to begin the school year for our info session and some PD moments or even PLC spreadout throughout the year. More than anything, I can share the journey I went through in this course. It became a personal and personal/spiritual journey for me. I can see myself revisiting the Dare To Lead book throughout the year and be ready to tackle tough conversations. I am fortunate to have many opportunities to share my learning. Because of my position as an ELD teacher, I have the privilege to share, teach, coach, one-on-one, in small group, or to the staff as a whole. The relationships I have had with my colleagues though not perfect is still mostly built on trust and I can leverage that trust to share my own learning and journey.

5. *Did you participate in any of the optional professional learning opportunities? If so, which one(s) and share what you gained as a result of this experience?*
If not, what topic or offerings could have been added to meet your professional learning needs?

I'm not aware of optional professional learning opportunities but I registered to attend an online Advocacy Summit that always keep me abreast with federal and state guidelines and gives me updates on what is happening behind the scene when it comes to our multilingual learners. It gives me a national temperature check of where we are as a state and what other schools and districts are doing. This experience helps solidify my expertise and I can confidently speak about how to best serve our populations equitably.

Section 2 - Standard(s) Alignment Reflection- Explain how your work in this course aligns with the standards.* (These should be academic standards and/or professional standards applicable to your work this summer).

I was glad to have chosen the standards from the beginning and have them drive my work for this course. And I feel that I was also able to address different relationships relationship of my practice with myself, with my colleagues, with my students and their families, and with the pedagogy itself. The standards I focused on are below:

***Note:** You may have done work with many standards. Select the 2-3 most applicable standards/areas of focus.

State/District Standards	Explain how your work in this course aligns with each standard.
Standard 2 - PROFESSIONALISM: Educator demonstrates professional growth and development, leadership, and professionalism.	Personalizing Brene Brown's "Dare to Lead" did more than align the work with this standard. I wanted to identify issues that may hinder my growth as a leader and educator. This was A LOT of work but it was worth it. As I have shared above, the amount of introspection I did with this material DUG DEEP. I needed that. And that for me is growth and development beyond my profession.
Standard 5 - INSTRUCTION: 5.4 Educator utilizes current pedagogical expertise and content knowledge in their professional practice.	This was hard to handle well because it can get out of control in trying to learn from others. With social media at our finger tips, i can go all over. But I needed the discipline to practice caution and not just accept what everyone is saying or suggesting. What took time with this work is to EVALUATE each piece of information presented to me or I choose to expose myself too. The reading is easy but evaluating each time was challenging. I found myself having inner conversation arguing about why I agree or disagree with something. Sometimes I choose to respond to a post but most of the time, I chose to think and process on my own. I am thankful for the easy access to ideas and knowledge and I won't say I will utilize every single one I read and saw but I will carefully choose what applies best on my situation in the school year.

Standard 2 - PROFESSIONALISM: 2.1 Educator works collaboratively with colleagues for the benefit of students. AND 2.2 Educator creates a professional growth plan that is aligned to educator goals, building initiatives, and district priorities.	As I have mentioned, I have the privilege to collaborate with so many people because of my position as an ELD teacher. I collaborate with administrators, colleagues and staff, students and their families, and even at the district level, I have the opportunity to collaborate. I created some sample info sessions and PDs that I can be ready to go when the time comes. They may not be final but set up in a way that I can adjust them when the need arises.
Standard 3 - PLANNING 3.2 Educator purposefully plans effective instruction for sustainable learning using the District Curriculum, including Colorado Academic Standards. AND Standard 2 PROFESSIONALISM 2.6 Educator uses expertise to facilitate, and/or collaborate to implement the identification, planning for, and services of students with unique needs to ensure compliance with state and federal guidelines and individual student needs. (e.g., IDEA, ADA, ECEA, Title III, etc.)	For this course, I worked hard on making sure our programming is within the guidelines given to us by the district. That means, I have to look at not just the schedule, but the classes, times, teachers, etc. Everything else that can make or break the programming, I need to consider. It's a big job that I do on my own but I don't do it alone. And sadly, I use so much of my own time to run the program to make sure that each MLL in the department is set up for success with every support in place.
Standard 1 - CULTURE AND CLIMATE: Educator models and collaborates with all students to create a respectful and positive culture and climate. 1.3 Educator establishes an environment that honors diversity.	For this work, I had to use a lot of my imagination because everything it looking ahead to what the year would look like and would give us to be able to carry out events that would encourage family engagement. I think from all the work I didn, this part feels I don't have a lot of control. We have so many new teachers and staff coming in this new school year. I anticipate that I cannot just expect for the same thing to happen as in the previous years. But I have something moving forward and that I feel good about. What I came up with will also model cultural responsiveness to the new hires and I hope I can also get their support that way.