

2023-2024 ETF Reflective Report Instructions & Prompts

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Reflective Report Overview

- Every month, ETFs are expected to complete and then upload their reflective reports to the online reporting system for a total of three reports over the course of the semester. (See the note below for details).
- **Templates for Reports and Lesson plans will be downloadable from the Reporting System.**
- **Report #1:** The first Reflective Report should describe ETFs teaching context (Part I) and include a lesson plan (Part II). For Part II (Lesson Plan) be sure to use the Lesson Plan Template provided.
- **Reports #2:** For the second Reflective report, ETFs will select and respond to one question prompt from **Part I** and one question prompt from **Part II** in order to complete their Reflective Report. **No prompt should be answered more than once.** Over the course of the semester, a different standard should be addressed in Part I of the Reflective Reports, but each ETF may decide what prompts they want to answer and which standard they wish to address in each report. **Please be sure to clearly indicate which standard and prompt are being addressed when completing each report.**
- **Report #3:** Your local coordinators will send out a semester feedback survey. After you complete the survey, you can click “completed” on the reporting system.
- Advisors will then respond to their advisees’ reports with feedback within 3 weeks. Coordinators may also provide feedback via the reporting system.
- The reports will then go to FSE and the county governments.
- Reflective Reports are expected to be professional, demonstrable of thoughtful reflection of teaching practices, professional development, and turned in on time.
- Reflective Reports will be evaluated by using the **Reflective Report Rubric**. The rubric for each standard is included in this document following each standard and the related prompts.

Reflective Report Overview Summary

Report #	Report Contents Additional Details
Report #1	Part I: Describe your teaching context Use reflective Report 1 Template.
	Part II: Submit a Lesson Plan Use the Lesson Plan Template. All materials will be downloadable on the Reporting system.
Reports #2	Part I: TESOL Choose one of the <i>Standards</i> and Professional Standard prompts from below and respond. The scoring rubric related to each standard is presented following the prompts. Advisors will use this rubric when reviewing your based Prompts reports.
	Part II: Culture/Community Choose one of the <i>Cultural / Community</i> based prompts from the list below. The Template for Reports 2 will be available on the Reporting System.
Report #3	A Semester Feedback Survey Your local coordinators will send out a semester feedback survey. After you complete the survey, you can click “completed” on the reporting system.

Report Due Dates:

Report #1 - 2023/9/18

Report #2 - 2023/11/20

Report #3 - 2024/1/15

Reflective Report Prompts (2023-2024)

The purpose of the Report Prompts is to help ETFs refresh their memory, reflect on what they have experienced, and formally document their progress in the classroom and community. The reports offer ETFs an opportunity to document their progress, celebrate successes, and work through limitations in writing in a way that is timely and relevant to their individual experiences. The following prompts are questions or descriptions to help think about what can be reflected upon and written about and aligned with the standards ETAs are expected to demonstrate.

Part I: ETF Professional Curriculum Standards

Select one of the following topics/standards to address. Choose one of the question prompts that address that topic/standard and provide a thorough response.

Standard 1: Knowledge about Language

ETFs demonstrate knowledge of English language structures, second language acquisition, and language development. ETFs master processes that help English Learners (ELs) acquire conversational and academic literacies specific to various content areas.

- ☐ **S1.1** Describe a time when you modified your **English instruction** to make your message understandable to the students without relying on Eng-Chn translation by you or the LET.
- ☐ **S1.2** Describe a recent lesson in which you successfully managed a positive learning environment; then describe a lesson where there was a breakdown in **classroom management** and what you might do in the future.
- ☐ **S1.3** Describe a lesson that was **interactive** and resulted in student learning; then describe a lesson that did not go well and reflect on what you learned.
- ☐ **S1.4** What have you noticed about your students' English **language proficiency levels** and how have you made adjustments to your classroom instruction?
- ☐ **S1.5** In what ways have you demonstrated knowledge of second language acquisition theory and applied it to the language learning of ELs?

Reflective Report Rubric for the standard. Advisors will use the rubric to show the quality of your reflection.

Performance Indicator	Not Enough Information	Approaches the Standard	Meets the Standard	Exceeds the Standard
Standard 1: Knowledge about Language:	The reflective report did not include enough information.	Demonstrates an initial knowledge of second language acquisition theory, but has not applied that knowledge to facilitate ELs' language learning.	Demonstrates sufficient knowledge of second language acquisition theory and applies that knowledge to assisting co-teachers and to the language learning of ELs.	Demonstrates adequate knowledge of second language acquisition theory and applies that knowledge to leading activities with co-teachers and to the language learning of ELs.

Standard 2: The Sociocultural Context & Culturally Responsive Teaching

ETFs demonstrate and apply knowledge of individual EL characteristics and the impact of dynamic academic, personal, familial, cultural, social, contexts of education, and language acquisition, to develop effective instructional methods for ELs; recognize how educator-identified roles, cultures, and biases impact the interpretation of ELs' strengths and needs; and demonstrate open-mindedness while interacting with the school and the community, leveraging knowledge gained through cultural encounters to communicate and work effectively, and to serve as cultural ambassadors between Taiwan and the U.S.

- ☐ **S2.1** Share some **general impressions** of the students in your classes; include one specific example of something you have observed that may affect students' learning of English.
- ☐ **S2.2** What have you noticed about your students' English **language proficiency levels** and how have you made adjustments to your classroom instruction?
- ☐ **S2.3** Based on your interactions in your community(ies) so far, what **insights** have you drawn from your classroom instruction and interactions at school?
- ☐ **S2.4** In what ways have the sociocultural contexts you interact with influence learning? What cultural understandings and biases have you identified? How do they impact your interpretation of EL needs and strengths?

Performance Indicator	Not Enough Information	Approaches the Standard	Meets the Standard	Exceeds the Standard
Standard 2: The Sociocultural Context:	The reflective report did not include enough information.	Demonstrates an initial understanding of how sociocultural contexts can influence learning and begins to identify personal cultural understandings and biases and how they impact the interpretation of ELs' needs and strengths.	Demonstrates a clear understanding of how sociocultural contexts can influence learning, and the ability to identify and describe personal cultural understandings and biases and how they impact the interpretation of ELs' needs and strengths.	Demonstrates a clear understanding of ELs' region-specific characteristics, and the ability to identify and describe personal cultural understanding and biases and how they impact the interpretation of ELs' needs and strengths.

Standard 3: Planning and Implementing Instruction

ETFs plan supportive environments for ELs, design and implement standards-based instruction using evidence-based, interactive approaches; make instructional decisions by reflecting on individual EL outcomes and adjusting directions; demonstrate an understanding of collaboration with colleagues to support ELs' acquisition of the English language and literacies in the content areas; and use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELs.

- ☐ **S3.1** Describe a lesson that was **interactive** and resulted in student learning; then describe a lesson that did not go well and reflect on what you learned.
- ☐ **S3.2** Describe how you **communicate** with your **co-teachers**: include examples of experiences that were rewarding and that were challenging.
- ☐ **S3.3** In what ways are you and your co-teacher **differentiating** lessons for those who need enrichment or those who need additional support?
- ☐ **S3.4** Describe a recent lesson in which you successfully managed a positive learning environment; then describe a lesson where there was a breakdown in **classroom management** and what you might do in the future.
- ☐ **S3.5** Discuss the ways in which you have collaborated with other educators. ☐ **S3.6** Describe a time in which you planned and adjusted instruction that was scaffolded, using evidence-based, developmentally and culturally appropriate interactive approaches.

Performance Indicator	Not Enough Information	Approaches the Standard	Meets the Standard	Exceeds the Standard
Standard 3: Planning and Implementing Instruction	The reflective report did not include enough information.	Demonstrates an understanding of collaboration and planning to support ELs' learning of both language and content.	Demonstrates the ability to collaborate with other educators and families, and the ability to plan and adjust instruction that is scaffolded, using evidence-based, developmentally and culturally appropriate interactive approaches.	Demonstrates ongoing collaboration and instructional decision-making that is scaffolded, using evidence-based, developmentally and culturally appropriate interactive approaches.

Standard 4: Assessment and Evaluation

ETFs apply assessment principles to analyze and interpret multiple and varied assessments for ELs, including observations, and language proficiency assessments that may be informal and brief; understand how to analyze and interpret data to make informed decisions that promote English language and content learning; and understand the importance of communicating results to other educators, ELs, and ELs' families.

- ☐ **S4.1** In what ways are you and your co-teacher differentiating lessons for those who need enrichment or those who need additional support?
- ☐ **S4.2** How have you used informal assessments to determine and modify ELs' language learning instruction?

Performance Indicator	Not Enough Information	Approaches the Standard	Meets the Standard	Exceeds the Standard
Standard 4: Assessment and Evaluation	The reflective report did not include enough information.	Demonstrates some knowledge of informal assessments and attempts to use that knowledge to determine ELs' language learning goals.	Demonstrates knowledge of informal assessments and the ability to use that knowledge to determine and modify ELs' language learning goals.	Demonstrates ongoing use of informal assessments from multiple sources and instructional modifications/ differentiation based on those assessments.

Standard 5: Cultural Ambassador/Professionalism

ETFs demonstrate professionalism by collaborating with other educators, engaging in self-assessment and reflection, and pursuing continuous professional development and personal growth through service, and serving as cultural ambassadors while interacting with the Fulbright program, schools, and local communities.

- ☐ **S5.1** Describe a time when you modified your **English instruction** to make your message understandable to the students without relying on Eng-Chn translation by you or the LET.
- ☐ **S5.2** Describe how you **communicate** with your **co-teachers**: include examples of

experiences that were rewarding and that were challenging.

- ☐ **S5.3** In what ways are you and your co-teacher **differentiating** lessons for those who need enrichment or those who need additional support?
- ☐ **S5.4** Describe the ways in which you have demonstrated professionalism both in collaboration and in self-assessment and personal development.
- ☐ **S5.5** In what ways do you display the characteristics of a cultural ambassador? Provide examples.

Performance Indicator	Not Enough Information	Approaches the Standard	Meets the Standard	Exceeds the Standard
Standard 5: Cultural Ambassador/ Professionalism	The reflective report did not include enough information.	Demonstrates professionalism in some areas of collaboration, self-assessment and development, and begins to display the characteristics of a cultural ambassador.	Demonstrates professionalism in all areas of collaboration, self-assessment and development, and displays the characteristics of a cultural ambassador.	Demonstrates professionalism in all areas of collaboration, self-assessment and development, often going above and beyond, taking initiative in serving others and fulfilling the role of a cultural ambassador.

Part II Culture/Community-based Prompts

Select and respond to one of the following. You should answer 2 different prompts over the course of the semester (1 prompt per report).

Culture/Community-based Prompts

- ❑ **P2.1 Social Responsibility:** What experiences have you had so far that have either (a) influenced your understanding of global interdependence *or* (b) expressed your own social concern for others, for society, and/or for the environment?
- ❑ **P2.2 Visual Description:** Attach a photo of your favorite moment in Taiwan. Write about what made this your favorite moment and what you learned from the experience.
- ❑ **P2.3 Personal Goal Setting:** What are your personal goals for the first semester both inside and outside of the school or classroom?
- ❑ **P2.4 Academic Self-Concept:** International opportunities can bring about a newfound awareness of one's academic or professional abilities. How has this international experience impacted your abilities and confidence and what have you learned about yourself and your future career or academic studies?
- ❑ **P2.5 Global Competence:** In intercultural encounters, it is important to have an open mind while actively seeking to understand the cultural norms and expectations of others and leveraging this gained knowledge to interact, communicate, and work effectively outside your comfort zone. What experiences have you had that have forced you to recognize your limitations to engage successfully in intercultural encounters?
- ❑ **P2.6 Global Civic Engagement:** International experiences often encourage students to recognize local, state, national, and global community issues and to respond through actions such as volunteerism, activism, and community participation. Have you had experiences that have allowed you to partner with the local community to do something about local or global community needs? If not, where might you like to extend such efforts?
- ❑ **P2.7 Cultural Immersion** Describe a cultural highlight at your school or in your community. What was it? What cultural insights did you discover from this experience? Did this lead to any personal discoveries? You are welcome to include pictures, videos, audio, etc. as part of this prompt.
- ❑ **P2.8 Cross-Cultural Communication** You may encounter LETs with different teaching philosophies, methodologies, and approaches from your own. Describe a situation where you successfully navigated and collaborated across different educational philosophies. What communicative strategies, skills, and techniques did you utilize? What was the end result?
- ❑ **P2.9 Cross-cultural Relationships:** How have your relationships with people in your community grown/developed/changed since your arrival? Please provide a specific example.
- ❑ **P2.10 Diversity:** What kinds of diversity have you noticed in your schools or communities, and what diversity challenges and opportunities have you noticed in your cohort?
- ❑ **P2.11 Self Evaluation:** What color best describes you for the past two weeks? Why did you pick this color? How does this color make you feel? What does this color make you think of?
- ❑ **P2.12 Culture Shock:** Describe some experiences you have noticed that differ from your own personal expectations and norms? How are you planning to help yourself to adjust?
- ❑ **P2.13 Self Care:** Among the five senses, what have you observed yourself using the most to help you relax? Share an example.