



**DEG**

División  
Educación  
General

**PIAP**

Programa  
Inglés Abre  
Puertas

**April & May 2021**

# **Guided Teacher Reflection**

## **English Teachers Network**

Ministry of Education

English Opens Doors Program

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# Teacher Reflection Guidelines & Focus Questions



## Introduction

The purpose of the questions contained within is to guide teacher reflection and discussion regarding specific topics of interest based on ETN members' feedback. These questions are not meant to be used exclusively for these meetings. You may find that some questions are more relevant than others. **All questions do not need to be addressed during your meeting.** Rather, these are **suggested** topics to discuss. You may find one question initiates others that are not on the list. Please share your thoughts and your discussions with us!

We suggest you choose **no more than 3 questions** for the group discussion and assign the roles for facilitating the effective communication according to your ETN meeting structure. There is also a suggested Plan for ETNs to guide their sessions. [See Appendix 1.](#)

The topics for reflection are aligned to the **"Marco para la Buena Enseñanza"** [See Appendix 2.](#) and Teachers' Academy's themes.

# April - May 2021

Topic:

## Formative Assessment Section 1



### Please note:

Formative Assessment is assessment FOR learning while Summative Assessment is assessment OF learning.

Formative assessments are used to inform and drive your everyday instruction for the purpose of improving student learning.

The following 3 sets of discussion prompts will guide your group reflection. Choose at least one question from each box.

## Discussion questions



### 1. Watch this video to discuss the following prompts ([Video 1](#)).

**A.** In the video, the teacher mentions using both **written** and **verbal feedback** as a form of formative assessment. She demonstrates an example by pointing to a visual on her whiteboard indicating "I can do it!" "I'm nearly there!" and "I'm not sure yet."

Now, based on the example given, elaborate on a formative assessment activity you commonly use with your students.

**B.** In the video example outlined above, the teacher explains that she uses student responses to "**redirect lessons to better support them**". Discuss how you use formative assessments to inform your teaching practices.

**2. Read the attached excerpt on Formative Assessment taken from Mineduc guidelines (Appendix 3) and answer the following questions. You can find the full version doc. on this [LINK](#).**

- A.** Why is it so fundamental to incorporate formative assessment in the teaching and learning process? What is the role of students in this process?
- B.** Based on the four strategy dimensions presented in the Mineduc guidelines, describe a current strategy you use to include students in the learning process.

**3. Thinking about the challenges faced by teachers and students alike during the pandemic:**

- A.** How have you conducted formative assessments in your online classes?
- B.** What, if any, professional development opportunities have you received in conducting formative assessments in an online environment?

# Discussion Topic - Section 1

## Comments, Questions, and Concerns

Use the shapes to record your comments, thoughts, ideas as well as your questions and concerns about Formative Assessment Section 1.

**Any comments, thoughts, or ideas you would like to share regarding Formative Assessment Section 1?**



**What questions do you have about Formative Assessment Section 1?**



**Any Concerns moving forward with Formative Assessment Section 1?**



# April -May 2021

## Topic:

## Formative Assessment Continued Section 2

To prepare for the May discussion, use what you have discussed and learned during this meeting to implement one new Formative Assessment routine into your daily lessons. You may use one of the ideas presented in the resources provided during the April discussion or locate/design one of your own. The idea is to try something new and stick with it until the next meeting. You will then share your experience with your colleagues.

In May, elaborate on the new Formative Assessment routine you implemented based on the videos, readings, and discussion you had in the previous session and share your experience with your colleagues.

Questions below are for guidance only. They are meant to support your reflective process.

1. How much time did you spend preparing, adapting, and/or using the new Formative Assessment tool during a lesson?
2. What resource did you use to choose the Formative Assessment (web link, book, article, etc.)?
3. What results in student achievement and engagement have you seen since implementing the Formative Assessment?
4. How have your students responded to the Formative Assessment tool? Why do you think they responded that way?



## Discussion Topic - Section 2

### Comments, Questions, and Concerns

Use the shapes to record your comments, thoughts, ideas as well as your questions and concerns about Formative Assessment Section 2.

**Any comments, thoughts, or ideas you would like to share regarding Formative Assessment Section 2?**



**What questions do you have about Formative Assessment Section 2?**



**Any Concerns moving forward with Formative Assessment Section 2?**



# Appendix 1

## Suggested ETN monthly meeting structure

Considering the current situation and challenges that online modality has triggered, we encourage and motivate you to cover at least two fundamental components during meetings: **Pedagogical reflection** and **Peer learning & collaborative work**. More importantly, we strongly suggest that you revise your **ETNs needs and concerns** every session at any time you consider suitable during the meeting. This is part of ETNs dynamics.

Components of the session	Time suggested	Key aspects to consider
Welcome and introduction	10 minutes	<ul style="list-style-type: none"> <li>→ Introduce the agenda (ideally previously sent to the teachers along with the reflection guidelines and link for the online meeting on time)</li> <li>→ Have ice-breakers activities (short ones 5-10 minutes). This can help warm-up the session and welcome new members.</li> </ul>
Pedagogical Reflection	30 minutes	<ul style="list-style-type: none"> <li>→ Have a facilitator who can help organize teachers' talk turns and someone who can take notes and keep records of the meetings.</li> <li>→ Make the most of the time discussing and exchanging ideas that contribute to enhancing your reflection and practice as a teacher.</li> </ul>
Peer learning and collaborative work	30 minutes	<ul style="list-style-type: none"> <li>→ This time is an opportunity for working collaboratively with peers. For sharing, revising, and/or designing e-learning material, such as games, handouts, rubrics, etc.</li> <li>→ Time to share meaningful material and resources you have created and/or tried out.</li> </ul>
ETN needs	15 minutes	<ul style="list-style-type: none"> <li>→ State and discuss your main concerns and needs. (Can be done at any part of the session you consider suitable)</li> </ul>
Closing	5 minutes	<ul style="list-style-type: none"> <li>→ Wrap up and review main ideas, reflections, agreements, and/or friendly reminders.</li> </ul>
<b>Total time suggested</b>	<b>90 minutes</b>	



# Appendix 2

## Pedagogical reflection and its connection with the MBE

The topic is related to the following competency descriptors presented in the **MBE** framework:

MES	DOMINIO BASE RDI	CRITERIOS DOMINIO BASE	TÓPICOS DE REFLEXIÓN REUNIONES RDI	DOMINIO DEL TÓPICO	CRITERIO DEL DOMINIO	DESCRIPCIÓN DEL DOMINIO
ABR - MAY	D RESPONSABILIDADES PROFESIONALES	<p><b>D1:</b> El profesor reflexiona sistemáticamente sobre su práctica.</p> <p><b>D3:</b> Asume responsabilidades en la orientación de sus alumnos</p> <p><b>D5:</b> Maneja información actualizada sobre su profesión, el sistema educativo y las políticas vigentes.</p>	ASSESSMENT	A	A5	Las <b>estrategias de evaluación son coherentes</b> con los objetivos de aprendizaje, la disciplina que enseña, el marco curricular nacional y permite a todos los alumnos demostrar lo aprendido.
				C	C6	<b>Evalúa y monitorea el proceso</b> de comprensión y apropiación de los contenidos por parte de los estudiantes

# Appendix 3

## Excerpt from Mineduc Guidelines on Formative Assessment

Excerpt Page 18

4

### ¿CÓMO SE PONE EN PRÁCTICA LA EVALUACIÓN FORMATIVA?



#### PREGUNTAS PARA GUIAR LA LECTURA

¿Cómo se ve la evaluación formativa en el aula? ¿De qué manera se entrelaza esta con la enseñanza y el aprendizaje?

¿Qué tipos de estrategias dan cuenta de que se está usando formativamente la evaluación? ¿Cómo podemos incorporarlas más en nuestra práctica pedagógica habitual?

Excerpt Page 19

El proceso de evaluación formativa pretende articular el proceso de enseñanza-aprendizaje con el fin de que estudiantes y docentes puedan responder a las siguientes preguntas: ¿hacia dónde voy? (¿qué objetivo de aprendizaje espero lograr?), ¿dónde estoy ahora? (¿cuán cerca o lejos me encuentro de lograr ese aprendizaje?) y ¿qué puedo hacer para llegar a donde tengo que ir? (¿qué pasos tengo que dar para acercarme a ese aprendizaje?).

Para abordar estas preguntas se pueden utilizar diferentes estrategias. En esta sección se presentan cuatro estrategias de evaluación formativa en el aula que, usadas en conjunto y sistemáticamente, dan a la evaluación en la sala de clases un mayor uso pedagógico. Estas son:

- Compartir los objetivos de aprendizaje y sus criterios de logro.
- Diseñar y realizar actividades que permitan evidenciar el aprendizaje.
- Retroalimentar efectiva y oportunamente.
- Dar oportunidades para la autoevaluación y coevaluación.



Figura 1. Preguntas y estrategias centrales de la evaluación formativa.

La figura 1 ilustra cómo se relacionan las estrategias de evaluación formativa con estas preguntas: visualizar "Hacia dónde voy" requerirá trabajar con los y las estudiantes para que comprendan los objetivos de aprendizaje y sus criterios de logro; para entender "Dónde estoy" habrá que realizar actividades de aprendizaje y evaluación que generen evidencia sobre el lugar en el que se encuentran los y las estudiantes en su trayectoria hacia el aprendizaje que se busca lograr; efectuar acciones para acercarse al objetivo ("Cómo llego") implicará retroalimentar de manera oportuna a los y las estudiantes considerando sus características y necesidades, y ajustar la práctica pedagógica para apoyarlos del mejor modo posible. Por último, la cuarta estrategia de evaluación formativa de auto- y coevaluación cruza transversalmente y es alimentada por las tres estrategias mencionadas.

Los y las estudiantes son diferentes y presentan necesidades que pueden ir variando a lo largo de su trayectoria escolar, por lo que todos ellos y todas ellas comienzan los procesos de aprendizaje desde distintos puntos de partida, como también ilustra la figura 1. Sin embargo, existen expectativas y Objetivos de Aprendizaje comunes para el conjunto de estudiantes, que han sido definidos en el Currículum Nacional. Para avanzar hacia estos objetivos, las y los estudiantes pueden transitar por distintas rutas de aprendizaje, proponerse diferentes metas intermedias y necesitar variados tipos de apoyo. Como se verá en esta sección, integrar la evaluación al proceso de enseñanza-aprendizaje es fundamental para visibilizar lo que los y las estudiantes necesitan para aprender, así como para poder tomar decisiones pedagógicas pertinentes y oportunas en apoyo a ellas y ellos.



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