Beginning Teacher Support Series

Induction Seminar #3

Reflective Practice

Facilitator Guide

Induction Seminar #3:
Reflective Practice

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Direct questions regarding this Beginning Teacher Support Seminar to
the DPI Licensing, Educator Advancement and Development Team.

What, Why, How?

WHAT is this?

This professional development resource is part of DPI's Induction Essentials resource library. This is the third seminar in a series of three beginning teacher, ongoing orientation resources available to districts to support local efforts to meet PI 34 requirements which require districts to provide "ongoing orientation" to beginning educators. Comprehensive induction programs include professional learning within learning communities for beginning teachers as guided by research, teaching and content standards, district instructional priorities, and the developmental needs of beginning teachers to advance quality instruction and the learning of every student (NTC Teacher Induction Program Standards, 2018).

WHY has it been produced?

Wis. Admin. Code sec. PI 34. 040 (5)(a) requires districts provide ongoing orientation and support which is collaboratively developed by teachers, administrators, and other school district stakeholders.

HOW might this seminar be used?

Mentors and professional development leaders can use this resource within districts to provide ongoing, timely professional development aligned with the Educator Effectiveness System (EE) timeline.

WHO is the intended audience?

This professional development series is designed for teachers serving in their first three years of teaching. DPI developed these resources to ensure that ongoing professional development is available to beginning teachers statewide.

HOW much time will be needed?

Allow two hours and thirty minutes to facilitate Seminar 3. The start of each section includes an approximate time requirement for the section. Facilitators may divide the material and present it in segments as appropriate to their context.

Note: This seminar will require less time if participants established Community Agreements during an earlier Beginning Teacher Seminar.

WHAT are the intended outcomes?

- I can self-assess practice based on evidence.

- I can articulate the importance of, and identify evidence sources.

- I can plan for student reflection within my lessons.

- I can reflect on my professional growth and determine next steps.

Resource Materials and Preparation

Review this guide thoroughly prior to facilitating with a group. Take note of key messages and anticipate EE System, model-specific modifications and/or common questions in advance of the training.

Using the guide:

- Follow all instructions indicated as "Facilitator Instructions" in bold text.

- Use "Script" language (in italics) as a guide for delivering key messages to participants.

Facilitators will need:

- This Facilitator Guide

- Induction Seminar #3 slide deck PDF - To present slides in Adobe Acrobat, select "View">"Full Screen Mode" and use the arrow to move through slides

- Induction Seminar #3 Participant Packet PDF

- Developing Community Agreements PDF

- Large chart paper and chart markers

Participants will need:

- Access to the internet.
- Their Educator Effectiveness Self-Review (used as part of this seminar).
- A full copy of the applicable professional practice rubrics (you may request that participants bring the appropriate rubric to the training, or provide opportunity within the seminar for participants to access the full document). See below:
    - DPI Model: Danielson Framework for Teaching
    - DPI Model: Pupil Services and Specialists
    - CESA 6 Effectiveness Project: Effectiveness Project Standards

Recommended Preparation Prior to Training

- Download and print the Participant Packet.
- Arrange the room to accommodate partner and group discussion.
- Confirm internet access for all participants and test all web links (the seminar relies heavily on web-based materials).
- Set up specified areas in the room as outlined in the Connector document (Participant Guide, page 1).
- Prepare chart paper with an example of the GOGO grid (Participant Guide, page 8).
- Communicate the start/end times and materials required for the seminar to all participants.

Rationale: The Getting Started section of the seminar is important for setting the tone and building trust among the participants. Connecting participants to the learning at the start of the seminar (slide 3, Connector) provides grounding for the work and taps into their prior knowledge. Participant information within the Connector helps facilitators get to know the participants and highlights prior knowledge, misconceptions, and potential adjustments needed to meet their needs.

Slide # / Title	Facilitator Instructions and Script
1 Title Slide	**Facilitator Instructions:** Welcome participants and thank them for their participation.
2 Part I	*Script: There are three parts to this seminar. We will start with some introductions, housekeeping, and foreshadowing, followed by a standards-based learning section. We will close with reflection and feedback.*
3 Connector	**Facilitator Instructions**: Invite participants to turn to the Connector template on page 1 of the Participant Packet. *Script: You are close to the end of your school year. Do you ever catch yourself thinking of movie scenes as you reflect on memories? Like the memes we see on Instagram, relating the life of a teacher to scenes from a movie?* *If you had to choose a movie that best describes the year, what would it be: Terminator, Fast and Furious, The Titanic, It's a Wonderful Life, or Kindergarten Cop? Why?* **Facilitator Instructions:** Provide 3 minutes to reflect, identify a selection, and provide a rationale.

| 4 | Movie Introductions | **Facilitator Instructions:** Point out the areas of the room identified for each movie (see seminar preparations). |

Script: When I give the signal, move to the location in the room that matches your movie selection, introduce yourself to another member of the group, and share your selection and rationale.

You will have 10 minutes in groups. At the end of that time, we will do a whip-around introduction. Prepare to introduce your partner by name, preferred pronoun(s), and district.

Facilitator Instructions: If facilitating this seminar in district, modify the instructions so that participants use grade level or subject for the introductions. Allow time for movement, and 5 minutes for partner discussion. In the event of uneven numbers, encourage them to form triads.

When time is up, whip-around the room and ask that they introduce their partner to the group.

| 5 | Seminar Outcomes | *Script: This seminar focuses on reflective practice, which is a cornerstone of continuous improvement. While reflection is important to end-of-year activities, it's a routine practice of effective educators. Reflection has shaped conversations with your mentor, colleagues, and principal throughout the year. In preparation for the Educator Effectiveness End-of-Cycle Summary conference, you will review your Educator Effectiveness Plan (EEP) goals, and prepare for discussion with peers and your evaluator. Today's exploration of reflective practice will explore the use of evidence to inform reflection and identification of next steps. Additionally, we will examine student-centered reflective practice as described in the professional practice standards.* |

The learning targets for this session include:
- o *I can self-assess practice based on evidence.*
- o *I can articulate the importance of, and identify evidence sources.*
- o *I can plan for student reflection within my lessons.*
- o *I can reflect on my professional growth and determine next steps.*

The outcomes are on page 2 of your Participant Packet. We will revisit them throughout the seminar.

6	Agenda	*Script: We will achieve these outcomes through the following agenda.*

7	Agreements	**Facilitator Instructions:** To facilitate this activity, you will need to access the [Developing Community Agreements](#) instructions from the National Equity Project.

Note: If the participant group attended earlier DPI Beginning Teacher seminars, you may use this time to remind them of the previously established agreements.

Rationale: Developing community agreements is a powerful strategy for coalescing a group into a team. The process of constructing agreements is often more important than the product. Agreements come from a consensus-driven process to identify what every person in the group needs from each other and commits to each other to feel safe, supported, open and trusting. As such, they provide a common framework for how people aspire to work and be together as they take transformational action. (National Equity Project, Developing Community Agreements).

Script: Research clearly demonstrates that "isolationist teaching" does not produce the student learning results that effective collaboration with colleagues does. This seminar will engage you in collaborative work with your peers. The seminar functions as a safe space to share and learn from each other. For that to happen we must establish agreements as a learning community.

Facilitator Instructions:
- o Read the slide, or invite a participant to read it aloud.
- o Select a method for establishing your community agreements, and proceed in creating the agreements. This activity will take up to fifteen minutes.
- o Before moving on, show participants that the directions for community agreements are on the resources page and encourage them to use this activity in their classrooms as appropriate.
- o Include any other operational norms typical for your context: use of technology, adult needs, etc.

Rationale: This part of the seminar focuses on key components/indicators within the professional standards frameworks (Danielson FfT and Effectiveness Project Standards). Identification of the components/indicators helps participants to make connections to their Professional Practice Goals, and encourages continued instructionally focused conversations with their mentor.

8	Part 2	**Facilitator Instructions:** Slide #9 highlights relevant domains and components from the DPI model professional practice framework: the Danielson Framework for Teaching (FfT).

Slide #10 highlights relevant standards and indicators from the CESA 6 Effectiveness Project professional standards. Show both slides if your participant group is mixed.

If all participants use the same model, simply skip the non-applicable slide.

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9 DPI Framework

Facilitator Instructions: This slide is specific to the DPI model. The next slide is specific to the CESA 6 Effectiveness project. Dependent upon your group, use one or both slides.

Script: Let's examine the components/indicators that are central to our learning. You will find the focus components/indicators for today's seminar on pages 2-3 of your Participant Packet. I encourage you to continue discussion around these standards with your mentor.

Facilitator Instructions: Dependent on your audience, review the relevant components from the appropriate slide(s). Allow time (5 minutes) for participants to review the domains, components, critical attributes within their rubrics, noting and understanding the differences between levels.

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10 EP Project Standards

Facilitator Instructions: This slide is specific to the CESA 6 Effectiveness Project. Dependent upon your group, use this slide, the previous (DPI Model), or both.

Script: Let's examine the components/indicators that are central to our learning. You will find the focus components/indicators for today's seminar on page 4 of your Participant Packet. I encourage you to continue discussion around these standards with your mentor.

Facilitator Instructions: Dependent on your audience, review the relevant components from the appropriate slide(s). Allow time (5 minutes) for participants to review the domains/components within their rubrics, noting and understanding the differences between levels.

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11 Reflective Practice

Script: *Reflection, the practice of studying your own experiences to improve the way you work, is an important professional practice. Reflective practice does not come naturally to everyone but professional conversations and engagement in continuous improvement cycles helps develop and nurture reflective practice.*

DPI designed the EE cycle as a continuous improvement process. Reflection plays a key role in the cycle as we engage in ongoing review of student data, collaborate with others, examine SLO evidence, and adjust our instructional practices to better support students.

Facilitator Instructions: Be cognizant of your participants' varied school contexts. Not all participants will have the same levels of support for EE tasks and may express frustration. As facilitator, you may need to deter comments of negativity and re-direct participant focus to the potential of the EE System to support and nurture professional growth.

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12 Reflecting

Script: *Turn to page 5 in your Participant Packet to find the template for this reflection.*

Examine the self-review you completed at the beginning of the year as part of the Educator Effectiveness Cycle. If you do not have it with you, you can still participate in this activity! Identify components/indicators featured in today's seminar, or others that were challenging over the course of the year and have improved.

Pick 1-2 components in which you assessed yourself below proficient/effective on the self-review. Reflect on these questions:

- o *Who/what helped you to build your capacity in challenging areas?*

- o *What was it about the feedback you received that helped you to grow and develop in this area?*

- o *How has feedback and reflection informed your instruction?*

Facilitator Instructions: Allow 7–10 minutes time for participants to both review and consider questions, and share reflections with an elbow partner.

Invite them back for large-group sharing, asking volunteers to share responses to the first two questions:

- o Who/what helped to build your capacity?

- o Specifics regarding effective feedback.

There are two important takeaways from this debrief:

- o The importance of support systems (mentors, colleagues, and supervisors/evaluators).

- o The quality of feedback (specific, actionable, timely).

- o The importance of ongoing databased reflection to inform instruction.

If these do not surface in the share- out, present them to the group before moving on.

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13 Evidence

Facilitator Notes: Slides 13–18 focus on evidence of practice. There are context slides, followed by an activity. The total estimated time for this block of content is 45 minutes.

Script: Continuous improvement cycles represent intentional instruction that involves databased goal-setting, implementation of new strategies to support achieving the goal, collection of evidence related to goals (e.g., student and teacher), reflection, and revision of instructional strategies to continue moving forward (and repeat). Some refer to this type of work as a Plan-Do-Study-Act process. Effective educators engage in this process throughout the year. The study—reviewing and reflecting – allows educators to make timely, responsive adjustments to instruction to improve student outcomes.

Facilitator Instructions: Review the slide content to illustrate that evidence comes from two sources: observations and artifacts.

Script: Within the End-of-Cycle Summary conference, your evaluator will summarize the evidence collected during observations, and from artifacts curated over the course of the EE Cycle to support EEP goals. The Summary Conference is an opportunity for you to speak to your professional growth, and present evidence to support it. Your mentor can

assist you with the identification of evidence in preparation for the conference.

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14 Importance of Evidence

Script: Evidence serves an important function. As teachers, you look to evidence to assess your students and determine next steps related to support and instruction. As a practitioner, you use it to examine your own practice and plan next steps for growth.

DPI designed the EE System for professional growth. As such, you will use evidence to assess your current levels of practice and as the basis for specific, actionable feedback supportive of continuous improvement.

Evidence:

- o *Grounds conversations about teaching in actual events, in actions or statements, in artifacts, or in teacher decisions.*

- o *Minimizes bias and/or subjective assessment in educator evaluation.*

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15 Curating Evidence

Script: Turn to page 6 of your Participant Packet, to locate a sample lesson plan.

This is a streamlined sample of a much larger lesson plan. It comes from a website of teacher-authored lesson plans. Use caution in pulling lessons from websites, as they may not be standards-aligned or reflective of your district's priorities. This lesson does not necessarily represent an example of high quality. It is included for the purposes of evidence identification (See author credit at the bottom of the page, as well as the website).

*A lesson plan serves as an **artifact** that provides **evidence** of practice related to the multiple components or indicators within the professional framework (FfT/EP Standards). What practice evidence can you find within this lesson?*

Facilitator Instructions: read instructions on slide.

Provide 5 minutes for individual exploration, and then **5 minutes** of table talk to compare thoughts.

Invite them back to larger group. Invite volunteers to share out ideas with the larger group.

| 16 ACTIVITY: GOGO | **Facilitator Instructions**: Each square on the GOGO template features components (FfT) and Indicators (EP) featured within the Beginning Teacher Seminar Series. There is alignment in the standards provided in each square. Therefore, participants do not need to be concerned with the EE System model. |

Script: The goal of this activity is to mingle with others in the room and exchange ideas for potential evidence sources related to each of the Framework for Teaching/Effectiveness Project Standards featured within the seminar series. There is alignment in the standards provided in each square. You do not need to be concerned about which Educator Effectiveness System model you discuss. Exchange one idea with a partner, and move on to meet and exchange with another to fill the grid.

Facilitator Instructions: It will be helpful to model this activity before beginning.

- "Think out-loud" and identify one type of evidence for the first square on the grid.

- Approach a participant and model the exchange "Hello, I'm ...... I use a lesson plan to demonstrate evidence that I know my students. I use formative assessment and student interest to plan for flexible groups. It also demonstrates that I use differentiated instruction as it indicates modifications that I will make to support their learning." Ask, "What did you have as an example?"

- Move on to another to show movement after each exchange.

- Ask what questions they have regarding the activity.

Allow up to 15 minutes for circulating and sharing ideas. Once time is up, ask that they thank their partner and return to their seats.

Debrief (5 minutes)

Finish the activity by filling in a chart paper example of the grid with examples elicited from the group. Highlight and circle any duplicate examples of evidence, pointing out the examples as evidence to supports multiple components/indicators.

Note: Some districts may require certain artifacts. Before moving on, ask that they consider any district-required artifacts, and how they might provide evidence to multiple components.

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17 Hi-Leverage Evidence

Script: The key to evidence collection is to work smarter, not harder.

Think, "Less is more" when considering the evidence you've collected to date. Consider artifacts that you can tie to multiple components/indicators such as those seen in multiple squares on the Give-One-Get-One grid.

High-leverage evidence is evidence that aligns to multiple components/indicators. When possible, use high-leverage artifacts or evidence sets to document practice.

Facilitator Instructions: Carefully selected, relevant artifacts are important to both models. It's important to curate high-leverage artifacts to reduce burden for both the teacher and the evaluator.

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18 Evidence Sets

Script: Let's consider the sample lesson plan from earlier in the seminar. Teachers in their Summary Year of the Educator Effectiveness Cycle undergo observation and engage in both a pre- and post-observation conference. A set of evidence accompanies those events.

The events yield sets of evidence that allow both you and your evaluator to assess current levels of practice related to multiple components. Look to these events as a prime opportunity to curate evidence for use with the EE process, and to set goals for ongoing continuous improvement between events.

Facilitator Instructions: Reference the user guide examples of evidence (DPI Model Teacher User Guide, pages 60–72, and TEPS Guidebook pages 12–13).

Direct attention to pages 7–8 of the Participant Packet which include examples of high-leverage artifacts and evidence sets (geared toward the FfT) as well as EP guiding questions for the documentation log. Provide time for participants to review their respective EE User Guides.

Script: Pages 7–8 in your Participant Packet contain examples of evidence and a summary of the terms. The combination of artifacts and

observed practice over time provides evidence from which to reflect and determine next steps for growth.

Ask, "What questions might you have around evidence?"

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19 Student-Centered

Script: As you know, the critical attributes of each component and standard found within the professional practice frameworks become increasingly student-centered as you move towards effective and distinguished practice.

As you reflect, consider the degree to which you foster student ownership for learning within your own practice. As students begin to identify learning targets, self-assess, reflect and identify next steps, they invest in and own their learning. To complete our exploration on reflective practice, we will dig deeper into student-centered reflection to understand how we might strengthen these practices.

Facilitator Instructions:

Click the link to play the short video clip, "*Be Sure To:" A Powerful Reflection Strategy* (1:39), from the Teaching Channel (https://www.teachingchannel.org/video/student-goal-setting).

Ask, "What stood out to you about this strategy?"

Possible answers include:

- o   Reflection does not need to be formal, nor does it need to be identified as reflection.

- o   Formative assessment informs reflection.

- o   Students that self-assess can use that information to inform next steps.

- o   The students using this strategy were able to personalize their understanding of their learning.

- o   Students' "me too" statements focused on things they know they might do.

20 Student Reflection (FfT)   **DPI model (FfT)**

Facilitator Instructions: There are two slides for this discussion. Use as appropriate to meet the needs of your audience.

Script: Practice becomes increasingly student-centered in Efficient/Distinguished levels of the rubric. Two components within the Instruction domain of the FfT (seen in the slide) speak to the students' use of evidence and reflective practice to determine their own current level of mastery.

Turn to your FfT rubric, and find the components listed on the slide. Take a moment to review the language of these components, including the critical attributes, and note the shift in language reflecting the students' ownership in their own learning.

Facilitator Instructions: Provide 2–3 minutes of reflection time.

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21 Student Reflection (EP)   **CESA 6 (EP)**

Script: Practice becomes increasingly student-centered in Efficient/Distinguished levels of the rubric.

Turn to your EP rubric and find the standard identified on this slide. Take a moment to review the language of the indicators and note the shift in language reflecting the students' ownership in their own learning.

Facilitator Instructions: Provide 2–3 minutes of review time**.**

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22 Reflection Strategies   **Facilitator Instructions:** Invite participants to turn to **page 11 of the Participant Packet**, and review the student reflection strategy samples.

Provide 5–7 minutes for participants to share and discuss the slide prompts as table groups, adding additional ideas on the space provided in their packets.

At time, or when conversation wanes, invite participants to share discussion, prompting them to identify adaptive approaches to accommodate learning needs and age range.

Part 3: Closure   Estimated time: 25 min

The closing portion of the seminar provides an important opportunity for the facilitator to emphasize key information, tie up loose ends, correct misunderstandings, and help participants translate their new learning into actionable classroom practice by creating an Individual Challenge Action Plan (ICAP).

23 Closing

Script: It's time to reflect on our learning today. First, let's revisit the seminar outcomes.

24 Outcomes Revisited

Script: As I read each outcome, reflect on today's learning and discussion, in order to self-assess your level of understanding and comfort in applying the learning to your practice

25 Windows & Mirrors

Facilitator Instructions: Divide the room into two groups: One *windows* (student reflection) and the other *mirrors* (self-reflection). Ask that they identify one key take-away related to their assigned group.

Invite them to find a partner from the opposite side of the room to meet, and exchange key takeaways. (Allow 5 minutes for exchange). Ask that they join another partnership (now a group of 4) to share thoughts. Allow another five minutes to exchange ideas.

When time is up, ask that they thank their group members and return to their seats. Move to ICAP action planning.

26 Reflection/Next Steps

Script: We will end our work together by making the commitment to apply some of our new learning. Turn to page 12 in your Participant Packet to find the Individual Challenge Action Plan (ICAP). We will use this to set some goals.

You may choose to share the plan with a mentor, instructional coach, or grade level colleagues to get feedback on your implementation, or revisit it later.

Facilitator Instructions: Allow up to 3–5 minutes for reflection and completion of the ICAP. If participants finish early, call their attention back to the larger group and invite volunteers to stand* and share their thoughts with the larger group. Close the session with a "stand and deliver." Adjust this activity accordingly for participants who may be unable to stand.

26 Closure

Facilitator Instructions: Thank participants for their time and energy. Invite them to complete the session evaluation located on the last page of the Participant Packet, and hand it to you prior to exiting the room.