Teachers As Reflective Practitioners

Harnessing Reflective Conversations as a Tool for Professional Growth

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Our Targets for Today

- Learn how to empower teachers to “talk about instruction” by fostering a culture of reflective practice with a lens on professional growth through teacher self-advocacy.

- Experience peer-to-peer reflective conversations that promote sense-making through inquiry-based questioning strategies that enhance meaningful discourse.

- Be inspired to conduct this meaningful professional learning in your own school and/or district.
The Why
Pick a point
Antecedent/Research-Based Strategies

Student Achievement

<table>
<thead>
<tr>
<th>Lucky</th>
<th>Leading</th>
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<tbody>
<tr>
<td>High results, low understanding of antecedents</td>
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<tr>
<td>Replication of success unlikely</td>
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<td>High results, high understanding of antecedents</td>
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<td>Replication of success likely</td>
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<tr>
<th>Losing</th>
<th>Learning</th>
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<tr>
<td>Low results, low understanding of antecedents</td>
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<td>Replication of failure likely</td>
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“One of the major messages from Visible Learning is the power of teachers learning from and talking to each other.”

— Hattie, J., 2013, Visible Learning For Teachers, Routledge, P.116

Effect size of 1.57
What is it?

Reflective Professional Conversations includes a teacher exploring an area of growth (advocacy), laying out their reasoning and encouraging the other to question it (inquiry).
What distinguishes a professional conversation is a shared commitment to revealing and unravelling the reasons behind teachers’ practice. No mere support group talk, this joint exploration of intent and impact demands honesty, rigor and respect.

Talk about Bias
Finding Spaces for Reflective Conversations

Clothesline Math

Hally Vang: How might you assess their understanding during and after the lesson?

Kerry Valdez: Reflecting on your lesson recall what questions created more student engagement?

Hally Vang: How are you using the whiteboards?
Supporting Reflective Conversations Between Peers

1. Physical Dynamics
Supporting Reflective Conversations Between Peers

2. Follow the Protocol

Advocacy Protocols:
- State your assumptions and describe the evidence that led to them (*Here’s what I think and here’s how I got there.*)
- Make your reasoning explicit (*I came to this conclusion because...*)
- Reveal where you are least clear in your thinking (*Here’s one aspect that you might help me think through...*)

Inquiry Protocols:
- Gently talk people through their assumptions (*What evidence do you have for that statement? Or... ”What leads you to say that?”*)
- Find out as much as you can about why they are saying what they’re saying (*Can you help me understand your thinking here?*)
A Model of Reflective Conversation
STOP

AND

Jot
Supporting Reflective Conversations Between Peers

3. Questioning

“Learning to ask powerful questions is central (to learning). If we ask enough of the right questions, people have their own aha.”

— David Rock (2006), QUIET LEADERSHIP: SIX S
Supporting Invitational Inquiry

### INVITATIONAL INQUIRY

<table>
<thead>
<tr>
<th>INVITATION</th>
<th>COGNITION</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>How might...</td>
<td>Predict</td>
<td>Outcomes</td>
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<tr>
<td>What would...</td>
<td>Recall</td>
<td>Curriculum</td>
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<tr>
<td>What are some...</td>
<td>Summarize</td>
<td>Instructional strategies</td>
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<tr>
<td>What might be some...</td>
<td>Identify</td>
<td>Student readiness</td>
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<tr>
<td>In what ways...</td>
<td>Describe</td>
<td>Student behavior</td>
</tr>
<tr>
<td>How might you...</td>
<td>Compare</td>
<td>Student work</td>
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<tr>
<td>What seem(s)...</td>
<td>Contrast</td>
<td>Student engagement</td>
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<tr>
<td>·</td>
<td>Prioritize</td>
<td>Performance standards</td>
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<td>Interpret</td>
<td>Assessment results</td>
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<td>Infer</td>
<td>Expectations</td>
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<tr>
<td>Conclude</td>
<td>Lesson</td>
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<tr>
<td>Generalize</td>
<td>Materials</td>
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<tr>
<td>Connect</td>
<td>Groups</td>
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<tr>
<td>Apply</td>
<td>Classroom climate</td>
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<td>Evaluate</td>
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#### EXAMPLES

- How might you (Invitation) compare (Cognition) this student's work with the performance standards? (Topic)
- Recalling (Cognition) your concerns (Invitation) what are some ways you addressed student behavior? (Topic)
- Given these assessment results (Topic) in what ways are you prioritizing (Invitation) next steps? (Cognition)

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The Elements of the Invitation:
- Attending Fully
- Approachable Voice
- Plural Forms
- Exploratory Language
- Nondichotomous Forms
- Positive Presupposition

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Syractical Substitutions:
- the------some
- could------might
- is-------seems
- why------what

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Reflecting on Advocacy

**Advocacy Protocols:**

State your assumptions and describe the evidence that led to them (*Here’s what I think and here’s how I got there.”*)

Make your reasoning explicit (*“I came to this conclusion because…”*)

Reveal where you are least clear in your thinking. (*“Here’s one aspect that you might help me think through…”*)
Swivl Pro supports Advocacy data collection
Supporting Reflective Conversations Between Peers

• **Invitation** for speculations:
  Structure questions around the *Would/if* format to prompt hypothetical thinking.

• Encourage **Cognitive** thinking to promote analysis:
  Ask questions about the teachers thinking (recall, identify) not just the event described or require comparison (compare, connect).

• Use **Plural Forms**:
  What are some...
  In what ways...
Time to “reflect” on the questions that moved the conversation “forward”
Professional Learning Ideas

Certificate of Personal Professional Development

attended District Reflective Conversations with Swivl Video
to inform their instructional practice.
6 Professional Development Units

GUSD Instructional Coaches
Reflecting on Our Day and Next Steps

What did we learn that promotes teacher advocacy today?

In what ways have we been reflective about instructional practice today? (Ah-ha)

After today, how will we continue to be a reflective practitioners?

How will our work today continuously impact student outcomes?

Reflective Practices Commitment Letter

 Possible steps to guide your thinking:

- I will continue to be an agent/advocate for my professional learning by ________
- My plan to be reflective in my practice includes ________
- I will continue to be a reflective practitioner by ________
- I will focus on student outcomes when I ________
- I want to remember ________ I will ________
Let’s Reflect

How might this Professional Learning Design work in your district?
STOP AND Jot
Take our 3 minute survey!

Your responses power our report.

SESSION ID: 1217

NOTE: Session ID should be in all CAPS and is case-sensitive.

kickup.co/2019LF
Feel free to contact us!

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