



# Reflections

## Guiding Questions for Reflection

In this exercise you will work with a partner to discuss your T2T collaboration experiences and practice using your communication skills.

You will work in pairs, selecting a partner from a different district or school. Then you will have a 5-minute discussion with your partner using one of the questions listed below.

Person A chooses a question from the list below, reflects, and then shares his or her thoughts; person B practices first, asking clarifying questions and then probing questions.

Partners take a moment to reflect on their discussion. Person A should then try to give examples of when person B asked clarifying questions and when person B asked probing questions.

Change partners when prompted and repeat.

Use the Communication Skills handout as needed.

Choose one of these topics and questions to guide your discussion.

1. Sharing your collaboration plan: What was the value of presenting your collaboration plan? What advice would you give other T2T leaders who are about to present their plans?
2. Recruiting and working with collaborating teachers: Describe your efforts to recruit or work with collaborating teachers. Who did you choose? What would you do differently?



# Wows and Wonders

## Protocol: Examining Our Work

This protocol is designed to help you gain understanding about your work, to promote reflective practice, and to learn from each other. The protocol can be used in schools to examine student work or educator practice. Until groups become familiar with the process, the facilitator should help participants rephrase or withdraw inappropriate comments or questions. It is essential that the facilitator does not let one person monopolize the discussion. Form groups of four to six participants and use the following protocol.

### Roles

**Presenter:** Shares his/her collaboration work, answers questions, and poses a question or problem for the group to provide feedback or analyze. (Use the Discussion Board post outlining your collaboration work.)

**Facilitator:** Keeps the process moving, explains the steps of the protocol, asks questions, listens, takes notes, and keeps time.

**Listeners:** Listen, takes notes, ask clarifying and probing questions, and reflect on the protocol. The listeners try to give feedback to the presenter and try to help the presenter analyze the issue or question that was presented. It isn't essential that the listeners solve the problem posed by the presenter.

## Protocol Steps

### Step 1: Introduction

The facilitator provides an overview of the protocol and its purpose. Time is established for each step. The facilitator clarifies what to do if the group is not staying within the time limits for each step of the protocol or if inappropriate comments are made.

### Step 2: Presentation

The presenter introduces the work. This includes an explanation to help colleagues understand the context and goal. Include anything else that is relevant. Then the presenter poses one or two questions he/she has about his/her coaching work. For example, "I am struggling with my desire to work on lesson improvement while my collaborating teachers want help with software programs."

### Step 3: Reflection

The group spends time in silent examination of the written work and the presentation. This is an opportunity for the participants to reflect and jot down notes or questions.

### Step 4: Clarifying Questions

Colleagues ask clarifying questions about the work. These questions help the reader



understand what the work consists of and how it was accomplished. The presenter answers the questions factually. (Clarifying questions are usually factual questions that can easily be answered by the presenter.)

#### **Step 5: Wows**

The presenter moves out of the discussion and silently takes notes during the Wows. Colleagues comment on the “wows” of the work. They state the understandings gained from looking at the work. They describe what the work demonstrates to them and what insights were gained.

#### **Step 6: Wonders**

The presenter continues to silently take notes listening for new ideas and perspectives. Colleagues comment on the “wonders” of the work using probing questions whenever possible. For example, “I wonder if you might have more time for coaching on lesson improvement if you held weekly tech sessions on how to use Microsoft Word tables or resizing a photo?”

Colleagues also comment on other pertinent questions the work brings up. They discuss how this influences their work as coaches and what could be done next time to deepen the quality of the interaction. The presenter is silent and takes notes.

#### **Step 7: Feedback**

The presenter has time to reflect on what he/she learned. The presenter reflects on how he/she may use the comments provided. What prompted him/her to think differently about the work presented? The presenter should not use this time to defend his/her work or further his/her actions.

#### **Step 8: Debrief**

Participants and presenter reflect on the protocol.

- What was helpful about the process?
- What was difficult?
- How could you use the protocol in other settings?



# DLC Spotlight

Resource Name:	Resource Name:	Resource Name:
Description of Resource:	Description of Resource:	Description of Resource:
Subject Area Addressed:	Subject Area Addressed:	Subject Area Addressed:
Grade level(s):	Grade level(s):	Grade level(s):
What problem could this resource address at my school:	What problem could this resource address at my school:	What problem could this resource address at my school:
What do I like about this tool and want to remember?	What do I like about this tool and want to remember?	What do I like about this tool and want to remember?
What challenges will I (or my collaborating teachers) have in using this tool?	What challenges will I (or my collaborating teachers) have in using this tool?	What challenges will I (or my collaborating teachers) have in using this tool?



# Gallery Walk

## Expectations

You will create a 7-10 slide PowerPoint presentation during the last session that describes your collaboration work this year. Your presentation should provide details about your collaboration, your collaborating teachers, and the steps you took to help them infuse DLC tools and/or resources into their classrooms. You should provide enough details so that other participants could reflect and learn from your experience. Your presentation will be shared in a Gallery Walk during our final session.

Use the storyboard below to help design your presentation. Use the questions below to guide your description of your collaborative work and progress toward meeting your goals.

Script	Pictures, Music, Artifacts <i>Royalty free music can be found at freeplaymusic.com or creativecommons.org)</i>
<p><b>Beginning: Your Collaboration Plan</b> Tell about yourself, and your collaborating teachers. Describe your goals and how you structured your collaboration work.</p>	
<p><b>Middle: Progress</b> Summarize your progress toward helping others use DLC tools and resources in the teaching and learning process. What can you show or tell? What can we see?</p>	



Script	Pictures, Music, Artifacts <i>Royalty free music can be found at freeplaymusic.com or creativecommons.org)</i>
<p><b>End: Reflection and Lessons Learned</b> What collaboration strategies worked well? What would you change next time? How do you plan to continue to grow in your role as a T2T leader?</p>	



# Reflecting On My Learning

**Directions**

Use this learning log to reflect on today's session in three key areas: coaching, technology integration, and lesson design. Try to answer these questions in your reflection:

*What did I learn?*

*How might I use this information?*

*How does this connect to past experiences?*

**Date:**

<p><b>Collaboration Skills:</b> (skills, strategies, or information applied to encourage collaborative inquiry into and improvement of professional practice)</p>	
<p><b>DLC Tool or Resource Integration:</b> (skills, strategies, or information applied to find ways that technology can add value to teaching and learning)</p>	
<p><b>Powerful Teaching &amp; Learning:</b> (skills, strategies, or information applied to development and improvement of curriculum and instruction)</p>	