REFLECTION CONVERSATION GUIDE

Welcome to the Measuring and Improving Student-Centered Learning (MISCL) Toolkit Reflection Conversation Guide!

This guide is intended to support the lead facilitator or facilitators in leading the reflection conversation. It includes some support and suggestions to assist your school team in (1) analyzing and reflecting upon all the data you collected from the MISCL surveys, student focus group, and classroom walkthrough and (2) thinking about changes in student-centered learning practices that you would like to see in the future and making a plan for how to get there.

Prior to this conversation, the lead facilitator(s) and the Toolkit administration team should have completed Stages 1, 2, and 3 of the User Guide and have their data ready to share with reflection conversation participants. This document outlines the steps to take to ensure that all participants are fully prepared to have a productive conversation and that the team is able to use this time and data as effectively as possible. These steps are provided in more detail in the pages that follow.

Steps Before the Reflection Conversation

STEP 1 — Recruit participants and schedule the reflection conversation

Reflection conversations create an opportunity to gather a wide range of perspectives that can be useful for understanding the data that you have gathered through the surveys, walkthrough, and student focus group. You will therefore likely have a richer and more detailed conversation if you recruit a variety of people, who might see things differently from one another or add new insights, to participate. Try to include school leaders, instructional staff, and students if possible, with the option of including parents or other community members. Consider including instructional staff who were part of the walkthrough so that they can share their observations when the group discusses findings from

Before the Reflection Conversation

STEP 1
Recruit participants and schedule the reflection conversation

STEP 2
Distribute data to participants a week or more prior to the reflection conversation and instruct them to explore the data independently

STEP 3
Create an outline for the reflection conversation

During the Reflection Conversation

STEP 4
Discuss and summarize what you see, think, and wonder in the results

STEP 5
Discuss what changes in practices and survey results you would like to see in the future and how you will get there

the walkthrough. Ideally, this group would have 6-8 participants to include several perspectives while also ensuring enough time for everyone to share their thoughts.

To make the viewing the data easier, schedule the reflection meeting in a room that has a screen or projector and seating that gives all participants a good view of the data and of each other. One participant should take notes during the conversation that the facilitator of the meeting and/or other leaders can reference when they plan changes for the future.

TIP:

- Include multiple students in the reflection conversation. They may have critical insights on the extent of student-centered learning in their classrooms and school.

- Help students feel as comfortable as possible sharing their insights, since they may feel intimidated by all the adults in the room. For example, you could regularly prompt them to share whether they agree or disagree with the group's analysis throughout the conversation. Or you could assure them that you want to gather both positive and less positive perspectives on questions you are asking.

STEP 2 Distribute data to participants a week or more prior to the reflection conversation and instruct them to explore the data independently

To make the reflection conversation as efficient as possible, give participants a chance to explore the all the data collected—survey results, student focus group notes and walkthrough notes—independently prior to the meeting. This way, they will arrive at the meeting with their own observations and questions and with enough familiarity with the data to discuss some high-level takeaways that they might have. If you have notes from the walkthrough and student focus group conversations that you compiled from Stage 3 of the User Guide, share them with participants. The Toolkit gives you several options for sharing survey data:

- One option is to give participants access to all of the survey data by sharing the PDF reports generated in the MISCL Shiny App. User Guide Appendix B includes instructions for how to generate easy-to-share reports from the MISCL Shiny App. Encourage participants to note at least one to two data points to discuss with the group. Prioritize data points and discussion that would benefit from student input. In addition, encourage participants to think about equity by examining the survey results from different subgroups of instructional staff and students. For example, review the subgroup reports generated in the MISCL Shiny App and direct participants to look at the results according to one or two subgroups (e.g., ethnicity or grade level) that you think could facilitate meaningful conversations about equity in your school context.

- As an alternative to asking participants to review all the survey results, you could direct participants to look at a selection of the results that you are most interested in having the group discuss. Share the relevant reports from the MISCL Shiny app and direct participants to review the relevant sections. If you choose this option, make sure to have participants look at findings that relate to the focus of your investigation of SCL. For example, if your school is interested in understanding the extent of competency-based learning taking place, you might direct participants to look at the survey results on Strategy 2.

> **TIP:**
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> **When possible—facilitate discussion of equity by providing instances where student responses differ by demographic groups or differences in student and teacher survey responses.** For example, if you have you have demographic information about students, such as gender or race/ethnicity, did students of different groups respond differently? Consider why these differences might appear. For example, are they indicators of different perspectives, do they suggest that SCL practices are not being equitably implemented across the school?

Regardless of whether you share all the data or the Shiny App reports ahead of time or specific results you've selected, you will likely want to make at least some comparisons from results across multiple surveys. Table 1 includes a small number of suggested items that participants could compare across the student and instructional staff surveys. Appendix A.2 of the User Guide includes the full set of all items that could be compared across the student, instructional staff, and school/district leader surveys.

Table 1: Items to Compare Across the MISCL Student and Instructional Staff Surveys

Personalization of Learning: Comparable Items	
Item from the Student Survey	**Item from the Instructional Staff Survey**
2a) I choose how I learn content (such as group work, independent work, online research)	2b) Students choose how they learn content (e.g., group work, independent work, online research
2b) I choose which topics or skills I focus on in my classes	2c) Students choose what topics or skills they focus on
8) Instruction in my classes is personalized	5) My instruction is personalized

Table 1: Items to Compare Across the MISCL Student and Instructional Staff Surveys (Continued)

Student Challenge and Engagement in Competencies: Comparable Items	
Item from the Student Survey	**Item from the Instructional Staff Survey**
10a) As soon as I have learned a skill or topic, I can show my instructor that I have learned it	10b) Students demonstrate they have learned a skill or topic as soon as they are ready
10b) I am able to skip some topics or assignments if I can show I know the material	10c) Students can skip some topics or assignments within my course if they can demonstrate they know the material
13) My classes are competency-based	15) My instruction is competency-based

Anytime Anywhere Learning: Comparable Items	
Item from the Student Survey	**Item from the Instructional Staff Survey**
16h) I connect what I am learning to life outside the classroom	17c) Students connect what they are learning to life outside of school (e.g., calculating how much it will cost to pay off student loans based on set salary and interest rate)
16a) I connect what I learn outside of school (e.g., in an internship, college course, at home) with what I learn in school	17d) Students connect what they learn outside of school (e.g., in an internship, college course) with what they learn in school
16e) I develop real-world products (i.e., for real-world audiences and purposes) that are valued by persons outside of the classroom (e.g., writing a letter to congress, prototyping an exhibit for a local museum, developing a resume for a job)	17e) Students develop real-world products (i.e., for authentic audiences and purposes) that are valued by persons outside of the classroom (e.g., writing a letter to congress, prototyping an exhibit for a local museum, developing a resume for a job
17) My courses provide opportunities for anytime, anywhere learning	18) My courses provide opportunities for anytime, anywhere learning

Student Agency and Ownership: Comparable Items	
Item from the Student Survey	**Item from the Instructional Staff Survey**
19f) I have opportunities to contribute to decisions that affect other students (e.g., a grading policy)	21d) Students have opportunities to contribute to decisions in my classroom that affect other students (e.g., grading policy)
19g) I provide input about what, how, when, and where I want to learn	21e) Students provide meaningful input regarding what, how, when, and where they learn
22) I exercise agency and ownership over my learning	22) My students exercise agency and ownership over their learning

Table 1: Items to Compare Across the MISCL Student and Instructional Staff Surveys (Continued)

Data Use: Comparable Items	
Item from the Student Survey	**Item from the Instructional Staff Survey**
23c) I am expected to keep track of my progress at least a few times a year (e.g., by using an online gradebook or portfolio)	23c) Students are expected to monitor their own progress at least a few times a year (e.g., by using an online gradebook or portfolio)
24b) How often do you discuss your learning progress with your instructors	26a) How frequently do students use data to discuss their learning progress with me
26) I regularly use data about my learning to keep track of my progress in school and set goals	27) I regularly collect and use data to inform student learning and progress
Contextual Conditions Supporting SCL: Comparable Items	
Item from the Student Survey	**Item from the Instructional Staff Survey**
27c) If students express concerns to school administrators about this school, administrators are responsive	31b) If students express concerns to school leaders about their school, school leaders are responsive
28b) Most of my instructors care about how I'm doing	31e) Most instructional staff care about how students are feeling
28c) I feel safe in this school	31h) All students feel safe in this school

STEP 3 Create an outline for the reflection conversation

Create an outline of your planned reflection conversation ahead of time to help ensure the conversation is focused and productive. Make sure the outline sets aside time to discuss both the data points you would most like to highlight and the data points other participants would like to point out. Have at least a few data points to discuss in case participants are slow to contribute.

Given the volume of survey data, it would be easy to spend most of the discussion on the surveys, so—if you can—set aside at least 15-20 minutes to explore the student focus group and walkthrough notes as well. You could even consider scheduling a separate conversation to discuss student focus group and walkthrough findings before or after you meet to talk about survey data.

A helpful set of prompts for examining various data points is to ask participants first what they "see," then what they "think," and—lastly—what they "wonder" based on the data they reviewed. Steps 4 and 5 include guiding questions for a deeper conversation and discussion of next steps.

AN EXAMPLE OUTLINE FOR YOUR REFLECTION CONVERSATION

Exploration of general trends within each survey
- What **general data trends do you see within specific surveys** (i.e., what stands out)?
  - Presentation of selected data points
  - Presentation of data points participants have selected
- What does that data make you think about?
- What do you wonder based on this data (i.e., what questions come to mind for you)?

Exploration of subgroup comparisons
- What do you see **in the student and instructional staff subgroup comparisons and what do they suggest about equity** (i.e., what stands out)?
  - Presentation of selected subgroup comparisons for single items
  - Presentations of subgroup comparisons participants have selected
- What does that data make you think about?
- What do you wonder based on this data (i.e., what questions come to mind for you)?

Exploration of comparisons between surveys
- What do you see **when you make comparisons between comparable survey items** (i.e., what stands out)?
  - Presentation of selected comparisons between items from different surveys
  - Presentations of comparisons participants have selected
- What does that data make you think about?
- What do you wonder based on this data (i.e., what questions come to mind for you)?

Exploration of student focus group data
- What do you see when you review the focus group notes (i.e., what stands out)?
- What do the focus group notes make you think about?
- What do you wonder based on the focus group notes (i.e., what questions come to mind for you)?

Exploration of walkthrough
- What do you see when you review the walkthrough notes (i.e., what stands out)?
- What do the walkthrough notes make you think about?
- What do you wonder based on the walkthrough notes (i.e., what questions come to mind for you)?

Discussion of school goals for SCL and possible next steps

Steps During the Reflection Conversation

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STEP 4 Discuss and summarize what you see, think, and wonder in the results

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Now you are ready to bring all participants together to dig into the data. During the reflection conversation, follow the outline prepared in Step 3 to have a rich discussion of SCL. The example outline above suggested prompts for asking participants to discuss the trends they see within surveys, comparisons of responses among subgroups of participants, and comparisons across different surveys. While the outline highlights prompts you could provide to participants regarding what they "see," "think," and "wonder," you should also make sure to follow up with more questions when participants are talking about patterns in responses that you think are important to examine more deeply, especially if those patterns are related to equity or inequity in SCL opportunities across your school. Here are examples of additional prompts or questions you could ask to encourage participants to explore the findings more deeply:

- Could you give more examples or evidence in the surveys for the trend you noticed?
- How does what you see in the data align with what you expected to see?
- What surprised or concerned you about the data, and why did it surprise or concern you?
- Why do you think students, instructional staff or leaders gave [a particular] response?
- Where do the data suggest students are getting equitable access to SCL opportunities or supports?
- Where do the data suggest inequitable access to SCL opportunities?
- What barriers or issues keep students from having equitable access to SCL opportunities?
- What are the consequences of students not having equitable access to SCL opportunities?

Consider how the student focus group and walkthrough data might help you interpret the survey findings you've examined.

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TIPS FOR INTERPRETING SURVEY DATA

- Differences across subgroups of respondents can be interpreted in a wide variety of ways and are not always an accurate reflection of everything that is happening in classrooms. For example, if students at one grade level report more of an SCL focus than students at another grade level, this does not necessarily mean that these students are actually experiencing substantially different SCL. Instead, students at one grade level may have a different point of reference for what constitutes high SCL than students at another grade level. Keep the conversation open for varying interpretations of the data, particularly when it comes to survey self-report data.

- Finding differences across surveys does not mean that one group is wrong and the other is right. Instead, it suggests differences in perception, understanding, or opinion you should consider, discuss, and use to generate next steps. Consider talking with participants to better understand how they interpreted the items.

- Keep in mind that SCL may not always be desirable or feasible in every context when you are discussing results. Consider when higher SCL is desirable and when it is not when you examine data.

- Small differences (less than 10 percentage points) between surveys or subgroups may not be meaningful. Instead look for patterns—either systematic differences or similarities across a number of items. If you have few respondents, be aware that small differences in the number of responses can result in large differences in percentages.

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STEP 5 Discuss what changes in practices and survey results you would like to see in the future and how you will get there

The last—and most crucial—step for the reflection conversation is for participants to think holistically about SCL implementation in your school or district. Here are some examples of questions you could ask as a group that might help you set next steps:

Do the survey results suggest that SCL implementation is where you would like to be, or is there more work to be done?

How does what you see in the data align with what you expected?

What do the data say about what SCL strategies and practices appear to be working well, and what could be improved?

Are there any obstacles or challenges to making instruction more student- centered?

What changes in practices and what changes in survey results you would like to see if you were to administer the surveys again at some future timepoint?

What existing structures or policies can help support SCL?

Who is well positioned to lead the changes?

If you identify any differences in responses across surveys or sub-groups, are they warranted? If not, what can be done to ensure that SCL practices are more equitably implemented in the future?

Are subgroup differences in SCL desirable? Why or why not?

What specific instructional practices could support desired SCL engagement for different groups?

Take this time to develop a concrete plan—however brief—to encourage the specific practices and behaviors you would like to see in future. Talk about how existing structures or policies can help support SCL practices and how can these be leveraged to support implementation. Think about whether there are contextual conditions (e.g., existing norms or policies) that might pose a challenge, how they might be addressed, and who is best positioned to lead the efforts to address or change them. Lastly, discuss how the results of the surveys and next steps will be shared with the school community and used to encourage the desired changes, and how to help ensure that fundamental changes to beliefs and practices about SCL are taking hold.