

**April 23, 2026**

**Reflect to Refine and Sustain Success**

**Objectives**

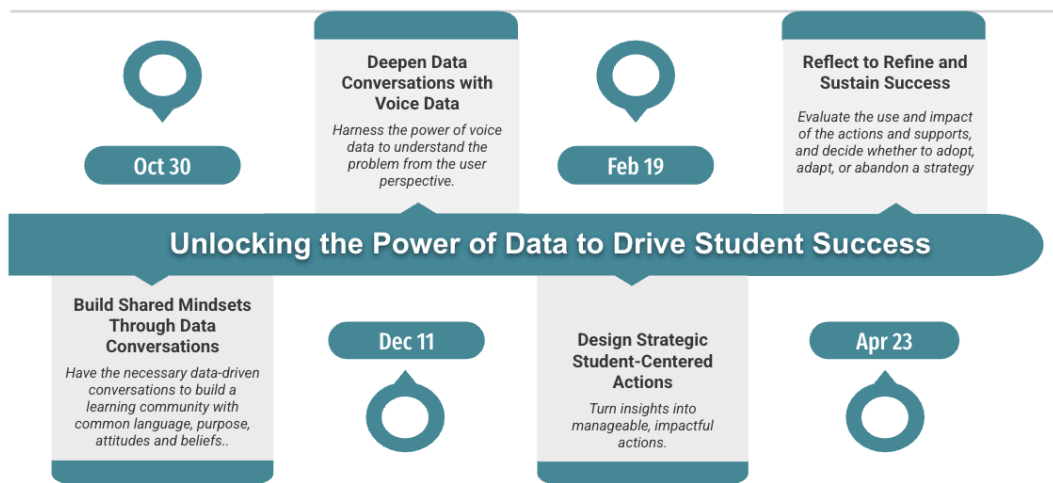
Participants will be able to:

- Plan a team data conversation to mine for implications for adult practice.
- Utilize student experience data to strengthen your understanding of the problem before identifying solutions.
- Design solutions and plan action-reflection cycles.
- **Reflect on progress and refine actions for the future.**

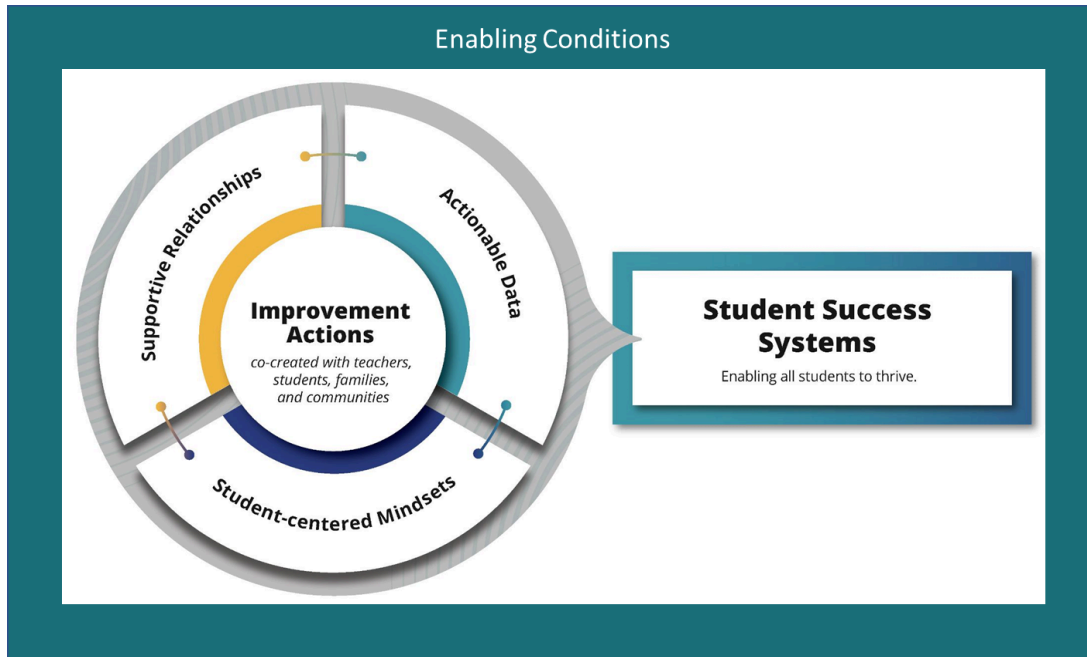
**Community Agreements**

- We, not me: Share stories and air time
- Accept non-closure
- Chatham house rule: Use the ideas, keep details in the community
- Share to learn
- Make room for joy

**Community of Practice Learning Arc 2025-2026**



## Agenda



### Designing Student-Centered Actions

- Real-time, evidence-based data
- Centering student experience over adult convenience
- Address root causes, not symptoms
- Co-designed with students, teachers, and the community

**Defining Reflection:** The intentional practice of pausing to think deeply about our experiences, beliefs, and actions in order to learn and grow

### Why Reflection is Important

- Interrupts the habit of moving from one action to the next without fully understanding what's working and why
- When we take time to reflect, we improve faster and more deeply than by simply doing more
- This is where the real learning happens!
- Allows us to lead with our whole selves

## Behaviors & Attitude for Reflection

- Intentional, purposeful meeting preparation
- Tools & protocols that support reflection & learning
- Modeling Vulnerability
- Mistakes are learning opportunities and can lead to positive results
- Curiosity, generosity, and humility are valued
- Embracing Slowing Down

## Reflection

- Which behavior or attitude is already present in your work?
- Which could be easily integrated?

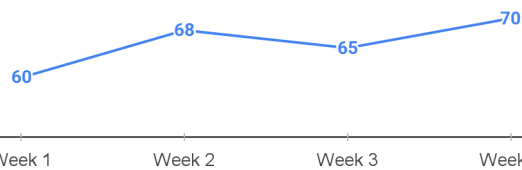
## Pair Convo - What Could Shift?

- What would it look like to intentionally build reflection into your routines consistently?
- What attitude would support you?

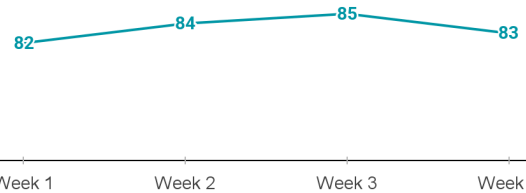
## Practice Time

<p>What did you notice about how students engaged with the routine/action?</p> <p>What did you learn about your students?</p>	<p>What moments in the routine/action revealed students' assets &amp; strengths—academic, cultural, social, or otherwise?</p>	<p>Did your prediction come true? Why or why not?</p>	<p>What signs or outcomes told you that you were seeing success?</p> <p>What does the data tell you about what's working?</p>	<p>What are you most proud of in your process?</p> <p>What are areas of growth?</p>
<p>Students engaged meaningfully. Many chose to discuss with a partner or a friend, which encouraged collaboration and deeper conversation. Some students who are usually quiet felt more comfortable sharing in this format, especially when paired with someone they trusted</p> <p>I learned that students value having a say in their learning and appreciate when their feedback is taken seriously. Their responses revealed a range of learning preferences, from hands-on activities to group discussions to quiet reflection time.</p>	<p>When students shared reflections in pairs or small groups, their social-emotional strengths stood out. They listened to each other with empathy, and some even translated or rephrased ideas for peers who needed more support. I also noticed students drawing from their cultural experiences to explain what resonated with them in the lesson.</p>	<p>Yes, my prediction mostly came true. Students did show up more often, participated more, and complete more work. I believe this happened because they felt seen and heard, and the routine gave them a sense of ownership over the classroom environment.</p>	<p>I saw increased attendance and class participation. Students were more likely to raise their hands, contribute to discussions, and stay after class to clarify ideas. The monthly survey on belonging also showed an uptick in students saying they felt part of the classroom community.</p> <p>The survey results, combined with attendance and assignment completion rates, suggest that students feel more connected to the classroom environment. The qualitative data from their exit reflections gave insight into what teaching strategies were resonating most, helping me tailor instruction.</p>	<p>I'm proud that I created a space where student voice is not only heard but integrated into future lessons. It felt like a shift from teacher-led to co-constructed learning, and that empowered both me and my students.</p> <p>I need to build more consistency in incorporating feedback into lesson planning. I also want to ensure that all students, especially those less vocal, have equitable opportunities to share and influence classroom decisions. More intentional scaffolding and check-ins may help with this.</p>

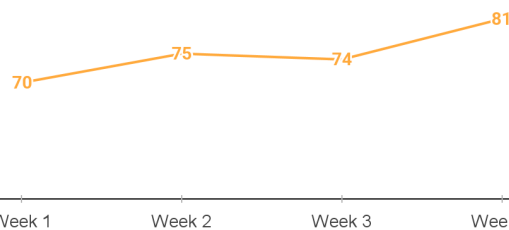
Sense of Belonging Rate



Attendance Rate



Assignments Completion Rate



## **Trio Convo**

- 3 min to read table and charts above
- You will review data from our example and consider these questions in four 3-minute rounds during your discussion.
  - What was the impact of trying these actions/interventions?
  - What worked, for whom, and under what conditions? And how do you know?
  - What are we learning about students?
  - Recommend next step:
    - What is one small testable next step?
    - What are we trying to learn from this next move?
    - How will we know if it's working?
  - How is this process similar or different to how you currently reflect with your team?

**Resource:**

Reflection Template: How do we know it's working? For Whom?				
What did you notice about how students engaged with the routine/action?	What moments in the routine/action revealed students' assets—academic, cultural, social, or otherwise?	Did your prediction come true? Why or why not?	What signs or outcomes told you that you were seeing success?  What does the data tell you about what's working?	What are you most proud of in your process, and what would you improve for next time?  What do you hope to learn about your students and school context?

**Process Debrief:**

- What is one 'aha' or appreciation you have about planning this way?
- What is one main takeaway from today or possible next step you are considering?

**Closing Moves**

- [Feedback Survey](#)
- [Upcoming GRAD Partnership Events](#)
- [Contact us!](#) Or Sign-up for the [GRAD Partnership Newsletter](#)

**Resources**

- [Student Success Systems Team Reflection and Action Tool](#)
- [GRAD Partnership brief on Adaptable Analysis, Response, and Improvement System](#)