

Calibrating Conversation

Reflecting on Present Proficiency & Planning Further Growth

1. Identify present proficiency and supporting evidence.

- ⇒ As you look over this continuum or, where might you place yourself?
- ⇒ What are you remembering or considering that supports this placement?
- ⇒ What items of evidence would you identify to support this placement?

2. Specify and explore desired proficiency.

- ⇒ Where do you want to be on the continuum?
- ⇒ Where is the next logical placement?

3. Explore values, beliefs, and dispositions congruent with desired proficiency; effects on student learning.

- ⇒ As you reflect on your beliefs and values, what makes this Element important to you now?
- ⇒ How might progressing on the continuum be most related to any of the Educator Dispositions – *consciousness, efficacy, craftsmanship, flexibility, and interdependence* – as you consider them?
- ⇒ As you think about progressing in this Element, what might be some benefits to your students and their learning?

4. Define behavioral indicators for improved proficiency.

- ⇒ As you analyze your current placement and where you want to be on the continuum, what behaviors might be different as you move toward where you want to be?
- ⇒ Anticipating your desired placement, what might it look like? Sound like?

5. Describe support needed to improve to the next placement.

- ⇒ What supports might be important to your progressing to your next placement?
- ⇒ What resources might you need to progress toward your desired placement?

6. Reflect on the process of this conversation.

- ⇒ What are you learning in this reflecting and planning conversation?
- ⇒ How has this conversation supported you?

