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# MIRROR, MIRROR: CRITICAL REFLECTION FOR EQUITY-ORIENTED PRACTICE

BranchED

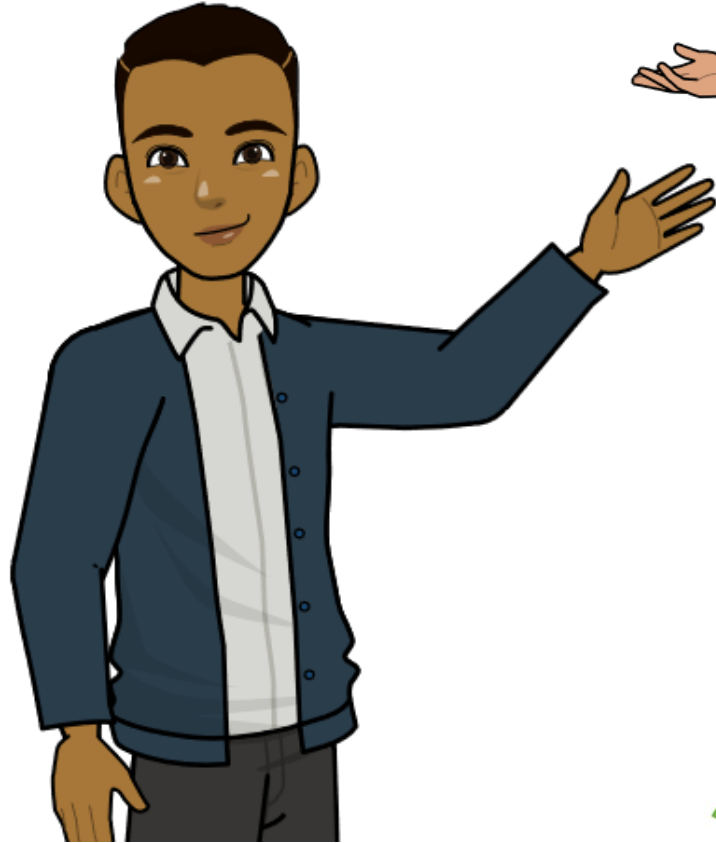
Spring Summit 2022

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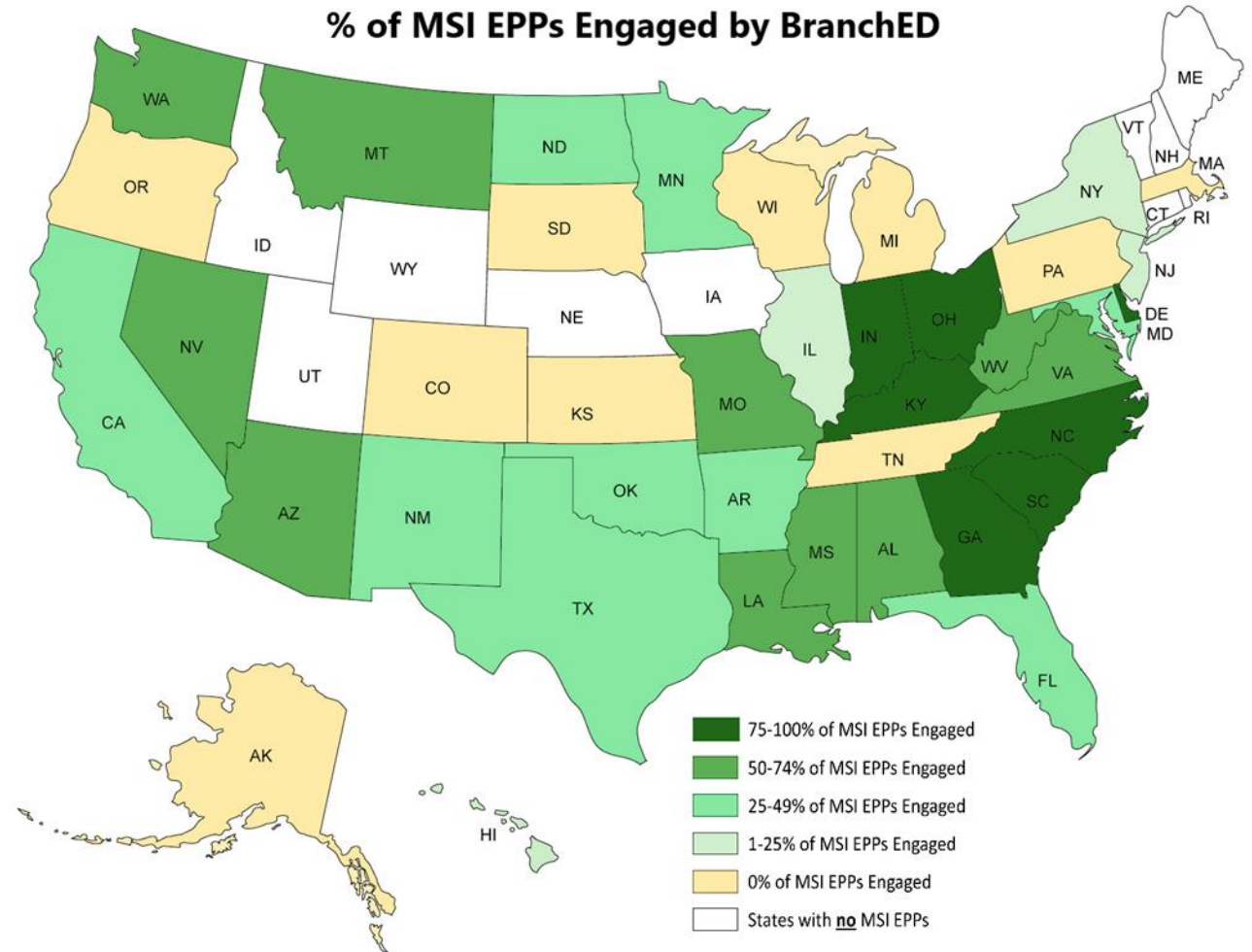
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# WELCOME



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To date, BranchED has engaged **197** educator preparation providers (EPPs) (located across the country in 38 states, the District of Columbia, Puerto Rico, and the Virgin Islands) that prepare some **76,576** teacher candidates per year. And graduate **24,823** teachers per year. These engagements have reached more than **640** faculty and leaders.



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# JOHN DEWEY

If we teach today's students as we taught yesterday's, we rob them of tomorrow.



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01

Learning  
Objectives

02

Connector

03

Equity  
Consciousness  
and Literacy

04

Critical  
Reflection and  
Teacher  
Candidates

05

Reception and  
Dinner

## AGENDA: DAY 1

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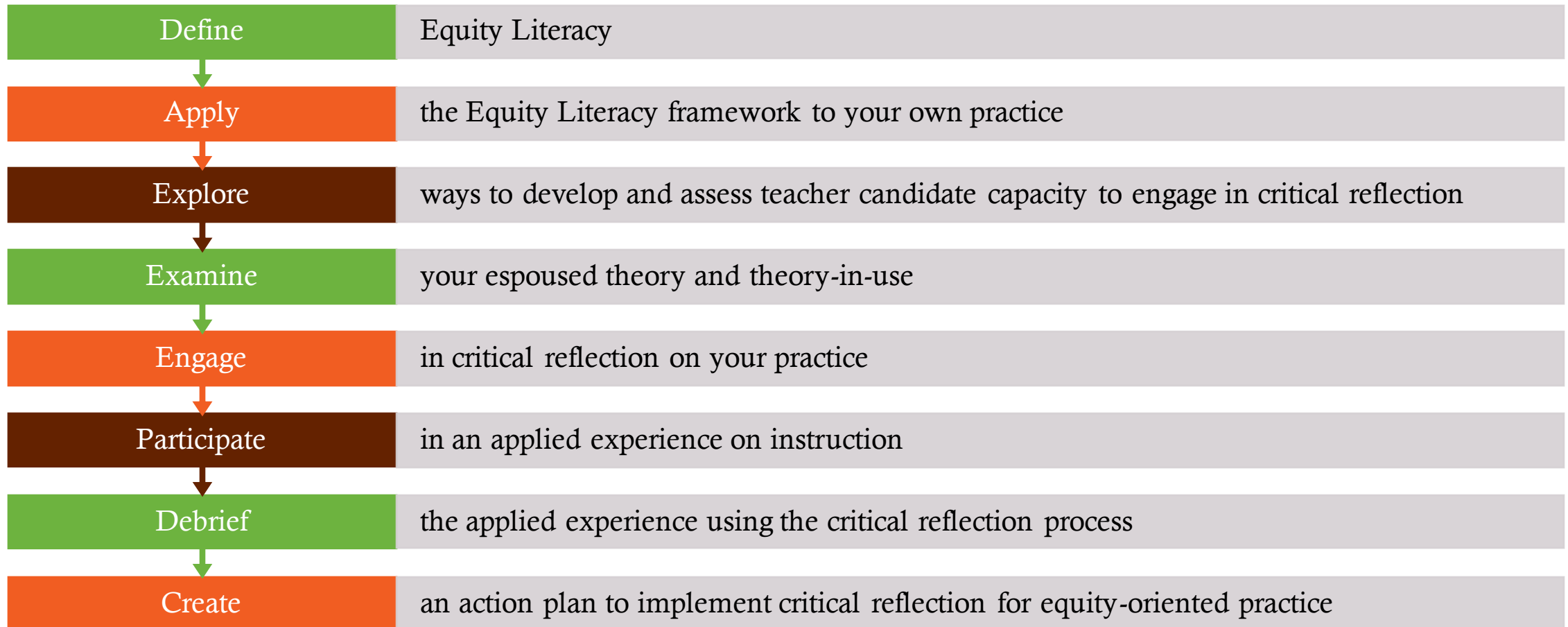
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# SUMMIT GOALS



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# LEARNING OBJECTIVES



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# DIGITAL BADGE

- Indicator of accomplishment that can be shared with your networks
- Aligned to specific competencies
- Deliverables



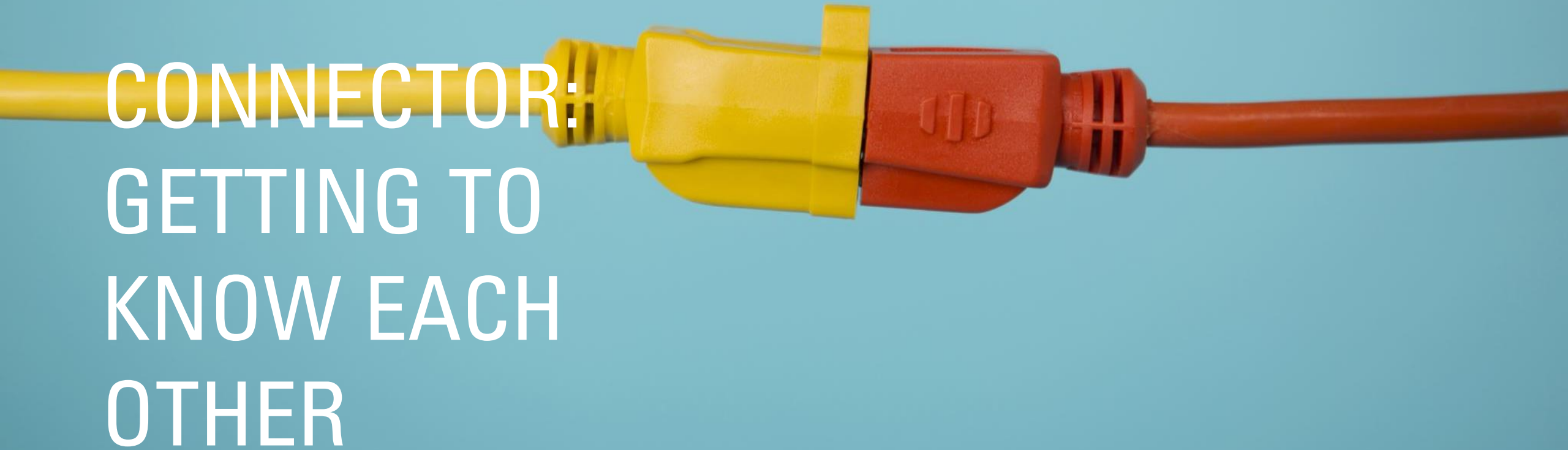
# NORMS

- Take an Inquiry Stance
- Assume Positive Intentions
- Take Responsibility for Impact
- Value Multiple Perspectives
- Be Present and Present





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On your index card, list three things that  
would not show up on your bio or CV

INDEX CARD



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# SHARE OUT

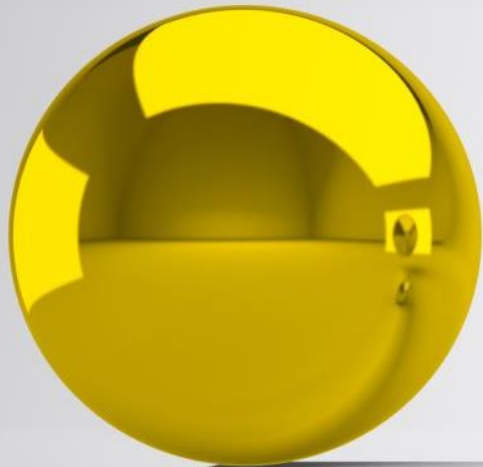


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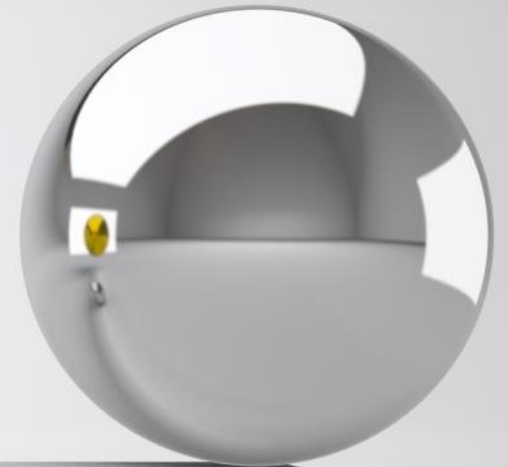
What interesting  
things did you  
learn?

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# EQUITY AND CRITICAL REFLECTION

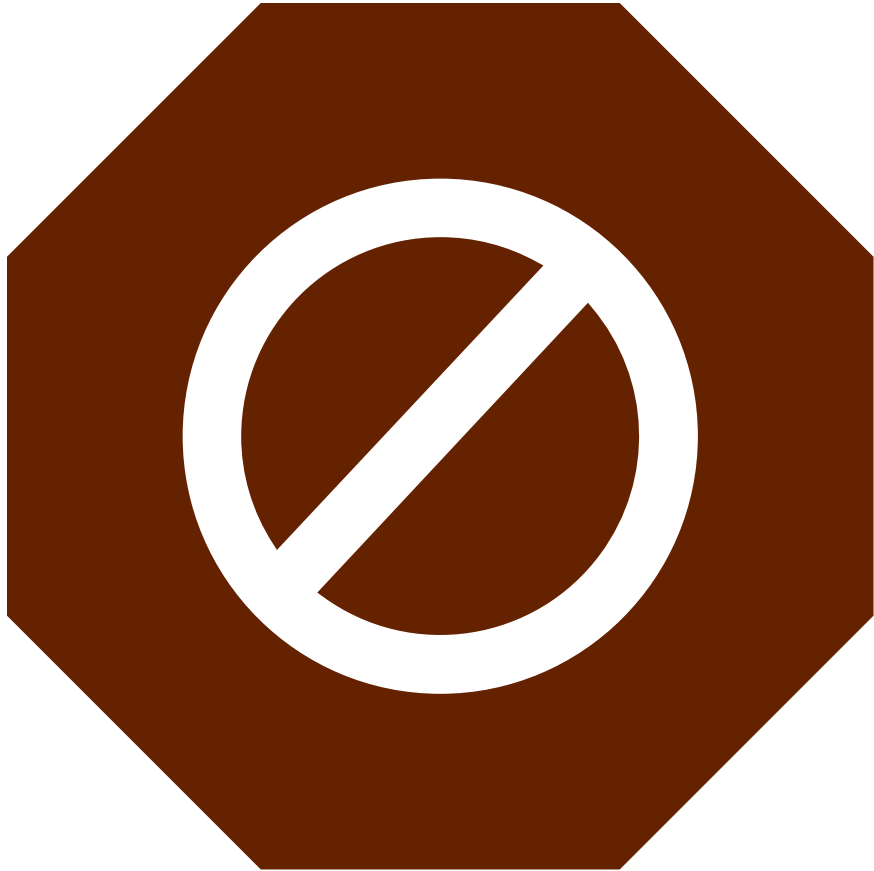


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What do we need to know?

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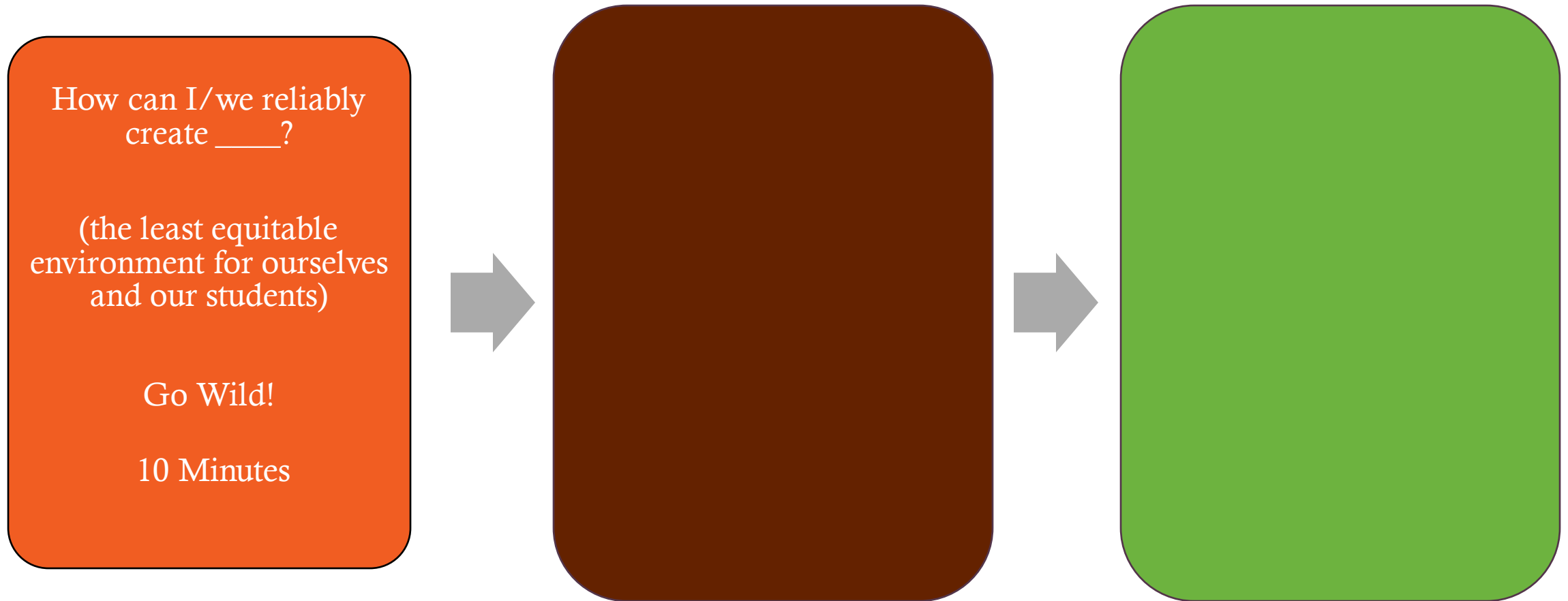
WHAT IT ISN'T...



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# TRIZ\* PROCESS



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\* Inspired by one small element of the Russian engineering approach *teoriya resheniya izobretatelskikh zadatch* or “theory of inventive problem solving”. (Lipmanowicz & McCandless, 2014).

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# TRIZ\* PROCESS

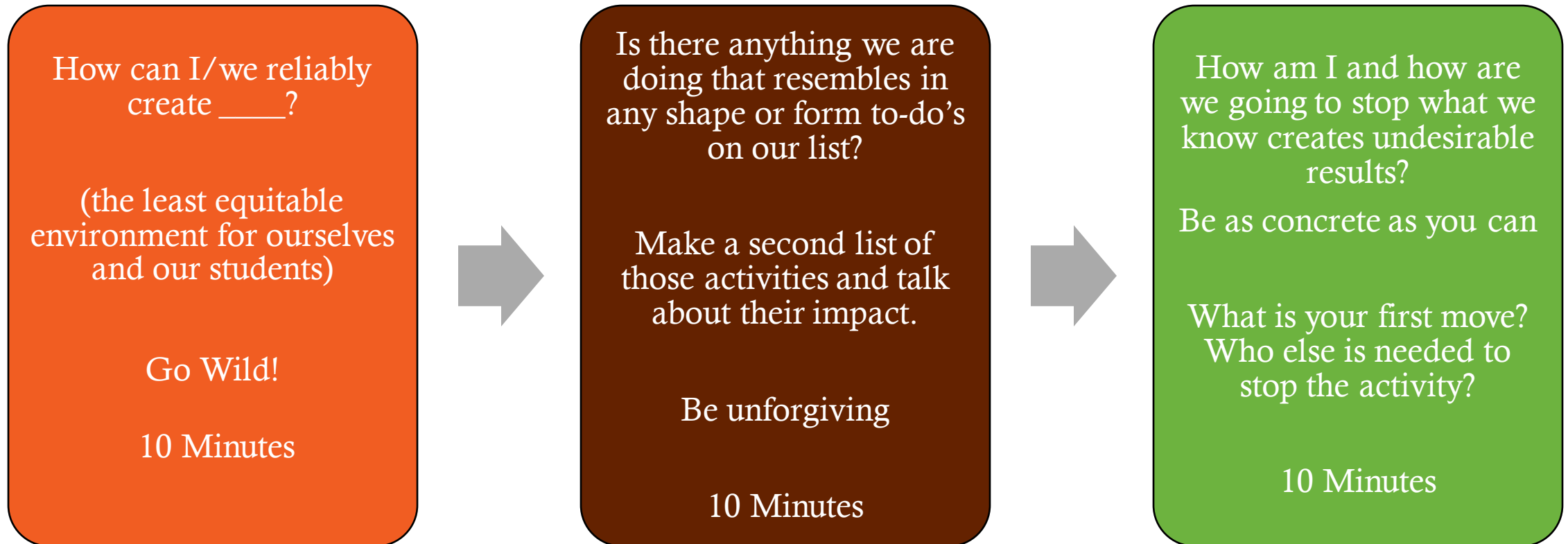


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# TRIZ\* PROCESS



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# DEBRIEF

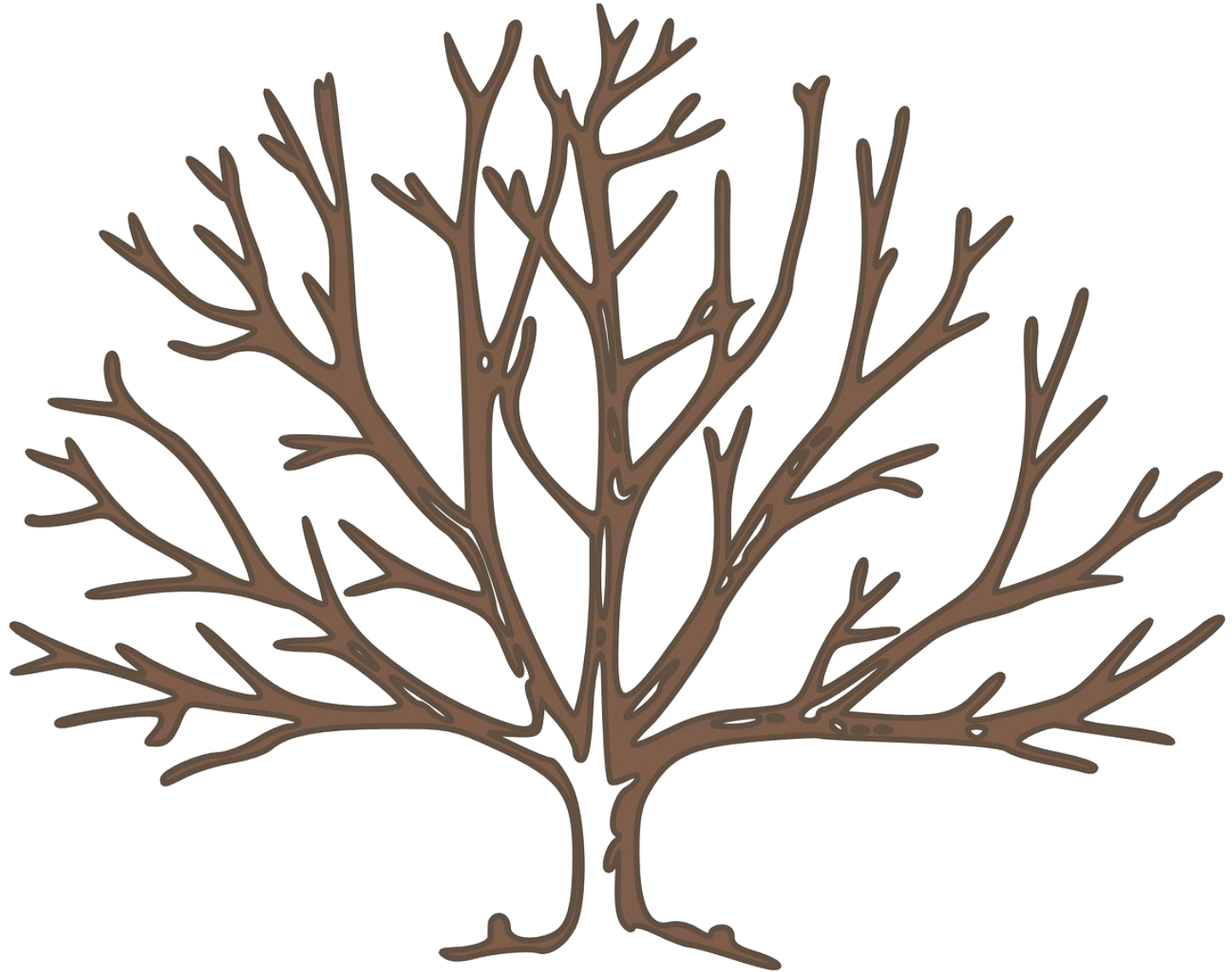
## Tree of Knowledge

Use the post-it notes to write down what you learned from the activity

Post on one of the tree posters throughout the room



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# EQUITY CONSCIOUSNESS

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# EQUITY CONSCIOUSNESS

- The belief that all students, regardless of race, gender, class, culture, or religion, are capable success and your commitment to ensuring all children receive and equitable education
- The extent to which you are aware or mindful as to whether others around you are receiving equitable treatment
- Your understanding of the concept of inequity
- Your willingness to become involved in solutions

(Bukko & Liu, 2021; McKenzie & Skrla, 2011)

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# EQUITY LITERACY: THINK – PAIR - SHARE

A comprehensive  
approach for  
creating and  
sustaining equitable  
schools.

What?

Need to dismantle  
barriers to persistent  
educational  
inequity.

Why?

Critical Reflection  
Equity  
Consciousness  
Courage to Act

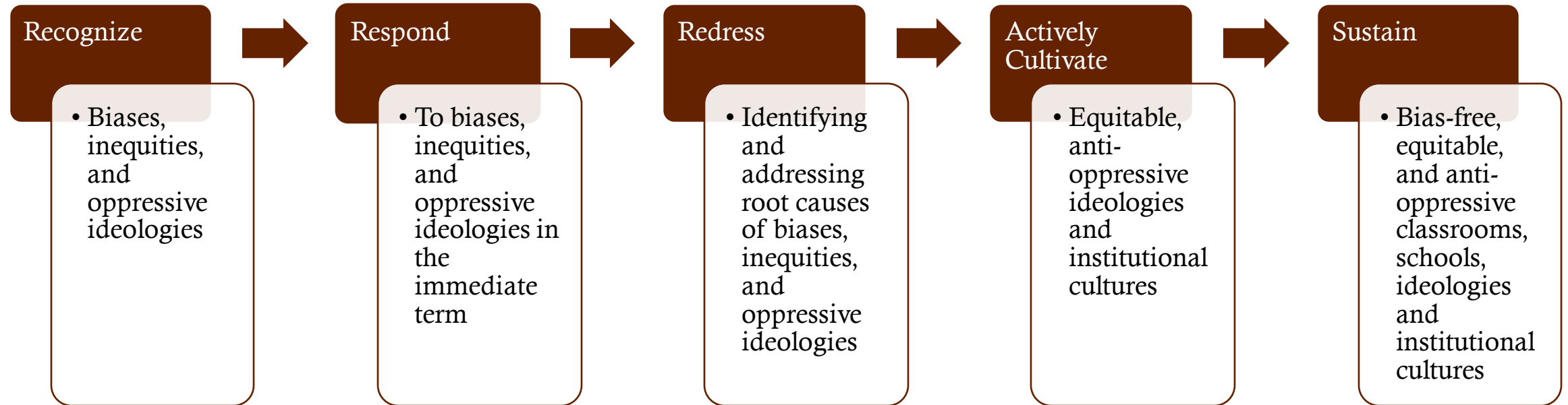
How?

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(Bukko & Liu, 2021; Gorski, 2020)

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# EQUITY LITERACY: CRITICAL ABILITIES



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(Gorski, 2020)

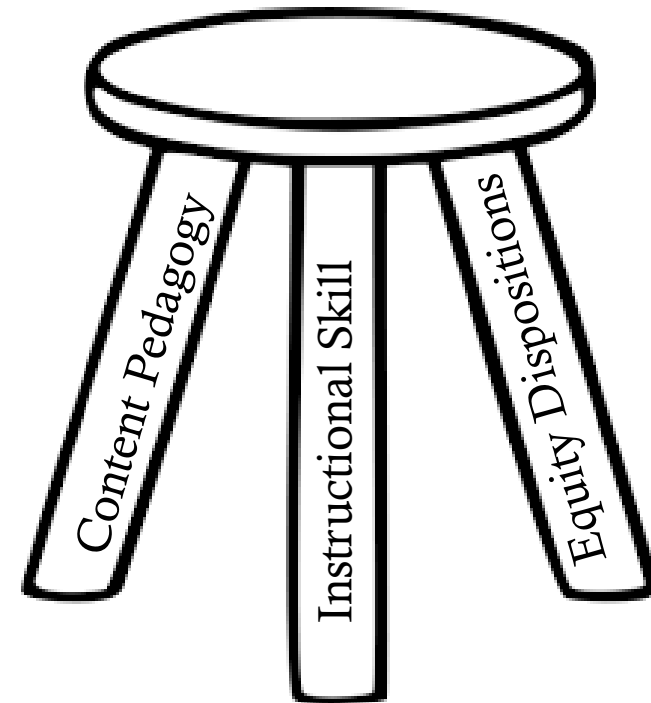


# CRITICAL REFLECTION AND TEACHER CANDIDATES

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# TEACHER CANDIDATE'S REFLECTIVE PRACTICE

- Reflection is an abstract construct
- Assumptions
  - Their and Our
- Other thoughts?



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TEACHER  
CANDIDATE  
REFLECTIVE  
PRACTICE

Critical Reflection

Pedagogical Reflection

Surface Reflection

Pre-Reflective/Non-Reflective Level

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# PROCESS OF BECOMING A CRITICALLY REFLECTIVE PRACTITIONER

- What must happen?



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# TEACHER CANDIDATE REFLECTIVE PRACTICE

- How can we engage pre-service and novice teacher to reflect at higher levels?
  - Journaling with deliberate prompts
  - Posing non-judgmental questions
  - Helping prospective teachers acknowledge, articulate, and challenge their beliefs
  - Equity walks
  - Transformative learning experiences

(Bukko & Liu, 2021; Larrivee, 2000; Shandomo, 2010)



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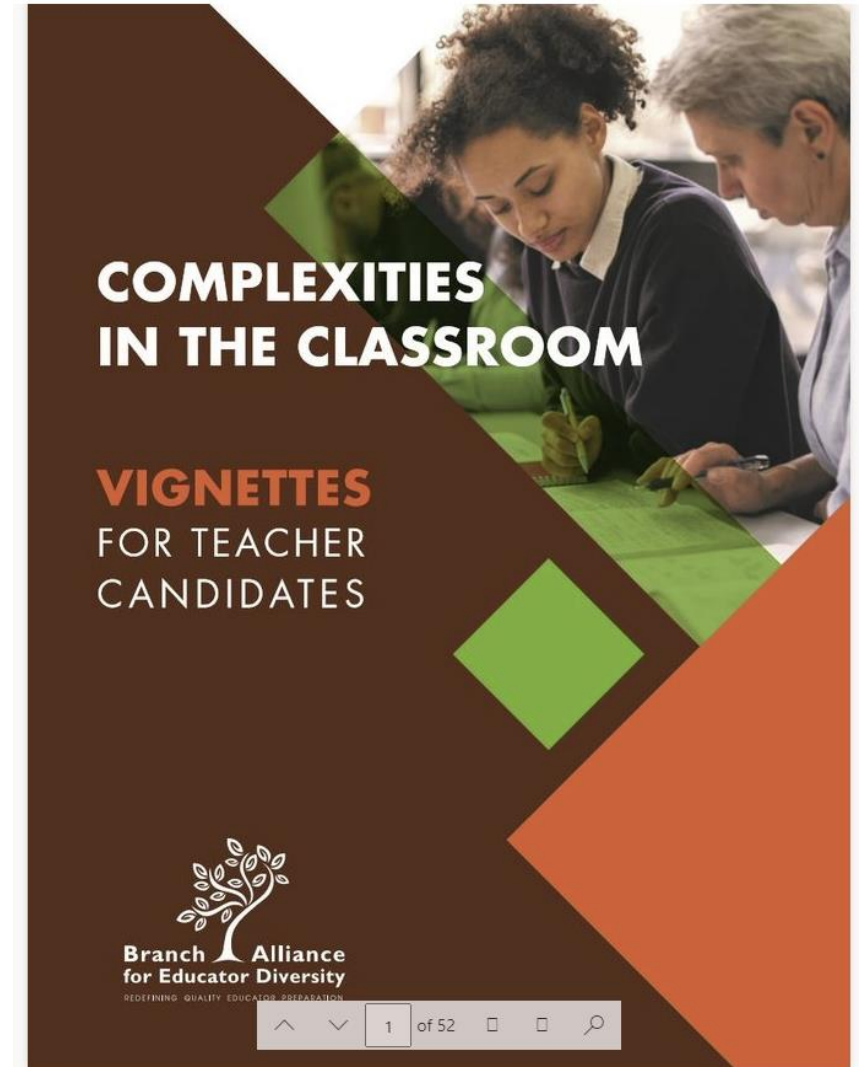
# TRANSFORMATIVE LEARNING

1. A disorienting dilemma
2. Self-examination of assumptions
3. Critical reflection on assumptions
4. Recognition of dissatisfaction
5. Exploration of alternatives
6. Plan for action
7. Acquisition of new knowledge
8. Experimentation with roles
9. Competence building
10. Reintegration of new perspectives into one's life



(Bukko & Liu, 2021; Mezirow, 2000)

# DISORIENTING DILEMMAS



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# WHAT IS A VIGNETTE?



- A vignette is a short story without an ending that presents an issue
- A good vignette:
  - sets up a situation in which there is no one “right” answer
  - is short, but not too short
  - is detailed, but not so detailed that the underlying issue gets lost
  - is flexible enough that individuals from different groups can identify

(Campbell, 1996; Jeffries & Maeder, 2004)

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# VIGNETTES IN THE CLASSROOM

**What are main uses of vignettes in teaching and learning across disciplines?**

- Promote critical thinking, reflection, and problem-solving
- Invite brave conversations and discuss difficult-to-explore or sensitive topics
- Assess knowledge



**What are ways vignettes can be used in teacher preparation?**

- As diagnostic tools to gain information about candidates' prior knowledge, misconceptions, and self-efficacy in responding to complex classroom situations
- As instructional tools to explore the complexities teachers encounter in classrooms
- As assessment tools to evaluate learning and understanding

(Campbell, 1996; Hughes & Huby, 2002)



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# PROTOCOLS



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## Protocol A: Short Version

### VIGNETTE

*[Teacher educator enter selected vignette here]*

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**How confident are you that you can address the situation effectively?**

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☒ **Very  
Confident**

☒ **Confident**

☒ **Somewhat  
Confident**

☒ **Not  
Confident**

**1.** What issue(s) is/are presented in this vignette?

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**2.** How might you respond? Provide 3–5 examples of the actions you would take to address the situation.

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# TRIGGER WARNING

The vignettes are based on real life situations. They invite brave conversations about race, color, religion, gender, disabilities, loss, and more... topics that may be triggering for teachers as well as students.

Triggers are sudden emotional reactions. Triggers can be positive or negative but are usually used to describe a negative stimulus that sets off sadness, anger, fear, shame, or hurt. *Every* teacher will experience triggering and stressful moments in their classroom. **These strategies can help you manage triggers:**

**Relax – breathe and release the tension**

**Detach – clear your mind of all thoughts**

**Center – drop your awareness to the center of your body**

**Shift – from sadness, anger, fear, or hurt to curiosity and compassion**

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# VIGNETTE: ROUND 1

1

**Individually and silently review the vignette and respond to the questions in the protocol**

2

**Share your responses to the vignette and your reflections on the protocol with others**

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# VIGNETTE: ROUND 2

1

**Individually and silently review the vignette and respond to the questions in the protocol**

2

**Share your responses to the vignette and your reflections on the protocol with others**

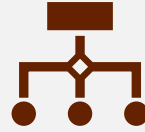
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# DEBRIEF



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REDEFINING QUALITY EDUCATOR PREPARATION



What was it like to go through this protocol?



What did the experience of going through the vignette make you think about teacher preparation?



How might you apply vignettes in your program/courses?

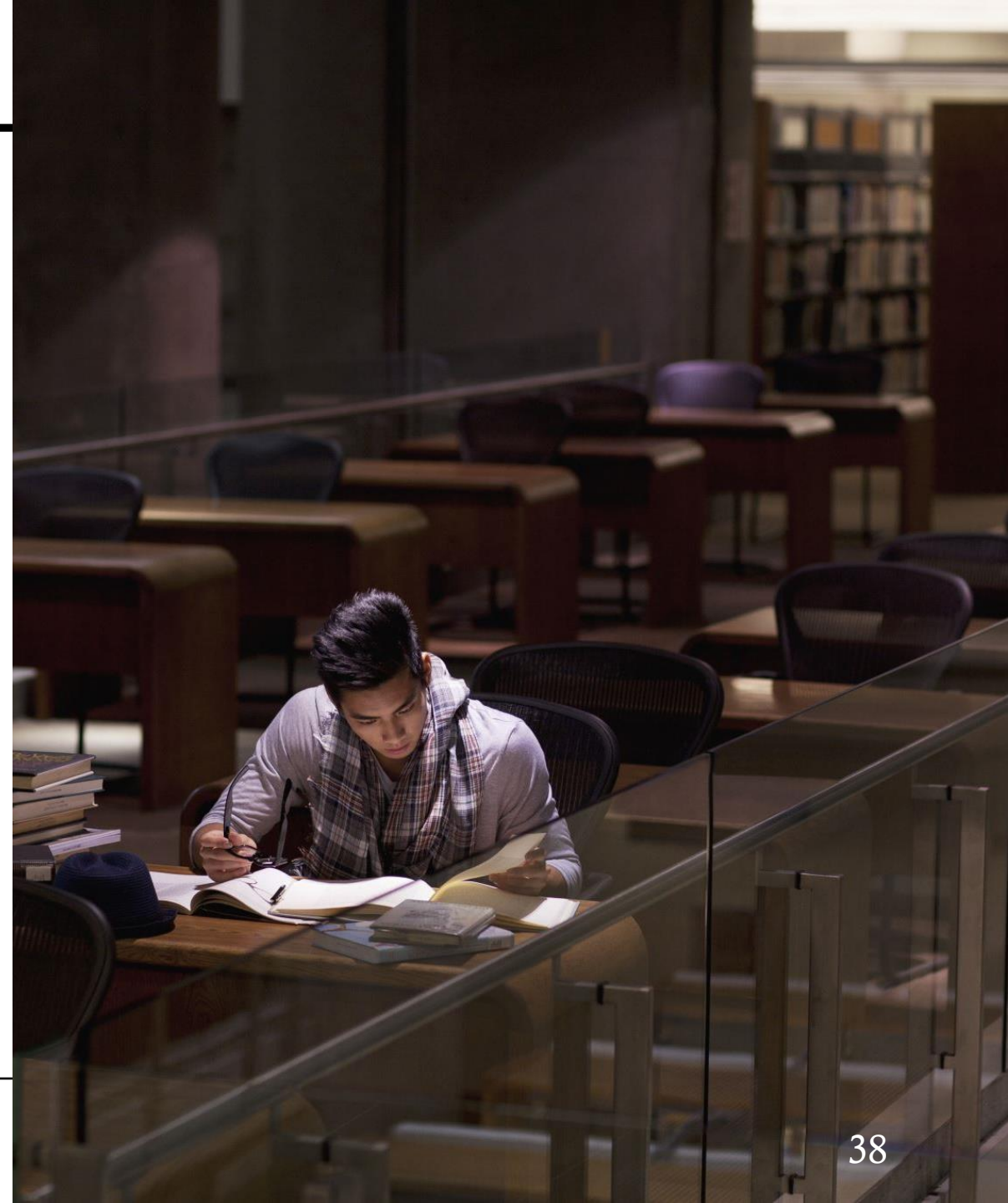
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# HOMework

Reflect on your program and the content we have discussed thus far.

Identify:

- 3 things you learned
- 2 questions you still have
- 1 action you will take when you return home





# PULSE CHECK

<https://www.menti.com/qhe8ichyrq/0>



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REDEFINING QUALITY EDUCATOR PREPARATION

## RECEPTION AND DINNER