

Closing and Reflection

Purpose: This tool provides suggestions for inviting participants to think about next steps for learning more about high-leverage practices.

Activity Overview

At the end of the professional development session, presenters often will engage participants in a discussion about next steps. If the district or school has specific activities in mind, then this is an opportunity to present them and elicit feedback. If the goal is more general (e.g., “Think about how you might use high-leverage practices in your classroom”), then suggestions for individual or team study might be presented.

Conversation Starters

The following suggestions may be used to engage participants in reflecting on next steps.

- Distribute the activity sheet, “High-Leverage Practices: I Want to Know More.” Ask participants to take a few minutes to check the top three practices they want to know more about. Ask them to write down how they plan to begin learning more about the practices. Ask participants to share their thoughts with the group. As participants listen to their colleagues’ ideas, encourage them to take notes on strategies for learning more about the practices.
- If you asked your participants what they knew and wanted to know when you oriented them to the session, now ask them to return to their statements. Ask, “Did you find that you knew more or less than you thought?” “Did you find that you thought you knew something, but that there was more to know?” “Did you learn what you wanted to learn?” “Did you find that the session raised new topics you would like to know more about?”
- Ask participants, “In thinking about next steps for learning about high-leverage practices, what are

some ways you might pursue alone, working with a team, or in consultation with a coach or mentor?” “What types of support might be helpful in getting you started?”

- Pass out index cards. Ask participants to think about how they might use high-leverage practices in their classrooms: “What things would you like to have available?” (For example, make time for teams to discuss and pursue knowledge, resources to study, additional professional development opportunities, and so on.) Ask them to think about their interest in pursuing further study on the topic. On a scale of one to five, five being “extremely interested” and one being “totally uninterested,” have them write the number on the index card. Ask them also to indicate on the index card one activity they would be willing to do. Leave a box by the door for them to drop off their cards.
- Prepare an inspirational quote or closing statement that leaves participants motivated and, possibly, even urgently wanting to learn more. For example, focus on the outcomes for struggling learners (“If you could do one thing different in your teaching—something that evidence shows has a high probability of success—that would help students who struggle with learning achieve better, would you make that effort?”). Also, you might focus on professionalism and how mastering these practices can result in effective teaching (“Effective teachers know and use these practices routinely in their classrooms”).
- Ask participants to think about and share what they learned today in the session: “What was the most important thing I learned today?” “What did I learn that surprised me most?” “What is one thing that I want to know more about?”



High-Leverage Practices: I Want to Know More

Instructions: Select the top three high-leverage practices that you want to know more about. For each, indicate how you plan to go about learning more.

A. Select the first high-leverage practice you want to know more about.

Plans to learn more about this high-leverage practice.

B. Select the second high-leverage practice you want to know more about.

Plans to learn more about this high-leverage practice.

C. Select the third high-leverage practice you want to know more about.

Plans to learn more about this high-leverage practice.