NATIONAL CENTER ON DEAF-BLINDNESS

ENSURING INTERVENER SUCCESS IN NICE PART 1: STRONG NARRATIVES AND REFLECTIVE PRACTICE

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>> ROBBIN BULL: This is Robbin with NCDB. I just want to thank you for joining us. We'll get started in about five minutes.

Alright. The tones have come and gone. This is Robbin Bull, from National Center on Deaf-Blindness. I want to begin by welcoming everyone. I'm going to go through some housekeeping items before I hand it over to Kristi Probst, who will be introducing today's presenters.

To begin with, all phone lines have been muted to reduce background noise. We ask that you keep your phones on mute unless you are going to speak. At that time, you can use #6 to unmute and \*6 will mute your phone line. And we'll remind you of that at the time when you can come off mute. But, \*6 keeps your line muted. The question and answer will occur at the end of the session. However, you can write your questions in the chatbox at any time during the presentation, as it will be monitored throughout the webinar in preparation for the question and answer session. We want you to know that this webinar will be recorded and archived, it will be posted on our website within a couple of days. And the link is actually in the box in the center bottom of the screen. And Kristi is going to go over those links there in just a moment.

So I'm going to just remind you that this is being recorded and will be archived, you just want to refrain from putting any personal information that you don't want to be on the web forever in the chatbox. And I'm going to set the recording. And Kristi, you can take it away. Thank you.

>> KRISTI PROBST: Welcome, everyone. Thank you for joining us today for our second webinar in our three part series. Last week, we held the first of three webinars providing information on mentoring interveners through an electronic certification process. I would like to take a moment to direct all attendees to the NCDB Intervener and Qualified Personnel homepage.

On your screen, you will see the homepage was on the interveners and qualified personnel initiative. Here you will find intervener training and certification resources if you scroll down, including information about the NICE process and the instructional NICE Modules 1 and 2. I would also like to specifically highlight the Applying for NICE Certification: Policies and Procedures on the NICE page. And I have highlighted that for you right here.

Additionally, on the IQP homepage, you will find the links to the first webinar with its accompanying material. The first bullet under 2019 NICE Mentoring Webinar Series with the link below of webinar information. This is the information about the full webinar series, it also includes an in-depth description of each webinar. The second bullet underneath the NICE Mentoring Webinar Series is a link to the library. This link holds the recording, transcript, slide presentation and accompanying materials from webinar Number 1. Contents from all three webinars will be posted in this same location.

NCDB would like to welcome Dr. Ritu Chopra, Director of the National Center, the Paraprofessional Resource and Research Center at the University of Colorado Denver, and two members of the team that supports the [indiscernible], Willie Hepworth and Leanne Cooke. CEC sought out partnership with Ritu a few years ago and has continued to benefit from her expertise. She has a long history of directing a national center that provides outreach and training to states regarding para-educator support, including mentoring. Thank you, Ritu, Willie and Leah for conducting this webinar series on ways to successfully mentoring interveners through an electronic certification process. I'm handing it over to you, now.

>> DR. RITU CHOPRA: Thank you, Kristi. Am I off mute? Leanne, can you hear me? Okay, great. Thank you very much, Kristi, for the nice introduction. We will jump right into the content of the webinar.

And welcome everybody here, we would like you to go ahead and introduce yourself. You can unmute yourself by pushing #6, or just write in the chat your name, your affiliation and again, whether you have served or are currently a mentor for a NICE intervener. Go ahead and start introducing yourself, take a moment to enter responses, then we will move on to the next slide. We see lots of people are typing. So we have Megan from Arizona. Great, Megan, thank you for being here. Rose, all right. Linda, thank you. And Mandy is here from Missouri. Suzanne. Wonderful. We still have a couple of other people typing.

All right, as some of you are still typing, we will keep an eye on the chat. But we will move on to the next slide. This is our second webinar as you know, this is the second part of the three part series. In the last one, we really focused on mentoring, what it is all about, what are the NICE Mentor roles and responsibilities, and we talked about the process, the steps and stages of mentorship. And we shared several tools with you. And all those tools are now available on the website that Kristi shared with you.

Now that we are moving on to doing a deeper dive into NICE today, that's the focus of today's webinar, is really on how to create strong portfolios. We will look at the scoring rubric, we will look at the two components of the artifacts, which are documentation and explanation. And then, we will go into each one of those. You have done all these through NICE 1 module and NICE 2 module. But we will recap what you have already done and we will bring the two sections. We will also highlight the importance of strong narratives, and how to write strong narratives and how they make our explanation strong, and overall, the artifact strong. So we will discuss that.

We will also talk about self-reflection and self-assessment skills for interveners, enhancing mentors role in enhancing those, and how those skills will help them write strong explanations in their daily practice, how those skills will help them. So that's the focus of today's webinar.

As you know, there are two scored sections of the artifact. There are several sections, but the ones that are scored are recommendation and explanation. The documentation section is actually, that is the technical demonstration of the competence. That's really showing, demonstrating the skill with the knowledge which is part of the standard.

So basically, the candidate, they identify or select competencies that they want to address within the standard. Then they upload documentation, pieces of documentation, that demonstrate or show that they are demonstrating those competencies, or how they are implementing in the classroom.

The second part is the explanation, which is really, the explanation section provides the context as they [indiscernible] demonstrates their knowledge and understanding of what they have shared.

Basically, this particular section helps the interveners to really link or connect the documentation with the selected competencies. They explain how they are demonstrating this particular competency that they have already applied [sounds like] within the documentation. As you know, the explanation is granted by one mandatory question and then there is a choice of four questions, out of which they pick two to further explain the explanation.

This is the scoring rubric which you probably have seen. We will be going deeper into it in our next webinar. But just to show you what you see on the screen is the two scorable parts of the artifact and again, we will be dealing more deeply with the criteria next time, how we decide what is advanced, what is proficient, what is emerging. We will talk deeper about that in our next webinar. We again just want to show you that 60% of the total score is allocated to the documentation part. Then, the part about explanation carries 40% of the total score.

Again, as I said, don't worry about those different categories under it, the ranking under it. We will be talking more about it next time.

Again, the next slide describes the rubric further. Again, I won't worry too much about it this time. But we just wanted to show, you have already seen it under NICE 102. But at the same time we will be discussing at greater length next time. So just wanted you to have this information, and we really want to focus, as we said, this time, on strong narratives and strong documentation, and the reflective practices for this particular webinar.

So Section 1, documentation, again, this is more like the recap of what you already know. This is where we talk about the 8 approved documentation types and those are listed on the screen. You've seen this before.

One of the things that you will probably be highlighting more than what's in this particular webinar is that while the requirement is a minimum of 19 artifacts should be submitted, but our having done a for two years and having interveners go through the process, what we have noticed is the portfolios that have 22 or more artifacts are the ones that kind of obtain higher scores. So that something to keep in the back of your mind. And again, [indiscernible] the criteria and maybe update some of the information. But this is something our evaluation has shown us. 19, underwriting, of course, the portfolios don't score as high. That 22 is the magic number, in a way.

One of the things our reviewers have pointed out to us is that sometimes they find a particular artifact is overused. It's kind of tied for several competencies and more than one standard. That's something also to keep in mind, do not overuse a particular artifact, no matter how strong or effective the artifact is. If it is repeated more than once, it could be an issue, Leanne do you want to add something to that?

>> LEANNE COOKE: Can you hear me now?

>> DR. RITU CHOPRA: Yes, we can hear you now.

>> LEANNE COOKE: One of the things I think candidates have a tendency to do, they find a piece that is really wonderful and I want to use it again and again. I think from our last webinar we talked about some of the tools that can be used to look at artifacts and the strengths and weaknesses of them. This is another great place to use that form which is our cache on NCDB's website and that little library of our forms of things. This is a really great place to ensure you are not overusing things and using documentation to its most effective [sounds like].

Before we transition to the next slide to let you know we are going to be looking at some effective and ineffective documentation, that's actually the samples people are submitting. We look at quite a few portfolios, all the portfolios that come in and we take a peek at. And these are things we have seen multiple times, and we have made our own versions of them. So this first one, it is a box of deaf-blindness taken from the home module [sounds like] it looks like a little homemade one.

I'm going to review some of the information that's on there. It says the student has two cochlear implants, awesome social skills, their need of wait time, processing, repetition. There are some hearts on the mouth. The student loves jokes. There are also some hearts on their nose. It's hard to focus on eating, touch is really required. There is some focus on braille. There looks to be a cane and a wheelchair and a student's name and a syndrome listed. And this is being used with three competencies: effect of combined vision and hearing loss on development of learning, learning styles and communication of the individual, audiological and other ophthalmological conditions and functioning of the individual.

We find it’s listed in a way the candidate has created themselves. It's not a copy of an audiogram. It's not something from a doctor's office. It’s not a functional vision. These are things they have created themselves. To talk about physical touch, braille, some things which, things that the student likes such as social skills and jokes. And they talk about hearing loss and developmental [sounds like] condition are both on there.

That is kind of how it touches on all of the things in some way. That has things from each one of those competencies. It may not go very deep into them. But we can see that there are elements of all three of those competencies very clearly. We're not really questioning the learning style and communication. It's as Braille, ASL and physical touch are all necessary ways of learning and they're all clumped together in one place, talking about learning communication.

It talks about their hearing, their vision, and those kind of things are listed on there in such a way that we would expect a paraprofessional to be able to talk about them. So this is a wonderful type of documentation, it's a self-study or written work samples. It is, something, again, the intervener created. They're not taking pictures of documents and compiling them together. It's something that they made themselves.

>> DR. RITU CHOPRA: Just something I would like to add is that it doesn't have to be a piece of art. What it should demonstrate is the competencies they have on the slide. I think with this visual is showing as it has all the information, anybody who looks at it, it gives them the information that they need to kind of establish whether the intervener knows this stuff or not.

>> LEANNE COOKE: One of the things I think is also really effective about documentation is there may be question about today fully demonstrate that first competency, effective combined vision and hearing loss on development and learning. But if you look back at our rubric and how we evaluate a competencies effectiveness, it doesn't fully demonstrate or doesn't demonstrate a majority or minority of competencies? We surely know it demonstrates two and maybe their additional information box if they have one could really bolster that demonstration of 1.K5.

Even in that sense, if there's a little hesitation on one of those competencies that they may have, there are still opportunities presented to demonstrate that they really do have that understanding. But right now, we don't have any doubts that they're getting that.

The other thing I want to highlight are the number of competencies. I could have added two or three more. I do have gone through many a portfolio and gone through this competency of deaf-blindness, but sometimes using fewer competencies and having them illustrate them more fully is really effective.

Our next is an ineffective example. These are pictures, one is a student sitting in a chair. It looks like they have a G-tube they are very happy, showing off their belly. The next picture is a syringe and formula and what looks to be a bottle. The competencies are: [READING SLIDE VERBATIM]

So one of the things that you think about this documentation that's really difficult is additional disabilities. We see that the student has something, okay, so we see that there is something else going on, but we're not totally sure that is. In the additional information, it says additional disabilities for students may include [READING SLIDE].

One of the things that you think about this documentation that really stood out to me is how general it was and how it doesn't talk about, maybe, what those disabilities are or how they impact the student.

I can slow down. I know I'm a fast talker, in the chat pod she is saying girl, slow down.

What else with the disabilities do, how do they impact the student? The effects of those two competencies, the first knowledge, Competency 10 and 18, the effects. And these two pictures I'm not seeing any effects, right? So if anybody has any thoughts about this on how could it be made stronger, I would love to see what the thoughts are. Because as mentors, these are the kind of things the candidates may bring back and say, “Here, I think I did it.” It’s very obvious that this student does have an additional disability, I don't know what it is. And in the About Me I may have learned more. But if you have any thoughts about it, if you would like to come off mute, or type in the chat pod, what could they have done to make this stronger? We are going to talk about it further down. But if anyone has any thoughts, what could this candidate do to make it stronger?

It's okay if you're not feeling brave. I know it's a lot. I think it's always a good question, right? I think in our last webinar we talked about how do we give criticism tactfully. If anyone has any thoughts, I would love to hear them.

We'll come back for you guys. I see some chat pods. I see them. Thank you, thank you for being brave and sharing your thoughts with us.

The effect of additional disabilities could be demonstrated in the previous slide through illustration. Yes, exactly. There was that example one, the first documentation we saw had some good illustration, imagine putting this together.

He said the effect was a big part of what was missing, dimension of hearing or vision to either. Sometimes [indiscernible] but I think it's always good to bring that back. Because we have to explain to a student who may not have a really formal communication system what's going on, it's kind of a lot to process through and how do we bring it, and I think we're going to talk about that in self-reflection, that's really a huge part of that process, is being able to reflect on that role.

I see some typing down there, Tina. I'm going ahead to the next one and when, Tina, you get it written, we will chat about it some more.

When we're talking about appropriate documentation, making sure that you can mix types of documentation, like Megan just said. Imagine if we had the two images of the student, so happy with their belly out, their formula, then we added a [indiscernible]. So mixing [indiscernible] together can really be a way to demonstrate things fully. Some documentation is really aligned more with knowledge or skill.

Some of the things, and we will talk about in our next webinar, too, when we're going to practice scoring and see how scoring works, is that sometimes the documentation legal one way or another. Coursework and professional development are really good ways to show knowledge competencies, that you learned something. A take away from a training you went to, or even something that a teacher sat down and talked with you about. That's really helpful for knowledge, where a picture series, video, we have even seen someone use part of Home Talk [sounds like] is showing some skills competencies, showing you how to implement things and showing that you can demonstrate them.

Again, videos are usually our most effective for receiving high scores. But that's not always possible, right? We had a candidate who had to submit without using a student's face, like this at all. But the candidate was able to achieve a passing score. Using a series of photos, using things like observations. We know paraprofessionals don't always have a huge opportunity for. But when your teacher can take the time sometimes that 10 minutes to write an observation of you. Or say someone from the deaf blind project was involved and had an observation. So there's lots of different ways that you can use, things aren't always video. Sometimes it's really creative, but it comes down to mixing and matching to make sure you're really demonstrating it.

The next thing we're going to talk about is the additional information box, referenced before. [READING TEXT]

>> DR. RITU CHOPRA: One thing to add again, we can highlight that each competency should be addressed fully. Not just that the documentation is [indiscernible] that you have identified and it shows one and doesn't show the others. I think that is something to keep the front as interveners, as well as mentors that you can really use that as a criteria to the kind of look at the augmentation and see is a complete or not? All right.

>> LEANNE COOKE: So this one you don't need to read, I'm going to give you the gist of. This is one of my favorite artifacts I have seen, too. I didn't plagiarize. I artistically adopted. So this addresses specific causes of deaf-blindness, strengths and needs of the individual, and likes and dislikes of the individual. Three strengths of an individual can be difficult to identify, as well as specific causes of deaf-blindness, if you're only working with one student.

So this documentation has two columns. On the right and left, one is typed in a traditional Times New Roman and the other is italicized. This is taken from a, like an About Me that you might give to a teacher at the beginning of the year. And it has where the student lived and who's at home to talk about their hearing, they don't have any without implants. They have two implants that they wear. They lost their hearing after kindergarten. Their vision, they have some [indiscernible] perception they have lost that over time, as well. It says their likes are music, in particular Michael Jackson. Jokes, talking to people, and animals or pets. And on the other side, it is direct words from the student. How the student described their hearing, or that they hear the good in quiet places. And that they need the student to wear the microphone to their FM. And they don't see any vision but they like to touch things and that helps. And that the student likes telling jokes to Michael Jackson and left their Google home.

This is a really beautiful way to show the candidate thought about the student and what the student said, in comparison with each other. In this piece of documentation on its own, just seeing that, there are two columns, what's really happening here? This is an artifact that with an additional documentation box becomes a lot. “This document was written by AD and me. Together we brought this to share with the teachers for the next year. My writing is on the left and AD's actual words are on the right in italics..... “ [CONTINUES READING SLIDE VERBATIM]

So in the context, I am going to go back a slide of just seeing the two columns on the page that has some information about vision, hearing and likes, I don't know if this candidate really, if they got it, and I don't know if I understand what the documentation really is. But the moment they talk about the background I gave you, the documentation really comes alive, doesn't it? Now I have context and it has meaning ascribed to it. And while that might not fit in the actual document that the candidate compiled, including that makes all the difference to the reviewer’s ability to understand and connect with that artifact.

That's one of the, when you can explain the context of something, imagine our students, if we didn't have that "about the" page on the portfolio, how much more difficult that would be. This is kind of like an “about me” for each artifact. Some artifacts need it and some artifacts don't. This is an example of a wonderful artifact, but without additional information, it kind of falls flat. I now know that you know likes and dislikes or about your condition or [indiscernible] because the student was willing to sit down and talk about this with you. There's a lot of ways you can use artifacts, but sometimes they really need additional information to strengthen them. This is one thing that reviewers say if you have it in, tell me what's going on, it's so much easier to score. And we see the artifacts that have them score higher. That's one thing, giving an artifact more ecosystem to exist in.

Our explanation, writing a strong explanation, we have that mandatory question that we just review. The candidate selects from two. So we're going to talk about that.

Ann, am I going an okay pace for you? I want to make sure....

This was the effective explanation that went along with the box [indiscernible] we just saw. We're going to look at the explanation and ophthalmological conditions and functioning of the individual.

So I'm going to read this aloud. If you do not need me to read it and you can read the screen, it is there. So I want to read it for those of you who are on phone, I know there may be a couple of you. The first question is a mandatory question.

[READING SLIDE VERBATIM]

We're going to go on to the next slide. So this is a box of deaf-blindness, continued.

They chose prompts one and two, describe the activity or activities depicted and what the student or client is doing. How is it related to his or her goals?

[READING SLIDE VERBATIM]

The second one, "In what ways are the knowledge or skills highlighted in the documentation important to work with the student or client?”

[READING SLIDE VERBATIM]

So the things that are really great about this documentation are they specifically say, “These are the competencies I addressed.” I addressed 1.K5 here, 1.K16 here. It makes it easier for the reviewer to know you did address this and this is how you addressed this. We're not leaving any ambiguity here. We're being very clear and direct where this is addressed and this is how.

Another thing that it talks about is what their role is. They kind of bring them and the student together. And they're bringing the student alive. You can see him sitting in the classroom and I'm thinking I need an object here, what can I come up with? You can see how this happens practically in his class. It’s not a lot of question on that. I think they're showing, they have shown each of the competencies specifically, but they're really getting into their work with the student, too, and how that impacts their day to day. There's no question, this intervener knows and is also implementing the competency. Do you have any thoughts on this one, Ritu?

>> DR. RITU CHOPRA: We will be talking about this later on, too. The focus is not on what the student is doing. The focus is on their own practice that is facilitating the students' learning. I think that's the most important thing for these, addressing these questions, this focus on your own practice, rather than talking about what the student is doing, alone.

>> LEANNE COOKE: The next slide, before I go to it, it is one of my favorites. Calendars. You know calendars are very hard to demonstrate that you know how to use them. So this is a picture of a student calendar, it looks like it's mounted on the wall level above an adult waist height. There is a chart that says activity, symbol and for his. So for activity, it says choice and the symbol is choice the phrase is “this." And it is in quotation marks.

Then for calendar, the symbol is square and the phrase is good morning. For math it is math, the counting bear, and the phrase is 1, 2, 3.

Take a quick peek there, it's a tactile calendar, it has some objects on it, there is a fork, a balloon, it kind of looks like a chip clip, a piece of newspaper, then a little circle. I'm going to assume that little circle is morning meeting [sounds like].

So going on to our next slide, here's an ineffective explanation. So I see the artifact, I don't know that you know how to use it, but I know you what a calendar is. How does the documentation provided for this artifact support each associated competency?

[READING SLIDE VERBATIM]

Do we have any thoughts, any thoughts on this one?

>> DR. RITU CHOPRA: Why do you think this is an effective explanation? You can unmute yourself and speak, too. If you want to just type in the chat pod if you have any insights or ideas.

>> LEANNE COOKE: I think we all know it is, but kind of tacking down why is the tricky part, isn't it?

One of the things that I can....Ann, she's got some thoughts and Rose does, too. Thinking about what you would say to a candidate, it's really tricky. I know you've got some thoughts.

I think it would be more effective to show a video of the student using the calendar, that's true. For a calendar we usually do see a series of pictures. So that is interesting. But I think a video of it would be awesome.

Ann said, I'm going to take a leap in, I'm wondering if the intervener understands the rationale between each symbol.

I think one of the other things we see in classrooms is are we actually even using it, or is it just on the wall? Are we going in between activities and pulling things off and putting them in finished bucket? If we look back here, I think there is a finished box on the floor. The little red box is empty, and it's the beginning of the day, so I'm going to assume that's what it is. I'm also wondering if using "his day" is calendar, if the intervener might not understand the full purpose of calendar systems. Right, are they understanding what the purpose of this is, or the purpose of it for this specific student? What skills are they looking for here?

We all know calendars are very hard to have implemented, sometimes. Rose says, “I really don't like the fact that the phrase does not match the activity. Somewhat little kid language.”

This is true. We don't know, maybe this was developed with a TVI and a teacher of the deaf. Maybe there was a reason these words were selected. Or is [indiscernible] written in Braille. There are lots of questions, and the explanation doesn't give us answers to these questions. We are still wondering what is really happening, and can you use the skills? With skills documentation, it's really hard because the keyword is used, and we are not seeing them in their explanation using it.

>> DR. RITU CHOPRA: I think going back to the previous slides, we want to highlight that the documentation is not speaking for itself. That's why we use additional information box. That's where we make explanation really strong. This explanation, again, as you see, after the first question, is the picture shows the students, and lists the symbols and what we say with each one. It doesn't demonstrate the competency, which was “use calendar.” So the intervener didn't say anything about how they use the calendar. I think that's where the explanation, maybe there were, maybe there were some things in the calendar. The picture itself was not clear and those were not explained. And at the same time, none of the questions that were there demonstrate that the intervener is talking about using the calendar.

So going to the next one, again, strong narratives in the explanation sections are extremely important. Intervenors do have the option of choosing two questions out of four.

It's important that they choose the questions that really best showcase their competency. So sometimes as mentors, you might have to kind of help them with that in terms of maybe if you do this question, you could show more in terms of what you know and how well you're doing it, how your practice is impacting the student. I think it's important that out of those four questions, choose two that are most effective in showcasing core competencies.

Also, the explanation needs sufficient information. We often hear from reviewers that one to two sentences don't cut it. We need more information. Then establishing those links and connections between what the documentation is showing and then how it is linked to the competency that [indiscernible] so the description is extremely, extremely important. Then when you are writing [indiscernible] competencies and writing the competencies, it should not be just one big statement or a couple of sentences which talk about all competencies. It should be how each competency was addressed. And I think in one of the effective explanation docs, the slides, Leanne describes that, now name the competency, [indiscernible] come back and tell us it's a good idea to not only mention the number of the competency, if the statement is also included, it helps them in terms of kind of, the whole thing is easier to understand and easy to follow.

Again, there will be many times photos, or a certificate, other types of documentation do not speak for themselves as effectively as a video will. That's why it's very, very important that a strong explanation is used. Just to let you know, in our reviewers training, we always highlight that even though 60% of the score is based on the documentation, we always recommend that our reviewers look at the complete picture, and do the Explanation and use their professional judgment, because it's not always possible to have a video or a series of pictures. If those are not there, to look at the explanation and see if that is compensating for something that was not included in the documentation. So we cannot highlight how important strong narratives are.

The comments that we have, the bullet points we have on this slide are really based on our conversations with our reviewers. We had a meeting with them on October 22, and we asked them what is it that they would like us to share with the mentors. These are some of those things we have summarized from that conversation.

One of the things that we always highlight is that we do know that English may not be the first language for so many interveners. So we are not looking at really perfect and flowery [sounds like] language, but where a comma should be and where a sentence ends and where it begins are kind of important. Sometimes the word use fails completely, a totally different meaning, we have some examples but we don't want to share them. Because the way the word got changed, it really made the description inappropriate just because it was one letter of the word was switched of what it should have been. It's very important to pay attention to, at least they are ending and completing sentences and it doesn't have to be perfect English, but at the same time, it should be such that the reviewers can [indiscernible] what they are trying to say. And though something written explanation is required, but we always talk about having some supplemental video or audio explanation and an audio link can be inserted where they can be talking about what they are trying to achieve with a particular artifact or documentation. So keep that in mind.

I think the most important thing is the explanation really should be used as an opportunity to sharpen the intervener's reflective skills. Again, they need to reflect on their own practice and more than on what the student is doing. They need to reflect on why the student is doing what they're doing, what is happening. I think that's something that you really, really want to focus on.

That takes us into the last part of our presentation. We do have about 15 minutes left, and we will try to cover it. And that's all around reflective practice.

So we have a question for you. To you, what does reflective practice mean? Again, write in the chatbox or you can, as I said, unmute your phones if that helps. #6 to unmute yourself, and you can share your thoughts on it. Then you discuss it further. Start sharing your thoughts. Keep writing, we will keep looking at the chatbox and addressing what you are writing there.

Reflective practice, it's the ability to reflect on action so as to engage in a process of continuous self-examination and learning. Basically, really continuously looking at what am I doing, and how am I doing it, and how can I improve my practice?

Daily, we all reflect and reformulate, all the time. But we really want to get into the habit of making it a more structured, purposeful and intentional kind of activity for us. Constantly, again, the ultimate aim is to enhance my practice and improve my practice and continue to grow as a professional. That's what it is, deliberately taking the time to reflect on your practice. To think about your practice in a deeper manner, and think of all those three questions, what am I doing right? What do I need to change? And how I can do [indiscernible] in the future? It is the what, the why, and the how of it.

Ann wrote, “Reflective practice is used a lot in teaching. Thinking about what the student is doing, whether or not, what I can impact their access and understanding, same as what Rose said.” Yes, we're all on the same page about this.

Reflection is really part of, it's a part of our ongoing professional development. It's a lifelong, it's a [indiscernible] process and helps us grow and learn and make learning as a lifelong part of our everyday work.

It really helps us understand our client students better. It also helps us understand how we can improve, exactly what Ann and Rose just said, one of the things I want to highlight when we as leaders or mentors or whatever capacities we are working in, when we are reflective, ourselves, we pass it along to those who are our students or colleagues or people we are supervising. I always say this to teachers, when they are reflective, themselves, not only their students are impacted, but there other educators that they work with, they become reflective and they teach the students to become more reflective. There is a domino kind of effect. If you are reflective, yourself, as a mentor, as a leader, ultimately, it trickles down to students in a very effective manner.

There are four really, we don't need to go over the same things that we have already said, there are four steps around it, basically, that we are looking at the implications of our work, our intervention, or whatever services we are providing, and just taking the time to slow down and think about it, giving attention to what I did right, what I need to change. Constantly thinking about that, developing a deeper understanding of yourself, what is it that you do that has a good result? What is it you do that doesn't have as good result? That's also looking all around, what are the other, other factors that are impacting your practice, and how can you utilize this to your advantage? Or how can you mitigate those if they are not impacting your practice? And really taking the time to talk, thinking about what you do and how you can do it better.

So one of the roles you have as mentors would be to enhance the intervener skills and self-reflection and self-assessment. Again, one of the most important things would be, tell them about how you use self-reflection in your own practice, whether you do formally think about what you do and how do you exercise this particular practice in your life? Talking about it so that they understand that is something you do as a professional practice that even they should be doing. Sharing your own examples with them is very, very important. And sharing doesn't have to always be a really good and glorified kind of thing where you really did something well. It could be why things went wrong but you learn from it, and how you enhanced your future practice. So thinking of good and bad, both. We have included a self-reflection tool that you could use with interveners. Robbin, could you share that?

What we are trying to say here is this tool is outside of the artifacts, the portfolio, but this is something which can be given as an assignment to the intervener while they are beginning the process, just asking them to pick one activity with the student, one interaction. Is look at the positive aspects of it, the questions are right there, I’m not going to read each of the questions, but basically, what went wrong? There could be challenges that happened while they were working with the student. What were the challenges? And then, going into, really, what they learned from that experience and the implications of that particular experience on future practice. This is an assignment you can give so they can start looking in a structured way, the kind of talk about self-reflection and use reflective practice.

And also, this tool will be available to you. It will be part of the direct page that Kristi shared with you. And Robbin, can you share the form that we had used last time, which was mentor feedback on artifacts. This is a form for feedback on each artifact. If you look at it, actually, the entire form uses reflection all through. Even the first few questions that are there. And if they have to fill the boxes on the next page, which I will show you in a minute, these boxes, it's all around reflection. It could be, some of it could be the interveners are doing at themselves. Some of it is when you are having the conversation with them, helping them reflect and really fill the quadrants that are on that form.

Then there are three sets of questions that we have, also. Encourage them to talk about, again, what went wrong? What didn't go well? And what did they learn that will enhance their practice in the future? Basically, these are some of the tools that will be very helpful in really, the intervener enhancing their skills around reflective practice, and it's not just only for the portfolio development. It will be over all, as they grow as professionals, they will be learning from this.

>> LEANNE COOKE: A comment I was thinking of, when we were testing NICE and working through it, one of the things the interveners said was their roles didn't really require self-reflection, and now they were able to see there were ways they didn't clearly see their students’ growth. But now, the requirement of reflection, they could see what they were doing and how their student was growing. Even though sometimes their work feels like they're just treading water, sometimes it doesn't feel like progress is happening with paraprofessionals. But they're able to now see some of that. And they hadn't been asked to reflect a whole lot. So modeling and teaching and coaching them through the process of self-reflection may be a first in some of your candidates. We know for some of the ones we trialed and beta tested this with, it was. They hadn't been asked to do self-reflection, especially in a professional capacity, before. And that's a skill, and working and coaching through that skill.

>> DR. RITU CHOPRA: Right. And modeling it with them would be a great way of teaching this to them.

We have exactly 3 minutes left, if you have any questions, any comments, you can share them in the chat pod or unmute yourself and let us know if you have any additional comments you have. There are a few who have formally [indiscernible] the practice with interveners or have done it with colleagues, share that. I know we have learning communities in all of our professional organizations and in our schools and in our workplaces, and reflective practice as part of those, too. If you have any examples of things to share, go ahead and share those with us. We would love to hear from you.

Robbin has inserted the link to the webinar evaluation. And do take the time to provide the feedback, please. And again, we are here, any questions, any comments? And while we're talking about that, we also wanted to let you know the third webinar will be on December 4, and again, that will be talking, again, the focus is in showing intervener scoring, but we will be look, we will actually show you some artifacts and we will have use for those so that you look at your interveners work as a reviewer and provide advice, accordingly. That's the whole idea of, we will be doing that particular activity on our next webinar.

Ann has a question: “I can't remember if this was covered last time or not, but as part of the mentor process, do we also help guide them in their writing and explanations so that before they submit to NICE that they may move further along?”

Yes, definitely. Actually, the reviewer feedback form that we shared with you, that can be used for that purpose. You can really have them to complete an artifact and they show you what they have and explanation. They show you so you get to see it. And also, we made a mentor checklist which includes really reviewing the portfolio and making sure that it's complete and it is conveying the meaning that was meant to be conveyed. One of the things we said was you don't do it for them, but really empower them to do it better.

Ann, does that answer your question?

Thank you everybody.

We hope to see everybody back on December 4. Thank you.

>> ROBBIN BULL: Yes, this is Robbin. I want to thank you both for this great webinar, and we will look forward to seeing everyone back on December 4 for webinar Number 3.

>> DR. RITU CHOPRA: Thank you, everybody.

[END OF TRANSCRIPT]