

## Educator: End-of-Year Reflection

Describe your progress on your individual learning plan. What have you learned? How has it changed your practice? How has it made an impact?

Over the year, I adjusted my original plan to focus on Think-Pair-Share and mini-debates instead of full Structured Academic Controversies. This was the right choice for my students' readiness level. I tracked evidence use during discussions and found that by May, 64% of students regularly cited evidence in their responses, compared to about 30% at the start of the year. While I didn't fully reach my 70% target, the growth is clear and measurable.

Student feedback also showed impact: in surveys, 71% of students said that discussion routines helped them understand topics more deeply, and 66% reported that they felt more confident speaking in class than at the start of the year. Several students commented that having time to "think first with a partner" helped them share in front of the whole class.

I've learned that accountable talk needs consistent scaffolding, and that success comes from layering smaller routines before moving into more complex structures. My practice has changed by making discussion a non-negotiable part of each lesson, rather than something I fit in at the end.

What challenges did you encounter and what are your next steps with your professional learning?

The biggest challenge was balancing content coverage with discussion time. Some days I felt rushed, and discussions were cut short. Another challenge was that not all students participated equally—certain students dominated, while others stayed quiet, even in pairs.

My next steps are to continue scaffolding accountable talk by introducing sentence stems and discussion roles (e.g., evidence-finder, summarizer) to support more equitable participation. In the future, I'd like to revisit Structured Academic Controversy after students are more comfortable with evidence use in smaller settings.

How have you contributed to the continuous improvement of your PLC? How do you know?

I contributed by sharing my struggles with SAC and showing how I pivoted to Think-Pair-Share and mini-debates. I brought in transcripts and student feedback, which helped our team see how gradual scaffolding could be more effective. Together, we co-created a list of discussion prompts and evidence stems that all of us are now using.

I know my contributions mattered because colleagues tried these strategies and shared positive results. One teammate reported that her students began citing evidence more often after using the stems we discussed. Another colleague said mini-debates helped her students engage with current events. Seeing these ideas spread across the team confirms that my work supported our PLC's collective growth.