



Native Education Collaborative

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Resources to Help States Advance Education for Native Students: Circles of Reflection

Resources to Help States Advance Education for Native Students: Circles of Reflection

The National Comprehensive Center

The National Comprehensive Center (NCC) is one of 20 technical assistance centers supported under the U.S. Department of Education’s Comprehensive Centers program from 2019 to 2024. The NCC focuses on helping the 19 Regional Comprehensive Centers and state, regional, and local education agencies throughout the country to meet the daunting challenge of improving student performance with equitable resources.

Acknowledgements: Dr. Iris PrettyPaint, Kauffman & Associates, Inc. (KAI); Dr. Janet Gordon, KAI; Dr. Priscilla Maynor, imagineED Partners; Mandy Smoker-Broaddus, Education Northwest; Dr. Sam Redding, NCC; Amanda Cantrell, KAI; Yvette Journey, KAI; Anna Morgan, KAI; Josephine Keefe, KAI; Dr. Jenna Scott, NCC; and Amy Bitterman, NCC.

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U.S. Department of Education (2020). Resources to Help States Advance Education for Native Students: Circles of Reflection. Rockville, MD: National Comprehensive Center at Westat.

The contents of this publication were developed under a grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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Overview

The National Comprehensive Center’s (NCC’s) Native Education Collaborative developed resources to build the capacity of state education agencies (SEAs) in collaboration with tribes and local education agencies (LEAs) to enhance the learning lives of Native children and youth. The Native Education Collaborative developed the **Circles of Reflection** to engage SEAs, tribes, and LEAs in rich, reflective discussions and strategic planning to provide high quality, motivating educational experiences that improve Native students’ academic attainment. This document provides detailed information and instructions for using the Circles of Reflection efficiently and effectively.

The collaborations among SEAs, tribes, and LEAs contribute to a deeper understanding of how to create school environments where Native students thrive. Tribal nations, SEAs, and LEAs share interconnected concerns to safeguard and care for students and provide healthy, positive education environments. Each tribe represents the interests of its Native students to maintain a mutually respectful relationship in collaboration with SEAs and LEAs. In some tribes, a tribal education department (TED) or tribal education agency (TEA) is the focal point of the tribe’s education interests. In other tribes, that function is performed by designated tribal leaders. This guide uses the term TED to represent TEDs, TEAs, and tribal leaders in these efforts.

Engagement between tribes and states is achieved through formal government-to-government consultation and can be enhanced through informal processes that provide opportunities for rich, reflective discussions. As sovereign nations, tribes exercise great influence over the education of their citizens, including making decisions with local schools, developing or selecting culturally relevant and culture-based curricula, and appointing advisory council members to help schools make the right decisions on behalf of Native students. Tribes are also communities, and their students’ academic progress is enhanced by the strong bonds between their schools, their families, and their communities.

Informed by experts in Native education from across the country and a pilot of the Circles of Reflection with four states, the NCC’s Native Education Collaborative developed and refined these resources to enhance the effectiveness of SEAs’ collaboration with TEDs and LEAs. Stronger collaboration will help deepen SEAs’ understanding of the strategies that, when implemented well, may have the largest and most positive impact on Native students across their states.

Circles of Reflection

The Circles of Reflection process enables SEAs to lead with equity to affect systemic transformation. The process involves a series of guided discussions to be held within three circles.

- **The First Circle** engages key personnel within the SEAs to describe and reflect on their current efforts in Native education in each of the six categories.
- **The Second Circle** features facilitated reflection questions to promote dialogue among SEAs, LEAs, and TEDs to collectively generate information on what is in place and working well, what is not working well, and where there are gaps. This process enables people with differing perspectives to arrive at more commonly shared understandings as a necessary foundation for continued collaboration.

- **The Third Circle** enables the SEAs to focus on opportunities where they can collaborate with the LEAs and TEDs to achieve mutually identified outcomes relative to the conclusions and priorities that arose in the Second Circle. Participants develop strategic approaches for a 90-day action plan for short-term goals (such as augmentation of resources, integration into existing initiatives, and leveraging work) and identify ambitious, longer-term goals.

The Idea Bank

The Idea Bank provides online access to resources that are especially helpful in the creation and implementation of the 90-day action plan and identification of longer-term, more ambitious goals, particularly in ongoing collaboration between the SEAs, LEAs, and TEDs. The Idea Bank includes synthesized literature reviews for each of the six overarching categories (described below) and a directory of relevant resources for each of the six overarching categories.

Overarching Categories of State Support

Both the Circles of Reflection process and the Idea Bank are aligned with six overarching categories of state support, as identified as priorities during interviews with experts in Native education:

- Native Culture and Language,
- Tribal Consultation and Sovereignty,
- Effective Teachers and Leaders,
- College and Career Readiness and Access,
- Physical and Behavioral Health, and
- Identification of Promising Programs and Practices.



Circles of Reflection

The Every Student Succeeds Act (ESSA) is the most recent reauthorization of the Elementary and Secondary Education Act of 1965. Passage of ESSA in 2015 marked a major change in U.S. education, allowing states more flexibility to implement standards and accountability and encouraging ingenuity and variation to be more responsive to their unique contexts. ESSA also specifically outlines provisions to promote equitable opportunities for Native students. The Circles of Reflection process is a resource for state education leaders who acknowledge that achieving equity and excellence for Native students requires a new mindset about teaching and learning that attends to their educational and cultural well-being. In designing equitable systems, state leaders must first take proactive steps to better understand the unique educational and culturally related needs of Native students. Consequently, they will recognize the critical contribution of Native knowledge from tribal communities when they engage with state leaders in continuous cycles of reflection, learning, and improvement.

In the United States, there are 574 federally recognized tribes nationally and 63 state-recognized tribes in 11 states—Alabama, Connecticut, Georgia, Louisiana, Maryland, Massachusetts, New York, North Carolina, South Carolina, Vermont, and Virginia¹. Although some commonalities may exist across tribes, each tribe is unique. Local tribal communities are the keepers of their own knowledge systems, which are specific to their heritage, culture, and language.

Likewise, state agencies also vary by state in terms of the structures they have in place to support Native education. For example, some SEAs have offices or divisions dedicated specifically to Native education. Other SEAs have regional support structures as branches of, or in close association with, the SEA that carry great responsibility in working with TEDs and LEAs. Other SEAs designate individual staff members for this work. In some states, tribal affairs, including education departments, may reside in government offices other than the SEA or be guided by advisory councils created by state legislation to advise the state board of education. For this reason, the Circles of Reflection Guide should be reviewed and adapted to the needs and context of the specific state, SEA, local tribes, and organizations. The terminology and programming examples within this document do not serve as a comprehensive list.

Objectives

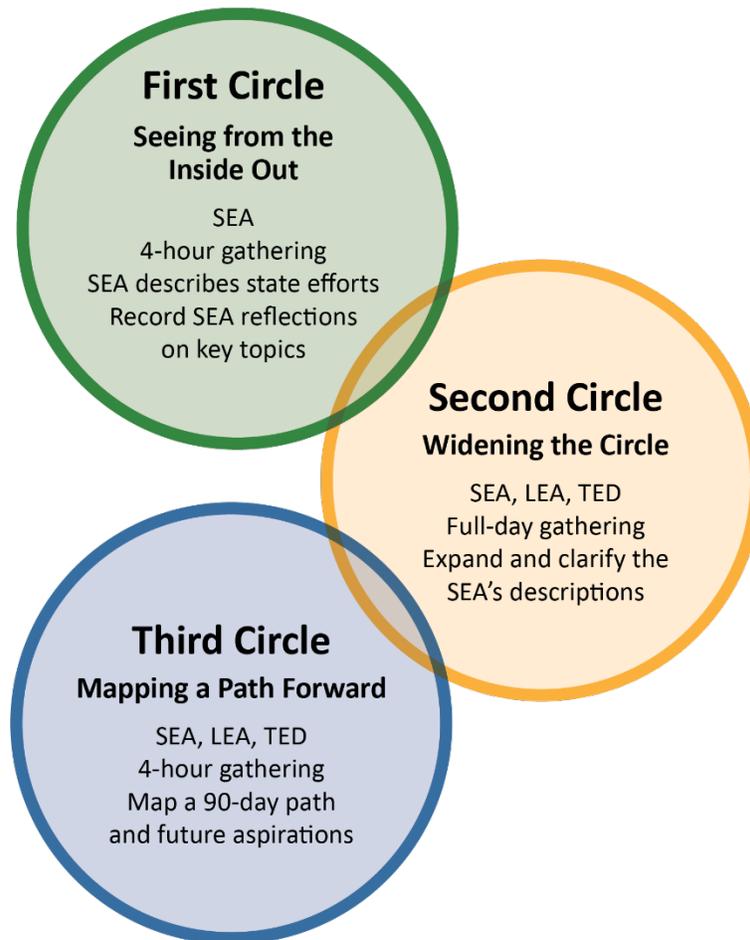
The Circles of Reflection is a three-phase process to engage the SEA, LEAs, and TEDs in discussions about the states' support for educating Native students. The process is flexible and can be adjusted to meet and accommodate the unique needs that exist across states. This process, summarized in Figure 1, follows three circles of reflection.

- **In the First Circle**, SEA personnel reflect on the extent to which the state is involved in initiatives that positively influence the education of Native youth.
- **In the Second Circle**, an expanded group, including the First Circle participants, TED representatives, and LEA representatives, discusses the SEA's self-reflection to achieve greater clarity and to benefit from many perspectives.

¹ Salazar, M. (2016, October). State recognition of American Indian tribes. *National Conference of State Legislatures LegisBrief*, 24(39). Available at: <https://www.ncsl.org/research/state-tribal-institute/state-recognition-of-american-indian-tribes.aspx>.

- **In the Third Circle**, the SEA personnel from the prior circles and other invited participants, including TED and LEA representatives from the Second Circle, identify areas of opportunity to be addressed; develop a 90-day action plan with strategies and specific, measurable outcomes; and identify more ambitious, longer-term goals.

Figure 1. The Circles of Reflection



Note: Time estimates are based on virtual gatherings and only include time spent in the gathering. Participants may spend additional time preparing and reviewing materials before and between circles.

Overarching Categories

The Circles of Reflection process is intentionally designed to help SEAs build their capacity and understanding of their existing policies, programs, and practices that support Native students. A review of literature on Native education and interviews with Native education experts and practitioners from across the country identified the following six categories of important consideration for SEAs, TEDs, and LEAs serving Native students and communities.

- **Native culture and language**



SEAs can significantly contribute to efforts that build Native students' connectedness to their schools by integrating Native culture and language into the teaching and learning process. This integration fosters strong connections between students' school experiences and their experiences outside of school and with their community. This connection promotes students' interest in academic learning. SEAs can also provide rigorous, standards-aligned instructional resources and professional learning opportunities for teachers that focus on culturally responsive and culture-based curricula, instructional practices, assessments, and appropriate supports that foster Native students' well-being. Further, it is important that SEAs collaborate with tribes to support language and culture-based instruction.

- **Tribal consultation and sovereignty**



Tribal sovereignty refers to the right of tribes to determine their own future. Tribes have the right to operate as self-governing nations through their elected tribal governments. As sovereign nations, tribes exercise autonomy over education, such as by participating in decisionmaking for local schools serving Native students, developing and selecting culturally relevant curricula, and identifying advisory council members to ensure schools make the right decisions on behalf of Native students. The ESSA requires that SEAs and LEAs consult with tribes about the education of Native students in matters related to fiscal planning, budgeting, education resources, and culturally relevant program evaluation to measure effectiveness.

- **Effective teachers and leaders**



Teachers and school leaders can have a strong positive influence on the learning lives of Native students. Effective teachers and school leaders provide educational opportunities that prepare Native students to succeed in college and their careers. States can help in addressing gaps in the pipeline of qualified teachers and leaders through professional development and support for recruitment and retention. Ideally, teachers and leaders would share the same cultural background as the students, or LEAs would have high expectations of school staff to use culturally appropriate practices. Additionally, SEAs could engage in efforts to interest Native students in pursuing education careers and work with colleges and universities (including tribal colleges) to recruit Native candidates for teacher education programs. SEAs could also provide professional learning opportunities on cultural relevance to all school staff.

- **College career readiness and access**



All students deserve schools that help them learn, grow, and prepare for success in college and in their careers. This preparation begins in preschool and continues throughout the K-12 years. Native students deserve schools that are effective for all students and particularly attentive to their needs and aspirations. Students' progress, relative to academic standards, should proceed in step with their expanding understanding of their continuing education and career choice possibilities. Schools give students pathways to enter fields beyond those that are immediately

accessible in their local environment. SEAs play a major role in setting standards, providing programs, and encouraging local efforts that build each student’s academic and personal competency. They also help shepherd the transition from K-12 to college and careers, such as by facilitating resource networks for Native students transitioning to college and working with tribes to identify culturally relevant career pathways.

- **Physical and behavioral health** 

To create school environments with physical and behavioral health supports that enhance the well-being of Native students, SEAs can assist and encourage LEAs in the implementation of appropriate policies, practices, and programs that attend to students’ physical and social-emotional development and well-being. This approach includes instruction and support for all students and targeted interventions to help students suffering from the effects of trauma. To offset gaps in mental health for Native youth, SEAs can play a major role in providing support for the early detection and prevention of mental illness through school-based services. Culturally appropriate strategies to improve physical and behavioral health are available, and SEAs can work with TEDs and LEAs to increase awareness and high-quality implementation.
- **Identification of promising programs and practices** 

SEAs are uniquely positioned to accelerate the expansion and proliferation of successful programs and practices for Native students. For example, SEAs have access to student achievement data for LEAs and the expertise to identify top-performing schools and reasons for their success in educating Native students. SEAs can also engage in cross-agency work to influence the design of state programs, instructional practices for Native students, and robust program evaluations to measure program effectiveness. States have the resources to identify innovative local programs that show promise, support their further development, and disseminate information about them across the state. Efforts such as these assign importance to the identification and support of promising programs and practices that exist throughout schools, including those initiated by tribes, schools, districts, and resource partners.

Overview of the Process

First Circle

The size of this group may vary, but at a minimum, should include the director of the state’s office of Native education, where applicable; individuals involved in the SEA’s implementation of the state’s consolidated plan and ESSA implementation, and other state agency staff who collaborate regularly on Native education. SEA leaders and decisionmakers with knowledge and authority related to the six categories of support that the Circles of Reflection is organized around, such as in the areas of curriculum and instruction, professional development, college and career readiness and access, and physical and behavioral health should also participate. The First Circle participants should also join the Second and Third Circles.

During the First Circle, the facilitator guides these stakeholders through a series of discussion questions that allow them to reflect on and describe the state’s activities. The stakeholders will also determine where the state falls along a continuum of levels of support for Native students’ education. The results of the First Circle are then compiled and shared with the First and Second Circle participants.

Second Circle

In the Second Circle, the participant group expands to include anywhere from 4 to 10 representatives from TEDs and 4 to 10 representatives from LEAs with significant populations of Native students. Numbers in this group could vary, depending on the number of tribes located in a state and the number of LEAs with large populations of Native students. The facilitator leads the group in a review of the results of the First Circle. The TED and LEA representatives are asked to first validate, add to, or clarify the SEA’s descriptions for each item to ensure a full view of Native education within the state. Next, the facilitator guides the group through a discussion on the First Circle’s perceptions of effectiveness and impact for each item. The results of the First and Second Circle are then combined into a document that will inform the Third Circle’s work to create an action plan.

Third Circle

The Third Circle reconvenes the First Circle SEA participants to create an SEA action plan. The participants may choose to also invite (1) select SEA members who will be critical in identifying priorities and preparing plans and (2) select members of the Second Circle (LEAs and TEDs) whose knowledge will be critical to the planning.

In this circle, the participants identify areas to address and develop a 90-day action plan. Factors when identifying areas to address may include the scope of replicating or scaling strong programs and practices, augmenting existing programs, leveraging additional resources, providing equitable access, and reducing disparities in opportunities. Together, the Third Circle participants map a 90-day path forward that includes the priorities, strategies, and concrete outcomes. They also identify longer-term goals for the state to pursue to improve policies, programs, and practices that afford equitable access and education excellence for Native students.

Roles and Responsibilities

Each Circle of Reflection is coordinated by a designated state lead within the SEA and facilitated by an external facilitator.

State Lead

The state lead (the office of Indian education director, if one exists, or the person with the greatest responsibility for Native education in the SEA) serves as the facilitator’s primary SEA contact for the Circles of Reflection process. The state lead is responsible for scheduling the gatherings, inviting participants and securing their commitment to attend, and distributing materials to the participants. The state lead is also responsible for providing a notetaker to record the work of each circle in the templates provided. For best results, the notetaker will manage a computer that projects the template onto a screen so everyone can view the information as it is entered and agree to the wording.

Facilitator

The circles are guided by a trusted facilitator with deep knowledge about tribes and the work of SEAs. The facilitator is provided by the NCC or a Regional Comprehensive Center (RCC) or is a qualified person who the NCC or an RCC has trained. The facilitator supports the state lead and helps the SEA meet the objectives for each circle. The facilitator is responsible for orienting the state lead and each circle to the self-reflection process, creating an open environment for effective discussions, and guiding each circle through its agenda. The facilitator guides the discussion, leading toward conclusions that the notetaker records in the provided template.

Recommended Timeline

4 to 6 Weeks Prior to the First Circle

The facilitator initiates the preplanning process with the state lead several weeks in advance of the First Circle. The facilitator and the state lead meet (virtually or in person) to:

- Orient the state lead to the circles process and the expectations for each person's role;
- Complete Appendix A: SEA Profile Questionnaire;
- Begin developing Appendix B: State Native Education Data Pack;
- Identify participants and alternates to invite to each circle; and
- Determine next steps, including the schedule for the circles, location and space availability, agendas and materials, communications, and other logistics.

2 to 3 Weeks Prior to Each Circle

The facilitator and state lead meet (virtually or in person) to:

- Review the participant list and confirm participation;
- Review the objectives and key discussion topics for the gathering;
- Finalize the PowerPoint, including the State Native Education Data Pack;
- Prepare templates for the notetaker to record the participants' work;
- Confirm the meeting location, time, and date;
- Ensure technical equipment will be available and operable (computer, projector, projection screen, virtual meeting platform [e.g. Zoom]); and
- Finalize the required logistics.

1 Week Prior to Each Circle

The state lead sends the participants a reminder of the time, date, and location for the gathering, and shares any prework assignments (e.g., reviewing notes from the prior circle). The state lead, facilitator, and any other key participants complete a "dry run" of the circle.

Timing for Each Circle

The entire Circles of Reflection process requires a minimum of 16 hours of engagement in the circle gatherings (not including preparation, prework and followup after the completion of the three circles).

- **The First Circle** requires at least 4 hours.
- **The Second Circle** requires 6-8 hours.
- **The Third Circle** requires at least 4 hours.

Followup after the Circles of Reflection Process

The facilitator from the NCC or RCC conducts a followup meeting (virtual or in-person) with the state lead to discuss next steps for the implementation of the 90-days action plan and future engagement of tribal and LEA representatives for consultation and support. The facilitator and state lead should develop a plan and schedule for convening additional followup meetings with those from the SEA, LEAs, and TEAs involved in implementing the 90-day action plan to provide updates, problem-solve, and adjust steps as needed.

The SEA's work to implement the action plan and advocate for the longer-term goals continues well beyond the Third Circle. This process will include further consultation with tribes and convenings of TED and LEA representatives to ensure the implementation of the 90-day action plan. It will also involve continued support from the RCCs.

The First Circle of Reflection

Seeing from the Inside Out

Instructions

1. Review Appendix C. First Circle Agenda.
2. Review each of the six overarching categories described in this section.
3. Respond to the reflection questions for each overarching category and determine the state's level on the continuum of support for each item in the reflection tables in this section.

The purpose of the First Circle is for the SEA to determine and record descriptions of current state activities and the levels of effectiveness and impact for each item based on responses to the reflection questions within each of the six categories. The facilitator guides the group through the reflection questions for each overarching category. The SEA participants share their perspectives and provide examples of SEA activities related to the question prompt. Examples of state activities and support should be specific to the topic, descriptive, and succinctly stated. At the end of the discussion for each question, participants indicate where the state is (strong, present, emerging, not present) on the continuum of support in Table 1 by estimating the state's current level of effort and its impact. The terms *effective* and *impactful* are important in this exercise. Effective means that the state effort (e.g., policy, program, practice, initiative) is capable of achieving its intended results. Impactful means that the state effort actually results in significant benefit to Native students.

Table 1. The Continuum of Support

Continuum of Support	Definition
Strong	The description of state activities in this area, including examples provided, shows the SEA’s effort is strategic, significant, sustained, and consistently effective and impactful.
Present	The description of state activities in this area, including examples provided, shows the SEA’s effort is regular, meaningful, and at least modestly effective and impactful.
Emerging	The description of state activities in this area, including examples provided, shows the SEA’s effort and impact are small, inconsistent, or misaligned, but may contain elements of promise.
Not Present	The SEA has not taken action in this area through policy, program, or practice in any way that can be meaningfully described.

Reflection Questions

Primary Participants: SEA staff

The following tables align with the overarching categories. The table for each category has up to six reflection questions on detailed aspects of state efforts. The facilitator poses each question for the participants to share their perspectives. The notetaker records a synopsis of the consensus description and how many participants indicated each level on the continuum of support. (Note that because of the differences in structures to support Native education across SEAs, LEAs, and TEDs, it is important that the state lead and facilitator carefully review each reflection question and remove or adapt any items to fit the needs and context of the state.)

Native Culture and Language

SEAs can significantly contribute to efforts that build Native students’ connectedness to their schools by integrating Native culture and language into the teaching and learning process. This integration fosters strong connections between students’ school experiences and their experiences outside of school and with their community. This connection promotes students’ interest in academic learning. SEAs can also provide rigorous, standards-aligned instructional resources and professional learning opportunities for teachers that focus on culturally responsive and culture-based curricula, instructional practices, assessments, and appropriate supports that foster Native students’ well-being. The reflection questions for this category are included in Table 2.

Table 2. Reflection Questions: Native Culture and Language

Reflection Questions: Native Culture and Language (NCL)				
NCL1.a. Briefly describe state policies, programs, and practices that provide for the inclusion of Native history and culture in the curriculum for students (considering urban/rural areas and areas where tribes are prominent historically or currently).				
NCL1.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
NCL2.a. Briefly describe state policies, programs, and practices that provide for the inclusion of Native language instruction for students.				
NCL2.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
NCL3.a. Briefly describe how the state provides for the implementation of effective culturally responsive and/or culture-based teaching and assessment practices.				
NCL3.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present

Tribal Consultation and Sovereignty

Tribal sovereignty refers to the right of tribes to determine their own future. Tribes have the right to operate as self-governing nations through their elected tribal governments. As sovereign nations, tribes exercise autonomy over education, such as by participating in decisionmaking for local schools serving Native students, developing and selecting culturally relevant curricula, and identifying advisory council members to ensure schools make the right decisions on behalf of Native students. The ESSA requires that SEAs and LEAs consult with tribes about the education of Native students in matters related to fiscal planning, budgeting, education resources, and culturally relevant program evaluation to measure effectiveness. The reflection questions for this category are included in Table 3.

Table 3. Reflection Questions: Tribal Consultation and Sovereignty

Reflection Questions: Tribal Consultation and Sovereignty (TSC)				
TCS1.a. Briefly describe how the state encourages and supports LEAs to achieve significant tribal consultation in school planning.				
TCS1.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
TCS2.a. Briefly explain how the state tracks and monitors the required meaningful tribal consultations for affected LEAs to consult with tribes on plans or applications for covered programs under the Every Student Succeeds Act (ESSA).				
TCS2.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
TCS3.a. Briefly describe how the state provides for tribes to participate in the management of schools (e.g., through compacting, tribally operated schools, charter schools, etc.).				

Reflection Questions: Tribal Consultation and Sovereignty (TSC)				
TCS3.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
TCS4.a. Briefly describe how the state shares student data with tribes to help ensure the accurate identification of Native students by tribal affiliation.				
TCS4.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present

Effective Teachers and Leaders

Teachers and school leaders can have a strong positive influence on the learning lives of Native students. Effective teachers and school leaders provide educational opportunities that prepare Native students to succeed in college and their careers. States can help in addressing gaps in the pipeline of qualified teachers and leaders through professional development and support for recruitment and retention. Ideally, teachers and leaders would share the same cultural background as the students, or LEAs would have high expectations of school staff to use culturally appropriate practices. Additionally, SEAs could engage in efforts to interest Native students in pursuing education careers and work with colleges and universities (including tribal colleges) to recruit Native candidates for teacher education programs. SEAs could also provide professional learning opportunities on cultural relevance to all school staff. The reflection questions for this category are included in Table 4.

Table 4. Reflection Questions: Effective Teachers and Leaders

Reflection Questions: Effective Teachers and Leaders (TL)				
TL1.a. Describe how the state encourages and supports the recruitment of Native students to serve as future teachers and school administrators.				
TL1.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present

Reflection Questions: Effective Teachers and Leaders (TL)

TL2.a. Describe how the state influences teacher and school leader college preparation programs to build prospective educators’ knowledge of Native culture and history.

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TL2.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
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TL3.a. Explain how the state requires current teachers and school leaders to increase their understanding of Native students within the context of their family and community.

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TL3.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
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TL4.a. Describe how the state encourages the inclusion of tribal speakers and culture experts in school programs.

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TL4.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
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TL5.a. Describe how the state creates alternative pathways for certification to honor tribal knowledge.

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TL5.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
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College and Career Readiness and Access

All students deserve schools that help them learn, grow, and prepare for success in college and in their careers. This preparation begins in preschool and continues throughout the K-12 years. Native students deserve schools that are effective for all students and particularly attentive to their needs and aspirations. Students’ progress, relative to academic standards, should proceed in step with their expanding understanding of their continuing education and career choice possibilities. Schools give students pathways to enter fields beyond those that are immediately accessible in their local environment. SEAs play a major role in setting standards, providing programs, and encouraging local efforts that build each student’s academic and personal competency. They also help shepherd the transition from K-12 to college and careers, such as by facilitating resource networks for Native students transitioning to college and working with tribes to identify culturally relevant career pathways. The reflection questions for this category are included in Table 5.

Table 5. Reflection Questions: College and Career Readiness and Access

Reflection Questions: College and Career Readiness and Access (CCR)				
CCR1.a. Describe how the state recognizes high-achieving Native students.				
CCR1.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
CCR2.a. Explain how the state identifies and addresses barriers experienced by Native students that impact their success in school.				
CCR2.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
CCR3.a. Describe how the state promotes and supports secondary Native students, particularly in rural and remote locations, to build a connection with colleges and universities, including tribal colleges in the country.				

Reflection Questions: College and Career Readiness and Access (CCR)				
CCR3.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
CCR4.a. Describe how the state helps create pathways to careers for Native students in collaboration with tribal communities.				
CCR4.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
CCR5.a. Describe how the state encourages and supports LEAs to engage Native families in the school and in the learning lives of their children.				
CCR5.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
CCR6.a. Describe how the state supports the educational needs of Native students in urban settings.				
CCR6.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present

Physical and Behavioral Health

To create school environments with physical and behavioral health supports that enhance the well-being of Native students, SEAs can assist and encourage LEAs in the implementation of appropriate policies, practices, and programs that attend to students’ physical and social-emotional development and well-being. This approach includes instruction and support for all students and targeted interventions to help students suffering from the effects of trauma. To offset gaps in mental health for Native youth, SEAs can play a major role in providing support for early detection and prevention of mental illness through school-based services. Culturally appropriate strategies to improve physical and behavioral health are available, and SEAs can work with TEDs and LEAs to increase awareness and high-quality implementation. The reflection questions for this category are included in Table 6.

Table 6. Reflection Questions: Physical and Behavioral Health

Reflection Questions: Physical and Behavioral Health (PB)				
PB1.a. Describe how the state supports LEAs to offer circles of care or similar wrap-around services for Native students and families.				
PB1.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
PB2.a. Describe how the state collaborates with tribes to learn how the state can better provide <i>behavioral</i> health supports for Native students.				
PB2.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
PB3.a. Describe how the state supports LEAs to recognize and appropriately respond to the effects of trauma suffered by many Native students and their families.				
PB3.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
PB4.a. Describe how the state collaborates with LEAs, tribes, and organizations to promote and support the <i>physical</i> health of Native students.				
PB4.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present

Identification and Support of Promising Programs and Practices

SEAs are uniquely positioned to accelerate the expansion and proliferation of successful programs and practices for Native students. For example, SEAs have access to student achievement data for LEAs and the expertise to identify top-performing schools and reasons for their success in educating Native students. SEAs can also engage in cross-agency work to influence the design of state programs, instructional practices for Native students, and robust program evaluations to measure program effectiveness. States have the resources to identify innovative local programs that show promise, support their further development, and disseminate information about them across the state. Efforts such as these assign importance to the identification and support of promising programs and practices that exist throughout schools, including those initiated by tribes, schools, districts, and resource partners. The reflection questions for this category are included in Table 7.

Table 7. Reflection Questions: Promising Programs and Practices

Reflection Questions: Promising Programs and Practices (PP)				
PP1.a. Describe how the state <i>identifies</i> successful local programs and practices that benefit Native students and their families and how the state <i>shares</i> those practices with other stakeholders.				
PP1.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
PP2.a. Describe how the state collaborates with tribes to learn how the state can support local programs and practices that benefit Native students and their families.				
PP2.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
PP3.a. Describe how the state ensures that the interests of Native students and their families are incorporated into the design, adoption, and evaluation of all state programs.				

Reflection Questions: Promising Programs and Practices (PP)				
PP3.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present
PP4.a. Describe the measures the state takes to ensure tribal members and/or educators are on statewide committees.				
PP4.b. How do you view the state’s level of effectiveness and impact of what you have described?	Strong	Present	Emerging	Not Present

The Second Circle of Reflection

Widening the Circle

Participants: SEA, TED, and LEA representatives

Instructions

1. Follow Appendix D. Second Circle Agenda.
2. Walkthrough and discuss The Idea Bank and State Native Education Data Pack (Appendix B).
3. Review, discuss, and revise or clarify (if needed) the description of each item from the first circle for the six overarching categories.
4. Discuss and share the participants’ views of the state’s level on the continuum of support for each item.
5. Discuss and suggest short-term (90 days) and longer-term areas of focus for SEA action.

The notetaker projects the First Circle’s completed template on the screen, and the facilitator reviews it with the participants. The facilitator may introduce each item to the group in the following way:

The First Circle was asked to describe current state activities on a variety of policies, programs, and practices related to the education of Native students and to identify, along a continuum, the strength of that current effort. How accurate is the First Circle’s depiction of the state activities and the strength of their efforts? Is there anything that you would like to add or change?

The notetaker notes any corrections and clarifications suggested by the Second Circle. Next, the facilitator asks the group to share their own view of the state’s effort—strong, present, emerging, or not present. The notetaker records the number of Second Circle participants specifying each of the four categories in the original template alongside the previously recorded numbers for the First Circle.

SEA Action Item Recommendations

The facilitator then asks the participants to consider which items discussed in the First and Second Circles could become areas of focus for short-term (90 days) or longer-term goals. After the group completes the discussion of all items, the facilitator asks each participant to identify three to four areas of focus for short-term goals and three to four areas of focus for long-term goals. The notetaker will record the responses.

The state lead and facilitator should consider whether the action item recommendation step should occur during the Second Circle or between the Second and Third Circles. If between the Second and Third Circles, participants will have the “homework” assignment to review the notes from the First and Second Circles and recommend their three to four areas of focus for short-term and long-term action planning. The facilitator may ask participants to either submit those to the state lead and facilitator prior to the Third Circle or ask participants to come prepared with them to the Third Circle.

The Third Circle of Reflection

Mapping a Path Forward and Ready to Act

Participants: SEA from First Circle (with additional, select SEA, LEA, and TED participants as needed)

Instructions

1. Follow Appendix E. Third Circle Agenda.
2. Reflect on, discuss, and share key resources from The Idea Bank.
3. Part I. Map a path forward – Evaluate action items to include in the 90-day action plan and for longer-term goals.
4. Part II. Ready to act – Draft the 90-day action plan and longer-term goals.

The objective of the Third Circle is to reflect on the First and Second Circles’ work to identify a strategic direction, complete a 90-Day action plan, and identify longer-term goals. The Third Circle also begins a process to establish advocacy for SEAs, TEDs, and LEAs to continue the work together.

Part I. Mapping a Path Forward

What Has Been Learned?

In the First Circle, SEA staff reflected on the state’s current activities across six categories that influence Native education in each of the six categories. In the Second Circle, SEA staff, TED representatives, and LEA representatives shared their perspectives on the state’s activities and impact in each of the six categories. Now, for the Third Circle, the original First Circle SEA team and other critical TED and LEA representatives from the Second Circle map a 90-day path forward and identify longer-term, ambitious goals that will have a large and positive impact on the learning lives of Native students. This exercise begins to illuminate how SEAs, TEDs, and LEAs can be a part of a networked improvement community.

Before the circle convenes, the facilitator reviews the Idea Bank for key resources that will inform the group and shares them, as needed. The facilitator guides the group through reflection and discussion of the data collected from the prior circles, comprising:

- The First and Second Circles' narrative descriptions of the state's supports for each item across the overarching categories,
- The First and Second Circles' responses to the state's level of support for each item in the Continuum of Support tables across the overarching categories, and
- The Second Circle's recommendations of the three to four areas of focus for short-term and long-term action planning.

Through these discussions, the facilitator organizes and clusters the participants' feedback while watching for action items that naturally emerge. The participants then evaluate these action items for inclusion in the 90-day action plan they will develop in Part II – Ready to Act.

Part II. Ready to Act

In Part II – Ready to Act, the group takes the action items that emerged in Part I to create a 90-day action plan and set longer-term, more ambitious goals.

90-Day Action Plan

The facilitator guides the group through reflective exercises to collectively surface strategies that will help accomplish the action items. The discussion should include any challenges, opportunities, resources, solutions, and best practices while also fostering collaboration. Once the strategies surface, the group translates them into implementation steps for a short-term, 90-day action plan. The facilitator may ask the question: Will the implementation steps achieve what we want to accomplish?

The action plan template provides a framework for action (see Appendix F. SEA 90-Day Action Plan Template). Third Circle members use this template to create a plan with **three main objectives** indicating implementation steps (who, when, how), collaborators/partners, resources needed, and evaluative measures for the plan. To ensure the action plan's effectiveness, the group needs to agree on how to use the plan and how to get buy-in from others who did not participate in the circles. The group also establishes a process to maintain accountability with set check-in points and deliverables checklists to be monitored by a selected champion of the action plan.

Longer-Term Goals

In addition to the three main objectives of the 90-Day action plan, the Third Circle identifies longer-term, more ambitious goals to start a steady process of continuous advocacy. Accomplishment of these goals will pave the way for decisionmaking and establishing policy at all levels. The group discusses strategies to gain the endorsement of SEA/TED leadership to incorporate the ambitious goals into agency planning and legislative actions.

Based on the in-depth examination of the data, the reflective discussion, and the collective establishment of action items, the facilitator guides the group to imagine the possibilities of the accomplishments the SEA, LEAs, and TEDs could achieve together. Drivers of the discussion vary based

on the state’s current initiatives, foci, resources, etc. when contemplating the major changes that would be most impactful to Native students and their community. This discussion will lay the foundation and form the basis for the description of ambitious goals (see Appendix G. Ambitious Goals Template beginning).

Finally, ensure that during the Third Circle, the group puts a plan in place for sustaining the collaboration and implementation of the action plans, including how the RCC can support the work moving forward. Consider scheduling monthly meetings for the teams leading each action plan in order to provide updates, problem-solve, and make adjustments. Discuss how frequently the full group will convene and schedule at least the next meeting to occur after 90 days to discuss the status of the 90-day action plans, including accomplishments, challenges, and next steps.



The Idea Bank

Using the Idea Bank

The Idea Bank provides online access to (1) explanatory documents with synthesized literature reviews for each of the six overarching categories, and (2) a directory of relevant resources for each of the six overarching categories. These resources are especially helpful in the creation and implementation of the 90-day action plan and identification of longer-term, more ambitious goals, especially in ongoing collaborative work between the SEAs, LEAs, and TEDs. The Idea Bank is always available at <https://compcenternetwork.org/national-center/our-work/project/6142>.

Synthesized Literature Reviews

Based on an extensive review of key research findings and reports from the field on Native education, experts in Native education developed literature review briefs to help build the capacity of SEAs, LEAs, and TEDs. There are six literature review briefs. Each brief is based on one of the overarching categories from the Circles of Reflection Guide:

- Native culture and language,
- Tribal consultation and sovereignty,
- Identification of promising practices and programs,
- Effective teachers and leaders,
- College and career readiness and access, and
- Physical and behavioral health.

Directory of Resources

The directory is an online compilation of relevant resources and programs developed by a variety of organizations engaged with the education of Native students. The directory includes descriptions of the resources, links to the resources, and links to the organizations that developed the resources. These resources and programs can be considered while reviewing relevant data, identifying specific needs, and eventually, in the overall design and implementation of the action plan, a process that includes ongoing, collaborative work between SEAs, LEAs, and TEDs. The resources are also organized by the six overarching categories from the Circles of Reflection, as listed above.



Evaluation for Continuous Improvement

Using the Evaluation for Continuous Improvement and Capacity Building

The desired outcome of the Circles of Reflection is to provide high-quality, capacity-building services to SEAs. These services are meant to encourage and render assistance for the cooperative involvement of TEDs and LEAs to understand the current situation, determine needs, establish priorities, make plans, and implement initiatives that positively impact the learning lives of Native students. Evaluation of the effectiveness of the Circles of Reflection is key to maintaining buy-in and achieving the desired outcomes in each circle.

With this in mind, the Regional Comprehensive Center evaluator, who may already have an established, trusted relationship with the SEA and TEDs, is well-positioned to complete the evaluation. This evaluation is designed to provide formative and summative data for reflection and analysis. The overarching evaluation questions are:

- How are the Circles of Reflection process and Idea Bank increasing the SEA’s awareness of critical aspects of AI/AN student education?
- What evidence is there that engaging in the Circles of Reflection process is increasing capacity and promoting collaboration between the SEA, LEAs, and TEDs?
- What is being learned in the process and what can be improved going forward?

Abbreviated Sample Evaluation Plan

The following table is an abbreviated sample Evaluation Plan containing the question prompts and timing of the question prompts to participants in the circles. The method of recording participants’ responses can vary and may include “in the moment (ITM)” interactive techniques such as virtual meeting polling. Additionally, participants can answer open-ended questions verbally using a virtual meeting chat box. Following the First and Second Circles, the analysis will provide formative insight for the team to review as the Circles of Reflection are implemented. The data collected following the Third Circle will help ensure that action planning is progressing effectively. Lastly, interviews and focus groups will help provide deeper insight into the sub-questions provided in the evaluation plan below.

Evaluation Question	Methods/Question Prompt	Timing
1. How is the Circles of Reflection process and Idea Bank increasing the SEA's awareness of critical aspects of AI/AN education?		
<p>What evidence is there that SEA staff have listened, reflected, and gained insights about:</p> <ul style="list-style-type: none"> a. Current state statistics for AI/AN students; b. Legislation around tribal engagement in education; c. Issues of inaccuracies in Federal and state reporting of AI/AN students; d. Expanded view of college and career to include community defined needs, etc.; e. Current non-SEA initiatives that can be leveraged; f. Shift from deficit language to strengths-based vocabulary? 	<p>Focus groups, interviews with a sample of SEA staff, or survey of SEA staff.</p>	<p>After the 2nd or 3rd Circles</p>

Evaluation Question	Methods/Question Prompt	Timing
2. What evidence is there that engaging in the Circles of Reflection process is increasing capacity and promoting collaboration between the SEA, LEAs, and TEDs?		
In what ways and to what extent has the Circles of Reflection process provided a supportive infrastructure to carry out the collaboration?	<p>On a scale from 1 (lowest) to 10 (highest), how would you rate the infrastructure that currently exists to support meaningful and frequent collaboration between the SEA, TEDs, and LEAs?</p> <p>On a scale from 1 (lowest) to 10 (highest), how would you rate the Circles of Reflection process support of meaningful and frequent collaboration between the SEA, TEDs, and LEAs?</p>	<p>At the beginning of the 1st Circle using virtual meeting polling</p> <p>At the conclusion of the 3rd Circle using virtual meeting polling</p>
How is collaboration being reflected in the planning and implementation of activities, for example: How have insights gained in the process informed and increased the integrity of decisions?	Observation notes template (below)	Notetaking during each Circle and debrief after Circles
How do the SEA, LEAs and TEDs perceive their role in this work?	<p>Where do you see yourself in this work? What is your vision for the work going forward? Where do you see the need for changes to do this work effectively?</p> <p>In your opinion, how would you define success for this opportunity to collaborate with the SEA, TEDs, and LEAs?</p> <p>Now that you've created your pathway, what needs to be changed to do the work effectively?</p>	<p>At the conclusion of the 2nd and 3rd Circles verbally or in chat box</p> <p>At the conclusion of the 1st, 2nd and 3rd Circles verbally or in chat box</p> <p>Reflection after the 3rd Circle and/or in first followup meeting after the 3rd Circle</p>

Evaluation Question	Methods/Question Prompt	Timing
3. What is being learned in the process and what can be improved going forward?		
<p>How satisfied are participants with the process in each Circle and in the action planning followup?</p>	<p>How did this process work for you today? What did not work for you today?</p> <p>How can the action planning process, including identification of objectives and measuring progress toward the outcomes, be improved?</p> <p>What recommendations do you have overall to improve the process?</p>	<p>At the conclusion of the 1st, 2nd and 3rd Circles verbally or in chat box</p> <p>Reflection after the 3rd Circle and/or in the first followup meeting after the 3rd Circle</p> <p>Reflection after the 3rd Circle</p>
<p>What additional guidance and support can the Regional Comprehensive Center provide to help accelerate and sustain the work?</p>	<p>Focus groups, interviews, or survey of SEA staff, TED representatives, and LEA staff that participated in the Circles.</p>	<p>After the action plans have been completed</p>

Circles of Reflection Observation Notes Template

Who is at the Circle?

Name	Job Title

LISTEN FOR:	WRITE: Detailed notes on who is speaking (TED, SEA, LEA), emotion, what is said, great quotes
Broad areas of agreement	
Broad areas of disagreement	
Overarching gaps in Native student education; what is the SEA missing?	
Overarching solutions, suggestions, insight, and expertise gleaned from the participants	
What evidence is there that SEA staff have listened, reflected, and gained insights to increase integrity of decisions?	
Debrief: Reflection on how this process is building capacity of the SEA	



Appendices

Appendix A. SEA Profile Questionnaire

To be completed prior to the convening of the First Circle.

State: _____

State Education Agency (SEA): _____

Does the SEA include an office devoted to Native education? ___ Yes ___ No

If yes, what is the name of the office or department: _____

Name of the office administrator: _____

Title of the office administrator: _____

Number of staff in the office: _____

If the SEA does not include an office devoted to Native education, what office within the agency would be most responsible for matters concerning the education of Native children and youth?

Name of office/department: _____

Name of the office administrator: _____

Title of the office administrator: _____

Number of staff in the office: _____

Schools within your agency's scope of responsibility

Within your agency's scope of responsibility, which types of schools listed below include schools in which at least 10% of their student body is Native? (please check all that apply)

- ___ Conventional public schools not on reservations
- ___ Conventional public schools on reservations
- ___ Charter schools not on reservations
- ___ Charter schools on reservations
- ___ Bureau of Indian Education-operated schools not on reservations
- ___ Bureau of Indian Education-operated schools on reservations
- ___ Tribally operated schools not on reservations
- ___ Tribally operated schools on reservations
- ___ Boarding schools for Native students
- ___ Private or parochial schools for Native students

Appendix B. State Native Education Data Pack

The state lead, with support from the facilitator, develops the State Native Education Data Pack of Native information and statistics to provide context and a factual underpinning for the three circles. For the State Native Education Data Pack, the state lead can draw from available sources of demographic and academic data related to Native students, teachers, communities, and the students' schools to share at the beginning of the First and Second Circles. Include data that are readily available in public reports or on the state's website or have been shared with stakeholders. Below is a list of data elements to consider including as part of the State Native Education Data Pack.

- Enrollment
- Assessment results
- Graduation and dropout rates
- Absenteeism
- Special education enrollment
- Suspensions, expulsions, and other disciplinary actions
- Title VI districts
- Teacher and school data for LEAs with high proportions of Native students, such as turnover rates, percentage beginning teachers, and percentage highly-qualified/effective

Considerations:

- Include additional contextual information, for example, the names of the federally-recognized and state-recognized tribes and where they are located, if there are BIE schools in the state and how they are operated, and if there are tribally operated public or charter schools in the state.
- Present the data in ways that are visually appealing and easy to understand. Use maps, charts, and graphs.
- Share state-level and/or LEA-level data. If sharing LEA-level data, keep in mind who is participating in the Circles of Reflection and carefully consider whether or not to share data and what data to share for an LEA that is participating.
- Present trends over time and/or data for Native students compared to the state/LEA overall or all other students.
- Maintain the privacy and confidentiality of students' data following state policies.

Below are some example reports that SEAs have produced about the Native students in their states that may be useful for ideas when developing the State Native Education Data Pack.

- [Montana American Indian Student Achievement Data Reports](#)
- [The State of Native Education in Washington](#)
- [The State of Education of American Indian Students in North Carolina Reports](#)

Appendix C. First Circle Agenda

First Circle of Reflection (SEA)
Seeing from the Inside Out
Agenda/Notes
(Location Here)

Date:		Time:	
Facilitator: (add name here)			
State Lead: (add name here)		Notetaker: (add name here)	
Circle Members			
(first name of each person here)	(last name of each person here)	(position of each person here)	
1.			
2.			
3.			
4.			
5.			

Time	Leader	Agenda Item	Notes (Summary of Key Points)
10 minutes	State Lead	Greeting and Introductions	
10 minutes	State Lead	Discuss Purpose and Structure of Circles of Reflection	

Time	Leader	Agenda Item	Notes (Summary of Key Points)
10 minutes	State Lead	Discuss the Idea Bank and Highlights from the State Native Education Data Pack	
180 minutes	Facilitator	Discussion Questions (Notetaker records on template)	
15 minutes	Each Person	Concluding Comments (about 3 minutes per person)	
10 minutes	State Lead	Next Meeting Reminder Date, Time, Location:	
	State Lead	Farewell	

Appendix D. Second Circle Agenda

Second Circle of Reflection (SEA, TED, LEA)
Widening the Circle
Agenda/Notes
(Location Here)

Date:		Time:
Facilitator: (add name here)		
State Lead: (add name here)		Notetaker: (add name here)
Circle Members		
(first name of each person here)	(last name of each person here)	(position/role of each person here)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Circle Members		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		

Time	Leader	Agenda Item	Notes (Summary of Key Points)
15 minutes	State Lead	Greeting and Introductions	
15 minutes	State Lead	Explanation of Work from First Circle and Tasks for Second Circle	
20 minutes	Facilitator	Share Idea Bank and State Native Education Data Pack and Introduce the Six Categories of Support	
15 minutes		Break	
75 minutes	Facilitator	Reflection Questions (Notetaker updates Circle 1 template)	

Time	Leader	Agenda Item	Notes (Summary of Key Points)
45 minutes		Lunch	
75 minutes	Facilitator	Reflection Questions (Notetaker updates Circle 1 template)	
60 minutes	Facilitator	Begin to Identify Potential Short-term and Longer-term Goals (Notetaker records on template)	
35 minutes	Each Person	Concluding Comments (about 2 minutes per person)	
15 minutes	State Lead	Next Meeting Reminder for Third Circle Date, Time, Location:	
	State Lead	Wrap-up and Farewell	

Appendix E. Third Circle Agenda

Third Circle of Reflection
Mapping a Path Forward
Agenda/Notes
(Location Here)

Date:		Time:	
Facilitator: (add name here)			
State Lead: (add name here)		Notetaker: (add name here)	
Circle Members			
(first name of each person here)	(last name of each person here)	(position of each person here)	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Circle Members

9.		
10.		
11.		
12.		
13.		

Time	Leader	Agenda Item	Notes (Summary of Key Points)
5 minutes	State Lead	Greeting and Introductions	
10 minutes	State Lead	Introduce Tasks of the Third Circle	
65 minutes	Facilitator	Review Work from Second Circle and Identify Short-term and Longer-term Goals (Notetaker to record in template)	
120 minutes	Facilitator	Develop 90-Day Action Plan and Identify and Explain Longer-Term Goals	
30 minutes	Each Person	Concluding Comments (about 3 minutes per person)	
10 minutes	State Lead	Next Meeting Reminder Date, Time, Location:	
	State Lead	Farewell	

Appendix F. SEA 90-Day Action Plan Template

Circles of Reflection: SEA 90-Day Action Plan			
State Agency:		Date:	
Sources of Information			
<ul style="list-style-type: none"> Reflection notes from First Circle Second Circle input/feedback on reflection notes 		<ul style="list-style-type: none"> Identified short-term and longer-term goals Idea Bank Data and reports 	
Priority Area/Objectives		Rationale/Needs Statement	
Category		Project Team – SEA/TED/LEA	
Implementation/Action Steps	Person(s) Responsible	Time	Notes
<i>Team meets as needed (at least monthly) to provide updates, problem-solve, adjust steps, etc.</i>	<i>SEA, LEA, and TED</i>	<i>Monthly</i>	<i>Meeting minutes are shared with Second and Third Circle Participants</i>

Circles of Reflection: SEA 90-Day Action Plan

1 Month Meeting Summary/Update:

2 Month Meeting Summary/Update:

3 Month Meeting Summary/Update:

Objective has been fully met and implemented

Appendix G. Ambitious Goals Template

Explanation of Ambitious Goal #1:

Explanation of Ambitious Goal #2:

Explanation of Ambitious Goal #3: