Objectives

• To define and expand your reflective practice
• To consider reflection in a variety of circumstances and configurations
• To incorporate reflection individually, with groups and school-wide as a tool to learn

Itinerary

• 1:00-2:00: Framing the Learning for Reflective Practice
• 2:15-3:15: Reflection Strategies: Build your repertoire
• 3:30-4:30: Bring reflection home Plan your next steps
Where did reflective practice come from?

- Buddha
- Socrates
- John Dewey
- Thich Nhat Hanh

“The practice of analyzing our actions, decisions or products by focusing on our process of achieving them.”

Killion and Todnem

David Perkins’ Theory of Intelligence

- Neural
- Experiential
- Reflective
Howard Gardner’s Theory of Multiple Intelligences
- Logical/Mathematical
- Verbal Linguistic
  - Bodily/Kinesthetic
  - Visual/Spatial
  - Musical/Rhythmic
- Interpersonal
- Intrapersonal

Daniel Goleman’s Theory of Emotional Intelligence
- A different way of being smart
- Virtually all learned from parents and life, can be nurtured and changed
- Includes the capacity to:
  - Recognize our own feelings and those of others
  - Manage emotions well in ourselves and in our relationships
  - Motivate ourselves

Goleman: Emotional Intelligence
- Emotional Intelligence: Why It Can Matter More Than IQ
- Primal Leadership: Learning to Lead with Emotional Intelligence
- Destructive Emotions: A Scientific Dialogue with the Dalai Lama

Our skills in managing our emotions contribute heavily to our successes and failures.
Position Available:
Facilitator for Reflective Practice Wanted

A person who is inherently curious; someone who doesn’t have all the answers and isn’t afraid to admit it; someone who is confident enough in his or her ability to accept challenges in a non-defensive manner; someone who is secure enough to make his or her thinking public and therefore subject to discussion; someone who is a good listener; someone who likes other people and trusts them to make the right decisions if given the opportunity; someone who is able to see things from another’s perspective and is sensitive to the needs and feelings of others; someone who is able to relax and lean back and let others assume the responsibility for their own learning. Some experience desirable but not as important as the ability to learn from mistakes.

Osterman and Kottkamp

ROVING REPORTER

• What one thing would you want your eulogy to highlight about yourself?
• What were the key family values that you were raised with that molded you the most into who you are today?
• If you could have a “Do Over” for any time or action in your life, what would it be?
• What are you most proud of?
• What brings you joy?
Facilitating Professional Growth: Reflective Practice for Continuous Learning

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<tr>
<th>Four Questions</th>
<th>What am I already doing?</th>
<th>Framework for improving teaching and learning</th>
<th>What do I still need to do?</th>
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</thead>
<tbody>
<tr>
<td>What do students need to know and be able to do?</td>
<td>Curriculum</td>
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<td>How do we know they have learned it?</td>
<td>Evidence of Student Learning</td>
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<tr>
<td>How do we know when they already know it?</td>
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Adapted from Montgomery County Public Schools, MD.
Reflective Questions

- I would like to improve . . .
- I am curious about . . .
- I want to learn more about . . .
- Right now, some areas I am particularly interested in are . . .

Four-Step Reflection Process

- Description: What happened?
- Analysis: Why did things happen as they did?
- Meaning: What have I learned?
- Implications: What do I want to remember?

Capture Your Thoughts

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<tr>
<th>Big Ideas</th>
<th>Insights</th>
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<table>
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<th>Questions</th>
<th>Future Action</th>
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Notes, Ideas, Reactions, and Pictures