

# Workshop 8

## Reflecting on Our Practice

This workshop session explores methods for assessing instructional practice. In the program, you'll see teachers reflecting and interacting with colleagues to evaluate and refine their planning and teaching. To conclude, the discussion group members model a protocol that allows teachers to draw on the expertise of colleagues to refine their practice.

### Learning Goals

The goals of this workshop are for you to:

- Learn reflective methods for evaluating curriculum design and instruction
- Reflect upon learning that has taken place during the workshop and establish arts integration goals for the future.

### Featured Classroom Examples

- Teachers engage in reflective discussion at various stages of their unit about frogs and ballet.
- The team of teachers that created the civilizations unit considers how to revise their instruction for next year.
- Another team of teachers meets weekly to discuss the integration of all their subjects.
- Students interview senior citizens and write short stories based on what they hear.

# Workshop Session (On-Site)

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## Get Ready

**Read and think about the following quotation:** (5 minutes)

“There are three principal means of acquiring knowledge . . . observation of nature, reflection, and experimentation. Observation collects facts; reflection combines them; experimentation verifies the result of that combination.”

—Denis Diderot, *On the Interpretation of Nature*, 1753

**Consider the following questions:**

- Does this quotation apply to a school setting? How? Why or why not?
- How and when do you reflect on your teaching practice?
- How do teachers at your school typically reflect on their practice?
- Is there time for formal reflection at your school?
- How does reflection affect your practice?

## Watch the Workshop Program (60 minutes)

Consider the following questions as you watch the program. If you are part of a professional development group, consider stopping the video to discuss each question with your colleagues.

- How could you work with a colleague to evaluate your instruction?
- How can your colleagues help you improve your teaching?
- How can group reflection help with planning integrated instruction?
- How can you improve your practice by using structured conversations with colleagues?

## Activities and Discussion

### **Activity: Planning for Arts Integration**

**Reflect on this eight-part professional development workshop.** (10 minutes)

Ask each person to complete the following statements about arts integration, then share them with the group:

I used to think \_\_\_\_\_.

Now I think \_\_\_\_\_.

# Workshop Session, cont'd.

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## **Make plans to begin or expand arts-integrated instruction. (45 minutes)**

Write or post the following seven statements, with their four categories, on the board. Have each person write responses on sticky notes (being sure to sign each note) and have them place the sticky notes under the appropriate headings.

### **Concepts/Content**

I am interested in teaching these concepts through integrated instruction:

### **Arts Knowledge**

I have the following arts knowledge and expertise:

I need to know more about or need assistance with:

### **Collaboration**

I am interested in the following collaborations:

I am available for planning at these times:

### **Resources**

I have or know about the following resources to aid arts integration:

What I need is:

Discuss the results, focusing on common interests and needs and how people can assist each other. Individually, decide on and write down the next step each person will take toward arts integration.

# After the Final Session (On Your Own)

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## Additional Resources

### Web Resources

Creating a Knowledge Base for Teaching: A Conversation With James Stigler  
[http://www.ascd.org/publications/ed\\_lead/200203/willis.html](http://www.ascd.org/publications/ed_lead/200203/willis.html)

Advocates professional development that is site-based, long-term, and directly related to teacher practice

Critical Friends  
[http://www.ascd.org/publications/ed\\_lead/200203/bambino.html](http://www.ascd.org/publications/ed_lead/200203/bambino.html)

Describes how examining student work using the Critical Friends technique can enhance teaching

National Board for Professional Teaching Standards  
<http://www.nbpts.org/>

The National Board's influential teaching standards, including early adolescent generalist standards

Reflective Practice and Professional Development  
<http://www.ericfacility.net/ericdigests/ed449120.html>

A digest that reviews the concept, levels, techniques for, and benefits of reflective practice

### Print Resources

Hall McEntee, Grace, Appleby, Jon, & Dowd, Joanne. *At the Heart of Teaching: A Guide to Reflective Practice (The Series on School Reform)*. New York: Teachers College Press, 2003. ISBN: 0807743488

This book delves into reflection as a concept and provides specific, replicable tools for professional practice.

McDonald, Joseph P., Mohr, Nancy, & McDonald, Elizabeth C. *The Power of Protocols: An Educator's Guide to Better Practice (The Series on School Reform)*. New York: Teachers College Press, 2003. ISBN: 0807743615

This book describes nearly 30 protocols or "scripts" for conducting meetings, conversations, and other learning experiences among educators.

Sommers, William, Montie, Jo, & York-Barr, Jennifer. *Reflective Practice to Improved Schools: A Guide for Educators*. Thousand Oaks, Calif.: Corwin Press. 2001. ISBN: 0761977635

The book provides a framework and strategies for supporting educators to continuously and meaningfully reflect on their practice—by themselves and with their colleague—to create schools in which both students and adults continually learn.