Student Reflection

Deeper Learning Conference
March 2018
Symon Hayes, Senior Learning Designer
David Dobson Smith, Head of Student Support
Student Reflection

“When students assume responsibility for their own learning, they reflect on their accomplishments, evaluate their work, decide on where changes are needed, define goals, and identify sound strategies for attaining them. If students are to become thoughtful individuals who can assume responsibility for learning, they must be taught how to analyze and evaluate their work. Teachers must help them define realistic yet challenging goals for their continued learning and show them appropriate strategies to attain those goals.”

Giselle O. Martin-Kemp  Becoming a Better Teacher
Student Reflection

Teachers who promote reflective classrooms ensure that students are fully engaged in the process of making meaning. They organize instruction so that students are the producers, not just the consumers, of knowledge. To best guide children in the habits of reflection, these teachers approach their role as that of "facilitator of meaning making."

Chapter 12. Learning Through Reflection by Arthur L. Costa and Bena Kallick
Student Reflection

We have traditionally told students what we see and what we value—very often at precisely the point in their learning where they should be discovering what they see and what they value. In doing so, we have reduced the likelihood that students will use past experiences in writing to shape subsequent experiences. We have eliminated the valuable opportunities for students to learn about themselves and about their writing—and for us to learn about them.

Roberta Camp (1992)
Reflection is a critical component of self-regulation. Self-regulated learners are aware of the strategies they can use to learn and understand when, how, and why these strategies operate. They can monitor their own performance and evaluate their progress against specific criteria. They can recognize improvement and identify strategies for dealing with challenging situations. They know how to choose appropriate goals, can develop and implement reasonable plans, and can make appropriate adjustments if unforeseen circumstances occur. In short, self-regulated learners are strategic.

Becoming a Better Teacher by Giselle O. Martin-Kniep
Please sit in groups of 4 with people that you do not know, or do not usually get the opportunity to work with.
Ice Breaker Time! All My Neighbors
[Stand up if the statement is true]
<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Welcome</td>
</tr>
<tr>
<td>8</td>
<td>Who’s in the room?</td>
</tr>
<tr>
<td>10</td>
<td>Warm-Up. Your own reflection.</td>
</tr>
<tr>
<td>5</td>
<td>Framing and who we are</td>
</tr>
<tr>
<td>12</td>
<td>Tea- Party. Why Reflect?</td>
</tr>
<tr>
<td>5</td>
<td>Present thinking about practice at AltSchool</td>
</tr>
<tr>
<td>10</td>
<td>Our research project and documents</td>
</tr>
<tr>
<td>12</td>
<td>Where are we going? Where are you now? How do you get there?</td>
</tr>
<tr>
<td>5</td>
<td>Spirit Read</td>
</tr>
<tr>
<td>10</td>
<td>What - So What - Now What</td>
</tr>
<tr>
<td>POWERFUL WORDS</td>
<td>So What</td>
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<td>----------------</td>
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ESSENTIAL QUESTION

How does reflection impact teaching and learning?
Learning Targets

1. I can describe how reflection impacts teaching and learning
2. I can create systems, structures, and language for supporting student reflection practices
3. I can implement student reflection in my school or district
Deeper Learning Competencies

1. Master Core Academic Content
2. Think Critically and Solve Complex Problems
3. Work Collaboratively
4. Communicate Effectively
5. Learn How to Learn & Develop Academic Mindsets
Deeper Learning Competencies

1. Master Core Academic Content
2. Think Critically and Solve Complex Problems
3. Work Collaboratively
4. Communicate Effectively
5. Learn How to Learn & Develop Academic Mindsets
Enable all children to reach their potential
I know who I am, and I’m full of possibility.

As a lifelong learner, I am sparked by a sense of wonder. I am supported by a community that upholds the highest standards of academics and character.

I shape my own journey and shine as a changemaker, contributing to the world around me.
Our Student Promise

I am active in my learning community

I drive what I learn

I learn according to my needs

My learning transcends the classroom

I develop a strong sense of self
Student Learning: The AltSchool Learning Cycle

During the learning cycle your child will...

- **Wonder**: Get inspired, gather context, and set goals in a group setting.
- **Engage**: Ask questions and narrow his or her individual focus and purpose.
- **Investigate**: Formulate plans and learn from experts in a group setting.
- **Construct**: Explore ideas, understand concepts, and develop initial understanding.
- **Demonstrate**: Share learning, reflect on progress, and celebrate accomplishments.
- **Create**: Make knowledge visible, practice skills, and iterate on work.
- **Share**: Present to others and answer questions to apply understanding.

**Reflect**: Reflect on his or her learning and celebrate progress.
"Education is not preparation for life. It is life itself."

John Dewey
What is student agency?
I taught Spot how to whistle.

Was it hard?

Nope.

Did it take a long time?

Nope.

Can I see him whistle?

Nope.

Can he whistle?

Nope.

I thought you said you taught him.

He just didn’t learn.
THE POWER TO ACT

The level of autonomy and control that students experience in influencing their own educational journey
Warm-Up

Think of a time when you reflected about an experience.

- How did reflecting help you?
- What strategies, if any did you use to help you reflect?
- What did you learn about yourself as a learner?

Share in small groups
AltSchool Learning Cycle

**Student Learning: The AltSchool Learning Cycle**

*During the learning cycle your child will...*

- **Reflect**
  - Reflect on his or her learning and celebrate progress

- **Wonder**
  - Get inspired, gather context, and set goals in a group setting

- **Engage**
  - Ask questions and narrow his or her individual focus and purpose

- **Investigate**
  - Formulate plans and learn from experts in a group setting

- **Create**
  - Make knowledge visible, practice skills, and iterate on work

- **Share**
  - Present to others and answer questions to apply understanding

- **Demonstrate**
  - Show progress through projects and presentations
We do not learn from experience, we learn from reflecting on experience.

John Dewey
1. Read Tea-Party Text and highlight what resonates with you.

2. Mingle & Discuss in small groups.
1. Read Tea-Party Text and highlight what resonates with you.
2. Mingle & Discuss in small groups.
3. Add Powerful Words and Phrases from the Text and Discussion.
4. Add to the ‘Word Wall’.
Student Reflection

How do we get there?

Student Reflection

Classroom Practice
PROVIDING SYSTEMS, STRUCTURE, AND LANGUAGE

‘If we want students to engage in meaningful reflection, we need to create the systems and structures and provide the language that allows them to do so.’

‘We need to give students the ‘what’, the ‘why’, and the ‘way’
Student Reflection - Actions

Student

1. Communicates what they are learning - describe the intended outcomes; knowledge, skills, and habits

2. Communicates how they will demonstrate what they have learned

3. Communicates how they know the quality of their work

4. Communicates why they are learning what they are learning

5. Communicates how they are learning what they are learning (including strategies, protocols etc.)
Student Reflection - Actions

**Student**

1. Communicates what they are learning - describe the intended outcomes; knowledge, skills, and habits
2. Communicates how they will demonstrate what they have learned
3. Communicates how they know the quality of their work
4. Communicates why they are learning what they are learning
5. Communicates how they are learning what they are learning (including strategies, protocols etc.)

**Teacher**

1. Determines outcomes of learning - and communicates to all students.
2. Determines appropriate assessment methods and communicates to all students
3. Determines indicators of learning - and communicates to all students
4. Determines the why of the learning and clearly communicates to all students
5. Communicates the how of the learning and teaches specific learning strategies that support the learning
<table>
<thead>
<tr>
<th>Student process</th>
<th>Evidence of Success</th>
<th>Educator Planning and Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the steps that our students need to take in order to be successful in their reflection process?</td>
<td>How will you know if your student is demonstrating success in this step?</td>
<td>What do you need to do as an educator in order to bring out the evidence of success? What are your goals for your students and how will you plan it out?</td>
</tr>
<tr>
<td><strong>Step</strong></td>
<td><strong>The audience may hear...</strong></td>
<td><strong>The audience may see...</strong></td>
</tr>
<tr>
<td>What students are learning</td>
<td></td>
<td></td>
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<tr>
<td>How students will demonstrate</td>
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<td></td>
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<tr>
<td>How students will know quality / Criteria for success</td>
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<td></td>
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<tr>
<td>Why students are learning what they are learning</td>
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<tr>
<td>The How of learning (the process, including strategies and protocols)</td>
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</tbody>
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Video
<table>
<thead>
<tr>
<th></th>
<th>What do you hear</th>
<th>What do you infer?</th>
<th>What do want to hear more about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Words phrases student uses to describe the learning process</td>
<td>What systems, structures, and Language is in place in #1</td>
<td>What would inform you more about the learning process?</td>
</tr>
</tbody>
</table>
## Student Reflection - Actions

Where are you now?  What existing practices are evident in your practice or in your school / school district?

<table>
<thead>
<tr>
<th>End Result. Student Action</th>
<th>Student Current Reality</th>
<th>Educator Current Reality</th>
<th>How do we get there?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you seeing and hearing from students?</td>
<td></td>
<td>What are you seeing and hearing from educators to support students?</td>
<td>What are the next steps for educators to support students in achieving the end result?</td>
</tr>
<tr>
<td>1. Communicates <strong>what they are learning</strong> - describe the intended outcomes; knowledge, skills, and habits</td>
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Student Reflection
How do we get there?

PROVIDING SYSTEMS, STRUCTURE, AND LANGUAGE

- Sharing Learning Targets and Criteria for Success
- Framing the Questions
- Discussing the Language
- Talking in small groups (to Reflect)
- Reflection and Revision
- Sharing Examples (of art)

‘We need to give students the ‘what’, the ‘why’, and the ‘way’
Sharing Examples (of art) Impact on Learning

Gave me examples of what to do

... you could understand them better, like why they painted it

It’s good for inspiration

I didn’t get nervous when I went up there and most of the class liked mine

I liked sharing art because others gave me ideas
Student Reflection - Actions

**Student**

1. Communicates **what they are learning** - describe the intended outcomes; knowledge, skills, and habits
2. Communicates **how they will demonstrate** what they have learned
3. Communicates **how they know the quality** of their work
4. Communicates **why they are learning** what they are learning
5. Communicates **how they are learning** what they are learning (including strategies, protocols etc.)

**Teacher**

Where are you now?
What existing practices are evident in your practice or in your school / school district?
## Reflection

<table>
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<tr>
<th>What</th>
<th>So What</th>
<th>Now What</th>
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### Reflection

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<th>So What</th>
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CRITERIA FOR A GOOD SPIRIT READ

- Stand in circle
- All voices in the circle
  - Name
  - One powerful word or phrase (from note-catchers)
- Spirit Read-
  - No commentary or opinions state
  - Try to connect with what was just read (listen carefully to others)
  - Give all voices a chance
  - Pauses can be powerful
  - Repeating phrases is okay (shows where we collectively agree)
  - Continue until there are no more phrases people want to share aloud
Thank you!

- Have follow-up questions?
- Email us at: symon.hayes@altschool.com and dds@altschool.org.