



REFLECTION MEETING AGENDA SAMPLE

Step 1

Share the Purpose of the Meeting: *To reflect together on the students' learning in order to support our own learning and impact our practice.*

Step 2

Review the Residency Plan document together.

Step 3

Ask the group to share any questions they would like to discuss together. Use these questions from the group to guide the meeting's discussion or use a selection of the questions below.

***For a large group/whole staff approach for this meeting, see below.*

QUESTIONS TO GUIDE THE DISCUSSION:

Arts Integration and 21st Century Skills:

- *What are some examples of connections your students made between the art form and other content areas during the residency?*
- *When were students active creators? When were students active critical thinkers?*
- *Share examples of students using other 21st century skills such as communication, collaboration, and 5th C.*

Collaboration and “Spillover”:

- *Share examples of strategies the teaching artist shared that could be used again by classroom teachers.*
- *Were there examples of ‘just-in-time-planning’ in the collaboration between teachers and teaching artist?*
- *What has happened in classrooms after the residency sessions with the artists were completed? What could happen to continue the skill building that took place during this residency – “spillover”?*
- *If you had another week together, where would you go next?*

Student, Artist and Teacher Roles/Engagement:

- *When were students most engaged during this residency? What did you observe about students' engagement?*
- *Share any moments or students who really surprised you.*
- *What surprised you about collaboration between classroom teachers and teaching artist?*
- *What did you learn about your own engagement?*
- *Did students continue their involvement on their own or within other contexts following the experience?*

Looking at Student Work: (choose from these questions when student work is present at meeting)

- *How was student learning demonstrated in these examples of student work?*
- *Let's each pick a student for whom this was a great experience and share their work. In these examples, where do you see demonstration of the 21st Century Skills we set out for students to experience?*
- *Let's compare our different grade levels' work. How do skills grow from one to the next, and how does what we see become better supported in our classroom?*
- *Is any of this student work from in-between or following the residency sessions? What connections did students make between their residency experience and other content, as seen in this work?*

LARGE GROUP REFLECTION ACTIVITY

If the reflection meeting is going to be a large group, below is a process that might work well.

Teachers circulate and respond to questions written on large pieces of paper placed on each table. If they agree with a comment they can add a check mark. When they return to their seats they discuss and summarize the comments on their table. When each table shared their summary more ideas surfaced in the larger group.

1. What are some examples of connections your students made between the art form and other content areas during the residency?
2. When were students active creators?
3. When were students active critical thinkers?
4. List examples of students using other 21st century skills such as communication, collaboration, and citizenship?
5. How will the skills/knowledge/experiences gained during the residency carry over into your classroom and help you and your students continue the work?
6. If you had a magic wand, what would you change about this residency?
7. Where would you like Right Brain to go from here in your classroom and at your school?
8. **Are there questions we didn't ask? Suggestions?**