

Culturally & Linguistically Responsive Arts Teaching and Learning in Action

Strategies that Increase Student Engagement and Achievement





STRATEGY: JIGSAW

This strategy is part of a larger publication entitled *Culturally and Linguistically Responsive Arts Teaching and Learning in Action: Strategies that Increase Student Engagement and Achievement*.

This publication is the result of a yearlong process undertaken by the CCSESA Arts Initiative and the CISC Regional Arts Leads who serve on the Curriculum and Instruction Steering Committee/Visual and Performing Arts Subcommittee. CCSESA's Creativity at the Core Initiative recognizes the transformative power of the arts in the lives of our students as they develop critical thinking skills and capacities that ensure success in our complex, multifaceted, globalized world. To download the entire publication, go to downloads in this module.

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IMPROVING LIFE OUTCOMES FOR YOUNG PEOPLE THROUGH EDUCATION

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How To Use This Document



“ *I believe it is impossible to make sense of life in this world except through art.* **”**

- Daniel Pinkwater

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AUDIENCE

This handbook is designed with two primary users in mind.

Administrators/Other Leaders

Administrators and other arts and educational leaders can use this handbook to help them in designing professional development services, especially as those are focused on expanding teacher's repertoire of culturally and linguistically responsive, interactive instructional strategies. Not only will the information in this handbook provide administrators and teacher leaders with a concise overview of key aspects of culturally and linguistically responsive pedagogy, but it will also provide an approach or template for thinking about how to select specific instructional strategies that translate that culturally and linguistically responsive pedagogy into classroom practice. By providing arts-specific examples of these strategies in action, teachers will be able to identify those that are most appropriate for their own settings. What's more, the strategies and examples are likely to prompt leaders to recall other strategies already in their repertoires that they can revive, and to create new strategies of their own design.

Classroom Teachers/Teaching Artists/Arts Specialists

Classroom teachers, teaching artists, and arts specialists can use this handbook to help them design learning experiences for their students. The organization of each instructional strategy allows for teachers to understand the objectives and processes, and to adapt them to their own settings and students by customizing the content of the activities. As teachers make decisions about which strategies to incorporate into their learning plans, they will be able to construct sophisticated learning sequences designed to engage students actively in the learning, to build new learning opportunities that take full advantage of students' languages, cultures, and prior experiences/ knowledge, and to invite students into reflection and metacognitive activities that can spiral their learning to new levels.

STRATEGY TEMPLATE *(See Figure 1)*

Each strategy featured in this handbook is organized according to a format that includes the following:

Introductory Information

- Strategy Name
- Strategy Source
- Targeted Objectives
- Applicable Grade(s)
- Time Required
- Materials Required
- Grouping Recommendations

VAPA Connection

- Rationale for Use of the CLRP Strategy in VAPA Classroom Settings

Implementation Process

- Steps for Using the Strategy with Students
- Synthesis, Reflection/Debriefing Suggestions



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STRATEGIES IN ACTION

(See Figure 2)

This handbook also provides examples of each strategy as it might be used in one of the arts disciplines (dance, music, theatre arts, visual arts, media arts, or integrated arts). These examples are organized according to a consistent format. This format includes:

Introductory Information

- Strategy Name
- VAPA Discipline Targeted
- Creativity at the Core Module Alignment
- Applicable Grade(s)
- Time Required
- Materials Required
- Grouping Recommendations
- Required Student Prior Preparation

Planning Information

- Theme/Big Idea
- Performance-Based Assessment
- Teacher Resources
- Learning about the Students

Implementation Process

- Assessing & Building Background Knowledge
- Engaging in the Activity
- Synthesis, Reflection, & Debriefing
- Applying Learning in New Contexts

Pedagogical Principles & Specific CLRP Practices

- Targeted Principles and Practices & How Addressed
 - Language & Culture
 - Learning Community
 - Student Agency, Voice, and Mindset
 - Stretching & Bridging

USING THE STRATEGIES

Teachers can make the best use of these strategies by thinking of them as instructional planning resources. Once a teacher has identified the big rational (the actual work to be accomplished) and experiential (the experience we want students to have as they work) outcomes, s/he can review the available strategies and determine which is most likely to address those outcomes. The teacher

can then select from that subset of strategies the one that is the best fit for the target students (age, grade, language proficiency, background knowledge) and the content.

Educators can either select a particular strategy to use as part of a larger learning sequence, or they can create an extended learning sequence (unit of study, for example), by ordering/sequencing and integrating a series of strategies.

One recommendation we make to educators is that the first time they introduce a strategy to students, they do so with low-demand content so that students don't have to manage both learning the strategy and addressing cognitively demanding content at the same time. Over time, if a teacher recycles a strategy with different content, students will become expert at the strategy and will be able to carry it out more smoothly. In fact, students can become so expert at the strategies that as new students come into the classroom, students themselves can induct new students into how the strategies work. The fact that the strategies are LEARNABLE by students supports the development of autonomous, self-confident, and efficacious learners.

CONNECTION TO THE CREATIVITY AT THE CORE MODULES

Each strategy in action is tied to a particular *Creativity at the Core* module housed on the CCSESA Arts website at www.ccsesaarts.org. This connection is indicated in the introductory information provided for each strategy in action. A particular strategy can be used in the context of a *Creativity at the Core* module but also used independently as it's integrated it into other curricula. As teachers become more familiar with the strategies, not only will they find new ways of using the strategies in their own arts disciplines, but they will also find themselves creating new versions of the "strategy in action".

In the strategies in action, the arts learning has been integrated in each strategy to create a classroom interaction that will not only provide learning in the arts, but present that learning in a way the enhances students' confidence and academic mindset.

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FIGURE 1: STRATEGY TEMPLATE

NAME OF STRATEGY A CLRP STRATEGY			
<i>Brief Introduction to Strategy and Its CLRP Connections</i>			
OBJECTIVES		MATERIALS	
GRADE(S)	GROUPING	SOURCE	TIME NEEDED
PROCESS			
<i>Using the Strategy</i>			
<i>Synthesis, Reflection/Debriefing</i>			

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FIGURE 2: ACTIVITY TEMPLATE

(This is directly tied to a specific STRATEGY, and should explain how to use a particular STRATEGY in an actual classroom with real arts content.)

NAME OF STRATEGY A CLRP STRATEGY CONNECTED TO DANCE			
<i>Brief Introduction to the Arts Activity</i>			
VAPA DISCIPLINE	CONTRIBUTING REGION/ ARTS LEAD	SOURCE	MODULE ALIGNMENT
TARGET GRADE(S)	GROUPING	TIME NEEDED	MATERIALS
THEME/BIG IDEA		ARTS DISCIPLINE OBJECTIVE	
LEARNING ABOUT THE STUDENTS		TEACHER RESOURCES	
STUDENT PRIOR PREPARATION OR REQUISITE SKILLS/ KNOWLEDGE		PERFORMANCE-BASED ASSESSMENT	
ASSESSING & BUILDING BACKGROUND KNOWLEDGE			
PROCESS			
SYNTHESIS, REFLECTION/DEBRIEFING		APPLYING LEARNING IN NEW CONTEXTS	

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FIGURE 2: ACTIVITY TEMPLATE *(continued)*

PEDAGOGICAL PRINCIPLES AND PRACTICES ADDRESSED BY THE STRATEGY		
 Check if addressed in the strategy.	SPECIFIC PEDAGOGICAL PRINCIPLES <i>These essential pedagogical principles should inform our specific classroom practice. (Adopted by Creativity at the Core from Jackson's Pedagogy of Confidence)</i>	HOW ADDRESSED BY STRATEGY? <i>This strategy addresses and enacts these essential pedagogical principles, which operationalize our values around cultural and linguistic responsiveness.</i>
	Identifying and building on student strengths.	
	Establishing powerful relationships that nurture success.	
	Eliciting high intellectual performance.	
	Engaging students actively in the learning process.	
	Creating environments of enrichment rather than remediation.	
	Situating learning in the lives of students.	
	Addressing the prerequisites for learning.	
 Check if addressed in the strategy.	SPECIFIC CLRP PRACTICES <i>How will this strategy contribute to creating a culturally and linguistically responsive learning environment?</i>	HOW ADDRESSED BY STRATEGY? <i>How does this strategy addresses, contributes to, and/or enacts one or more of these features of culturally and linguistically responsive learning environments?</i>
LANGUAGE/CULTURE		
	Asserting the legitimacy of students' languages and dialects and using students' languages, cultures, experiences, and skills to create new successes.	
	Building a broad array of language/literacy, crosscultural, and multimedia communication skills.	
	Celebrating, respecting, and appreciating our language and cultural diversity.	
	Taking advantage of cultural traditions to help students process information more efficiently and effectively.	
	Being responsive to the lives of our students and families.	

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FIGURE 2: ACTIVITY TEMPLATE *(continued)*

 Check if addressed in the strategy.	SPECIFIC CLRP PRACTICES <i>How will this strategy contribute to creating a culturally and linguistically responsive learning environment?</i>	HOW ADDRESSED BY STRATEGY? <i>How does this strategy address, contribute to, and/or enact one or more of these features of culturally and linguistically responsive learning environments?</i>
LEARNING COMMUNITY		
	Developing a sense of community, self-determination, trust, and democracy.	
	Providing affirmation, mutual respect, and validation.	
	Minimizing social threats, and maximizing opportunities to connect with others in community.	
	Creating a safe learning environment and modeling high expectations for learning.	
	Promoting assets-based rather than deficit-focused perspectives and behaviors.	
	Explicitly addressing the impact of the context in which students of color live and helping them develop counter-narratives to the resulting negative portrayals of them and their families.	
STUDENT AGENCY, VOICE, & MINDSET		
	Honoring students' voices and creating environments where student voice permeates the classroom instruction.	
	Helping students create a counter-narrative about their identity as learners.	
	Providing students with the language to talk about their learning and thinking (metacognition) and to mark/assess their progress.	
	Supporting students in using their learning to create new knowledge, art, and understanding.	
	Activating students' ability to direct their attention to their own learning.	
	Providing a clear process for reflecting and acting on teacher/peer feedback.	
STRETCHING & BRIDGING		
	Intentionally connecting new learning to students' background knowledge and experiences. Helping students bridge from prior knowledge/learning to new learning.	
	Challenging students and providing opportunities for them to "stretch," expanding their potential to do more complex thinking and learning.	



Featured CLRP Strategies

“The arts are an essential part of American culture as a whole. It is very important that every young person come into direct contact with the arts — not only as a passive observer, but also as an active participant.”

**- Derek E. Gordon, Executive Director,
Lincoln Center**



Featured Strategy Description

JIGSAW A CLRP STRATEGY

This strategy allow students to access longer and more complex text by first chunking the text, then providing students opportunities to enter and discuss the text in a safe space with other peers, and finally, teach the text to peers, taking a teacher or facilitator role that helps them cement their own understanding of the text. This strategy positions the students as experts, increasing their self-confidence.

OBJECTIVES • Develop cooperative and organizational skills • Build group inclusion and team cohesiveness • Use communication and listening skills • Develop oral language and critical thinking skills • Structure learning/review about specific topics • Organize information for presentation		MATERIALS • Divided Text (Reading/Article/Artwork/Musical Composition, etc.) • Pens/Pencils/Markers • Possible Adaptations: Graphic Organizer, Notecards, Posterboard	
GRADE(S) 3-Adult	GROUPING Each student is in two groups: Home group-3-4 students; Expert groups-3-4 students (In a class of 30 you would have 10 home groups and 10 expert groups of 3 students each.)	SOURCE Eliot Aronson	TIME NEEDED 30-60 Minutes (Depending on length and complexity of reading)

PROCESS

Using the Strategy

- Home groups of 3-4 students are established by the teacher. Teacher is explicit in grouping to ensure success and supports are in place for all students.
- Each home group member is assigned a chunked text (defining text in the broadest terms) to analyze that is connected to the Enduring Understanding and Essential Question for the unit of study. Each student will be expected to teach the other members of the home group.
- Once assigned their materials to learn, students have an opportunity to independently read/analyze the material. A reading comprehension or annotation strategy should be used as a scaffold.
- Once students had the opportunity to make meaning on their own, students are formed in “expert” groups where all students have the same information. The group comes to a shared understanding of the text and supports each other on how to teach it to their home group. A possible adaptation might be a graphic organizer to fill out or a shared summary that the students may use to guide their conversation. Their graphic organizer might include the following:
 - » Key ideas
 - » Graphic representation of the ideas
 - » Indication of how the information confirms, illustrates, or contradicts some personal experience of the group
 - » Suggestion for how the group will be able to apply these learnings.
- The group plans its “teaching” strategies for sharing their information with the class, as well as an “assessment” strategy to determine whether they are successful, i.e., whether the class LEARNS what they teach.
- The “experts” return to their home groups, where the group engages in a discussion of the whole reading, each person contributing his/her “expertise.”

Synthesis, Reflection/Debriefing

- A teacher might require the home groups to write a summary of all parts and conduct a “whip around” where all groups present. Possible adaptation might be that the group demonstrates their understanding through a visual collage.
- What was the most challenging or rewarding part of this task?
- How did this activity help you put your knowledge and learning into action?
- How did this task help you (1) build stronger relationships and connections with your team; (2) develop respect for your team’s perspectives; (3) take responsibility for your/your team’s learning; and/or (4) connect to learning that is important/interesting to you?
- How will you be able to use what you did/learned today to help you in future learning tasks?
- What helped you/your team succeed at the task? What kept you/your team from being as successful as you would have liked?
- Did you feel that you and your team cooperated and listened well and communicated effectively?



Using the Featured CLRP Strategies with Arts Content



“ *Creativity is now as important
in education as literacy.* **”**

– Sir Ken Robinson

Strategy in Action with Arts Content

JIGSAW

A CLRP STRATEGY CONNECTED TO VISUAL ARTS

The strategy uses a cooperative process to teach interdependence and accountability. It provides a protocol to deepen understanding of a part of a text while gaining an understanding of the whole text.

VAPA DISCIPLINE Visual Arts	CONTRIBUTING REGION/ ARTS LEAD 8 – Stephanie Enríquez	SOURCE Stephanie Enríquez & Victoria Weiss	MODULE ALIGNMENT 8 – Language, Arts, & History
TARGET GRADE(S) 3-12	GROUPING Small Groups	TIME NEEDED 30-60 Minutes, Depending on Reading/Artwork	MATERIALS http://ccsesaarts.org/wp-content/ uploads/2014/11/Module-8-19- Handout-Culturally-Responsive- Teaching-Think-Sheet.pdf
THEME/BIG IDEA The selected reading or artwork should be connected to the Enduring Understanding designed by the teacher. A jigsaw activity is an opportunity to be culturally responsive in that it allows for the teacher to choose an article, artwork, or artist to explore more deeply.		VISUAL ARTS OBJECTIVE Read and analyze art through inquiry and effectively communicate or teach the concepts described in the reading or articulate the use of the elements of art to group members.	
LEARNING ABOUT THE STUDENTS Teachers need to know each student's language proficiency level as well as cultural background as this is an opportunity to be culturally and linguistically responsive.		TEACHER RESOURCES http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/ LAUSDNET/ABOUT_US/INITIATIVES/AEMP/CAG_HOME/ PROFESSIONAL%20DEVELOPMENT/GLC%20%20 PROTOCOLS.PDF http://www.eworkshop.on.ca/edu/pdf/Mod36_lp_jigsaw.pdf	
STUDENT PRIOR PREPARATION OR REQUISITE SKILLS/KNOWLEDGE Visual Arts: Students have been learning about various artists and elements of art. Cooperative Learning: The students have a lot of experience using some cooperative learning strategies and working in groups. Students have engaged in observation strategy such as S.C.O.P.E.		PERFORMANCE-BASED ASSESSMENT Students will have been able to effectively communicate the concepts described in the reading or articulate the desired art elements.	
ASSESSING & BUILDING BACKGROUND KNOWLEDGE • Select appropriate informational text connected to Enduring Understandings of your unit design. • The students will need to: recall the qualities of effective group work and know how to work cooperatively in groups. • Teacher provides background on language; give students the language to access the text, the language to participate in the activity; and teach how English works within the context of the text and activity. • In addition to providing a purpose for reading/analyzing art through inquiry, teacher should provide a method of annotating the reading as support. • Ensure that students have had opportunities to ask questions.			
PROCESS • Home groups of 3-4 students are established by the teacher. Teacher is explicit in grouping to ensure success and supports are in place for all students. • Each home group member is assigned a chunked reading or artwork to analyze that is connected to the Enduring Understanding and Essential Question for the unit. Each student will be expected to teach the other members of the home group.			

Strategy in Action with Arts Content

JIGSAW (continued)

A CLRP STRATEGY CONNECTED TO VISUAL ARTS

- Once assigned their materials to learn, students have an opportunity to independently read/analyze the material. A reading comprehension or annotation strategy should be used as a scaffold.
- Once students had the opportunity to make meaning on their own, students are formed in “expert” groups where all students have the same information. The group comes to a shared understanding of the article/artwork and support each other on how to teach it to their home group. A possible adaptation might be a graphic organizer to fill out or a shared summary that the students may use to guide their conversation.
- After practice in their “expert” groups, students return to their home groups to teach their unique material/article/artwork to the group. While information is being shared, the expectation is that the other students are completing the graphic organizer or taking notes and asking clarifying questions.

SYNTHESIS, REFLECTION/DEBRIEFING

A teacher might require the home groups to write a summary of all parts and conduct a “whip around” where all groups present. Possible adaptation might be that the group demonstrates their understanding through a visual collage.

After each group has reported, the teacher facilitates a whole group conversation using the following prompts:

- Which were some of the most challenging and rewarding parts of this task?
- How did this task help you remember what you already knew about our topic?
- How did this task help you to appreciate other students’ contributions to your learning?

APPLYING LEARNING IN NEW CONTEXTS

- Jigsaws can be used for additional texts throughout the unit, or with future units. The teacher must remember to provide the language supports for the students: the language to access the text; the language to participate in the activity; and teach how English works within this context.

PEDAGOGICAL PRINCIPLES AND PRACTICES ADDRESSED BY THE STRATEGY

 Check if addressed in the strategy.	SPECIFIC PEDAGOGICAL PRINCIPLES <i>These essential pedagogical principles should inform our specific classroom practice. (Adopted by Creativity at the Core from Jackson’s Pedagogy of Confidence)</i>	HOW ADDRESSED BY STRATEGY? <i>This strategy addresses and enacts these essential pedagogical principles, which operationalize our values around cultural and linguistic responsiveness.</i>
	Identifying and building on student strengths.	The teacher groups students together who will be able to challenge each other in an appropriate manner. The teacher also might differentiate through the selection of the reading/art and assigning the students the most appropriate section.
	Establishing powerful relationships that nurture success.	
	Eliciting high intellectual performance.	
	Engaging students actively in the learning process.	Each student is assigned a specific piece of information (article/artwork) that is carefully assigned by the teacher to honor the proficiency level of the student. They then collaborate with “expert” group members on the salient points to teach. Lastly, they re-group with their “home” group to teach and work together to synthesize all information presented.
	Creating environments of enrichment rather than remediation.	The students are engaged in the process and are not reliant on the teacher to tell them what they should believe or find.
	Situating learning in the lives of students.	
	Addressing the prerequisites for learning.	

Strategy in Action with Arts Content

JIGSAW *(continued)*

A CLRP STRATEGY CONNECTED TO VISUAL ARTS

 Check if addressed in the strategy.	SPECIFIC CLRP PRACTICES <i>How will this strategy contribute to creating a culturally and linguistically responsive learning environment?</i>	HOW ADDRESSED BY STRATEGY? <i>How does this strategy addresses, contributes to, and/or enacts one or more of these features of culturally and linguistically responsive learning environments?</i>
LANGUAGE/CULTURE		
	Asserting the legitimacy of students' languages and dialects and using students' languages, cultures, experiences, and skills to create new successes.	By providing an opportunity for students to teach each other, students are making meaning using their own language, rather it be their home language or dialect, to effectively communicate ideas.
	Building a broad array of language/literacy, crosscultural, and multimedia communication skills.	
	Celebrating, respecting, and appreciating our language and cultural diversity.	By participating in this reading and jigsaw activity, teachers will have a better understanding of how to celebrate the diversity in their classrooms and serve their student populations.
	Taking advantage of cultural traditions to help students process information more efficiently and effectively.	
	Being responsive to the lives of our students and families.	The specific article that is used in Module 8: and is learned through the jigsaw strategy, gives teachers an overview of Culturally Responsive Teaching.
LEARNING COMMUNITY		
	Developing a sense of community, self-determination, trust, and democracy.	The jigsaw strategy provides equity of voice for students and provides multiple opportunities to converse with varying peer groups.
	Providing affirmation, mutual respect, and validation.	Each student has a specific job within the strategy, therefore every student is valuable to the process.
	Minimizing social threats and maximizing opportunities to connect with others in community.	
	Creating a safe learning environment and modeling high expectations for learning.	
	Promoting assets-based rather than deficit-focused perspectives and behaviors.	Through the multiple grouping and teaching of others, the students' skills and communication style are considered an asset.
	Explicitly addressing the impact of the context in which students of color live and helping them develop counter-narratives to the resulting negative portrayals of them and their families.	

Strategy in Action with Arts Content

JIGSAW <i>(continued)</i> A CLRP STRATEGY CONNECTED TO VISUAL ARTS		
STUDENT AGENCY, VOICE, & MINDSET		
	Honoring students' voices and creating environments where student voice permeates the classroom instruction.	
	Helping students create a counter-narrative about their identity as learners.	
✓	Providing students with the language to talk about their learning and thinking (metacognition) and to mark/assess their progress.	Each group member is considered an "expert" of their section and then teaches the information to their "home" group. This provides voice to the students. Considering the language proficiency of the students, supports such as language frames or identifying the function, will allow for the metacognition and opportunity to practice language that will push their proficiency level.
	Supporting students in using their learning to create new knowledge, art, and understanding.	
✓	Activating students' ability to direct their attention to their own learning (awakening the RAS).	By first collaborating in their "expert" groups, student are able to assess their understanding of the reading/art with that of their peers.
✓	Providing a clear process for reflecting and acting on teacher/peer feedback.	In their "expert" groups, communication is required to ensure that all members have a shared understanding. This is an authentic and in the moment opportunity for teacher/peer feedback.
STRETCHING & BRIDGING		
	Intentionally connecting new learning to students' background knowledge and experiences. Helping students bridge from prior knowledge/learning to new learning.	
✓	Challenging students and providing opportunities for them to "stretch", expanding their potential to do more complex thinking and learning.	A Jigsaw increases communication skills and critical thinking of the students since they must be active listeners, effective communicators, and problem-solvers. With careful planning and practice, a teacher might use the jigsaw activity to continue to stretch both cognitive and language skills.



Student Reflection & Debriefing



“ *The arts are a major area of human cognition, one of the ways in which we know about the world and express our knowledge. Much of what is said in the arts cannot be said in another way.* **”**

– Dr. Howard Gardner, Harvard Graduate School of Education

Student Reflection & Debriefing⁷

We have a responsibility to help our students develop autonomy as learners. That means helping them to develop the sorts of social, cognitive, linguistic, and metacognitive learning strategies that help them figure out how to be better learners.

By providing students with structures that help them reflect and think metacognitively about their learning, we allow them to make meaning and contextualize and synthesize learning. By thinking about HOW they accomplished a cognitive task, students are learning about learning. They learn how to learn by thinking critically and using information creatively. We can also provide them with questioning/reflection strategies and structures that, used regularly, help students not only learn more about their learning processes, but also begin to organize their learning strategies.

One of the issues for many students is that they may not realize that there ARE strategies they can use to help them be more successful. It's critical, therefore, that students have plenty of opportunities to debrief their learning experiences. We can do that by engaging students directly in using reflection and debriefing protocols and prompts.⁸

REFLECTION

Provide questions for students to reflect on their learning through the strategy/activity.

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic? How did this task help you become a better learner?
- How did this task help you (1) build stronger relationships and connections with others; (2) develop respect for others' perspectives; (3) take responsibility for your/others' learning; and/or (4) connect to learning that is important/interesting to you?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

PROCESS DEBRIEFING

Identify questions and sentence starters that help students think about their learning and how they accomplished the task.

- Appreciation & Recognition
 - » It helped me when . . .
 - » I appreciated . . .
 - » Thank you for . . .
 - » It felt good when . . .
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?
- Did you feel that the people in your class/group
 - » Cooperated?
 - » Listened well and communicated effectively?
 - » Included all members?
 - » Facilitated learning/growth for all members?

REFLECTIVE PRACTICE

As you consider incorporation of specific strategies into your instructional planning, reflect on this key question. How can this strategy or activity facilitate learners' growth in the following areas?

- Academic/Cognitive Development?
- Linguistic Development?
- Social/Affective Development?
- Artistic/Creative Development?
- Metacognitive Development?

When your selection and integration of specific interactive strategies facilitates students' development simultaneously in all of these areas, you dramatically magnify the power of your instructional approach.