The Reflective Practice Cycle

A tool for developing and improving programs
• Introduction
• What is the Reflective Practice Cycle?
• The Reflective Practice Cycle in Action
• Workshopping Goals
• Q&A, Tools and Resources
What is the Reflective Practice Cycle?
Step 1

Articulate your goals.
Imagine
GOAL
Participants will feel a sense of connection with the Smith family
Step 2a

Think about your evidence:

How will you know whether your goals have been achieved?
Participants will feel a sense of connection with the Smith family.

Participants will share comments that compare their own lives and experiences to those of the Smith family.
Step 2b 

Design and Align the Program 

What does your program need to include to achieve these goals and demonstrate this achievement?
GOAL
Participants will feel a sense of connection with the Smith family.

EVIDENCE
Participants will share comments that compare their own lives and experiences to those of the Smith family.

ALIGNMENT
Participants need to be asked a question that explicitly asks for this comparison.

TRY IT!

REFLECTION
Step 3

Do the program and Evaluate!
Participants will feel a sense of connection with the Smith family.

Participants will share comments that compare their own lives and experiences to those of the Smith family.

Participants need to be asked a question that explicitly asks for this comparison.

Do the program and collect your evidence.
Step 4

Pause and Reflect.

What worked, and what didn’t? How could this program be even better?
Participants will feel a sense of connection with the Smith family.

Participants will share comments that compare their own lives and experiences to those of the Smith family.

Participants need to be asked a question that explicitly asks for this comparison.

Do the program and collect your evidence.

What worked? What didn’t? How could participants better evidence this sense of connection?
Questions?
The Reflective Practice Cycle in Action
The Challenge

How can we engage children and families in the lives of enslaved people who lived in this house, but do so in a positive way that demonstrates resilience?
One Approach:

What can we do that will engage kids and is related to our historical content?

Let’s play Mancala!
The Reflective Practice Approach:

What will children and families know, feel, understand, or be able to do that is related to our historical content?

Children and their adults will:
- Know the meaning of the word “resilience”
- Understand music as a form of cultural resilience
- Identify aspects of their culture that make them feel resilient
Children and their adults will:

- Know the meaning of the word “resilience”
- Understand music as a form of cultural resilience
- Identify aspects of their culture that make them feel resilient
The Challenge

Offering an extended training to staff educators, including new educators, that helps them do a better job teaching in the galleries.
One Approach:

What cool things can we do with educators that they will enjoy and learn from?

Let’s visit some other museums! And maybe do some improv!
The Reflective Practice Approach:

What will participants know, feel, understand, or be able to do?

Educators will:

- Know the history related to the galleries we highlight in the History Alive tour
- Be able to effectively use storytelling and inquiry facilitation strategies for engaging students
- Feel safe and able to critically analyze their tours and how they went
- Understand the Baltimore Museum of Industry as a place where they can grow their teaching and professional selves
Goal:
• Feel safe and able to critically analyze their own tours

Evidence:
• They share stories of what worked, as well as what didn’t, in the group’s Slack account
• They share critical feedback about their own tours in post-tour reflection with the program manager

Alignment:
• During training, managers need to share their own stories of failed teaching
• During training, educators need to be invited and supported in sharing what did not work
• Along with training, the museum needs to commit to maintaining the Slack group, posing questions that solicit self-critique, and also conducting observations and post-tour reflections
Challenges

• This takes **accountability**. Someone that you work with to make sure this is happening.

• This takes **consistency**. Remember your goals, keep working toward them, and keep evaluating (you can change goals, but not mid-way through a program!)
Educators will know the history related to the galleries we highlight in the History Alive tour.

Children and their adults will identify aspects of their culture that make them feel resilient.

Children and their adults will understand music as a form of cultural resilience.

Educators will be able to effectively use inquiry facilitation strategies for engaging students.

Participants will feel a sense of connection with the Smith family.

What are some of your program goals?
What questions do you still have?
Tools and Resources
<table>
<thead>
<tr>
<th>SET GOALS</th>
<th>ALIGN PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Program alignment</td>
</tr>
<tr>
<td>Why are you offering this program? What impact do you want it to have?</td>
<td>What elements does your program need to include to achieve your goals and demonstrate this evidence?</td>
</tr>
<tr>
<td>What do you want participants to know, feel, understand, or be able to do? (Limit to 3 goals total)</td>
<td></td>
</tr>
<tr>
<td>How will you know goals are reached?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IMPLEMENT AND EVALUATE</th>
<th>REFLECT AND IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Mechanism</td>
<td>Reflection Team</td>
</tr>
<tr>
<td>Who is responsible for evaluating the program? How will this be done? (Post-program reflection by evaluator? Observation?)</td>
<td>To what extent were your goals achieved? What worked, and what could have been better?</td>
</tr>
<tr>
<td>Evaluation Findings</td>
<td>Plan for improvement</td>
</tr>
<tr>
<td>Who will be part of a post-program brainstorm?</td>
<td>What might you do differently next time?</td>
</tr>
</tbody>
</table>
Evaluation:
Improving Programs and Demonstrating Impact

We all know we need to evaluate our programs, but sometimes we don’t have the time or experience to do this right without help. Museum Questions has created four different options to help organizations large and small make evaluation both manageable and useful.

Option 1: Coaching - Starting at $500
New to evaluation but game to try, and want a little support? Museum Questions will coach you through the process. This package includes help clarifying goals and objectives, brainstorming around the creation of your tool, a review of your draft evaluation, and tips for data collection and analysis.

Option 2: Evaluation Development - Starting at $1,500
If you need a little more support developing your evaluation before you implement it, Museum Questions will develop a survey or observation form that staff and stakeholders can use to gather data or share program feedback. This package includes help clarifying goals and objectives, the development of a survey or observation form to capture the data you need, staff training in data collection, and tips for data collection and analysis.

Option 3: Tool Development and Data Analysis - Starting at $4,000
With this affordable, not-quite-full-service evaluation option, Museum Questions will develop an on-line survey that staff and stakeholders can use to gather data, and will analyze the data and share findings. This package includes help clarifying goals and objectives, the development of a survey to capture the data you need, and a report with analysis of the data gathered.

Option 4: Full Program Evaluation - Starting at $10,000
Sometimes you know you need an outside evaluator to do a full program evaluation, collecting data from multiple stakeholders in multiple ways. This evaluation may include surveys, observations, and/or interviews, and includes support in clarifying goals and objectives, the development of evaluation tools, data collection, and a report with analysis of the data gathered.