

# Reflective Essay

(Originally written for high school teachers and students.)

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The reflective essay was given definition by the essays of Michel Eyquem de Montaigne. In choosing to call his pieces "essays," literally "trials," Montaigne focused on writing as exploration and discovery, not writing as final thoughts on established truths. Perhaps this kind of writing as a recognized genre could have emerged into Western culture only after the decline of medieval scholasticism and the reliance on external authority. Writers could explore their own ideas, their own lives, finding new authority within private insight and experience.

Essay writers have charmed and challenged thoughtful readers from Montaigne's time on: Addison and Steele, Lamb, Hazlitt, Virginia Woolf, E. B. White, Joan Didion, and Russell Baker are among those whose essays accurately reflect the tastes and views on world events and issues of their times. Today, reflective essays range from the philosophical treatises of renowned thinkers to the thoughtful, even timely, humorous and trivial probings and musings of local newspaper and magazine columnists. Students will find in the essays of our day a mirror for our time.

## Importance of the Reflective Essay

The writing of a successful reflective essay requires the ability to see connections. Moving from a personal experience or a general concept, the writer must explore possibilities, try out ideas, and reach beyond personal implications to a larger, more general significance.

Seeing connections is a central component of problem solving, one of the critical aspects of thinking. In reflection, writers are challenged to abandon trite ideas that they cannot validate against their own experiences. Reflection leads beyond such superficial understanding as "We will all die sometime"; beyond wishful understandings, "I hope everyone will want peace"; and beyond moralistic imprints, "We should be kind to one another." It asks for understandings that delve into and explore what we have in common—the universal truth of what it means to be human beings.

With its focus on the writer's search for a meaning applicable to the human condition, the reflective essay is a close kin to other kinds of writing. Autobiography narrates a meaningful personal experience; the reflective essay uses this experience to talk about life in general. Speculation about causes and effects, conjectures about the "whys" and "what-ifs"—the reflective essay uses these speculations as a prod for explorations. Interpretation looks for meaning; the reflective essay uses these meanings to reach understanding.

Evaluation proclaims a judgment; the reflective essay explores the ramifications of judgments. Using so many different types of writing and thinking, the reflective essay emerges as a rich, challenging type of writing.

# Reflective Essay Examples For High School

**Yicheng Fang**



## Reflective Essay Examples For High School:

**The New American High School** David D. Marsh, Judy B. Coddling, 1999 A credible plan for transforming secondary education by educators already involved in pioneering the change Ron Brandt Writer and Consultant Former Executive Editor ASCD Finally a clear and practical approach for implementing genuine school improvement based on high standards Marsh and Coddling have gone beyond the rhetoric of many high school reform leaders and have addressed the needs of parents and practitioners alike Their collection of essays represents a powerful and pragmatic blueprint for a new American high school Bravo Robert A Mackin Finalist National Principal of the Year NASSP and Principal Souhegan High School Amherst New Hampshire This book begins by focusing on where American high schools are now based on a picture of a real high performing school Authors share their perspectives on how high schools are lagging in preparing students for life after school In subsequent chapters Marsh Coddling and Associates paint a powerful picture of what high schools could be like They discuss examples of reform efforts that look at classrooms students and outcomes in new ways The authors offer these proposed changes to American high schools Student performance assessments that capture conceptual understanding problem solving and communication Curriculum based on student outcomes constructivist knowledge and school to career applications Learning activities that challenge students to think solve problems and collaborate School cultures based on enhanced learning meaningful staff student interactions and ongoing professional development If you're interested in new directions for your high school and you want to know how to get there you need to read this guide

*Performance Standards: High school* New Standards (Organization), 1997

*High School English* Abram Royer Brubacher, Dorothy Ermina Snyder, 1919

**High School English** Abraham Royer Brubacher, Dorothy Ermina Snyder, 1912

Resources in Education, 2001

**Performance Standards: High school** New Standards (Organization), 1997 Presents clear expectations for student achievement and more than 200 examples of student work Each volume contains standards for language arts mathematics science and applied learning The FREE video contains student work samples and commentaries to illustrate speaking listening and viewing sections of the English Language Arts Standard

*A Catholic High School Library List* National Catholic Welfare Conference. Department of Education, 1928

**Teaching Writing in High School and College** Thomas C. Thompson, 2002 Contains fifteen essays in which the authors explore the possibility of partnerships and exchanges between high school and college instructors with the goal of improving the ability of students to succeed at college level writing tasks

**Assessing Reading: Changing practice in classrooms** Colin Harrison, Terry S. Salinger, 1998 This second book focuses directly on the classroom on the challenges individual teachers face in classroom based assessment and how these challenges have been and are being met in a range of international contexts

**Assessing Reading 2: Changing Practice in Classrooms** Martin Coles, Rhonda Jenkins, 2002-01-04 This second book focuses directly on the classroom on the challenges individual teachers face in classroom based assessment and how these challenges have

been and are being met in a range of international contexts      **Methodologies and Intelligent Systems for Technology**

**Enhanced Learning, 15th International Conference** Chee-Kit Looi, Carlos Santos, Maria Angela Pellegrino, Mónica

Aresta, Pierpaolo Vittorini, Rosella Gennari, Tania Di Mascio, Marco Temperini, Fernando de la Prieta, Antoine

Nongaillard, 2025-09-30 Education is the cornerstone of any society it serves as one of the foundations for many of its social values and characteristics mis4TEL 25 promotes the interaction among the scientific community to discuss applications

Technology Enhanced Learning solutions targeting not only cognitive and social processes but also motivational personality or emotional factors In addition current trends concerning the use of artificial intelligence can help and augment learning

opportunities for learners and educators The 15th International Conference on Methodologies and Intelligent Systems for

Technology Enhanced Learning mis4TEL 25 technical program includes 23 contributions 13 full papers and 10 short papers

mis4TEL 25 is hosted by the SMAC Team of the CRISAL Lab of the University of Lille France The authors would like to

thank all the contributing authors the members of the program committee

**Designing Services and Programs for**

**High-Ability Learners** Jeanne H. Purcell, Rebecca D. Eckert, 2005-11-09 Build a program from the ground up or improve

existing services with the guidelines practical tips templates and action plans in this comprehensive yet practical guide

Senior High School Course of Study - English Cleveland Heights (Ohio). Board of Education, 1928      Writing in

Education Elizabeth Chase, Nancy P. Morabito, Sandra Schamroth Abrams, 2020-08-17 Writing in Education The Art of Writing

for Educators focuses on educators professional journeys and discoveries about teaching learning writing and self This book

offers insightful discussions about teaching practices reflective writing and digital and nondigital representations of meaning

It explores practical matters facing teachers and teacher candidates such as communicating about one's practice writing

beyond content and page or conducting classroom observations and maintaining field notes This volume is divided into three

main parts each of which spotlights a Featured Assignment that examines an area of writing in education The sample student

work that is highlighted in each chapter is designed to support teachers and teacher candidates as they consider the

importance and forms of writing as professionals in the field as well as the roles of writing in their own current or future

classrooms      **Research Anthology on Adult Education and the Development of Lifelong Learners** Management

Association, Information Resources, 2021-03-19 Whether it is earning a GED a particular skill or technical topic for a career

taking classes of interest or even returning to begin a degree program or completing it adult learning encompasses those

beyond the traditional university age seeking out education This type of education could be considered non traditional as it

goes beyond the typical educational path and develops learners that are self initiated and focused on personal development

in the form of gaining some sort of education Essentially it is a voluntary choice of learning throughout life for personal and

professional development While there is often a large focus towards K 12 and higher education it is important that research

also focuses on the developing trends technologies and techniques for providing adult education along with understanding

lifelong learners choices developments and needs The Research Anthology on Adult Education and the Development of Lifelong Learners focuses specifically on adult education and the best practices services and educational environments and methods for both the teaching and learning of adults This spans further into the understanding of what it means to be a lifelong learner and how to develop adults who want to voluntarily contribute to their own development by enhancing their education level or knowledge of certain topics This book is essential for teachers and professors course instructors business professionals school administrators practitioners researchers academicians and students interested in the latest advancements in adult education and lifelong learning

**Social Studies for the Twenty-First Century** Jack Zevin, 2013-08-21 Social Studies for the Twenty First Century Third Edition weaves theory curriculum methods and assessment into a comprehensive model to guide middle and secondary teachers in setting objectives planning lessons units and courses choosing classroom strategies and constructing tests for some of the field s most popular and enduring programs It offers practical interesting exciting ways to teach social studies and a multitude of instructional and professional resources for teachers The text includes separate chapters on teaching each of the major areas of the social studies curriculum Its reflective and integrative framework emphasizes building imagination insight and critical thinking into everyday classrooms encourages problem solving attitudes and behavior and provokes analysis reflection and debate Throughout the text all aspects of curriculum and instruction are viewed from a tripartite perspective that divides social studies instruction into didactic factual reflective analytical and affective judgmental components These three components are seen as supporting one another building the groundwork for taking stands on issues past and present At the center is the author s belief that the heart and soul of social studies instruction perhaps all teaching lies in stimulating the production of ideas looking at knowledge from others viewpoints and formulating for oneself a set of goals values and beliefs that can be explained and justified in open discussion New in the Third Edition Summaries of recent research particularly in history education that have been published since the last edition Increased attention to social studies standards as well as those for civics economics and history An enriched view of teaching history and social studies with a wide array of sources ranging from material objects through primary sources on to art music and literature Tightening of the text to make it shorter and more pointed including a few provocative new ideas More and better organized ideas for classroom group and individual activities and cooperative learning Expanded appendices on instructional resources include the rapidly growing use of websites New visuals that are better integrated into the text and which teachers can use in their classrooms as lessons in visual literacy and Continued efforts to inject a bit of humor and self criticism into a field of education most students view as a sizeable trunk of dead and deadly facts Social Studies for the Twenty First Century Third Edition is a primary text for secondary and middle social studies methods courses

**The Journal of Education** ,1925 **English** Abram Royer Brubacher, 1914 *The Search for Successful Secondary Schools* Thomas B. Corcoran, 1986 **The Rhetoric of Reason** James Crosswhite, 2012-11

Responding to skeptics within higher education and critics without James Crosswhite argues powerfully that the core of a college education should be learning to write a reasoned argument. A trained philosopher and director of a university wide composition program Crosswhite challenges his readers teachers of writing and communication philosophers critical theorists and educational administrators to reestablish the traditional role of rhetoric in education. To those who have lost faith in the abilities of people to reach reasoned mutual agreements and to others who have attacked the right or wrong model of formal logic this book offers the reminder that the rhetorical tradition has always viewed argumentation as a dialogue a response to changing situations an exchange of persuading listening and understanding. Crosswhite's aim is to give new purpose to writing instruction and to students writing to reinvest both with the deep ethical interests of the rhetorical tradition. In laying out the elements of argumentation for example he shows that claiming questioning and giving reasons are not simple elements of formal logic but communicative acts with complicated ethical features. Students must learn not only how to construct an argument but the purposes responsibilities and consequences of engaging in one. Crosswhite supports his aims through a rhetorical reconstruction of reason offering new interpretations of Plato and Aristotle and of the concepts of reflection and dialogue from early modernity through Hegel to Gadamer. And in his conclusion he ties these theoretical and historical underpinnings to current problems of higher education the definition of the liberal arts and especially the teaching of written communication.

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