

## **Annotated References - Lesson Study Cycle 1**

Ruby Beltran

EDU570

High Tech High Graduate School of Education

Green, E., Building a Better Teacher. (2017). Shared Book Reading and English Learners' Narrative Production and Comprehension. *Reading Research Quarterly*, 52(3), 275–290. <https://doi.org/10.1002/rrq.174>

Building a Better Teacher, addresses the typical American teacher styles and compares them to Japanese teachers routines and forms of teaching. It was refreshing to get a new perspective on teaching styles. I appreciate the comment on the author's take away from American classrooms by stating, "In the American classrooms, where the teachers seemed to value attention more than any other form of participation ("Eyes on me!"), the overhead forced light onto everything the teacher wrote" (Green, pg. 121). This settled with me well, as often I am feeling pressured that I am not practicing the "best" teacher moves, specifically during my advisory time. It felt relieving to read this line, as I too, sometimes feel it is silly to end everyone's conversations during advisory because that is what advisory is all about (making connections). I do agree with it, and it is nice to get one more opinion on classroom attention that is different from what I am used to seeing on a daily basis based on the project-based learning model.

Winner. M. (2015). The Social Thinking-Social Communication Profile.

The article I read for the week was shared with me in response to a conversation I had with the Speech and Language Pathologist at my school site. We have had a few conversations about a student who "stuck" out to the both of us, but not sure if he would benefit from Speech services because when talking to him he is able to quickly identify social norms. In class, this student is a quick thinker and able to share his thinking (sometimes without sharing the air), super bright and also forgetful of his work to turn in. The reading is an article by Michelle Garica Winner called, "The Social Thinking-Social Communication Profile" was an inspirational read. All my brain light bulbs clicked when I read more about Michelle's descriptive on Weak Interactive Social Communicators as, "They attempt to work in groups but may miss the subtle cues of how to relate with peers

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when the teacher is not the leader with mixed success” (Winner, 2015, pg. 6). Michelle is expanding on her thoughts about students who may benefit from Speech services to review expected group norms, in addition to the expectation of presenting in front of people, there is also the space of learning for the student to build relationships with peers as well as getting the work done. When I read this, it almost made me feel like Garica had met the student that the SLP and I were having a wondering about!

Immordino-Yang, Dr.M. (2011). “We feel, therefore we learn' at Mind & Its Potential.”  
<https://www.youtube.com/watch?v=85BZRVE6M0o>

One of my teaching partners shared with me a video about social-emotional learning! The video is called, Dr. Mary Helen Immordino-Yang 'We feel, therefore we learn' at Mind & Its Potential 2011. A powerful quote in the video for me is, “Huge orange spots, when people say they feel strongly about a social situation they are literally feeling the internal workings of their guts, it's not just a metaphor it turns out, poets are right” (20.24, 2011). Dr. Mary is speaking about how the human brain is literally demonstrating orange spots, which is increased blood flow in areas when a person's feelings of empathy or compassion towards another person when they are thinking of others. This was impressive to hear as Dr. Mary is researching human brain responses to positive emotions in order to convey that the human brain reacts to feelings and the importance of social relationships.

Faer, L. and Omojola, S. (2004). Fix school discipline: How we can fix school discipline toolkit for educators. (pp. 04-24). Public Counsel.

I read the discipline tool kit, Fix school discipline: How we can fix school discipline toolkit for educators by Faer and Omojola. It is a compilation of how public schools in California have responded due to the increase of suspensions of Latino and Black students. What struck me the most were the chapters on restorative justice and provided charts on Tier 1, 2, 3 interventions. The provided definition of restorative justice is stated as, “Restorative Justice is an approach originally used in the justice system that emphasizes: (1) repairing harm, (2) bringing together all affected to collaboratively figure out how to repair harm, and (3) giving equal attention to community safety, victims’ need, and offender accountability and growth” (Faer and Omojola, 2004, pg. 6). It was helpful to have this refresher on the pillars of restorative justice, as I feel like I have used it as a

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blanket statement a few times to refer to positive discipline. I like how it is written clearly on what consists of restorative justice as bringing the community together and offer the people who were impacted opportunities for healing and growth. Also, I took the time to analyze the tier charts that broke down visually what best manner of intervention to give to students based on their need of support. I like how Tier 1 of the restorative justice model is described as, “Tier 1 is the foundation of a strong school culture, effective models focus on explicit teaching of positive behavior and social emotional skills and focus on relationship building for all students and staff.” (Faer and Omojola, 2004, pg. 24). This is the Tier that is accessible to all students to support them in the areas of social emotional learning, mental health, PBIS, restorative justice, and implicit bias. This is so helpful and I am jumping for joy because this is the first time that I have seen a chart that goes in depth to the various tiers of support with such clarity. Definitely using this and keeping it for my personal toolkit!

Albright, M. I., Weissberg, R. P., & Dusenbury, L. A. (2011). *School-Family Partnership Strategies to Enhance Children’s Social, Emotional, and Academic Growth*. Newton, MA: National Center for Mental Health Promotion and Youth Violence Prevention, Education Development Center, Inc.

When speaking to my lesson study group we thought it would be helpful if we all read SEL based readings this week. I focused on the reading by Albright, *School-Family Partnership Strategies to Enhance Children’s Social, Emotional, and Academic Growth*. Before reading the text, I was thinking about the comments I have heard and also shared that it is difficult to find time to communicate with parents about their students' progress on a consistent basis. I was intrigued to see what the researchers would focus on as parent and teacher communication could benefit a students success in the classroom. In the article, Albright and researchers explain, “Learning about classroom routines also increases the likelihood that parents will use complementary strategies to cue and manage behavior at home; teachers can encourage parents to use similar strategies to help children complete tasks, transition between activities, and express their needs and feelings” (Albright, 2011, pg. 3). This sounds like a very perfect scenario. I like this quote because it re-centers my thinking that although I have a presumption of this task of connecting with parents as hard that there is a greater outcome that is worth the time and effort. I agree that parents have a lot of say when it comes to using or

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supporting classroom structures for students to be able to manage behaviors that reflect the school behavior expectations.

Literature Review. (2012). Teaching Adolescents to Become Learners. The role of noncognitive factors in shaping school performance: a critical literature review. CH: UCHICAGOCCSR.

I read the Literature Review on, The role of noncognitive factors in shaping school performance: a critical literature review. My focus for this week is social-emotional learning within the classroom. I found this reading inspiring as it reinforced the age development and cognitive development of students, especially 12 year olds and what brain boundaries they are newly exploring. For example, in the literature review it is stated, “Other strategies enlist teachers to model for students their thinking process whole engaged in a task (a Think Aloud) which turns provides students with the necessary language to talk about their own thinking processes” (Literature Review, 2012, pg. 61). The purpose of asking students to think, share their thinking with a peer is a powerful activity as it is asking the student to reinforce their thought process with others. As well as, asking teachers to be more vocal and clear about their thought process with solving a problem. I agree with this statement and would like to challenge myself this week with the task to practice this Think Aloud especially with homework organization and completion with students. I feel like homework completion and chunking assignments is a skill that most of my students struggle with. Either they do their homework on time or it is missing.

### **Information Synthesis**

The equity goal of this lesson centered around each student having the opportunity to verbally participate by sharing an original thought in order to meet her/his own participation goals in speaking and listening. The ELAgoal we focused on is are, Students are able to articulate growth-oriented next steps derived from analyzing others’ writing. This helps to understand the why of lesson study, as my team was reflecting on the lesson study this past week, because the focus and intention is for the success of our three focus students’ learning. That is the center point, that keeps my group grounded as we provide ideas and edit our approach to the lesson study planning. It is helpful to have a focus students in order to reduce any attachment to an idea or thinking. When looking for a social and emotional learning article to read for the week, I remembered that my colleague shared with me this neat article about a student we had talked about not knowing how to

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best support him. This was perfect! I had the opportunity to dive into the SLP world to better understand the thinking that goes with observing students and determining if they would benefit from SLP services. I think as an Education Specialist, I already feel like a detective of the SPED world. I enjoy working with teachers to get the background story of students and what their concerns are about supporting a student that we feel needs help or “stick” out of the group. I am thankful that my SLP friend shared a Michelle Garcia Winner article, as I have used previous resources of hers before and I liked the supports and intervention ideas on social-emotional learning.

I think this experience was most beneficial to me, as it reflects the ideal working environment for me, which is my primary job to look at student growth through data collection and collaboration. When the classroom teachers, SLP, and myself all have a similar hunch and be able to talk about a student in a way of highlighting their strengths and all-seeing a similar area of growth is really exciting and rewards for me. It is a kind reminder to myself that I do see the benefit of our structure that we have at High Tech Middle Chula Vista that encourages group conversations in order to create a collaborative learning environment not only for our students but for my own learning development as an educator as well. This was a connection with the video I watched on Dr. Mary’s research that our human brains will demonstrate physical empathy when the person has made a connection with another person.

Also, as an Education Specialist this is at the forefront of my mind. I am asked in my role with working in special education to consistently provide the least restrictive learning environment for the students that I work with. At times, this is difficult to continue to practice as teachers genuinely see need for more support, but often the supports can come as restrictive to me if strategies accessible for all learners were not attempted first. I am finding myself struggling to communicate with teachers to explain why their ideas for scaffolding/intervention may not work well, because it doesn't follow the Student Support Team process. I feel like teachers have a genuine interest to learn more about helping students, but the way I say it may sound off putting because I am not sure how to describe it and explain why I can't participate in this (or, to the degree they would like). I am thinking about this because I am excited to work with my new team but when I shared by perspective of testing, I could tell I was not expressing myself well enough for her to understand how accommodating and the SST process could connect with the classroom learning.

An area of focus for me when looking at our focus students progress was to monitor students expression of their needs and feelings within the lesson, especially when they are experiencing a difficult moment during the school day. A few of my students stick with keeping their negative thoughts to themselves, which then is seen through negative

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behaviors or deprecating self-talk. I asked my team for support in this area in order for the task to feel more manageable in order to connect with students and parents when there is a situation that is impacting a student's frame of thought of themselves when thinking about the reflection process within the larger scope of their project.