

Research Lesson Memorialization Document

Team Members

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Lesson Date:

10/28
9:40-10:30

Instructor:

Jean Catubay

Grade Level:

7

Summary Box # 1: Title of the Research Lesson

Thinking About Thinking

Summary Box # 2: The Research Question

The problem of practice our team explored

How can we design authentic classroom structures that promote an open reflection of student work and thinking?

Summary Box # 3: Your Team's Theory of Action

The long-term goals for our students and how we will get there

IF we have our students engage in regular critique, THEN students will develop an increased capacity for using others' perceptions of their work as a tool for guiding future



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application of learning, RESULTING IN the anticipation of thinking to elevate their understanding of a concept.

Summary Box #4: The Research Lesson Topic

Reflection as a tool for future learning.

- "I like this because... *why* and *what* made it good"
- Can create a plan for future learning in relation to what was discussed/seen

Summary Box #5: Background and Research on the Content Topic

Barahal, S.L. Thinking About Thinking: Preservice Teachers Strengthen Their Thinking Artfully,

Phi Delta Kappan, Vol. 90, No. 04, December 2008, pp. 298-302.

"What does it mean to be a good thinker?" (Barahal, 2008, p. 298). In this study done with a group of preservice teachers, researchers explore how student work serves as concrete evidence for critical, deep thinking. What I found most striking about this article was the reference to thinking routines (Artful Thinking), named the Artful Thinking Palette. This model represents particular patterns in learning as colors on a painter's easel, ready to be mixed and matched to create more nuanced hues of understanding. The article highlights the power of Artful Thinking routines by demonstrating their flexibility across disciplines. The article explains how the uncomplicated (structure-wise) Think/Puzzle/Explore routine can be used to elicit complex thinking and engagement with. Another interesting point that was brought up was the idea that thinking is a *teachable* skill, rather than an innate talent that some people have and others do not. Learning is interesting in that way, I think. I see a lot of connections between this week's reading and last week—supporting students in engaging with the "whole game" of learning (Perkins, 2009). Particularly the point about focusing on the more challenging aspects of



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material/process in order to get better and, eventually, reach mastery.

For my living resource, I interviewed Dr. Alec Patton, my former Supervisor in the TAP program and editor of High Tech High's adult learning journal *UnBoxed* (personal communication, September 18, 2019). Last spring our cohort took their (Alec and Stacey Lopaz) Design for Deeper Learning course. I learned a lot about critique during that time, so I thought he would be the perfect person to talk to. When I asked Alec to describe a critique session gone wrong, he responded, "Well that's basically my whole career!" A couple of things stood out to me about our conversation: 1) successful critique relies on the quality of the feedback being delivered, 2) most students do not give high quality feedback, so the "second-best" thing is that students get exposure to other peoples' work and, in turn, can identify things they "like" and want to try out in their own work.

Ferguson, R. F., Phillips, S. F., Rowley, J. F., & Friedlander, J. W. (2015). *The Influence of Teaching Beyond Standardized Test Scores: Engagement, Mindsets, and Agency*. *The Influence of Teaching Beyond Standardized Test Scores: Engagement, Mindsets, and Agency*.(pp. 13–38). The Achievement Gap Initiative at Harvard University.

"How do distinct components of teaching influence the development and expression of agency-related factors in sixth to ninth grade classrooms?" (Ferguson, 2015, p. 1). This is the central question of the *The Influence of Teaching* report prepared by the Achievement Gap Initiative at Harvard, "... commissioned partly in response to a 2012 publication from Consortium on Chicago School Research (CCSR), entitled, *Teaching Adolescents to Become Learners – the Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review*" (Ferguson, 2015, p. 24). Referred to as the 7Cs of Effective Teaching (Care, Confer, Captivate, Clarify, Consolidate, Challenge, Classroom Management), the report aims to explore the relationship between this teaching framework and student agency, defined as purposeful action toward success. Chapter 1 provides working definitions for the four types of agency addressed in the report: existential agency (action as a result of free will), pragmatic agency (action in response to changing circumstances), identity agency (action that aligns/maintains a particular social identity), and life-course agency (action



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that supports trajectory towards future goal). Chapter 3 outlines noncognitive factors involved in students' success in the classroom.

What I found most interesting about the first few chapters of this report was the focus on elements of students' development that are traditionally considered the responsibility of entities outside of school (namely, family and community). A compelling argument is made for increased intentionality behind designing learning spaces that nurture success-oriented mindsets and behaviors. I found myself intrigued by the operationalization of concepts like conscientiousness—"conscientiousness helps to enable agency (if understood as a skill) and to express agency (if understood as a behavior) in service to the goal of high quality achievement" (Ferguson, 2015, p. 36). I realize there is a lot of woo woo around concepts like mindfulness and being present, but this report makes a clear connection between conscientiousness and one's ability to perform executive functioning tasks (to realize their sense of agency). Anyone that knows me even a little bit is aware of my love for organization, so it felt great to make a connection to the reading in that way.

Perkins, D. N. (2009). Introduction: A Whole New Ball Game. *In Making Learning Whole: How*

Seven Principles of Teaching Can Transform Education (pp. 1–23). San Francisco: Jossey-Bass.

"Education is choreography for learning, an effort to organize learning for greater timeliness, focus, effectiveness, and efficiency. That is where learning by wholes comes in" (Perkins, 2009, pg. 17). In the introductory paragraph of *In Making Learning Whole*, David N. Perkins metaphorically likens the process of learning to play a game (specifically, baseball) to the process of learning itself. Complexity in understanding being the ultimate goal, Perkins argues that current paradigms for learning, while effective within certain limits, do not necessarily encourage learners to form deep, meaningful connections the pieces of knowledge they develop/acquire. Perkins refers to these diseases of learning as elementitis and aboutitis. The first having to do with extended engagement with elements/pieces of a concept without ever engaging with the big picture, the second pertaining to the idea that theoretical engagement does not need to be supported by applied practice. Learning without doing.



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What I found engaging about this read was how much of my own learning experiences were reflected in it. As a student, I frequently felt frustrated in my science and history classes due to a lack of understanding around why I had to “master” what felt like rote tasks—memorizing dates, equations, formulas, etc. On my own, I could not form a cohesive narrative that linked all these pieces of information into something that felt meaningful/worthwhile. For a long time, I was turned off to these subjects, firm in my belief that I just wasn’t a “science person”/“history person”. (Whatever that means...)

In terms of how I see this idea of learning by wholes playing into our group’s Lesson Study: we are considering the implications of intentionally designed spaces for students to reflect on their own thinking and learning. The chapter introduces a series of learning principles to support complexity. Third on the list: “work on the hard parts” (Perkins, 2009, p. 10), which explains that real growth and learning happens when we can begin to dissect a concept and apply gradual improvement (based on specific feedback). In our Lesson Study, we are thinking about how best to support students in using their own work as a window into their own minds.

Article and reading summary

I enjoyed listening to my colleague’s perspectives in class in regard to the reading. I agree with Sandy and Dayna that it was interesting that the book, *Building a Better Teacher*, addresses American teacher styles and compares them to Japanese teachers routines and styles. It was refreshing to get a new take on teaching styles, I feel like I have had the privilege of learning about teaching structures through High Tech High, but have yet to explore and read on different values from public or outside of the High Tech world. I appreciate the comment on the author’s take away from American classrooms by stating,



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“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 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). Not that this is the stand all, be all line. 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.

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 student learning. That is the center point, that keeps my group grounded as we provide ideas and edit our approach to the lesson study planning. Sometimes, it does feel painstaking to make more edits towards a project or idea that as a team we have been working on for a couple of weeks. But, it is helpful to have a focus and have this agreement that student progress is our goal, really helps to reduce any attachment to an idea or thinking.

Green, E., *Building a Better Teacher*.

Article and reading summary

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



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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*.” 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 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 presentation there is also the space of building relationships with peers as well as getting the work done. When I read this, it almost made me feel like Garica has met the student that the SLP and I were having a wondering about!

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

Interview

Interviewee: Speech and Language Pathologist

Q: After reading the article, what are your thoughts about the student that we were concerned about his ability to navigate group activities?



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A: I agree, I think we should take data and begin looking into areas for assessment. I do think he is a student that can benefit from working with me, at first I didn't because he knows exactly what to say during lunch bunch when I ask about group norms. But, then his behaviors do not match with what he just said.

Q: How did your conversation go with your supervisor that you mentioned earlier?

A: I am glad she sent us the article, it totally convinced me that the student would be able to benefit from the services. Also, a good reminder to observe the student in a group setting without teacher direct instruction.

Q: Do you have anything else to share?

A: Yes, I just left from a class with the student and he doesn't "stick" out to me as much from the beginning of school. However, I did notice that he takes over the conversation of the whole-group politely. But still, his peers will kinda look over to him and look at why is he still talking, so that is something we can also talk about.

According to M.B. (personal communication, October. 4, 2019).

Reflection

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 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



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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. 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.

....

Are there structures of meetings/your day that your team has that you feel promotes a collaborative learning environment for yourself or students? Please share, I am looking for a way to adjust my current structures to maximize time and efficiency.

article reading and summary

Jean shared with me a video about social-emotional learning this week! 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



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of their guts, it's not just 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. 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.

Immordino-Yang. Dr.M. (2011). *'We feel, therefore we learn' at Mind & Its Potential.*

<https://www.youtube.com/watch?v=85BZRVE6M0o>

Interview

Interviewee: Humanities Teacher

Q: How is the student doing with their homework plan?

A: Not good, they have not made improvements with the homework plan. But, you know...why is it that I feel more patience with certain students?

Q: Why do you think that is?

A: I am not sure, it's not like I can't be angry at the student for not turning in their work. But, I am just not angry. I am feeling worried or concerned. The student has made improvements with their classwork and wants to help students at their table last week.



Q: Do you think we should be more understanding when I let him know the new homework plan for the week?

A: I guess I am just not mad, and he has been trying so hard to show more effort in his classwork.

According to C.S. (personal communication, October. 15, 2019).

Reflection

I enjoyed this week's video and interview. I relate to my teaching partner that sometimes students bring their best effort, and it is tough to be more clear with certain aspects that the student may be needing support with. For this example, the Humanities teacher and I have had about 5 meetings with this student in regards to their grades and has not made a change to improve their points. I have gotten a bit frustrated and was sharing with the Humanities teacher my thoughts on what I can do, and I am approaching this well. I appreciate the Humanities teacher as she was calm and collected when speaking with me, about how she just felt supportive and earned her trust, but she could not explain it.

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. I believe that my Humanities teacher partner has made this connection, therefore it is more difficult for her to show negative feelings even when the student has been missing assignments for the past 5 weeks with little communication or advocacy. I am more frustrated and it was helpful to check-in with my teaching partner before



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speaking with the student so that I can re-adjust my tone to be more supportive as I also did miss acknowledging his celebrations of working more diligently with his classwork and helping peers at his table group.

1)

I read Billings' and Roberts' article "From Mindlessness to Meaningful", a presentation of strategies teachers can use to create meaningful, productive class discussions as a routine in the classroom. In essence, the article pushes teachers to push students to "experience the thrill of constructing and discovering meaning".

The text recommends beginning with a "what" question that relies on student opinion, such as "What is the most important sentence in the Dec. of Ind., and why?". Have students answer the first question round-robin to ensure every student participates up-front.

Then, the text suggests moving into Socratic questions focused on analyzing the meaning of particular lines or traits of the text/object of analysis. Students can be given time to pair-share in order to develop answers/allow think time for these rigorous questions.

To close the discussion, we're told to push students to articulate "their own truth", or how the text connects with/is relevant to the individual student. Students can pull from insights drawn during the middle section when stating how the text connects with their lives.

A distinction is drawn between "maieutic questions", which explore one's personal truth, and "Socratic questions", which explore universal truth.

My Big Q after reading is this: What about student-generated questions? Perhaps prior to the discussion, students could submit questions which they would like raised during the discussion. The teacher can re-word student questions of interest to sharpen precision.



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In line with our group's goal of developing students' ability to reflect on their work, I asked a student to reflect on his motives for creating a student club to combat gun violence. Matthew is a junior with an IEP. He asked me earlier this year to be the teacher sponsor for his club, and I agreed.

In line with the above text, I practiced my discussion skills when conferring with Matthew about what led him to create the club. I received the answer, "I see gun violence in the news, and I want to put an end to it." I saw the importance of precisely crafted questions to prompt Matthew to articulate what he wants to accomplish through the club. I pushed him to clarify goals with questions like, "Do you want to focus on ending gun violence in schools, violence in the US, or in the world broadly?". He settled with combatting all gun violence in the U.S. Once we had identified the goal, questions were asked to identify steps to take to get there. "You say you want to raise awareness in students of gun violence, correct? What should students do once they're aware of gun violence? What are some things that could reduce the potential for shootings on campuses?" Our conversation demonstrated for me the importance of precise questions to elicit student responses; it's possible to make a question precise while not a leading question that spoonfeeds an answer. I think students often have hidden, poignant insights and wisdom, they just need questions to put them in the frame of mind to reflect and answer in a reasonable, precise way.

Billings, Laura & Roberts, Terry (2014). From Mindless to Meaningful. *Educational Leadership*. 60-66.

2) The reading drives home the importance of learning from the successes, failures and strategies of fellow teachers. Only by opening up our classrooms and learning from what happens in other classrooms can expertise flow between teachers. This model of lesson study conducted by



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teachers actually seems to parallel the way in which students interact in Japanese classrooms, according to the chapters.

Students in Japanese classrooms are pushed to ask each other “Who thinks the way I’m thinking?”, and to share their attempts at problem-solving with other students in pursuit of a common objective. This method of openly sharing one’s methods of solving a problem is effective for Japanese students just as it can be effective for teachers seeking to improve student learning. When I look into peers’ classrooms, I will push myself to ask other teachers to explain their thinking behind particular structures and teacher moves.

I wonder if during lesson study, in Japan and elsewhere, student work is examined? What do y'all think about the difference between observing what happens in a classroom and observing what students create by the end of a class?

I imagine how absurd we would think it if doctors worked in isolation, trying independently and haphazardly to diagnose patients; “I tried this particular remedy to cure cancer, and I’ll never share my methods or their results with any other doctors or patients, lest I be judged. Similarly, I have no idea what other doctors do to cure their patients and I ignore breakthroughs in medicine.” This would be pretty crazy. Do others think this parallel makes sense, or no?

Green, Elizabeth (2014). [Building a Better Teacher: How Teaching Works](#). (1-149).

3)

I read “The Transition to Adulthood: Challenges of Poverty and Structural Lag” published in the Handbook of Adolescent Psychology. In line with our lesson study group’s aim of growing student agency, I decided to explore how student agency can be developed and leveraged to prepare students for life after school; agency is a requisite for professional success and civic participation.

The article points out that the transition to adulthood is a critical time for youth in poverty because during this time it is largely determined whether that person will experience social mobility and leave poverty. The study identifies three traits needed for a person to experience social mobility: a sense of purpose/agency, human capital, and social capital. Human capital is defined as skills, knowledge and experience while social capital is defined as one’s ability to form strong relationships with those inside and outside of their social circles.

Because our lesson study group is most interested in fostering the first requisite of social mobility, “sense of purpose/agency”, this was my area of focus when interviewing Anthony, my friend and a senior at the STEM Academy of Boyle Heights. I first met Anthony when he was a sophomore in



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high school; at the time, he aspired to be an astronaut and to study aerospace engineering. His career goals have wildly shifted since then.

Now, Anthony says that he wishes to enter politics. He says that he sees the need for responsible policies that benefit people in his community of Boyle Heights; he does not feel that current representatives at the federal level effectively represent the interests of Boyle Heights citizens. He says that Trump's 2016 election victory inspired him to pursue politics; he generally opposes Trump's policies and believes that people of good will need to run for public office.

Anthony demonstrated the ability to react to events witnessed in the world around them in a productive manner; he actively shapes his goals for the purpose of improving the lives of those around him. When asked what his goal is in pursuing politics, he pointed to the welfare of others rather than to his own personal fulfillment. This motivation indicates a level of connectedness with others, confidence in ability and feeling of responsibility to positively impact others.

When I asked Anthony what gave him the confidence to identify problems and seek to solve them, he pointed to extracurricular activities such as his school's robotics team and engineering internship. Anthony recommends that if we educators wish to foster a sense of agency in other students, we should make our in-class activities and projects include student choice and involve the creation of products. Anthony's recommendation is no secret to HTH. To extrapolate on Anthony's recommendation, I propose that students' exposure to current events and understanding of overlap between subjects are also key to building their agency. If students are aware of current events, as Anthony was, they have a clear view of the world as it is; one needs a clear understanding of the world's present problems in order to dream up feasible solutions. Similarly, I wonder how Anthony's worldview and career plans would be different if he saw politics and engineering not in silos, but as complementary; what if Anthony could leverage STEM in conjunction with politics to benefit the people of Boyle Heights?

4) I read Chapter 8 of "Student Motivation" by Hulleman & Barron, et al; it is an analysis of research on methods to grow students' motivation. A core finding of the analysis is that how students approach challenges has a substantial effect on academic performance. The chapter moves beyond the traditional paradigm of "growth vs. fixed mindset" to explore more nuanced motives of students. Students' intrinsic motivation, value that the task is perceived to have, and costs associated with the task all impact motivation.

I interviewed Roberto, a Rockstar high school student in Watts; I mentor him as a student, and he mentors me as a teacher. He is building a greenhouse at his school to inspire fellow students to see a connection between their life science classes and their own lives. He cares about environmental science, education and empowering low-income students. He says that his



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motivation for creating the greenhouse/garden is exclusively to inspire other students to see how environmental science is relevant to their lives.

I think Roberto's story shows that sometimes, extrinsic motivation is great. Do we want students to create projects motivated only by students' pure enjoyment? Sometimes. I also want my students to look beyond themselves and see how their work can inspire others. If a student is motivated by the ends of creating positive change rather than the process, then I am sure the student will nonetheless become engaged and find joy during the process. If I want my students to view themselves as capable of creating change outside the classroom, then I need them to realistically see the world as it is, imagine how it might be, and then act. Does a world-class musician create a song while thinking "I enjoy making this" or while thinking "I'm looking forward to how the audience will react to this"? It's probably both.

5) "If you want to understand something, try to change it" – a Stanford & University of the Netherlands study.

-Holds that social psychology can inform techniques to grow people's resilience

-The interventions described in this article change how people view adversity/challenges that they face.

-People need to view their social standing as stable in order to grow and have confidence.

This study illustrates that we cannot develop a person's growth mindset in a vacuum. People are constantly processing their relationships with others. As such, we need to create a classroom culture that places a premium on openness in order to enable our students to view adversity as an opportunity for growth.

The study notes an instance in which marginalized students in college were struggling to make friends; they heard the stories of upperclassmen who initially struggled to make friends but later found "their people". The struggling students remained in college and experienced resilience growth because the resilience of others inspired them.

I am struck by the article's mention that when students were prompted to "reflect on a moment in which they were accepted unconditionally", students' self-perception did not suffer in the face of poor grades. I don't think students should have to search hard in their memory for a time in which they were accepted unconditionally. I need to create in my classroom two complementary situations:

A collaborative, joyful culture where people socially work/learn with each other.

A culture of openness and peer-critique in which students are not afraid to showcase the shortcomings of their work and apply feedback.



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The article reminds me that people thrive on connections with others. Group acceptance/membership is needed for a person to have a growth mindset. To again throw in a musical analogy: high-quality musicians don't grow their abilities simply to play alone – they want to collaborate with other musicians and for an audience.

Brummelman, Eddie & Walton, Gregory M. "If you want to understand something, try to change it: Social-psychological interventions to cultivate resilience". Research Institute of Child Development and Education & Dept. of Psychology, Stanford University. (1-9)

6) The "Mindset Interventions" article describes a study in which Stanford researchers provided high school students with 2 online courses: one "growth mindset" course and one "sense of purpose" course. Each course was 90 minutes total, delivered in separate 45 minute sessions.

High school students had a measurably higher GPA after taking either online course. The "growth mindset" course presented students with information regarding neuroplasticity and descriptions of challenges in schools as opportunities for growth. The "sense of purpose" course prompted students to identify ways in which they wanted to impact/contribute to their community or world, and then linked performance in school with students' accomplishment of their own goals.

My initial thought recognizes the potential of these results to be applied in our lessons and projects. If 90 minutes of an online class inspired students to be more motivated, then why not structure our entire project, semester or assessment system to foster a growth mindset and sense of purpose in students?

What struck me as well was the article's mention that previous research indicates that a student's motivation and sense of purpose is more linked to a "beyond-the-self goal" than any personal goal. This matters as we strive to not only grow students' competencies and build a growth mindset in students, but to empower students to identify a real problem or concept and then take action to solve or create. Many students don't want to read simply for the sake of being literate; I need to show them both the joy of reading and how to use literacy as a tool to accomplish students' own goals. You don't get really good at an instrument to play technically perfect scales; you use it as a tool to express yourself, and to create something enjoyed by others.

Paunesku, David & Walton, Gregory M. et al (2015). Mind-Set Interventions Are A Scalable Treatment for Academic Underachievement. *Association for Psychological Science*. (1-10).



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Summary Box #6: Relationship of Unit Standards

Prior learning standards that unit builds on	Learning standards for this unit	Later standards for which this unit is a foundation
<p>Literacy Standards (Common Core)</p>	<p>Literacy Standards (Common Core)</p> <p>Speaking and Listening 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Speaking and Listening 7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	
<p>Social Studies Standards (Teaching Tolerance)</p> <p>Identity</p> <p>1. Students will develop positive social identities based on their membership in multiple groups in society.</p>	<p>Social Studies Standards (Teaching Tolerance)</p> <p>Diversity</p> <p>6. Students will express comfort with people who are both similar to and different from them and</p>	<p>Social Studies Standards (Teaching Tolerance)</p>



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	engage respectfully with all people	
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Summary Box #7: Goal of the Unit

Summary Box #8: Flow of the Unit/Rationale for the Design of Instruction

This lesson was designed to fit within the reflection portion in the larger scope of the project to create space for students to engage in deeper understandings with the content, specifically to writing. This is an Interdisciplinary project which reflects 3 essential questions: 1) How has fire fueled the development of human civilization? 2) How can the food we eat tell stories about human existence? How can we use food science to educate our community to make healthier choices? As well as, to support students in the reflection process and communication with peers as an introduction to Student-Led Conferences.

Summary Box #9: Unit Plan

The lesson sequence of the unit, with the task and learning goal of each lesson. The asterisk (*) shows the research lesson

Lesson	Learning goal(s) and tasks
1	<p><i>Lesson Goal:</i> Using textual evidence to identify character traits</p> <p><i>Task:</i> Create identity charts based on interpretations of texts</p>



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	<ul style="list-style-type: none"> • Slides 2-16 • Jennifer Wang "Orientation Day" • Esperanza "My Name Is" • My Identity Chart
2	<p><i>Lesson Goal:</i> Identifying patterns in information</p> <p><i>Task:</i> With a group, review a series of multimedia texts and work together to establish a thematic "main idea"</p> <ul style="list-style-type: none"> • Slides 17-29 • Layer 1 - images • Layer 2 - video • Layer 3 - text
3	<p><i>Lesson Goal:</i> Consistent metacognitive practice</p> <p><i>Task:</i> Reflection of learning through consideration of project essential questions and weekly experiences</p> <ul style="list-style-type: none"> • Essential Question Reflection
5	<p><i>Lesson Goal:</i> Pre-assessment of writing</p> <p><i>Task:</i> Write one paragraph about a person who is important to you</p> <ul style="list-style-type: none"> • Person of Importance
6	<p><i>Lesson Goal:</i> Practice with mechanics of writing</p> <p><i>Task:</i> Daily grammar exercises (weekly corrections)</p> <ul style="list-style-type: none"> • Daily Grams #1-24
7	<p><i>Lesson Goal:</i> Providing a scaffolded approach to the process of writing</p> <p><i>Task:</i> Students</p> <ul style="list-style-type: none"> • EmPOWER Writing Checklist



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8	<p><i>Lesson Goal:</i> Introduction to narrative plot structure</p> <p><i>Task:</i> Watch video to make sense of writing map (plot mountain), and practice by transferring personal brainstorm ideas onto their own writing map</p> <ul style="list-style-type: none"> ● Slides 30-33
9	<p><i>Lesson Goal:</i> Recognizing specific elements of writing: organization, content, process, mechanics</p> <p><i>Task:</i> Model, self, peer critique</p> <ul style="list-style-type: none"> ● Product Expectations - Zine Personal Narrative ● Models ● Critique Sheet (Models) ● Critique Sheet (Self + Peer)
10	<p><i>Lesson Goal:</i> Students will receive kind, specific, and helpful feedback from peers (from other class) to improve their writing</p> <p><i>Task:</i> Gallery Walk</p> <ul style="list-style-type: none"> ●
11	<p><i>Lesson Goal:</i></p> <p><i>Task:</i></p>
12	
*13	<p><i>Lesson Goal:</i> Students are able to articulate growth-oriented next steps derived from analyzing others' writing</p> <p><i>Task:</i> Students will journal</p>



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Summary Box #10: ELA Goal

Students are able to articulate growth-oriented next steps derived from analyzing others' writing.

Summary Box #11: The Equity Goal

Each student participates, meets her/his own participation goals in speaking and listening.

Summary Box #12: Scripting the Lesson

Learning task and activities, anticipated student responses, key questions or comparisons that will build insights	Anticipated student responses	Assessment (Points to Notice)
Journal		Think about their writing (personal narrative and culture research) as it reflects on the 3 essential questions
Six-Word Memoir		



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<p>Listening Dyad Round 1</p> <p>Listening Dyad Round 2</p>		
<p>Listening Dyad Debrief</p>	<p>How to respond afterword? Sentence starters on a half-sheet for students to refer back on while listening to their peer share.</p>	

Summary Box #13: Boardwork Plan

Summary Box #14: Data Collection Plan

- Students engaged and actively participating when appropriate, listening while appropriate.*
- Students write when appropriate.*
- Students write at least 2 sentences in journal, articulates how their takeaway from the project connects with our essential questions.*
- Students have complete annotation sheet at end of class.*



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Summary Box #15: End of Cycle Reflection

1. *Appoint a note-taker to capture the groups reflections.*
2. *Teacher who conducted the lesson reflects first on how they felt the lesson went (2-5 min)*
 - *Students understood WHY the lesson was happening and what was being asked of them. Would like to continue use of this structure. Students rely heavily on adult feedback and validation. I want to push them to talk with each other rather than always asking me. She considers going forward making the prompts shorter, more precise in the future so students understand what they're writing in response to. In the future, wants a blend of personal and academic question prompts.*
3. *Observing teachers each present data on what their focus student said or did during the lesson (the goal is to keep to the facts without making inferences at this point- what did they say or do?).*
 - *Jersey*
 - *Was able to quickly complete graphic organizers. Found it difficult to pick a topic about which to write. Did not elaborate on writing during the dyad.*
 - *The student that Sarah observed spoke for appx. 20 seconds, then sat in silence. Talk time in dyads was often 1 min. Or less.*
 - *Andre*
 - *My writing life brainstorm - effectively restated the prompt. For the purpose of appreciative listening he seemed to do the graphic organizers quickly and promptly*
 - *Spoke softly and his partner also had a hard time hearing*
 - *Spoke for 20 seconds during the diad*
 - *When speaking about something other than class work he was louder*
 - *Writing goal was organization - have everything where I know*
 - *Noted that his partner shared more but still not much - wondered why they*



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didn't share too much

- *Luna:*
 - *followed along with the prompt*
 - *Wrote expansively at the beginning*
 - *She wrote that she caught her mistakes and shared that she didn't realize someone might see it and that she was rushing*
 - *Listening for truth purpose of listening diad*
 - *I wonder what I can do to help my partner*
 - *Shared how she was struggling with writing but got help from peers and friends*
 - *We both understood why the writing was hard - reflection from the diad.*
- *Caleb:*
 - *attentive, completed word prompts.*
 - *Had out his calendar but did not fill it in.*
 - *Seemed to look through prompts.*
 - *Faced away from student during dyad?*
 - *Did not circle anything in the prompt until Jean went over what the circle.*
 - *Did not write anything in the brainstorm until Jean walked near him.*
 - *He wrote his name on worksheets, watched video.*
 - *Identified the purpose of appreciative listening, wrote in his own words.*
 - *Shared his 6-word memoir, chose that as the element in which he excelled.*
 - *Student wonders why critical friend talks.*
 - *Sets goal as thinking longer and harder about what to write.*

**** If it is a public lesson study ****

The team then decides on a question they might want to discuss publicly for 10 min

- *What we learned about how our students approach this content*
- *What we noticed about the class learning culture*

If there are content or equity commentators they share their reflections at this point



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4. Following the observing teacher data share out (or the above commentator reflections) the team debriefs by discussing the following questions:

Celebrations!

- *Great scaffolding!*
- *All kids knew what they were supposed to do and when*
- *We love the structure and the diads were great for orienting kids towards each other*
- *Jean's awareness of her students was evident (who she conferred with)*
- *The students looked comfortable and all engaged in the activities*
- *Strong routines and careful attention to language and detail*
- *Brave enough to be the first one!!*

What did the team learn about:

- *The content concept*
 - *The structure seemed useful - and could be applied with more specific prompts*
 - *Was powerful to see each others goals in the final activity*
 - *How might we meaningfully return to those goals in the future?*
- *Student thinking*
 - *Focus on the listening and talking part - was cool to hear students articulate their understanding of what appreciative listening is*
 - *Had a question about whether appreciative inquiry was the right fit for what you were trying to do*
 - *"I wonder what made the writing so boring?" - the structure didn't allow them to ask follow-up push questions?*
 - *There aren't a wealth of things that come to mind unless there was significant unpacking of the options when using an academic prompt*



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- *This was asking students to confer with each other - which means they need the ability to discuss/push*
- *Critique was always surface level and one offish - how can I support them in becoming more specific and help them identify the 'why' and the 'how'*
- *They are willing to learn, good attitude, but don't seem to push each other*
- *How to get them to get their thoughts out?*
- *The diads ensured that everyone spoke*

- **Teaching & pedagogy**
 - *Reminders (spiraling) of concrete strategies before the reflection*
 - *"What makes you say that?" , "Why?"*
 - *Wondered about timing - could be due to the fact they weren't answering with depth, but many finished quickly and then waited or engaged with others (very politely and respectfully for the class culture)*
 - *Where could we have introduced some pair shares?*
 - *Especially to deepen some of our areas that they reflected in writing on*
 - *The slides and presentation of materials engaged students, were clear.*
 - *How to get them started?*
 - *You had students journal about the purpose of appreciative listening (set the stage - why are we doing this!!) Assume that it helped students recognize why it was important.*
 - *Graphic organizer - and handing it in - created a concrete accountability measure that ensured we had the opportunity to see student thinking*
 - *Wonder about mixing up the responding with other pedagogical moves to get energy up*
 - *There were some kids who never share, who totally stepped up (Andre) - the structure might have helped - especially it being the second time around with the structure*
 - *Lessons could be more focused on a smaller concrete skill/understanding - what might that look like? Then intersperse coming back up to the macro view and make connections*



- *It isn't just one and done - how do we build our skills/understanding/capacity as writers?*
- *In this lesson I'm not sure that they grew as a metacognitive reflectors - what prompts could have built that? (Sarah F)*
- *Advice to themselves - "Last time it took a while to get started, but then I was really excited when I found my idea"*

- *Our research question*

How can we design authentic classroom structures that promote an open reflection of student work and thinking?

There is familiarity with the worksheets among students, this lesson will likely be a recurring structure that we use throughout the year. How can we push students to reflect deeper? How do we get students to discuss at length?

- *The executive function aspects - knowing when to go to office hours, or recognizing when you don't know something.*
- *What they struggled to write and talk about, was the specifics of what it means to be a writer/scholar. We didn't see evidence of depth and specificity with the writing reflection part*
- *What are they supposed to focus on - general skills? Could we have looked at writing and highlighted what concrete ways someone could grow as a writer?*
- *How can we make this visual and concrete?*
- *Jean: it would have been good to have the critique sheets and their drafts.*
 - *EF is a big issue for this group as a whole so I can see why I focused on it*
- *There wasn't enough meat in what kids were saying and writing today - perhaps sharpen the focus on the lesson*
- *The structure around listening seems to have a lot of potential - it would be cool to continue to use and refine it.*
- *When students articulated their goals - they chose between the four elements of writing but they may not have understood what those looked like, sounding like, etc... (big categories!) Did they just default to writing things they had previously believed about themselves (I'm organized! Or I am never organized!)*
- *And what does organization mean?? Was it how is my body or work space*



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organized, vs. how am I organizing my writing

- *Were there models used that could have illuminated different concrete aspects of these reflection categories?*
 - *When is it appropriate to generate communal*
 - *The structure helped students connect to those they may not have connected to*
- *Our theory of action*

IF we have our students engage in regular critique, THEN students will develop an increased capacity for using others' perceptions of their work as a tool for guiding future application of learning, RESULTING IN the anticipation of thinking to elevate their understanding of a concept.

What do individual team members want to implement in their own practice?

- *Explore sentence starters and follow-up questions to support - Ruby*
- *Rehearse and ask questions to get used to exploring that is safe for students - Ruby*
- *Check in more with Jean to determine what the vision is - Ruby*
- *Graphic organizers that are clear is a continued growth area - how to use one to facilitate an entire lesson. I appreciate that every part was linked. - Jimmy*
- *Routine for silent reading when they first come into class (student grabbed their book and most read for the whole time) - Jimmy*
- *Provides a nice foundation for transitioning to activity*
- *Designing writing specific lessons - I find it difficult to write or engage in the process - so how do I model (create lessons) it for students through the lessons - Jean*
- *Once you care about depth and orient questions to push for depth - will that always result in a classroom culture that can achieve it? - Sarah*
- *How do I support students who have limited english at this point? How do we get their voices out and how do we push them for depth too? What does that look like?*

What is going to happen tomorrow?

- *Sentence starters or scaffolds for follow-up questions during appreciative listening*



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activity to support student conversation - Ruby

- *Check-ins with students and support students in setting personal participation goals - Ruby*
- *Do some work around the writing goals - have students journal about their goals so they can reflect back on it - Jean*
 - *Some students wrote specific goals - but many did not*
 - *How can we push on deepening and focusing their goals?*
- *It would be cool for students to revisit writing from the beginning of the year at the end of the year and revise (what do they choose to revise? Why? How did you grow as a writer?)*

*******If applicable*******

Notes from the Expert Commentary - Content

Notes from the Expert Commentary - Equity



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