

# VMS Student Learning

Teacher: Hailey Bull		Grade Level: 7	Date: 3/4/2014
Subject Area: Social Studies		Observer: Gen Hubler	
<p>What is the task?</p> <p>Participate in Socratic Seminar</p>	<p>What is the teacher doing?</p> <p>Monitoring and listening to response. Facilitating Socratic seminar. Passing out exit tickets.</p>	<p>What are the students doing?</p> <p>Speaking, listening, and writing notes. Students monitor their own input by using the token system.</p> <p>I liked the tokens because students were able to monitor themselves and catch themselves if they forgot to switch out of the center circle. Gen also suggested that I try the tally system with the exit tickets to help kids keep track of how many times they've spoken to help keep the room more organized.</p>	
<p>Essential Question:</p> <p>What are important ideas from Mandela vs. Martin Luther King Jr.? Need to remember to state this because it helps students to understand what the purpose is of the lesson. It will support what I'm having them get done.</p>			
<p>Language Objectives: SWBAT to participate in Socratic Seminar discussion. (not stated)</p> <p>Don't forget to state these too!</p>			
<p><b>WICOR</b> Strategies: WRCO</p>			
<p><b>Writing:</b></p> <p>Cornell Notes Graphic Organizer Extended Paragraph Short answers in complete sentences</p>	X	Prep for Socratic seminar	
<p><b>Inquiry:</b> (questions or activities)</p> <p>Applying Information Processing Information Gathering Information</p>	X X X	Students generated level three questions and shared. Students enjoyed changing places being the wingman.	
<p><b>Collaboration:</b></p> <p>Whole Class Individual/Teacher Partner Small Group</p>	X	Students feel comfortable sharing and monitoring responses.	
<p><b>Organization:</b></p> <p>Goal Setting Organization of Materials</p>	X	Reflection sheet, exit ticket	
<p><b>Reading:</b></p> <p>Reading with purpose (before) Interacting with reading (during) Responding to reading (after)</p>	X	Citing lines of the documents and interpreting the documents	



**Assessment:**

Written work, formative, summative-oral, students respond.

Perfect closure transition. Stopped with 3 minutes left. No whining from students on what they needed to do. Should have given students more time to finish with the exit ticket or given them an opportunity to take it home. Didn't want to interrupt one of the students who was speaking and hadn't said a lot so I let it go a little longer than intended.

Hailey built rapport with nice compliments and challenge to refer to text.

Gen made a good suggestion that I should try and put more effort into my encouragement and responses to the students as they leave the classroom. With more specified compliments the students will feel more valued and they will know that I was paying attention and engaged as well

She stated, "Take time to respond to questions. Thoroughly answer the questions."

What are you doing with their responses pieces of paper?

During this lesson I simply had them pile up their questions and responses on a desk but after talking with Gen, it would be better to staple responses to exit tickets to ensure credit goes to the right people. We will also practice giving questions and responses back to the writers after they are used in the discussion. This will require an earlier stopping time, but that's ok.

Mentor reflection: Hailey does a great job of encouraging students to thrive to a higher level of thinking and responding. She made sure every student knew that his/her contributions were important.

How else could you say good job?

This is where I would go more in depth with compliments to help students know what they brought to the table.

Hailey pulled future facilitator and prepped him for tomorrow.

I let him know that he would need to be more assertive and feel free to interrupt politely when the group strayed off of the ground rules, particularly when discussions weren't related to the text. I will be monitoring him more carefully than I did the first person and will make sure to stand by him to point out topics that aren't sticking to ground rules.



## Teacher Reflection:

### Were you surprised by anything?

I was pleasantly surprised by the quality of the questions and responses that students had. Although they were sometimes incorrect or occasionally off topic/not intertwined with the text, there was definitely some deeper thinking happening. Level three questions all over the place!!!

### Did you feel the need to jump in? How could you handle this differently?

YES!! It was actually very difficult not to. Next time I plan on being right next to my facilitator and circulating the room as well. This is another place where I think that it would have been good to let her know that she could interrupt students when they went too far away from the textual evidence they had in front of them. I could also have hopped in to the wingman seat and done a quick regrouping. It is mostly just difficult to find a balance between leaving the students alone and letting them work vs. jumping in and helping them with the discussion.

### What do you like or dislike about this strategy?

I like that the students are in charge of their own learning and that they have to have input to get a score. I also like that they are able to build off of one another and have real discussions. My favorite, though, was to see how they were able to use deeper thinking beyond what I would have assumed they were capable of. It was rewarding! I struggled a lot with deciding what I could let go of and where I needed to step in. I don't like not having total control of situations, so this was good for me to work with while I had a mentor and could practice comfortably.

Did the students accomplish what you wanted? Yes! How were the quality of student questions? Very high quality, deeper thinking questions for the most part. How did you know? Listening to and reading their responses. What evidence do you have to support this? Little papers and exit tickets. How does this format encourage reluctant learners? It helps to provide students who would otherwise not give input a way to share their ideas without having to talk in front of a lot of people.

### Where there any questions that you thought were easy but weren't?

One that I noticed was a question where they asked if Mandela was influenced by Martin Luther King Jr. The students responded that he couldn't have been influenced by King because King was actually influenced by Mandela because Mandela came before King... so that was an interesting response.

### How would you change did you change the lesson today?

I tried out being a little bit more involved in the seminar to help teach the strategy and to help guide them as needed.

### How has your role as the teacher changed throughout the day?

I had to modify and help guide more as the day went on, especially as I grew more comfortable with my role in the classroom during this strategy.

### What things can you do to help the lesson?

Guide questions and help to be a more encouraging listener. I also tried to be more engaged in the conversation and help to send them to better spots to encourage speaking and involvement by the students.

### How did it make you feel?

### Did you notice any ticks you have or odd behaviors to modify?

Hair

### What did you do so that student knew you were engaged?

At first I just took notes, but then I started to walk around and make sure to help with questions and talk to students/make suggestions for them. I made sure to say when I thought there were exceptional questions and encouraged kids to elaborate on ones that were confusing or needed a little bit more in order to be considered level 3 questions.

### What is working well now?

See above question

### What is your current focus?

Finding a balance between being too involved and not involved enough in the discussion.

Nice Job stepping up and calling out when procedures like filling in places needed to be accomplished.

"Do you have any things you want to push up in your packets?" Help out!!! Wow! You look like a pro!