Grade 5, Shutting out the Sky Unit, Lesson 14

Tool 2: Classroom Observation

Focus of Observation:

engaging students in meaningful, text-based discussions to demonstrate a deep understanding of the text

"Look-Fors" What does strong teaching for the focus area look like? (observer completes prior to observation)	Teacher Behaviors	Student Behaviors P_1 - partner 1 P_2 - partner 2
• students cite evidence to support claims with or without prompting • students build on one another's ideas during discussions • teacher utilizes strategies to support students in demonstrating deep understanding of text	"Today we will read 'Everyone Worked on' from Shutting out the Sky in pairs and make comments and connections about text." T explains "Stop and say something" strategy and models an example using the "I predict" starter. "Your turn..." Q_1 - Why was it difficult for immigrants like Marcus Ravage to find jobs? T tells Sts to stop & say something w/ next prompt - Q2 - Why was Marcus disappointed about being a "lowly peddler"? T listens in on partner conversations and sts reading to eachother.	Sts start reading and T prompts to "stop & say something" Sts talking in partners. P1 - "For every job there were lots of other immigrants applying too." P2 - "Marcus was a greenhorn and new to America" Sts continue reading. P_1 - I think it's because Marcus thought he would be rich. P_2 - I agree. Sts continue their reading.

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	T-"Now I want everyone to stop and say something about what you've read so far using any of the prompts from the "Make a Connection" section of your handout. After done reading - T brings whole class together for group discussion and poses the question "What were some of the jobs performed by immigrants?" "Great answer! Anyone else?" "Thank you Tony." "I like that thought Jose."	All Sts look at say something handout and use the Make a Connection stem to their partner during discussion. Ex: This reminds me of... I also... This is similar to... Grace - men did jobs like bricklaying, painting, and stonemasons Tony - They also were icemen. Jose - They did jobs that Americans didn't want to do.

☆ Conversation continues and moves into independent work/practice.

Tool 4: Debrief and Provide Feedback

Suggested Guiding Questions for Discussion	Planning Notes (observer completes prior to debrief)	Debrief Meeting Notes
Primary Questions		
Your focus area was ___. How do you think the lesson went with [your focus area]?		
What are you noticing about **students demonstrating a deep understanding of the text during class discussions**?	-students are using their stems when prompted -students are comfortable with talking with one another	Since T has started using stems she sees HUGE difference in student convos. She can tell some convos are deeper than others - some keep discussing more naturally while others each say their sentence & are done.
What is important to you about [action observee took in focus area]?		
Feedback Questions		
You said your instructional goal for your students was **for students to make comments and connections about the text.** How well do you feel they accomplished it?	-when prompted students were able to make connections about the text -students understood the "stop and say something" protocol	They did great with connection making on own, but I'd like to see them make connections to each-other's ideas as well!
What is the student work/data showing about their progress to this goal?	-students can make connections and properly use stems, they still need support with citing evidence without prompting and building on one another's ideas	T agreed with my comments.
In what ways did the lesson go as you had planned?		
In what ways did things happen that you did not expect?		
What other ways are there to try [action observee took in focus area]?		

Feedback on Prioritized Area of Growth		
You **engaged your students in a partner and whole group discussion** and the impact of that **was students were able to make connections to the text sometimes citing evidence and building on one another's ideas, but not consistently.** I suggest **you continue using the Say Something stems and we work together on additional strategies to help students cite evidence to support claims and build on one another's ideas during discussions.**	I liked this idea! And appreciated positive feedback on using the stems - something she's really been working hard on.	
Closing Questions		
What can you change before you try this again?		
What can you learn before you try this again? How might you approach learning it?	-some talk moves to ensure students get in the habit of always citing evidence to back up claims/answers -stems to assist students in building on one another's ideas, rather than just talking at each other.	I going to look into the "talk moves" document and additional stems prior to meeting to co-plan and co-teach another lesson together involving text-based discussions.
Are there ways you think I can be helpful to you with your learning?	-co teach?	

Mentor Coaching Plan

Mentee SMART goal(s)

Students will demonstrate a deep understanding of the text during text-based discussions by providing and citing evidence from the text and building on one another's ideas as measured by teacher observations during class discussions.

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline
Teacher to review Talk Moves document	Utilizing talk moves will help the teacher to ensure students get in the habit of always citing evidence to back up answers	The talk moves guide students in taking ownership of their thinking.	Reminders of how being a learner ourselves supports having a growth mindset	One week
Co-plan and co-teach a lesson that involves a text-based discussion	During co-teach, both mentor and mentee will utilize the talk moves strategies to ensure students cite evidence and build on one another's ideas	Mentee will be able to practice new talk moves alongside mentor and get real-time feedback throughout teaching.	All planning and follow-up meetings will start by revisiting partnership agreements	Planning meeting will take place during our regularly scheduled weekly meeting and co-teach the following day. Debrief the following day

How will you monitor your mentee's progress toward the identified goals?

During each weekly meeting, scheduled debriefs, and a check-in after 4 weeks of working on this goal.

Co-Teaching: Debrief the lesson

Suggested Guiding Questions for Discussion	Debrief Meeting Notes
Primary Questions	
How did this co-teach lesson or activity help you and your students in reaching desired outcomes?	more sts had deeper conversations more sts were citing evidence without prompting because they made sure to use stems
What was most effective about the co-teaching strategy on impacting student learning and teaching practices?	the mentor could model right away, then I (mentee) carried it out right then in real time - "I liked that"
What was not effective about the co-teaching strategy on impacting student learning and teaching practices?	
Application Questions	
What will you continue implementing into your teaching practice as a result of this co-teach?	continue using talk moves to support sts to cite evidence and elaborate on eachother's ideas
What would you change/modify if you were teaching this lesson on your own and why?	"I want to add some anchor charts to support those who haven't yet internalized the stems"
Clarifying Questions	
What are, if any, lingering questions you may have regarding how the lesson went or the implementation of the co-teach strategy used?	
Closing Questions	
What is/are the top learnings you are taking away from this co-teaching experience?	1. mentee definitely likes coteaching over modeling 2. Being very explicit with stems & talk moves truly does enhance the depth of student convos
How can I support you as you continue working on this SMART goal?	doing a fishbowl discussion next week - come and observe!
How can we improve our agreements and processes for future co-teaching opportunities?	n/a

Follow up observation - Grade 5, Shutting out the sky, Lesson 21

Tool 2: Classroom Observation

Focus of Observation:

Same as initial observation

"Look-Fors" What does strong teaching for the focus area look like? (observer completes prior to observation)	Teacher Behaviors	Student Behaviors
• Sts citing evidence to support claims with and without prompting • Sts build on one another's ideas during discussions • T utilizing "talk moves" to support above	- T reviews fishbowl directions. - T gives Sts 10min to review their handouts with a partner prior to discussion. T resets classroom into inner and outer circles & reviews directions. T starts timer and poses 1st question to inner circle, "How do characters in Seedfolks and the people in Shutting out the sky hold onto their own culture while melding into a community?" T-"Drew, what evidence do you have to support that?" * timer goes off	(listening in to partner talk) P_1 - "What's your evidence to support that?" P_2 - "This quote on page 8 - see, it says..." P_1 - "So put another way, you're saying the theme could be that..." P_2 - "Exactly" Bethel - "In SOTS, they still spoke their native tongue and cooked their native foods, see on p.45 he says..." Drew - "In addition to what Bethel said, they also melded into community by working together and helping eachother adapt to American culture." Drew - "on p.49 it talks about the man from Romania also taking Marcus under his wing"

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	T- "outer circle friends, look at what you wrote down for this question - whose thinking has changed as a result of inner circle's convo?" - calls on Kathleen Poses next discussion question: what theme about community is Fleischman trying to convey in Seedfolks? "what in the text makes you think that Deannia?" calls on Jose who raises his hand. "Does anyone disagree or have a different idea?" - Noah raises hand to share ☆ At end of fishbowl, T directs all to complete tracker reflection page with one of the questions discussed today.	some Sts raise their hands K- "What Bethel said made me think of another idea about the characters in Seedfolks. They..." Deannia "- He shows how those who don't seem to have much in common, can still work together to create something great!" D- "They all begin working together to protect the garden..." J- "I agree with Deannia. People who never talked before begin to kind of break the rules and band over the garden..." N- "I kind of agree, but kind of disagree too. See on page 48..."

Discussion Tracker

Student Name	**Cited evidence** wp-with prompting wop-without prompting	**Built on another student's ideas** (wp or wop)	**Utilized sentence stem**
Alan	✓wp ✓wp	✓wp ✓wp	✓✓✓✓
Emma	✓wop	✓wop	✓
Drew	✓wp ✓wp	✓wp	✓✓✓
Sheena	✓wop ✓wop		✓✓
Grace	✓wop ✓wop	✓wp	✓✓✓
Mia	✓wp	✓wp	✓✓
Santiago	✓wp ✓wop ✓wop	✓wp	✓✓
Leslie		✓wp ✓wop	✓✓
Kathleen	✓wp	✓wp	✓✓
Noah	✓wop ✓wop	✓wop	✓
Bethel	✓wop	✓wop ✓wp	✓
Chase	✓wp ✓wp		✓✓
Deannia	✓wp		✓
Tony	✓wp ✓wop	✓wp	✓✓✓
Lindsey	✓wop ✓wop	✓wop ✓wop	✓✓✓✓
Tammie	✓wop	✓wop	✓✓
Jose	✓wop ✓wop	✓wop	✓✓
Billy	✓wp	✓wp	✓✓

DOCUMENT

Student discussion tracker

Sample Student A

GUIDE BOOKS 2.0 ELA

Student Discussion Tracker

Discussion question: How is the experience of the immigrants in Seedfolks similar to that of those in Shutting out the sky?

My answer/ideas before the discussion: Both Ana and Sam describe situations where immigrants in the neighborhood have stayed in groups together.

My peer's idea: Ana describes the immigrants staying together in the city & Sam in the garden.

How does this support or change my idea? It supports my claim because it builds on my idea just provides more evidence as to where they stayed together.

My peer's idea:

How does this support or change my idea?

My peer's idea:

How does this support or change my idea?

My answer/ideas after the discussion (change or add to your original answer): I still think I provided a strong example of a similarity. Now I just have more evidence to back up my claim.

DOCUMENT

Student discussion tracker

Sample Student B

GUIDEBOOKS 2.0 ELA

Student Discussion Tracker

Discussion question: How is the experience of the immigrants in Seedfolks similar to that of those in Shutting of the sky?

My answer/ideas before the discussion: One similarity is how both Gonzalo and Virgil are sons of immigrants who both act more like American kids much like the kids in SOTS when they wear American clothes and chang their names.

My peer's idea: The setting is similar too. Both taking place on cramped, smelly streets and not being able to communicate.

How does this support or change my idea? I don't think it supports or changes, it is just an additional similarity.

My peer's idea:

How does this support or change my idea?

My peer's idea:

How does this support or change my idea?

My answer/ideas after the discussion (change or add to your original answer): I think there are many similiarities between the immigrants in the two stories. There is evidence to backup both my answer and my friend's answer.