

Activities 1 and 2 Graphic Organizer: Exploring Practice & Impact in Our Schoolwide Instructional Focus & Aligning our Instructional Focus to the School Quality Rubric

Shared SAMPLE

<p>Instructional Focus: Across grades and content areas we will increase the use of student-to-student dialogue using the Socratic Method to provide more opportunities for students to deepen their reading, writing, and speaking and listening skills and increase opportunities for students to share their thinking. (R.1; W.1, 2; S.L. 1,3,4)</p>			
<p>As you complete the organizer below, what elements, if any, of culturally relevant-sustaining educational practices and their impact are you noting? (noted below with *) Culturally Responsive-Sustaining Education (nyc.gov)</p>			
Expected Practices	Expected Impact	Assessment tool(s)	Lingering Questions/Wonderings
<p>ELA: Critical reading- analytical skills in English classes, focused on research, using evidence to support a claim. (1.2)</p> <p>Author’s perspective and intent. In Tale of Two Cities- what is the significance of the wine glass breaking and spilling on the floor? (1.2)</p> <p>Students are assigned reading notes using the same format across the grades, and we have a key- imagery, connections, questioning the text. (1.1, 1.2)</p> <p>Socratic seminars in all classes, utilizing a common rubric focused on speaking, arguing from evidence, preparation, and leadership in discussion. (1.1, 1.2, 1.2, 2.2)</p> <p>Socratic Seminar topic selection, linked to current affairs and student lives</p> <p>Establish school-wide norms and expectations for behavior and participation for SS (1.2, 1.2) *</p>	<p>Student proficiency in reading critically and developing a system for analyzing a text, questioning a text, and utilizing a formalized note-taking strategy. (2.2) *</p> <p>Using prepared notes to participate in Socratic Seminars. (1.2b, 1.2c)</p> <p>Student success in sharing their ideas and perspectives in group discussions, including defending their argument and changing their minds about perspectives and topics. (1.2) *</p>	<p>Teachers of the same subject meet as a full department once a week to review standards and curriculum, discuss best practices, develop common assessments and teaching practices, and look at student work. (1.2, 2.2, 4.2)</p> <p>Looking at student work (LASW) protocols (notebooks, rubrics, self-assessments) (2.2) *</p> <p>Scoring of Socratic Seminars (2.2) *</p> <p>End-of-unit writing tasks. (2.2) *</p> <p>Teacher observations (2.2) *</p>	<p>Do students know this to be the instructional focus for the year and understand why?</p> <p>Do we have enough focus and resources for students in developing their own questions?</p>

<p>Humanities: Socratic seminars in all humanities classes, utilizing a common rubric focused on speaking, arguing from evidence, preparation, and leadership in discussion. (1.1, 1.2, 2.2) *</p> <p>Socratic Seminar topic selection, linked to current affairs and student lives (1.1, 1.2) *</p> <p>Establish school-wide norms and expectations for behavior and participation for SS (1.2) *</p>	<p>Student proficiency in reading and analyzing historical documents critically and developing a system for analyzing and questioning a source, and utilizing a formalized note-taking strategy. (2.2)</p> <p>Using prepared notes to participate in Socratic Seminars. (1.2)</p> <p>Student success in sharing their ideas and perspectives in group discussions, including defending their argument and changing their minds about perspectives and topics. (1.2)</p>	<p>Teachers of the same subject meet as a full department once a week to review standards and curriculum, discuss best practices, develop common assessments and teaching practices, and look at student work. (1.2, 2.2, 4.2)</p> <p>LASW (notebooks, rubrics, self-assessments) (2.2)</p> <p>Scoring of Socratic Seminars (2.2) *</p> <p>Teacher observations (2.2)</p>	<p>Can we find time for ELA and Humanities teachers to plan together and LASW together? Do they have common approaches or differences? When they make instructional changes, do students know to use the new or adjusted strategies across the subjects? *</p>
<p>Math: In Math, students complete Exposition, in which they study a complex problem with a small group and formally present it to their peers. (1.2)</p> <p>Teacher-created problems in student work that are explicitly harder and novel but relevant and meaningful. Students in groups design and pick peer-created questions (ie. how do we find the surface area of a guitar?) (1.2) *</p> <p>Define, solve, write, and present a paper about their work for discussion, using a notice wonder pattern protocol. (1.2)</p> <p>Establish school-wide norms and expectations for behavior and participation for Socratic-seminar based problem solving discussions (1.2) *</p>	<p>Students develop strategies for solving complex problems. (1.2)</p> <p>Students increase proficiency in defining, solving, writing about, and discussing complex problems. (1.2)</p>	<p>Teachers of the same subject meet as a full department once a week to review standards and curriculum, discuss best practices, develop common assessments and teaching practices, and look at student work. (1.2, 2.2)</p> <p>LASW (notebooks, rubrics, self-assessments, discussions) (2.2)</p> <p>Teacher observations (2.2)</p>	<p>Is there a way to bring the Socratic Seminar into the student discussions in math? Is it necessary or are these discussions building the same skills?</p>

Activity 3: Aligning Your Instructional Core, School Culture and Systems for Improvement with Your School's Instructional Focus

SAMPLE Graphic Organizer (See below for previously shared sample from activities 1 and 2)

<p>Instructional Focus: Across grades and content areas we will increase the use of student-to-student dialogue using the Socratic Method to provide more opportunities for students to deepen their reading, writing, and speaking and listening skills and increase opportunities for students to share their thinking. (R.1; W.1, 2; S.L. 1,3,4)</p>			
Instructional Core			
Indicator	How does this indicator connect to our Instructional Focus?	Lingering Questions, Wonderings, Current Practices, Possible Areas of Inquiry Work	Whose Work?
		<ul style="list-style-type: none"> • What wonderings and questions do we have about these connections that might help us to deepen the work across the school? • What are the current practices and how do we measure the impact of those practices? • Are there adjustments that we can make to increase the coherence of policies and practices that support our IF across the school? 	
1.1 Curriculum	New curricula in ELA- does it support our Socratic Seminar work? Do we need to rethink texts and resources?	<p>Does our new reading curriculum leave space for continuing with Socratic Seminars in ELA?</p> <p>Does our science and math curricula include opportunities for students to engage in student-to-student dialogue? Opportunities for writing? Practice speaking and listening skills?</p>	Teachers, SLT, Teacher Teams
2.2 Assessment	Socratic Seminar participation rubric, periodic assessments, NYS exams	<p>Are we looking at R.1; W.1, 2; S.L. 1,3,4 enough times a year to measure student progress across the indicators?</p> <p>Do the Humanities teachers assess for Socratic Seminar content standards only, or also for these ELA standards?</p> <p>Do we look at student self-assessment over time?</p>	Teachers, Teacher Teams, Testing Coordinator, Admins

Instructional Focus: Across grades and content areas we will increase the use of student-to-student dialogue using the Socratic Method to provide more opportunities for students to deepen their reading, writing, and speaking and listening skills and increase opportunities for students to share their thinking.

(R.1; W.1, 2; S.L. 1,3,4)

School Culture:

Indicator	How does this indicator connect to our Instructional Focus?	Lingering Questions, Wonderings, Current Practices, Possible Areas of Inquiry Work	Whose Work?
1.4 Positive Learning Environment	Behavior systems and structures, student government participation in shaping practices in class discussions.	<ul style="list-style-type: none"> • What wonderings and questions do we have about these connections that might help us to deepen the work across the school? • What are the current practices and how do we measure the impact of those practices? • Are there adjustments that we can make to increase the coherence of policies and practices that support our IF across the school? <p>Does our approach to school discipline include opportunities for students to voice their concerns?</p> <p>Does our PBIS system, or selected schoolwide text, include practice in engaging in discussions, taking turns, voicing opinions, agreeing and disagreeing with others?</p> <p>Do students have a voice in shaping our approach to student discussions in the classroom (student government)?</p> <p>Have we aligned support for students who need additional support getting into classroom conversations?</p> <p>Raising hands to speak in class- online or in person. Is requiring raised hands in other discussions and class expectations supporting or hindering Socratic Seminars? Are students able to distinguish between expectations and invitations to speak?</p> <p>Are we creating learning experiences for families and caregivers about our instructional focus, including how they can learn more about this at school and opportunities to support this work at home?</p>	Admins, PBIS team, dean, student government, attendance team, guidance counselor, social worker, parent coordinator, teachers, PTA
3.4 High Expectations	<p>Expectations and provided to teachers around implementation of the Socratic Seminar.</p> <p>Training and support for teachers in implementation of SS and other discussion prompts, use of scoring rubrics, etc.</p>	<p>Are expectations for student discourse and note-taking in the classroom clear in our expectations?</p> <p>Are teachers clear about expectations? Do teachers have support in implementing the instructional strategies aligned with the IF?</p> <p>Are there opportunities for teacher leaders, or teacher-to-teacher professional learning and support connected to our IF?</p>	Admins, teachers, communication system admins, guidance counselor, PTA

	Communication with families about the IF, progress reporting in the connected standards	Do families and caregivers know our IF? Do they know what skills students need to have to demonstrate success? Are we regularly communicating progress and detailed feedback?	
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SAMPLE

Instructional Focus: Across grades and content areas we will increase the use of student-to-student dialogue using the Socratic Method to provide more opportunities for students to deepen their reading, writing, and speaking and listening skills and increase opportunities for students to share their thinking.
(R.1; W.1, 2; S.L. 1,3,4)

Systems for Improvement

Indicator	How does this indicator connect to our Instructional Focus?	Lingering Questions, Wonderings, Current Practices, Possible Areas of Inquiry Work	Whose Work?
1.3 Leveraging Resources	<p>Purchased resources to support: books, student notebooks. Tech and lit coaches support for S. Seminars, Literacy and content partnerships, student work products.</p> <p>Time allotments: teacher team meetings; intervisitations; LASW</p>	<p>Are the teachers capable of making the shift to Socratic Seminars</p> <p>What will teachers need to begin or improve their Socratic Seminar practice?</p> <p>Do we need to reconfigure our literacy blocks for time allotments with new curricula and Socratic Seminars?</p>	<p>Admins, scheduler, programmer, budget, AIS coordinator, SETSS provider, tech coordinator, instructional coaches, CBO and other partners, SLT, teacher team leads, hiring committee</p>
3.1 Goals and Action Plans	<p>Focus on improving student discussions on CEP, grade/department goals, newsletters to parents</p>	<p>Is our IF represented well in our CEP goals?</p> <p>How will we know we are making progress with Socratic Seminars? What adjustments are needed? Who will do the data analysis?</p>	<p>Admins, SLT, PTA, teacher and attendance teams, data specialist</p>
4.1 Teacher Support and Supervision	<p>Observation and feedback cycle</p> <p>Teacher leader/coaches' feedback</p>	<p>What is the plan for the roll-out of Socratic Seminars to new staff, using teacher talent already on staff?</p> <p>Formal and Informal teacher observation feedback templates - they include a focus on student discussion, but could they be reconfigured to include more focused support? Do we need to make Intervisitation feedback form revisions?</p>	<p>Admins, teacher leaders, instructional coaches, UFT chapter leader</p>
4.2 Teacher Teams and Leadership Development	<p>Grade Inquiry Teams</p> <p>Department Inquiry Teams</p> <p>Instructional Leadership Team</p>	<p>Is there any possibility of cross-content collaboration with teacher teams to more fully develop Socratic Seminars?</p>	<p>Admins, teacher teams, team leaders, district support</p>
5.1 Monitoring and Revising Systems	<p>Teacher observations and their review by cabinet and ILT; Intervisitation and PL structure and PLT/ILT</p>	<p>What systems exist? What needs to be developed, improved, expanded? How do we know?</p> <p>How are we noting our changes? Are we able to monitor efficacy of changes?</p>	<p>Admins, teacher teams, team leaders, district support</p>

Activity 4: Graphic Organizer: Action Planning to Support Your School's Instructional Focus: 1.1 & 4.2

Shared SAMPLE

Instructional Focus: (Taken from Activity 1)

Across grades and content areas we will increase the use of student-to-student dialogue using the Socratic Method to provide more opportunities for students to deepen their reading, writing, and speaking and listening skills and increase opportunities for students to share their thinking.

Connected State Standards: ((R.1; W.1, 2; S.L. 1,3,4)

Connections in our Instructional Focus to CRSE: (Taken from Activity 2)

Student-created questions, focus on critical thinking, ensuring that classroom discussions are safe spaces for students to share their viewpoints and thinking

Indicator of Focus: (Taken from Activity 3)	Connections to the IF (Taken from Activity 3)	Questions/Wonderings to Guide our Inquiry: (Taken from Activity 3)	Whose work? (Taken from Activity 3)
<p>1.1 Curricula 4.2 Teacher Teams</p>	<p>Improvement in Student created questions in the SS</p>	<p>Do we have enough focus and resources for students in developing their own questions?</p>	<p>Student work, teacher teams in the development of lessons and question stems.</p>

New Work for Activity 4:

What would improvements in teacher practice and student progress look like? What does impact look like?

Lesson plans focused on student created questions, teacher giving over question creation to students, redesign of the learning plan to include more opportunities for student-created questions; for students, more student-created questions, improved student -created questions.

How will we measure improvements in teacher practice and student progress?

Tracker- teacher v student-created questions and contributions, student discussion rubric, student writing samples connected to the discussion.

What professional learning will staff need to work toward improvement?

Copies of The Teacher's Guide to Leading Student-Centered Discussions and time for teachers to read and discuss, intervisitations of current practices, **sample** classroom for new strategies and opportunities for intervisitation.

How will this work foster distributive leadership practices and build capacity?

Teacher teams take ownership of redesign of questioning strategies, **sampling**, intervisitations, opportunities to **sample** strategies and share.

What materials and resources do we already have? What materials and resources do we need?

Do students need question cards, or rings of cards? Laminated stems and markers? We will keep working on this as we go.

What is our timeline? Who will meet and how regularly? How will we monitor the progress of our work?

ELA and Humanities teachers. 8 weeks. Meet every Monday, 3rd period.

Activity 4: Graphic Organizer: Action Planning to Support Your School's Instructional Focus: 4.1

Shared SAMPLE

<p>Instructional Focus: To be taken from Activity 1:</p> <p>Across grades and content areas we will increase the use of student-to-student dialogue using the Socratic Method to provide more opportunities for students to deepen their reading, writing, and speaking and listening skills and increase opportunities for students to share their thinking.</p>			
<p>Connected State Standards: (R.1; W.1, 2; S.L. 1,3,4)</p>			
<p>Connections in our Instructional Focus to CRSE: To be taken from Activity 2</p> <p>Student-created questions, focus on critical thinking, ensuring that classroom discussions are safe spaces for students to share their viewpoints and thinking.</p>			
<p>Indicator of Focus: To be taken from Activity 3</p> <p>4.1 Teacher Support and Supervision</p>	<p>Whose work? To be taken from Activity 3</p> <p>Observing administrators, teacher leaders, professional learning team.</p>	<p>Connections to the IF To be taken from Activity 3</p> <p>Redesign informal feedback template to include explicit feedback on use of Socratic Seminars and student-to-student dialogue strategies in use.</p>	<p>Questions/Wonderings to Guide our Inquiry: To be taken from Activity 3</p> <p>Are teachers receiving support and feedback on implementation of Socratic Seminars and student-to-student dialogue strategies? In DfT feedback and informal observation feedback?</p> <p>Are teacher leaders focused on these strategies in their demos and resource sharing?</p> <p>Are we analyzing student work from the Socratic Seminars in developing our feedback and next steps to teachers? School leaders and teacher peer observations?</p>

New Work for Activity 4:

What would improvements in teacher practice and student progress look like?

Redesign of teacher feedback templates, both formal and informal to include attention to: teacher giving over question creation to students, redesign of the learning plan to include more opportunities for student-created questions; number and quality of student-created questions, improvement in student -created questions.

Redesign of some of the intervistations and teacher-led support of new teachers to focus solely on Socratic Seminars and student-to-student dialogue.

How will we measure improvements in teacher practice and student progress?

LASW, teacher observation data

What professional learning will staff need to work toward improvement?

Book talks and time for teachers to read and discuss, intervistations of current practices, **sample** classroom for new strategies and opportunities for intervistation.

Redesign of some of the intervistations and teacher-led support of new teachers to focus solely on Socratic Seminars and student-to-student dialogue.

How will this work foster distributive leadership practices and build capacity?

Teacher leaders and administrators collaboration on redesign of observation and feedback templates. Additional opportunities for intervistations and teacher-led PL.

What materials and resources do we already have? What materials and resources do we need?

We will need more copies of *The Teacher's Guide to Leading Student-Centered Discussions*

What is our timeline? Who will meet and how regularly? How will we monitor the progress of our work?

4 weeks. Admins and teacher leaders from each department, UFT Chapter Leader. Meet every Tuesday, 8th period.

