

## HS ELA Post-Conference

- Alright Lily, so I really enjoyed your ELA lesson the other day and just like always, we're just gonna spend about 30 minutes in this post-conference. And remember in our pre-conference we really unpacked your lesson and made some plans for improvement. Then you had your lesson the other day. And then really for today we're going to focus on your self-assessment, we're gonna focus on some evidence that I saw in my script. We're gonna look at the impact from that SAC chart and that data as well. And then we're just gonna practice a couple things to get you ready for your next walkthrough. Tell me a little bit about your general overall impression of the lesson.

- Yeah, so I was definitely surprised at some of the things, if you have noticed, some of the things didn't go the exact direction in which I thought they would go, but it actually kind of worked out for the best.

- So gimme an example of what that looks like.

- So at the end I had a student who was very, very adamant about wanting their partner to read a student exemplar. I didn't have that time outlined in my lesson plan. I didn't even think that a student would... Not that they wouldn't produce something amazing, but I didn't know that one of the partners would be that, you know, like she needs to read. And it was like so awesome that they were. So I like stopped the timer for the peer review because I also noticed that some of them were done peer reviewing, like I was making sure I didn't cut off anyone's time because I was walking around and seeing what they were doing. So I stopped the timer for the peer review and then I told them to do the exit ticket and as they were finishing up the exit ticket, I saw a few had answered that last question about tell me a question that you have for another migrant. So I definitely kind of, it wasn't rushed at all I don't think, but I definitely stopped the timer, did that multitask, multitask and then I asked a student exemplar read because that was like, I think there was like one minute left and I still wanted to get that student exemplar.

- But what I love about that is that you focused on really that adjusting of instruction. You know, it's just teaching isn't just so perfect and planned all the time. So I love that you were cognizant enough to be able to say, "Hey let me adjust this at this moment in time because I think it's gonna have a greater impact."

- Yeah, and I think it did.

- I was about to say and how did you feel that that adjustment impacted, you know, the overall result? I mean how did you think that that went when she read that out loud?

- Well it just really like kind of made everything make sense because you know, you can definitely walk around and monitor during group work or partner work, but until you actually read what they produced and then when she read it was like she got it and it just made the whole lesson just came together after she read.

- Yeah, I agree. It felt like it did tie it all together, for sure. What we're gonna do is shift a little bit and let's talk about, as you know, you know everything is scripted when you teach and so then I sort of pinpoint my evidence to say what direction do we need to go you know, with our coaching session so that you're better equipped for your next round of observations and ultimately for student impact? So for me we are first gonna start with our reinforcement and I selected, based on the evidence that I saw in my script, that questioning was one of your strong

suits. And so I'm gonna go over just a couple of pieces of evidence that I saw and then I'm gonna prompt you with some additional questions, just to push you a little bit further in thinking of how can we really extend that learning. So a couple pieces of evidence that I selected, I thought you did ask a wide variety of questions in the class, like you talked about, which tied in really well to you having to pre-plan for those students that needed a little bit more challenge and then others who needed that scaffolding. I heard you say things like, "Why did you select this as your connection?" "What evidence do you have about the migrant perspective to make this statement?" So you are really pushing them to make that connection back to that major objective. So I'm gonna ask you just specifically, so in all of the questions that you asked, what questions do you feel had the greatest connection to your learning objective and then looking back on that, what do you wish you would've asked to make that connection even stronger?

- So I think two of the connection, I mean questions that really connected to the lesson objective was whenever they were doing the first stage of group work, some of them had some more broad and general pieces of evidence chosen from the pretest, like the evidence collection catalog. And I really wanted to make sure in their explanations they made it migrant specific so that they wouldn't have to come back and do it in stage two and three because I really wanted to see that, like all three migrants intertwined in the work. And then also, whenever they were doing, I believe it was stage two, yeah stage two, the connection sentence. I mentioned already, they were sometimes being a little bit more broad, like they all left for better opportunities. Tell me what are those better opportunities? Like I wanna hear each individual story but like together in a sentence and like make that single connection.

- One of the things that stuck out to me the most is that you did consistently ask students why, you know, and I see this-

- That's what we do in class. Why?

- Yeah, I see that connection. But why? The why is significant. And so I thought that that was really helpful because you could see the students almost pause and have to process to be able to extend that learning, which is such a hallmark of that questioning part of the rubric, is to really assist them in that deeper level of learning. So I did note that a good bit in your evidence.

- And then my last piece for your evidence here, I did see that based on our pre-conference you did go and add a question on your exit ticket where the students were allowed, or not allowed, but encourage rather, to really identify at least one question that they still had about a different migrant perspective. So based on that adjustment, how do you think that that impacted their overall understanding of the objective and really their contribution toward mastery? How do you think that that impacted that?

- So I really think I'm gonna see it more in the future lessons that we do because now they'll see that these, like what Ida, George, Pershing, what they each individually went through and like I had some great questions like what did the other, for example, like what did the other migrants gain from moving? Or George wanted to go to college, why? Like why did Pershing pursue surgery? You know, it was like such great questions that really like... And it was why questions not like, "Did Ida become successful?" Like it was very open-ended questions to where there's multiple interpretations. And so I really think I'm gonna see it

in the future whenever we have whole class discussions maybe on individual migrants, I can definitely see in the future like some students from the other groups raising their hands saying, "Oh, that happened with Ida already. So George and Ida are similar right now." Like you know, I can definitely see that happening.

-And so now we're going to end with really looking at your refinement and talking about, you know, we always talk about glows and grows. What do we do well? What do we need to do a little bit better? And so for this, I actually selected based on your evidence, the area of assessment and for a couple of reasons. And so I'm gonna give you the evidence and then again I'm gonna push you just a little bit more and ask you some questions about how to really implement that a little bit further. So one of the things that I really saw in the lesson is you did provide a good bit of instruction at the beginning related to audience, right? They had a YouTube video, they did a little turn and talk. You talked about, there was that email that they really unpacked and said what's wrong with this? How can we make it better? So this whole idea of audience, I'm really curious in retrospect when you look at the ending activity and those five to seven sentences that they wrote, how could you have connected audience maybe to what they wrote specifically about that migrant perspective?

- So, and I know I didn't necessarily really communicate audience after talking about audience because my purpose with the discussion on audience was so that what they included in their explanations, anyone could read and understand what they were trying to say even if they didn't read that certain migrant. So that's where I was going with that. And I know I didn't really communicate that throughout the lesson after that conversation.

- So how can you now, when you think back to those opportunities at the very end, when you're wrapping everything up in a bow, what were a couple of things that you maybe could have put in as an opportunity to really connect back to that audience piece?

- So maybe I could have had it actually on the rubric itself. I also could have had some more questions based towards audience. Like I would maybe say, "Okay, so you're in the Ida group. If I'm in George do you think I would be able to understand what you're saying right here?" And then they'd be like, "Well I probably need to, you know, kind of harp on this a little bit more." And like that's how that conversation would've gone if I would have done that.

- I think that's just a great connection and a great way for them to be able to say as I'm writing...

- Yeah.

- Which is ultimately your objective, right? You want them to be able to show that migrant perspective that they also are considering that audience piece. So I thought that you set it up well. But maybe could just a little bit further, maybe extend that connection a little bit.

- Definitely.

- Okay. So that's certainly something that we can revisit for future just to make sure that you're tying that all together. I also noticed that during stage two when they were writing together, collectively, they're writing their five to seven sentences. You had mentioned the performance criteria checklist in general and then they were writing. I also noticed that there were a few early finishers and so I'm wondering when you look back, how could maybe you have made just a little bit stronger connection with that performance criteria with those early finishers. What could

they have done? And just really put that at the forefront to make sure that you've really mastered that objective.

- So this kinda also goes together with the peer assessment worksheet I talked about and how you were like maybe they could circle or underline or answer questions.

- Okay.

- So since that performance criteria was based off of questions of the different sections of the rubric, maybe I could have had them like tell me how did they answer this specific question of the performance criteria. Like what did they do to master this specific area of the evidence or the explanation? So just to hold those students accountable.

- Yeah, absolutely. 'Cause again, they were so well behaved students, but those couple minutes are really critical and so as a self check, you could have prompted them maybe a little bit more to say, "All right, you've got this performance checklist really go through and make sure. Underline this part or circle." You know, just to kind of make sure that they're really seeing that connection so that they can master that objective. So I think that that's something to consider as well.

- So we are going to, before we get into just a little bit of practice, we always wanna make sure that we look at your student work. I think you brought a couple of student samples and I also have your SAC chart here. Just to kind of hit a couple of highlights on before we wrap up. So what were some things that stuck out to you specifically in this student work that really either aligned with your major objective or maybe just didn't hit quite the mark of your major objective?

- So this student just did a great job with connecting the three migrants and also other issues that were happening to other African Americans, not just specifics and specific with migrants. She had said other migrants that experienced this would be Robert and Ida and that was leaving the south because of Jim Crow laws. Ida and George migrated by force. George was on the run and Ida left because her husband left. But even though she mentions that they were kind of forcibly, she mentions that Robert had a force because he was so educated, he was a surgeon, he was a doctor, he was so educated, he knew what he was doing and he felt forced, not necessarily by other people but by himself, like I need to practice medicine. This is what I was born to do. She was able to make that connection about the... Even though it wasn't necessarily like forced upon Robert. And that was just, well Pershing, that was just like wow. And then she relates it to, we had a poem in the a previous class about lynching and about how African Americans just felt always a public threat by the fear of that happening to them. And she even made a connection to that. So it was just like wow.

- She really connected those dots it sounded like.

- Yes. Took it a step further.

- Okay, which was really your whole goal right from that beginning, to make those connections. I know that specifically here was the warmth of other sons, but she really just took that a little bit step further it sounds like to really connect those dots.

- To something else we've read in class.

- Absolutely, was there anything in your student work that, when you looked at it that stuck out to you and said, "Okay I might need to revisit this." Or "I might need to push them in this area a little bit more." Was there anything that stuck out to you in relation to the student work for that?

- So just like this connection significance sentence. This, even though I was very obvious, like I wanna know the why, not just the general statement. The student said the all three of the migrants migrated for similar, mostly similar things because they wanted better or survivable lives. Why? What were those better survivable lives that they were going after? Like just really taking it a step further, making sure that every student can see that why.

- Okay. And how do you think that fits in with your original major objective? And then how do you make sure that as they're writing, they're considering the why in mind?

- So I think just having a huge word, a poster on the wall that says "Why?" like definitely and having that definitely just so obvious in my rubric and performance criteria for the significant sentence. Like why? I wanna know the why. The behind just the more broad general. 'Cause we're trying to go more from that.

- Bit deeper.

- 'Cause they're juniors and soon they will have to go a little bit deeper. So just definitely like really like reinforcing it constantly even if it becomes so repetitive.

- And so as I look at your SAC I did notice there was some movement, certainly some things to be pleased about. It looks like based on your SAC chart, that you, for your post-test, which technically your post-test was their writing. And you measured that with that rubric. It looked like no one, there were no students who were in the falls far below, which was a big improvement for sure. And then it looks like at the meets and exceeds, collectively, that you were about at 85%. That you felt like were meets and exceeds. So what really stuck out to you from the student work where you could say yeah 85% really hit the mark for this objective. So what stuck out to you about that?

- The explanations that they gave to the quotes that they pulled out were just awesome. And I was even able to kind of go back from their pretest and compare how some of their explanations just grew just from the lesson itself. And I was just really impressed with what they were able to do. As I was walking around, I was telling them, make sure it's migrant specific. Make sure if I'm in Ida's group, I wanna be able to read this and understand it. And I just really think that's that from the growth was and the meets and exceeds was the explanations.

- Yeah, that makes complete sense and I love that you're comparing to the pretest. It's gonna be really important. And what's one thing based on just looking at your construction of your assessment, what's one thing that you would wanna change for the next assessment to make it even stronger, to measure it even better?

- Hmm, I think maybe giving more of a harder question if that makes, like question prompt. The question prompt that they had was very broad. So I can definitely see how they would go pretty broad in general in their evidence and explanations that they chose because it was just, "What was your migrant's life like in the south?" Well maybe what was your migrant's life like in the south in their early life?" Or "How did that change from the south to the north after they moved?" Like maybe making more specific.

- A little bit more targeted it sounds like.

- Yes, targeted questions to where their evidence wouldn't have been so... You know, not that it was all over the place, but so that's like-

- Just more directed, it sounds like.

- More directed.
- Which is great because if you can direct it more, you can measure it stronger.
- Yes.
- It's really hard when you have this broad question to be able to then measure it equally. So I think that's really gonna be great for your assessment piece. So the very last thing we always like to do is just when we look at this and moving forward to really keep improving your practice, I wanna really push you a little bit and just talk a couple of things about the next time because it's always about the next time and how we make an even better impact. So when you look at your rubric and performance criteria, think about an upcoming lesson topic that you have where you might be creating a rubric or something similar. Do you have any of that that's gonna be coming up soon that you can directly think about?
- They'll be writing their section two diagnostic, which is actually asking how did your migrant's life change from the south to the north? So it's kind of another connection there. And they're gonna be able to use kind of what they did in their pretest. They're more than likely, I mean they are more than likely gonna be able to use some of the evidence that they chose in that section.
- So just a couple of things that I wanna walk with you. is looking at this peer review rubric, one of the things that seemed that it could be a little misleading to students was when you measured your grammar and mechanics, you actually typed out "this part isn't for a grade, but go ahead and circle the area that matches." So you're saying that it's not for a grade, but then at the same time you're asking students to measure that. So talk to me a little bit about that and then for this next rubric, how can you make this section more clear for them?
- So definitely not having the 3, 2, 1, would've been a good start because you could have still circled, like if they had these errors present and making sure they knew it wasn't for a grade. The reason it was like that for this specific lesson was because I really wanted them to focus on this part rather than this part. Not that grammar and mechanics isn't important, but I mean I make mistakes all the time. And even though they did write this in class and most of them just did a great job, there's always areas of improvement. So I really didn't want them to harp on this part, but I can see how that was confusing for sure.
- Okay, and so as you plan this next rubric for this section two diagnostic, now that we've really looked at the quality, looking at the student work, what are your plans going into this next rubric on how you can really streamline it and make sure that they're not just looking to say, "Hey, did I answer two questions?" But the quality of the questions. So what are you thinking about for that next rubric, some lessons learned from this specific rubric?
- Yeah, so like the response itself, the category, is they answer both questions and it's organized. Well, okay, that's great that they'll answer both questions but it should be more focused on the quality of the work, just like you said. So maybe having those areas of organization flow. How does it connect to the claim or the thesis statement that they make? Maybe just definitely outlining those specific organization parts rather than just focusing on they answer both questions.
- And so by in doing so, how do you think that's gonna impact their overall mastery of your objective for that upcoming lesson?

- Well I think they're just gonna, it's just gonna be more clear to them. They're gonna be like, "Oh this is what I need to do so let me do it." Instead of just getting a three for answering both questions. Like it'll just make them work harder if it was definitely outlined.

- What are some next steps that you heard me specifically say that you wanna really prioritize and focus for these next upcoming lessons?

- Definitely the clarity within what I'm measuring them on. So my rubric and my performance criteria. Just making sure it's very clear and also making sure I like focus on that a few times throughout the lesson, not just once or twice. Like referring back to it always. And if I am walking around and they have a question, I can be like, well look at your rubric. You know, like making sure they see that connection. And I also really saw the importance of questioning and the group work.

- How so?

- Just having those questions prepared for whenever and trying to predict some struggles that they had. I just really felt like it really made them go where I wanted them to go with having exactly what I wanted them to do with my questions. So I think I'm definitely for future lessons, just always have those questions prepared for problems that may occur or struggle areas that they'll have.

- Absolutely, and so you just hit two specific parts, questioning and assessment, but also really on academic feedback because again, the whole goal is really to make sure that the quality of you getting them in that direction is going to just be so crucial as a teacher. So I love that you hit that part of the rubric as well. Was there anything else that, I know you were writing some things down earlier. Was there anything else that you were thinking about? That way we can jot that down.

- I don't really think so. I know I definitely wanna revisit some of the questions in a future lesson that they prepared in the exit ticket. And also I really wanna make sure for my future lessons, I have structured time to just really talk about certain things like the student exemplar and if I do have an exit ticket or other, like what they're doing in their activity or group work. You know, I wanna make sure I outline that structured time because most of them do produce great work and they should be read and highlighted throughout the class.

- Yeah, I think it was really clear the way it was structured. They took it, that opportunity and ran with it and the quality of what they were asking and saying really just speaks volumes about they really do want to be able to chat with you about it and chat with their friends about it and be able to really learn from each other. So I still want to encourage you to continue to push the envelope with that peer to peer assessment. Because you know, we wanna be the facilitator in that role and really help those conversations to flourish as well. So that's something that you'll hear me say. So all in all, again, I think you're on the right track for sure. I think we had a little practice working on that upcoming rubric, so I look forward to seeing that and how that connects to that overall objective as well. But other than that, I think we are going to discuss your final scores and then we will circle back in a week or so and we'll review that rubric.

- Perfect. Thank you.