

SEL Learning Experience

Teacher: Jana McCarthy - jmccarthy6@bostonpublicschools.org

School: West Roxbury Academy

Course: ELA 12 (College English)

Selecting and Planning for Cognitively Demanding Instruction

Session and Description of Lesson Task(s):

The goal of this lesson is to teach listening skills as a tool for accountable talk. Students will be able to self-regulate speaking and listening while building strategies for verbal and non-verbal group participation. Students will have the opportunity to practice accountable talk behaviors with a focus to using Probing Questions to build on each other's ideas.

Identify [Standards](#) aligned to learning experience

1. [SM 1.1 - SOCIAL SKILLS AND COMMUNICATION STRATEGIES](#): Recognize ways to self-regulate and manage thoughts and behaviors in an effort to join or engage in an activity or task.
2. [SM 3.1 - NEGOTIATING CONFLICT](#): Demonstrate ability in preventing, managing, and resolving conflicts in constructive ways.
3. [SR 1.1 - SOCIAL SKILLS AND COMMUNICATION STRATEGIES](#): Use positive communication and social skills to interact effectively with others.

Social Emotional Target: Consider cultural and linguistic relevance to students.

To consider cultural and linguistic relevance, students will demonstrate respect the personal meaning statements offered by each student through active listening and building on each others' ideas. The lesson will provide multiple entry points to concepts and skills through writing, speaking, listening, as well as independent and group work. Students will access prior knowledge and life experience throughout the lesson.

Some questions that students can respond to are: How do you feel when...What is one thing you need, personally, to have a group discussion? What happens when everyone agrees with everything that is said?

Be able to consider your own perspective as well as others: How does your partner's viewpoint make you think differently about what you need to be successful?

Be able to identify your own feelings as well as others: How do you feel when you have multiple voices to listen to at one time? How might your group members feel when you push your point without adding or building on to others'?

Anticipating:

What are the SEL needs of my students?

- Develop strategies for active listening.
- Understand how to use questions, such as clarifying and probing questions in conversation.
- Develop structures for disagreement in collaborative and creative working groups.
- Internalize strategies for problem solving within debate or disagreement.

What strategies and tools might students use?

- Accountable talk sentence stems
- Wait time
- Note taking during discussion and reflection of notes prior to responding
- Probing questions
- Clarifying questions

In what ways does the lesson build on students' previous knowledge/skills? Students will expand on prior accountable talk practice specific to debate, consensus-building, and classroom discussion. Students will review habits of mind during discussion focused on listening and speaking skills.

What misconceptions and barriers might students have? Barriers may include resistance to voicing opinion for fear of negative peer response, such as being "shut down" or discounted in conversation. A student's misconception about

him/herself as a class participant may result in resistance to participation in discussion or debate, specifically for students who hold a deficit-based mindset and self-view as “not capable” or “not good at” verbal participation. Some students may exhibit anxiety around thinking aloud and sharing ideas or work publicly. Other barriers may include a student’s mindset, emotions, or attitude on a particular day, where the student presents behavior that is “apathetic,” “defiant,” or “disruptive” within the context of the lesson or task. Students may exhibit a barrier with public speaking and participation due to English language application in a public setting.

Means of Expressing Proficiency**

What accommodations and modifications might you employ to support your students with IEPs?

What accommodations and modifications might you employ to support your ELL students?

Barriers (Language, Learning Needs, Social/Emotional, etc.)	Strategies for Access
<p>Barrier: Limited Vocabulary and Language and Students with IEPs.</p> <p><i>Strategies at right are designed for all students and for specific students via support and scaffolding based on demonstrated need.</i></p>	<ul style="list-style-type: none"> • 1:1 teacher-student pre-conference to establish a student’s personal goals for participation in discussion across multiple verbal and nonverbal communication modalities (i.e., writing, listening, speaking, reflecting). • Discussion post-conference, where student reflects on provided or self-generated debrief questions to self-assess comfort and efficacy in discussion participation. • 1:1 partner conference prior to, during (break out session), or after small group or whole class discussion. • Modeling discussion strategies based on students’ self-assessment of accountable talk “growing areas” through mini lessons and in-class, performance-based simulations. Simulations model accountable talk based on class members’ areas of need. • Exemplar video analysis/observation using “what do you see/hear” T-chart to record observation of “what works” in accountable talk. • Teacher refers students to screencasted mini lessons, where students can view accountable talk visualizations in a slide deck and hear teachers model accountable talk simultaneously (refer to Screencast-o-Matic.com). • Learning targets/criteria for success for each lesson/task that are clearly communicated (visual, oral), and that are referenced throughout the lesson as a foundational point for students’ self-assessment and benchmarking towards success.
<p>Barrier: Social-emotional</p> <p><i>Some students may exhibit hesitation or resistance towards accountable talk discussion, which may result in defiant or disruptive behaviors.</i></p>	<ul style="list-style-type: none"> • Model strengths-based talk, reinforcing individual and group assets in accountable talk for every student before, during, and after group discussion. • Utilize “pause-and-praise” moments during discussion, interrupting discussion to point out individual and group assets with accountable talk: <ul style="list-style-type: none"> ○ I like how Jay used [strategy] in order to ____ (impact statement). ○ Let’s notice how Jay used [strategy], which ____ (impact statement). ○ What if we try Jay’s strategy of [strategy] in order to ____ (impact statement). • Provide non-verbal cues for students to acknowledge assets, rather than deficits, such as “snaps” or “desk knocks” or other pre-taught/used non-verbal cues that students would recognize as positive feedback. Other non-verbal cues may be a praise slip (short note of strengths-based praise) shared with student as a reinforcement of positive behavior/mindset. • 1:1 conversations before or after class to reinforce positive behavior, rather than call-out negative behavior. • Reframe behavior management intervention strategies by focusing on the student, rather than the behavior. What does this student need in this moment to be a productive member in this class? (Refer to Teaching with Strengths in

[Trauma-affected Students](#) and [Using a Strengths-based Approach with ELs: Supporting Students Living with Trauma, Violence and Chronic Stress.](#))

- Provide [descriptive feedback](#) that is clear and actionable to reinforce positive behavior/mindset.
- Provide clear directions with regard to writing to mitigate student misconception or confusion with writing expectation and with the steps in the writing process as a whole. Remind students of these directions in multiple formats (oral, printed, projected) frequently throughout lesson. (Refer to [Giving Clear Directions](#), published by Teaching as Leadership).

Resources Needed / Materials needed:

- [Probing question cards](#) at each table and/or accountable talk stems
- Post-it notes and large paper at each table.
- Group task instructions posted visually at each table with copies of [the lesson's Criteria for Success](#) for each student.
- [Fourth Grade Book Club](#) YouTube
- [See/Hear Observation Handout](#)

Student Grouping Decisions: How many and which students will be grouped together? Students will work in groups of 3-4. Groupings can be organized heterogeneous, or homogeneous based on formative or summative data that indicates need for differentiated instruction to re-teach or reinforce skill (i.e., students who need support with character perspective in Group A; students who need support with theme development in Group B, etc.).

Launching the Task - Recommended Time: 5-15 minutes

CONNECT (15 min): Be succinct & engaging. Communicate learning target.

NOTE: *The Do Now prompt below may not fit all disciplines. Alternative Do Now prompts may include a problem, claim, or equation that does not have one clear or linear solution, but that could be understood or solved from multiple perspectives or paths. The goal with the Do Now is to activate students' inquiry thinking by asking them to "take a stance" in their thinking rather quickly. In a span of five minutes, students should be able to compose reasoning to think through their stance, using their experience and prior knowledge.*

5 min: Project a Do Now prompt as students enter the classroom, such as the prompt below.

Do Now Quick Write:

If you were born between January - June, defend the statement below in a 5-minute Do Now quick write.

If you were born between July - December, **oppose** the statement below in a 5-minute Do Now quick write.

- The truth is obvious.

10 min: Competing Voices Listening Activity:

1. Ask for two volunteers who want to share aloud their Do Now quick writes. The two students should stand at opposite ends of the classroom space. Student "A" should read his/her writing, followed by student "B."
2. Then, ask each student to read each line *one at a time, alternating between the two student voices* (i.e., student "A" reads the first sentence and student "B" reads the first sentence, then student "A" reads the second sentence and student "B" reads the second sentence.)
3. Ask students to *write down 1 word to capture how they feel* after listening to the second, alternating version compared to the first time the students read aloud.
4. Then, ask the class to listen carefully as the student presenters read aloud their quick writes again. Instruct the class audience to *listen for the most important evidence to the reader's argument*, and to write that evidence in their notebook. For this read aloud round, instruct the *student presenters to speak their writing aloud in a "presenters voice" AT THE SAME TIME.*
5. After students are finished reading their quick writes at the same time, ask the class (listeners) to speak aloud with their partner how that made them feel, using the debrief prompt: *For me, that experience was because....How was that experience or you?* The listeners (audience) can debrief with a partner next to them; the presenters can debrief together.

PRESENT TASK: How will you introduce students to the task to provide access to all students?

How will you ensure that students understand the context of the task?

Consider how to use [more than one way to represent the information](#).

1. Project [today's Criteria for Success \(CFS\)](#) on listening to strengthen accountable talk; distribute individual CFS copies to each student. Explicitly teach CFS with expectation of checking back in to self-assess during group work. Ask students to write down any clarifying questions regarding the CFS. Hold those questions until after the presentation of the task to encourage students to write questions and reflect on questions before seeking an answer.

Explore: Group, Independent and Small Group Work

Recommended Time: 25-45 minutes

During the explore phase, you may break students into groups, or hold a whole class Restorative Circle.

Process:

1. **5-7 min** - [Formative assessment](#) - gauge prior knowledge: Ask each group to "interrogate" the concept of "accountable talk." Groups will have 5-7 minutes to visually capture what accountable talk "looks like" and what it "does not look like" (i.e., examples and non-examples). Groups may design a T-Chart or another visual representation on butcher paper. Alternatively, students can use the 5-7-minute formative check-in develop a top-five list of accountable talk "non-negotiables" to elicit responses that describe students' prior knowledge with positive accountable talk behaviors. A sample question may be, "What are our accountable talk non-negotiables--behaviors that we should see when we see academic talk?" This question and task should be made visible to students at each table on the daily table agenda.
2. **3 min** - Ask for groups to share out what we should expect to see/hear in accountable talk with group work. Remind students to "raise hands" to contribute to the discussion.
3. **4 min** - Show a video of students engaging in accountable talk. The video included in this lesson is of a [Fourth Grade Book Club discussion](#) group. I find it helpful to show a video of students who are younger than my students, which allows my students to gain a different perspective of student behaviors.
4. Prior to showing the video, ask students to record what they "see and hear" in the discussion, focusing on "just what they see/hear" without assumptions or judgment. Students may use the "[See/Hear Observation Handout](#)."
5. **5 min** -Debrief video:
 - a. Ask students to write 1 inference or wondering at the bottom of the [See/Hear Observation Handout](#).
 - b. Ask students to identify ONE positive observation from their observations that they will intentionally practice in today's discussion.
6. Explain "[Save the Last Word for Me](#)" protocol (adapted from the School Reform Initiative).
 - a. In groups of 3-4, each participant silently identifies 1 line from his/her personal Do Now writing from the start of the class. This line should be chosen for its personal meaning, such as, "Select the one line from your writing that holds the most meaning for you." Alternatively, students can select a line from a text of study, or an equation of problem that they have identified as meaningful to their own learning process.
 - b. When the group is ready, a volunteer member identifies the line from his/her Do Now (or problem/equation from recent class work that she/he found to be most significant), and reads it out loud to the group. This person (the presenter) says nothing about why she/he chose that particular line or sample problem/equation.
 - c. The group should pause for a moment to consider the group member's contribution before moving to the next step. At this time, each group member should consult the [probing question stems/ manipulator](#) cards to silently select at least one stem to use during the group talk.
 - d. The group members who listened to the presenter have 3 minutes to respond to the passage as a group, sharing what it makes them think about, what questions it raises for them, etc. At this time, students should practice Probing Questions and Accountable Talk stems, and the teacher should explicitly teach students to utilize [probing question stems/ manipulator](#) cards prior to the protocol.
 - e. The first participant then has 2 minutes to state why she/he chose that part of the article and to respond to — or build on — what she/he heard from her/his colleagues. This student is also expected to use Probing Question/Accountable Talk stems. The other students practice active listening during this two minutes, perhaps taking notes, but not responding verbally.

- f. The same pattern is followed until all 4 members of the group have had a chance to be the presenter and to have the “last word.”
 - i. NOTE: Many *Save the Last Word* protocols are clear that the protocol is not a dialogue, but a chance for everyone’s voices to be heard by building on each person’s thoughts. I have altered this protocol slightly to encourage a back-and-forth dialogue via probing questions. [Distinction about dialogue and discussion can be a valuable extension](#). Students may be asked to reflect on differences between dialogue and discussion as a follow-up activity or debrief to the protocol.

How will you assess students’ understanding of key ideas, skills and strategies?

Students will be assessed through group talk verbal/nonverbal behaviors, including use of probing questions and accountable talk stems in group talk. Students will be assessed on the lesson’s learning targets/[criteria for success](#) and their demonstrated progress at self-assessment using the criteria for success.

What questions will you ask to advance students’ understanding of the ideas and related skills?

How will you engage students who complete the task early?

1. Self-assessment against Criteria for Success.
2. Written reflection on the activity.
3. Work with probing question stems.

How will you engage students who are having a hard time participating/sharing?

1. Modeling positive/strength-based behaviors
2. Redirecting negative behaviors back to the work via positive affirmation
3. Providing time to reflect outside of the work or to “cool down.”

Summary: Sharing and Discussing the Task

Recommended Time: 5-15 minutes

How will you orchestrate the class discussion so that you accomplish your goals?

What follow-up questions will you ask the group to guide students to clarify, justify, and extend their thinking and learning?

1. What was the most challenging part of *Save the Last Word for Me* for you and also for your group? Why?
2. What sort of impact do you think *Save the Last Word for Me* will have on our next group discussion? Why do you believe this to be true for you?
3. How did using Probing Questions change the way you participated in your group talk?
4. Why is building on each other’s ideas and opinions so challenging? What strategy did you use today to help you to do this more effectively, and to meet our [Criteria for Success](#)?

Which ideas, strategies, or solution paths might you share during the class discussion? In what order will these be presented?

I will model Probing Question stems in my debrief questions with the whole class. I will also model wait time and make explicit that strategy in a discussion with peers. I will model “pause-and-praise” moments to highlight the ideas of students, connect students’ ideas, and bring the class to a new understanding of concepts/skills as a whole, inquiry-based learning community.

Evidence of Learning/Formative Assessment: How will you know what all students understand? What evidence will you collect? For example: exit task, annotated data collection, collecting student work. How will this data be used to inform your instructional next steps?

This lesson is a foundational building block to our focus of evidence-based academic discourse and student-centered talk. While the Save the Last Word protocol does not utilize text, it does offer an entry point to the protocol routine and behaviors via each student's personal writing or encounter with class work. In this way, students practice analysis and inquiry using their own work as a lens prior to doing so with a literary or nonfiction text. By using the [Criteria for Success with this lesson](#), I am to provide an overarching learning arc to help students clearly understand how they can be successful at different points in the lesson and to help students internalize self-assessment and agency in the learning process.

Name: Jana McCarthy, jmccarthy6@bostonpublicschools.org

Target grade: 9-12

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