

IN-CLASS DISCUSSION

Due September 27 - December 6

Through this assignment, you will examine the behind-the-scenes work that teachers do in order to facilitate productive discussions. Based on a particular week's readings, you will co-plan a discussion and independently enact and reflect upon this discussion with a small group of colleagues.

Into:

- ☐ With your partner(s), schedule a planning date/time.
- ☐ Read and annotate the readings.
- ☐ With your partner(s), use the template provided to prepare for the in-class discussion.
- ☐ Compile your ideas into one document, name the file using the format "Surnames_AssignmentName_YYMMDD.doc," and upload it to Blackboard before the start of class on the day you'll be leading discussion.

Through:

- ☐ Decide on one or more teacher talk moves (e.g., Press, Revoice, Post) that you would like to try out when appropriate.
- ☐ Individually facilitate the discussion as planned, making adjustments and improvisations as necessary.

Beyond:

- ☐ In class, your discussion group will provide structured feedback. Take notes on this feedback.
- ☐ Write a double-spaced written reflection that addresses what you have learned about teaching speaking and listening through this process. Use specific examples to address the following questions:
 - What is your vision for the ideal classroom discussion? What are you and your students doing in this vision? What did you feel was successful about the in-class discussion in terms of meeting this vision?
 - What teacher talk moves did you use and why?
 - At what point in the conversation did you decide to improvise (i.e., deviate in some way from your plan), and why?
 - What are the next steps in honing your facilitation skills?
 - What questions about teaching listening and speaking are you left with?
- ☐ Upload your reflection (named "Surname_DiscussionReflection_YYMMDD") to Blackboard within one week of the discussion.

All components of this assignment will be assessed on punctuality and completion. The written reflection will also be assessed on the following criteria:

- *Quality of reflection:* Your reflection on your own teaching demonstrates what you have learned about facilitating discussions and how the assignment will influence your future teaching practice.
- *Use of evidence:* You use specific illustrations from the in-class discussion to support your reflections. These examples highlight successful moments, identify areas for improvement, and present lingering questions. You also use evidence from class readings and discussions as necessary to describe and defend your vision and reflections.
- *Quality of writing:* Your written report is well organized, clearly written, free of grammatical and spelling errors, and represents the polished work expected of an English teacher.

Discussion Plan

Names:				
Topic & Overarching Question	Assigned Texts	Supplementary Texts		
Learning Targets <ul style="list-style-type: none"> (Teaching <i>with</i> discussion) What knowledge and understandings will students gather through this discussion? Students will learn/understand: (Teaching <i>for</i> discussion) What visible/audible discussion-specific skills will students develop through this discussion? Students will be able to: 				
Norms: When and how will you establish norms with your group prior to the discussion?				
Questions	Initial Questions that you will pose to begin and move along the discussion?	What kinds of answers do you anticipate that students will give?	What questions will you use to follow-up, probe student thinking?	What responses might you give to student answers?
What questions do you anticipate will have your group demonstrate knowledge? [i.e., right-there and pulling-it-together questions in terms of reading comprehension]				
Grapple with big ideas? [i.e., questions that go beyond the text]				
Activity Structures (What will you do prior to the whole-group discussion to scaffold from small to large groups? More to less structure? Plan for 15-20 minutes total, including the whole-group discussion.)				
Materials				

Criteria	(2) Developing – Revision Required	(3) Accomplished	(4) Exemplary
Quality of Reflection & Use of Evidence Score = _____	<p>Begins to reflect on lessons learned about facilitating discussions. Begins to address how what you've learned about facilitating discussions will influence your future teaching practice.</p> <p>References the enacted discussion. These references highlight successful moments or areas for improvement.</p> <p>Makes cursory reference to course readings or discussions to describe vision and reflections.</p>	<p>Explores tentatively what you have learned about facilitating discussions. Hints at action steps and lingering questions to begin to address how what you've learned about facilitating discussions will influence your future teaching practice.</p> <p>Supports reflections with references to the enacted discussion. These examples highlight successful moments as well as identify areas for improvement.</p> <p>Makes cursory reference to specific passages from course readings and moments from course discussions to describe vision and reflections.</p>	<p>Examines carefully what you have learned about facilitating discussions. Articulates clear, concrete action steps and lingering questions to address how what you've learned about facilitating discussions will influence your future teaching practice.</p> <p>Supports reflections with clear references to specific moments from the enacted discussion. These examples highlight successful moments as well as identify areas for improvement.</p> <p>Makes strong connections to specific passages from course readings and moments from course discussions to describe vision and reflections.</p> <p>Written reflection is well organized, clearly written, free of grammatical and spelling errors, and represents the polished, professional work expected of an English teacher.</p>
Format & Mechanics Score/4 = _____	<p>Written reflection contains formatting or errors that distract the reader and/or impede understanding of content.</p>	<p>Written reflection shows careful formatting and editing with a few minor typos or errors.</p>	
Comments:			
			Score = /5