

## **Match Education MOOC on Coursera: “Surviving Your Rookie Year of Teaching”**

### ***Parent Call Plan Peer Reviewed Assignment Guidelines***

#### Overview:

We’re excited for you to dive into your second and final peer reviewed assignment for this MOOC: a plan for making phone calls to parents. Your work on this assignment will help us assess what you learned from Week 4 of our class, and we also think it will help you take some important steps towards making parent phone calls a key component of your teaching practice.

We strongly recommend that you carefully watch (and re-watch) Video 2 from Week 4 before starting this assignment. The descriptions and models of the two types of parent phone calls that we feature in this video are closely aligned with these assignment guidelines.

#### Who can complete this assignment?

Just like our first peer reviewed assignment, this week’s project can be completed for credit by ANY student in our MOOC who is either currently teaching or is able to interview someone who’s still in the classroom. The assignment is applicable to teachers who work in a variety of settings, across multiple age groups – anything from typical K-12 classrooms, after school enrichment programs, day care centers, religious schools, adult education, etc.

Follow these guidelines if you **need to interview a teacher** to complete the assignment:

- 1) Find someone who is currently a classroom teacher and is willing to be interviewed by you. You can post a thread in our Discussion Forum to try to help facilitate these connections between yourself and another student in our MOOC. But ideally you could reach out to someone who you could talk to on the phone or in person - or even better: someone whose classroom you could actually visit. If part of the reason why you’re taking this MOOC is to learn more about what it takes to successfully enter the teaching profession, then we think you can learn a TON from actually talking to and observing a teacher who’s working in a school in your community.
- 2) Provide the teacher who you identify with some context about the assignment before scheduling the interview. It might sound something like this: “Hi, I’m taking a Coursera MOOC called Surviving Your Rookie Year of Teaching. The last week of our course focuses on improving relationships with students through making regular parent phone calls. Regardless of whether you make these calls routinely, I’d like to interview you about how parent calls might fit in your teaching practice. That will help me get a better sense of how this strategy might play out in ‘real life.’ I’d like to ask you some questions about how you would fit regular phone calls into your daily work schedule. I’d also like

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you to describe a few examples of students who you currently teach so I can imagine what a phone call to their parents might sound like, as the assignment requires me to script out what I would cover in these conversations. I think the interview will take 30-45 minutes. Thank you so much for your consideration.”

- 3) Turn each of the assignment steps into interview questions or prompts. For example:
  - Step one: When during your normal work schedule might you be able to build in 30 minutes for making phone calls to parents and/or students? What are you currently doing during that time? Why or why not might parent calls be a better use of that time than what you’re currently doing? How many Praise Calls would you try to make per day? How many Correction Calls? Would you call parents, students, or both? What’s at least one challenge that you would need to overcome if you started making regular parent calls? How could you overcome that challenge?
  - Step two: Which student from your class would you select as the subject of a Praise Call to the student’s parent? Why did you choose this student instead of someone else? What specific choices did this student make that you want to praise? How did those choices have an impact on the student’s success in your class? What message do you want the student’s parents to hear that will help reinforce this positive behavior?
  - Step three: Which student from your class would you select as the subject of a Correction Call to the student’s parent? Why did you choose this student instead of someone else? What specific choices did this student make that you want to see him/her avoid in the future? How do these choices impact his/her ability to succeed in your class? How do these choices impact other students? What are some possible next steps that this student could take to avoid making these choices in the future? How would you convey those solutions to the student’s parent?
- 4) Take VERY detailed notes during the interview. Try to audio or video record the interview so you can carefully review this information later.
- 5) Turn your notes into narrative paragraphs for each step of the assignment. Do the best you can to accurately and thoroughly represent the teacher’s comments that you

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recorded in your interview. You might also find that you need to call him or her back to ask a few follow-up questions once you start writing up the narrative.

If you need to interview someone, get started right away! You have additional steps to take, so we don't want you to wait until the last minute.

### Who's my audience for the call script: parent, student or both?

The priority for this assignment is to practice scripting out conversations that you would have with a parent – either a parent of your own student or a parent of a student in the class of a teacher who you interview. However, we recognize that there are educators in this MOOC who are working primarily with adult learners. If that's the case, we are fine with you focusing on planning conversations that you would have directly with a student rather than a parent. All the steps and prompts are exactly the same.

### IMPORTANT NOTE about STUDENT and PARENT ANONYMITY:

Please **do not** use the actual names of the students or parents who are the subject of your work for this assignment. Please use fictitious names instead. While we want you to accurately and thoroughly describe these students' behaviors and actions, it is very important that you protect their anonymity, particularly in this type of learning environment.

### Step One:

#### **Describe your phone call routine.**

*An effective response will:*

- Be 2-3 paragraphs in length.
- Provide some basic context about where and what you teach: the grade level, subject matter and educational setting.
- Identify when during the teacher's regular work schedule, he or she could fit in 30 minutes worth of DAILY phone calls.
- Describe why you chose this particular 30 minute block for making phone calls. What were you doing previously, and why are phone calls a better use of this particular block of time?
- Set goals for the number of daily Praise and Correction Calls that you'd like to make, and explain who those calls will go to (parents, students or both).
- Describe at least one challenge that exists to making these calls (e.g. language barrier, access to phone numbers, etc), as well as what you'll do to overcome that obstacle.

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### Step Two:

#### **Develop a script for a Praise Call.**

*An effective response will:*

- Be 2-3 paragraphs in length.
- Identify a student who will be the subject of an upcoming Praise Call and **justify why** you have prioritized this particular student.
- Script out how you would praise the student's **choices** and **effort**. Write it exactly as you intend to say it!
- Script out how you would explain the **impact** that student's choices and effort had on their success in your class. Write it exactly as you intend to say it!

### Step Three:

#### **Develop a script for a Correction Call.**

*An effective response will:*

- Be 2-3 paragraphs in length.
- Identify a student who will be the subject of an upcoming Correction Call and **justify why** you have prioritized this particular student.
- Script out how you would **describe the choices that the student is making** that you want to correct. The descriptions are grounded in decisions that the student is making rather than judgments about the students' behavior or character – e.g. “John is choosing to call out answers without raising his hand” rather than “John is disruptive during class discussions.”
- Script out how you would **describe the impact of the student's choices** as a problem that needs to be solved in order to help the student and/or his/her classmates maximize their learning potential.
- Script out the **“next steps”** that you would propose to the parent as possible solutions to the problem.

**Peer Assessment Rubric**

<b>Writing Task</b>	<b>Qualities of a Full Credit Responses (2 points)</b>	<b>Qualities of a Partial Credit Responses (1 point)</b>	<b>No Credit Responses (0 points)</b>	<b>Point Totals</b>
<b>Step One: Describe your phone call routine</b>				
<b>Provide Context</b>	The author provides some basic context about where and what he/she teaches: the grade level, subject matter and educational setting.	The author is missing some critical details about his/her teaching context.	The author fails to provide any information about his/her teaching context.	
<b>Determine a Call Schedule and Goals</b>	The author describes exactly when in his/her daily schedule he/she could make 30 minutes of parent calls, and the author sets clear goals about the number and type of calls he/she will make.	The author provides vague information about his/her call schedule and/or goals.	The author fails to provide any information about his/her call schedule.	
<b>Justify your Call Schedule</b>	The author provides a convincing justification for the time that he/she selected for parent calls.	The author's justification is not thoroughly convincing.	The author fails to provide a justification.	
<b>Describe a Challenge and a Possible Solution</b>	The author provides a thorough description of at least one challenge, and a potential solution to that challenge, which he/she might face when implementing the phone call plan	The author provides only a partial description of the challenge and/or possible solution.	The author fails to describe a challenge and/or a possible solution.	

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<b>Step Two: Develop a Script for a Praise Call</b>				
<b>Identify a Student</b>	The author identifies a student who will be the subject of a Praise Call and thoroughly justifies why that student has been selected.	The author identifies a student but doesn't sufficiently justify why this student should be selected for a Praise Call.	The author fails to identify a student.	
<b>Scripting Praise for Student Effort</b>	The author provides praise that is specifically linked to the positive effort and choices exhibited by the student.	The author provides praise that is vague and/or focused on the student's personal attributes rather than the student's efforts/actions.	The author fails to provide any praise for the student's efforts	
<b>Scripting the Impact of Student Actions</b>	The author thoroughly explains how the student's efforts impacted the student's success in class.	The author provides only a partial explanation of how the student's efforts impacted the student's success in class.	The author fails to explain the impact of the student's efforts on the student's success in class.	
<b>Step Three: Develop a Script for a Correction Call</b>				
<b>Identify a Student</b>	The author identifies a student who will be the subject of a Correction Call thoroughly justifies why that student has been selected.	The author identifies a student but doesn't sufficiently justify why this student should be selected for a Correction Call.	The author fails to identify a student.	
<b>Scripting a Description of Student Choices</b>	The author provides a thorough and specific description of the choices that the student is making that the teacher hopes to correct (with the help of the parent). The descriptions are grounded in decisions that the student is making rather than judgments about the student's behavior or character.	The author provides a vague description of the student's choices and/or focuses on judgments about the student's overall behavior or character instead of the decisions that the student is making.	The author fails to provide a description of the student's choices.	
	The author provides a	The author provides a	The author fails to	

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<b><i>Scripting the Impact of Student Actions</i></b>	thorough description of how the choices that this student is making is impacting the student and/or his/her classmates' learning.	vague description of the impact that this student's choices is having on learning.	provide a description of the impact.	
<b><i>Scripting "Next Steps"</i></b>	The author provides a comprehensive set of concrete next steps that the student could take to solve the problems that the student is having in class.	The author's next steps are lacking in depth or breadth – they're either too vague or not comprehensive enough to solve the problem.	The author fails to provide a description of next steps.	
<b>Overall Quantity and Quality of Writing</b>				
<b><i>Page Length Requirements</i></b>	The author adheres to page length requirements: 2-3 paragraphs per step.	The author mostly adheres to the page length requirements; there are one or two steps that are less or more than 2-3 paragraphs in length.	The author mostly <u>does not</u> adhere to the page length requirements; there are more than two steps that are less or more than 1-2 paragraphs in length.	
<b><i>Presentation Quality</i></b>	The author's writing is easy to follow; if there are grammar and/or spelling mistakes, they don't prevent the reader from following the narrative.	The author's writing is difficult, but not impossible, to follow; there are multiple grammar and/or spelling mistakes that take away from the overall readability of the narrative.	The author's writing is nearly impossible to follow; the grammar and/or spelling mistakes hinder the reader's ability to follow the narrative.	

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Total Score

\_\_\_\_\_ points scored out of **26** possible points.

Comments