

Name _____
 Ms. Wu
 American Literature
 18 January 2013

Room Set Up and Tear Down Assignments

Goal: To set up and tear down the room efficiently and accurately in as little time possible ☺
 Thank you for your help!

Room Formations

Formation 1: Inner circle/Outer circle. Chairs only for everybody. No desks.
 Speakers form a semi-circle so you can see SMART board and comment counter in front.

Formation 2: Table groups (Groups of 4 or 5)

Formation 3: Pairs and Rows (How we typically begin and end class)

Thursday Schedule

Every minute counts!

8:05 am Everyone comes early and finds seat. ☺
 Speakers, sit in inner circle.
 Coaches, sit *behind* the student you are coaching.
 General Evaluators, please sit between coaches and intersperse yourselves in outer circle.
 Comment Counter, sit in the front with white board.
 Transition Tracker and Quote Tracker, sit between coaches in outer circle.

8:10 am Intercom announcements.
 Ms. Wu welcomes film crew.
 Go over objectives and homework as usual.

8:15 am Seminar 1: Part 1

8:30 am Coaches: Walk your student through scoring guide and complete coaching protocol.
 Evaluators: Prepare sharing.

8:35 am Class Debrief

8:45 am Seminar 1: Part 2

9:00 am Silent Reflection
 Speakers: Score self-assessment
 Coaches: Finish peer review
 All Evaluators: Write summary of entire seminar discussion.

9:05 am Class Debrief/Vote for Outstanding Discussant (clickers)

9:10/15 am Transition – Set up room in regular TABLE GROUPS.

9:20 am Small group discussion and then whole Class Discussion

9:30 am Listening Evaluation: Silent writing time (will serve as exit card)

9:45 am ☺ Ms. Wu stands by the door and collects listening evaluations.

Room Transition Roles

Brian Twiggs' section	Sarah's Section	Brian H's section	Ryan Lo's section
Desk Leader: Brian T --Push desks against wall --Chairs in OUTER circle	Desk Leader: William --Move desks inside & outside; assembly line --All chairs in INNER circle	Desk Leader: David Tran --Move desks inside & outside; assembly line --All chairs in INNER circle EXCEPT Andrei & Meghan --Brian H & Daniel B chairs given to BB and CC people	Desk Leader: Daniel VG --Push desks against wall --Chairs in OUTER circle
Please neatly arrange desks and chairs.			Please neatly arrange desks and chairs.

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N-Word Socratic Seminar Groups

	Group 1 Thursday: Speaking Friday: Evaluating Monday: Coaching Group 3	Group 2 Thursday: Coaching Group 1 Friday: Speaking Monday: Evaluating	Group 3 Thursday: Evaluating Friday: Coaching Group 2 Monday: Speaking		
				1st Half	2nd Half
1	Cannon	Ryan D	Katie	BB	GE
2	Nico	Annie	Natasha	GE	GE
3	Angeles	Sarah	Miles	GE	QT
4	Seraphine	Henry	Max M	GE	TT
5	Kit	Jose	Ariel	GE	GE
6	Aren	Daniel VG	Jamie	CC	GE
7	Daniel B	Miki	Darius	GE	GE
8	Drew	David T	Audrey	TT	GE
9	Meghan	Andrei	Max G	GE	CC
10	Kiley	Brian H	Patrick	GE	GE
11	Gabriela	William	Gaku	QT	GE
12	Ryan Lo	Brian T	Caelan	GE	BB

Evaluation Roles

- GE** **General evaluator.** Fill out seminar notes. After each half, you will report the following:
- **Major strengths and growth areas**
 - **Most in-depth inferences and connections you heard**
 Sentence Frame: An in-depth inference/connection I heard was when [name student] said...I liked this inference/connection because...
 - **Specific questions or comments that were undeveloped**
 [Student's] question/comment about _____ was undeveloped/ unanswered. I think we should explore this question further because...
 - **Misreadings of quotes and comments/questions that were unclear/not logical**
 I'm not sure if we understand [author's] argument clearly yet. I think we need to define what [author] means when he/she says... I think we're still trying to understand...
- BB** **Big Board.** Bullet point major ideas on the SMART board so everyone can see it. Summarize what the major topics of discussion are after each half.
- CC** **Comment Counter.** Keep track of the number of comments each speaker makes. Use different colors to show the first half versus the second half. Report the balance of speaking after each half and any patterns you see: who is dominating, who is withdrawing, are only boys/girls speaking? Encourage the group to share speaking as equally as possible.
- TT** **Transition Tracker.** Keep track of which transitions are used, by whom, how many times. Encourage group to use more advanced transitions. Select specific ones you want the group to use. Give report after each half.
- QT** **Quote Tracker.** Keep track of which quotes are used from each text, by whom, how many times. Point out which articles or sources we have not examined in depth.

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American Literature Socratic Seminar Scoring Guide (Self-Assessment)

My Speaking Goals

Today I want to work on...(pick 2 specific skills you want to work on in Socratic Seminar)

1. _____
2. _____

Advanced Discussion Skills

Student meets *all proficient criteria* fully and consistently PLUS *at least three* of the following:

- ☐ Makes an in-depth connection, question, or inference that goes below-the-surface and explains it using explicit academic language.
- ☐ Uses an advanced level transition
- ☐ Defines the terms the author uses clearly in the context of the work
- ☐ Identifies and explains where the author leaves matters uncertain and explains why this ambiguity is important
- ☐ Identifies a misreading or misinterpretation of the text and clarifies confusion by explaining what the text means in his/her own words
- ☐ Makes an in-depth connection or inference to another American Literature text from a previous era, a historical American event, or contemporary American event
- ☐ Summarizes where the discussion has been succinctly and transitions the discussion to a deeper place by posing a question that specifically flows out of where the discussion has been
- ☐ Synthesizes at least two previous comments/ideas together succinctly in one speaking turn using an academic transition *and* connects ideas back to the text in a new way *and* explains that connection
- ☐ Synthesizes multiple texts together and discusses how they support, challenge, and/or qualify the ideas being discussed; e.g. explains how Pitts, Jr. and Naylor would respond to someone's comment

➔ **START HERE. Proficient Discussion Skills**

Preparation

Must meet all preparation criteria for proficiency.

- ☐ Student completes ALL Socratic Seminar preparation *before* seminar.
- ☐ Student brings ALL texts, questions, and required materials to the seminar.

Participation

Student participates in seminar by doing all of the following:

- ☐ Student follows norms for discussion both as listener and speaker. This includes making eye contact, sitting up straight, and maintaining focus and energy throughout the discussion.
- ☐ Uses academic transitions and phrases to build on the thoughts of others every time he/she speaks.
- ☐ Makes a *relevant* comment, question, or clarifying question that is on-topic and builds the discussion.
- ☐ Provides relevant quotes from the focus texts to support point. Offers page number, directs everyone to the text, and waits for most of the group to find the quote and reads it out loud.
- ☐ Explains how the quote supports point in own words.
- ☐ Does not dominate or withdraw; does not need to be invited to join discussion or asked to hold back until others have spoken.

Proficient Minus Discussion Skills

Meets 7 proficient criteria.

Basic Discussion Skills

Meets 5-6 proficient criteria.

Below Basic Discussion Skills

Meets 3-4 proficient criteria.

Far Below Basic Discussion Skills

Meets 2 or fewer of the proficient criteria.

Self- Evaluation

1.What specific coaching did you receive at half-time?

2.To what extent were you able to make adjustments and apply the coaching received in the second half?

3.Score the scoring guide. What overall skill level do you think you most consistently demonstrated in both halves of the seminar?

4.What was your best contribution and why?

5.Did you meet your goals? Why or why not? Explain.

6.What specific skill do you want to work on next time and why? Explain. Be specific.

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American Literature Socratic Seminar Scoring Guide (Coaching)

I am coaching _____.

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Post-Coaching

1. Complete scoring guide.

Speaking: Discussion Skill Level _____

2. What specific skill do you recommend to your peer to work on next time and why? Explain. Be specific.

Socratic Seminar Listening Notes

Q=Question CQ=Clarifying Question

C=Comment

TR=Textual Reference

T=Transition

NV=Invitation

CA=Agreeing Comment

CD=Disagreeing Comment

S=Synthesizing Comment

*=New idea I want to think more about

Person	Code: What kind of comment?	Specific Details about Comment, Question, Idea	Thematic Category What bigger themes or topics does this comment or question address?	Evaluation and Patterns What do I think about this? A/DA/DK, Logic?, Sig?, Patterns? Engage w/ ideas.
Jane	Q	To what extent is the story hopeful?	Story's message	

***Continue on binder paper*

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***Continue on binder paper*

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Socratic Seminar General Evaluation

Half-Time Evaluation Report

Questions	Responses
CONTENT: Bullet points the major topics of discussion in the first half. Be specific.	
CONTENT: Most thought-provoking comment, question, or inference so far and why (and who said it)	
CONTENT: Specific questions or comments that were undeveloped	
CONTENT: Misreadings, misinterpretations, things that were confusing that need to be clarified	
PROCESS: Major strength of the group so far	
PROCESS: Growth area, recommendation for improvement	

Post-Discussion Report

Questions	Responses
CONTENT: Bullet points the major topics of discussion in the second half. Be specific.	
CONTENT: Most thought-provoking comment, question, or inference in second half and why (and who said it)	
CONTENT: Specific questions or comments that were undeveloped	
CONTENT: Misreadings, misinterpretations, things that were confusing that need to be clarified	
PROCESS: How the group improved in the second half in terms of process	
OVERALL SKILL LEVEL: If you were going to score the seminar as a whole, what overall skill level would you give the group and why?	
Your Opinion: What comment did you most AGREE with and why?	
Your Opinion: What comment did you most DISAGREE with and why?	