

Jan 26 CIT Forum Teacher Conference: Mr. Mentor & Katy

MR. MENTOR	KATY	CONFERENCING SKILL
<p>Did you think it went well?</p> <p>Great improvement on transitions. Nice mood in the room.</p>	<p>Yeah, it did.</p>	<p>Acknowledge What's Working Questions with Plural Forms Questions that Extend Thinking "What are some things you noticed in today's lesson that worked well?" "Why do you feel these things worked well?" "You have been working on transitions . . ."</p>
<p>We were talking about student engagement in our past meetings.</p> <p>What did you think? Did it go well? Were the kids engaged?</p>	<p>Yeah, I think so.</p> <p>They were doing the work. Quiet, on-task.</p> <p>Not everyone did it, but that's typical, most did, no major disruptions.</p>	<p>Open-ended, invites reflection, avoid yes/no "We were talking about student engagement, about how we define it, what it looks like. Considering what you understand about student engagement, what are some things you noticed about student engagement during the lesson?"</p>
<p>Angela was into it.</p> <p>Did Luis seem engaged?</p> <p>Did Randy?</p>	<p>They were working . . .</p>	<p>Challenge to get Intern to recognize/acknowledge a problem; Third Points Use data from your notes on student completion of the activity. "How many do you think completed the work?" "How might you know if students understand the vocab?" "Where do you fall on the Framework Rubric (Domain 3c)?"</p>
<p>Did Wanda seem engaged?</p>	<p>I don't even know what to do with Wanda. She never follows directions no matter what I do. Doesn't matter what the assignment is. She told me that she won't participate. I have no idea where to start with her.</p>	<p>LISTENING FULLY Recognize need for shift in agenda (yours to hers) Paraphrase: "I am hearing that Wanda's unwillingness to engage is a real obstacle. Let's make sure to address her situation and think of some strategies. . ." Address now or schedule time to discuss later.</p>

<p>Are you sure that all the kids were thinking about these words? Do you really think kids will be able to use those words? Were they just compliant or were they really engaged? Were they just copying answers or did they really understand the words?</p>	<p>Then you are saying they weren't engaged?</p>	<p>Challenge to get Intern to recognize/acknowledge a problem (Third Point?) Positive Presuppositions: “So what is your goal for this activity? What do you want them to be able to do with these words?” “OK. So you are saying you want your students to be able to use these words in discussing, reading, writing about the Underground RR.”</p>
<p>Can you think of a way to adjust this activity that would involve more kids—get them to think more deeply about these words? Offer to bring resources.</p>	<p>Uhhhh...[tries to guess what strategy the Mentor is thinking of] Jigsaw?</p>	<p>Plural Forms Need to shift to Consulting</p>
<p>One thing you could try is to have students define the words in the context of the reading. You can have them demonstrate their understanding in different ways: illustration, sentence. Could explain words to a partner. They could write a paragraph to answer an EQ about the Underground Railroad and be required use three of the words from the list.</p>	<p>They need the words before they read the text. Oh, Ok. Hmmm.</p>	<p>Does the Intern “get it?” Listen for Intern’s perceptions.</p>
<p>Focus on more engagement in the activity you try.</p>		<p>Identify next steps – Closure Use Feedback Form</p>