Meeting #5: Revising Team's Equity Theme & Preparing for PDSA Cycle 1

Meeting Goals

- Today's session, the lesson study team will meet with their KO to receive feedback on the team's equity theme and brainstorm possible change ideas to address the equity theme
- The lesson study team will select one change idea and implement a PDSA cycle with that change idea

Roles

- Facilitator: Esme / Marlena
- Note Taker: Cat
- Timer: Jazmine

Part 1: Critique of Equity-Based Research Question/Theme *(20 mins)*

Goal: ***To revise equity theme***

Insert Team Equity-Based Research Question/ Theme here: - How can supporting students in effective communication foster their interdependence? - We will support building students' communication skills for them to see the value of their own ideas and the value of their peer's ideas to highlight the strengths each person brings to the group.
Rationale for Research Question/Theme: - Students either shout out/blurt but are not working together to maximize their learning the way we'd want them to together. Background: - Students were in a socratic seminar (inner and outer circle) and each had to be prepared to discuss.

KO Feedback:

KO will begin with appreciations and clarifying and probing questions for the team
Possible Guiding questions for the KO to help deepen the team's thinking on their equity theme:

- *To what extent has the team identified an equity need for most focal students?*

        - *Does this particular equity need address a root cause for students? If so, how does it?*
        - *If not, consider using a **chain of why's** to uncover a deeper need. (ex. Problem: Students are not turning in their homework. **Why could this be?**)*
    - *What has research told you all about our team's research question/theme? What have you learned from your readings?*
    - *What resources (articles, books, videos) would support the team in deepening their understanding around their Research question/theme?*
    - *From our conversation, are there any necessary revisions needed for our team's Research question/theme to allow it to be clearer and more focused?*

Feedback from Dr. Battle:

- *Students take turns being key speakers*
- *Find someone who agrees with you (have the students do this during the socratic seminar)*
- *Stick to the socratic seminar!!*
- *What made it successful? Replicate that!*
    - *Strategies we used, what did we practice or not practice? Help them feel empowered!*
- *Teaching the process / showing them a video of what a socratic seminar is*
- *Give students time to reflect and have a small summary/goal of what worked well and what they would do better/differently for next time.*
- *Lean more towards "Would you rather" questions*
    - *There is no wrong answer! :)*
- *Measure from the first one to the last the level of participation of students and help them with the language*
    - *"I respectfully disagree…"*
    - *"I agree…"*
    - *"I see the point"*
- *Draw a sketch/write about what sparked your attention/ AHA moment or OOO I liked that!*
- *Teacher provides an example of what it looks like write notes (note catcher)*
- *Copies of seating charts of how many times someone has spoken, etc.*
- *Small group when working within a socratic seminar for the kiddos*
    - *Keep this consistent (2 small groups or whole class)*
- *Reminding them about norms*
- *Each team member can be tracking data points!*
    - *Plan and practice ahead of time!*
- *Trade jobs so everyone gets to do it!*
    - *Be explicit!*
        - *When you're inside it looks and sounds like…*
        - *When you're outside it looks and sounds like…*

Revision of Equity-Based Research Question/ Theme

Insert Revised Equity Based Research Question

- How can supporting students in effective communication foster their interdependence?
- We will support building students' communication skills in order for them to see the value of their own and their peers' ideas to increase student interactivity and agency.

Identifying a Change Idea to Try (35 mins)

Generate Change Ideas

KO will use slides provided in the protocol - please share this with the whole team

- We know we're going to use inner / outer circle
- We're working towards the interdependence
- Talking through procedures and having multiple practice cycles
- Adding in a reflection piece/ Plan enough time to do the reflection well
    - Marlena's document (do we want to revise it?)
      Socratic Seminar Assessment
    - What do we want to learn from it? What did they learn from their partner?

BREAK

Part 2: Setting Up PDSA Cycle 1 *(20 mins)*

Goal: As a team, complete your team's PDSA template below. Ensure that your PDSA is detailed and clear on what change idea you will be trying to implement, the prediction, and the data collection tool you will use.

PDSA Slides (claim the one with your team's breakout room # above)

Graduate School of EDUCATION

Our Slide:

PLAN-DO-STUDY-ACT (PDSA) MEJIC

Graduate School of Education
Center For Research on Equity and Innovation

PDSA Cycle #1

The PROBLEM we are working to solve is...
- Supporting students interdependent skills when working in a group.
- Fear of failure, hesitancy to elaborate on ideas, fear of taking chances and being wrong.

Names: Esme, Marlena, Cat, Jazmine, Isa
Date: 03/06/23

We think this is happening because... (i.e. the root causes)
They feel overwhelmed with academic content and they might feel like they are behind so they are afraid of questioning things and would rather be silent so they don't make mistakes.

So we will TRY... (i.e. describe the CHANGE IDEA and your PLAN for testing it. Get clear on the WHAT, WHO & WHEN.)

Socratic seminar about a low stakes, easily accessible topic

Questions: What do we want to learn from this cycle?
1. Will all students participate?
2. Can students build upon each others responses?
3. Can they use the appropriate language to express their ideas?

Data: What data will we collect to answer our questions? *(link to simple data collection tool or design in the notes section below)*

Conversation tracking sheet

We Predict... What results do you expect from your data?
In a small group all students will probably participate, in a bigger group, a few students might not speak. We think students may be able to build upon each others responses. Students

We Learned... What were the results? What are we learning? *(completed after implementation)*
Students were able to have a discussion with each other, weren't blurting, were actively listening. Small groups were probably part of the success to the socratic seminar.

- ❑ **Adopt**
- ❑ **Adapt**
- ❑ **Abandon**

Next Steps: we believe that more students will be willing to participate and share their thinking if we include think-pair-shares before whole group sharing along with the thinking routine of slow reveal. We want to improve the reflection and feedback part of the socratic seminar after it is done