



## Meeting #4: Unpacking Street Data & Drafting an Equity-Based Research Theme/Question

### Meeting Goals

- Unpack empathy Interviews and identify themes
- Participate in the looking at student work protocol to analyze focal student baseline data
- Draft Equity-Based Research Theme /Question
- Find 2 articles focused on your team's equity based research theme/question

### Part 1: Unpacking Empathy Interviews and Identifying Themes (15 mins)

**Goal: To unpack empathy interviews by drafting asset-based descriptions of focal students.**

Protocol:

- Each team member will share their learnings as well as any surprises from each focal student empathy interview
- Nominate a notetaker to capture notes for the team
- Notice any themes and/or commonalities from the interviews

Teacher's Name	Focal Student's Name	Description (Asset-based Skills & Learning from Empathy Interview) <ul style="list-style-type: none"> <li>- <i>What did you learn about your focal student in 4 dimensions?</i></li> <li>- <i>What surprised you?</i></li> </ul>
Esmeralda Garcia	Ella	I learned that Ella enjoys working alone because she is shy to include her thoughts and ideas with others. She mentioned she is not shy with her friends but would still be shy in a group with them. I was surprised at how introverted she is when she has such amazing ideas and thoughts I would love for her to share with others.
Esmeralda Garcia	Luca	Luca is a kind individual but also is shy in sharing his ideas to others. He gets nervous and shy away from sharing his ideas. He mentioned he has difficulty in expressing himself and when he does he feels like his group doesn't listen or they may not care. I was saddened to hear his thoughts on group work and would love to encourage and empower him to feel comfortable to speak up in group work.
Marlena	Israel	I thought the student was going to say they didn't like group

		work, but they said they did because it helps with teamwork and getting to know each other more. He also mentioned that he thinks the whole class is loving towards each other. This surprised me because this student sometimes doesn't participate in group work. He shared that he enjoyed learning when the math problem was about him, so maybe he will be more engaged if the problem directly relates to him
Marlena	Amory	She said she liked being solo more because people might make mistakes or they won't listen or won't know anything when she already has an answer that she knows is right. She said if she's working in a group she wants her group to be smart and nice.
Jazmine	Jorge	He enjoys small groups but he really likes to work independently as he finds himself getting off topic and distracted during small groups and not focused on the task at hand. He enjoyed the socratic seminar because it was on a topic about something he enjoys talking about.
Jazmine	Husayn	This student
Cat	Mateo	This student surprised me by saying he enjoys working in groups. He's typically one to be the quiet one and hears what everyone else has to say. I'm glad he mentioned and is aware that working with a group is a distraction for him.
Cat	Penelope	When asking this student about how she likes working with / in groups, she referred more towards when she works in groups in her home room classroom during their Literacy block and when she gets pulled out to be with me (EML support) and her friends are there. Academically, when it comes to being in a group discussion with other people that aren't typically her friends, this student is more on the quiet side and is listening to what others have to say.
Isa	Aubrey (3rd)	When asked to describe herself in three words, I was surprised to hear that she believes that she is brave. This student is often one to not participate in large group settings as she is very shy. So, when acknowledging that she is brave because sometimes she steps out of her comfort zone to share aloud and not quiet everyday, I was very surprised and thrown off by her response. I'm glad to hear that she is gaining the confidence to step out of her comfort zone.

Isa	Alex (3rd)	It was interesting to note that this student said he enjoys working in group settings because then he is able to hear new ideas, therefore helping him learn new things and perspectives from his peers.
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### What common themes are we seeing amongst our focal students?

Theme:
- students worry about group work and don't enjoy it because of fear that others might not listen to their ideas

### Part 2: Looking at Student Work (35 mins)- [Edutopia Link on LSW Protocol](#)

*Goal: Analyze focal students' work samples to identify their strengths and possible areas for growth. This data will support the team in narrowing down to a specific content/concept/skill of focus for the research lesson.*

- The team will spread out student work (either on a table or on a jamboard if meeting virtually).
- First, the team will take 5 mins to analyze the work silently. Journal any **noticings and wonderings** you have.
- Secondly, move to the **analysis stage**. During this stage, share what strengths you are seeing in the student work, possible areas of growth, and how this information may inform your team's research lesson (10 mins per each section - 30 mins total)
- Lastly, include any new information into focal students' empathy interview notes in part 1.

What are we <i>noticing</i> from the student work samples ?	What <i>questions</i> are beginning to surface for the team?
Based on group observations throughout the week my focal students were semi engaged as they seemed to be listening to their peers and nodding their heads. However, there was little participation in the discussion. When working in groups there tends to be one or two students that are engaged and lead the group, whereas the rest take more of a passive role.	<ul style="list-style-type: none"> <li>- How do we best support students in feeling more confident in sharing their thoughts and ideas to the group?</li> <li>- How can we support students in seeing value in each other's thoughts and ideas?</li> </ul>

Analysis Stage	
<b>What we're noticing about their thinking?</b> <i>What strengths do we see evidence for?</i>  <i>What ideas do they understand?</i>  <i>What skills do they have?</i>	<b>What would the next step to deepen their understanding be (opportunities for growth)?</b>
<p>Students like to talk, but sometimes the conversation can be off task and they can interrupt each other. Listening skills, students are aware of what is being shared and said. Students' ideas are being well bounced off of each other. The students themselves would include other group mates who they noticed hadn't shared any thoughts and ideas.</p>	<p>Ways to build off each other's ideas without needing permission (understanding how to have a conversation)</p> <p>Supporting students in knowing that no matter what they'd like to share, it will be validated and appreciated. Sometimes there is not a right or wrong answer.</p>
How Might This Inform Our Research Lesson?	
<b>Building students' confidence in seeing the value of their own ideas and seeing the value of others ideas</b>	

### Part 3: Drafting an Equity-Based Research Theme

**Goal:** *To take what the team has learned from the empathy interviews, student work samples, and any research literature to narrow down their research focus.*

**Team's Problem of Practice:** students aren't communicating and working effectively in groups

#### Your Ideals

In light of your problem of practice, what qualities would you like your focal students to have five to ten years from now?

- Confidence to take risks, ability to elaborate on others ideas, and to be wrong and bounce back and learn, develop curiosity, communicate effectively

#### The Actual

List their qualities now.



- Being afraid of getting the wrong answer, fear of failure, not elaborating, thinking they are helping students by giving them answers, easily distracted,

### **The Difference**

Capture the ideal and the actual. What are the differences between ideal and actual that you would most like to address as an educator?

- Having the capacity to establish a secure environment where students can participate in discussions without apprehension of being criticized for their ideas

### **The Research Theme (The Goal, Research Question, or Main Aim of Lesson Study)**

By comparing the ideal and actual focal student qualities, select a focus for your lesson study. State positively (moving from “they” to “we”) the ideal student qualities you choose to work on with your focal students.

#### **Your Research Theme ([example research themes](#)):**

How can supporting students in effective communication foster their interdependence? We will support building students’ confidence in seeing the value of their own ideas and seeing the value of their peer’s ideas to highlight the strengths each person brings to the group

### **Part 4: Identifying and Read 2 Research Peer-Reviewed Articles**

*Goal: To gain insight from research on your team’s equity-based research theme/question*

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