

2018 CRWP Collaborative Response to Teaching Demonstration

For: Andy S.

Demo Title: Visions for Storytelling

Date: June 11, 2018

Dear Andy:

Thank you for providing us with so many choices...

<snap, snap>

As Teachers and Learners

As a student, having the teacher act more as a facilitator makes me immediately more comfortable; if I am not comfortable, I am not going to learn. I appreciated having the choice with the TED talks, and this made me feel good as a learner. From the very beginning, you modeled and nurtured the process of relationship building. Without the buy in, there is no learning, and we were fully engaged with you all the way. This was very “Andy” of you, and we loved it! Your many, many years of teaching and learning -- all of it embodies your persona as a teacher of writing.

Elements of Best Practices

- Use of choice -- there were many places in the lesson that you provided us with choice:
 - Specific tasks
 - Finding or taking a photo
 - Finding a topic for writing
 - Choosing a TED Talk
 - On a personal level
 - We were required to share something, even just one word, but that provided a safe space for sharing and lowered the pressure on us
- Start with a poem -- we appreciated you sharing this with us, telling us why you do it, and how you got invested in this
 - Access to poetry is important, and giving them different options

- for finding and hearing poems is important
- Many opportunities to find and use poetry, connecting to spoken word poetry with the YouTube video

Standards and Benchmarks

- “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.” ILA/NCTE
 - Provided at least three different writing strategies and invited us to use both print and tech
 - Invited us to communicate to different audiences with each of the different pieces
 - Using the hybrid discussion board (with Gdocs) -- writing was for both expressive and informational

Extensions and Adaptations

- As a teacher who is not in the ELA classroom, I can use poems to introduce a variety of topics. In particular, in my freshman success class, we might look for poems about X, Y, Z.
- Composing images -- using the rule of thirds... Going outside the classroom and thinking about everyday objects in new ways. Give students a clear purpose to compose a visual in a new manner.
 - Inviting students to be the photographers... journalists...
 - Use this as an opportunity for a “caption contest”
 - I use “a million words or less” strategy, and I could see how...
 - Use photo as evidence to support -- take a snapshot right out of a book
 - Use Twitter for the class assignment

Questions Arisen

- In the beginning, was this so natural for you? For many of us, we are much more uncomfortable with this stance.
 - What are some of the ways that you might encourage other teachers to adopt this stance when they feel that they are not “in control” of the class?
 - Seriously, how do we get the “inner strength” to try this?
 - As a younger teacher, how do I play the game...
- Poem from Shane K.
 - Transcription -- ??? Knowing that you only had 70 minutes, this is a difficult decision about time... but, it’s...
- Introducing too much... some of us knew a little bit about This I

Believe...

Sincerely,¹

Lori, Troy, Tyler, Alexia, Amanda, Kristie,

¹Sign your names (or group name) and be sure to share this document with everyone in your group, the presenting teacher, and your writing group leader.