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.
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

<table>
<thead>
<tr>
<th>Brian Twiggs' section</th>
<th>Sarah's Section</th>
<th>Brian H's section</th>
<th>Ryan Lo's section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desk Leader: Brian T</td>
<td>Desk Leader: William</td>
<td>Desk Leader: David Tran</td>
<td>Desk Leader: Daniel VG</td>
</tr>
<tr>
<td>--Push desks against wall</td>
<td>--Move desks inside &amp; outside; assembly line</td>
<td>--Move desks inside &amp; outside; assembly line</td>
<td>--Push desks against wall</td>
</tr>
<tr>
<td>--Chairs in OUTER circle</td>
<td>--All chairs in INNER circle EXCEPT Andrei &amp; Meghan</td>
<td>--All chairs in INNER circle</td>
<td>--Chairs in OUTER circle</td>
</tr>
<tr>
<td>Please neatly arrange desks and chairs.</td>
<td>--Brian H &amp; Daniel B chairs given to BB and CC people</td>
<td>Please neatly arrange desks and chairs.</td>
<td></td>
</tr>
</tbody>
</table>
N-Word Socratic Seminar Groups

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

**Evaluation Roles**

**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...

**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.

**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.

**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.

**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.
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.

American Literature Socratic Seminar Scoring Guide (Coaching)

I am coaching _____________________________________________.

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.
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☐ 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
Basic Discussion Skills
Below Basic Discussion Skills
Far Below Basic Discussion Skills
Meets 7 proficient criteria.
Meets 5-6 proficient criteria.
Meets 3-4 proficient criteria.
Meets 2 or fewer of the proficient criteria.

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.
<table>
<thead>
<tr>
<th>Comments and Questions</th>
<th>Quotes</th>
<th>Transitions Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment Counter (tick marks)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Coaching Protocol at Half Time**

1. Open with sharing what your peer’s best comment has been so far and explain why it was so good.
2. Talk through the scoring guide and tell your peer which criteria he/she has met so far.
   a. Identify strengths and growth areas.
   b. Share how many times you have heard your peer speak. Give feedback on participation—dominating, withdrawing, striking a good balance?
   c. Share transitions you have heard. Pick a new transition to try in the second half.
   d. Share quotes you have heard. Pick a new quote to use and explain in the second half.
   e. Share whether you hear your peer actually explaining the quotes. Brainstorm strategies to help your peer offer stronger commentary.
   f. Ask what your peer needs help on and brainstorm strategies for growing in the second half.
3. Give your peer a high five for a job well done so far!

**Post-Coaching Questions**

4. What specific coaching did you give your peer at half-time?

5. Compare and contrast your peer’s discussion skill levels in the first versus second half. What improved? What stayed the same?
<table>
<thead>
<tr>
<th>Person</th>
<th>Code: What kind of comment?</th>
<th>Specific Details about Comment, Question, Idea</th>
<th>Thematic Category</th>
<th>Evaluation and Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane</td>
<td>Q</td>
<td>To what extent is the story hopeful?</td>
<td>Story's message</td>
<td>A/DA/DK, Logic?, Sig?, Patterns? Engage w/ ideas.</td>
</tr>
</tbody>
</table>

**Continue on binder paper**
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<td>Story's message</td>
<td></td>
</tr>
</tbody>
</table>

**Continue on binder paper**
Socratic Seminar General Evaluation

Half-Time Evaluation Report

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT: Bullet points the major topics of discussion in the first half. Be specific.</td>
<td></td>
</tr>
<tr>
<td>CONTENT: Most thought-provoking comment, question, or inference so far and why (and who said it)</td>
<td></td>
</tr>
<tr>
<td>CONTENT: Specific questions or comments that were undeveloped</td>
<td></td>
</tr>
<tr>
<td>CONTENT: Misreadings, misinterpretations, things that were confusing that need to be clarified</td>
<td></td>
</tr>
<tr>
<td>PROCESS: Major strength of the group so far</td>
<td></td>
</tr>
<tr>
<td>PROCESS: Growth area, recommendation for improvement</td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td>Responses</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>CONTENT: Bullet points the major topics of discussion in the second half. Be specific.</td>
<td></td>
</tr>
<tr>
<td>CONTENT: Most thought-provoking comment, question, or inference in second half and why (and who said it)</td>
<td></td>
</tr>
<tr>
<td>CONTENT: Specific questions or comments that were undeveloped</td>
<td></td>
</tr>
<tr>
<td>CONTENT: Misreadings, misinterpretations, things that were confusing that need to be clarified</td>
<td></td>
</tr>
<tr>
<td>PROCESS: How the group improved in the second half in terms of process</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>Your Opinion: What comment did you most AGREE with and why?</td>
<td></td>
</tr>
<tr>
<td>Your Opinion: What comment did you most DISAGREE with and why?</td>
<td></td>
</tr>
</tbody>
</table>