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| **Part II: Day In The Life** | **9/30/19** |
| **Problem of Practice** | **The Design Plan** |
| My goal is to observe and identify  The infusion of culturally relevant instruction, Student engagement,  & collaborative learning opportunities that closes academic achievement gaps and the overt and covert marginalization of minority male students. | Over the course of the next two months, I will conduct observations of two groups of students during their Introduction to Math Class and their Intro to English II class. These courses are very important pieces to the puzzle in terms of school accountability. They also offer key data that we use as key anchors to our school design, scheduling, and school matrix. Through these observations I hope to discover qualitative and mixed data that will support or perhaps answer the starting questions/points, and also give value to my initial problem of practice goal. |
| **Starting Questions/Points** | **Student Groups** |
| 1. How can we integrate and formulate more culturally relevant text/lessons into unit/weekly lesson planning? 2. How can we immerse more student collaboration (turn and talk, pair and share, etc.) into daily/weekly classroom activities? 3. How can we increase student engagement into the daily functioning of class? 4. How can we increase student voice in terms of what they are learning and how they are learning? 5. How can we increase student choice? How can we get more input from students when it comes to how they are accessed and how they showcase their understanding of the content they have been exposed to? | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Observation Date** | **Who & Why** | **Subject & Teacher** | **Grade Level** | **IEP**  **Y or N** | | **10/18/19** | Bryan Mitchell  Bruce Shipman  Shy’Quan  Bryant  **A Group** | Intro. To Math I  Ms. Hunter | 9th | N | | **10/28/19** | AJ Wheeler  Amari Battle  Jahrel Palmer  Xavion Battle  **B Group** | Intro. To English 2  Mrs. Conger | 10th | N | | **11/4/19** | Bryan Mitchell  Bruce Shipman  Shy’Quan  Bryant  **A Group** | Intro. To Math I  Ms. Hunter | 9th | N | | **11/12/19** | AJ Wheeler  Amari Battle  Jahrel Palmer  Xavion Battle  **B Group** | Intro. To English 2  Mrs. Conger | 10th | N | |  | Bryan Mitchell  Bruce Shipman  Shy’Quan  Bryant  **A Group** | Intro. To English 2  Mrs. Conger | 9th | N | | **Link to Schedules** | **A Group**  [Bryan Mitchell](https://ecpsk12.powerschool.com/admin/students/home.html?frn=00113043)  [Bruce Shipman](https://ecpsk12.powerschool.com/admin/students/home.html?frn=00113043)  [Shy'Quan Bryant](https://ecpsk12.powerschool.com/admin/students/home.html?frn=00113043) | **B Group**  [**AJ Wheeler**](https://ecpsk12.powerschool.com/admin/students/home.html?frn=00113043)  [**Amari Battle**](https://ecpsk12.powerschool.com/admin/students/home.html?frn=00113043)  [**Jahrel Palmer**](https://ecpsk12.powerschool.com/admin/students/home.html?frn=00113043)  [**Xavion Battle**](https://ecpsk12.powerschool.com/admin/students/home.html?frn=00110728) |  | N | |  |  |  |  |  | | **Link to Notes** | [Day in the Life Notes](https://docs.google.com/document/d/16vlo08GgTtGaWmYs5zuMaiSUgn3DnhIm/edit) |  |  |  |   \****Observation dates subjected to change.*** |

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| **Part 3: Day in The Life Project**  **Observations** |
| **Observation #1**  8:30  10.18.19  Intro to Math 1  During this observation, the focus is on the following students: Bryan Mitchell, Bruce Shipman, and Shy’Quan Bryant. During this observation, students were working independently on practice questions. As this practice was happening, the teacher was circulating the room and helping students on an individual basis. The three students that I have shadowed for the past few months seemed really engaged in their work. They did ask clarifying questions during this observation. There were some levels of dialogue centered around the work. When asked about their own individual levels of interest and engagement, students each made recurring comments. They each said the liked the class as well as the teacher and students in the class, but would like to see more collaboration integrated into the class. |
| **Observation #2**  8:45  10.28.19  Intro to English 2  During this particular observation, the focus is on the following students: AJ Wheeler, Amari Battle, Jahrel Palmer, and Xavion Battle. Students were working on hyperboles. The students appeared to be interested in what was happening. When asked about their interest in the classroom activities, they all felt a sense of engagement in what was being taught. Though the students were engaged there was little to no spoken involvement in the question/answer techniques being orchestrated by the teacher. Overall the class was predominately about teacher lecture and less about student involvement and student voice. |
| **Observation #3**  Into to Math 1  11.4.19  8:45am  During the observation today, the students were taking an assessment. The students participated in a review prior to the assessment. As I observed the students that I am using for this project, they seemed to be knowledgeable of the material that was covered during the review prior to the assessment. As I observed the students during their assessment, there seemed to be some level of struggle (which is good). After the assessment I spoke with the students about the assessment. They agreed that the assessment was challenging but they felt that they did well on it. The admitted that were some problems that they weren’t sure if they got right. They also said they felt the teacher did a good job of teaching the material and preparing them to be successful on the assessment. |
| **Observation #4**  8:30am  11.12.19  Intro to English II  During the observation, students doing work around Characterization. They were reading a short story about mice. Once that was complete, students engaged in a discussion about the main character in the short story which was a mouse. The teacher used a wide range of teaching techniques to get students to make cross references about mice through a literal and literary lens. Student engagement levels were not outstanding but were not bad either. I do question if the student found interest or relevance in the short story that they read. They seemed more energized around the skill of learning characterization than they did in terms of the actual short story. The shadowed students had communicated with me in a previous interview that they were interested in reading more culturally relevant text. |

**Pictures of Students**

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