

Should there be school uniforms?

My Claim: _____

Evidence #1	Evidence #2
Explanation: What does evidence #1 tell you?	Explanation: What does evidence #2 tell you?

Socratic Seminar: Peer Evaluation

Person being observed: _____ Observer (your name): _____

<p>Positives: During the seminar, mark an X for every time your partner displays one of the indicators below. At the end, please total each row.</p> <table border="1" style="width: 100%;"> <tr> <td rowspan="2" style="width: 15%;">Evidence Based Argument</td> <td style="width: 60%;">Student makes a strong claim in response to a question</td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> </tr> <tr> <td>Student refers to specific evidence from the text: "In the article...it says..</td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2">Collaboration</td> <td>Student expresses disagreement/ agreement with ideas presented</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Student explains why he/she disagrees/ agrees</td> <td></td> <td></td> <td></td> </tr> </table>	Evidence Based Argument	Student makes a strong claim in response to a question				Student refers to specific evidence from the text: "In the article...it says..				Collaboration	Student expresses disagreement/ agreement with ideas presented				Student explains why he/she disagrees/ agrees				<p>Deltas: During the seminar, mark an X for every time your partner displays one of the indicators below. At the end, please total each row.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 75%;">Interrupts another speaker</td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> </tr> <tr> <td>Says something rude to another person</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Is distracting or off topic</td> <td></td> <td></td> <td></td> </tr> </table>	Interrupts another speaker				Says something rude to another person				Is distracting or off topic			
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Interrupts another speaker																															
Says something rude to another person																															
Is distracting or off topic																															
<p>How has the discussion either agreed with or disagreed with your position? Knowing what you know now, how has your position changed? Specifically, which evidence convinced you and which evidence did not?</p>																															

Resource Guide:

1. **What is Academic Discourse?**
 - a. Growth Guide
 - b. Academic Discourse Rubric
2. **Building Towards It!**
 - a. **Justification:**
 - i. Hot Seat Activity *to build student confidence in speaking*
 - ii. Right is Right *to hold students accountable to justify their ideas*
 - b. **Language of the Discipline:**
 - i. Vocabulary station ideas *to get students familiar with and using Language of the Discipline*
 - c. **Questioning**
 - i. Cognitive level of questions *with sentence stems to introduce students to levels of questioning – or pull some question stems that you want students to focus on*
3. **Ready for It!**
 - a. **Setting Norms**
 - i. Video + debrief
 - b. **Preparation**
 - i. Student groupings
 - ii. Sample sentence stems during the discussion
 - iii. Gathering and Analyzing Evidence *sample question guide with room for students to gather information/evidence*
 - c. **Assessing Participation**
 - i. Student Participation Tracking sheet: *students use this to keep track of their partner's participation (aligned to [CCSS.ELA-Literacy.CCRA.SL.1](#))*
 - ii. Tracking sheet for the teacher
4. **More resources**
 - a. **Contact Info**

*Some resources have been gathered from the Intranet folders on previous Community of Practice sessions and Growth Guide resources.

Growth Guide

<https://intranet.pucschools.org/CurriculumInstruction/SitePages/Growth%20Goals%20Resources%20Pages/Growth%20Goals%20Resources.aspx>

Highlights:

How to develop academic discourse:

At a Level 3, your students will need to be taught how readers, writers, scientists, mathematicians, social scientists, athletes, or artists use discourse to advance their thinking. This indicator has multiple components. A teacher should not expect to develop all of these in students at once. Here are some ideas for how to begin to incorporate academic discourse into your classroom:

1. *Develop structures to get students comfortable talking to each other.* The most basic of these is the think-pair-share strategy. There are a number of other strategies listed in the resources section and available on the intranet to get students talking to one another about academic ideas. The teacher will need to model a successful interaction for students.
2. *Teach students the value of true academic discourse and how to discuss academic ideas.* It is easy to get students to discuss personal connections and their opinions about a topic. We want students to be involved in deep conversations about academic idea.
 - Model the types of thinking you are looking for using a think-aloud strategy.
 - If you give students preparation time, ask them to look back at the ideas they have recorded to see if they are expanding on the academic idea. Teacher and peer feedback is an incredibly powerful tool for moving students towards this: "I really like how Ray is, share your ideas with your partner and give each other suggestions for how to deepen their ideas."
 - Select strong students to model a discussion for the class and analyze as a whole group how they deeply discussed the academic ideas.
3. *Develop student use of the language of the discipline.* If you have a word wall or vocabulary list for the unit, you can require that student responses have a predetermined number of words from that list.
4. *Teach students to justify their responses.* If you are using a text, require that students use specific evidence from the text to justify their responses. If they are discussing conclusions from a laboratory activity, teachers can require students to use scientific laws. If they are completing math problems, teachers can have students use the properties or rules to justify their answers. Model this for students and require that each of their responses contain a justification.

For developing student proficiency in each of these elements students need to:

- observe models;
- analyze those models;
- name conversational moves and strategies;
- name facilitation moves and strategies (if you are aiming for level IV performance);
- receive group and individual feedback;
- reflect on individual and group performance to plan for improvement; and
- practice, practice, practice.

At a Level 4, students can do all of the criteria for level 3, and *students* are facilitating the discussion in either small group or whole group settings. As students are developing proficiency at Level 3 academic discourse, the teacher must provide opportunities for student facilitation. If students are working in small groups, the teacher can assign a facilitator role and provide sentence starters to get students moving towards independent facilitation. For whole group discussions, a rotating class facilitator(s) can be assigned. This does not mean that the teacher cannot participate at all, but instead the teacher can act as a participant in the discussion to model or can provide feedback to student facilitators.

Common Misconceptions:

- “If I am strong at questioning, I will have strong academic discourse.” Questioning is a teacher-led activity, while academic discourse is about students talking with one another. To score well on this indicator, your students must be able to truly listen, to question one another, to allow their thinking to be influenced, and to collaboratively grow and defend sophisticated, complex ideas.
- “My kids know how to talk. I just have to get them to incorporate scholarly sentence starters and the vocabulary of my discipline.” As Maria Nichols suggests in her book Comprehension Through Conversation, our students may arrive able to chitchat, share personal experiences, and report ideas, information, and feelings. However, the “heightened level of engagement” and “flexible thinking” necessary for academic discourse will be new to most students, and therefore must be explicitly taught.
- “A debate is a great example of academic discourse.” While debate is one form discourse can take, most conversations in the academic world are not about two sides digging in their heels Jerry-Springer style (the only model of talk some of our students know well), with the goal being to “win.” A better model might be a seminar or round table discussion, where flexible thinkers consider a variety of perspectives and work together to weigh them against one another with a goal, again, of collaboratively growing and defending sophisticated, complex ideas.
- “If my students are having a lively discussion and making connections to their own lives, we’re doing great!” Strong academic discourse should result in a deeper understanding and stronger thinking about a text and/or the big ideas of the discipline. If students are, for example, using a text as a jumping-off point to talk mostly about thoughts and opinions they had before reading that text, there is still work to do.

Check out link for:

Professional development strategies, more resources + videos!!

Academic Discourse

PUC Teaching Framework

B) Academic Discourse	The teacher does not require students to use the language of the discipline, discuss academic ideas, or justify their reasoning. OR The teacher provides minimal opportunities for student discussion.	The teacher inconsistently requires students in whole class or small group conversations to use the language of the discipline, discuss academic ideas, <i>or</i> justify their reasoning. OR Academic discourse is limited to a small number of students.	The teacher facilitates conversations in whole class and small group settings that require all students to consistently use the language of the discipline, discuss academic ideas, and justify their reasoning.	Students facilitate whole class or small group discussions and consistently use the language of the discipline, discuss academic ideas, and justify their reasoning.
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Common Core Speaking and Listening Standard 1

[CCSS.ELA-Literacy.CCRA.SL.1](#) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

		1 – Below Basic	2 - Basic	3 - Proficient	4 - Advanced
Argumentation	Evidence Based Argument SL.1.A	The scholar had an unclear or weak claim supported with fragmented, irrelevant, or no evidence to defend the claim.	The scholar has a claim supported with fragmented or little evidence to defend the claim.	The scholar has a claim supported with relevant evidence to defend the claim.	The scholar has a strong claim supported with multiple uses of strong relevant and specific evidence to defend the claim.
	Logic of Argument SL.1.A	The scholar's reasoning is inconsistent and unclear.	The scholar's reasoning is inconsistent and at times unclear.	The scholar's reasoning is mostly consistent and clear.	The scholar's reasoning is consistent and clear.
Academic Discourse Expectations	Collaboration SL.1A & SL.1B	The scholar is not able to respond on ideas under discussion, agreement, or disagreement. He/She does not follow rules for collegial discussions and does not honor goals and deadlines	The scholar is able to respond on ideas under discussion, agreement, or disagreement. He/She follows rules for collegial discussions and may not honor goals and deadlines	The scholar is able to reflect on ideas under discussion, agreement, or disagreement and offer a solution based on evidence. He/She follows rules for collegial discussions and honors specific goals and deadlines	The scholar is able to deeply reflect on ideas under discussion, agreement, or disagreement and offer a solution based on conviction through relevant evidence. He/She models rules for collegial discussions and honors specific goals and deadlines
	Preparation SL.1.B	The scholar comes to the discussion unprepared not having read, annotated, and has gathered irrelevant, or no evidence to defend the claim for the deliberation or debate.	The scholar comes to the discussion unprepared not having read, annotated, or has gathered fragmented or little evidence to defend the claim for the deliberation or debate.	The scholar comes to the discussion prepared having read, annotated, and gathered relevant evidence to defend the claim for the deliberation or debate.	The scholar comes to the discussion prepared having read, annotated, and gathered strong relevant and specific evidence to defend the claim for the deliberation or debate.

Building Towards It!

Justification

One version of the Hot Seat activity to build student comfort levels with voicing their opinions and justify their thoughts.

Check the intranet folder for this session for the complete resource.

<p style="text-align: center;">Hot Seat: Student-Generated Interactive Questions and Conversation Activities</p>
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Overview

For students who are eager for more speaking practice, using an interactive, conversational activity like “Hot Seat” can give them opportunities to communicate authentically in English, to practice targeted grammatical structures or vocabulary, and to get to know each other on a more personal level. Little preparation is required, particularly if the class learns and follows the Hot Seat routine on a regular basis. For students who have limited experience in the classroom, this student-led process of asking and answering questions, turn-taking, clarifying misunderstandings, and taking responsibility for practicing English provides an excellent opportunity to learn classroom protocol and behaviors. This document explains how to conduct the Hot Seat activity and describes how one adult ESL class completed their own authentic Hot Seat activity. It concludes with extension activities and variations of the Hot Seat activity for different student populations.

Description of the Hot Seat Activity

To begin, the teacher and/or students decide on a specific conversation topic to frame the activity. This topic may be related to the current textbook or life skills unit (i.e., shopping, health care, holidays) or focused on a particular language structure being studied (i.e., the past tense, conditionals, or descriptive vocabulary). One student volunteers to sit in the “Hot Seat” chair in the front of the room. While in the Hot Seat, the student has control of the class. She is responsible for calling on students who have a question and addressing them directly by name, rather than looking at the teacher to facilitate the communication. The audience is responsible for listening to one other’s questions and helping one another to ask culturally appropriate questions, to incorporate pre-determined themes, vocabulary, or grammar structures as much as possible, and to avoid repetition of questions.

Right is Right – Lemov Strategy

“**Right Is Right** is about the difference between partially right and all-the-way right—between pretty good and 100 percent. The job of the teacher is to set a high standard for correctness: 100 percent. The likelihood is strong that students will stop striving when they hear the word *right* (or *yes* or some other proxy), so there’s a real risk to naming as right that which is not truly and completely right. When you sign off and tell a student she is right, she must not be betrayed into thinking she can do something that she cannot.

KEY IDEA

Right Is Right

Set and defend a high standard of correctness in your classroom.

More: <https://www.inkling.com/read/teach-like-a-champion-doug-lemov-1st/chapter-1/technique-2-right-is-right>

Language of the Discipline

Vocabulary Stations

Check intranet folder for this session for a presentation from Kelly Thomas's 2013 presentation at the Community of Practice for ideas for Vocabulary building stations. Sample slides below:

Station One: Taboo

1. The leader will have a vocab card. They will have to describe the things on the card without saying the forbidden words written on the card.
2. The person who is the first to guess the vocab word gets the card.



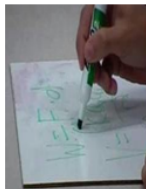
Station Two: Drawing Conclusions

1. The leader will pick a card.
1. They will draw a picture to represent what the vocab word is.
1. The person who guesses the vocab word first gets the card.



Station Three: The Sentencer

1. The leader will pick a vocab word.
2. The leader will read the definition
3. The players then have to guess the word.
3. Next each player needs to write a sentence that uses that vocab word correctly.
4. Everyone who uses the word in a sentence correctly gets a point.



Station Four: Inquizzator

1. The leader will pick a card.
1. They players will have to guess that word by shouting it out loud.



Vocabulary Tic-Tac-Toe: differentiation strategy for ELs and SPED

Vocabulary Review Tic-Tac-Toe

Draw a line (horizontal, vertical, or diagonal) to choose your 3 tasks.

Draw pictures for each of this week's vocabulary words	Put this week's vocabulary words into groups	Paraphrase the definition for each of this week's vocabulary words
Write down a term related to each of this week's vocabulary words and why the terms are related	Write 1 complete sentence for each of this week's vocabulary words	Create flashcards for all of this week's vocabulary words
Find words that rhyme with each one of this week's vocabulary words	Create a collage representing all of this week's vocabulary words	Draw a comic strip using at least 5 of this week's vocabulary words
<p>Remember:</p> <ul style="list-style-type: none"> You can only work horizontally, vertically, or diagonally. You may not skip around. <p>Each square you complete is worth 33 points</p> <p>Using words correctly = 20 points Completing the task correctly = 8 points Neatness = 5 points</p>		

Questioning

Question stems – Cognitive level

Cognitive Level	Useful Verbs	Sample Question Stems
<p>Knowledge Recognizing and recalling information. (E.g., when shown an exclamation point, a student will identify it by name)</p>	tell list describe relate locate write find state name	What is ...? Where is ...? How did ... happen? How would you show ...? Who were the main ...? Which one ...? How is ...? When did ... happen? When did ... ? Can you select ...? Can you list three ...? Who was ...?
<p>Comprehension Understanding the meaning of information. (E.g., the student can describe the use of an exclamation point.)</p>	explain interpret outline discuss distinguish predict	How would you classify the type of ...? How would you compare ...? contrast ...? Will you state or interpret in your own words ...? How would you rephrase the meaning ...? What facts or ideas show ...? What is the main idea of ...?

	restate translate compare describe classify	Which statements support ...? Can you explain what is happening ...? Why did ...? What can you say about ...? Which is the best answer ...? How would you summarize ...?
Application Using information (E.g., the student can use an exclamation in a sentence)	solve show use illustrate calculate construct complete examine classify	How would you use ...? What examples can you find to ...? How would you solve ... using what you have learned? How would you organize ... to show ...? How would you show your understanding of ..? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? What facts would you use select to show ...?
Analysis Dissecting information into its component parts to see their relationship (E.g., the student can identify an exclamation point's misuse in a paragraph)	analyze distinguish examine compare contrast investigate categorize identify explain separate advertise	What are the parts or features of ...? How is ... related to ...? Why do you think ...? What is the theme ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw ...? how wold you classify ...? How is the function...? What evidence can you find ...? What is the relationship between ...?
Synthesis Putting components together to form new ideas. (E.g., the student can use exclamation points, question marks, and periods appropriately in a piece of writing.)	create invent compose predict plan construct design imagine improve propose devise formulate elaborate estimate	What changes would you make to solve ...? How would you improve ...? What would happen if ...? Can you elaborate on the reason ...? Can you propose an alternative ...? Can you invent ...? How could you change (modify) the plot (plan) ...? What could be done to minimize (maximize) ...? What could be combined to improve (change) ...? How would you test ...? Can you formulate a theory for ...? Can you predict the outcome if ...? How would you estimate the results for ...? Can you construct a model that would change ...?
Evaluation judging the worth of an idea. (E.g., the student can evaluate the effective use of exclamation points in creating the mood in a descriptive passage.)	judge select choose decide justify debate verify argue recommend discuss determine prioritize access	Do you agree with the actions ...? How would you prove ...? disprove ...? Would it be better if ...? Why did they (the character) choose ...? What would you recommend ...? What would you cite to defend the actions ...? How could you evaluate ...? How could you determine ...? What choice would you have made ...? How would you prioritize ...? What judgment would you make about ...? What information would you use to support the view ...? How would you justify ...?

Ready for It!

Now how do I actually put it together?

Setting Norms

You could present students with the list:

- Be prepared:
 - Have materials and follow along
 - Prepare questions
- Use EVIDENCE!
 - Cite evidence (page #)
 - Explain evidence (this shows that)
- Speak like a Scholar
 - Disagree respectfully
 - Add to what your classmates are saying
- Ask Questions
 - Justification (why do you think)
 - Clarifying (What did you mean by)
 - Explanation (Can you explain what you meant by)
- Take turns speaking
 - Include others (what do you think about)

Or you could come up with norms with your students. If you think your students might have a tough time with setting norms, it might be helpful to watch a video of a Socratic seminar to aid the process. Below is a link to a video that shows some good things and areas for improvement during a Socratic seminar, along with a debrief guide.

Video: EHS English 2P | 1st Socratic Seminar Q1

User: [msapigo](#)

http://www.youtube.com/watch?v=00v5walh_LQ

AS YOU READ, ANNOTATE ON THE PAGE. **+** FOR SOMETHING THAT WENT WELL, AND **-** FOR SOMETHING THAT DID NOT GO WELL.

Student #1: I have another quote that shows that men are violent... Like in page 38, second wife merely cut a few leaves off the banana tree to make some food and she said "Without further

agreement, Ocambo gave her a beating,” which means that Ocampo has like superior... and he beats whoever he wants to beat.

Sky: Well, I have another quote on page 13, “his wife especially the youngest lived in perpetual fear of his fiery temper and so did his little children,” so that shows that he does rule in his household and that everyone under him is treated like... they’re not treated with enough respect, in my point of view.

[Student #3]

Student #4: I actually disagree with Sky’s, what Sky was saying earlier, I don’t think that, uh, the lower, the other people in the family besides Ocampo are disrespected, I just think that if Ocampo gives off respect and if he feels he is disrespected back, he lashes out...

Sky: So what makes you think that that’s okay?

Student #4: It’s not okay, I’m just saying that I don’t really think they’re disrespected in the sense of manners, I just think like well, you know...

Student #5: Well, it was okay in their culture, but it wasn’t okay in our culture today.

Student #1: Do you agree with that Soria?

Soria: Me?

Student #1: Do you agree with what they’re saying?

Soria: Yes... um... because ... um... [laughter from other students] Wait, um, what was his question?

Student #1: Do you agree with what they’re talking about?

Student #4: Well, okay, since she doesn’t know the question, we haven’t heard from Nick yet, Nick what do you think?

Nick: Well, I think that women are... it seems that women are... well it seems that women are the least significant things in the Ibo... and the men are the most powerful and they control mostly everything, just about everything and they don’t get penalized for what they do, and they beat women and stuff...

Student #6 : My idea... Oh go ahead...

Student #7: Men get titles and women can’t, so men get all the respect and all the pride while women just stay at home, cook and have kids...

Student #2: So no matter what the woman does, she doesn’t really get respected for what she does. She cooks, she cleans, she takes care of the kids, but she’s still not treated with enough respect.

Student #4: I don’t think it’s respect... I think she doesn’t get enough credit for what she does.

[Multiple students talking at once.]

Student #4: She doesn’t get enough credit for cooking and cleaning the house.

Student #?: Do you agree...?

Student #?: She actually doesn't.

Preparation

When partnering students, consider student ability levels with content **and** with speaking in a small/large group. Don't put all of your students who participate actively and ask a lot of questions in the first inner circle. Maintain a balance of voices to ensure the conversation flows. **You could also assign discussion leaders in each inner circle.**

Sentence Stems: Speak like a Scholar

Accountable Talk Sentence Strips

I agree with because....
I disagree because....
I'm not sure about.....
To play devil's advocate....
I'd like to add to what ... said....
I acknowledge....; however,....
Could you give an example of....?
Could you provide evidence for...?
Could you help me understand your comment with more evidence or an example....?
Could you tell me a little more about...?
How did you come to that decision....?
One question I have is...
You made an interesting point about.... I think....

Assessing Participation

Socratic Seminar: Peer Evaluation

Student being observed: _____ Observer (your name): _____

Positives:

During the seminar, mark an **X** for every time your partner displays one of the indicators below. At the end, please total each row. **Total:**

Evidence Based Argument	Student makes a strong claim in response to a question																
	Student refers to specific evidence from the text "In the article...it says.."																
	Student explains what evidence from the text means: "This shows us..."																
Collaboration	Student expresses disagreement/ agreement with ideas presented																
	Student explains why he/she disagrees/ agrees																
	Refers to someone in the circle by name																

Deltas:

During the seminar, mark an **X** for every time your partner displays one of the indicators below. At the end, please total each row. **Total:**

Interrupts another speaker																	
Clearly isn't listening to others																	
Says something rude to another person																	
Is distracting or off topic																	

Total positives: _____ *minus* **Total deltas:** _____ = _____

Record a few highlights from your **coaching conversation**.
What was an area of strength for your partner? What will they continue to work on?

Socratic Seminar: Self Evaluation

Set **two** personal goals for today's seminar. You can use the list below to help you, or create your own!

Goal Suggestions:

- To speak at least 3 times
- To track the speaker
- To ask at least 2 questions
- To use evidence from the text at least twice
- To take notes on others' comments
- To use appropriate terms
- To agree with another comment
- To disagree with another comment
- To add to another comment
- To ask for clarification
- To say "I've changed my mind," and explain why

Goal 1:

Goal 2:

Reflection:

Assess your participation in today's activity. **Highlight or circle** the behaviors you demonstrated below.

Positive Behaviors	Deltas
<ul style="list-style-type: none">▪ I was courteous and kind to others.▪ I paused and thought before speaking.▪ I listened to others tell their ideas.▪ I kept my mind open to other opinions.▪ I built upon what others said.▪ I used the text to support my opinion.▪ I asked questions about the text.▪ I felt comfortable speaking.▪ I acted as a positive role model for others.▪ I was prepared with my index cards.▪ I used people's names.▪ I took notes.	<ul style="list-style-type: none">▪ I interrupted others▪ I did not look at the person speaking.▪ I did not speak at all.▪ I talked too much.▪ I talked about subjects other than the text.▪ I did not listen to others.▪ I was rude or disrespectful to others.▪ I was not prepared for the seminar, with index cards and readings.

I believe my proficiency in this activity was

(Circle one) *Advanced* *Proficient* *Basic* *Below Basic* because

Did you meet your personal goals for today? How do you know?

What goal will you set for next time to improve the discussion? How will that help your cohort?

(From Teach For America – LA: Middle School Socratic Seminar resources)

Title of Text: _____

My Name: _____ Partner's Name: _____

Summarize 3 things that your partner said during today's Socratic Seminar:

- 1.
- 2.
- 3.

What did your partner do well today (see your scoring boxes below to guide you)? (Answer in 2-3 complete sentences):

What should your partner work on for the next Socratic Seminar (see your scoring boxes below to guide you)? (Answer in 2-3 complete sentences):

Please score your partner on a scale from 0-4 on the following items:

Socratic Seminar Requirement	4 (Excellent)	3 (Good)	2 (Average)	1 (Poor)	0 (None)
1. Participated in the discussion.					
2. Used a specific story or experience to support a proposition or claim.					
3. Respected the other speakers by tracking them.					
4. Asked questions to better understand the text/made connections to the text.					
5. Spoke loudly and clearly so that everyone could hear him/her.					
6. Invited teammates in to the conversation.					

Total Points: /24

Name _____ Homeroom _____ Date _____

Self-Reflection

Answer each of the questions below [5-sentence minimum for each response]
(topic, example, explanation, explanation, concluding sentence)

1. What do you think you did well on during today's Socratic Seminar?

2. What do you think you need to work on for the next Socratic Seminar?

3. How well do you think you prepared for today's Socratic Seminar? Why?

4. What grade do you think you deserve for today's Socratic Seminar, and why?

Holding Students Accountable: Outer Circle

Seminar Notetaking

Topic:	Date:
Ideas discussed and important quotations explained:	My own questions and ideas (? + !)

Tracking for the Teacher

Socratic Seminar:	#times participated	# of times norms broken (interrupt, side conversations, don't let others speak)	Participated meaningfully: Cite evidence Explain evidence	Performed EXCEPTIONALLY WELL in thinking critically/asking great questions	Use of LOD
1.					
2.					
3.					
4.					

Contact Info

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