

Ensuring Equitable Practices via Student Engagement

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Cahn Fellowship 2018-2019

Cohort 16

ABSTRACT

At P.S. 163 Alfred E. Smith, we have chosen to focus our Cahn Fellows project on using data analysis to ensure equitable practices. We define equitable practices as teaching practices that acknowledge a student's academic level - and social-emotional needs - and through the use of scaffolds and supports, presents children with rigorous, grade-level tasks. The staff created this definition and ensures that all equally envision the same outcome as it pertains to equitable practices in the classroom.

The first half of our Cahn project targeted "why" the work on ensuring equitable practices matters. Staff was presented with professional development sessions where they reflected on their journey in becoming educators, surfacing their implicit biases, and acknowledging school-wide data that highlights disproportionality in proficiency levels amongst racial subgroups. The second half of our Cahn project (in progress) targets how we create teacher tasks and assignments for our students that challenges them and provides them with productive struggle. At the conclusion of our Cahn project, our entire staff of P.S. 163 will have begun the journey on ensuring equitable practices. We say begun because equity is a broad word that entails of many facets and angles. Teacher mindset, academic expectation, student suspension, and so much more all connect back to equity. As a result, our Cahn project will live on at P.S. 163 as a journey that will challenge the staff to reflect and refine their teaching practices and beliefs.

INTRODUCTION

As we embark on this journey of ensuring equitable practices, our staff will understand more about each other, themselves and their implicit bias. Through the presentation of school-wide academic data, we want to bring awareness of the disproportionate outcomes that exist at P.S. 163. Our Cahn project targets staff understanding why the work on equity matters and how we implement equitable teaching practices.

P.S. 163 Alfred E. Smith is a Pre-K through 5th-grade school made up of four programs: Gifted and Talented (G&T), Spanish Dual Language (DL), General Education (G.E.) and Integrated Co-Teaching (ICT). Located on the Upper West Side of Manhattan, New York, the attendance zone at P.S. 163 includes both housing projects and luxury housing. The school serves approximately 550 students and compared to neighboring schools, and it is in the top 25th percentile based on NYS examination scores. Our teaching staff is predominantly experienced; half of the teachers in the school have more than fifteen years of teaching experience.

The school's vision is to "Nurture and support the opinions and ideas of our students." We believe that children learn best when they engage in meaningful activities, are allowed to share their thinking out loud and work collaboratively with others. As a result of our work with engagement and discussion protocols, P.S. 163 was identified as a host school via the Learning Partners Program in 2017 after being a learning partner school for two years prior. Also, New York State has recognized P.S. 163 as a reward school for the past four years (2015-19). The state has recognized P.S. 163 for closing the gaps in student performance on an accountability

measure between students classified as students with disabilities (SWDs) and students classified as mainstream.

STATEMENT OF THE PROBLEM

While current NYS ELA overall proficiency levels are at 62%, our SWDs are at 19%. The discrepancy is massive and of great concern. Furthermore, looking at subgroups with a lense on proficiency across racial groups revealed the following: White Students, 89% proficiency; Black students, 46% proficiency; Latino students, 45% proficiency. We want to close the achievement gap and support our students that are in most need. Through informal classroom visits (non-evaluatory visits), school administrators have noticed SWDs being given tasks that shift from the inferential and towards the literal. We believe that holding all students to the same standard of expectation despite their disability will accelerate student learning.

Additionally, feedback following a 2017-18 November PPO visit stated: "...there were missed opportunities to challenge all students in several class visits." During that particular PPO, six classrooms were visited. Half of the classrooms engaged students in activities that challenged their thinking. In those classrooms, students had opportunities to share, collaboratively solve through math problems, or use texts to support thinking. The other three classrooms presented similar lessons. However, not all students were expected to complete the same task. In some instances, SWDs were being held to a lower standard where they were only being asked to jot down facts from texts as opposed to adding their thinking and opinions on those facts. It is here that missed opportunities were present.

When we triangulate the data, it led us to believe that our neediest students are not having their academic needs met.. We believe that if we continually develop the instructional expertise of our teachers, then teaching will be strengthened and all students will learn in deeper and more meaningful ways. By supporting our teachers to achieve higher ratings in Danielson component 3C: Engaging Students in Learning, we believe that our school's already high level of expectations towards all students will reach unprecedented levels. We argue that if our entire teaching staff is provided with targeted professional development on equity and student engagement, instruction will be best tailored to meet the needs of all students leading to collective responsibility and accelerated student learning.

METHODS

In looking at NYS ELA data, we found that city-wide white students outperformed students of color. When compared to P.S. 163, we noted that our proficiency levels were more extensive than the cities (89% percent proficiency for white students compared to 46% proficiency for students of color) (Appendix A). Analysis of our school's PPO revealed that.. "...there were missed opportunities to challenge all students in several class visits." Danielson component 3c (engagement) was averaging 3.2 out of 4 school-wide (Appendix B). Of the three data sources we initially studied (state exam scores, PPO feedback, and Danielson 3c), two of the three data points revealed a need to address student engagement. This conclusion was based on the gaps

that exist between white students and students of color as well as PPO feedback. The outlier was Danielson component 3c as it was relatively high (3.2 out of 4).

After the first two months of school, to further support our research, we looked at the following three additional data sources - analysis of subgroup NYS ELA proficiency levels and suspension data (Appendix C). Student subgroup revealed significant gaps between the levels of proficiency between white students and students of color. Equity is a topic that encompasses many facets, and early on, we began to see the connection between student behavior and academic achievement. Analysis of suspension data revealed that students of color, specifically SWDs, were being suspended in disproportionate rates - higher than city-wide data. As of November 2018, SWDs accounted for more than 70% of all school-wide suspensions (city-wide average is 40%).

An analysis of the data following the conclusion of the first quarter of the school year led to the following conclusions: 1) there is a high level of urgency in sharing school-wide subgroup data, 2) the suspension policy needed to change immediately to stop disproportionate outcomes, and 3) staff should be provided with professional development to understand why the urgency in closing academic achievement gaps and the change in suspension policy are necessary. The focus on "The Why" this work as it relates to our Cahn project was confirmed as necessary before providing staff with "The How" we ensure equitable practices. We argue that if all staff internalize and believe in the urgency and the importance of addressing disproportionate outcomes for students of color than staff belief in all of our students' abilities will increase leading to a shift in outcomes.

THE WHY

One area that we could immediately impact was changing the current suspension policy. Before the 2018-19 school year, the policy as it relates to hitting was that if any student puts their hands on anyone, they will be suspended (suspensions includes teacher removal). As we entered into November, we had a spike in the suspensions (12 as we ended October). Analysis of the 12 revealed all to be of students classified as black and Latino. As we entered November, we changed that policy. The new policy was to look at each incident of hitting with a new lens: a) what were the mitigating factors?, b) what role did the adult play in the incident?, c) what are the identifiers of the student (e.g., age, SWD status, etc.). The outcome was an immediate drop in suspensions (Appendix D). In place of a suspension, there was an increase in 1) loss of communal lunch, 2) pre and post parent meetings alongside the student for consequences, and 3) use of at-risk counseling to support the student in verbalizing alternative options as opposed to hitting.

To support why this work matters, we created professional development sessions that targeted the individual. We began the work with an activity called Circles of my Multicultural Self. Staff members chose four critical aspects of their identities and answered the following questions: 1) Share a story about a time when you were especially proud to identify with one of the descriptors listed? and 2) Share a story about a time when it was especially painful to identify with one of the descriptors listed (Appendix E). Then, in October 2018, "Why did you come into the

profession of teaching?" was a session led by one of our school members. A third session provided an overview of implicit bias. Staff was made aware of unconscious assumptions we all carry within. As we entered the winter, all staff were finally presented with city-wide and school-data (Appendix A). The goal was to make the urgency tangible. However, the outcome was unexpected. Staff became resistant to the discussion on equity defaulting to vignettes such as: "Race has nothing to do with student outcomes. The issue is the home life," "I don't see color. I treat all children the same," and "I can't change what happens to students living in poverty." Statements such as these resulted in resentment amongst staff. Many members felt they were being blamed for the disproportionate outcomes that existed within the walls of P.S. 163. To support, in January I shared with the staff that they are correct in stating that we cannot necessarily change outside factors that impact our students, but we must hold ourselves accountable to what we do within our school. The final sessions on "The Why" was presented as opportunities for staff to share their ideas on how to close the gaps that currently exist within the proficiency levels of white students and students of color.

THE HOW

As previously mentioned, P.S. 163 has been part of the Learning Partners Program (LPP) since 2015. LPP is an NYCDOE initiative that was designed to promote interschool collaborative learning to improve the educational experience for all New York City students. When we began our partnership, the learning focus of the cohort was strengthening student-led conversations. Baseline data from our first cycle of learning revealed that student-to-student discussion was taking place 16% of the time and questions with multiple answers or approaches were asked 31% of the time. We recognized a strong need to enhance these areas if we wanted to elevate students' educational experiences. The LPP team brainstormed potential causes of the gap between our actual versus desired outcomes. We determined that while strong teaching practices were in place, our school needed to provide definitive structures and opportunities for classroom discussion. Driven to reinforce and strengthen the quality of classroom conversations, we tweaked and implemented two strategies observed during inter-visitation to other LPP schools: Open Discussion and Carousel. We joined forces with our school's grade leader (G.L.) team, including one teacher from each grade and the UFT representative, and worked together to provide professional development and brainstorm modifications to meet the needs of our diverse student population and programs. As a result of collective efforts, Carousel (Appendix F) and Open Discussion (Appendix G) became school-wide practices.

To continue helping our students increase their level of active participation, the LPP team began focusing on alternative engagement activities (Appendix H). We created a shared document in Google Drive that staff members could access and add to at any point in time. However, we kept thinking back to the discrepancy between the PPO feedback that.. "...there were missed opportunities to challenge all students in several class visits" and our average score of 3.2 for Danielson component 3c (engagement).

During a P.D. in October 2018 we reminded staff of the fact that all children should be presented with activities that challenge them and get them to engage with each other, build on each others learning and take into consideration the role the teacher plays in this process. We reviewed the

shared activities and supporting materials available. Then, in November 2018 the LPP team facilitated professional development on the four dimensions of engagement: behavior, cognitive, social and emotional by participating in a jigsaw activity highlighting how each dimension relates to the work we do in our class and how we can help all students be successful. They cited examples of moments when engagement has been activated and deactivated and ended the conversation by speaking about how the four dimensions of engagement relate to equity.

Following the session, the school administration re-normed Danielson 3C: Engaging Students in Learning. School administrators met to discuss evidence that best aligned with highly effective ratings. By analyzing low inference notes, it became evident that whenever student's voice was not only more prevalent but students were also observed sharing their personal opinions grounded in textual evidence, or mathematical practices, did ratings warrant the highest ratings. Previously, school administrators would rate observations of students engaged in discussion (e.g., turn-and-talk, share out time, etc.) as highly effective. What students were saying and doing was not grounded in facts but rather thoughts and opinions that lacked research. As a result, Danielson 3C: Engaging Students in Learning decreased to an average of 2.8 in May 2019, but more importantly, staff members were beginning to shift their mindset about what engagement looks and sounds like (Appendix B).

RESULTS

As we come to a close of our year-long Cahn project, the following has occurred: 1) student suspension has dropped, 2) Danielson component 3c has slightly dropped, 3) we have had an increase in P.D. related to equity, and 4) there is a qualitative increase in teacher expectation as it relates to student engagement (Appendix B, D).

Student suspensions have decreased from 22 in 2017-18 to 19 present day (we had 12 by the end of October '18). The removal of a previous no hit, no exceptions policy has had a positive impact on student learning. Suspensions are punitive measures that were negatively impacting student learning. The replacement has seen students engaging in discussion on alternative measures as opposed to hitting. The focus on student suspension has also led the school to revisit its at-risk policies and procedures as well as ensure all school-based support team members are providing at-risk services for students most likely to engage in a physical altercation.

Danielson component 3c dropped from 3.2 out of 4 at the start of the school year to 2.9 by the end. We attest this drop to the school community re-calibrating its expectations on what student engagement should look like and sound like. In addition, school administrators also began to reflect on the ratings they had previously given. As the work on revisiting Danielson component 3c took place, administrators began to list clear and tangible examples of what student engagement entailed of. The introduction of a math analysis rubric also impacted the re-calibration of ratings. Students were now expected to be engaged in activities where they are creating their math problems, providing various problem for solving solutions, and pushing each other's thinking.

The year-long P.D. calendar has been adjusted to support more work on equity. Each school is a living and breathing organism. Our school is in a "Raising Awareness" phase on the topic of equity. As a community, we do not want to dismiss the feelings of others. Our goal is to unpack the emotions and resistance some have towards work around equity. Once we have all listened to each other and applied the compass from Singleton's book, we will find ourselves centered and ready to move deeper into the discussion on equity.

During feedback sessions following classroom observations, there is an increase in the staff's expectation as it relates to student engagement. This is based on staff providing students with work that is more challenging and that would typically be reserved for "the students that are able to do the work." In two separate feedback sessions, teachers shared their lesson plan for upcoming formal observations. Upon reflecting, the group work that was initially planned for the "high" group was provided to all groups. What shifted? The teachers' beliefs that all students can do the work and the role the teacher will play during the lesson in providing the appropriate scaffolds so that the student can have access to the lesson's goal.

Initially, our Cahn project was to support our teachers in using data to create scaffolded instruction to support our SWDs. Following the first weeks of school, it became evident that more needed to be done in order to ensure equitable practices are implemented. At the start of the school year, we did not anticipate that equity would touch upon so many other elements such as teacher mindset, the definition of the phrase equitable practices, implicit biases, and more. We also did not anticipate the feeling of being lost and confused when trying to move forward with my staff on the discussion around equity. As a result, my Cahn project is now a journey. Our immediate short-term goals are to build staff background knowledge on equity.

REFLECTIONS

I have learned that ensuring equitable practices as a yearlong project will not be completed this current school year. The project is a journey that will push staff out of their comfort zone, analyze and acknowledge school-wide data that highlights gaps between racial groups, and further develop teacher mindset and instructional expertise.

It was during the December 17th P.D. that I experienced my most significant growth. I was presenting NYC DOE data that highlighted disproportionality in student proficiency levels across racial groups. When presented, this information was questioned first on the fact that some Spanish speaking individuals associate as Latino and not Hispanic, and second, why the focus on race as students' proficiency levels are attributed to factors outside of the schools. To these two questions, I acknowledged the concern by agreeing that some Spanish speaking individuals want to be referred to as Latino and that there are multiple factors outside of the school that impact student proficiency.

The goal for presenting the city data was to question it and to list wonderings (e.g., I wonder if the curriculum choice the school uses is the reason for discrepancy levels across racial groups?, I wonder if people's expectations have anything to do with the disproportionality across racial groups? etc.) to start to acknowledge what can we do at the school level to interrupt

disproportionality in schools. My Cahn project is centered on ensuring equitable practices school-wide. In having the staff come up with wonderings, I wanted all staff to ensure children are always being presented with a rigorous curriculum.

It was evident that as a whole, the focus on table conversations was focused on home life. Some comments heard included: "Students of color are performing lower because their parents do not read to them" and "The families do not help the kids do their work." When it came time to do a whole group share out, there were a variety of wonderings that equally put the focus on the outside school factors and the school itself (e.g., I wonder if the curriculum has anything to do with the gaps in proficiency? I wonder if kids are bored at school?, etc.).

After the December 17th P.D., I reflected on the following: why did some believe race did not matter? What leads a person not to believe that skin color does not matter? What can I do to continue to move forward while acknowledging the fact that a wrong step could lead to the entire school community taking five steps backward?

In reading John Krownapple's book *Guiding Team's to Excellence with Equity*, my growth came in understanding why some people show resistance towards the work on equity: a) fear of learning what is underneath surface thinking, b) concern about possibly having contributed (unconsciously) to the systemic oppressive structures that exist today, c) learning that some have lived privileged lives (feeling guilt), or d) reliving traumatic experiences.

My personal growth came in realizing why I had personally been so reluctant towards the work around equity. Before starting my Cahn project, I was afraid about the discussion around equity. I believed it was because I was not as well-versed and not experienced in managing people's reactions to the topic. I had become part of what maintains systems of inequitable outcomes in place. I did not address nor talk about the issue. In doing my self-reflection, I came to realize that what had truly been holding me back is acceptance of the experiences I had as a male, Latino growing up in America. As I reflected and re-surfaced multiple "jokes" and biased statements made towards me that I faced what I had been ignoring for many years. I was ashamed, hurt, and bothered by experiences where I was being belittled. What was more upsetting was that I did not address any of these moments. My reaction was to smile and laugh along.

Today, I am a different person. I have accepted that if I am not to blame for inappropriate comments and derogatory jokes that were made over the years. Today, I am someone that has grown to face derogatory statements, comments, and jokes head on. I choose to address them by making I statements (i.e., I feel bothered by what you are saying.). I have also chosen to lead a life that supports others in unpacking and understanding the impact of the words and actions (implicit bias) they make.

ACKNOWLEDGEMENTS

Altschul, Ilene

Our district 3 superintendent joined a Cahn team meeting in November 2018. After sharing our work, Ilene recommended the team disaggregate our data into subgroups. She recommended looking at the proficiency gaps that exist between our white students and of color, to look at the level of expectations between teacher and students, and the tasks students are presented on a daily basis.

Duer, Sarah

During the fall semester, Sarah conducted her administrative internship through Bank Street College. Sarah was an active member of our Cahn and equity team meetings. She supported us in disaggregating data and creating professional development sessions on equity.

Fergus, Eddie

Dr. Fergus supported PS 163 as a member of the incubator school project in district 3. Our focus was on using data to bring awareness to issues related to disproportionate outcomes. Through “Solving Disproportionality and Achieving Equity” Dr. Fergus share strategies to find the root cause of disproportionate outcomes.

Foy, Jonathan

As a member of the Office of Equity and Access, Jonathan was a constant soundboard for my ally and equity team. Jonathan would listen and guide our team to create professional development sessions that raised awareness around the topic of equity. He supported my skills as a facilitator on cultural proficiency.

Fucigna, Allyce

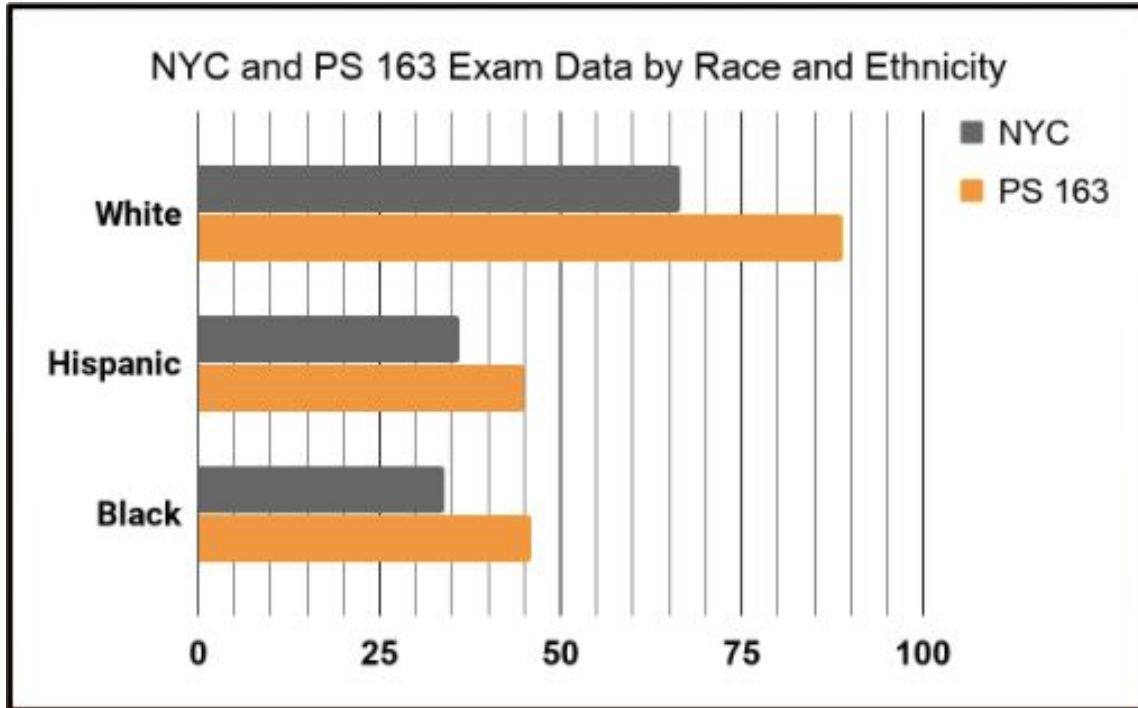
As a veteran educator and Model Teacher with the Learning Partners Program, Allyce strongly supported the work around engagement as it related to equitable practices. She facilitated professional development sessions with staff, shared her connections to the work around equity and experiences as an educator and most importantly brought her passion to the forefront of the work as far as believing *all* students are capable. For the end-of-year Cahn presentation, Allyce was one of the presenters representing the yearlong project.

Opong, Tiffany

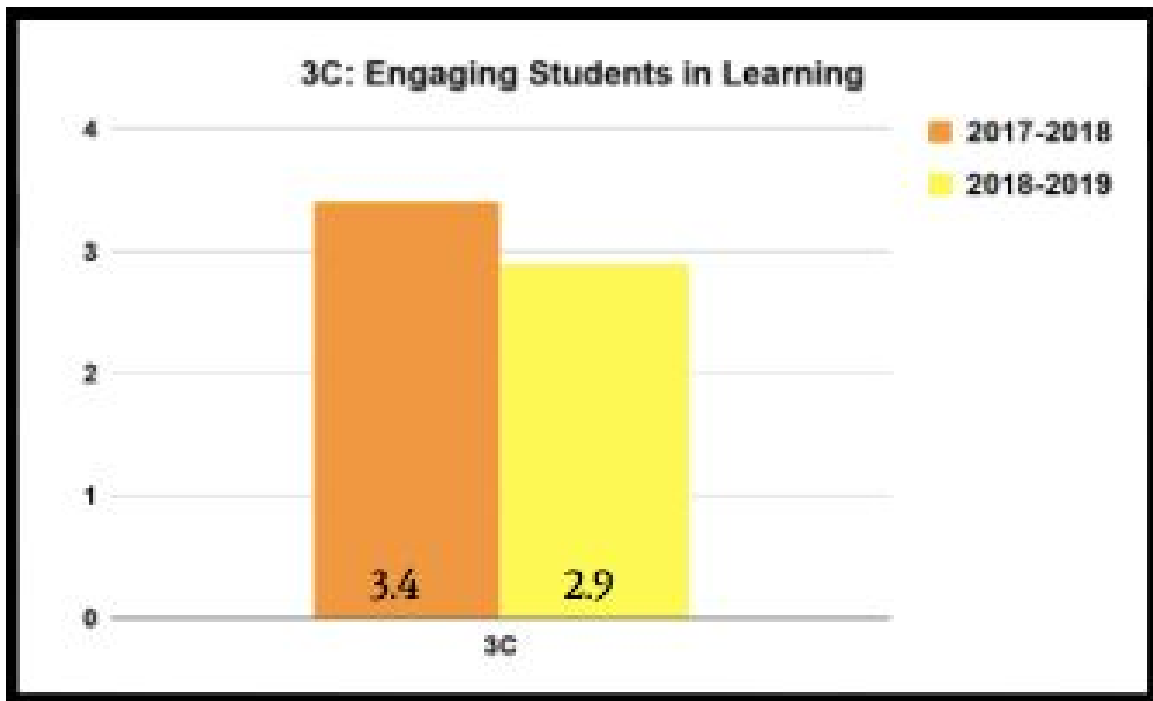
In 2016, Ms. Opong started as our English as a New Language (ENL) teacher. She approached the principal about starting an equity team to begin the discussion on disproportionality and implicit bias. Over the past two years, Tiffany has led the equity team, created professional development sessions that support the staff on understanding their “why did I go into teaching,” and about implicit bias. For the end-of-year Cahn presentation, Ms. Opong was one of the presenters representing the yearlong project.

APPENDIX

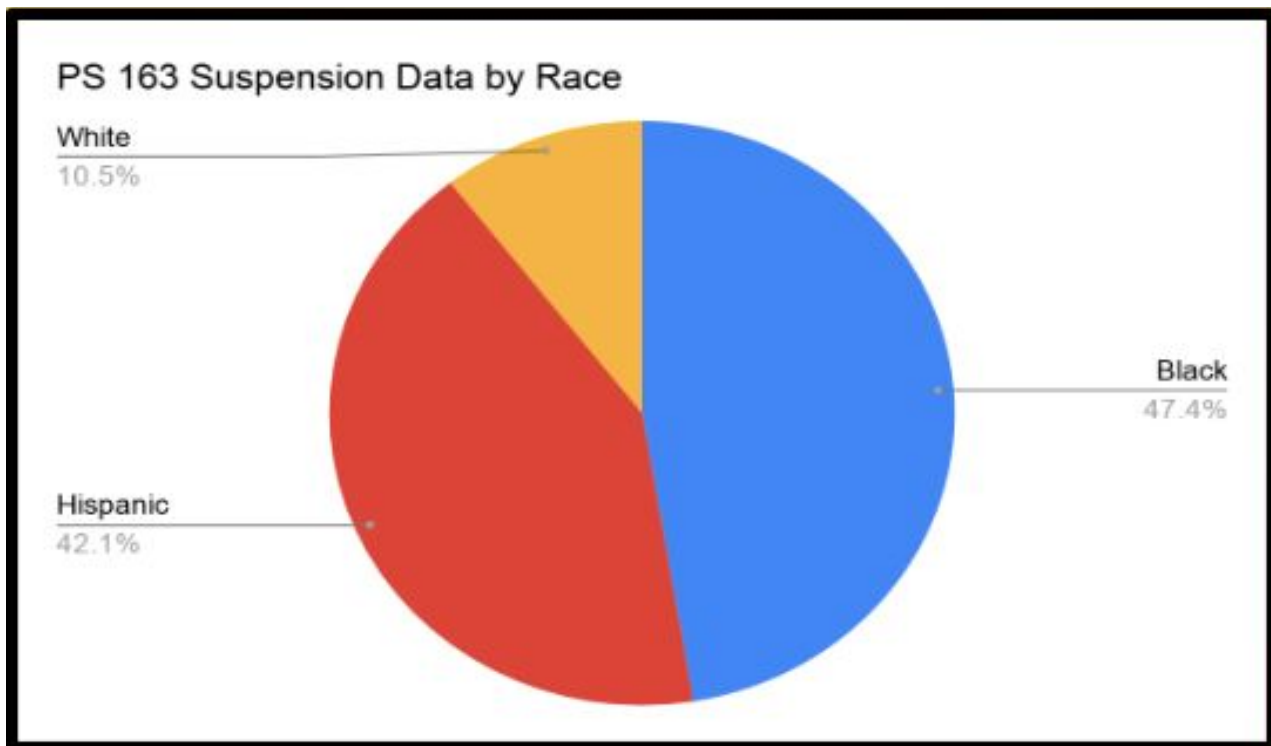
APPENDIX A



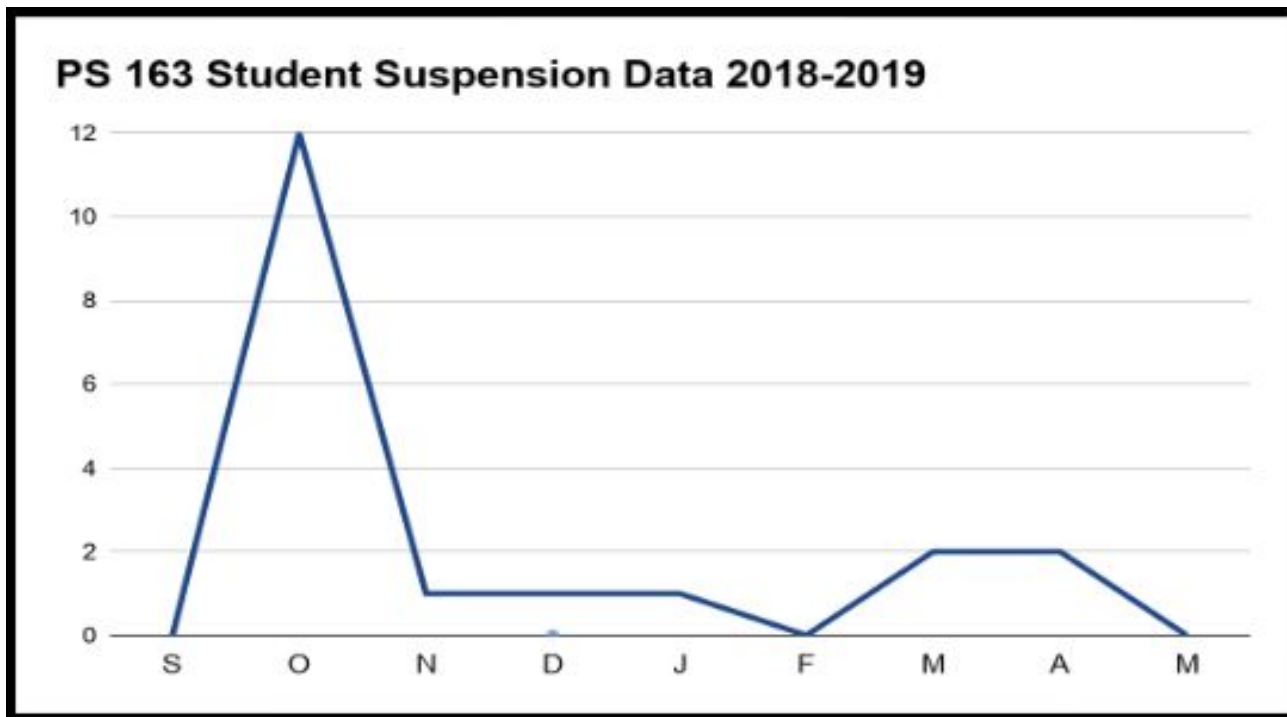
APPENDIX B



APPENDIX C



APPENDIX D

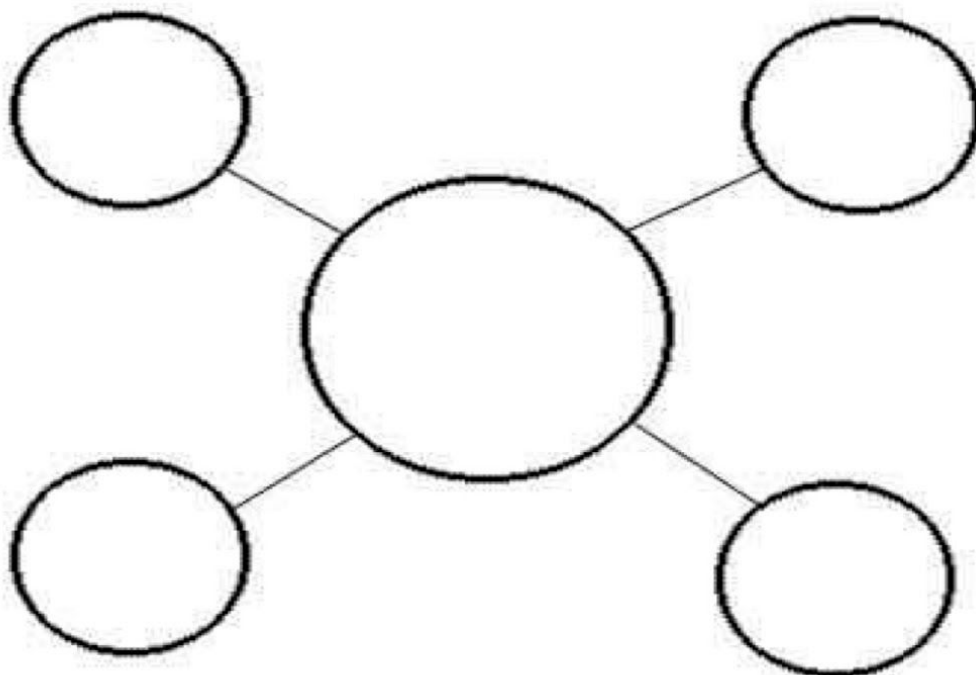


APPENDIX E

Circles of My Multicultural Self

This activity highlights the multiple dimensions of our identities. It addresses the relationships between our desires to self-define our identities and the social constructions that label us regardless of how we define ourselves.

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles -- an identifier or descriptor that you feel is important in defining you. This can include anything: Asian American, female, mother, athlete, educator, Taoist, scientist, or any descriptor with which you identify.



1. Share a story about a time you were especially proud to identify with one of the descriptors you used above.
2. Share a story about a time it was especially painful to be identified with one of your identifiers or descriptors.
3. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are. Fill in the following sentence:

I am (a/an) _____ but I am NOT (a/an) _____.

(So if one of my identifiers was "Christian," and I thought a stereotype was that all Christians are radical right Republicans, my sentence would be:

I am a Christian, but I am NOT a radical rightwing Republican.

CAROUSEL

- **Go to your group.**
- **Read the question.**
- **Have a collaborative conversation about the topic.**
- **Agree on an answer.**
- **One group member records the answer with details.**
- **Continue the conversation until it's time to rotate.**
- **Rotate to the next question.**

Carousel

Carousel is an structure that allows students to interact and have a collaborative conversation while moving around the room stopping to discuss and record ideas.

Teacher Instructions

1. Write 5 questions on chart papers that you will then post around the room
2. Assign students to groups by counting off from 1 to 5
3. Provide each group with a different colored marker
4. Send each group to one of the chart papers to discuss the posed question
5. After a brief discussion, one member of the group records an answer on the chart.
6. After 4-5 minutes, have groups rotate to the next chart to discuss and record an answer.
7. Continue rotating every few minutes until all groups have discussed each question.
8. Upon returning to their original chart, the group should synthesize the information recorded and present it to the whole class.

Modifications

- fewer questions
- rotate the charts instead of the students
- work in homogeneous groups
- each student can record in a silent activity, with a discussion at the end
- assign group roles (leader, recorder, timekeeper, conversationalist, reporter)
- use the Collaborative Conversation rubric to guide the discussion
- Have students discuss but not write
- more time for each question
- discuss the questions as a class first
- preview the questions with some individual students first
- special education teacher or paraprofessional can rotate with group that needs more support

How to Begin in Your Classroom

- practice rotating around the room
- fishbowl--have one group model their conversation in the center of the rug with everyone else watching
- model how to record answers on the chart

APPENDIX G

Open Discussion Close-Up

A Whole Class Discussion, also known as "open discussion" takes place when the teacher poses a question or problem to the whole group, and allows students to grapple with the question, taking ownership of their own learning. Students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly.

What to Consider When Planning an Open Discussion

+ Physical space

- a. Typically, students sit in a circle.
 - i. Modifications:
 1. For classes with more than 20 students, create two circles instead of one (inner and outer circle). The inner circle discusses while the outer circle takes notes on the discussion.

+ Purpose

- a. "Open Discussion" can be implemented at different points in a lesson
 - a. **Beginning of the lesson:** Use "open discussion" to set the stage for learning or assess prior knowledge
 - b. **During the lesson:** Use "open discussion" to clarify or deepen students' understanding
 - c. **End of the lesson:** Use "open discussion" to assess students' understanding

+ Question

- a. Prior to the discussion, teacher will choose an essential question. The question should be open ended or a multiple response question. It's a good idea to anticipate student responses, reasoning, and misconceptions prior to the discussion.
- b. Teacher takes notes for supportive and evaluative purposes; asks follow-up questions. However teacher, questions are used sparingly and deliberately.

Establishing Norms for Open Discussion

✚ Communicating & Listening

- a. **Anchor Chart:** Create an anchor chart that lists the expected behaviors for communicating and listening. Review with students prior to each discussion.
- b. **Accountable Talk:** Have possible sentence stems that students can utilize during discussion. "I agree..." "I disagree..." "What do you mean by...?"
- c. **"Talk Chips":** Each student has a certain amount of talk chips to make comments. This is to ensure that mostly all students speak. However, students do not need a talk chip to ask a question. This is to encourage students to ask questions.

Adapting Open Discussion to Support Students' Needs

- ✚ **Modifications:** Open discussion can be modified to fit the needs of all learners. Consider oral language abilities, readiness for collaborative discussion, and etc.
- a. use of sentence frames
 - b. use of collaborative conversation rubric
 - c. review of specific academic language/vocabulary

Assessing During Open Discussion

- Teacher takes notes while the discussion is occurring to monitor student responses
- Students can use CCR (Collaborative Conversation Rubric) to self assess their discussion
- Teacher can use CCR or CCC (Collaborative Conversation Checklist) to assess students
- Teacher can have students use an Exit Slip at the end of the discussion.



APPENDIX H

Snapshot from shared Engagement Activities document

INNER-OUTER CIRCLE	DESCRIPTION
	Place students into two circles (one inside and the other an outside circle). The inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. The outside circle moves to create new pairs and the process is repeated.
	NOTES
	For lower grades, this offers students a great opportunity to have a variety of "Turn and Talk" partners. Therefore, it also provides a variety of unique perspectives. It also helps kinesthetic learners who need movement activities. I have modified the activity by pre-planning the questions to be asked during each rotation. Students should be provided with an ample amount of background knowledge prior to the discussion.
	OPTIONAL LINKS Inner outer circle protocol
	DIFFERENTIATION / MODIFICATIONS / SUPPORTS
<p>Modifications</p> <ul style="list-style-type: none"> • Modify the activity by pre-planning the questions to be asked during each rotation. Review the questions, provide peer models of possible answers, and also provide sentences prompts and starters if needed. <p>Mid circle stop and share-Stop between questions-provide peer examples, remind students of the protocol.</p> <p>Provide visuals for students to use-for example an image that is posted on the IWB board could be copied onto a sheet that children can travel with and refer to</p> <p>Students should be provided with an ample amount of background knowledge prior to the discussion.</p> <p>Mingle Pair Share-Rather than inner/outer circle, students are walking around room silently with music playing in the background. When music stops, students find partner closest to them and teacher poses questions, refers to pre-planned questions, and allows students to discuss question answer with their partner. When the two partners are done with discussion, the music and the process begins again.</p>	