

A Research Rationale for Refuting an Argument: 11th Grade Argumentation Lesson

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Introduction

Principal candidates taking OTL502: Learning Theories and Models of Instruction were assigned a dynamic task at the onset of the course. We were required to write a lesson plan based on the principles of Goodwin and Hubbell's (2013) *The 12 Touchstones of Good Teaching* for a cooperating teacher and then to observe the teacher as he or she taught the lesson. As a principal candidate, I chose to write a lesson for a first-year teacher in my PLC during our 11th grade unit on Argumentation and Research entitled Refuting an Argument. The lesson was planned as the midpoint of the argumentation unit, which included a study of Toulmin's classic model of argumentation, Aristotle's suggested use of satire, and an analysis of modern media's influence on American politics. I tried to consider during each step of the lesson-planning process how that step might apply in the future to a principal's responsibilities.

During **step one** of writing the lesson for this course, I determined which Common Core State Standards to cover for the Unit and unpacked those standards to generate a list of knowledge and skills students would need to master for the unit. I also determined lesson objectives and an essential question to guide students through the lesson. During **step two** principal candidates created, administered, and analyzed a pretest of unit skills. The cooperating instructors also had students use their assessment data to generate personal learning objectives for the unit, and then principal candidates had to predict students' level of success based on their level of performance on the pretest—and as a result of personal goal-writing. **Step three** required the addition of four tasks: to add strategies to re-engage students every ten minutes

during the lesson, to provide students at least one opportunity to choose their learning task from a menu of 3-5 choices, to align skills to real-world relevancy, and to engage/coach students toward mastery of their personal goals. During **step four** candidates were tasked with three additional tasks: to identify the rules and procedures for all tasks during the lesson, to explain the methods of specific, timely, non-evaluative feedback during the lesson, and to identify how often students would check their progress toward lesson and/or personal goal mastery. **Step five** required an additional three steps: to assure students had time to process and/or reflect every 15 minutes, to use the Six Essential C's of instruction (curiosity, connection, coherence, concentration, coaching, and context) in activity-review, and to estimate the amount of time needed for each lesson activity. **Step six** required principal candidates to finally observe their cooperating teacher teach the touchstone lesson and then to write a reflection including the observational report, student data on one touchstone, effective areas from the lesson, things that could have gone differently, and ways to use the touchstones in the future.

The first five steps of this process include essential planning tools, which work together to generate effective plans for either teachers or administrators, and using these guideposts to plan and review this lesson really did help me create one of the best lessons I've ever written. I recommend even veteran teachers try this method at least once every quarter, perhaps for their capstone lesson, to ensure the cornerstone of each unit is the strongest lesson it can be. I also recommend that principals consider each of these steps as individual initiatives for a 5-step semi-annual plan to use with their teachers one semester at a time to improve lesson-planning across their buildings. Principals could also use these planning steps to write their own professional trainings for staff. When used to prepare professional trainings and staff meetings, these same steps could revolutionize the training industry. The final step can also be used by administrators

to improve the observation process so it aligns each year with the developmental resources teachers use to hone their skills rather than being the exact same state form for each walk-through and observation in the classroom. If we use more meaningful tools and align our walkthroughs each year with our teaching initiatives so our goals as teachers and our goals as administrators are moving toward the same vision, we will truly revolutionize the educational industry; we might even change our world.

Step One: Planning with the End in Mind (Standards-Based Planning)

Introduction

As a principal candidate, I was tasked with finding a cooperating teacher, who would teach my lesson to her students while I observed her. A first-year teacher in my building, whom we will refer to as Linda, agreed to serve as my cooperating teacher. According to her pacing guide, Linda would be teaching an argumentation unit to her 11th grade students during the week of our observations, so I began planning my lesson for her students' needs.

Selecting Standards

The primary Common Core State Standard for 11th Grade English Language Arts argumentation is clear: "Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence" (CCSS.ELA.W.11-12.1a). However, the additional standards for the unit came from a variety of the standards. We knew that students needed to read model texts with good arguments to identify the parts of an argument before they wrote their own. Incidentally, one of the lowest reading standards for this class on their previous unit was the same standard: "Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text,

including determining where the text leaves matters uncertain” (CCSS. ELA-LITERACY.RI.11-12.1). Linda and I selected this standard as a core standard for the unit. We also thought students should analyze the quality of the arguments students read as their model texts and selected the standard for that skill: “Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging”(CCSS.Ela-LITERACY.RI.11-12.5). My cooperating teacher and I were not the only stakeholders involved in the 11th grade argumentation unit, though, so we consulted the other 11th grade teachers. The PLC for 11th grade agreed to focus on introductions as a skill based on grade-level writing data, so that standard was included: “Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to adding comprehension” (CCSS.ELA.W.11-12.2a). The entire English department for the school wanted to focus on clarity for a goal this year, so the standard for clarity also became a goal for the unit: “Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience” (CCSS.ELA.W.11-12.4). This goal also addresses style and organization, which are appropriate for the “purpose,” and because these are all essential argument skills, I agreed that this standard was essential for the argument unit. Revising was on the pacing guide from the district for this unit, so that standard was also included: “Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience” (CCSS.ELA.W.11-12.5). Another standard, which addressed students’ focus on their purpose for writing, seemed essential for argumentation, as well: “Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences”

(CCSS.ELA.W.11-12.10). My cooperating teacher’s class are an inclusion, team-taught class of special education students with several speaking and communication goals, several of which were not being addressed prior to this unit in ANY of their academic courses, and to correct this service problem, we also chose to include two speaking goals in the unit: “Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas” (CCSS.ELA.SL.11-12.1a); and “Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed” (CCSS.ELA.SL.11-12.1b). These two goals would accommodate the IEP goals of 13 students in the room and provide a framework for cooperative group learning for the entire class at the same time.

Unpacking the Standards

After addressing the needs of all stakeholders in the school and selecting the standards for the students involved, I unpacked the standards into a list of skills and knowledge and charted each into columns:

Unpacked Skills:	Unpacked Knowledge:
Identify claims in a text	Understand claim
Write an original claim	Know the significance of current issues and the claims on each side
Explain in writing the significance of a claim	Know the rules of argument structure
Individualize or distinguish original claims	Understand counterclaim
Create a logical structure to support original claims	Understand reasons
Create a logical structure to discuss claim,	Know evidence

counterclaim, reasons, and evidence	
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Essential Question

After unpacking the unit standards into skills and knowledge, I was able to sketch a unit in accordance with the district pacing guide for 11th Grade Unit 3: Argumentation and Research and plan a lesson, which could be moved up or down the timeline without hurting other learning because the lesson was somewhat “inclusive” (meaning it is a closed lesson, done nearly in one day) and because its skill was third-most important to master for students (refutation does not have to be mastered until college). To complete the end-planning of the lesson, I wrote a thoughtful essential question for students, hoping they could write a better, more personal one on the actual day of the lesson: How do published authors use concessions and refutations to refute arguments? How will this skill help me achieve my personal learning goals?

Conclusion:

Planning with the end in mind is an essential skill for lesson-writing, and as a principal candidate, it is important to take this skill forward to the next level. Just as students need their teachers to plan with the end in mind, teachers need the same thing. They need administrators who consider the quality standards before they conduct walk-throughs, observations, mid-year reviews, and evaluations to ensure they are guiding their teachers effectively toward effective development of their craft. Even more important, teachers need principals, who plan their professional development with the end in mind, consulting not only the quality standards as a whole—but the specific quality standards of each teacher—when they plan staff development to ensure their trainings will help their teachers grow toward their annual professional growth goals. As a principal candidate, I can clearly see how planning with the end in mind is a skill, which

will follow me to the next level of my career in education and how it can dynamically improve professional development for teachers if it is used effectively by principals.

Step Two: Using Student Data to Predict Success

Introduction

Step two of the lesson-planning process required principal candidates to observe their cooperating teachers as they administered a pretest. Then candidates analyzed student data from the assessment and predicted what student learning outcomes would be after students completed the lesson based on the principles of *The 12 Touchstones of Good Teaching*.

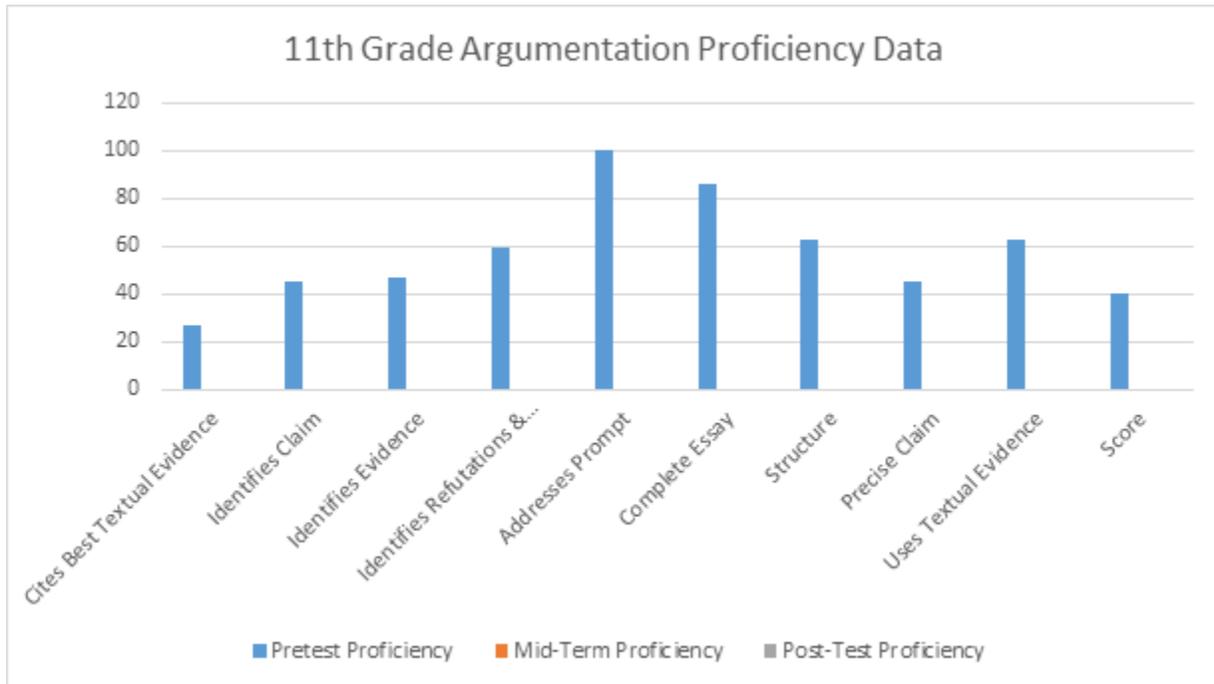
Observation

I observed my coordinating teacher administer the formative assessment to an inclusion classroom with 22 students, 13 of whom have IEP's. The class is particularly low in writing according to their IEP's, and they have an educational assistant, who provides additional help when they are working. My coordinating teacher read the directions aloud and had students take the assessment on their Chrome books. The assignment was administered in Google Classroom. Students had 90 minutes to finish the assessment, which asked one multiple choice question to assess students' ability to select the best textual evidence to support analysis of an author's claim, one graphic organizer asking students to identify the components of a classical argument (a skill taught in 10th grade and reviewed during this unit), and one essay question requiring analysis of a text's argument.

Assessment

I graded the assessments after administration and plotted the data in a spreadsheet, using a 1 for "grade level proficiency" and a 0 for lack of proficiency. Then I organized that data into a table and graphed the data using a bar graph. The data clearly identified which unit skills the

students had mastered as a group and which skills were significantly lower than others. Based on the data, seen in the graph below, students needed remediation for the skill of citing textual evidence:



This group of students did not select the best evidence from the list provided in the multiple choice item, and their teacher affirmed this finding, stating that students rarely found “salient” details to support their analysis of a text and worried that they would not master this Common Core State Standard by the end of the year. The standard asks students to “Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain” (CCSS. ELA-LITERACY.RI.11-12.1), and it is the primary standard for this unit.

Other Data: Spreadsheet for Data Collection with Students’ Names Removed:

Cites Best Textual Evidence (Multiple Choice)	Identifies Claim and Support	Identifies Meaningful Textual Evidence in an Argument	Identifies Refutations and Concessions	Addresses Prompt	Complete Essay	Structure	Precise Claim	Textual Evidence	Sum	Score
0	0	0	0	1	0	0	0	0	1	1
0	1	1	1	1	1	1	1	0	4	2
0	1	1	1	1	1	1	0	0	3	1.5
1	1	1	1	1	1	1	1	1	5	2.5
1	1	1	1	1	1	1	1	1	5	2.5
0	0	0	1	1	1	1	1	1	5	2.5
0	0	0	1	1	1	1	0	1	4	2
0	0	0	0	1	1	0	0	0	2	1
1	1	1	1	1	1	1	1	1	5	2.5
0	0	0	0	1	1	0	0	0	1	1
0	1	1	1	1	1	1	0	1	3	1.5
0	0	0	0	1	1	0	0	0	1	1
0	0	0	0	1	1	1	1	0	3	1.5
1	0	1	1	1	1	1	1	1	5	2.5
1	1	1	1	1	1	1	1	0	4	2
0	0	0	0	1	1	1	0	0	2	1
0	0	0	0	1	1	0	0	1	3	1.5
1	1	1	1	1	1	1	1	1	5	2.5
0	0	0	0	1	1	1	1	0	3	1.5
0	1	1	1	1	1	1	1	1	5	2.5
0	0	0	0	1	1	0	0	0	1	1
0	1	1	1	1	1	1	1	1	5	2.5
0	0	0	0	1	1	1	1	0	3	1.5
0	0	0	0	1	1	0	0	1	2	1
0	1	1	1	1	1	1	1	1	5	2.5
27%	45%	47%	59%	100%	86%	63%	45%	63%	Average 4	Average 1.8 Median 2.5

Skill from Assessment	Class Percentage
Cites Best Textual Evidence from Grade-Level Reading	27%
Identifies Claim and Support	45%
Identifies Meaningful Textual Evidence in an Argument	47%
Identifies Refutations and Concessions	59%
Addresses Prompt	100%
Complete Essay	86%
Structure	63%
Precise Claim	45%
Textual Evidence	65%
Score	2 (out of 5)
Mode Score	2.5 (out of 5)

Predictions:

My prediction based on student data was that students would achieve 15% gains and obtain roughly 40% proficiency or higher on the target skill of citing best textual evidence and

that students will obtain a 60% or higher on writing a precise claim. Goodwin and Hubbell (2013) argue that clearly-stated objectives “will get them a little closer to something they’ve determined they want to accomplish” (p. 30).

Prioritizing Instruction:

Based on the data from the pretest, I advised my coordinating teacher to focus the argument analysis portion of instruction on citing the best evidence to support the analysis of the claim, which was the lowest proficiency skill for the class. Prior to teaching identification of the components of an argument, the students’ prior knowledge of those areas seems high, and their proficiency should naturally rise with clear, focused instruction of those areas. For the writing portion of the unit, this group of students seems to need remediation on writing a precise claim. My coordinating teacher reported that students in this class forget to place the claim at the end of the introduction, which is a major reason that their claims do not currently count as precise. I advised her to focus writing instruction to address this class need.

Conclusion:

Assessing student data to plan instruction on a classroom scale is a tiny slice of the much larger pie for principal candidates, who will look at student data each year to plan school-wide initiatives based on building data. We will need to look not only at our district plans based on the state’s evaluations of our districts, but we will also need to analyze our individual building’s student data as well as our staff’s professional evaluations from the previous year and any resultant growth plans, which we will need to implement for our teachers. We will need to manage data for a diverse population of individuals to ensure that our students continue to show academic growth and that our teachers continue to show professional growth (not to mention

ourselves). Planning a lesson for my cooperating teacher based on her students' data only reminded me that data analysis is a tiny portion of what principals do each day.

However, I do think it is an essential portion of what they do. If principal candidates considered data analysis as another component of planning for good development, it could help them develop effective models for leading their future staff members toward professional growth in the future—and that would model effective growth for teachers to use in their classrooms with students, as well. Those practices would generate a climate of growth in the entire building.

Step Three: Planning for Student Engagement

Introduction

Step three in this process required principal candidates to plan their lesson, which cooperating teachers would implement in their classrooms, checking for student engagement every ten minutes, including at least one opportunity for student choice, including explicit real-world connections, and ensuring interaction with all students while they progressed toward their goals. I felt after completing this portion of the plan, that if all teachers would plan at least this much of their day and mindfully observe their students for engagement at specifically measured intervals of each lesson, they would be able to redirect students back to active learning in their classrooms with more success.

Engaging Students Every Ten Minutes

I wrote “Refuting an Argument” as a dynamic instructional lesson, which utilizes multiple teaching strategies. During the lesson students transition every 10-15 minutes from one learning activity to another and are rarely performing the same learning task for long enough to lose engagement. I’ve also provided directions for my cooperating teacher on what she can do during student-driven activities to monitor for time-off-task. A significant portion of the lesson

also takes place as cooperative learning groups because “few other instructional strategies are as theoretically grounded as cooperative learning” (Dean, Hubbell, Pitler, Stone, and Marzano, 2012, p. 35). These times allow all students to engage in their learning as teams, but they also allow the instructor to facilitate the learning of each group—and even each student—by checking in with each group and critically questioning all members of the team.

Allowing Student Choice

When students annotate their text for this lesson, they have five choices for annotating: 3-Read Strategy, General Annotation, Marking for Elements of An Argument, SQRRR, or SOAPStone, all of which are in their Google Drives, and all of which they’ve used in the past. Students are more willing to annotate a text and engage with that text if they’re comfortable with their note-taking strategy and if they feel they’ve been given a choice in how to engage with their text. Students also have the choice to read in pairs during this portion of the lesson as a form of differentiation, which will meet their IEP requirements during reading time.

Making Real-World Connections

To align the skills for this lesson to real-world relevancy, I have provided two times for the cooperating teacher to stop and address real-world connections directly. First, the instructor will stop and discuss Americans’ need to read and analyze media independently as part of their responsibility as citizens in a democracy, which is a core concept embedded throughout the argumentation unit. Second, the coordinating teacher will reinforce the value of Cornell Notes for the rest of education. Cornell Notes are a strategy this high school English department has made a commitment to use with fidelity during the second semester of this school year, and reminding students how useful they are to increase memory as well as speed of studying is a vital skill we want to reinforce as often as possible. Furthermore, we are trying to model Cornell

Notes as fun and effective, recognizing that students “appreciate when teachers are ‘happy and cheery’” and explain why skills are worth using (Goodwin and Hubbell, 2013, p. 88). We want our students to know they can use this specific skill in every academic domain to save time and be more successful for the rest of their academic careers.

Interacting with All Students

I have provided regular reminders in the lesson plan to interact with different students and to ensure that every student has had a meaningful interaction with the instructor before the lesson ends. Interaction with every student, every day on the high school level can be difficult, but good lesson planning and the use of cold-calling as well as “working the room” during group activities can provide that necessary interaction for every student, every day.

Conclusion

Lesson planning may be the most important skill for principal candidates to master before leaving the classroom for a leadership position. Principals have to plan the professional development opportunities for every teacher in their buildings—the very people responsible for improving the entire building’s student data. And these are scary people to train. Teachers can be the worst audience to engage—because they think they know everything about their jobs. At least students know they need to learn. As a principal candidate, I can see how the skills of engaging every ten minutes, offering choices for how to implement new initiatives, and the importance of having meaningful interactions with each of my teachers **MUST** happen daily. Even a simple smile and handshake at the door is better than nothing at all. And their professional development must be planned for them, about them, by me, or they will know, just like students know when we waste their time. It might even be worse for principals to waste

precious development time . . . because teachers have the educational background to know even better when it's being done to them.

Step Four: Establishing Norms for Procedures, Feedback, and Demonstrations of Learning

Introduction

Step five required principal candidates to explain classroom rules and procedures for the lesson, to clarify procedures for feedback during the lesson, and to specify progress checks throughout the lesson. I coordinated with my cooperating teacher to establish rules and procedures as we created a framework for cooperative group work in her classroom for the first time. I also provided multiple methods of student feedback throughout the lesson, most of which are not grade-based. Finally, I established multiple times at which my coordinating teacher could check for growth toward mastery of established learning goals, including a final demonstration of learning, which could also be used as a grade for the day's work.

Step One: Rules and Procedures for the Lesson in a Positive Learning Environment

Because my cooperating teacher already had established rules and procedures for her classroom, we worked together at the beginning of the argument unit to establish a plan for the classroom environment and to review her established norms with students as part of the unit preview.

The area that we changed the most was the classroom environment. We moved her desks into cooperative groups of five each and then used the pre-test data to group students by ability on that assessment, which would make differentiation faster for her and her team-teacher (since this class is a special education class with two teachers). When my cooperating teacher reviewed

expectations for behavior, she reiterated that talking should ALWAYS be about the learning objectives—that being in groups was not an opportunity to socialize. On the day that students were moved into groups, my cooperating teacher went over her expectations for good group work. Each group needed to elect a leader, who would ensure that everyone stayed on task. Each group would elect a time keeper to ensure that group work was completed and ready to share with the class by the time limit. Each group would elect a technology specialist, who would create their Google Docs and share them with the rest of the group so everyone could share in group note-taking and project creation (every student has a Chrome Book at our school, and they must have it charged and ready to use for each academic class). Groups could change roles every Monday. From that day on, Students would come to class and sit with their groups, ready to begin class as teams of learners. Each group would agree to follow the cooperating teacher's group rules and class rules during group work. The established group rules are:

- Listen to and respect the opinions of others.
- Always do your part for the group.
- Ensure your talking is about learning goals.
- We are responsible to help one another learn.

I selected these rules after consulting with my cooperating teacher because they establish a framework for what Sprenger describes as the essential skills for turning collaborative groups into power teams:

Team building is a process that, like most worthwhile endeavors, takes some time.

Placing students on teams and then immediately expecting them to be able to cooperate or collaborate simply is not realistic . . . Groups become teams only if the individuals are equally committed, are mutually accountable, and have

complementary skills. Teams can become power teams if they are also committed to personal growth and success (2010, p. 58).

Each of the rules helps students to understand that their group is their team, and on their team, they will help each other to succeed. Because I have been a coach for as long as I have been a teacher, I have been pulling “team mentality” into my teaching. Students like being a part of a team, and they like helping each other succeed. We all do.

My cooperating teacher’s class rules are short and clear. We did change her second rule together from “come on time, and be ready to learn” to “come on time, and be ready to focus on learning goals” because the language immediately focuses students on specific learning outcomes rather than generic learning. The other two rules for the classroom are “show respect to instructors, visitors, and fellow students at all times” and “always meet the school’s expectations,” which is a required rule for all classrooms on our campus.

The norms for group work, which my cooperating teacher reviewed with students, are to respect the opinions of others at all times, to work on their part of group work every day, to ensure that all talking is about learning goals, and to ensure that we are helping one another learn.

The discipline in this classroom is based on Dr. Jane Nelson’s model of Positive Discipline (2017). Under this model, most interactions for behavior are catching students doing “right” things and praising them for meeting the teacher’s expectations instead of calling on students, who are not meeting expectations: “Positive Discipline teaches adults to employ kindness and firmness at the same time, and is neither punitive nor permissive” (Nelson, 2017). When a negative discipline issue arises, the instructor immediately addresses the behavior as the

problem instead of the student as the problem and asks if the student will change the behavior. If students need redirection a second time for the same issue, the teacher takes them to the hall and explains that they had agreed to change the behavior and still have not done so. The instructor asks the student to change the behavior again and then reminds the student that a third problem will result in an office referral.

Step Two: Specific and Timely Feedback throughout the Lesson

This lesson was designed to provide several forms of feedback during the lesson and to do so in a way, which also focuses students' attention back on their learning objectives. Students receive feedback at the beginning of the lesson on their responses to the focus question and whether or not they relate it to their learning objectives--if they are learning intentionally—and documenting an understanding of the learning objective (Dean, Hubbell, Pitler, and Stone (2012, p. 19). Teachers also provide feedback on the selection of graphic organizers and the plan for reading the text successfully. Instructors provide specific feedback on the accuracy of identifying the parts of the argument and the strength of the refutations while students share those portions of the lesson out and redirect any imprecise answers. Finally, instructors provide feedback the next day on the reflection paragraphs students write at the end of the lesson. If students engage in the new learning 6-8 times for mastery, then they need at least 5 moments of feedback to redirect and refocus that learning toward the mastery target. Only one of these forms of feedback involves a grade at all, and it's a completion grade. As long as students write the reflection, their grade is full-credit. None of the other methods of feedback involve any grade.

Step Three: Regular Student Progress Checks Toward Goal Mastery

The lesson on writing refutations is designed to focus students' thinking back on their learning goals at regular intervals, as well. While students select a graphic organizer and read their text, the instructor critically questions students about their choices for organizers to help them focus their reading on their personal learning goals for the lesson. For example, a teacher could ask, "The SOAPStone organizer is a great choice for organizing your thoughts as you read. How will it help you review author's purpose, which is one of your personal goals for this lesson?" When students are done sharing their responses to the argument column, instructors should "cold call" certain students about how their completion of the argument column is building their mastery of the learning objectives, as well (Lemov, 2015, p. 249). Finally, students are asked at the end of the lesson to review their proficiency scale for the unit skills and check off any new skills mastered during the lesson.

Conclusion: Goal-Setting and Feedback Work Together

Revising this lesson plan to improve teacher feedback and constant connections between rules and procedures, environment, and learning outcomes only helped me to see that all instruction should truly work in a loop of goal-setting, which is constantly fed by good feedback of one form or another. When one goal is accomplished, another can be set. Principals inspire another set of individuals to set their goals: teachers. As a principal candidate, I will merely be providing feedback to a different set of people, and just like students, very little of it will be grade-based if it's good. Gotcha's don't work on teachers. Effective feedback is positive, just like Jones' model of discipline. It motivates by being positive, like good coaching. Catching teaching doing something right can change a staff much faster than catching one teacher doing something wrong, in other words. So providing regular, positive feedback by being present for consistent, regular walk-throughs where I'm looking for teachers doing something right, which is

aligned to their annual, personal goals, and providing specific feedback on how they can improve that practice further is the best way to take this teaching skill forward as a principal candidate. Principals truly could revolutionize education if they'd take some effective teaching practices and implement them more consistently as leadership practices on the building level.

Step Five: A Final Review for Processing Time, Purpose, and the Clock

Introduction

Step five required principal candidates to review their lesson plan one more time prior to the observation. Candidates were asked to evaluate their lesson to ensure they had given time for students to process their new learning every fifteen minutes. Candidates were also asked to analyze their use of the six C's (curiosity, connection, coherence, concentration, coaching, and context) to ensure all of their activities had a purpose. Finally, candidates needed to add a time estimate to each activity in the unit or lesson to ensure their planning was appropriate for the time allotted to their cooperating teacher. I began with the time requirement so I could use my time estimates to gauge how often reflection needed to occur on the timeline. Then I checked for processing and analyzed my activities for which of the six C's I had utilized.

Step One: Estimating the Time for Each Activity and Adding Processing/Reflecting Time for Students

To estimate the amount of time for each activity, I considered recent, similar activities in my team-taught classroom and how long those activities have taken. I also considered that my cooperating teacher is a first-year teacher, who might take longer to complete an activity. Stiliana Milkova (2016) recommends that new teachers "estimate how much time you will spend" on each specific activity in a lesson plan and to build extra "time for extended

explanations or discussions” in case instructors need to differentiate for a group of struggling learners. The lesson, including time for extended explanations for the group activities, should take 88 minutes, and my cooperating teacher has a 90 minute block, allowing 2 minutes for transitions into the two group activities. With a clear timeline for the lesson, I began to look at the fifteen-minute blocks to ensure that students had time to reflect and/or process their learning every fifteen minutes.

Before I registered for graduate school in 2016, I wrote my professional growth plan as a teacher for 2016. My primary goal this year was to include reflection and processing time in every lesson I wrote. When I reviewed my lesson for module 6, I realized I had included reflection time throughout the lesson on accident when I originally wrote it, so I used the lesson as evidence in my Professional Growth Plan that I had become autonomous at “reflection” this year. Kosta and Kallick define reflection as:

linking a current experience to previous learnings (a process called *scaffolding*). Reflection also involves drawing forth cognitive and emotional information from several sources: visual, auditory, kinesthetic, and tactile. To reflect, we must act upon and process the information, synthesizing and evaluating the data. In the end, reflecting also means applying what we've learned to contexts beyond the original situations in which we learned something (p. 141).

Reflection, in other words, is considering new information, drawing connections to prior knowledge to make it meaningful, synthesizing it so it fits coherently into existing knowledge, and learning how to use it in a variety of contexts. Reflection is mastery. My primary professional goal this year was actually to give students more processing/reflection time as part

of my instructional cycle because I noticed in early September that reflection had miraculously disappeared from my teaching. I began to research reflection and processing strategies and using them regularly. I began to use “wait time” during class discussions so students could think before answering a question. Lemov (2015) argues that wait time “can often save you time in the end, as it ensures that you start with higher-quality initial answers” to discussion questions (p. 244). I also wrote my own goal and met with my principal to establish my professional growth plan. I edited my lesson plans each week to ensure I was allowing appropriate intervals for reflection and processing for individuals, groups, and the whole class. And when I wrote this lesson 12 weeks later, I surprisingly found upon review that I had included reflection without having to think CONSCIOUSLY about it.

Step Two: Analyzing Activities for the Six C’s

All of the six C’s (curiosity, connection, coherence, concentration, coaching, and context) were represented by the end of the lesson’s activities, and occasionally, an activity represented more than one. My favorite of the six C’s is concentration because it provides students time to think about their learning with intent. Students will harness concentration in this lesson when they read their article. To motivate students to concentrate when they read, I have a quote in my classroom from Virginia Voeks about treating writers with respect: “Start with an intent to make the very most you can from whatever you read. Treat the author as you do your friends. When talking with a friend, you listen attentively and eagerly. You watch for contributions of value and are sensitive to them. You actively respond to his ideas with ones of your own. Together you build new syntheses” (Rusbult, 2011). In other words, we should listen closely to writers like we would to any other human being.

Students will also use concentration when they write their reflection at the end of the lesson. Writing offers a unique opportunity for processing time, depending upon the method. A recent study at the University of Stavanger suggests that hand-writing assignments, because it takes longer, affords students with more processing time, and therefore better reflection over new material: “Since writing by hand takes longer than typing on a keyboard, the temporal aspect may also influence the learning process” in ways the study did not address (Toft, 2011). Finding this study motivated me to add hand-writing as a differentiation choice to the lesson plan for slower-processing students. When we choose to think deeply about new learning, regardless of what technology we use, we engage at a higher level, and we master material faster. We also tend to get excited, and that excitement is contagious in a classroom. Motivating students to concentrate as individuals, groups, and as a whole class can ensure higher learning outcomes on unit goals. It also fosters reflection, which is vital to learning. Concentration on new learning motivates students to slow down and truly process new concepts, which allows them to make better connections to prior knowledge and even to synthesize that knowledge into a framework of their mastered learning. The six C’s work in tandem like a web rather than a list of learning strategies, which help students catch new skills, process them quickly, and place them into their toolbox of usable knowledge.

Conclusion

Once again, it is clear that these planning tools are just as useful for principals as they are for teachers. Principals must be mindful of the time they have allotted for meetings, and they cannot go over that time because doing so sends a message that their staff members’ time is meaningless to them. We also need to build reflection and processing time into our trainings instead of expecting adults to miraculously process new information and move on without

completing the learning cycle—even though we’re all teachers, here, and we all know the science of the brain, which says none of us do that, ever—never. Finally, we need to use the six C’s to evaluate our training plans after we write them and make sure each component really has a purpose. If a piece doesn’t have a purpose, we should delete it and stop wasting our staff’s time—time is precious. If principal candidates really start taking the tools of effective teaching and use them dynamically to transform leadership in education, we’ll truly revolutionize education.

Step Six: Observation, Evaluation of Student Data, and Reflection

Introduction

In the final step of implementing the touchstone lesson, I observed my cooperating teacher teach my touchstone lesson to her students while I observed her. Next, I met with her to go over the observation discuss student data on the demonstration of learning from the lesson as well as students’ interim assessment data, which my cooperating teacher had analyzed on January 23. Finally, I reflected on the entire process to determine how the 12 touchstones could be for administrators in the future.

Step One: Observation

To ensure my observation was based on the *12 Touchstones of Good Teaching*, I created a Google Form of my own based on the checklist from the text and used that form during the observation. I provided my cooperating teacher with a copy prior to the observation so she would be aware of how I was measuring each touchstone. She was most concerned during our pre-observation discussion that she would forget to have a meaningful conversation with each student by the end of the lesson—that she would somehow miss a student—and determined to

make a checklist of students and keep a specific record during the lesson to ensure did not miss any students.

My cooperating teacher, whom we will call Linda, clearly tied every activity to the standards and made strong connections to students' personal learning goals at every opportunity during the lesson. She ensured that students used their personal proficiency scales during the lesson and even had replacement copies for students in case they had left their copy at home. She set high expectations for student work but did not have a clear grade category established for students' writing assignment at the end of the lesson.

Linda used multiple methods of engagement at regular intervals during the lesson to engage all students, demonstrating strong command of engagement strategies, and she also demonstrated awareness of students, who wanted to sit on the perimeter in order to avoid engagement so she could redirect them to their assigned group seats as they arrived to class. Linda also met her personal goal of interacting meaningfully with each student at some point during the lesson. Linda used feedback to encourage effort during the lesson. Her feedback was not always clear, specific, or tied to the language of the learning objectives. Linda managed the classroom with limited interruptions and kept the focus on learning. The length of transitions was noticeable.

The time to find notes or materials for the next activity or to answer a question before moving onto the next activity were a notable factor during transitions. Once transitions occurred, attention to all six C's of good instruction were CLEAR! Linda coached 76% of students to their primary learning goal (concessions and refutations) and 67% to mastery of their remediation goal of a precise claim. Linda offered extensions for proficient students through reflection on their

learning goals. Proficient students were allowed to plan their next move, which is a research paper. Proficient students will begin writing early and may be allowed to develop a digital argument instead of a classical Toulmin paper if they have already documented their grade-level argumentation skills.

Step Two: Data Analysis and Student Learning Outcomes

After analyzing the pretest data, I predicted that Linda’s students would grow to 40% proficient on their goal of citing the best textual evidence to support analysis of a text and that they would grow to 60% proficient on writing precise claims. I plan for 15% growth during units of instruction when specific standards are targeted daily, and I generally see those numbers, so I hoped to see the same numbers again for my cooperating teacher. The numbers were nearly exact. Students were 43% proficient on their use of best evidence and 67% proficient on writing precise claims according to their data table after the lesson and after their interim assessments:

A	B	C	D	E	F	G	H	I	J	K
Cites Best Textual Evidence (Multiple Choice)	Identifies Claim and Support	Identifies Meaningful Evidence in Argument	Identifies Refutations and Concessions	Addresses Prompt	Complete Essay	Structure	Precise Claim	Textual Evidence	Sum	Score
0	1	0	0	1	0	0	0	1	2	1
0	1	1	1	1	1	1	1	1	5	2.5
0	1	1	1	1	1	1	0	0	3	1.5
1	1	1	1	1	1	1	1	1	5	2.5
1	1	1	1	1	1	1	1	1	5	2.5
0	1	0	1	1	1	1	1	1	5	2.5
0	0	0	1	1	1	0	1	1	4	2
0	1	0	1	1	1	1	1	1	5	2.5
1	1	1	1	1	1	1	1	1	5	2.5
0	1	1	0	1	1	0	0	1	3	1.5
0	1	1	1	1	1	1	1	1	5	2.5
0	0	0	0	1	0	0	0	0	1	0.5
1	1	1	1	1	1	1	1	1	5	2.5
1	0	1	1	1	1	1	1	1	5	2.5
1	1	1	1	1	1	1	1	0	4	2
0	0	0	0	1	1	0	0	0	2	1
1	1	1	1	1	1	1	1	1	5	2.5
1	1	1	1	1	1	1	1	1	5	2.5
0	0	1	1	1	1	1	1	1	5	2.5
0	1	1	1	1	1	1	1	1	5	2.5
1	1	0	0	1	0	0	0	1	2	2
43%	76%	67%	76%	100%	86%	71%	67%	86%	Average of 4	Average of 2.1 Median of 2.5

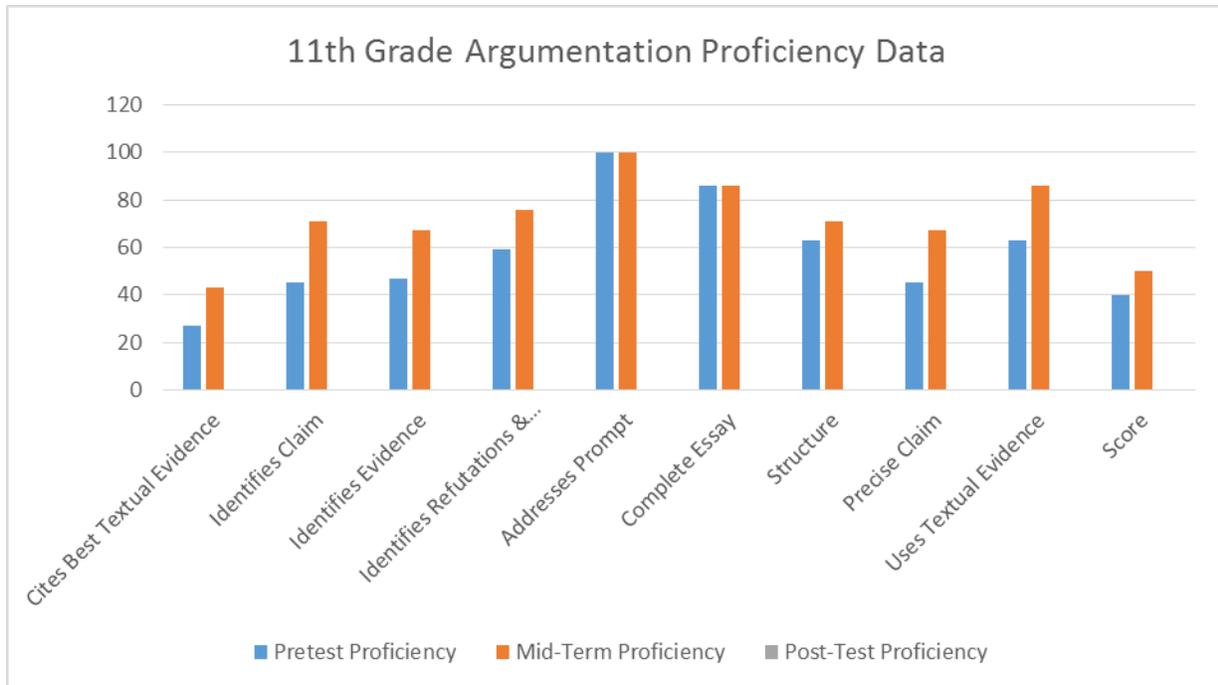
Skill from Assessment	Class Percentage
Cites Best Textual Evidence from Grade-Level Reading	43%

Identifies Claim and Support	71%
Identifies Meaningful Textual Evidence in an Argument	67%
Identifies Refutations and Concessions	76%
Addresses Prompt	100%
Complete Essay	86%
Structure	71%
Precise Claim	67%
Textual Evidence	86%
Score	4 (out of 5)
Mode Score	2.1 (out of 5)

Analysis of the student data after the lesson clearly showed that targeting students' lowest skills from the previous unit helped them to increase their proficiency during the new unit.

Furthermore, using the 12 touchstones during this unit of instruction to plan instruction with the end in mind, to engage students at all times, to ensure that students wrote meaningful personal goals connected to unit standards, and assessing students regularly and providing meaningful feedback aligned to unit objectives clearly increased learning outcomes for Linda's students.

Their proficiency on almost every skill increased by the midterm for the unit:



Step Three: Cooperating Teacher Feedback

As a principal candidate, I sought the opportunity to practice meaningful feedback after observing my cooperating teacher, and with her prior permission, I offered her feedback after her observation. Her biggest concern before the observation had been missing the opportunity to interact meaningfully with every student during the lesson, so I began our feedback by addressing that concern. Linda, due to her strong relationships with her students and due to her planning, had successfully interacted with each student—specifically about their learning—during the lesson. She knew she had spoken with each student because of her checklist, but she was concerned that she had not interacted “meaningfully” with each one, and she had managed to do so.

After addressing her biggest concern, I told her we should move next to the biggest area to grow, and then we would be done—because that’s how I coach. One big celebration, one big

area to target for growth, and that's plenty of feedback since most of us can really only fix one thing at a time, anyway. So I brought up feedback. Linda provided a lot of feedback to her students, but it was often, "Yes," or, "that's right," with a lot of body language to back it up. Students need more specific language from the standards and even details on how their examples met the standards. I provided her some examples from her own feedback and then ways that she could have responded with more specificity to be clear in her own feedback.

Finally, I asked Linda if she had any questions for me. She asked for a blank copy of my observation for so she could use it as a planning tool, and I shared it with her digitally. She also asked for a full copy of her observation, and I gave her that, as well, so she could address other strengths and challenges as she had time. But since feedback has more impact on student growth, it was more important to address as a growth opportunity this year than transitions—her only other area of significant need this year.

Step Four: What Went Well

Writing a lesson for a cooperating teacher to implement in her classroom for her students went much smoother than I had anticipated. I had many concerns writing a lesson for a group of students in the middle of their school year when I had no relationship with them—no information about their proficiency, their future career goals, their dreams, even their behavior. So when I saw their academic growth after the lesson, I was most pleased with learning outcomes. Nothing matters more to me as an educator than student data. It drives almost every decision I make as an educator—data doesn't lie. And the data from this instructional unit says implementing the 12 touchstones as planning tools positively affects student data. You see, my cooperating teacher, Linda, didn't just teach my lesson. She was influenced by my approach on the pretest.

She was influenced by the thorough lesson plan, which I gave her in December when I originally wrote it, and as a result, she used the 12 touchstones to plan from the beginning of the entire unit and used the touchstones from the beginning of this teaching cycle to transform learning in her room—the data changed, too.

The other surprise for me was the success of the observation form. Because I had never created an observation form, I was actually afraid of how clear (or unclear) the feedback from the form would be. I felt anxiety about using an original form and actually considered using a product from an online vendor or even one from my current district. None of these tools, however, had any meaningful connections to the 12 Touchstones, which were the guiding principles the lesson should demonstrate. After generating the form and performing an observation with it, I realized that to be meaningful, all observational forms need to be directly linked to the guiding principles and goals teachers are required to demonstrate each year. Principals have to generate meaningful, new “rubrics,” in other words, when they ask teachers to demonstrate meaningful, new skills.

Step Five: Things I Would Do Differently

When I originally wrote the Touchstone lesson, I failed to write a detailed rationale with rules and procedures for cooperative group learning because I had helped my cooperating teacher establish those rules and procedures before this lesson. She wanted to establish those changes at the beginning of Unit 3 and maintain that change for the rest of the school year. I failed to see that, like Linda, many teachers on the secondary level struggle to manage content delivery, classroom management, discipline, and coaching to proficiency while utilizing the cooperative

learning model, and that I had a platform through this assignment to share one method of doing so. When I revised this lesson, I provided a detailed rationale for cooperative learning.

As a principal candidate, I would recommend that future candidates be paired with a teaching candidate, and rather than writing a lesson at all, principal candidates should be coaching during the entire process as teacher candidates write a lesson. Principal candidates do need planning and writing skills, but they should be applying the 12 Touchstones to the planning and writing skills more appropriate to their futures. I would have been more challenged if I had been asked to write a professional development plan on how to implement the 12 Touchstones for teachers than by being asked to write a lesson plan using them—or I could have coached someone else to write their own plan and provided meaningful feedback each step of the way. Writing the plan so I could watch someone teach it never felt authentic. If I could change that one thing, I would change it in a heartbeat and observe teachers teaching lessons they had written by themselves. The differentiation idea for this course has an accommodation, which might have allowed for this option if I had asked for it during the first week of the semester.

Step Six: Implementation In the Future

When I read the introduction to *The 12 Touchstones of Good Teaching*, I was skeptical—not of all checklists—but of this one in particular. 12 items for daily planning seemed twice as long as an effective tool should be. But when I had read each of the 12 touchstones themselves and understood the underlying principles behind each one, I saw them as a highly effective weekly planning tool. The 12 touchstones cover the essentials of effective classroom instruction, and if teachers learned to use them with fidelity as an organized planning tool to prepare their weekly lessons rather than their daily classroom behaviors, they would almost certainly see

improved student learning outcomes. I plan to use my own version of the 12 touchstones next year as a weekly lesson planner. I plan to experiment with my idea and see if a weekly version of these 12 guiding principles isn't more effective than a daily checklist for effective planning. I hope to use that experiment as my growth goal for 2017.

Conclusions for Principals:

Goodwin and Hubbell's (2013) *The 12 Touchstones of Good Teaching* is an excellent resource on effective teaching practices, and it synthesizes many practices into a manageable framework and growth ideology. It is not the one ideology, however, which will revolutionize education. The ideology which will finally revolutionize education already exists. We just won't stick with it because we have so many stakeholders distracting us from the people who hold the key to quality education: our students!

Conclusion: Organized Hippies ALWAYS Change the World

We've had some revolutions as a species, and they've all changed the world, but I'm hoping for one of the happy ones here where we get organized and follow a plan, and because we follow the plan, poverty drops, and pollution drops, and global warming drops, and we see sustainable, positive change for generations to come . . . because all the experts say those are the changes we should see if education improves for everyone . . . and that's the change I believe we will see if we truly revolutionize educational leadership by effectively organizing our next generation of leaders.

Our leaders need to show up to every meeting having done a lot of work behind the scenes, just like we've been telling effective teachers to do for years: they need to plan with the end in mind, looking at the quality standards of their teachers and the DATA of their teachers to

target their lowest standards as a building. They need to tell their teachers weekly what those low standards are so no one forgets the focus of the building is targeting those standards.

Principals need to administer surveys and assessments about student-driven learning, data-driven instruction, and 21st Century learning to ensure their teachers are comfortable with changing paradigms in education and know how to allow students to engage in learning for tomorrow's careers while still documenting growth on today's standards. And when administrators finally provide professional development, they need to give time for reflection, offer choices, and provide lots of feedback, support, and differentiation to ensure that the staff have every opportunity to be successful as they implement their new knowledge. They also need to develop a strong relationship with each teacher—because without relationships, people rarely feel supported enough to learn. Does this sound familiar?

Most of us in this conversation are altruistic hippies, or we would never have entered the field of education at all. We want revolutionary change. We hate poverty, pollution, global warming, inequality, illiteracy, and every other horrible inequity that education is supposed to alleviate, right? But for many of us, we need a heuristic or an ideology that will help us move forward with revolutionary change in a manageable way—because with so many “problems” keeping education from changing the world right now, some of us feel crippled, and we're showing up to our classrooms and our offices without a plan at all. If *The 12 Touchstones of Good Teaching* engages teachers in the fall, then it's a great tool for moving forward. The best tool, however, is simply the guiding question: What if we join a small revolution? Imagine the level of engagement at department tables if the first day back started with table talk on that question. What if we join a revolution of incremental change? Of targeted goals? Of specific plans with an end in sight and small gains that can be measured and get us to eventual, huge

change? Imagine departments opening their surfaces and choosing their OWN ideologies for their principals because they can't wait to be observed for student-driven learning and engagement. That's a future, folks, and it's one we really can achieve together!

McCay Lesson Plans

Content: Language Arts Grade Level: 11 Class Period: 5	Date: 1-24-17 Unit of Study: Unit 3: American Forums: The Marketplace of Ideas Lesson: Refuting an Argument
<p>Unit Standards: W.11-12.1a: Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence. W.11-12.2a: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension. W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.11-12.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. SL.11-12.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.1b: Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p>	
<p>Unit Learning Goals: To analyze and create editorial and opinion pieces. To identify and analyze fallacious reasoning in a text. To analyze how writers use logic, evidence, and rhetoric to advance opinions. To define and apply the appeals and devices of rhetoric. To analyze and apply satirical techniques. To examine and apply syntactic structures in the written and spoken word.</p>	

Academic Vocabulary: Reasoning Evidence Bias	Editorial Fallacies Parody Caricature	Literary Terms: Target Audience Secondary Audience Concession Refutation Slanters	Satire Horatian Satire Juvenalian Satire Persona Objective Tone Subjective Tone
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Block Day	Lesson: Refuting an Argument
Lesson Standards	RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points

	clear, convincing, and engaging. RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
Learning Targets	Analyze how concessions and refutations can be used to refute an opposing argument. Apply strategies of refutation to a set of persuasive elements.
Essential Question	How do published authors use concessions and refutations to refute arguments? How can this skill help me master my personal learning goals?
Learning Strategies	Quick Write, Skimming/Scanning, Annotation, Discussion Groups, Graphic Organizer, Reflection-Writing
Differentiation/ Remediation Plans	As needed, the instructor should be prepared to pull students as individuals or small groups and provide direct instruction on setting individual goals for the unit and for each lesson. New students and students with attendance problems may have missed this skill and will need added support to set their goals the first time. When students write their reflections at the end of the lesson, instructors should offer the choice of hand-writing the reflection to accommodate slower process-thinkers. The hand writing will allow slower thinkers more wait time and alleviate their frustration.
Class Setting/ Environment	This lesson will take place entirely in a cooperative group setting with 5 students at each table. The students were grouped at the beginning of the unit based on their performance on the pre-test to ensure that they were ability-grouped as closely as possible. They have assigned groups prior to this lesson. All learning activities, including independent activities like the focus journal, will occur in the cooperative group setting. The instructor will float between groups, critically questioning and supporting each group.
Class Rules	Show respect to instructors, visitors, and fellow students at all times. Come on time, and be ready to focus on learning goals. Always meet the school's expectations.
Cooperative Group Rules	Listen to and respect the opinions of others. Always do your part for the group. Ensure your talking is about learning goals. We are responsible to help one another learn.
Discipline Plan	The established discipline for this class is direct communication when expectations are not met AS WELL AS direct communication when expectations are met well. If a student needs redirection, the instructor says, "That does not meet my expectations. Can you change that behavior?" The students are already used to this form of discipline. If students need redirection a second time for the same issue, the teacher takes them to the hall and explains that they had agreed to change the behavior and still have not done so. The instructor asks the student to change the behavior again and

	<p>then reminds the student that a third problem will result in an office referral. This second warning rarely happens, and the third warning has only happened once this year for this class.</p>
<p>Activities/ Agenda</p>	<ol style="list-style-type: none"> 1. (8 minutes) Curiosity—These personal, daily ME newspapers only send the students digital news they’re interested in, and they’ve already started having really good conversations about whether or not that’s a good thing. Focus Journal on Your Personalized Newspaper in Google Classroom 2. (5 minutes) Connection—Connecting prior learning to new learning and explaining how the day’s activities will help us achieve our goals. Overview of Learning Objectives and Agenda for Lesson--Reminder to focus learning on independent goals, as well. 3. (8 minutes) Context—helping students see where this information will matter eventually and where else they will use it. Also COHERENCE because it’s helping them synthesize this information with their focus journal and REFLECT back on that journal. Real-World Relevance One: Introduction to the text for this lesson includes a quick review of the importance of media to a democracy from the previous lesson and how American media has begun to fail democracy. REFLECTION OPPORTUNITY ONE: The instructor should at this point call on students to discuss this issue and even relate it back to the “personal newspaper” from the focus journal. COHERENCE: A good way to help students synthesize information is to ask them to refute information and explain why they do not agree: The instructor should also call on students to elaborate or refute what previous students have shared. This discussion should be framed as a preparation for the real world, when students must navigate media without support. Feedback Opportunity One: During this discussion, the instructor should also provide clear feedback on thoughtful responses and on any responses that demonstrate clear references back to the students’ learning objective and/or personal learning goals for the lesson. 4. (15 minutes) CONCENTRATION: This activity asks students to process information alone, with peers, and with the guidance of their teacher. They will reflect each step of the way using an advanced organizer, so almost every five minutes they will also be REFLECTING. Read and Annotate “The Newspaper is Dying--Hooray for Democracy” as individuals or pairs (differentiation as needed) with instructor working the room to check understanding, provide additional directions, etc. STUDENT CHOICE OPTION: At this point, students can choose which annotation strategy they think will help them during the lesson. They may choose from 3-Read Strategy, General Annotation, Annotation for Argumentative Elements, SQRRR graphic organizer, or SOAPStone organizer, all of which they have used and have templates for in the Google Drives.

	<p>Feedback Opportunity Two: As the instructor “works the room” while students read, she should provide feedback on wise selections, which help students analyze the text and focus their reading on their own individual learning goals; she should critically question students about their choices, which are not intentional and guide their reading/analysis back to their learning goals for the lesson.</p> <ol style="list-style-type: none"><li data-bbox="488 432 1443 751">5. (7 minutes) Reflection Opportunity Two: Reviewing What was just learned and clarifying confusion: Feedback Opportunity Three: Identify parts of argument in shared Google Doc as table teams with instructor facilitating, questioning, talking with groups (This is column one of the Google Doc). Call upon teams to share out parts of an argument identified and feedback--call on students, who haven't interacted, yet. This is a good opportunity in the lesson to “cold call” certain students about how their completion of the argument column is building their mastery of the learning objectives.<li data-bbox="488 758 1443 1010">6. (8 minutes) COACHING: Explaining directly how to do something and also explaining again why practicing the Cornell Notes is important: Refuting an Argument mini-lecture with note-taking in Cornell Notes. Real World Relevance Two: At this point the instructor should remind students about the efficacy of using Cornell Notes and how they help with faster mastery and faster studying in college when time will be even tighter.<li data-bbox="488 1016 1443 1192">7. (10 minutes) COACHING: Working with the groups and providing specific, corrective feedback as they practice the new skill for the first time. Feedback Opportunity Four: Refuting an Argument Chart as table teams (this is column two of the Google Doc).<li data-bbox="488 1199 1443 1633">8. (7 minutes) REFLECTION OPPORTUNITY 3: Students will be able to reflect back on how they created their refutation and how it compares to other groups' choices. The instructor should take the time to guide feedback in this direction to ensure that good reflection is taking place. Group Share-Outs: Call upon teams to share out their refutations for each part of the argument--again, call on different students to ensure all students have interacted by end of lesson. This group of students are now used to “cold call” as a strategy and know to be ready with a solid answer--if every student is engaged by the end of the lesson, then even without the group interactions during work time, each student should have been engaged individually by the end of the lesson.<li data-bbox="488 1640 1443 1892">9. (15 minutes) CONCENTRATION AND REFLECTION: Concentration often includes good reflection at the “alone” stage, and here at the end of the activity, students have ample time to write and reflect on their learning. Writing Reflection as Individuals--How do I refute an existing argument to be most persuasive with my own audience? How will this skill help me master my learning objectives for this unit? Reflection should be
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	<p>assigned as ticket out the door. If needed, could be modified to homework. If students ask to alter the writing prompt, the instructor should ask what they're thinking, consider the change, and if it still documents growth toward the learning objectives, accept the change for differentiation. As students finish their reflections, the instructor should take time to interact with any other students, who've been missed during the hour. CONTEXT: This moment late in the hour is a great time to give early finishers another moment of context by asking how the information connects back to their daily lives. Ask what they're writing, how it connects back to their daily lives, how it could help them in another class.</p> <p>10. (5 minutes) CONNECTION: Allowing students to end the hour by connecting their new learning back to their prior knowledge and even to look forward to tomorrow will help them make strong learning connections. Proficiency Scale Check: When students are done with their reflection, they should read over their unit proficiency scale and check off any skills they have mastered at a new level because of today's lesson. They can also cross off any of their bullet-journal items, which they've completed and add any for tomorrow, which might help them continually focus their efforts toward mastery.</p> <p>11. (60 minutes) COACHING: Grading should happen, at the latest, the night of the lesson to ensure that students receive their feedback by the beginning of the next lesson. Feedback Opportunity Five: The instructor should grade the reflections quickly and provide timely, written feedback on the students' formative growth toward their learning objectives. This is a great opportunity to individualize the feedback by tying the work to the students' individual objectives, as well.</p>
Assessment/ Demonstration of Learning	Team note-taking guide Independent Writing Reflection
Homework	If the writing prompt is not finished by the end of the hour, students need to complete the assignment for homework.
Absent Students	Absent students need to read the article "The Newspaper is Dying--Hooray for Democracy" in the Google Classroom and annotate the text. Next, absent students need to complete the graphic organizer in the Google Classroom--identifying the parts of an argument in the text and then writing out a plan to refute each part of the argument--use the shared Cornell Notes in the Google Classroom to review how to refute an argument. Finally, absent students need to answer the reflection paragraph: How do I refute an existing argument to be most persuasive with my own audience? Consider which forms of refutation might work best on the academic audience as well as the forms, which work best on you.

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