

Team Final Report on Teacher and Student Learning at Westside Academy at Blodgett with R Deborah Davis

EDU 525 - Cultivating Learning Communities through Mindful Language and Literacy

Teacher Participant Name: Stan McKay

Please update us on any changes you made to your team action plan:

My Mindful Language and Literacy action plan had three key elements:

Metacognition, strategic practices, and self evaluation. For deeper and more meaningful engagement, I added a motivation element to nudge the scholars into deliberate and reflective practices. After listening to scholars talk about their plans, I noticed that these 8th graders were thinking forward (metacognition) to their high school experience. I married (strategic practices) their high school anticipation mindset (self evaluation) to motivation by having them discuss their plans for choosing high schools. I created class handouts that showed high school logos and mascots. Scholars had to circle their choice of high school as they began learning in my classroom. If they were unsure of their future, I had a goldfish in a bowl logo option that these hesitant scholars could default to. I told them that they had to think outside the bowl, and consider what they would be doing once they swam in the big sea in high school. Scholars completed this task at the beginning of every class. Thus, they mindfully refreshed their motivation as they experienced learning activities. When tested, they would also be tasked to circle a high school logo that I had created on answer sheets. As a reflective teacher, I was encouraged with the change to the plan because it enhanced the scholars learning experiences

Analysis of Data on Teacher Learning:

I examined my reflections and found that the decision to add the high school logo motivation element to my action plan was successful to my teacher learning in three ways. First, I learned that by listening to what scholars are discussing, a motivating theme could be found (High School). Next, upon mindful reflection, a vehicle for the expression of the motivating theme in appealing language or appropriate literacy could be created (Circling option of high school logos). Lastly, a teacher can motivate scholars into mindful reflection and enhance learning through meaningful connections to their future of life long learning. In this case, it was their decisions to choose a high school. However, this mindful approach of listening, connecting and creating is achievable when the teacher has the confidence and belief in the dreams of our scholars as we cultivate a community of life long learners.

Analysis of Data on Student Learning:

I examined scholar learning and found:

- most scholars completed the mindful tasks of circling the high school logo.
(Item 1)
- some scholars changed their choices several times over the analysis window.
(Item 2)
- scholars who did not complete the mindful tasks performed less successfully.
(Item 3)
- scholars who connected to the thinking forward mindset created their own expressions.
(Item 4)

Conclusion: Observing the metacognition of scholars, offering them strategic practices to express their mindful language and literacy, encouraging self evaluation of future plans, and motivating them to connect to future achievement will result in an enhanced learning experience that may cultivate life long learning communities.

IF YOU DO NOT WRITE YOUR NAME YOU WILL NOT RECEIVE A GRADE
Powersheet #45: Students have a right to learn. The teacher has a right to teach.

DIN Agenda Reading - Find the Embedded Word in the Agenda *incorrect: 10/17/19*

Supporting Question: **Should the United States have _____ the Philippines?**

Definition: *to add territory into the zone of a city, country, or state*

Use word in a sentence: *The United States annexed Hawaii*

Editing: Correct spelling and grammatical mistakes on the learning target.

Scholars will analyze the over view, hook exercise, and back ground essay of the DBQ project.

Rewrite:

Circle the number of mistakes: 0 1 2 3 4 5 6 7 8

Students have a right to learn. The teacher has a right to teach.

Powersheet #58

QUEST #1 EMBEDDED Word: Why was the _____ Amendment adopted?

QUEST #2 Edit:

Scholars will examine the causes and effects of prohibition on American society.

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QUEST #3

At a seat, with a noise level 8, fill in the timeline from earliest to latest on the line below. Then name the timeline. Time: 5:00 Minutes

- The Sale of Alcohol is Prohibited - January 17, 1920
- The Prohibition of the Sale of Alcohol is Repealed, December 5, 1933
- World War I Armistice - November 11, 1918
- The 19th Amendment is passed by Congress - women's suffrage - June 4, 1919
- Al Capone becomes most powerful bootlegger - February 14, 1929

1 Date: <i>1918</i> 1 Event: <i>Armistice</i>	3 Date: _____ 3 Event: _____	5 Date: _____ 5 Event: _____
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2 Date: <i>1919</i> 2 Event: <i>The 19th Amendment</i>	4 Date: _____ 4 Event: _____
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100 Points

First Name Written _____ Signature: _____ Date: _____



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100 Points

Task: You must name the timeline: _____

3 Random Samples:
 Students who circled High School Mascot/ Logo produced higher quality of work, ownership, and completion than student who did not identify High School.