

# Shelley Clifford Reflection on Playmaker Speech Video

Prepared for Instructional Rounds and Pedagography Session at NAISAC16  
Tool for Reflection from Edutopia Resource

<https://www.edutopia.org/pdfs/stw/edutopia-stw-replicatingPBL-21stCAcad-reflection-questions.pdf>

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## **Backward-Looking: 5. In what ways do you think you need to improve?**

I think I need to talk less! I planned different structures to make sure that the students are doing deep thinking, writing, getting feedback, speaking, and giving feedback. However, I still did so much talking which robs students the chance to think! The more I talk, the more I put students in consumer role and less in searcher or producer.

## **Inward-Looking: What parts of it do you particularly like? Dislike? Why?**

I really like the opening of the lesson when students are seated in the hall on the floor and reflecting on how they feel. This gives me great diagnostic information of what students are prepared for today and who needs extra encouragement. I dislike that students didn't talk about how they felt or take time to analyze their patterns of data.

I also really liked that most of the time was spent with students writing; we didn't talk too much about writing, we just wrote. Also, we didn't just talk about giving speeches, students gave their speeches and received feedback from their peers.

I disliked my explanation of the claim, support question. I had an anchor chart, but I didn't use it well enough. I should have shown the anchor chart and asked them what a claim was (and wasn't), support, and question. They could have read it off the chart, or thought of it and written it on the chart, instead of sitting and listening to me explain it.

## **Outward-Looking: 21. What the one thing you particularly want people to notice when they look at your work?**

I hope people notice the students, their thoughts/ideas, their questions. I hope people notice ways I activate thinking and give more tools to provoke deeper thinking. I hope to get feedback on that role as a teacher.

## **Forward-Looking: 31. One thing I would like to improve upon is ... 32. What would you change if you had a chance to do this piece over again?**

I want to improve on using better language with the learners. I wish I had used "Writers and Speakers" more than "Friends." I hope to do a better job of putting students in leading role and taking a bigger step to the sideline as coach and activator.

#1

**COMPLETE**

**Collector:** Observation Ca... Lower School ([Web Link](#))  
**Started:** Tuesday, February 16, 2016 5:00:46 AM  
**Last Modified:** Tuesday, February 16, 2016 6:22:12 AM  
**Time Spent:** 01:21:25  
**IP Address:** 99.101.70.117

PAGE 1

**Q1: Observation: When? [Date and Start Time]**

Date and Time of Observation 02/14/2016 03:00 PM

**Q2: Observation: Who?**

Faculty being observed	Shelley Clifford
Name of person observing	Bo Adams

**Q3: Observation: Where?**

Lower School

PAGE 2: LS/MS/US DATA QUESTIONS

**Q4: Notes: Observations, Descriptions, Questions, etc.**

SC begins the Playmaker class in the hallway, welcoming the students. She voices that she is excited about the class. She reminds the students that "we have four weeks left until you deliver your speech."

Students are sitting and kneeling near a chart that's been posted and appears to be a record-keeping place for their dispositions about what they are undertaking in this class.

SC prompts the students to use a dot to represent their feelings on the chart. Students place stickers on the chart.

QUESTION: Does the color of the sticker represent the feeling? Is this a red light, yellow light, green light VTR?

SC: "Looking at the chart, I would like to see a thumb up if you are feeling more confident than last week, a sideways the same, or tell me if you are feeling worse off than last week because the deadline is coming."

SC scans the group and reflects to them "Our confidence is growing or staying the same. That's fantastic."

QUESTION: How does this assessment relate to the desired outcomes that you've established for this course?

Next, after about 90 seconds have passed, SC instructs students to go into the classroom and sit in a circle to receive direction about the warm-up activity.

IN CLASS:

SC: "Alright friends, it's time for our warm-up. Today's warm-up is going to be where we choose two sides of one a topic." SC is sitting amongst the class, with proximity to the Lightbox and a flipchart.

Students call out various ideas about what this kind of discussion is called.

"Divided." SC: "I like it."

"Half." SC repeats the call out about "half." Seems she thinks at first that the student said "path." Student clarifies and says something. SC reinforces "half equals half discussion."

### Learning Walk Data - Proto3

says something. SC reinforces "narr agree, narr disagree."

SC: Seems to repeat another call out - "A debate." SC's voice is animated this time. And she is manipulating some sheets/papers. She rises and moves while saying that "that's exactly what we're going to do today. we're going to debate."

Taking something from a folder, SC says that she has "brainstormed a few topics that I think you'll know something about." And she indicates that students will be able to choose the topic that interests them. Then, she clarifies that two students will choose a topic. One person for it. One against it. Younger will be for it. Older will be against.

She indicates that she will read them out and that students will pick. But listen to them all first.

"Money is the root of all evil."

"Pets in apartments should be banned." At this point, it is clear that the boy to her right is reacting to the prompts. To this one, he says "Yep."

"Schools should have uniforms." The boy responds yes again. SC sticks these topic headlines to the flipchart. Another student seems to call out "no." The boy argues back "Yes." SC seems to laugh.

"Kids should set their own bedtime." Now, a red-haired girl seems to join in and calls out a whispered "yes." The initial boy calls out a more emphatic "No."

"The driving age should be 14." Now the room is more of a buzz. There is head nodding and head shaking. One boy close to camera says, "Oh yeah." (Is this an indicator of engagement? Interest?) The initial boy says, while pointing, "I disagree with everything except pets."

SC clarifies that they do not really have to agree or disagree - for real. "This is just a warm up to get your brains thinking and your hands writing. It's just to give us practice giving a speech."

SC starts to divide up the prompts. It appears that no one wants "Money is the root of all evil." "Schools should have uniforms." SC gives two students this prompt - the red-haired girl and the initial boy. They enthusiastically raised their hands. They rise and SC points and directs them to stay seated so she can give more instructions.

QUESTION: Did they get to have first choice because they were the fastest? The most vocal?

No one seems to want the prompt about pets in apartments. But a few responses come out. Someone says they live in an apartment. Another says that he has a pet. Girl with blond hair raises hand and SC hands her post-it note and reinforces with inflection "You want to write about that?" Then, SC indicates that Jack is going to be Amelia's partner. But Jack reminds SC that he is working on the uniform prompt with someone else. SC says to hold on towards Amelia - I assume she will come back to the partner for this one.

"Kids should set their own bedtimes." Hands raise - maybe more than two. SC scans the room and says "okay." Then, she asks, "Does anyone want to write about the driving age being 14?" SC: "Three people do?" And she approaches them with post-it.

SC: "Okay, you two are going to write about this." "Sienna and Jackson...(Sienna is the sister's name of one of these children.)" Child corrects and SC rephrases, "Sydney and Jackson..." "Mackenzie - you want to write about kids and their own bedtimes."

SC: "Who doesn't have a topic?"

Then, SC moves to explaining the format - Claim, Support, Question. Inquires as to whether people have used this Visible Thinking Routine (VTR). Doesn't seem anyone has. SC: "It's super easy."

QUESTION: Why indicate that it's super easy?

SC then asks how long the speech was they gave last week. "You remember?"

QUESTION: Is this connecting with prior learning?

Student responds "45 seconds" and SC confirms. She is pointing as she moderates responses. SC asks "Was it a long

## Learning Walk Data - Proto3

time or a short time." Gang response seems to be "short."

QUESTION: Do all of the students agree that it's short, or just the ones who speak up?

SC's body language changes at the gang response "Short." She cocks her head and arms drop. (Does this mean it's the wrong answer?) SC asks who ran out of things to say before the 45 seconds were over - "You had to stand there in silence." Hands raise all around.

SC: "So this week, it's going to be shorter." SC uses fingers to indicate small amount. Gasps from the room. "You only get to talk for 30 seconds." "So the first partner goes for 30 seconds." "And then the....second partner goes for 30 seconds." SC pauses and seems to invite the students joining in with the understanding of time limit. Some do join the aural directions.

SC holds up notebook. "This is the format for your speech. You are going to write a claim." She points to page. "A claim is an opinion." SC leans in. A hand from Amelia raises. "It's not a fact." SC leans in again.

SC: "Okay, I am going to model this with the money one no one wanted." SC takes post-it from flip chart. "If I said money has value, is that a fact or opinion?"

Room: Calls out "fact." QUESTION: Does everyone say this? Just a few? SC reinforces: "That's a fact." And she leans in again. "You can't argue with that. Money does have value."

SC: "What would an opinion be about money? Jackson." QUESTION: Why call on Jackson so quickly? (Amelia's hand still raised.) Jackson restates the prompt: "Money is the root of all evil." SC waves someone in at door and repeats Jackson's response.

SC: "What's the opposite opinion of that?" Repeats. Nods to someone. Calls on Jackson speedily again. QUESTION: What are strategies for "including" more of the group, even during one-to-one group convo?

Jackson gives reply. SC says "Okay..." Someone else calls out "Money is awesome." SC repeats. SC: "Money makes people..." Pauses, seeming to indicate 'guess what's on my mind.' Gang calls out "Happy." SC says, too.

SC: "So would those be opposite opinions?" Waves at someone at door. One boy voice calls out "Yes."

SC: "Alright... Support. What do you think we are going to put in the support box?"

Voice responds something like "points that support your argument." SC steps closer, and enthusiastically says "Yes. What would support saying that money is the root of all evil?" "What would support that?" SC raises arm in questioning gesture.

Hands are raising. SC is looking at someone off camera. "Think for a minute." SC repeats prompt and questions "What makes money make people evil?" SC waits. 2-3 seconds. Then, "Do people ever get..." Then, SC calls on Nathaniel. N: "Okay. So people rob banks." As he is saying, SC leans in and repeats "People rob banks. Because they want more (pause) money." Nathaniel still vocalizing. SC: "What else, Hope?"

Hope provides response, and SC rephrases "So people never have enough (pause) money." Some on class call out that "money" as SC says.

SC calls on Amelia. Amelia states a thought, and SC rephrases while leaning in "Some people get greedy...rather than (pause)...generous." Some call out. SC touches boy on head.

SC: "That's very good. You would put three supports." "Can you put facts here?" Group calls out "Yes" and SC says, too. SC: "Can you put opinions here?" Group calls out "Yes" and SC says, too.

SC: "And the final way you are going to end your argument today...is with a what?" Group calls out "Question." SC: "You are going to end with a Q because what does a question do to your audience?" Leans in! Group calls out "Gets 'em hooked." SC repeats "It gets em hooked." "It makes em... (pause)" Group says "think." SC says "engage." "It makes em think."

SPEECH TIME

## Learning Walk Data - Proto3

SC explains that pairs are going to give their Claim-Support-Question debate speeches while others practice listening skills. Also asks for someone to work timer on her phone.

SC: "So as audience members listening to someone give their speech, what are we listening for?"

Calls on Charlotte.

C: "We listen for, like, like, that they don't fiddle with hair bands and put their hands in their pockets."

SC: "Okay, great." "Hand gestures are appropriate." "What else?"

Boy: "You wanna, you wanna, I do't know... eye contact."

SC: "Eye contact." "Is it okay to look at your sheet a little bit?"

Group: "Yes."

SC: "What else? Hope." (Calls on raised hand quickly.)

Hope: "You should be able to talk without muttering or yelling."

Cuts to student (boy) making speech in front of Lightbox.

<p><b>Q5: What space configuration is being used?</b></p>	<p>Seminar,  Comments &amp; Notes re: Space Configuration Students begin in the hallway, in front of a dispositions and "confidence chart." The setting is essentially circular with students receiving prompts from SC.</p>
<p><b>Q6: If the space configuration shifts or changes, record the shift here.</b></p>	<p>Senatorial,  Comments &amp; Notes re: Space Configuration Within the classroom, during the intro to the warm-up, SC is giving direction and explanation. The attention is even more directed to her lead.</p>
<p><b>Q7: What role(s) are students in, predominantly and generally speaking?</b></p>	<p>Consumers (students mostly receiving...), Other (please specify) Getting instructions through guided discussion.</p>
<p><b>Q8: What is the student engagement level, generally speaking?</b></p>	<p>Moderate (75-90%),  Comments &amp; Notes re: Engagement Hard to see entire group, but I am marking "moderate" because I see some drop back as the call and response continues. Started with everyone indicating disposition, and I assume all prep in warm up. But what we witnessed included only partial "full inclusion"</p>
<p><b>Q9: What instructional modes and methods are happening?Mark all that apply.</b></p>	<p>Lecture-Discussion, Guided Practice/Modeling,  Diagnostic Assessment, Formative Assessment</p>

Learning Walk Data - Proto3

**Q10: What mindsets do you believe are intentionally being infused?**

Collaborator	Lightly
Creative Thinker	Lightly
Communicator	Lightly
Ethical Decision Maker	Lightly
Innovator	(Not Observed)
Solution Seeker	(Not Observed)

**Q11: Observation: How?**

Instructional Rounds,  
Other (please specify) Video

**Q12: Observation: What? [Primary Subject Area(s)/Domain(s)]Mark all that apply**

English/Language Arts/Literacy,  
Other (please specify) Playmaker - Speech

**Q13: Observation: When? [Length of Observation/Visit]How long did you observe?**

10-20 minutes,  
Notes about observation time:  
9:57 video. I watched several times.

PAGE 3: Preschool

**Q14: Observation: How many?**

*Respondent skipped this question*

**Q15: Observation: Where?**

*Respondent skipped this question*

**Q16: Observation: What's Happening?**

*Respondent skipped this question*

**Q17: Identify the bulk of your time in the classroom:**

*Respondent skipped this question*

**Q18: What mindsets do you believe are intentionally being infused?**

*Respondent skipped this question*

**Q19: Please describe any Mindset Moments observed:**

*Respondent skipped this question*

**Q20: Please note the work displayed:**

*Respondent skipped this question*

**Q21: What type of questions did you hear?**

*Respondent skipped this question*

**Q22: Please describe any transitions you see. What was the role of the teacher? How was the transition set up by the teacher? How did the children negotiate the transition? Describe child wait time.**

*Respondent skipped this question*

Learning Walk Data - Proto3

**Q23: Notes: Please describe the classroom happenings:**  
Include transcripts of conversations, notes about  
teacher roles and locations, suggestions, reflections,  
questions, etc.

*Respondent skipped this  
question*

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#2



**COMPLETE**

**Collector:** Observation Ca...Middle School ([Web Link](#))

**Started:** Wednesday, February 17, 2016 6:28:31 AM

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PAGE 1

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**Q1: Observation: When? [Date and Start Time]**

Date and Time of Observation 2/17/2016 6:30 AM

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**Q2: Observation: Who?**

Faculty being observed

Shelley Clifford

Name of person observing

Chip Houston

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**Q3: Observation: Where?**

Lower School

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PAGE 2: LS/MS/US DATA QUESTIONS

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**Q4: Notes: Observations, Descriptions, Questions, etc.**

IR Video for NAIS conference

Playmaker class

Teacher is in hallway seated with students - asking them to put stickers on a piece of paper on the wall to indicate how confident they feel about their work. also asks for thumbs up - formative, informal assessment. teacher instructs students to relocate for instructions.

SC: today we choose one of two sides of a topic. what do we call that?

S; half

S; debate

SC: so that's exactly what we're going to do today - a debate. i've brainstormed a few topics - you'll get to choose the topic (2 people - one person for it, one against - the younger of the two is for it)

students are seated around the T who is also seated while she gives direct instruction

ex: money is the root of all evil. pets in apartments should be banned. schools should have uniforms. kids should set their own bedtimes. the driving age should be 14.

I like...

- the use of debate
- the element of student choice in debate topics
- the teacher's enthusiasm and energy
- the use of formative assessment in the hallway to gauge student feelings/progress

I wonder...

- if there is a brief sample video of a debate that could be shown
- some of the debate topics could be more relevant to this age group
- if the direct instruction could be shortened
- if students could have a rubric to use while listening to each other's speeches to provide feedback to one another

**Q5: What space configuration is being used?**

Seminar,

Comments & Notes re: Space Configuration  
students are primarily listening to T instructions

**Q6: If the space configuration shifts or changes, record the shift here.**

Independent,

Comments & Notes re: Space Configuration  
students are primarily deliver speeches and listening to speeches

**Q7: What role(s) are students in, predominantly and generally speaking?**

Communicators (students mostly discussing...),

Consumers (students mostly receiving...)

**Q8: What is the student engagement level, generally speaking?**

High (Above 90%)

**Q9: What instructional modes and methods are happening?Mark all that apply.**

Collaborative Learning, Independent Work,

Lecture-Discussion

Learning Walk Data - Proto3

**Q10: What mindsets do you believe are intentionally being infused?**

Collaborator	Moderately
Creative Thinker	Moderately
Communicator	Significantly
Ethical Decision Maker	Lightly
Innovator	(Not Observed)
Solution Seeker	Lightly
Comments & Notes re: Mindsets	students are primarily demonstrating the communicator mindset as they discuss ideas, listen to teacher, and deliver a speech. they are creative thinkers as they must come up with arguments to defend their position. they are collaborators as they pair up and debate the topic, as well as when they listen and give feedback to their peers' speeches.

**Q11: Observation: How?**

Other (please specify) NAIS Prep

**Q12: Observation: What? [Primary Subject Area(s)/Domain(s)]Mark all that apply**

Other (please specify) Playmaker

**Q13: Observation: When? [Length of Observation/Visit]How long did you observe?**

Less than 10 minutes

PAGE 3: Preschool

**Q14: Observation: How many?**

*Respondent skipped this question*

**Q15: Observation: Where?**

*Respondent skipped this question*

**Q16: Observation: What's Happening?**

*Respondent skipped this question*

**Q17: Identify the bulk of your time in the classroom:**

*Respondent skipped this question*

**Q18: What mindsets do you believe are intentionally being infused?**

*Respondent skipped this question*

**Q19: Please describe any Mindset Moments observed:**

*Respondent skipped this question*

**Q20: Please note the work displayed:**

*Respondent skipped this question*

**Q21: What type of questions did you hear?**

*Respondent skipped this question*

## Learning Walk Data - Proto3

**Q22: Please describe any transitions you see. What was the role of the teacher? How was the transition set up by the teacher? How did the children negotiate the transition? Describe child wait time.**

*Respondent skipped this question*

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**Q23: Notes: Please describe the classroom happenings: Include transcripts of conversations, notes about teacher roles and locations, suggestions, reflections, questions, etc.**

*Respondent skipped this question*

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#3

**COMPLETE****Collector:** Observation Ca... Lower School ([Web Link](#))**Started:** Thursday, February 18, 2016 4:31:18 PM**Last Modified:** Thursday, February 18, 2016 4:46:59 PM**Time Spent:** 00:15:40**IP Address:** 99.39.254.169

PAGE 1

**Q1: Observation: When? [Date and Start Time]**

Date and Time of Observation 02/18/2016 4:30 PM

**Q2: Observation: Who?**

Faculty being observed

Shelley Clifford

Name of person observing

Maggie Bradford

**Q3: Observation: Where?**

Lower School

PAGE 2: LS/MS/US DATA QUESTIONS

**Q4: Notes: Observations, Descriptions, Questions, etc.**

Ms. Clifford began her lesson in the Lower school hallway and got a "feel" for how students were feeling about their confidence levels by having them place different colored dots on a chart (data). She had the students give her a thumbs-up to indicate what and how/they were feeling. After a quick meeting/introduction with the kids, Ms. Clifford and the students moved into a classroom to continue with their lesson.

I liked that the students were seated right around the Boxlight. They were able to clearly see each other, the teacher, and the chart that Ms. Clifford had prepared for them. Ms. Clifford started her lesson with a question. She reviewed some of the concepts and skills that the students had learned previously in a lesson. Students enjoyed listening to the various claim:support topics that they would be able to choose from. I wonder if students would be able to brainstorm some claim:support topics themselves? Ms. Clifford explained each topic and how one might go about defending or arguing against that claim. Students had their hands in the air, ready to choose a topic.

Some students were encouraged to collaborate by pairing up with a partner and sharing a debate topic. I like that Ms. Clifford reviewed with the students the things that they should/shouldn't do when giving a speech.

After some time, students returned to whole-group and were ready to deliver their speeches with their supportive arguments.

**Q5: What space configuration is being used?**

Seminar,

Comments &amp; Notes re: Space Configuration

The group is small and was able to all sit around the Boxlight on either chairs, wiggle stools, or squishy blocks.

Learning Walk Data - Proto3

<b>Q6: If the space configuration shifts or changes, record the shift here.</b>	Paired,  Comments & Notes re: Space Configuration Some students worked in partnerships when preparing their speeches.
<b>Q7: What role(s) are students in, predominantly and generally speaking?</b>	Producers (students mostly creating...), Consumers (students mostly receiving...)
<b>Q8: What is the student engagement level, generally speaking?</b>	Moderate (75-90%)
<b>Q9: What instructional modes and methods are happening? Mark all that apply.</b>	Performance Task Assessment, Formative Assessment, Collaborative Learning, Independent Work, Lecture-Discussion, Comments & Notes re: Instructional Modes & Methods Students have various tasks throughout the lesson.
<b>Q10: What mindsets do you believe are intentionally being infused?</b>	
Collaborator	Moderately
Creative Thinker	Moderately
Communicator	Significantly
Ethical Decision Maker	(Not Observed)
Innovator	(Not Observed)
Solution Seeker	Significantly
<b>Q11: Observation: How?</b>	Instructional Rounds
<b>Q12: Observation: What? [Primary Subject Area(s)/Domain(s)] Mark all that apply</b>	English/Language Arts/Literacy, Social Studies & History, Other (please specify) Ethics
<b>Q13: Observation: When? [Length of Observation/Visit] How long did you observe?</b>	10-20 minutes

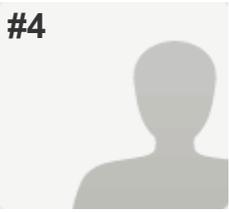
PAGE 3: Preschool

<b>Q14: Observation: How many?</b>	<i>Respondent skipped this question</i>
<b>Q15: Observation: Where?</b>	<i>Respondent skipped this question</i>
<b>Q16: Observation: What's Happening?</b>	<i>Respondent skipped this question</i>

## Learning Walk Data - Proto3

<b>Q17: Identify the bulk of your time in the classroom:</b>	<i>Respondent skipped this question</i>
<b>Q18: What mindsets do you believe are intentionally being infused?</b>	<i>Respondent skipped this question</i>
<b>Q19: Please describe any Mindset Moments observed:</b>	<i>Respondent skipped this question</i>
<b>Q20: Please note the work displayed:</b>	<i>Respondent skipped this question</i>
<b>Q21: What type of questions did you hear?</b>	<i>Respondent skipped this question</i>
<b>Q22: Please describe any transitions you see. What was the role of the teacher? How was the transition set up by the teacher? How did the children negotiate the transition? Describe child wait time.</b>	<i>Respondent skipped this question</i>
<b>Q23: Notes: Please describe the classroom happenings: Include transcripts of conversations, notes about teacher roles and locations, suggestions, reflections, questions, etc.</b>	<i>Respondent skipped this question</i>

#4



**COMPLETE**

**Collector:** Observation Ca... Lower School ([Web Link](#))  
**Started:** Friday, February 19, 2016 11:30:57 AM  
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PAGE 1

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**Q1: Observation: When? [Date and Start Time]**

Date and Time of Observation 02/19/2016 11:30 AM

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**Q2: Observation: Who?**

Faculty being observed	Shelley Clifford
Name of person observing	Jenny Farnham

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**Q3: Observation: Where?**

Lower School

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PAGE 2: LS/MS/US DATA QUESTIONS

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**Q4: Notes: Observations, Descriptions, Questions, etc.**

These IR notes are about a video clip of Shelley Clifford teaching a Playmaker class.

The class opens with Shelley alerting the students that there are only 4 more weeks until they give their speeches. Shelley wants to know how the students are feeling about that, so she collects some data by having students put color-coded stickers on a chart. (red, yellow, green)

I wonder:

Could there be a turn and talk moment before stickers go up to get the brains warmed up?

What is done with this data after it is collected? Is it used to set up instruction?

Could the data be collected around different speech-related strategies? (i.e. speaking in front of a crowd, knowledge about my topic, not looking at my paper, etc.)

Why is this done in the hallway? Students seemed distracted.

After data collected, Shelley notices that the students' confidence is growing by giving thumbs up, down and sideways. I wonder in what areas their confidence is growing? I wonder what strategies they are feeling good about? I wonder what is making them feel confident? I wonder if this was a missed opportunity for a turn and talk?

Next up is a warm up activity. The students are to choose 2 sides of one topic. "What is that called?" Shelley asks. Students answer divided, path, debate. "Yes, debate!" Shelley says. Shelley brainstormed some topics ahead of time to give to the students. She gives them the directions for the activity. Kids are to have choice about their topic. Each topic is presented and then students are to choose. The older student is to pick one side and the younger student takes the other side of the argument. These directions and choosing seem to be taking a long time.

I wonder:

What if there were a grab bag and pairs chose their topic quickly from the bag?

Could Shelley have quickly paired students together first?

Why the warm up took so long?

Why the warm up was mostly Shelley giving directions?

The next clip is Shelley explaining Claim/Evidence. I wonder if she could have shown an example of C/E and had the students sort out what they were seeing instead of telling them? I wonder if different examples could be shown of strong evidence and weak evidence? I wonder if Shelley has already done these things with her students?

I move to bottom of form after this clip.

**Q5: What space configuration is being used?**

Seminar,

Comments & Notes re: Space Configuration  
Students sit seminar style, but moved into pairs and then independently gave their speech.

**Q6: If the space configuration shifts or changes, record the shift here.**

Paired,

Comments & Notes re: Space Configuration  
See comments above.

**Q7: What role(s) are students in, predominantly and generally speaking?**

Consumers (students mostly receiving...)

**Q8: What is the student engagement level, generally speaking?**

Moderate (75-90%)

Learning Walk Data - Proto3

**Q9: What instructional modes and methods are happening? Mark all that apply.**

Lecture-Discussion, Demonstration,  
 Comments & Notes re: Instructional Modes & Methods  
 I wonder if the students critique the speeches after they are given? I wonder if that is an opportunity for reflection/feedback/VTR?

**Q10: What mindsets do you believe are intentionally being infused?**

Collaborator	Lightly
Creative Thinker	Lightly
Communicator	Moderately
Ethical Decision Maker	(Not Observed)
Innovator	(Not Observed)
Solution Seeker	(Not Observed)

**Q11: Observation: How?**

Instructional Rounds

**Q12: Observation: What? [Primary Subject Area(s)/Domain(s)] Mark all that apply**

Other (please specify) Playmaker class

**Q13: Observation: When? [Length of Observation/Visit] How long did you observe?**

10-20 minutes

PAGE 3: Preschool

**Q14: Observation: How many?**

*Respondent skipped this question*

**Q15: Observation: Where?**

*Respondent skipped this question*

**Q16: Observation: What's Happening?**

*Respondent skipped this question*

**Q17: Identify the bulk of your time in the classroom:**

*Respondent skipped this question*

**Q18: What mindsets do you believe are intentionally being infused?**

*Respondent skipped this question*

**Q19: Please describe any Mindset Moments observed:**

*Respondent skipped this question*

**Q20: Please note the work displayed:**

*Respondent skipped this question*

**Q21: What type of questions did you hear?**

*Respondent skipped this question*

**Q22: Please describe any transitions you see. What was the role of the teacher? How was the transition set up by the teacher? How did the children negotiate the transition? Describe child wait time.**

*Respondent skipped this question*

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**Q23: Notes: Please describe the classroom happenings: Include transcripts of conversations, notes about teacher roles and locations, suggestions, reflections, questions, etc.**

*Respondent skipped this question*

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