

# Welcome!

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Opening: Share something a child has taught you

Share: What have  
you tried regarding  
student reflection  
since we last met?  
How did it go?

Small groups:  
Draft a reflection  
guide for your age  
band to share with  
your team

# 2/10 Planning

## All-Staff Training on Student Conferences

- Introduction: sharing goals, benefits, purpose.
    - What is the benefit of student-led conferences?
    - What is the purpose/goals for our specific conferences? (student shares their overall learning in school, then shares their more detailed reflection on one pride piece)
  - Schedule: when these will happen, who is with each class
  - Sharing models of student reflection and templates
  - Communication to parents
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Mindfulness to movement



# How strong are these reading goals?

The student will be able to...

1. read *Tuck Everlasting*
2. Identify a recurring symbol in the text and explain its meaning
3. retell Winnie's actions in order
4. decode the word indomitable
5. Make a cogent argument recommending action to a character, using evidence from the text
6. Construct and defend a comparative thesis on the theme of loss of innocence, drawing from at least two works of fiction in the American canon

# How strong are these collaboration goals?

The student will be able to...

1. Work with others
2. Solicit ideas from collaborators and integrate them into a project plan
3. Independently resolve any conflict that arises in a group of 5 students
4. Talk in a group
5. Use effective conversation strategies to express disagreement respectfully

Where do your  
students get stuck?



# Teacher Homework

Fitzgerald, M. S. (2020). Overlapping Opportunities for Social-Emotional and Literacy Learning in Elementary-Grade Project-Based Instruction. *American Journal of Education*, 126(4), 573. <https://10.1086/709545>

Research Question: “How does one teacher’s enactment of an integrated elementary-grade PBL curriculum provide opportunities for SEL and literacy learning? (p. 573-4)”

3rd grade 6-week PBL unit, driving question: “How can we help the birds in our community survive and thrive?”

Conceptual framework: Collaboration, Expression, Reflection, and Ownership are key elements necessary for PBL

Focus on:

- Pg. 578-9 “SEL and Literacy in PBL: Synergies”
  - Pg. 584-595 “Findings”
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How does Ms. Lane create integrated opportunities for disciplinary, literacy, and social-emotional learning?