

## Excerpt from Anthony Colello's Observations, February 9, 2022

- **Homework review:**
  - KD comes to the back of the room to go over this assignment. Allows seeing of screen, etc.
  - Writing down names of students as hands go up.
    - Sticks of choosing.
  - Writing out answers from students on her laptop in the Shared OneNote (more on this later).
  - Relationship Building: Tae walks in late.
    - KD recognizes Tae looks upset and was clearly running to class and meets him where he is. So great. Asks him to take a breath and settle himself.
    - He was able to do follow those instructions, regulate himself, and get right to work with the class. I LOVED seeing that. Such growth from him. This would have been a spiral two years ago.
  - **Question:** Are there times when you are trying to draw certain students in/reward behaviors that you want and the randomness of the Sticks of Choosing gets in the way? Do you manipulate the Sticks of Choosing ever? (see later note)
    - Using humor to explain expectations.
    - Saw this later with Elisa. KD brought her in because she hadn't gotten to contribute yet.
  - **Question:** Would love to hear rationale behind "hands up" notating. What works well about it? What doesn't work well?
    - It clearly keeps students engaged. There is A LOT of energy around responding to questions.
  - KD brings in an example – Lung Fishes – African Lung Fish
  - Love that she went with the excitement around this even though it wasn't "the point" of the exercise.
    - **Question:** I'm wondering how the section review notes that KD is taking are used by students later. Perhaps these can be used for corrections?
    - **Question:** What are students doing with their work as KD reviews? Are they adding to their work?
      - It looks like they are correcting in red? This is clearly something they have worked on. No directions were needed for this.
      - Seeing now a re-submission process.
    - Tae shared an answer that was not completely correct and rather than focus on the incorrect part, KD hit on all the pieces he got right and then let another student in to offer a correction. Then KD jumped in to offer the correct answer. This was awesome.
      - ***Also, what, bears don't hibernate!? Torpor!!***
  - **Perfect example of inclusion:** "If you have been lucky enough to travel to a far-off place..."
    - Recognizing privilege.
  - Love the recognition of "I'm not sure" in response to a student's question.

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- **Relationship building:** Jet-lag conversation allowed students to share their own experiences and connect content to their lives. So great. KD let this go for a while but then held to her “last one” comment. This allowed her to move on but also for students to understand expectations. She also offered to connect with them after class on these experiences. (Another relationship-building example.)
  - **Relationship building:** Showing care during share-out. Example: “oh that must have been difficult for you”.
- KD does a great job of re-stating/clarifying when students offer responses. This allows students to hear the important information twice.
- The classroom behavior is quite remarkable. Kids are focused, quiet, and dialed in to the work. This is clearly a result of hard work and clear expectations on KD’s part.
- **Relationship Building:** Came back to Tae’s comment about walking – this is now twenty minutes later. Brought Tae back in too. Loved it.
- **Inclusion example:** Avoided using the word “normal” and instead used scientific terms to address a disability question. “Standard development”, “exceptions to what is broadly seen in a species”.
- Transitioning: Clear cue offered to students: “When I see lids closed that will mean we are ready to move on.”
  - Great timing with providing a stretching opportunity.
- Projection goes off, and KD goes to the front of the room. Lids are closed now.