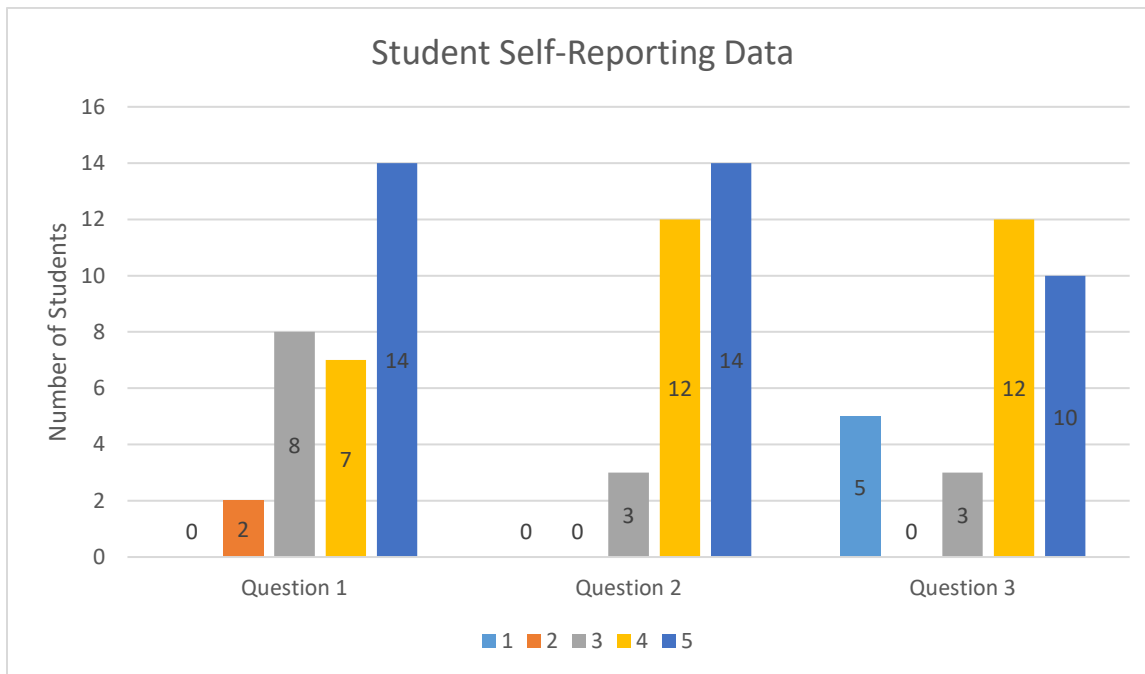


### What data did you collect to show student achievement of the lesson/activity objectives?

At the end of the activity, I collected student feedback forms. I looked at the content they produced during the activity on their worksheets, and I also asked them to answer three questions on the back, ranking on a scale of 1 (awful) to 5 (awesome):

1. How well do you understand how to communicate concisely/clearly?
2. How well do you understand how to listen actively?
3. How much did you learn from this lesson?

The quality of the student content was appropriate to the objective and matched my expectations. The quantified data on their self-reporting survey was as follows:



In other words, 14 students said they rank themselves at 5 for understanding how to communicate clearly and concisely, 7 rank themselves at a 4, 8 rank themselves at a 3, 2 rank themselves at a 2, and none of them rank themselves at a 1. Similarly, 14 students rank themselves at a 5 for understanding how to listen actively, 12 at 4, 3 at 3, none at 2, and none at 1. Likewise, 10 students ranked the lesson's instructional benefit as a 5, 12 ranked it at a 4, 3 at a 3, none at a 2, and 5 at a 1.

### What are some next steps you will take, based on the student achievement data?

Based on their data, it seems that most students felt like the lesson was very successful at teaching them the skills I wanted them to learn, but that I could add in some content to the lesson that delves deeper into the concepts. So, in the future, I will try to design my lessons to be more adaptable to different levels of student mastery of the topic. I will adapt my lessons so that students who quickly get a grasp of the basics can move on to more challenging things, but

without leaving anyone else behind. This would be easy to do if I made the actual implementation of the activity more student-driven, and less directed by me.

For my video reflection, this is the lesson that I taught:

### Mini Lesson: Communication Skills

Teacher(s): Camryn Curtis	Subject: English
<p>AZCCRS Standards</p> <ul style="list-style-type: none"> <li>• Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.SL.3)</li> <li>• Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.SL.6)</li> <li>• Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11-12.SL.4)</li> </ul>	
<p>Objectives:</p> <ul style="list-style-type: none"> <li>• SWBAT evaluate their partner’s point of view based on the partner’s verbal word choice, points of emphasis, and tone used. Students will demonstrate their understanding of their partner’s stance by restating the stance in their own words, and receiving approval from the partner.</li> <li>• SWBAT present their own points of view using clear, concise, appropriate, professional speech, and will demonstrate this ability by refraining from profanity or vulgarity, and communicating their message in only 60 seconds.</li> </ul>	
<p>Sub-objectives:</p> <ul style="list-style-type: none"> <li>• SWBAT demonstrate two active listening techniques when communicating with their partner.</li> <li>• SWBAT demonstrate two clear speaking techniques when communicating with their partner.</li> <li>• SWBAT identify one improvement they can make to their communication skills.</li> </ul>	
<p>Key vocabulary: Communication skills, professional, people skills, active listening, clarity, concision</p>	<p>Materials/Technology Resources to be Used: PowerPoint presentation, partner handout</p>
<p>Opening: I begin by introducing the topic of communication skills, and explaining why students should care about it and why these skills are relevant to their lives. I list things that students care about (such as cars, video games, pizza, makeup, clothes, food, hugs, kisses, movie nights, college, scholarships, that portfolio presentation they have coming up), and emphasize that communication skills will help them with obtaining better jobs, relationships, and opportunities in general. Then, I display the state standards and the objectives for the day, and briefly explain both.</p>	

<p>Part One: Instructional Input</p>	<p>I will verbally present the lesson’s content, accompanied by both textual and graphical representations on the PowerPoint (see on following pages), which accommodates both different learning styles as well as students with ELN by presenting information in multiple ways.</p> <p>As we progress, I will briefly model the types of communication skills that I explain, which gives students examples and allows them to form more concrete conceptions of the lesson’s content.</p> <p>By chunking the information into segments using the PowerPoint slides, I am breaking down the otherwise large and intimidating task of learning communication skills into manageable segments.</p> <p>Also, by giving instructions beforehand and then progressing through the practice conversations in a structured manner, I am</p> <p>Because some students require additional time or guidance to understand these concepts, I will leave time for questions frequently throughout the lesson, and I will ask, “Any questions?” before moving on to the next major topic.</p>
<p>Part Two: Guided Practice</p>	<p>After the direct instruction portion of the lesson, students will hold two 2-minute conversations to practice their speaking and listening skills. The first conversation revolves around the question, “How do you know that our universe (or reality) is real?” I will use a timer to keep the class on track. During the first 60 seconds of the conversation, partner A will explain their thoughts on the subject while partner B actively listens. During the next 60 seconds, partner B can seek clarification. Then, both partners will record the appropriate information. The second conversation revolves around the question, “What is true happiness?” Following the same conversational structure, partners A and B simply switch roles.</p> <p>In between each conversation, students will pause for quick, formative self-reflection to fill out the worksheet (mentioned in the “Evidence of Mastery” section).</p> <p>I will assign students into partners, but this lesson naturally addresses the diverse needs of students with varying academic proficiencies by allowing each student to use any number of the types of communication skills that I listed. This will allow students to apply their speaking and listening skills in whatever manner suits them individually. For instance, some students might try to jump right into paraphrasing, while others might stick with just establishing eye contact. The flexibility of student choice accommodates a wide range of skill and comfort levels, as well as communication styles.</p> <p>Also, if students have a disability relating to either vision or hearing, they can rely more heavily on either the verbal instructions that I give, or the text-based instructions on the PowerPoint.</p> <p>Students can use both words and pictures as evidence in their worksheets.</p>
<p>Part Three: Reflection and Closing</p>	<p>Under the slide titled, “Final Check Yourself,” students will engage in some self-reflection. They will take a look at the things they recorded on their worksheet and the first self-assessment to the second one, and compare both of those to their partner’s feedback. This allows students to reflect on and analyze the lesson.</p> <p>After they have individually filled out their worksheets, I will revisit our objectives from the beginning to show the students that we have achieved what we set out to do.</p> <p>Then, I will ask the students to write down on their worksheet three numbers, ranking on a scale of 1 (awful) to 5 (awesome):</p> <p>How well do you understand how to communicate concisely/clearly?</p>

How well do you understand how to listen actively?  
 How much did you learn from this lesson?  
 Bringing up the objectives again will help reinforce, one last time, the relevance of these communication skills to their lives, and these final reflective activities will help students review everything we went over to give them more time to process through it.

**Evidence of Mastery (Measurable):**

Students will use the following categories, written down on a piece of paper, to guide their discussions and participation in the lesson. However, students may write these categories in whatever manner suits them best, using my own style of organization or their own. For instance, students may write the categories in boxes that they fill in later, or as a list at the top of the page that they answer in one large paragraph, or broken up into different sections by leaving several lines in between each category, etc.

Additionally, they may present evidence in words or in pictures, whichever suits them best. This allows for multiple means of representing their level of mastery.

My Name: \_\_\_\_\_

Summary of my partner's stance	Summary of my stance	What I did well	What I did poorly	One improvement to make
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I will grade the responses using the following rubric, which is general enough to accommodate the different means of students representing their mastery of the content, but specific enough to hold them all accountable to the same standards:

<b>Criteria</b>	<b>2</b>	<b>1</b>	<b>0</b>
Summary of Partner's Stance	The information is present and understandable.	The information is present but unclear.	The information is not present.
Summary of My Stance	The information is present and understandable.	The information is present but unclear.	The information is not present.
What I Did Well	The information is present and understandable.	The information is present but unclear.	The information is not present.

What I Did Poorly	The information is present and understandable.	The information is present but unclear.	The information is not present.
One Improvement to Make	The information is present and understandable.	The information is present but unclear.	The information is not present.
Scaled Response to Lesson	The information is present and understandable.	The information is present but unclear.	The information is not present.
TOTAL:	_____/12		

**FORMATIVE ASSESSMENT:**

The nature of the activity moves students gradually up the tiers of Bloom's Taxonomy. Students begin by identifying each person's opinions. Next, they analyze their own performance, and then they interpret the evidence to come up with ways to improve. And, between the first and second conversation, they have the chance to implement those changes.

The way this worksheet is embedded into the lesson allows opportunities for frequent, immediate, formative assessment.

Students are still held accountable for their participation during the day, and their level of mastery is still discernable.


Additionally, this worksheet can be filled out during the rest of the class, or even taken home and completed during the evening by students who need the additional processing and working time. While the feedback is immediate, students don't need to immediately turn in their work if it will help accommodate their ELN.

The PowerPoint Used to Structure the Lesson:



# Communication Skills

A Mini Lesson



## Why Should I Care?

- Cars, video games, pizza, makeup, clothes, FOOD
  - Y'all need a job.
- Hugs, kisses, movie nights
  - Y'all need a relationship.
- College, scholarships, that portfolio presentation you have coming up
  - Y'all need interview skills.
- Communication skills will help you get better jobs, relationships, and opportunities in general.

# Standards

- Basically, this is telling you that the State of Arizona considers this material important.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **(11-12.SL.3)**
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. **(11-12.SL.6)**
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **(11-12.SL.4)**

## Objectives

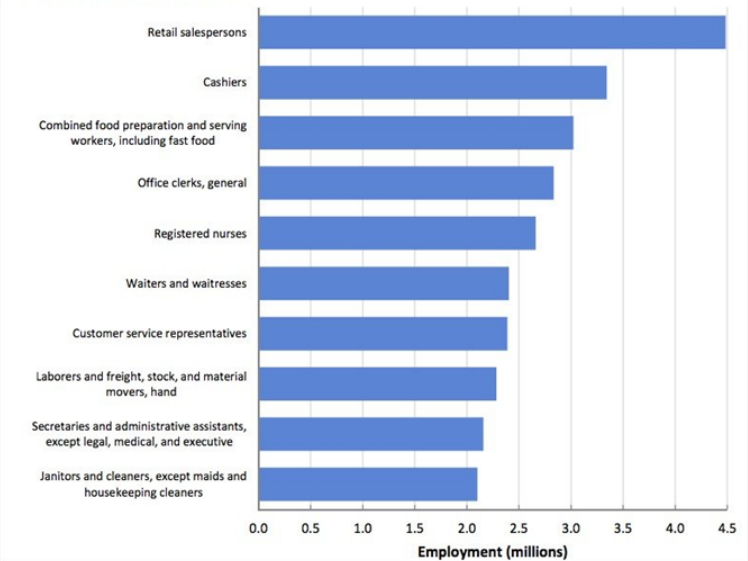
By the end of this lesson, I will be able to...

- Evaluate my partner's point of view based on word choice, points of emphasis, and tone used.
- Present my own point of view using appropriate, professional speech and self-presentation.

# 10 Most Common Jobs

- Bureau of Labor Statistics: 10 Most Common Professions in the United States
- What do all these jobs have in common?

**Chart 1. Employment for the largest occupations in the United States, May 2013**



## PEOPLE SKILLS

a.k.a. "How to Play Nicely"



## Forbes: People Skills

- The ability to relate to others
- **Strong communication skills**
- Patience with others
- The ability to trust others
- Knowing how and when to show empathy
- Active listening skills



## Elements of Communication

- Active Listening
- Nonverbal Communication
- Clarity and Concision
- Friendliness
- Confidence
- Empathy
- Open-Mindedness
- Respect

Active Listening

Clarity and Concision

- Anticipate and address potential misunderstandings
- Clarify as needed
- Get directly to the point
- Stay on topic
- Give brief, concrete examples
- Keep it short
- Sum up the important points
- Stay calm
- Speak at a normal pace



## Clarity and Concision

- Paraphrasing to show understanding.
- Nonverbal cues to show understanding (nodding, eye contact, leaning forward)
- Brief verbal affirmations (I see, I know, sure, uh-huh)
- Asking open-ended questions
- Asking specific questions to seek clarification
- Waiting to disclose your opinion
- Disclosing similar experiences to show understanding
- Pay attention to what they say AND how they say it



## Active Listening

# Partner Practice Preparation

Take out a piece of paper:

- My name
- Summary of my partner's stance
- Summary of my stance
- What I did well
- What I did poorly
- One improvement to make

My Name: \_\_\_\_\_

|

Summary of my partner's stance	Summary of my stance	What I did well	What I did poorly	One improvement to make

# Partner Practice Time

Partner One:

- Be clear and concise
- 60 seconds to explain
- 60 seconds to clarify

Partner Two:

- Actively listen
- 60 seconds to understand
- 60 seconds to sum up or get clarification

First Question

How do you know that our universe (or reality) is real?

## Check Yourself

How did you do actively listening?

How clearly/concisely did you explain yourself?

- One good
- One bad
- One improvement

Second Question

What is true happiness?

## Check Yourself

How did you do actively listening?

How clearly/concisely did you explain yourself?

- One good
- One bad
- One improvement



Third Question

What makes something good or evil?

## Check Yourself

How did you do actively listening?

How clearly/concisely did you explain yourself?

- One good
- One bad
- One improvement

Fourth Question

When is lying morally acceptable?

## Final Check Yourself

- Compare all your self-assessments
  - (What was the same between them, or what changed?)
- Compare your feedback to your partner's opinions about your skills
  - (What do you dis/agree about?)

## Objectives

By the end of this lesson, I will be able to...

- Evaluate my partner's point of view based on word choice, points of emphasis, and tone used.
- Present my own point of view using appropriate, professional speech and self-presentation.

## Review

- Scale: 1 (awful) to 5 (awesome)
- How well do you understand how to communicate concisely/clearly? (1-5)
- How well do you understand how to listen actively? (1-5)
- How much did you learn from this lesson (1-5)?