

Educator Observation Pre/Post Meeting: Design Thinking

Educator:	Eman Haggag
Observation Date:	[Link to AltVideo]
Debrief Date:	12/1/2016

Pre-meeting Notes (Eman):

1. I've been good at teaching students how to problem solve from a scientific method approach. I have also been good at helping kids with SEL. I've been good at those two things separately, but I have never ever tried to put it together. This is my first time teaching Design Thinking.

Please give me feedback on how I introduce it.

Let me know if it makes sense in the flow, how I put together the science and the empathy into the process.

2. Please let me know if it makes sense in the big scheme of this PBL. I'm figuring this out as I go. These series of mini design challenges are a prelude to the big design challenge which is the machine. You can see all the lesson plans I already developed in the folder I shared with you.

3. Though the Gauss class is only 9 people, I really want you to watch the bigger class of 21 kids. I never minded large groups of people, but this is slightly different because it's pretty new. Let me know about their engagement levels, what I can work on, etc. I love brutal honesty :)

- [Project Folder](#)
- [Project Overview](#)
- [Lesson Plan](#)

[Debrief Protocol]

1. HoS and educator review pre-meeting notes and goals
2. HoS invites educator to share how they thought the lesson went in relation to the pre-identified goals.
3. HoS shares feedback relating to educator standards, emphasizing feedback related to educator's individual goal.
4. Educator and HoS may create action items and next steps, including adjusting personal goals and/or strategies.

Debrief Notes:

- Rocky, was something they weren't used to. Went as good as it was supposed to go, hard to teach empathy. It was a little awkward with the setup of the room, I made changes to that. Has potential to tie into sel and physics, it all connects, hear kids starting to use the same language. Wallet

building and chair building day was more organized. I need to work on how to build empathy with people who aren't talkers, doers. I wouldn't have them pick their partners. Wouldn't do it too far ahead, making it up as I go.

Domain/Standard	Narrative Feedback
Content Knowledge (CD.CK)	
The educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the content domain accessible and meaningful for learners to assure mastery of Milestones.	Eman identified design thinking as a new area for her. She did a lesson on empathy building using a wallet design exercise. She clearly differentiated between the usual approach to science (problem solving) from the design thinking approach which seeks to first build empathy rather than immediately seek a solution.
Learner Development (CD.LD)	
The educator understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs developmentally appropriate and challenging learning experiences	Eman understands how egocentric MS student are/can be. She introduced this exercise in empathy building to help them see from another's point of view. Mid-lesson, she pivoted when she realized students were struggling to truly listen to each other, she shifted and had the students do another listening exercise before moving on.
Community Building and Collaboration (IE.CBC)	
The educator works with their teaching team, school team, families, learners and the network to build a positive and strong community of care and learning.	Eman is the driving force behind the positive shifts in school culture. The only area of opportunity I saw here was in the way she grouped the children - I think this could be done more intentionally (rather than just asking them to find a partner).
Learning Environments (IE.LE)	
The educator works with others to create safe environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	
Planning for Instruction (INS.PI)	
The educator plans innovative instruction that supports every learner in meeting individual learning	Extensive lesson plans with deep curricular connections to other content areas.

<p>goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	
<p>Instructional Strategies (INS.IS)</p>	
<p>The educator understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways through a mastery approach.</p>	<p>When introducing this activity, Eman gave a very engaging speech about her own personal history with wallets. Students were engaged and interested, it was a very interactive discussion. I wonder if she could have introduced it in a way that pushed students to build empathy, such as having them quietly inspecting each wallet and come to their own conclusions, then reveal her story. Make them work a little harder for it. I understand why Eman first had them "solve the problem" but I wonder if this may have confused the objective. I also wonder if an exercise in listening and paraphrasing would have been a good precursor activity. I thought Eman really tapped into the MS need for relational learning when she had the students work in pairs for the majority of the lesson. I would ask Eman to reflect on whether or not she thinks the students were able to empathize, and what other lessons she may need to teach in order to bolster this skill.</p>
<p>Responsive Pedagogy (INS.RP)</p>	
<p>The educator uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards and reach their goals.</p>	
<p>Goal Setting, Assessment, and Documentation (INS.GSAD)</p>	
<p>The educator understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's goal setting and decision making.</p>	
<p>Other reflections</p>	<p>Looking back at Eman's personal goals, specifically, integrating SEL into PBL - I wonder if this activity (which actually went really well) was too big of a first step. Maybe a couple of games and/or activities purely</p>

around listening and building empathy, without even bringing the design thinking element, would help the students understand. They were understandably excited about designing a wallet, but some became really caught up in that aspect. Overall, I think Eman has a great way of describing things, I would push her to try and demonstrate these concepts in other ways. To take that even further, since this unit is all about Rube Goldberg, I wonder if the intro could have been more of a "hook"? Something crazy and exciting to get them excited about the concept, before even launching into the design thinking project.