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| <p>Example: I sensed (calmness, frustration, trust, helplessness, despair) emotions in the teacher's/coach's/student's response.</p> | | |
| <p>T is for Tone of Voice.</p> <ul style="list-style-type: none"> • What do you notice about the tone of the teacher or coach? • What do you notice about the tone of the student? <p>Example: Student spoke very softly and mumbled, Teacher or coach was stern and yelling, Student sounded defeated.</p> | | |
| <p>H is for Hear the Whole Person.</p> <ul style="list-style-type: none"> • What do you notice about how the teacher/coach demonstrates hearing the student? • What do you notice about how the student demonstrates hearing the teacher/coach? <p>Example: Leaned in as the student started talking, evidence of listening to understand.</p> | | <p>How did the teacher's or coach's active listening and consideration of the student as a whole person (beyond just their academic performance) or a lack thereof such listening and consideration contribute to fostering a sense of trust and safety?</p> |
| <p>Y is for Your Response.</p> <ul style="list-style-type: none"> • What do you notice about how the teacher/coach responds to the student? • What do you notice about how the student responds to the teacher/coach? <p>Example: Teacher or coach acknowledged the student's response and built the conversation on what they heard both verbally and physically or vice versa.</p> | | <p>Reflecting on the student's responses, what changes did you observe in their attitude, confidence, or motivation throughout the interaction with the teacher or coach?</p> |

Play One

You Never Help Me!

Narrator: *The scene for this play is a 7th grade second period standard mathematics classroom. There are 25 students (17 white, 5 Black and 3 mixed race students). The class has been learning how to write an equation in the form $y=mx + b$ from a graph, table and contextual form. Mr. Smith, a white male teacher with 17 years' experience teaching middle school mathematics, passes out the assignment that presents a contextual problem and asks students to create a table, graph and equation for the situation. About 60 seconds after passing out the paper and asking students to work independently, Shelby, a Black student, starts fidgeting in her chair, tapping her pencil on the desk and sighing loudly,*

Shelby: *[starts to sigh slightly audibly] Huhhhhh...this is stupid [under her breath but loud enough for students around her to giggle]. I don't get this.*

Mr. Smith: *[noticing students around Shelby giggling] Rob, I'm in the middle of something, can you help Shelby?*

Shelby: Can you just help me?!

Mr. Smith: OK, go back through the guided notes we did this week and I will be there in a sec...

Narrator: *After 3 minutes, Mr. Smith is still working with other students. Shelby starts tapping on the table with her pencil. Another student, Debra, yells at Shelby to stop tapping on the table with her pencil. Yells that it's annoying.*

Shelby: Mr. Smith, I have a question.

Mr. Smith: Don't worry about it Shelby. It's not that important that you understand it. We will go over it in a few minutes anyway.

Shelby: Screw this *[in a low, frustrated voice and walks out of the classroom].*

Narrator: *Rob shouts to Mr. Smith that Shelby has left the room. Mr. Smith walks hurriedly out of the classroom and notices Shelby sitting along the wall down the hallway.*

Mr. Smith: *[yells] Shelby! Get back in this classroom! Hurry up before I send you to Officer Stein.*

Narrator: *Shelby slowly rises and walks back towards the classroom. In the hallway, just outside the open door to the classroom, Mr. Smith stands tall with raised a finger near Shelby's face.*

Mr. Smith [*with a condescending look*]: What were you thinking? You can't just leave class like that!

Shelby: Well, I needed help and you never came by my desk [*says loudly*]. You never do! [*faint giggles from inside the classroom*]

Mr. Smith [*angered by the accusation and the fact that students heard it remains standing above Shelby who is looking down at her feet*]: I was making my way over to your desk, but I have 24 other students in that room and I can't get to you as quickly as you want all the time.

Shelby: [*with a low volume*] You have plenty of time for those white kids.

Mr. Smith: [*in an accused tone of voice*]: What did you say?

Shelby: I said that you never help me, you always go to Rob and Debra's desks.

Mr. Smith: Well, they usually catch on quickly, so I swing by them first before I come to you. Math just comes quicker to them.

Shelby: I can do it, I just need a little help sometimes.

Mr. Smith: Well, you can always stay after school and come to my tutoring session for extra help.

Shelby [*with a bit of shame on her face*]: I have to ride the bus home.

Mr. Smith: Well, how about before school?

Shelby: I eat breakfast in the cafeteria then.

Ms. Smith: During lunch?

Shelby: I have to stand in line for my food so I don't have time to get to your room.

Mr. Smith: Well, I guess I can't help you then. I asked Rob to help you but you refused. Why don't you let him help you?

Shelby: He makes fun of me and I feel stupid. He thinks I'm dumb, so I'll just figure it out myself. Maybe when my brother gets home from work.

Mr. Smith: Well, why don't you come back in the room. It's time to go over the problems anyway and you can ask your questions then.

END OF PLAY

Play Two
I Used to Be Good at Math
Participant Version

Narrator: *Ms. Rogowski teaches 6th grade math and her class is working on the distributive property. Bisaam is a sweet kid who comes to class each day with a smile on his face. He and his family recently immigrated from Malaysia, and while he speaks English very well, he often has difficulty translating during discourse among the teacher and classmates. Bisaam, which translates to “one who is always smiling”, goes by Sam to fit in at school. He often puts his head down during class; the only time he participates is when he can work in a group. At lunch Sam is active and chatty with his friends. He has not completed any assignments outside of class and rarely turns in classwork. In class today, Ms. Rogowski hands out an activity to provide independent practice rewriting expressions using the distributive property. Sam immediately places his head down even though he was taking notes and working with his group earlier. Ms. Rogowski walks up to Sam’s desk, places her hand on his shoulder, quietly asks him to step outside and shuts the door.*

Ms. Rogowski: Let’s sit down here next to the wall and talk for a minute. [*looking him in his eyes with concern*] Sam, I noticed you had your head down as soon as I passed out the paper. Are you feeling ok?

Sam: Yes ma'am. Just tired.

Ms. Rogowski: Do you want to talk about it? It’s ok if not.

Sam: It’s ok.

Ms. Rogowski: I notice that when we have small group discussions, you are much more active, but you put your head down when it’s independent work. What’s the difference for you during that time?

Sam: Well, when we work in groups, we get to talk to each other and that keeps me awake.

Ms. Rogowski: I see. Are you only sleepy in math class or other classes?

Sam: Mostly in the morning and then after lunch.

Ms. Rogowski: How much sleep do you get at home?

Sam: Not much.

Ms. Rogowski: [*in a sympathetic tone*] Why aren't you getting sleep?

Sam [*looking down at his shoes embarrassed*]: My mom and dad go to work when I get home. I take care of my two sisters, get dinner, and get them to bed.

Ms. Rogowski: [*In a kind voice*] Sam, look at me. When I was your age, I had to babysit my brother sometimes too. That's a hard job for a kid, I know! And they can be so annoying [*both laugh*]. I am very impressed that you are able to do all of that and you're only in 6th grade. That's a lot of responsibility for a kid. Are you having trouble with the math part of class?

Sam: [*looking at her in her eyes*] Not really. Sometimes.

Ms. Rogowski: When is math the easiest for you and when is it hardest for you?

Sam: When we work in groups, it is easier because they keep me awake and I can ask them about words I don't understand. It's harder when you are talking or we are having a class discussion because sometimes my English isn't so good. If we don't have small group time before you ask us to do it by ourselves, I have trouble. So, I just sleep instead.

Ms. Rogowski: Well that makes a lot of sense now. I notice when you are talking with your group that you have a lot of good math to talk about, but since I don't see any homework or class work, it's hard for me to see how good you are at it.

Sam: I used to be good at math in Malaysia and I loved coming to school, but now it is different.

Ms. Rogowski: Well, what do you think about this suggestion? Any time we do independent work, I will give 5 minutes to everybody to ask questions to anyone in the room before starting.

Sam: Yeah, that sounds good.

Ms. Rogowski: But I still want you to do your homework. How can we make that happen?

Sam: Hmmm...I don't know.

Ms. Rogowski: Would you be comfortable if I call your parents to share my concern and see if we can figure out a solution together?

Sam: They don't speak English very well.

Ms. Rogowski: That's ok. I will work with Mr. Rodriguez to figure out a way to communicate. I bet we can figure this out so you can get that homework done. Thank you for sharing your situation with me.

Sam: Sure. When we go back in, can I work with my friends on this assignment?

Ms. Rogowski: You bet. Since we are at the point of independent work, why don't you ask them the questions you have and then, when ready, see what you can do on your own?

Narrator: *Ms. Rogowski and Sam go quietly back into the classroom and Sam starts working on the classroom assignment.*

END OF PLAY