|  |  |
| --- | --- |
| Takeru “TK” Nagayoshi | [MULTIMEDIA PRESENTATION: GROUP REHEARSALS AND FEEDBACK](https://youtu.be/TECmDiseEDc)  Takeru “TK” Nagayoshi  10-12th Grade AP English and Research Teacher | New Bedford High School, New Bedford Public Schools  Video URL: <https://youtu.be/TECmDiseEDc> |
| *In this lesson, my 9th grade English students rehearse for their research presentation, an eight-minute multimedia presentation and oral defense that share the findings of their two-month long independent research project.*  ***Lesson objectives***   * *SWBAT rehearse their presentations using the protocol; give/receive feedback based on specific criteria (e.g., content, slides, performance strategy) outlined in the checklist.* * *SWBAT identify their area(s) of growth in their presentation; identify their action steps (“to-do list”) based on their self-reflections and feedback to prepare for their next rehearsal.*   ***Lesson plan outline***   1. ***Frame the activity.*** *Give directions for the group rehearsal protocol, set expectations, and review student roles (see attached below):*    * ***Content guru.*** *Evaluates IMP content, and will closely analyze whether the claims, evidence and reasoning of their partners are logical and well organized.*    * ***Slide master.*** *Evaluate the slides, and will closely analyze whether the slides emphasize relevant information to guide the audience.*    * ***Speaker coach****. Evaluates the IMP performance strategies, and will closely analyze whether eye contact, vocal variety, body language, etc., are executed well.* 2. ***Guide self and partner reflections.*** *Students reflect on their area(s) of growth in think-write-pair-share format.* 3. ***Break students in groups of four*** *(pre- identify groups based on skills); each person will give and receive feedback from three other members of the group.* 4. ***Facilitate the protocol (four rounds)****; keep track of time and circulate to identify broad patterns and give quick feedback.* | |

|  |  |
| --- | --- |
| Learn more about this video and TK’s culturally responsive teaching (CRT) journey: | |
| **What are you proud of and excited to share from this video? Why do you think this is a strong example of culturally responsive teaching?** | *I like this lesson because it centers students as the experts. They present the findings from a research project on a topic of their choosing. They give and receive constructive feedback to each other. They reflect on their strengths and gaps to identify their own next steps. My role is simply to facilitate this journey.*  *Culturally responsive teaching isn’t just about the content, but how we create a safe and supportive environment that allows our kids to take intellectual risks with and through each other. In this video, my students rely on one another for their learning. This reflects my belief that we become better individuals through the magic of others; we learn in community. Likewise, the video showcases my students sharing what they’ve learned on a research topic that was relevant and meaningful to them. Giving students agency over their learning not only affirms their identity as scholars and people, but because of the authenticity and personal investment it generates, it can also result in a more rigorous learning outcome.*  *While I take a back seat once the activity begins, I go to great lengths to set an instructional framework and class environment where the expectations are clear, ambitious, and standards aligned. I chose this video because it’s an example of the deep preparatory work and scaffolding that culturally responsive work often takes. In other words, culturally responsive teaching is not what we teach on a given lesson or activity; it’s an ethos that threads through all aspects of our pedagogy, from instruction to culture and to relationships.* |
| **What does culturally responsive teaching and/or anti-racist teaching mean to you?** | *Culturally responsive teaching is not what we teach on a given lesson or activity; it’s an ethos that threads through all aspects of our lives as teachers, from instruction, to culture, and to relationships. It’s a mindset we embody and a commitment to be better, more conscientious, and always able to respond to the ever-changing needs of a diverse learning community. In other words, it’s just good teaching.* |
| **Describe your journey to becoming a more culturally responsive, anti-racist educator. What has helped you grow your CRT practice?** | *Like every worthwhile endeavor, it’s not about the destination but the journey. But it’s also not a journey you should take alone. It’s hard to wrap our head around what CRT can look like, especially as each grade, content area, school system, and classroom is different. What helped me was acknowledging that it’s OK to not know and to commit to always learning. I am fortunate to have like-minded educators push and hold me accountable in this ongoing journey. I hope to inspire others along the way, too.* |
| **What advice would you give to another educator who wants to develop their CRT skills?** | *When done right, anti-racist teaching is personally transformative and academically rigorous. It pushes our students to explore and synthesize multiple perspectives, apply history and politics to their toolkit of analysis, navigate sensitive topics on race and racism, and fight against injustices in our communities. It implores them to reflect on their identity and to anchor these reflections within a larger system and context.* |