



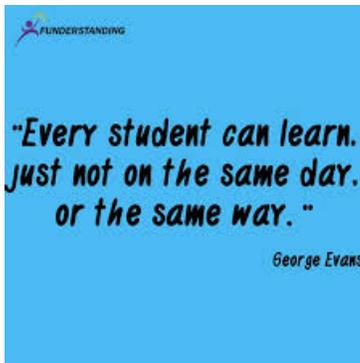
October 2019

RBSMS AVID Happenings

WICOR, WICOR, EVERYWHERE

Inquiry is about thinking: thinking that is revealed in questioning, analyzing, and constructing knowledge and understanding. Inquiry in a classroom is both teacher- and student-driven. Teachers pose questions and guide students into deeper levels of thought. Students use questioning processes to probe the meaning of texts, solve problems, or design investigations.

Philosophical Chairs: Classic Style is a structured form of academic discourse which relies on a prompt as the foundation for discussion and informed debate. It is a form of dialogue in which students develop a deeper understanding of a text or subject. This strategy gives students opportunities to improve verbal capability and fluency, as well as develop skills in the precise use of academic language.



Materials/Set Up:

In advance of the activity, develop a controversial statement, based on the objectives for the unit or text, to serve as the prompt. These should generally be simple “agree or disagree” scenarios, which are divisive in nature and contain two clear positions.

Instructional Steps

1. Review the purpose and format of the Philosophical Chairs activity with students.
2. Introduce the central statement that will be discussed and define all of the relevant terms.
3. Have students brainstorm and record as many arguments as possible for and against the statement, and then summarize their current personal position on the statement.
4. Before beginning the activity, review the Rules of Engagement for Philosophical Chairs
5. If this is a text-based debate, have students select quotations, paragraph numbers, or page numbers that support their positions.
6. To begin the activity, designate one side of the room as the agree side and the other as the disagree side.

7. Instruct students to move to the side that best represents their perspective, and have each side face the other.
8. As students become more accustomed to this activity, consider adding a smaller third side that represents those undecided about their stance on the statement. For students who remain uncertain, encourage them to move to the side that is closest to their perspective, ensuring them that they are permitted to move should their minds change during the course of the activity.
9. Starting with the agree side, alternate between the two sides as students debate the merit of the statement in a structured manner. The debate should move in an orderly, structured manner, back and forth between the two sides.
10. Each student should summarize the previous speaker's argument before providing a reason supporting their perspective, clarifying a previously mentioned statement, or directing a question at their opposition—which can be answered or ignored. Expect students to regularly integrate quotes or sources when providing their delivery.
11. Encourage students to switch sides should they change their minds about the prompt.
12. The final step of Philosophical Chairs is to debrief and reflect upon the process.

Upcoming Professional Development

Please plan on attending our first semester AVID Training: **Using Costa's Levels of Thinking to Increase Inquiry.** We will be meeting in the media during your planning periods on Wed. 10/30. You won't want to miss it!



AVIDtude Kudos

Community Outreach

Thank you to **Ms. Porcelli** for arranging our 8th Grade Community Outreach at Azalea House. Our students are learning how to give back by visiting the residents, many of whom are homebound.



WICOR Observations

First, thank you to everyone for allowing our AVID Site Team in to observe your classes. A HUGE thank you to the AVID Site team for taking the time to observe our awesome faculty too. As we continue to collect data for our AVID Certification here is a snapshot of what we've seen so far:

81 Observations

35 Graphic Organizers using writing to learn

51 classes using inquiry to make connections

30 classes collaborating to create products and problem solve

32 classes taking Focused Notes

Remember if we are able to observe a WICOR activity in your room, you can still share and get credit toward your WICOR Stickers! Simply, email your documentation to Amanda Hawk and your activity will be documented.

Congratulations to the following teachers who earned stickers in quarter 1:

Cooley - IC
 T. Hammond - WICOR
 Hawk – WICOR
 Hinkle - WIOR
 Holley – WIOR
 McKinnies – WICOR
 O'Farrell – I
 Padilla - I
 Porcelli – WICOR
 Snyder - WIC