Teacher Education Institute

UNC CHARLOTTE
CATO COLLEGE of EDUCATION

Wednesday, June 13, 2018
Welcome to the 2nd Annual Teacher Education Institute 2018

Presented by
Debra Diegmann and Michelle Stephan - UNC Charlotte
John Roberts - Deans for Impact

TEI Design Team
Ashley Bayer
Bettie Butler
Hilary Dack
Paul Fitchett
Tehia Glass
Laura Hart
Scott Kissau
Angie McClain
Teresa Petty
Paola Pilonieta
Richie Wells
Teresa Petty

Ellen McIntyre - Dean of the Cato College of Education
What is the Teacher Education Institute?
The purpose of the Teacher Education Institute is to allow university supervisors, faculty members and school clinical educators to collaborate and better support the development of teacher candidates through a coaching model. Teacher Candidates will be provided expert feedback from multiple professionals on the focus practices identified as essential for beginning teacher success.

Who’s in the room?
Clinical Educators & UNC Charlotte Faculty
Introduce yourself and discuss…

• **In a group of 3**: Share what you find most rewarding about educating new teachers.

• **In a group of 2**: Share what is most challenging about your role educating new teachers.

• **In a group of 4**: Share what you hope to learn at the TEI.
TEI Agenda Overview

Teacher Education Institute, June 13-15

**Wednesday**
- Preparing to Work Together
- Building Common Understanding Around the 3 Practices
- Coaching Practice

**Thursday**
- TEI ‘17 Report
- Modeling the 3 Practices
- Building Relationships
- Task Selection
- Coaching Practice

**Friday**
- Get Better Faster
- Feedback Practice
- Logistics (pilot overview)
- Moving Forward
Our learning goals for today

Practice skills for observing teaching and learning and debriefing those observations with others.

Build common language around skills we hope teacher candidates will successfully do in their own classrooms.

Better understand the needs and experiences of teacher candidates.

Understand coaching role and in-the-moment strategies.

Develop trust and respect among faculty and clinical educators.

Agenda

- Welcome
- Describing our Focus Practices: Eliciting Student Thinking, Managing Small Groups, and Facilitating Whole Class Discussion
- Lunch
- Effective Coaching
- Reflection and Wrap-up
Describing Focus Practices: 
*Eliciting Student Thinking*
Describing Focus Practices:  
*Eliciting Student Thinking*

- Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student’s thinking through carefully-chosen questions and tasks and considers and checks alternative interpretations of the student’s ideas and methods.

Portions of the protocol and process that follow are adapted from *Instructional Rounds in Education* (City, Elmore, Fiarman, and Teitel, 2009) and research and work by TeachingWorks at the University of Michigan.
Goals for this session

- Practice using protocols to observe, describe, and analyze a video clip of a teacher *eliciting student thinking*
- Understand some discrete skills a teacher candidate might practice in order to successfully *elicit student thinking*
Learning to see…

• Seeing (observing) is a discipline
• It’s like a muscle—it gets stronger with repetition
• Foundation of our practice

…Unlearning to judge
Description with Judgment

“The teacher read from the book, Oliver Twist, which was not at the appropriate level for the class.”

“There was too much time on discussion, not enough time on individual work.”

“The students conducted a sophisticated lab experiment.”
“Student 1 asked student 2: ‘What are we supposed to write down?’ Student 2 said, ‘I don’t know.’”

“Students followed procedures in the handout for matching the name of each planet to a description of that planet.”

“The teacher introduced a writing prompt to students.”
Specificity of Evidence

“Teacher introduced a writing prompt to students.”

Vs.

“Prompt for student essays: ‘What role did symbolism play in foreshadowing the main character’s dilemma?’”
“The teacher read from the book, Oliver Twist, which was not at the appropriate level for the class.”

“There was too much time on discussion, not enough time on individual work.”

“Prompt for student essays: ‘What role did symbolism play in foreshadowing the main character’s dilemma?”’

“Teacher introduced a writing prompt to students.”
Reminders

• We’re practicing using descriptive, non-judgmental language about teaching and learning.

• The protocol may feel uncomfortable, but try it with an open mind and stick to the steps of the process.

• We’ll be watching some video of teacher candidates today. Remember that our purpose today is not to evaluate the teacher, or the UNC Charlotte teacher preparation programs.
Describing Focus Practices: *Eliciting Student Thinking*
Video #1: Background on this Candidate’s Classroom

- 7th Grade, Discussing Stereotypes and Their Impact in American History and on Present Day American Life, Social Studies, 25 students

https://atlas.nbpts.org/cases/1921/

- We’ll pause the video part way through to ask you to respond to a question.

- As you observe, let two questions primarily guide your notetaking:
  - What do you see or hear students doing?
  - What do you see or hear the teacher doing?
Skill Practice

Look at your notes. How does the teacher pose questions or tasks that allow students to share their thinking?

[skill: posing questions or tasks that allow students to share their thinking]

Turn and Talk to your neighbor.
A protocol for description and analysis

On your own...

• Read through the notes you took about the video.

• Star data that seems relevant to *eliciting student thinking* and/or data that seems important.

• Select 4-5 pieces of data.

Read these 4-5 aloud to your group

• Help each other stay in the descriptive (not evaluative) voice.
  – Say: “What did you see/hear that makes you think that?”
Analysis

With your group, analyze the “Look Fors” generated from TEI ’17. This is a list of “Look Fors” that we would want to see in a teacher candidate’s classroom who was successfully eliciting student thinking.

Compare your notes with this list.

Are there any new “Look Fors” that we should add to the existing list? Place a circle around any NEW “Look Fors” that your group generated.
Eliciting Student Thinking Look Fors:

**The Teacher...**
- Creates an environment that encourages respectful, open discussion by setting expectations, establishing norms, and modeling respectful interactions with students
- Chooses tasks that require students to share or justify their thinking
- Asks open-ended, high-level questions designed to probe student thinking
- Poses questions to clarify, probe, or extend thinking based on student responses
- Provides multiple opportunities, modalities (oral, written, visual, etc.), and formats to share thinking (whole group, small group, one-on-one)
- Gives students time to think and speak

**The Students...**
- Interact respectfully with other teachers and students
- Explain and justify their answers
- Use academic language and vocabulary
- Pose questions and talk with other students’ to further elicit thinking from each other
Developmental Trajectory

Using the “Look Fors”, is there a developmental trajectory that you can imagine for a teacher candidate?

In other words, what would you be looking for in a candidate who had 1 week, 1 month, or 6 months of teaching experience?
Stretch Break!
Describing Focus Practices: Managing Small Group Work
Describing Focus Practices: 
Managing Small Group Work

- Teachers use small group work when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. They use their own time strategically, deliberately choosing which groups to work with, when, and on what.
Video #2: Background on this Teacher’s Classroom

- 3rd Grade, Determining the Factors that Affect Plant Growth, Mathematics and Science, 21 Students

  https://atlas.nbpts.org/cases/1375/

- What do you see or hear students doing?
- What do you see or hear the teacher doing?
Skill Practice

Look at your notes. How does the teacher create a structure for collaborative learning and ask questions that help clarify individual or group thinking?

[skill: using groups effectively for student learning]

Turn and Talk to your neighbor.
A protocol for description and analysis

On your own…

• Read through the notes you took about the video.
• Star data that seems relevant to managing small group work and/or data that seems important.
• Select 4-5 pieces of data.

Read these 4-5 aloud to your group

• Help each other stay in the descriptive (not evaluative) voice.
  – Say: “What did you see/hear that makes you think that?”
With your group, **analyze** the “Look Fors” generated from TEI ’17. This is a list of “Look Fors” that we would want to see in a teacher candidate’s classroom who was successfully managing small **group work**.

Compare your notes with this list.

Are there any new “Look Fors” that we should add to the existing list? Place a circle around any NEW “Look Fors” that your group generated.
Managing Small Group Look Fors:

The Teacher...
- Chooses tasks that require collaboration
- Creates structures for both individual and collective learning
- Gives clear instructions that communicate expectations for a group product or performance
- Circulates to each small group in order to offer support or monitor progress
- Asks probing questions of individuals or groups in order to understand student thinking

The Students...
- Have clear roles or responsibilities in the group task
- Contribute to a group product or performance
- Listen to one another and/or build on one another’s work
- Use content-specific language in writing, speaking, or performing the group task
- Display or perform the product for the teacher or other students
Developmental Trajectory

Using the “Look Fors”, is there a developmental trajectory that you can imagine for a teacher candidate?

In other words, what would you be looking for in a candidate who had 1 week, 1 month, or 6 months of teaching experience?
Describing Focus Practices: 
Facilitating Whole Class Discussion
Describing Focus Practices: Facilitating Whole Class Discussion

• In a group discussion, the teacher and all of the students work on specific content together, using one another’s ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others’ contributions.
Video #3: Background on this Teacher’s Classroom

• 8th grade, Discussing the Relationship Among Fractions Decimals and Percentages and Providing Real-Life Examples, Mathematics, 19 students

https://atlas.nbpts.org/cases/310/

– What do you see or hear students doing?
– What do you see or hear the teacher doing?
Skill Practice

Look at your notes. What did you see or hear the teacher doing that helped students understand the thinking of other students?

[skill: orienting students towards the thinking of others]

Turn and Talk to your neighbor. Start with the stem, “I saw…” or “I heard….”
A protocol for description and analysis

On your own...

• Read through the notes you took about the video.

• Star data that seems relevant to facilitating a whole class discussion and/or data that seems important.

• Select 4-5 pieces of data.

Read these 4-5 aloud to your group

• Help each other stay in the descriptive (not evaluative) voice.
  
  – Say: “What did you see/hear that makes you think that?”
With your group, **analyze** the “Look Fors” generated from TEI ’17. This is a list of “Look Fors” that we would want to see in a teacher candidate’s classroom who was successfully **whole group discussion**.

Compare your notes with this list.

Are there any new “Look Fors” that we should add to the existing list? Place a circle around any NEW “Look Fors” that your group generated.
Whole Class Discussion Look Fors:

**The Teacher...**

- Creates an environment that encourages respectful, open discussion by setting expectations, establishing norms, and modeling respectful interactions with students
- Articulates a clear learning objective for the discussion
- Provides a variety of opportunities and strategies for students to share ideas and engage in discussions
- Asks open ended, high-level questions that guide students toward the learning objective, ask students to clarify or further explain their thinking, and clear up misconceptions
- Listens to students and provides active cues of engagement (body language, eye contact, repeating answers, etc.)
- Orient students to the thinking of other students
- Synthesizes and distills key points for take away

**The Students...**

- Are actively engaged in the discussion (listening, taking notes, and participating)
- Interact respectfully
- Use academic language and vocabulary
- Connect to and build on other students’ responses
Developmental Trajectory

Using the “Look For’s”, is there a developmental trajectory that you can imagine for a teacher candidate?

In other words, what would you be looking for in a candidate who had 1 week, 1 month, or 6 months of teaching experience?
Reflection
Lunch
Effective Coaching
If I accept you as you are, I will make you worse; however, if I treat you as though you are what you are capable of becoming, I help you become that.

--- Johann Wolfgang von Goethe
Agenda

• Discuss a variety of coaching approaches
• Developing trust with mentee
• Formal Coaching
• In-the-moment coaching techniques
• Conclusion
How we think about coaching significantly *enhances* or *interferes* with our success as a coach.

-Jim Knight (2011)

Which of the following images best fits your current view of the kind of coach you want to be?
Now think about the characteristics of these relationships that may be supportive and constraining when coaching teachers.
Stage Coach

Seven Partnership Principles (Knight, 2011)

- **Equality** - both value others’ views
- **Choice** - T has input on what is examined
- **Voice** - C empowers the T to have voice
- **Reflection** - C encourages T to reflect
- **Dialogue** - C authentic, non-dominated
- **Praxis** - real life practice
- **Reciprocity** - both learn
Beyond Content Expertise

In coaching, establish a relationship that's built on trust, genuine communication and confidentiality.

Even if we know a lot about content and pedagogy and have impressive qualifications, people will not embrace learning with us unless they’re comfortable working with us.
Consider your first meeting with your candidate

Some of the clinical educators at your table may have hosted a candidate in the past.

Share how you approach that first meeting with a candidate. What strategies do you use to get to know the candidate throughout the year? How do you build trust?
The Coach and the Evaluator

Evaluator - a professional in charge of holding teachers accountable to accepted standards

Coach - professional who directs the personal and instructional learning of a teacher to develop a specific skill(s)

Keep an eye out
- Sometimes a Supervisor or CE is in an evaluative role
- Three Coaches + Candidate form a team bound by confidentiality and trust
Coaching Activities

- Model teaching
- Co-teaching
- Video tape analysis
- Co-planning
- Co-assessing
- Formal Coaching
- In-the-moment guidance
- Observing/Consulting
- Student data analysis
- Rehearsing
# Types of Coaching Activities

<table>
<thead>
<tr>
<th>Type</th>
<th>Setting</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In-the-Moment</strong></td>
<td>Classroom Instruction</td>
<td>Coach gives real time direction during classroom instruction; ideally, goals of lesson are discussed prior to the lesson</td>
<td>Sideline Huddle Guiding question or statement Tag team</td>
</tr>
<tr>
<td><strong>Formal Coaching</strong></td>
<td>Classroom Instruction</td>
<td>Substantial pre-conference in which mentee’s lesson goals, instructional techniques and assessments are discussed; classroom observation and data collection by coach;</td>
<td>Instructional coaching Content focused coaching Cognitive coaching</td>
</tr>
<tr>
<td></td>
<td>Pre- and post-conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Model Teaching</strong></td>
<td>Classroom Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Co-teach</strong></td>
<td>Classroom Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observation and Feedback</strong></td>
<td>Classroom Instruction</td>
<td>Mentee teaches and coach observes; upon completion, coach provides constructive feedback; purpose of observation should be identified prior to observation</td>
<td>Typical observation, sometimes with rubrics</td>
</tr>
<tr>
<td></td>
<td>Pre- and post-meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Co-assessing</strong></td>
<td>Meeting</td>
<td></td>
<td>Coach and mentee create assessments for lessons</td>
</tr>
<tr>
<td><strong>Co-planning</strong></td>
<td>Meeting</td>
<td></td>
<td>Coach and mentee create lesson plans</td>
</tr>
<tr>
<td><strong>Rehearsing</strong></td>
<td>Meeting</td>
<td></td>
<td>Mentee rehearses teaching the lesson with one or more teachers present playing the role of students</td>
</tr>
<tr>
<td><strong>Data analysis</strong></td>
<td>Meeting</td>
<td></td>
<td>Coach and mentee analyze student data</td>
</tr>
<tr>
<td><strong>Video Analysis</strong></td>
<td>Meeting</td>
<td></td>
<td>Coach and mentee analyze teaching video; can be a video of the coach, the mentee or other teachers</td>
</tr>
</tbody>
</table>

Put a **C** next to the TYPE of coaching you feel comfortable doing

Put a **Q** next to the TYPE of coaching you have questions about
Coaching Activities

- Model teaching
- Co-teaching
- Video tape analysis
- Co-planning
- Co-assessing
- Co-teaching
- Observing/Consulting
- Student data analysis
- Rehearsing

Formal Coaching

In-the-moment guidance
Coaching Activities

Formal Coaching

- Model teaching
- Video tape analysis
- Co-planning
- Co-assessing
- In-the-moment guidance
- Observing/Consulting
- Student data analysis
- Rehearsing
Formal Coaching Cycle

PLANNING Conference

REFLECTION Conference

TEACHING Observation
Pre-conference Protocol Sheet

Clarify Lesson Goals

Approach to Achieving Lesson Goals

Success Indicators (how will you know the goal has been achieved?)

Teaching Focus:

Data Collection:

Coach can be directive here.

Depending on coach’s content knowledge.
Introducing Ms. Scobey and Ms. Williams

• Scobey over 20 years; Williams third year
• Both first year teaching inquiry (Focus Practices)
• New reform curricula (Connected Mathematics Project 2)
• Coached in pairs (Scobey focus)
• 6th grade math; same course (co-planned)
• High poverty culture
At the school bake sale, square pans of brownies are being sold. Students can also buy PARTS of the pan of brownies. Mr. Williams asks to buy \(\frac{1}{3}\) of a pan that is only \(\frac{1}{2}\) full. What fraction of a whole pan does he buy?
Pre-Conference Talk

Scobey starts by reminding us that we had agreed to focus on whole class discussion and eliciting student thinking/engagement (FPs).
Pre-Conference Tool

Take 5 minutes to study the Pre-Conference Guiding Questions. How do they reveal the candidate’s ideas?

On which questions do you need clarification?

Do you want to add anything?

Teaching Focus (high leverage practice):

Data Collection:
<table>
<thead>
<tr>
<th>Clarify Lesson Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help students learn that multiplying two fractions (less than one) means taking a part of a part.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approach to Achieving Lesson Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Success Indicators (how will you know the goal has been achieved?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>During whole class discussion, the teacher ends up asking questions of the presenter. Teacher wants students to ask each other questions and interrogate the explanations of others without the Teacher doing the questioning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Collection:</th>
</tr>
</thead>
</table>
Problem 3.2 Another Model for Multiplication

A. 1. For parts (a)–(d), use estimation to decide if the product is greater than or less than \( \frac{1}{2} \).
    
    a. \( \frac{1}{3} \times \frac{1}{2} \)  
    b. \( \frac{2}{3} \times \frac{1}{2} \)  
    c. \( \frac{1}{8} \times \frac{4}{5} \)  
    d. \( \frac{5}{6} \times \frac{3}{4} \)

2. Solve parts (a)–(d) above. Use the brownie-pan model or the number-line model.

3. What patterns do you see in your work for parts (a)–(d)?

4. For part (b) above, do each of the following.
   a. Write a word problem where it makes sense to use the brownie-pan model to solve the problem.
   b. Write a word problem where it makes sense to use the number-line model to solve the problem.
### Clarify Lesson Goals
Help students learn that multiplying two fractions means taking a part of a part.

### Approach to Achieving Lesson Goals
Students will write their own multiplication word problems. Teacher will monitor students’ small group to identify a group that writes a problem that is a part of a part and one that writes a problem that isn’t. Put both problems on the board and ask students to decide which one is right.

### Success Indicators (how will you know the goal has been achieved?)
Students’ word problems will be worded such that they understand multiplication as a part of a part. I will collect their word problems at the end of class for assessment.

### Teaching Focus:
During whole class discussion, the teacher ends up asking questions of the presenter. Teacher wants students to ask each other questions and interrogate the explanations of others without the Teacher doing the questioning. Research question: Does having students present two contrasting solution processes at the same time increase student participation?

### Data Collection:
Video tape the session for analysis.
During the video, take notes on what you see and hear, using non-judgy language.
Ms. Jameson has $\frac{1}{4}$ of a cake and she sells $\frac{1}{5}$. How much of the cake does she have left?

$\frac{1}{5} \times \frac{1}{4}$
Instructional Video
Observation Tool

• Compare your notes on the Observation Tool with the people at your table. Practice using non-judgy language.
• What were some of similarities in your rubric assessments?
• What were some of the differences?
Post-Conference

What would you talk about with Ms. Scobey, given her goals from the pre-conference?

Use your post-conference protocol to write down questions that the coach might ask in each section.
Post Conference Videos

Judgement free zone
Take notes on noticings (follow on transcripts if desired; pp. 11-14):

• Trust
• Focus Practice learning
• Questions asked by coach
  Video Segment One
  Video Segment Two
  Video Segment Three
Cheat Sheet for August

Go to page 9 in your folder.
Read the Coaching Quick Guide
Make personal notes
Imagine

The teacher featured in this video was a veteran teacher, yet was trying to implement focus practices for the first time.

• How do you imagine your conferences to be similar and different with a candidate?
• When in the candidate’s development trajectory do you think you might conduct formal coaching?
Coaching Activities

- Model teaching
- Co-teaching
- Video tape analysis
- Co-planning
- Co-assessing
- Rehearsing
- Student data analysis
- Observing/Consulting
- In-the-moment guidance

Formal Coaching
Coaching Activities

- Model teaching
- Co-teaching
- Video tape analysis
- Co-planning
- In-the-moment guidance
- Co-assessing
- Observing/Consulting
- Student data analysis
- Rehearsing

Formal Coaching
In-the-moment vs Formal

**In-the-moment** happens *during instruction* and does not need **formal** pre-conference, data collection and **formal** post-conference.

**Formal coaching** involves lengthy planning conference, data collection during instruction, and **formal** post-conference.
In-the-Moment Coaching Types

- **Sideline**: Coach stands to the side and uses hand gestures or provides written feedback (whiteboard, iPad, coaching cards, etc.) for the candidate to see and immediately respond to throughout instruction or behavior management.

- **Huddle**: When students are working in groups or independently, pull candidate to side and whisper brief feedback and/or game-plan next moves.

- **Guiding question or statement**: Coach addresses a short question or statement to the candidate to help guide them.

- **Tag Team**: Candidate stops during instruction and asks the mentor to “tag in” for the moment.
In-the-Moment Coaching

• Establish clear communication and a common understanding of why in-the-moment is being used and what it will look and sound like
• When this doesn’t happen, candidates are often left feeling uncomfortable and unsure of themselves
• Think about why some in-the-moment techniques might be more invasive than others
• Best when a pre-conference is held (can be short)
• Coach and candidate work out signals (e.g., hand gesture, tap on the shoulder)
# Let’s Observe

<table>
<thead>
<tr>
<th>Sideline</th>
<th>What did you see?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Clip ELA Small Group Clip 24</td>
<td></td>
</tr>
<tr>
<td>Video One Math; Whole Class Clip 7</td>
<td></td>
</tr>
<tr>
<td>Huddle</td>
<td></td>
</tr>
<tr>
<td>Video Clip Social Studies Clip 8</td>
<td></td>
</tr>
<tr>
<td>Tag Team</td>
<td></td>
</tr>
<tr>
<td>Video Clip Math Clip 26</td>
<td></td>
</tr>
<tr>
<td>Video Clip Social Studies Clip 6</td>
<td></td>
</tr>
<tr>
<td>Video Clip Math Video 31</td>
<td></td>
</tr>
</tbody>
</table>
Your Candidate

• Secondary Science Teaching Candidate
• This is the first coaching session
• You will be using the Coaching “Look fors” observation tool to guide your session

Study the Eliciting Student Thinking Observation Tool
Let’s Practice

• Use your Observation Tool to guide your viewing of the video
• Watch the video and assess the candidate’s practice on eliciting student thinking using non-judgy language.
• With your tablemates, discuss your results and what type of coaching you might use and why (in-the-moment and/or post-conference)???
What’s next?

Teacher Education Institute, June 13-15

**Wednesday**
- Preparing to Work Together
- Building Common Understanding Around the 3 Practices
- Coaching Practice

**Thursday**
- TEI ‘17 Report
- Modeling the 3 Practices
- Building Relationships
- Task Selection
- Coaching Practice

**Friday**
- Get Better Faster
- Feedback Practice
- Logistics (pilot overview)
- Moving Forward

UNC CHARLOTTE
Thank you for attending Day 1 of TEI ‘18. We look forward to seeing you tomorrow morning.

Please turn in your name tag and remember to bring your folder back tomorrow.