

# Video Viewing Protocol

## Understanding the King – MLK Speech Analysis

CRESST, UCLA 2015

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0:00-2:40

Notice how the teacher sets the task up for students to critically analyze the text.

Notice the level of cognitive demand when the teacher introduces the task to students, specifically asking students to think about the connection between non-violence and their own lives.

Notice how the teacher purposefully employs all students' cognitive abilities by asking them all to take some time to think before responding.

2:40-3:01

Notice how the students understand the purpose of their learning.

4:35-6:10

Notice how the teacher engages all students' cognitive abilities by asking them to share their ideas with a partner ("I see all the same hands...").

Notice how the teacher challenges students' ideas of sequencing (shifting from the concept of sequencing of events to sequencing of ideas).

Notice how the teacher progressively builds the task from orienting the students – thinking about non-violence in the context of their own lives – to looking at paragraph structure.

6:10-9:00

Notice how the teacher talks about the range of reading levels in the class and structures the class to accommodate these levels.

Notice how the teacher has prepared the students to read this text through prior work.

9:00-11:31

Notice how the teacher structures activities for the class (including both individual and group work) to make sense of the complex text.

Notice the climate of the classroom where students are responsible for themselves and each other – helping one another to meet the cognitive demand of the task.

Notice how the adults support the students who would find this text difficult to read with a peer.

Notice how the teacher progressively develops students' abilities to read complex texts.

Notice how the teacher puts structures in place (e.g., round robin discussions and writing) to help students meet the cognitive demand of the task.

Notice the physical environment of the classroom and how it facilitates student discussion.

11:31-15:15

Notice how all the students discuss the text in substantive ways.

Notice how there are multiple "entry points" in the task (i.e., different levels in which to access the task). While some students can talk about the text in more sophisticated ways than others, all students are able to discuss the complex ideas in the text at their own level.

Noticed how the teacher has structured the reading and discussions around 5 key ideas across 6 paragraphs to enable participation of all students, employing all students' cognitive abilities.

Notice the teacher's beliefs about students' abilities as they relate to the task.