

Viewing Protocol

Title: Teaching Students to Examine Craft Moves and Author's Intent

Link: <https://vimeo.com/56066196>

Grade: 7

Learning Goals and Success Criteria

The teacher makes clear that the goal of the lesson is for students to make their essays strong and persuasive. The teacher and students then co-construct the success criteria. The teacher begins this process by asking students to turn and talk to a partner about what makes the model text that they are working with "strong and persuasive." The teacher listens and takes notes while the students are sharing their understanding with each other. At the end of the turn and talk time, the teacher paraphrases students' responses and records these on poster-sized paper. These paraphrased responses are used to create the success criteria.

What do you notice about the Learning Goals and Success Criteria? What commendations and/or suggestions would you offer for this teacher?

Eliciting and Interpreting Evidence

The teacher frequently creates opportunities to generate evidence of student learning throughout the lesson. She listens and takes notes when students talk in pairs. She also shares how she reviewed students' writing from the previous lesson to inform the current lesson. As students revise their writing during this lesson, the teacher generates another source of evidence of their learning.

What do you notice about the teacher Eliciting and Interpreting Evidence? What commendations and/or suggestions would you offer for this teacher?

Taking Pedagogical Action

The teacher starts the lesson by sharing her study of students' work, discussing what she has learned about what they know and can do relative to persuasive essay writing. The current instruction is based on what the teacher learned from this evidence of student learning. Also during the current lesson, the teacher listens while students share their ideas with one another. Then, based on what she has heard, she asks certain students to share with the whole class. These shares are used to create the success criteria. When students express their ideas, the teacher interprets and extends their ideas by adding to their language to introduce precise, domain specific vocabulary. She also includes an additional success criteria based on a trend she heard in students' discussions, i.e., that the author addresses counterclaims. These are ways the teacher takes pedagogical action in the moment in response to evidence generated in the lesson.

What do you notice about the teacher Taking Pedagogical Action? What commendations and/or suggestions would you offer for this teacher?

Student Self and Peer Assessment

The teacher gives students the opportunity to review their own writing and decide which of the model writing strategies they will choose to employ in their own work. Strategies include adding more detail, including emotion, and rationales for statements of opinion. Students are also given the opportunity to take action based on their own assessment, including being given time to revise their writing based on a combination of new learning and self-assessment.

What do you notice about the Student Self and Peer Assessment? What commendations and/or suggestions would you offer for this teacher?