

# Viewing Protocol

**Title:** Modeling and Graphing Real World Situations

**Link:** <https://www.teachingchannel.org/videos/distance-time-graph-lesson-sbac>

**Grade:** High School

## Learning Goals and Success Criteria

The students are working on functions, specifically looking at real world situations and figuring out how to graph them. The teacher wants students to make the connections between events happening in the world (in this case - the movement of a ball over time) and math so that they can make a model of that series of motions. Learning goals and success criteria are not stated explicitly, the teacher instead provides a description of what students are expected to do in the task.

*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 structured several varied ways to collect evidence over the course of the lesson. She reviews student work in progress, listens to student conversations, and asks probing questions. To collect evidence of students' learning status at the beginning of the lesson and to help students begin to think about the main task at hand (graphing the motion of a ball as shown in a video of two people playing catch), the students are asked questions such as: what should we graph?

*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 effectively adapts her actions in response to student evidence of learning during the lesson, including formulating questions to promote student learning in response to what she hears students discussing as well as providing additional instruction to students when she hears common misconceptions. At the end of the lesson, the teacher posts specific examples of student work. The students who created them explain their work to the class, the teacher asks probing questions, and several students contribute their suggestions/opinions. The teacher asks students how or if they would change their work. The students' answers demonstrate their growing understanding. The teacher's choice of these work samples is an example of her adapting her actions based on evidence - these examples demonstrate a misconception shared by many in the class.

*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 students are given a few different opportunities to reflect on their work based on what they learn from group discussions, direct feedback, and peer discourse. Students are also given multiple opportunities to take action based on their own self-monitoring process. There are several junctures in the lesson where students need to share with others what they are thinking and making (their graphs). Based on the feedback they receive and/or their own answers to probing questions, they are expected to return to their graphs and adjust them to reflect their new understanding.

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