

# Viewing Protocol

**Title:** Analyzing Texts with Storyboards

**Link:** <https://www.teachingchannel.org/videos/analyze-text-with-storyboards>

**Grade:** 10

## Learning Goals and Success Criteria

The teacher states at the beginning of the lesson that students need to use logic, read closely for language, argument, and development, and to determine themes and concepts during the course of the lesson task. These lesson requirements are extracted from the standards students are working on. The way these expectations are expressed, they function as learning goals, describing what students will learn and be able to do during the lesson. Success criteria are loosely specified during the teacher's directions to students. They are told to communicate how the image and text in their worksheet communicate the message they've been challenged to represent.

*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 generates evidence of all students' learning through the course of the lesson. She does this through listening to student discussions, asking probing questions, and taking a "poll" at the end of class. She also does not provide final answers for students but lets them take their thinking to its conclusion, thereby furthering student thinking, and obtaining accurate evidence about the scope and depth of student thinking.

*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 comments and questions the teacher poses to students are based on evidence of their learning during the lesson. At one point she asks a student, So you mentioned bread and hope. How does this figure in to hunger? There is not evidence that the teacher adapts her actions in other ways based on evidence of student learning.

*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

By asking probing questions to students as they are engaged in their task, the teacher promotes student self assessment. An example the teacher shares with the video audience is when she asks one group of students about how their developed idea for their reality show fits in with the original concept they were working with (i.e., playing the game). At that point students realized they had forgotten all about the original concept and needed to weave it back into their theory/message.

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