

Viewing Protocol

Title: First Grade #3 – Shared Reading Experience

Link: <https://vimeo.com/85961675>

Grade: 1

Learning Goals and Success Criteria

The lesson goals are about making predictions and identifying problems in stories, and being able to read aloud in a storyteller's voice. The teacher does not explicitly clarify these goals with students or the success criteria. They are instead implied repeatedly throughout the lesson.

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 many opportunities to collect evidence of student learning. For example, in the whole group setting on the rug, she poses questions to all students and then has them demonstrate their understanding by putting their thumbs up if they have an idea, or understand, or are familiar with what she is sharing, etc. She also has students turn and talk to a partner after each new idea is presented, listens to students' discussions, and shares out what she's heard (or has students share out) with the whole group.

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 adapts her actions based on the evidence she gathers of student learning. For example, after listening to students discuss what problem they see occurring in the book they are reading, she provides all students with feedback on a trend in their discussions. Namely, they are generally stating what they think the problem in the book is, but not why the problem is there. She then offers them a suggestion for how to figure this out, i.e., going back a few pages in the book to look for clues. She describes this as a strategy that good readers use.

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 structures opportunities for students to self-monitor by asking them questions, giving them some think time, having them put a thumb up if they've been able to come up with an answer (or solve an issue she presents to them). They also turn and talk with a partner about their understanding, and then (some students) share with the whole class. These pair/share experiences can also provide an opportunity for peer feedback.

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