

Video-Viewing Guide

Unit 4: Observing Standards-in-Action

Content Area: Reading



Standards-in-Action

U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION

Innovations for Standards-Based Education



VIDEO-VIEWING GUIDE

UNIT 4: OBSERVING STANDARDS-IN-ACTION

CONTENT AREA: READING

LEVEL: ABE/PRE-GED

Video Features:

Prince William County Public Schools Adult Education

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Directions

Review the following observation form with the attendant questions and points before watching the videotaped lesson. Then put the guide aside while you watch the video, and take notes on a blank observation form or separate paper. Because of the central nature of the lessons, you can also use your own state standards to determine which standard(s) are reflected in the lessons. Drawing on your notes, use the questions to guide a discussion about what constitutes concrete evidence and how that translates into scoring.

Virginia Department of Education Office of Adult Education and Literacy

GED Content Standards: Draft

Reading: Non-Fiction

The learner will locate and apply relevant information.

The learner will summarize the *main points* and *supporting details*.

The learner will draw conclusions based on evidence presented.

The learner will recognize paragraph structure rules to:

- a) Identify the main idea and supporting details
- b) Properly place a topic sentence in a paragraph

The learner will interpret figurative language, symbols, and imagery

SIA Observation Tool

Effective Teaching and Learning Practices¹

E = Evident
NFE = Not Fully Evident

1. Curriculum <i>content</i> of the lessons is aligned to the demands of standards.	E/NFE	Evidence
a. Instructor presents lesson clearly reflecting the concepts/skills of one or more of the standards.		How close to the class objectives are these standards?
b. Instructor outlines a well-defined standards-based lesson objective stated in terms of the desired student learning outcomes.		<p>In the first 10 minutes, how specific are the outcomes of the lesson identified by the instructor?</p> <p>What means does she use to define the lesson objectives?</p> <p>Are they understandable to students? Do you have a sense of the knowledge and skills the lesson is trying to foster (e.g., increased efficacy, increased mastery, assembling elements into larger wholes, increased accuracy)?</p> <p>Throughout the lesson, how often does the instructor refer back to lesson objectives? What does she say and do?</p> <p>How does she involve students in defining the lesson objectives?</p>
c. Students use resources directly related to the targeted standards.		<p>As you observe the various activities students are asked to complete throughout the lesson, were there any that seemed off-point?</p> <p>A major objective in the lesson was writing a paragraph. Did activities tie closely to this?</p>

¹ For the purposes of Standards-in-Action, a “standard” is defined as the most specific level of outcome used by a state to indicate what students should know and be able to do. These can include indicators, objectives, and benchmarks.

2. <i>Cognitive level</i> of learning activities is aligned to the demands of the standards.	E/NFE	Evidence
a. Instructor poses questions that stimulate student thinking beyond recall.		<p>Early in the lesson the class read an essay on Langston Hughes. Are the questions predominantly recall or higher level questions such as, “Why...?”</p> <p>As the lesson moves on, what skills of cognition are these questions driving towards? Analysis? Synthesis? Evaluation?</p> <p>Here are some examples:</p> <p style="padding-left: 40px;">What is hope? What are some things you hope for? What would you do without hope? Why did Langston Hughes use words like thinkin’ versus thinking?</p> <p style="padding-left: 40px;">The theme of the poem is “loneliness.” Why does he call it “Hope” rather than “Lonely”?</p> <p>Are these questions open-ended? Do they call for reflection or recall?</p> <p>How long does she pause on these questions?</p> <p>As the instructor works with students, how often does she impart information vs. ask questions?</p>
b. Instructor allows appropriate wait-time (3 or more seconds) after posing questions.		<p>Throughout the lesson, do you have a sense that students are given time to express their opinions?</p> <p>When the instructor asks questions, does she seem comfortable with wait-time?</p> <p>Once she asks a question, does she stay silent or does she fill the space with more questions or explanations? Count the seconds that she waits at different times throughout the lesson.</p>

2. <i>Cognitive level</i> of learning activities is aligned to the demands of the standards. (Continued)	E/NFE	Evidence
c. Instructor asks students to elaborate on and justify their answers.		<p>How often does the instructor ask questions requiring elaboration or justification?</p> <p>Can students answer with a “yes” or “no” or one-word answer?</p> <p>How often does she invite students to follow-up on one another’s comments?</p>
d. Instructor activates students’ metacognitive skills (e.g., models strategies, inquires about students’ strategies).		<p>Throughout the lesson, did she prompt students with questions that resemble the following: “Why are we practicing this skill?” “How will it help you?” “How will you use what we are learning outside of class?” “What did we learn today?” or “Can you explain the strategies you are using to complete this task?”</p>
e. Students work on assignments reflecting the highest demands posed by the standards targeted by the lesson.		<p>As she scaffolds the lesson, what are the demands of the various activities, from the opening class discussion on Langston Hughes to the writing of their own paragraphs?</p> <p>How did the instructor build challenges into the various assignments? For example, when they are putting the sentences in the paragraph on Langston Hughes in order, are the answers obvious?</p>

3. Standards are translated into lesson content <i>relevant</i> to adult students.	E/NFE	Evidence
a. Instructor ties standards-based lesson to students' goals, interests, or needs.		<p>What evidence do you have that the instructor knows about the lives and interests of her students? What specific things does she say to indicate this?</p> <p>Does she explicitly tie the lesson objectives to students' goals or interests?</p> <p>What topic does she choose for students to write a class paragraph about? Does it feel important and relevant?</p>
b. Students actively participate in the lesson through class discussions, group projects, etc., instead of doing solitary seatwork or listening to extended lectures.		<p>Is the lesson dominated by teacher talk or student talk?</p> <p>Is the lesson dominated by lecture or discussion?</p> <p>What do you notice about the students? Are they bored, animated, or is it hard to tell? How do you know?</p> <p>Did only some students actively participate in activities? Many? Most? All?</p>
c. Students have varied opportunities (beyond worksheets) to apply new learning in authentic or practical adult-oriented contexts.		<p>Were the activities practical and useful? List them.</p> <p>Were the assignments worksheets or were students asked to create?</p>

4. Standards are addressed by a <i>coherent progression</i> of learning.	E/NFE	Evidence
a. Instructor explicitly links lesson content to previous lessons or what students already know.		<p>Does the instructor refer to previous lessons?</p> <p>What does she do to jog the memory of students about what they already know about Langston Hughes? About writing a paragraph? About genres of texts?</p> <p>As she reviews a past lesson on the parts of a paragraph, do students seem to understand the various parts? How quickly do they respond and how many answer this question?</p>
b. Students have prerequisite knowledge/skills to understand lesson content.		<p>Do you think students were prepared for this lesson? How do you know?</p> <p>What does their verbal and nonverbal (face and body language) communication tell you about whether they are prepared for this lesson?</p> <p>How does the instructor check on students' prerequisite skills?</p>
c. Instructor incorporates standards in a lesson in a manner that builds on their natural connections.		<p>Besides learning about Langston Hughes and writing paragraphs, what other aspects of reading and writing does she bring into the lesson?</p> <p>Are these aspects well integrated into the lesson?</p>
<p>d. Instructor closes lesson by:</p> <ul style="list-style-type: none"> • reviewing lesson objectives; • summarizing student learning; and • previewing how the next lesson builds on that learning. 		<p>Does she close the lesson?</p> <p>Does she review the lesson objectives?</p> <p>Students are asked to reflect on one fact about Langston Hughes in their folders. How well does this fulfill lesson objectives?</p> <p>Do you have a sense about what the next lesson will cover?</p>

5. Students' level of understanding is assessed during the lesson and instruction is adjusted accordingly.	E/NFE	Evidence
a. Instructor regularly checks whether students are mastering standards-based lesson content (e.g., circulates to check on students' work, monitors verbal responses).		<p>When students are working in groups, does she circulate?</p> <p>When she gives feedback, does she more often lead students to the right answers through questioning or by providing the “right” answers to them?</p> <p>During whole-class discussions, do you hear from a wide variety or a handful of students?</p> <p>When the instructor asks students to share what they have written, what indicates that she had checked on their work previously?</p>
b. Instructor provides students with prompt, specific feedback to correct misunderstandings and reinforce learning.		<p>What strategies does she use to reinforce their learning?</p> <p>When she is giving positive reinforcement to students on their introductory and concluding sentences and saying “good” or “great,” do you understand what is good or great about the sentences? Do you have a sense that she feels some of concluding sentences are exceptional? Do you know why? Do you think students will know why?</p>
c. Students signal understanding of lesson content before instructor introduces new ideas.		<p>What were the various ways in which students were asked to demonstrate concepts, to check on what they know?</p>
d. Instructor provides supplemental instruction for students who show that they need it (e.g., individualized or peer tutoring, re-teaching, review of basic skills).		<p>Did the instructor provide supplemental instruction? Was it needed?</p>
e. Instructor provides extension activities for students who complete classwork, instead of leaving them idle or unchallenged.		<p>Were any students bored while waiting for others to finish?</p>

f. Students evaluate and reflect on their own learning.		At the end of the lesson, does the instructor activate students' metacognition? How does she ask them to reflect on their learning? Is this effective?
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