Collaboration Form

SESSION INFORMATION

Date of Feedback

12/14/2021

Time of Feedback

10:30 am

STUDENT'S INSTRUCTIONAL TARGETS

Instructional Targets

- Building academic vocabulary - sedimentary rocks

Relevant Information Provided Aforehand About the Instruction or Environment

4th grade science lesson online; goal is to promote scientific thinking and speaking by identifying types of rocks based on defining criteria of sedimentary rocks

INSTRUCTIONAL DELIVERY

Content Area

- Science

Instructional Targets Identified and Evident to Students

Instructional Groupings Utilized

- Whole Group, Teacher Led

Instructional Resources Utilized

- Technology
- photographs

Extent to which the lesson embedded literacy instruction

◉ A Great Deal   ◯ Some   ◯ A Little Amount   ◯ None

Evidence-Based Language and Literacy Practices Utilized

Direct and explicit vocabulary instruction includes an introduction to new words, deconstructing of the word meaning, and provision of multiple opportunities for students to engage with the vocabulary

Performance-based feedback on the target evidence-based practices

Thank you for letting me observe your lesson! Last month, we set a goal of implementing direct and explicit vocabulary instruction because you noticed that your students really seemed to struggle with the vocabulary across all of the content areas. I know you were especially eager to try out new strategies like deconstructing a word's meaning and providing multiple opportunities for students to engage with vocabulary to see how those things might help your students.

During the lesson, I noticed how you implemented the initial steps of an explicit vocabulary instruction routine. I saw you introduce a new word by showing the word on the screen, pronouncing the word, and having the students pronounce the word. You called attention to the word 'sediment' within the word sedimentary. I know we haven't talked about this before, but this strategy has to do with morphology, and calling attention to all of the meaningful parts (i.e., morphemes) of a word. Another morpheme in the word sedimentary is "sed" which means "sit." The morpheme "sed" connects to other words like sedentary and sedate. So the sediments are basically settling/sinking down like sitting.

After introducing the word, you provided a student-friendly definition by using words that were easy to understand. You accompanied the definition with some visual examples of the word's meaning. You then used the vocabulary word multiple times and illustrated the word with additional visual examples, which offered students more exposures to the word.

INSTRUCTIONAL ASSESSMENT

Description of student learning

I also noticed that the students all seem actively involved! Throughout the lesson you asked students to respond in various ways, such as asking them to give a thumbs up, respond in unison, or to provide examples from what they have observed. I noticed that you made sure to call on different students each time, while providing positive affirmations for participation and for thinking and speaking like a scientist.

Areas in which students may need additional support

As you introduce the other types of rock types and how they were formed, the students will likely need more opportunities to engage in the vocabulary word, sedimentary, that you introduced today.

Thought(s) for further reflection for the teacher

Based on this feedback and your own impressions from the lesson, how you think things went? Do you think the students seemed to learn this vocabulary word better than other words that you've taught in the past where this routine wasn't followed? I'm excited to read your reflection responses later this week and figure out next steps!

Use these questions to guide your reflections

1. Which evidence-based literacy practice did you select to target for this lesson? This should be one of the practices you and your coach selected together.
2. How did it go from your perspective? Provide 2-4 sentences.

3. What were the lesson objectives and the students' learning outcome(s)?
4. How do you know the students met the learning outcome(s)?
5. Briefly describe how well the target literacy practice addressed the students' learning outcome(s).
6. Based on your coach's feedback and your own reflections, what changes do you plan to make to your instruction?

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