

Resource 5.1

Building on Strengths Feedback Statements

Your work to analyze the teacher’s impact on students paves the way for you to clearly determine and convey effectiveness of the lesson. However, it is critical for you to determine related strengths and then build on those for areas of growth. Notice the use of stems like “while” or “though” can be attached to your “because statements.” We used the analysis statements from the Chapter 4 resource “Cause-and-Effect Feedback Examples” to demonstrate this (now appearing in the “Growth” column).

Instructional Area	Strength	Growth
Clarity of purpose	While you are working to turn learning over to students to give them a chance to explore Internet resources and to decrease the time spent in teacher-led instruction . . .	(7th-grade Computer) Due to a lack of clear purpose for the task I observed and that no explicit connection was made back to the learning target during the introduction of the task, of the 9 students asked, none could tell me what the website was trying to convey/tell them, why they were exploring the site, or what they would be doing with the information.
Success with task or construction of new learning (understanding)	<p>During the introduction, though you communicated that students would be working on a “special project” and allowed them to make personal connections through visualizing their own versions of “winter” after the read-aloud . . .</p> <p>While the use of media and primary source accounts provide all students an opportunity to gain knowledge through varied sources, and the use of a viewing guide is an effective practice to encourage students to actively view media and follow along . . .</p>	<p>(Kindergarten ELA) During the group work, because students weren’t clear that they were creating a poster of characteristics of winter and there had been no shift to reiterate why “cow” and “bat” were not correct (after the read-aloud), not all were not able to create accurate depictions of winter or explain how the images they chose related to winter.</p> <p>(10th-grade World History) Because the video segment did not provide the content students needed to meet the objective, students were not able to ascertain the impacts of the bombing from the portion they watched. The misunderstanding with the vocabulary word was also connected to content in that students did not yet fully understand the destruction caused by both bombs and the impact on the country (why war would be “unendurable”). They had not learned yet about Nagasaki.</p>

Instructional Area	Strength	Growth
<p>Success with task or construction of new learning (time)</p>	<p>While you provided stations, choice, and tasks that promoted critical thinking based on Hana's Suitcase . . .</p>	<p>(4th-grade Writing) Students needed time to read through the choices offered in the workstation and select one, which utilized 5-7 minutes of the station time (nearly half of the total allotted time), causing 2 groups to only get to #1 on the sheet. In addition, as a result of the shortened work time, students were not always able to "infer" (the intention) and were only summarizing.</p>
<p>Assessment</p>	<p>While Mr. R. asked questions during the introduction about previous learning, again before each task, and listened as the whole class played the new piece . . .</p>	<p>(6th-grade Music) Mr. R. was not able to collect evidence of individual student understanding because the same 3 students shouted out answers. Also, the checks throughout the lesson occurred when students were loud and not listening. He did not stop for small group or individuals to play a portion of the new piece, so he could only hear the whole class play and could not determine individual levels.</p>