

Resource 6.1

Observer Think-Aloud

Strategies I Used	Clarifying Questions I Asked	My Reasoning to Move Toward Objectivity
Use framework language for claims about practice	Where does the use of resources reside on the framework? What should resources provide students?	I think the feedback should be grounded in the indicator about "cognitive engagement" (through the use of purposeful discourse, critical thinking, and use of resources). However, there is also another indicator that addresses whether the teacher used discipline-specific literacy strategies. Ss didn't know how to use the text to develop supported claims and everyone was reading the same text.
Use a balance of comprehensive evidence to support statements	Do I have specific evidence to support my statements? Clarify "helpful": How was the text structured, and how did the students use and understand the text? How many were using low-level thinking/ comments?	I time-stamped the prep time and asked Ss about the time spent before I arrived. I also counted how many were working quickly and which were not finished writing when they took their seats for the discussion; that would help clarify what I mean by "rushed." I need to share the quotes I gathered from the student notes and my questions to them as they prepared for the discussion. I should describe the differences between the three articles. It is important to include their statements to support the idea that their conversations reflected lower order thinking-how I know they just adopted a stance from the first article that was a bulleted list of pros and cons instead of developing it through critical thinking. I need to add counts for how many participated in the discussion, how many were critically thinking, and how many were not.
Focus on the learners	Was the text at an appropriate level for all as they all used the same resources? What occurred before I arrived and while they prepared? Had they taken notes or annotated the texts? What did they share with me about their understanding of how the electoral college works?	I need to share what I noticed about the students' reading levels and ability to take notes/utilize the text. There were at least 10 not fully reading/note-taking beyond the first article. I need to include the evidence/quotes of how they responded to each other, not just in their statements. I had asked them about their process before I arrived, so that will be critical information to share about their readiness for the day's lesson. I also asked them detailed questions about the electoral college, so their answers and my questions will help the teacher see that most learners weren't ready to debate the complex topic, clarifying what I mean by "enough." ("However, most students didn't understand enough.")
Move away from summarizing or listing	How can I help the teacher see clearly what was happening?	This is a summary. I am not clear when I am saying they were rushed or resources were helpful. I need to focus on the learners and the evidence I have from them (Strategies 2 & 3).
Determine areas of strength and growth based on evidence	How can I be clearer about the effective choices the teacher made (as strengths) and use the student evidence to be clearer about areas of growth?	I can provide more of an analysis of how her use of time and resources caused a lower-level discussion, but I can be clearer about the research-based strategies she is using, such as multiple texts, opportunity to discuss with different viewpoints, and relevant real-world issues. I didn't build on those-only told her what did not go well.