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ECI 508

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**Pre-Observation Meeting:**

The person I decided to collaborate with for the PBC cycle, is a first grade teacher. I am pushing in with this teacher to help our first grade students prepare for the EOY TRC assessments. We are working together to develop rigor and differentiation within our classroom instruction. I consulted, *The Common Core Coaching Book* as a guide to assist me with the PBC cycle. The group of students that we are working with are reading on levels E-G according to their MOY TRC scores. Our goal is to help these students develop and apply academic vocabulary. We will also focus on helping them to build their writing skills. According to Elish-Piper & L’Allier (2014), “Teachers must help students build the vocabulary needed to read and comprehend grade-level complex texts and to learn across disciplines (p. 3). The authors also address the importance of teaching students how to write and respond to ideas in texts they read. Our goal for this group of students is that they will score a level J and above for the EOY TRC assessment.

During our pre-observation meeting, this teacher decided to focus on the type of questions that she asks during a reading lesson. Her goal is to address more open ended questions which would provide additional rigor for her students. I asked her to teach as she typically would. During the observation, my focus will be on recording the questions asked during her instruction. Later, I will use the revised Bloom’s taxonomy to tally how many of each type of questions she asked. The teacher was excited to participate and eager to see the results of her goal.

**Observation:**

I observed this teacher teaching a whole group lesson during our intervention reading block. There were 16 students who participated in this lesson; 7 girls and 8 boys. The teacher introduced a level G reading passage and her focus was on the vocabulary; problem and solution. During the observation she asked 34 questions. Students referred to the text to answer these questions. I noticed that the students eagerly raised their hands to answer the teacher. During this observation, she led the conversation and did not utilize think, pair, share. The teacher asked 3 open ended questions. The lesson was concluded by the students going back to their seats to answer a comprehension question using pencil and paper.

**Examples of questions asked during the lesson:**

* Who can tell me the title?
* What happened in our story?
* How do you think the little girl felt in the middle of the story? How do you know?
* What was the setting of my story?
* Where can we get specific details?
* How do you know it’s outside?
* Who is telling the story? How do we know?
* Do we know the little girl’s name?
* How do we know who is telling the story?
* What happened at the beginning of the story?
* Why does she need to give her puppy a bath?
* What would happen if we made a new beginning? Do you think Sally will run all over the place?
* What was the problem? How do you think she solved the problem? What is the solution going to be?
* Do you think she will get a bath? Why?
* Who has a dog at home?

**Debrief:**

We conducted our meeting after school. I was a little nervous as to how the teacher would feel about my suggestions. So, I started our meeting by asking her how she felt about the lesson. She immediately told me that she was sure she did not ask many open ended questions. I showed her my record of the questions and she was amazed at the amount of questions asked. In total, she asked 34 questions with 3 of the questions being open ended.

**Supportive Feedback:**

I discussed with the teacher how she made references to many of the vocabulary terms in our first grade curriculum. She referred to beginning, middle, end, problem, solution, and setting. Students were engaged with the lesson and eager to participate. The teacher showed excitement throughout the lesson which motivated the students to participate.

**Constructive Feedback:**

As I thought of how to conference with this teacher, I was reminded of chapter 3 in our text, *Best Practices of Literacy Leaders, Keys to School Improvement*. According to Bean & Dagen (2012), the role of a coach is to “support teachers to think and problem solve” ( p 30). To assist this teacher with asking more rigorous questions while providing differentiation, I decided to share the Revised Bloom’s Taxonomy which includes question stems. <https://www.cloud.edu/Assets/PDFs/assessment/revised-blooms-chart.pdf>

Using this tool, I placed the teacher’s questions into the corresponding levels of taxonomy. Under the section of remembering, 12 questions were asked that required retrieving information from the text. Under the section of understanding, the teacher asked 19 questions. 3 of her questions fell under the applying level of taxonomy. The teacher was receptive to this information. Prior to our post conference, I taught a reading lesson with our students. I modeled how to use a higher level question to address problem and solution. I asked the students if they could design a solution for Moochy’s problem? Students used think, pair, share to discuss ideas for this problem. Next, they were to record the problem and possible solutions in a flipbook. During our post conference, I told her how I utilized Bloom’s Taxonomy to create my question. I wrote this question on a sticky note and centered my lesson on this particular question. This helped the teacher make a connection as to what she would like to do in her lessons. She said she really liked the flipbook idea. We ended our discussion by agreeing to focus on a way to address academic vocabulary using more rigor. We agreed that the quality of questions are more important than the quantity. We also decided to take turns teaching lessons to our students and I offered for her to observe me in the same way.

References

Bean, R., & Dagen, A. (Eds.). (2012). *Best Practices of Literacy Leaders Key to School ddddddImprovement*. London: The Guildford Press.

Elish-Piper, L., & L.Allier, S. K. (2014). *The Common Core Coaching Book Strategies to Help ddddddTeachers Address the K-5 ELA Standards*. New York: The Guildford Press.

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