

Jennifer LaRose
August 2, 2010
Summer Literacy Clinic

Focus Question: Does my picture walk provide adequate scaffolding for the story Try Again Hannah?

Level: G (F&P) or 12

RW: 228

Synopsis: Hannah is in a gym meet. She does very well on the balance beam but she falls off on the bars. Due to that fall, she loses her confidence and does not want to get back up. Her friend, Kim, encourages her to try again and she does not fall this time.

Student: Ashlyn is a six-year-old child who, through running records and other data collected, was placed at a level G reading level. She is always willing to participate in the conversation.

Picture Walkthrough Plan:

- p. 3 "Look at the picture, where is Hannah? What is all of the equipment for?"
- p.5 "What does it look like Hannah and her friends are going to do? Are they excited? Can you point to the word coach?"
- p.6-7 "Do you think Hannah is confident about going on the beam?"
- p.8-9 "Do you think walking on the beam is easy for Hannah?"
- p.11 "What does Hannah have to do on the bars?"
- p.12 "How does Hannah look on the bars?"
- p.13 "Oh no! Hannah fell do you still think Hannah is going to be confident now?"
- p.14 "Kim seems to be trying to help Hannah?"
- p.15 "Hannah tries again and she does it!"
- p. 16 "Hannah and Kim are happy that Hannah tries again. Can you find the word 'cheer'?"

Do you always start off or do the children have an opportunity to say what they notice.

Reflection:

I was able to get through the whole picture walk, but with some deviations. Our discussion became off-topic a few times and I had to try and get it back on track. Due to the deviations, the picture walk went longer than expected. I think it helped Ashlyn gain some valuable information about the story.

Comments:

Good length of time

warm: -I like how you kept the picture walk brief in order to maintain focused attention for the remainder of the lesson.
-I like how you pointed out words she would need to know in the story.

cool feedback: I wonder if the children should have

an opportunity to initiate comments before you talk at times to see where there thinking is about the story.

Sometimes when we initiate the conversation they might just follow our lead

I wonder if it would be better to just talk about the pictures and when the walk was finished point out important words.

I wonder if talking about connections after reading would keep her more on track during the picture walk

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warm

Comments:

Double comments

"what do you notice about the picture?"

- Kept on ref. to keep attention
- engaged her with questions to better reaction w/text
- words that were important to the story-theme (hanna/verb)
- checked understanding of word confidence
- generate text-to-self connections

cool

- there should be time for them to start conversation about the picture

• talk about connections after picture walk - to make
more links

**ELED 629 – SUMMER LITERACY CLINIC
COACHING TUNING PROTOCOL**

Name of Candidate Jenn LaRose

Name of Facilitator Christina

Participants' Names

Date _____ Grade Level _____

Steps in the Tuning Protocol

1. **Introduction.** What is the focus question on which the presenter wants feedback?
Question to Be Explored:

2. **Teacher Presentation. (10-15 minutes)** Who is the student? What aspect of teaching is being explored? What is the context for the work? What is the context for the work? How does the work fit into the instructional program?

3. **Clarifying Questions. (5 minutes)** What additional **factual** information do the participants want from the presenter?

4. **Examination of Candidate Work. (10 minutes)** What do the video and other work suggest? Study the work in pairs in context of the focus question.

5. **Warm and Cool Feedback. (10 minutes)** Keeping the focus question in mind, first, warm feedback will be shared; this type of feedback points to strengths. Next, cool feedback will be shared; this type of feedback points to the disconnect between the student work and the teacher's goal for it. Cool feedback is framed as a question usually beginning with the word, *why*. **Presenter remains silent during this section.**

6. **Presenter's Reflection. (5 minutes)** What is the presenter's response to what he/she has heard? **Participants remain silent during this section.** The presenter will respond to the feedback that she thinks is **meaningful and doable.** The presenter can begin...*I heard the following things that are meaningful and doable...*

7. **Debriefing. (5 minutes)** The participants will write down a moment in the protocol that stands out for them. The question to be answered will be "How will this protocol impact my future teaching and student learning?"

Initially, I would tell children what I saw in each picture during the picture walk. I ~~started~~ now ask the children to comment on what they see and what it might mean. I think you did a nice job having students interact with the text during the picture walk because it helps ~~the~~ students better understand the text as well as provides the teacher with valuable insight into ^{students'} background knowledge. This allows educators to tailor instruction to students' strengths and weaknesses.

Demise Couto

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Reflection:

I was able to get through the whole picture walk, but with some deviations. Our discussion became off-topic a few times and I had to try and get it back on track. Due to the deviations, the picture walk went longer then expected. I think it helped Ashlyn gain some valuable information about the story.

Comments:

Warm Feedback

- I like how you engaged her with questions rather than just telling her what was featured in each picture. This allowed her to interact with the text and share her background knowledge.
- I like how you had her generate text-self connections to better understand story content.
- I like how you checked her understanding of the word "confidence" rather than assuming she already knew it.

Cool Feedback

- I wonder if, when checking vocabulary knowledge, ~~if~~ it would be beneficial to read the sentence in which the word appears? I say this because some words have multiple meanings and using them in context can help clarify meaning.

ELED 629 – SUMMER LITERACY CLINIC
COACHING TUNING PROTOCOL

Name of Candidate Jenn LaRose

Name of Facilitator Christina Pirolli

Participants' Names
Christina Pirolli
Denise Couto

Date August 3 Grade Level 1

Steps in the Tuning Protocol

1. **Introduction.** What is the focus question on which the presenter wants feedback?

Question to Be Explored:

Does my picture walk provide adequate scaffolding for the story Try Again Hannah?

2. **Teacher Presentation. (10-15 minutes)** Who is the student? What aspect of teaching is being explored? What is the context for the work? What is the context for the work? How does the work fit into the instructional program?

3. **Clarifying Questions. (5 minutes)** What additional **factual** information do the participants want from the presenter? Is confident a word in book? no
Did she say she read this previously? no

4. **Examination of Candidate Work. (10 minutes)** What do the video and other work suggest? Study the work in pairs in context of the focus question.

5. **Warm and Cool Feedback. (10 minutes)** Keeping the focus question in mind, first, warm feedback will be shared; this type of feedback points to strengths. Next, cool feedback will be shared; this type of feedback points to the disconnect between the student work and the teacher's goal for it. Cool feedback is framed as a question usually beginning with the word, *why*. **Presenter remains silent during this section.**

6. **Presenter's Reflection. (5 minutes)** What is the presenter's response to what he/she has heard? **Participants remain silent during this section.** The presenter will respond to the feedback that she thinks is **meaningful and doable.** The presenter can begin...*I heard the following things that are meaningful and doable...*

7. **Debriefing. (5 minutes)** The participants will write down a moment in the protocol that stands out for them. The question to be answered will be "*How will this protocol impact my future teaching and student learning?*"

I really took the vocabulary portion of the picture walk as something that would impact my teaching. Vocabulary is a crucial part of understanding the text and if a word can be explained using the picture walk, then what better time to do it. I will look for opportunities to do this in future guided reading lessons.

SECTION IV - Assessment #6
 Revised - Fall 2009
 Rhode Island College
 Coaching/Tuning Protocol
 Scoring Guide

Name Jennifer Larose

Date Aug. 3, 2010

Element	Unacceptable - 1	Acceptable - 2	Exemplary - 3	Score
<p>IRA Standard 1.1</p> <p>Candidates refer to major theories in the foundation areas they relate to reading. They can explain, compare, contrast, and critique the theories.</p>	<p>Candidate is unable to explain the theory surrounding the reading lesson</p>	<p>Candidate explains the theory surrounding the reading lesson</p>	<p>Candidate does an exemplary job explaining the theory surrounding the reading lesson</p>	2
<p>IRA Standard 1.3</p> <p>Candidates identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.</p>	<p>Candidate is unable to adequately explain students' integration of reading components</p>	<p>Candidate is able to adequately explain students' integration of reading components</p>	<p>Candidate does an exemplary job of explaining students' integration of reading components</p>	2
<p>IRA Standard 2.1</p> <p>Candidates support classroom teachers and paraprofessionals in their use of instructional grouping options. They</p>	<p>Candidate fails to follow the tuning protocol in the evaluation of the videotaped lesson</p>	<p>Candidate follow the tuning protocol in the evaluation of videotaped lesson</p>	<p>Candidate does an exemplary job of following and embellishing the tuning protocol in the evaluation of the videotaped lesson</p>	2

<p>help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.</p>				
<p>IRA Standard 2.2 Candidates support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.</p>	<p>Candidate fails to videotape lesson</p>	<p>Candidate videotapes lesson</p>	<p>Candidate videotapes lesson and provide brief written description of goals</p>	<p>3</p>
<p>IRA Standard 2.3 Candidates support classroom teachers and paraprofessionals in the use of a wide range of</p>	<p>Candidate fails to support other teachers in the evaluation of the videotaped lesson</p>	<p>Candidate adequately supports other teachers in evaluation of the videotaped lesson</p>	<p>Candidate nurtures and supports other teachers in the evaluation of the videotaped lesson</p>	<p>2</p>

<p>curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best need the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.</p>				
<p>IRA Standard 5.1 Candidates articulate the theories related to the connections between teaching dispositions and student achievement.</p>	<p>Candidate fails to adequately support theoretical discussion during viewing of the videotaped lesson.</p>	<p>Candidate is able to adequately support theoretical discussion during viewing of the videotaped lesson</p>	<p>Candidate supports and embellishes discussion related to the theoretical discussion of the videotaped lesson</p>	<p>2</p>
<p>IRA Standard 5.2 Candidates conduct professional study groups for paraprofessionals and classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. They advocate to advance the professional research base to expand knowledge-based practices.</p>	<p>Candidate fails to contribute to discussion of professional development for videotaped teacher</p>	<p>Candidate contributes to discussion of professional development for videotaped teacher</p>	<p>Candidate is articulate and contributes to the discussion of professional development for videotaped teacher</p>	<p>2</p>

