

Viewing Protocol

Title: Creative Process: Learning from Feedback

Link: <https://www.teachingchannel.org/videos/promoting-peer-feedback>

Grade: 3-5

Learning Goals and Success Criteria

Before students get started with their independent work, the teacher points out the learning goals for the day, enabling students to know what they're learning. The teacher lists the Learning Goals as:

- I can improvise on my recorder
- I can compose music with [list of musical notations]
- I know how to play B A G D E on the recorder

These appear to be a combination of learning goals and success criteria. They are also connected to the teacher's longer-term goal of having students become more familiar with the creative process.

What do you notice about the Learning Goals and Success Criteria? What commendations and/or suggestions would you offer for this teacher?

Eliciting and Interpreting Evidence

The teacher listens closely at the beginning of the lesson to see where students are in their learning as they play specific notes and rhythms. She then asks them to create two bars of a composition using new and previously learned notes and rhythms. The teacher listens, observes, and asks questions as students work out their compositions using popsicle sticks (as notations) before writing it into their worksheet. Then students share their compositions with a peer, get and receive feedback, and then work together to combine their compositions. Students and the teacher are regularly interacting throughout the lesson, either through discussions or by playing for one another or playing together. These experiences are all used to elicit and interpret evidence of learning.

What do you notice about the teacher Eliciting and Interpreting Evidence? What commendations and/or suggestions would you offer for this teacher?

Taking Pedagogical Action

As the teacher listens to students play their recorder, she stops them from time-to-time to talk with them about their composition choices, giving students feedback. For example, when two students are struggling to combine their compositions, she points out that they are using different tempos. She suggests that they find a way to incorporate both tempos in their combined work. The teacher also makes suggestions and models playing the instruments. The teacher is generally responsive to in-the-moment evidence of student learning. The teacher also makes plans to talk to specific students during the next lesson, those who have put an orange sticker on their composition sheets indicating they would like further support.

What do you notice about the teacher Taking Pedagogical Action? What commendations and/or suggestions would you offer for this teacher?

Student Self and Peer Assessment

When the students are getting started on their independent work, the teacher tells them to raise their hand if they have any questions. The teacher uses that as a signal to know when to come and talk to students. Knowing if they are ready to get started or not is a type of self-monitoring students are learning. Students also give each other feedback during the lesson and share their reflections and evaluations of their own learning in a whole group setting at the end of the lesson. This includes asking themselves questions to determine next steps. Lastly, students put a green or orange sticker on the composition sheets that they turn in to their teacher at the end of the lesson. These stickers indicate whether a student feels that he or she understood the lesson and is ready to move on or if there is still some clarification needed and he or she would like to talk to the teacher more.

What do you notice about the Student Self and Peer Assessment? What commendations and/or suggestions would you offer for this teacher?