Tepper + Flynn

Examples of Building a Foundation for Feedback for Online Teaching and Learning/HS English

The coach had two opportunities to visit a high school English teacher's Zoom classroom to collect information to best support the teacher. These were consecutive and occurred three days apart during the second week of closure.

"Observed" Lesson 1: Students were asked to read an article offline about ramifications of scientific experimentation and watch the first hour of the 2004 television miniseries, Frankenstein. They had the option to read two chapters from Mary Shelley's novel after watching the show. Students were to then participate in a Harkness Discussion.

"Observed" Lesson 2: Students watched a Netflix TV show for homework, and class discussion focused on comparisons between the show and Frankenstein to understand the "emotional responses of humans to '*monsters*' that appear human." Students engaged in a whole group discussion and then divided into small chat group rooms.

Recommendations 1 & 2

Classroom "visits" were only completed after the observer had reviewed the stages to develop his understanding of each to help focus his attention as he listened and viewed the lesson unfold in real time.

Observer Think Aloud Using Big Picture

Environment	In the first few minutes of each of the lessons, I paid attention to how she used check-ins and the student responses (social, emotional) and everyone's comfort with the technology and tasks. I could quickly see the teacher had created a safe, productive environment for students by Lesson 2. So, I could use Stage 2 goals and look-fors to focus my attention more on the task design and levels of student engagement.
Purpose	I scripted the statements the teacher made at the beginning to establish the task goals/directions and heard her establish the broader context in Lesson 1 a little later.
Process & Understanding	I wanted to capture quantitative information such as times and counts (to think about use of instructional time), qualitative information such as quotes (to think about rigor, depth of questions, and student thinking) and descriptions of how students were constructing an understanding (discussion, small breakout chats). I paid attention not just to capturing the teacher questions but also to capturing the student answers. I frequently chatted with students while they worked in their classrooms all year, so I just needed to adapt in these virtual lessons to their Zoom environment to gather information about their understanding.

Observer Information Gathering Using Varied Strategies

On the pages that follow are excerpts from the observer's notes. He used many of the same strategies he often used when visiting live classrooms while keeping in mind "The Big Picture" and working to adapt to the Zoom environment.

Information Collected by Listening

Lesson 1	Lesson 2
9:02 - Check in "are you guys doing all right?" T- watches for Ss response in gallery view, T - "Yeah? Everyone doing ok?" T- "What about your parents-what are they talking about?" [Ss are positively interacting/sharing] The intent for the day was to use a "Harkness" [like a Socratic] that you are already familiar w from the CR	**1:00** T - "Are you guys doing ok?" Discussion focused on Ss environments at home/in their town. T - "What are the general experiences in a predominately virtual world?" Ss share town is "quiet, kind of dead, parks are closed, they took down basketball hoops"
9:03 T- "Today is going to be a shorter class - talk about narrative of the story and what is going on and why we [society] are so interested in the story (TV show of Frankenstein)" "And Homework" [explains hmwk - watching another TV show/did not mention science article read for hmwk until 9:18]	**1:06** T extended the opening discussion and made quick transition to the task: T - "Let's jump into *Be Right Back*" [TV show]
9:04: T - "Did everyone watch the 1st hour? Impressions? Thoughts about what you saw?" [2 Ss start talking] T "sorry 1 at a time" "What struck you in this story?" S1 - "How human he [the monster] is" T - "This film is considered to be the most aligned to the book. What did you think about the scientist...Frankenstein himself?" S2 - "He was trying to be god" T - "What was the other motivator for him?" S3- "The death he experienced - he was trying to escape that" **9:16** T shifts to relevance today "What mistakes did Frankenstein make? What are the ethical issues associated with doing this? This is what scientists need to do...like w the creation of Atomic Bomb - new drugs, prosthetic limbs. What's important when they experiment?" S8 - "He did this totally in isolation" S9 - "His own health was deteriorating" T- "And that matters why?" S10 -"Because we have to always be checking in on what we are doing." T-"Right, he has to do what they call "peer review." [explains paper review].	**1:03** T Starts discussion "What was similar? [between Frankenstein and Netflix show] T - "What was similar?" S - "The build up to bringing someone back-the evolution of him justifying himself-you see the steps that he takes." T- identifies the details to those similarities **1:12** T- "What else did you notice?" S2- "Even when they came back they were not the same" T - "Yes" T- [adds details again about Ash-Makes connections to AI describes people's discomfort] T- "What else?" S3 - "Isolation of the creator" T - "Totally" S3 - [Continues... like Frankenstein the creator in this story was alone, lonely, and even "disturbed a little"] T - "You see that when she drops her phone in the clinic" "Did you see how the relationship changed after her sister showed up?" S3 - "I think its the human contact" **1:17** [Prior to breaking into small groups], T introduces another layer T-"Why would this create discomfort?" Ss - [multiple chime in - hard to discern] T- Explains that as humans we are always worried about our safety and the graphic shows how we may experience discomfort

Information Collected by Viewing

Lesson 1	Lesson 2
During 20 min discussion, 17/17 Ss used video, remaining visible to T T & O used the "Pin" function to check in visually w individual Ss 9:08: During transition to discussion, 2 Ss shut down video - 1 for 2 min, 1 for 5 min 9:16: Ss remained focused on the screen/no indications of off-task behavior	All Ss remained on video throughout the full lesson and maintained video feed in the small group instruction T shows Graphic "Uncanny Valley" and image of a figure that would create discomfort and describes it as "just off" [concept of perception of humans to near human-like beings]

Information Collected by Interacting

Lesson 1	Lesson 2
N/A	9:30 T assigned Ss to small group discussion. T uses Zoom feature to allow Ss to work independently T visits each group to listen to discussions/ ask questions. Obs visited 4 of the 4 groups: Obs - "What is the main connection you are walking away with from these two stories?" SG 1 (S1) - "That humans can't play god without bad things happening" Obs - "Why is that so important?" SG 1 (S2) - "Keeps us in check/like we know our place. Obs- So we have to know our limits?" SG 1 (S2)- "Well, we have to be able to move on and accept things - you know neither of them (the creators) where able to move on"

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Recommendations 3 & 4

Observer Thinkaloud & Analysis

Levels of Engagement and Learning

I am thinking this teacher and the students are already in transition from Stage 2 to Stage 3. Though they didn't technically engage in a Harkness in Lesson 1, in both lessons, every student spoke with varying levels of depth and answered the teacher's questions. In the first lesson, students remained in full-group Q and A that was teacher-led for 21 of a 36-minute class so each student was silent as others shared. In Lesson 2, students were more actively engaged/had more chances to share in the smaller groups. Student responses to my questions during small groups in Lesson 2 indicated that each group was able to draw similarities between the two stories. However, the concept of ethics in science was not present in discussions. When I prompted, students were able to then make connections.

Impact on Engagement and Learning Using the 5 Focus Areas

Environment	The teacher began with wellness check-ins, students were comfortable with the technology and expected protocol, and in Lesson 1, they participated in a familiar instructional strategy from their classroom and engaged positively with each other in discussion (Stage 1). She shared she also engages in 1:1 check-ins so students can share what they might not in front of the whole group. She has laid the foundation so she can increase expectations for thinking and discourse.
Progression	During the second class, she created more space and time for the students to share their thoughts and asked more direct questions that helped to initiate further discussion. Teacher made changes to the instructional design for the second lesson by adding small group discussion after the full group discussion possibly indicating that she felt students were able to manage the technical components of the lesson and begin to engage in independent work. The introduction/establishment of goals for each lesson only took <1 minute
Level of Challenge	The goal of comparing/contrasting and integrating connections to AI, science, and ethics increases the level of challenge "What mistakes did Frankenstein make? What are the ethical issues associated w doing this? In both lessons, most students were providing surface thinking during the discussions and required consistent teacher intervention.
Supports	Students were able to use classmates as supports and read/watch at their own pace offline
Assessment	The teacher was monitoring as students shared and there was no written work or submission. Her feedback often amplified or added details: Lesson 2 "You see that when she drops her phone in the clinic" "Did you see how the relationship changed after her sister shows up?"

Identifying a Starting Point (4 Stages)

It was clear to me that the teacher demonstrated an awareness of the impact of the students' environment on their emotional and social wellbeing, started with check-ins (increasing the time invested in these in Lesson 2), and established clear virtual protocols. The teacher designed synchronous and asynchronous experiences, and students and teacher both demonstrated proficient use of the technology tools (Stage 1 goals).

She demonstrated some Stage 2 behaviors in that she is recognizing (or learning in real time) ways to adapt her instruction to support continued learning. In listening to the student responses and teacher questions, I was hearing 100% participation with varying depths of answers (pointing to Stage 2). During Lesson 1, once I viewed engagement to the task I was able to extend my information gathering in Lesson 2 by interacting with students in small group chats. By this point, I wanted to go beyond task and ask about broader connections from the original assignment about the ethical and procedural implications of scientific experimentation. This allowed me to collect information on student learning and cognitive engagement to share and compare with the teacher, to prompt new approaches and support a transition from Stage 2 to Stage 3.

Identifying Impact (5 Focus Areas)

Because this teacher has created a positive classroom community with routines and shifted known effective practices from her classroom directly into her online environment, I can support her in deepening student engagement and maximizing those practices.

My follow-up feedback and our discussions could center around "Progression" and "Level of Challenge" as potential growth areas and next steps. I know the level of student responses and overall discourse between them wasn't what she intended, but she tried to challenge them with push questions and additional details. Potential causes may be that there wasn't a clear purpose stated at the outset and throughout the progression, or connections made to the science article they read and the excellent resource provided in the second lesson. I can help the teacher shift back into a facilitator (as she was in her classroom) so she doesn't feel she needs to lead or amplify the students' responses. (Their growing comfort with virtual discussions will increase and help as well.)