

Teaching Literacy in Tennessee

Video Viewing Guide

Theory of Action

If we provide daily opportunities for all students to build skills-based and knowledge-based competencies by...

Theory of Action	Evidence of Application in this Classroom
Students engaging in a high volume of reading.	
Students reading and listening to complex texts that are on or beyond grade level.	
Students thinking deeply about and responding to text through speaking and writing.	
Students developing the skill and craft of a writer.	
Students practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing.	

then, we will meet or exceed our goal of having 75 percent of third graders reading on grade level by 2025.

Integration of Skills-based and Knowledge-based Competencies

What evidence of skills-based and knowledge-based competency integration did you find (*Teaching Literacy in Tennessee*, page 8)?

Elements of Literacy Block

When thinking about the components of an integrated literacy block (*Teaching Literacy in Tennessee*, page 13), which components did you see? How and when did the teacher integrate them?

Framework for Teaching Literacy in Tennessee

The instructional Framework for *Teaching Literacy in Tennessee* (*Teaching Literacy in Tennessee*, pages 11 and 12), highlights an integration of standards and emphasis on student needs. How did the teacher integrate the standards and meet the needs of her students?

Tip Sheet: Using Teaching Videos in Professional Development

Please note: Teachers will want to have a copy of *Teaching Literacy in Tennessee* for reference during their viewing and reflection.

A video clip that provides a real-life example of a teacher working with students is useful for professional learning and development. The goal in using these video clips is to provide a shared experience that you can reflect upon in your own understanding of teaching. The videos provided are examples, not exemplars of teaching. The teacher has graciously shared their own teaching so it can be a vehicle for your conversation and professional learning.

In order to keep the focus on the teaching and learning demonstrated during the video clips, professional developers should facilitate discussions that are thought provoking and generative in nature. The purpose is not to “fix” the teaching, but to use the examples of teachers and students working together to think about one’s own teaching. Thought-provoking discussions around teaching examples help identify issues and problems that we experience as teachers and generate questions that can lead to problem solving.

Though there is no such thing as perfect teaching, the clips selected will provide an appropriate example for discussion. The questions below provide an important lens for considering videos of teaching, and can help maintain focus on teaching and learning.

Teacher Planning and Facilitation of Instruction

1. What are the teacher’s goals for this lesson and how did she/he organize the lesson to address those goals?
2. How is the instruction structured to promote a high level of student engagement?
3. How does the teacher use knowledge of the students during the lesson?
4. What do you notice about the teacher’s use of language (e.g., clarity, appropriate amount of talk, relevance to the lesson/unit, responsiveness to students’ comments, etc.)?
5. What refinements can the teacher apply from this lesson to inform future lessons?

Student Participation and Learning

1. What evidence demonstrates students’ previous learning?
2. How are students engaging in the reading/writing/language processes?
3. What evidence might indicate that the students fully understand, partially understand, and/or don’t yet understand the concepts?
4. What is evidence of student learning as a result of the teaching?
5. How did students respond to the materials the teacher selected?
6. What do you notice about the students’ use of language (clarity, amount, relevance to the lesson)?