Effective Feedback for Adult Education Instruction – Part 2

Sue Palma –

Council of Great City Schools – did a study on what is available for jobs that require technology. Need to build student independence and problem solving skills.

Just the facts ma’am – does that video exist??

If you cannot find a rationale or provide evidence for a statement, than it is probably best to not include that comment.

[www.calpro-online.org/readinginstruction/video5.asp](http://www.calpro-online.org/readinginstruction/video5.asp)

10 minute lesson

Teacher is reviewing vocabulary words. OK let’s put away – moved students into different groups – we will be working on “alphabetics”. We are moving on to word parts – how many of you have come across a word that you didn’t know how to pronounce – how many of you know how to break down a word? Today we are going to learn about closed syllables. Sound like a good idea? Now we will do a quick review on what a syllable is – you don’t need to write because I am going to give you copies of this ( puts the definition of syllable on the board) How do we know what vowel sound the word makes? That is what we are going to learn today – we are going to learn about the closed syllable – has only one vowel, the vowel has a short sound, and ends in a consonant or two- goes over 4 words. Review what the short sound is – names each short vowel sound and students repeat – I exaggerate now in class to get the point across – don’t do that at the supermarket – students read the 3 qualities of a short vowel sound from the board. Gives three examples – asks the class to identify the next word – hard to tell how many students are responding – do one more together – when look at a syllable the first thing I do is mark my vowels – what do I put (asks twice) - it ends in a consonant – repeat after me – goes through 5 words – the next one try yourself. Work in pairs, identify the vowel, identify the consonant – want you to do this out loud – if you don’t do this out loud I won’t know if you are doing it correctly – hands students lists of words. Works with one group – teacher asks if there are any questions –

Look what happens when we combine two closed syllables – puts a sheet on the board – demonstrates ‘discuss’. Has students repeat after him – says ‘good morning’ to a late student. Asks students ‘what is a closed syllable’ – one students responds – now what I want you to do when you go home and pick up your books – because I know you are reading 20 minutes per day – I want you to pick out words that have syllables – promise?

Sneaky way to get response – work in pairs and have one person report what their partner shared/said.

Classroom environment – calls students by name when he moves them into groups, says good morning to two late students by name –

Observable evidence – Positive interactions – called students by name when moving them to groups, spoke to them in a respectful tone that demonstrated comraderie, greeted late students by name.

Respect for student diversity – N/A

Environment supporting of intellectual risk-taking – teacher did most of the work/discussion – asked questions but did not wait for responses or had whole class responses that were hard to evaluate – did not ask for individuals to demonstrate comprehension

High expectations for student learning – no evidence

Level of strategies, tasks, questions – all the same – teacher spoke, asked questions, group responded.

Instructional resources – had words prepared on contact sheets – also provided to students

Student responsibility and independence – no evidence

See CSDE Evidence guides <http://www.connecticutseed.org/?page_id=2567>

<http://lincs.ed.gov/publications/te/competencies.pdf>