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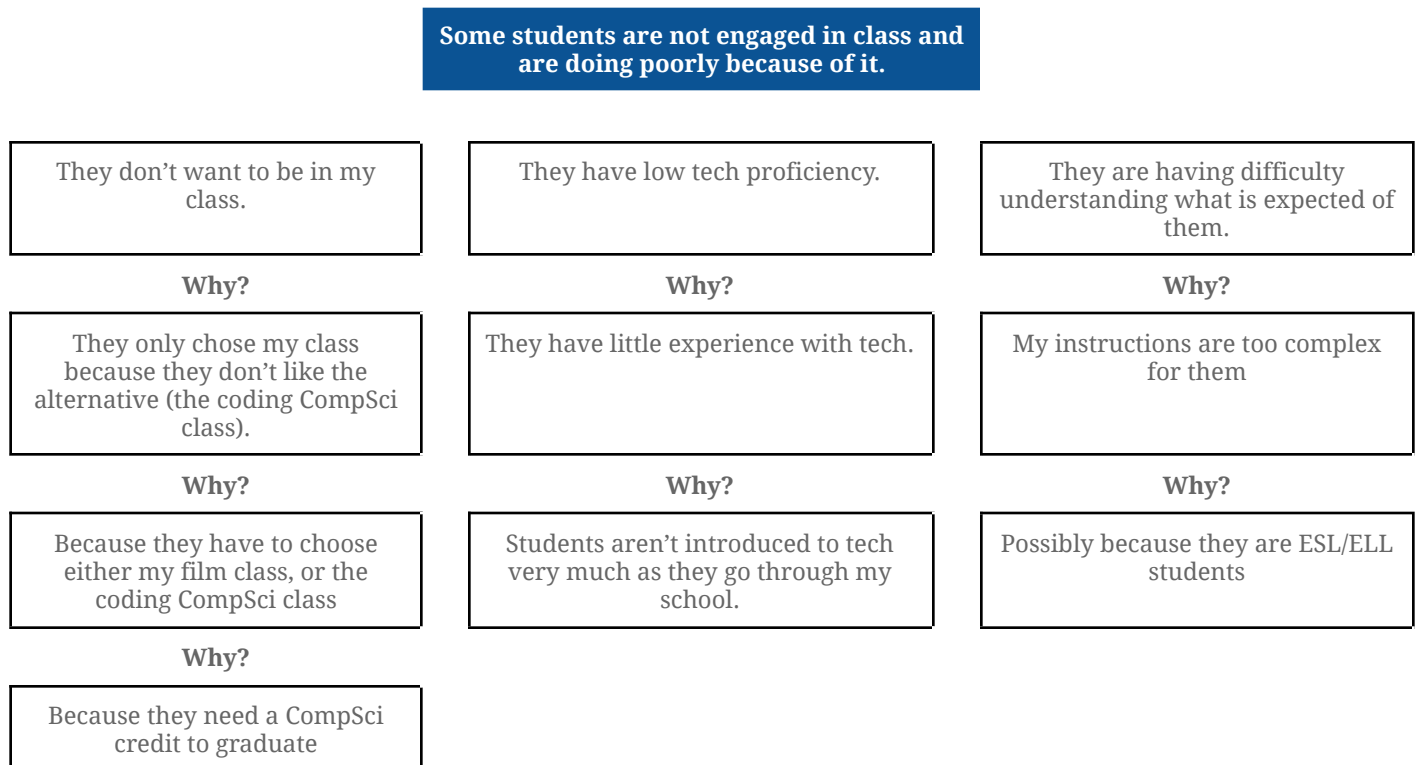
Film Production & Digital Media Teacher

Currently Teaching in an International School in Hong Kong

Step 4: Examining Instruction

Link learning and teaching

As described in my last step, my area of concern is creating an environment with the highest possible level of engagement to have the best possible results from students. If I adapte the “why-why-why” method to analyze some of the major issues students are having that prevent them from being successful, I come up with the following chart:



Share your observation of practice

When I think about how these Learner Centered Problems represent themselves in my students, I have observed the following:

- 1) Lack of engagement and lack of interest in learning the content of the class.
- 2) Difficulty keeping up with basic tech activities / significantly lower tech proficiency
- 3) Students not completing work correctly and/or students having difficulty following/understanding instructions.

Explain your interpretation and ALLOW EDU 662 PEERS TO MAKE SENSE OF YOUR PRACTICE

I have split up my interpretations into the table below, based on the above 3 examples. I have listed questions for feedback below the table.

Lack of engagement and lack of interest in learning the content of the class.	Difficulty keeping up with basic tech activities / significantly lower tech proficiency.	Students not completing work correctly and/or students having difficulty following or understanding instructions.
My interpretation of this problem is that students aren't interested in the content because they didn't choose to be in my class in the first place. This is based on informal data I have collected at the beginning of the year where I asked students why they took my class. Since I'm new at my school and didn't understand all aspects of course selection, I I didn't think much of it at the time. However, I'm realizing this has a negative affect on their interest in completing tasks to the best of their ability, or merely completing the tasks at all.	My interpretation of this problem is that it seems these students are struggling because they have little previous experience in anything similar to what we are discussing in my class, but in addition to this, they have a low general tech proficiency with using their devices for day-to-day activities. Such as managing files on their computer, or downloading and uploading files between google drive and their harddrive. This is based on my observations of what students have asked me to help them with when working on projects in my class.	I have a significant number of students who don't complete work correctly. This is pretty common with kids to not understand how to follow instructions. However, I am assuming that it is more difficult for students who are ESL/ELL to follow all instructions as they are already at a disadvantage. Although I can't fully attribute this problem to students being ESL/ELL, and I know there are students who suffer from this who aren't ESL, I would think that this does play a role for these students, and is an area that I can address to ensure I am doing what I can to support these students.

Peer Feedback questions (PLEASE USE COMMENT FEATURE):

- 1) Since I can't change how students enroll in my programme, I will always have students that take my class who don't want to be there. How would you recommend solving this particular issue of lack of engagement?
- 2) How would you suggest supporting students that are ESL/ELL in my class?

Locate your learner-centered problem in your curriculum

Effective practice: Proficiency scales and SLOs	Answer questions about what happens in your teaching practice and further define learner-centered problem
Effective practice begins with focus on standards for learning. The teacher, or, ideally, the district or school unpack the standards into “measurement topics” (Marzano, 2018) or “SLOs” (Schneider and Johnson, 2019). It is recommended to organize all standards into a list that is very feasible to focus on for a given subject at a given grade level. Marzano recommends a list of about 25 measurement topics (p. 25, 2018).	In my program I use the ISTE Standards for Students and I use my expertise and previous related, industry-work experience to create my own curriculum. I have free reign to do almost anything I want to do. My curriculum is organized in a way that starts with small and easy tasks that allow students to build confidence and gain skills, then scaffolds in larger, and larger tasks.

The main purpose of creating measurement topics or SLOs is to use them in a variety of classroom assessments to guide students' progress towards meeting learning standards.	My curriculum is designed with large end-goals in mind. These goals are then broken down into units, then those units are broken into smaller activities. My assessments are broken into practice/formative activities, then final/summative projects. I use the formative/practice activities as an opportunity to provide feedback and time for growth for students. Students who have lower engagement in the class often skip the opportunity to produce the practice work and typically do poorly on the final summative task, as they have lost the ability to learn from this practice and my feedback. Students who have difficulty understanding what they need to do to be successful, or have difficulty following instructions and completing work the way they are supposed to are given opportunities to redo their work to improve their grades. Sometimes these students present themselves as being not very engaged in class and also don't hand in their practice/formative tasks. Grades are taken only from their summative work.
Communicating students' progress works best if we hypothesize common paths along which students' thinking develops, and establish learning continuums/trajectories/progressions for each measurement topic or SLO. We use these paths to create routes of instructional and assessment tasks.	In my class, I work towards creating a number of norms and routines, which include practicing the task in a variety of ways, learning from feedback, sharing work with others, completing final projects, self-assessing, and having an opportunity to re-submit, work with corrections for additional growth and improvement. Just like Wiliam. (April 20, 2020) posits, I also find it valuable to provide detailed feedback comments on students' work, and I find this a necessary part of a student's learning and success in my class. And as Brookhart, (2017), states, the feedback is what begins a dialogue with the student. It's from this dialogue students become engaged in their learning, ask questions, and internalize the assessment they have received and are able to consolidate and reflect on how well they did during the task, then consider their options for improvement.

The best way to communicate where a student is along the learning progressions and direction for growth is to use consistent proficiency scales (Marzano, 2018) or ALDs (Schneider and Johnson, 2019).	As mentioned above, I find detailed comments very important to help students stay on track. I employ various methods of providing this feedback. I give feedback in writing through google classroom, have informal conversations with students as they are completing their formative tasks, and also have 1-on-1 conferencing with students following the completion of their larger/summative tasks. These conversations are meant to help them understand and consolidate the entire learning process, and provide next steps for success and growth. At this point, if a student was successful, they are asked to reflect on what helped them with that success and bring that forward to their next task. If they were unsuccessful, they are given a chance to redo any part of their assignment that they want and resubmit, which provides them an opportunity to grow and learn from their mistakes.
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Choose effective practice to focus on in solving your learner-centered problem

Effective practice of your choice:	Describe the closest element that happens in your teaching practice and further define your learner-centered problem.
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Utilizing appropriate tech, feedback comments, and building rapport and relationships with students to address the needs of ESL/ELL students.	There are various elements of my teaching practice I employ to support ESL/ELL students to help them be successful in my programme. As described by the ISTE effective practice, “Using the best technology solutions,” I look for ways to have language support built into the content we are learning. An example of this is translatable captions in videos I share with students. When looking for videos that I plan to use with my class as informational or instructional content, I ensure I find videos that have this option enabled, to ensure students have the ability to watch videos I share with the class with these captions if they feel it's necessary. In addition to this, I have additional check-ins with students for understanding. An interesting point made by Heineke, A., & Mctighe, J. (2018), is that building relationships with students is an integral part of a student's language development in the classroom. This is something I never considered, and I appreciated Heineke & Mctighe's use of the word “holistic” when describing how to teach a student and the importance of this aspect in a student's learning. They go on to discuss the importance of developing rapport with students as the beginning of this success, which is something I've learned since becoming a teacher to be one of the most important parts of engaging students, however, I never considered this to be a part of the language adoption process for ESL and ELL students. This will be something that I ensure I continue to use as an important element of student success in my classes, especially with my ESL/ELL students. Another effective practice I'll continue to work towards providing is detailed comments that help students understand areas of improvement. As mentioned above, Wiliam. (April 20, 2020) discusses how direct comments, instead of providing only grades, is what helps learners further engage and want to do better. This research supports my own teaching methods as I value this as a learning opportunity for students, but I also think using these feedback conversations as an informal check-in for understanding would be really important for students struggling to understand instructions or what they are doing wrong.
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Translate your Learner-Centered Problem (LCP) into the Problem of Instruction (PI)

When I think about my LCPs, and in the case of the LCP that I focussed on above of ESL/ELL students, I think the problem of instruction is just simply a matter of finding the time to build relationships with these students, and finding the time to have additional check-ins where I can check for understanding, as well as give feedback comments on their work to ensure they are being a successful as possible.

Similar to how City, Kagle, & Teoh, (2013) describe that taking responsibility for my own teaching and connecting my teaching to student learning is an important part of finding solutions to problems with my students' learning, I'm a realist when I use the words "finding the time" instead of saying "not having enough time" as I know it's always about prioritizing time and making time for what's important. Which then comes down to time management and possibly building more time into each class for students to be working on activities, while I'm using that as an opportunity to pull students aside and having these brief check-ins.

REFLECT on your learning, ASK for feedback and PROVIDE feedback

This was an interesting exercise, as I was able to further hypothesize solutions to problems I'm facing in my learning environment. I think my LCP's I discussed can't be solved that easily, but can be addressed in a manageable way. This activity also provided an opportunity to self-reflect on my own practice to see what I'm doing to support students in these areas. It's always a good thing when I have an opportunity to reflect and think about ways I can improve, rather than ignoring issues that will not go away unless directly addressed.

In terms of questions for my instructor... I'm not sure if I did/filled out the SLO section properly. Can you provide specific feedback relating to this process and if what I answered made sense for what you were asking about?

REFERENCES

Brookhart, S. (2017). *How to use grading to improve learning*. Alexandria, VA: Association for Supervision & Curriculum Development.

City, E. Kagle, M. & Teoh, M. (2013). Examining instruction. In Boudett, K., City, E. & Murane, R. (Eds.), *Data Wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press. (Chapter 5, pp. 109-130.)

Heineke, A., & Mctighe, J. (2018). *Using Understanding by Design in the Culturally and Linguistically Diverse Classroom*. Alexandria, VA: Association for Supervision & Curriculum Development. CMU online access.

William, Dylan. (April 20, 2020) *Providing feedback that moves learning forward*. Retrieved

from <https://www.youtube.com/watch?v=BU PuNc6iYj8>

SELF-EVALUATION CHECKLIST

CRITERIA	YES/NO
1. My work is guided by this step's objectives and ultimately selected ISTE and InTASC standards. I completed all parts of the template.	yes
2. My work demonstrates in-depth engagement with the summary of concepts provided by the instructor AND at least four assigned/approved sources. I included at least four indirect or direct citations from them, using APA.	yes
3. I requested specific feedback from my peers.	yes
4. I signed up in our google doc on Bb to provide feedback to 2 peers.	I will ASAP, after completing previous assignment feedback for my peers
5. I reflected on completing this assignment, asked for specific feedback from the instructor , and provided feedback about what worked well for you and what could be improved in the future.	yes
6. I edited the list of references and left only the sources I cited.	yes
7. I completed the self-evaluation checklist.	yes

If you meet or exceed all criteria in this checklist, the instructor will post your grade for the assignment as an A in the Grade Center on Bb and provide feedback in a comment for the grade entered. Otherwise, the instructor will send an individual email clearly asking for revisions and providing feedback on what needs to be done.