**Guidance & Rubric for Co-viewing with Instructor**

The purpose of the video meeting is for you to receive feedback on your practice supporting children’s language development in a fieldwork experience. You will meet with Dr. Collins or Kaitlin for 15-20 minutes. In this session, you should be prepared to talk about the *child* and about *your own interactions.* This is not designed to evaluate the caliber of your interactions; rather it is to give you practice in analyzing the child’s language use and your own interactional methods.

* Please have one or two brief clips ready to show on your computer that illustrate the issue you want to talk about.
  + Please come prepared with 1 or 2 specific questions or concerns about how to improve your support for the child’s language development. Questions should be informed by course material and discussion. They should be relevant to instruction and language learning. They should not be general probes, such as “How am I doing?” They should target specific behaviors of you and the child (e.g., “I wasn’t sure what to say when...” or “I noticed that she said x and I’m wondering....”)
* I will use this rubric for notes during our meeting with you; you do not have to bring a copy or fill it out beforehand. I will give you a final copy!

**Qualitative Feedback**

VU Student: Yukun/Grace Date/Time of Meeting: Fri., Nov. 12th (11 am)

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| Specific Language Issue Question(s) | Notes |
| * Pretty talkative learner—most of questions will be focused on V1 where she is quite shy. Most of my questions are about how to elicit language/start convo with her? One thing I also refrained from—I didn’t want to ask too many “what is it?” questions but I felt myself resorting to this. * She built a chimney on her house—I asked her what it is—“it’s a thing where the smoke goes through”. What should I do when this happens? * Sometimes I feel like I’m creating more of the story than she is. Is this a problem? | * KH asks: why did you wait to ask her a question until this point? YX: I feel like it might be easier if I can kind of trying to figure out instead of asking “is this x? or is this y?” but then I understood I didn’t get it anyways. Then, I asked her directly. KH suggests to ask more open-ended questions to her. * Being honest about not knowing things—because kids are smart and pick up on that kind of stuff. So, making it something you do together—building curiosity about words (“let’s find out what that word I”) * I see your point, but you are engaging in pretend play, which is helping her build her own world of play—she might need support in doing this! Try to build depth of the world (i.e. where are they going?) instead of just following scripts (i.e. saying hi) |

**Quantitative Feedback (+10)**

* Preparation: Have you previewed the video clip and prepared to show portions that provide evidence of the question/issue? Was clip selected thoughtfully? Prepared for computer? ( pt)
* Questions pinpoint the issue(s) accurately ( pt)
* Thoughtful identification of a specific language issue about the child and your instruction ( pts)
* Depth of own capacities to be analytical about child and your own instruction ( pts)