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List of Practices that support students with disabilities

As you observe the lesson, look for the following practices. Record what you observe in the notes or comments column. If you don't observe a specific practice, leave the cell in the notes column blank. Then answer the questions on the second page about the observed lesson.

Best Practice		Notes – Record Examples and Write an Explanation of why you selected this as an practice.
1.	State the objective/goal. Make learning meaningful. Establish the purpose. Post the purpose.	Mrs. Parker stated the objective and then read the objective from the front white board (“Students will identify solid figures according to the number and shape of faces, edges, and vertices.”). She referred to work that they did the previous Friday, and then set the purpose (“Today in your ‘numbered-head-strategy’ you’re going to be solving more riddles...”). In order to establish real-world connections she could have brought in different items that are the shapes that are being discussed or had the students bring in different items that represent the shapes.
2.	Introduce the skill or strategy by name	Numbered Heads Together was one strategy that was introduced. Students were divided into small groups where they solved riddles and had to support their answers by using a script. She also told the students to use Process of Elimination to figure out their answers. Numbered-head-strategy, Process of elimination
3.	Activate background knowledge for new concept.	Mrs. Parker reviewed information from the lesson from the previous Friday. She reviewed the names of the shapes and had the students parrot back to her the vocabulary related to the Geometry lesson. She could have done better in this section by having the students name different real-world objects to activate more background knowledge.
4.	Review or preteach vocabulary or concepts in the lesson. (clarify vocabulary and symbols)	Mrs. Parker recapped what they did in class the previous Friday by pointing to vocabulary as she says the words and asks them to repeat them. She teaches them how they are going to respond to each other when they are in their groups and how the students need to use the specific vocabulary in their responses. *projector with manipulatives (example for students) *pictures of the geometric shapes *structured response for students *cards with vocabulary (vertices, face, & edge)
5.	Discuss the what, how, when, and why of the skill/strategy	*How- when she is stuck she tells students how she solves the riddle by using the process of elimination *demonstrates how to double-check her work (a student uses this strategy)

		<p>*What- Mrs. Parker introduced the topic to the students (What they are going to be doing)</p> <p>*When-</p> <p>*Why-</p>
6.	Present examples/nonexamples. Highlight distinctive features and relationships.	<p>*She showed the relationships among the shapes by discussing the number of edge, vertices, & faces</p> <p>*She did use examples by pointing to the faces, vertices, & edge when using the projector</p> <p>*used the process of elimination to show how the shapes did not fit the riddle</p> <p>*She could have done better in sharing nonexamples and real-world examples</p>
7.	Present visual display/cuecard/bookmark related to the skill/strategy (graphic organizers). Contains steps and language related to what to do, how to do it, and how to think. (reading, writing, talking, etc.).	<p>*poster with the geometric shapes, # of vertices, etc. . .</p> <p>*yellow sentence strip with a sentence prompt with the language that the teacher wants them to use to support Or “justify” their ideas within their groups</p> <ul style="list-style-type: none"> *Teacher refers to the justification sentence several times *reminds students to use complete sentences <ul style="list-style-type: none"> -Shows students how to use complete sentences *reminds students to justify their answers <ul style="list-style-type: none"> -Shows the students how to justify their answers <p>*Uses manipulatives as a visual display as she modeled how to solve one of the riddles.</p> <p>*Had cuecards with terms on them (vertices, edge, & face)</p>
8.	Model (Think aloud. Watch me or My turn.). Provide models of expert thinking and performance.	<p>*talks through the definitions</p> <p>*Talked through her thinking as she solved a riddle as an example</p> <ul style="list-style-type: none"> -“I know it can’t be the sphere because...”, <p>*talked through what was expected during their communication in their small groups</p> <p>*demonstrated checking her work</p> <ul style="list-style-type: none"> -“I’m not quite sure how many faces a pyramid has so I’m going to count”. <p>*shared a visual as she was talking through her thinking</p>
9.	Provide guided practice (Together. Do it with me) so that students work on a problem with the teacher to apply the skill or strategy.	<p>Asks students to “count quietly along with me”. *Many students do this, but I think it would be more effective if they had the same shape on their desk or in their hands. As I was watching, many students weren’t looking at the board as she was demonstrating this, they were just counting.</p> <p>Mrs. Parker modeled for them what was expected and then had them join in and help her solve the problem by counting the faces of the shape on the board. She scaffolded enough to where the students seemed confident enough to do it own their own.</p>
10.	Gradual Release of Responsibility (GRR): Provide collaborative practice and productive group	<p>*Students worked in small groups of 3-4 using the numbered-head-strategy.</p>

	work. (Do it with a partner). Partners work together to apply the skill or strategy. They know how to help each other.	<ul style="list-style-type: none"> *Teacher modeled vocabulary words and students repeated after Mrs. Parker. *Teacher modeled how she solves a riddle *Students work in their small groups to solve new riddles *Clear directions
11.	GRR: Use small group discussion or pair-share (turn and talk) in the lesson to increase rehearsal. Students must explain, communicate, discuss, or justify their ideas.	<ul style="list-style-type: none"> *After whole group instruction/examples the teacher has the small groups work on solving a riddle together. *Teacher goes to a group with a student named Hector and he seems confused as to what was going on so the teacher asked him question and he was still unable to answer, so she used his classmates to direct him to the correct answer *teacher goes back to Hector for the final answer. *teacher rolls numbers to determine who will answer— Hector was the one who was picked to share his answer with the class *Hector is able to answer the question with some help *When the small group work is finished students move to the carpet and utilized turn and talk when asked about their favorite part of using the numbered heads together strategy.
12.	Monitors individual or partner's performance and provides corrective feedback (error correction and additional practice for students who need it).	<ul style="list-style-type: none"> *Mrs. Parker moves from group to group *asks students to "justify" their answers *Mrs. Parker provides some scaffolding for Hector * Scaffolding—teacher states the justification and Hector repeats it
13.	Instructs students to transfer/generalize. Talks about when skill/strategy can be used in real world situations or other subjects.	
14.	Teaches and supports self-regulation (self-instruction, self-monitoring, fix-up strategies, spell checkers, etc.). Provides rubrics to support self-evaluation to help students to facilitate, monitor, and manage performance.	<ul style="list-style-type: none"> *sentence strip that provides direction as to how to answer the riddle *Directions written on chart paper at the front of the class room
15.	Provides multiple means of representation (visual, auditory, touch or physical actions, video, etc.); and allows adjustments and flexibility for different learners	<ul style="list-style-type: none"> *projector *3-D shape manipulatives *cue cards *chart paper *vocabulary cards * visual pictures on chart paper *reads and points to parts of the shapes having the students parrot back the vocabulary
16.	Provides multiple means for expression (practice rehearsal): Provide multiple examples of novel solutions to authentic problems; Show examples of products and performance. Allow students to use calculators, mentors/tutors and supports. Embed prompts to remind students to stop and think, plan, organize, and monitor performance.	<ul style="list-style-type: none"> *restates expectations *" Your turn" *Goes over vocabulary (vertices, face, & edge) *complete sentences

17.	Provides multiple means of engagement (outcome/motivation): Optimize and allow self-customization of challenge, rewards, tools, goals, layout; Offers multiple options for students to demonstrate their mastery; Provides real audiences and purposes; Fosters collaboration and communication; Facilitates self-assessment, reflection and personal coping.	<ul style="list-style-type: none"> *no self-customization *No rewards *No multiple ways to demonstrate mastery *No individual practice *use of 3-D manipulatives and tools to answer the riddles *Fosters collaboration and communication among group members *Not linked to real-world experiences.
18.	Uses progress monitoring to evaluate mastery.	<ul style="list-style-type: none"> *no formative assessment *no summative assessment *asks for thumbs up *Only seems to work with one group
19.	Provides closure to the lesson.	<ul style="list-style-type: none"> *Teacher reviews shapes *Teacher reviews Numbered Heads Together *Students get to talk about their favorite part of the lesson through pair-and-share
20.	Other best practices?	
21.	Other best practices?	

Complete the observation form above. Then write a narrative to summarize your observation and analysis, with at least 4-5 paragraphs that answers the questions below. Be sure to clearly introduce each section of your response using topic sentences or headings to make it easy for the reader to find your ideas.

1. Based on your observation, identify (name) and justify the evidence-based practices that you observe in Mrs. Parker's lesson. In your narrative, write a summary of the effective practices that you observed and explain why they were effective.
2. Second, identify what evidence-based practices that appear to be lacking or missing in Ms. Parker's lessons. Be sure to explain your reasoning, provide evidence, or justify your evaluation.
3. Third, based on your responses the questions above, what recommendations might you give Ms. Parker in the debriefing and coaching session that you recommend that she might try in the future?
4. Fourth and finally, what data might you suggest that Ms. Parker collect and analyze to determine the effects of her instruction on the performance of students with specific LD?