

### Guided success through built-in prompts (gestures, cards, directions, etc.)

This teacher was very savvy in being able to incorporate subtle cueing and supports into this lesson. When she began, not everyone could count by 5's so she made cards and taught them "5" in the left hand and "10" in the right hand. She taught them to move from left to right. So once the cards were in place properly, the class could count together by 5's successfully. She built in success into the group activity even before individual skills had completely emerged. By doing this, she motivated the students. Also, Ms. Agu tapped into the physical learning modality by organizing the counting sequence from left to right physically. Therefore, for those students who were not great with auditory memory (remembering by hearing) or visual memory (remembering by seeing), she had used physical engagement as the additional support.

**COMMENTS from the GROUP?**

### The Environment is ENGAGING

The environment is engaging because it is active and alive. Everyone participates as a group. Everyone is expected to encourage each other by clapping and cheering. Students help each other.

There is support for learning so no one feels left out. Students are highlighted as they take turns performing assigned roles. The teacher is at the same level as her students. She is upbeat and positive.

Everyone seems to be enjoying themselves. The items that are posted around the environment are actively used in learning. Low-tech and high-tech equipment are equally used and molded into the lesson. The classroom environment feels fun but remains appropriate for instruction. The goal is obvious and is focused on improvement and learning.

**COMMENTS from the GROUP?**

## Connections to the Frameworks for Teaching (FFT)

### Component 3a COMMUNICATING WITH STUDENTS

"Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language. Where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge."

#### Expectations for Learning

- The goals for learning are communicated clearly to students.
- Directions for activities: *students understand what they are expected to do during a lesson.*
- Explanation of content is clear.

#### Make a Change!

What can you do differently to ensure that there are clear expectations for the students in your class? Do students have a detailed understanding of what they are expected to learn? If you feel that you are doing this already, please share with the group. If you have other successful strategies that have helped students understand learning expectations, please share these as well.

***I think you will agree that the teacher in this video is on point with respect to Component 3a of the FFT!***

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## Pocket PD No. 1

### INCREASING EFFECTIVE INSTRUCTION THROUGH IMPROVED STUDENT ENGAGEMENT

For this Professional Development, you will watch a 30-minute video of Ms. Agu teaching her 12:1:1 class at P53K@MS88. Her students have varied cognitive abilities, but her way of engaging, supporting, and including them enables all the students to function as a community of learners. Engagement is primary to the motivation to learn.

Engagement is essential to inspire learning. Creating ways to make students feel good and experience success even when learning is difficult, improves the desire to learn.



Listed here are **Target Points** to watch for during the video. Please take a minute to read through the list first, and then mark the items and take notes as you see them occur in the video.

*Write notes on a separate sheet.*

*The Target Points in blue text will be explored in detail.*

### TARGET POINTS to watch for...

- The physical involvement of all students and staff
- Stating and re-stating of information (through repetition, skill practice, etc.)
- Teacher operates at eye level with the students
- Call-and-response, choral response, a community of learners
- All staff are involved equally... all staff participates and are equally engaged*
- High expectations for students*
- Corrections and reminders do not interfere with the flow of instruction
- Student independence... students monitor their own behavior
- Guided success through built-in prompts (gestures, cards, directions)*
- Good Chatter: peer encouragement, clapping, chanting

- Layering on of things being taught (several skills are addressed seamlessly)
- Using the Classroom Rules as a jump-off place for so much other teaching. The lesson is much more than the rules. The rules are just the familiar reference.
- The teacher commands the classroom
- The classroom is a theater... something to watch and to become a part of
- The environment is engaging*
- There is a sense that Learning is FUN
- There is "high energy" to the lesson

### NOW LET'S WATCH the VIMEO!



### Ms. AGU and the SEVEN RULES

<http://vimeo.com/99168438>

### Target Points → TEACHING POINTS!

#### All staff are involved equally... all staff participates and are equally engaged

Notice that all classroom staff participated in, as well as supported the instruction. When there was a verbal response or a turn-taking activity, each staff member was included in the lesson. The staff was there to help the teacher with documenting information as it unfolded, as well as managing manipulative items so it does not interrupt the teacher's rhythm. The staff served as a model for collaborative learning. They are there to actively participate in the student's learning.

COMMENTS from the GROUP?

#### High expectations for students

When students have learning challenges, we often lower the expectations for them. This is a mistake. While we may adjust the presentation of information and at times reduce the rate of presentation and modify content, we should never reduce expectations. Nor should we speak to students in a way that is lower than their age. Over simplification, or robotic speaking, does not serve to expose them to natural language. It also underestimates the possibility of receptive understanding. Lastly, it is disrespectful. Having high expectations for students is the greatest form of respect.

COMMENTS from the GROUP?