Name: _Shelby Kelchen_

Date: _01/13/2021_

Coach: _Mark Burnett_

The Inference Strategy

Please complete the box before the coaching visit and return to the visiting coach.

Lesson # _One on One_   **Page #**_____   **Tier**: _____

Your Expectations for the Lesson: Review the steps on the Inference Strategy, review the different types of questions and practice identifying them and jump into a passage together.

Identify any concerns or problems (optional):

The checklist below will be used to follow the instructional process of the lesson. Strategy instruction with fidelity will not necessarily include all items below. Check the boxes for the items you expect to take place during your lesson.

Expected	Observed	Instructional Process
		Advance Organizer
√	√	• Explain Purpose
		• State Expectations
		Verbal Practice
√	√	• Review of previous lessons
√	√	• Teacher asks questions
√	√	• Students explain the steps/provide responses
		Describe
		• New concept (sentence type) is introduced
		• Steps of the strategy
		Model
		• Explicitly model skill using "thinking aloud" process
		• Elicits student involvement
		Guided Practice
		• Introduces instructions
		• (A) Learning Sheet is completed as a whole group
		• Answers any questions/ concerns
		Independent Practice & Feedback
		• (B,C,D) Learning Sheets, score 80% mastery or higher
		Post Organizer

Coach's Feedback: Be sure to call it the Inference Strategy, not the Infer Strategy

I like the followup to the identifying questions. You didn't simply accept the answers given, but asked for further explanation and reinforcement. Well done!

One on one with a student going through the passage. Took your time. Allowed the student to see how you look at a passage. Effective modeling.

Name: Shelby Kelchen   Date: 01/13/2021

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The Inference Strategy

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Lesson # Viedo 14   **Page #**_____   **Tier**:_____

Your Expectations for the Lesson: Interested in seeing the verbal practice for the types of questions in the Inference Strategy.

Identify any concerns or problems (optional):

The checklist below will be used to follow the instructional process of the lesson. Strategy instruction with fidelity will not necessarily include all items below. Check the boxes for the items you expect to take place during your lesson.

Expected	Observed	Instructional Process	
√	√	Advance Organizer	I can understand Big Picture Questions key terms.
√	√	• Explain Purpose	I can identify Big Picture and factual questions. Flash cards to understand terms.
√	√	• State Expectations	Sorting activity—practical applications. Kahoot game to practice.
		Verbal Practice	
√	√	• Review of previous lessons	
√	√	• Teacher asks questions	
√	√	• Students explain the steps/provide responses	
		Describe	
		• New concept (sentence type) is introduced	
		• Steps of the strategy	
		Model	
		• Explicitly model skill using "thinking aloud" process	
		• Elicits student involvement	
		Guided Practice	
		• Introduces instructions	
		• (A) Learning Sheet is completed as a whole group	
		• Answers any questions/ concerns	
		Independent Practice & Feedback	
		• (B,C,D) Learning Sheets, score 80% mastery or higher	
		Post Organizer	

Coach's Feedback: VERBAL PRACTICE @ 9:47 you brought the charts back out. Two key terms are on your next assessment.
'Purpose'—what does it mean? The 'why' of the passage. Why the author wrote the passage.
Entertain, inform, persuade.
Summary-similar to main idea, which is one sentence . Summary includes main idea, theme. Jist of the text.
Theme-message that the author tries to get across or life lesson.
Setting, Tone, Message.

Sorting activity to differentiate the different type of questions! that students will encounter in the strategy.
Questioned students individually to check their sorting choices. Great activity! Effective!

Purpose of Kahoot is to see if we all understand the types of questions and if we can move on or if we need to continue to review

Name: ___Shelby Kelchen_____ Date:_____

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The Inference Strategy

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Lesson # ___Big Picture and Factual Questions___	**Page #** ___Video 13_____	**Tier**: _____

Your Expectations for the Lesson:

Identify any concerns or problems (optional):

The checklist below will be used to follow the instructional process of the lesson. Strategy instruction with fidelity will not necessarily include all items below. Check the boxes for the items you expect to take place during your lesson.

Expected	Observed	Instructional Process
		Advance Organizer — Review and clarify the difference between Big Picture and Factual Questions.
√	√	• Explain Purpose — it is important to state the achievable goals to the students so they
√	√	• State Expectations — know what will be required for proficiency in the lesson.
		Verbal Practice
√	√	• Review of previous lessons — In the sense of reviewing types of questions
√	√	• Teacher asks questions — Yes! And all students seemed involved/responsive.
√	√	• Students explain the steps/provide responses
		Describe
		• New concept (sentence type) is introduced
		• Steps of the strategy
		Model — Modeled the thinking involved in sorting out the differences between Big Picture and Factual questions
√	√	• Explicitly model skill using "thinking aloud" process
√	√	• Elicits student involvement
		Guided Practice
		• Introduces instructions
		• (A) Learning Sheet is completed as a whole group
		• Answers any questions/ concerns
	√	**Independent Practice & Feedback** — Not with readings, but partner work on definitions.
		• (B,C,D) Learning Sheets, score 80% mastery or higher
		Post Organizer — Reviewing big picture and factual questions—What they are. Used charts to illustrate differences. Used cue cards.

Coach's Feedback: Factual question needs a fact. Modeled what you wanted students to do with their cue cards. The answer is in the passage. Where? What?
Big Picture—Think and Seek. Main Idea/Big Message/Theme—examples?/Why did the author write this passage? Summary information—the setting or tone.
Really liked the use of the sheets on the white board to co-construct the definitions.
Flash cards
Use of Elmo to review definitions. Examples or just definitions? I can tell how each one of you is feeling by the tone of your voice.
YES! Example sentences to support definitions.
Worked in partners onn definitions.

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The Inference Strategy

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Lesson #___ Lesson 2 Make up _____	Page #_____	Tier: _____

Your Expectations for the Lesson:

Identify any concerns or problems (optional):

The checklist below will be used to follow the instructional process of the lesson. Strategy instruction with fidelity will not necessarily include all items below. Check the boxes for the items you expect to take place during your lesson.

Expected	Observed	Instructional Process
		Advance Organizer
√	√	• Explain Purpose
√	√	• State Expectations
		Verbal Practice
√	√	• Review of previous lessons
√	√	• Teacher asks questions
√	√	• Students explain the steps/provide responses
		Describe
√	√	• New concept (sentence type) is introduced
√	√	• Steps of the strategy
		Model
√	√	• Explicitly model skill using "thinking aloud" process
√	√	• Elicits student involvement *As this was a make up lesson, responses were not live. However, you paused effectively for responses.*
		Guided Practice
		• Introduces instructions
		• (A) Learning Sheet is completed as a whole group
		• Answers any questions/ concerns
		Independent Practice & Feedback
		• (B,C,D) Learning Sheets, score 80% mastery or higher
		Post Organizer

Coach's Feedback: This is a video lesson for those who are at in school. Always try to make the lesson conversational. This will become easier as you become more and more familiar with the strategy.
Try to make the I N F E R letters larger than the rest of the word. This help students see the mnemonic.
Slides are attractive and well done. Remember to have me tell you about slide identification—KU needs to be on your slides, as they own the
Demonstration activity was well done! Repitition is a key in learning any strategy.
Keep going back to, and showing the mnemonic.
Underline "infant", "rusted through" as you go through. Modeling.

You did very well modeling the passage! Great use of ZOOM/Screencast! I liked your spacing between statements!   Great

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The Inference Strategy

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Lesson # Cue Card #10 Review of Lesson 3   **Page #** 32   **Tier:** _____

Video #1

Your Expectations for the Lesson: Review and understand big picture and factual questions

Identify any concerns or problems (optional):

The checklist below will be used to follow the instructional process of the lesson. Strategy instruction with fidelity will not necessarily include all items below. Check the boxes for the items you expect to take place during your lesson.

Expected	Observed	Instructional Process
		Advance Organizer
X	X	• Explain Purpose
X	X	• State Expectations — Review and understand big picture and factual questions. Your lesson was about reviewing Cue Card #10
		Verbal Practice
X	X	• Review of previous lessons — Briefly. But I think you're dealing more with avoidance of confusion. Great use of time
X	X	• Teacher asks questions — Focus of the lesson
		• Students explain the steps/provide responses — Students shared in responses
		Describe
		• New concept (sentence type) is introduced
		• Steps of the strategy
		Model
		• Explicitly model skill using "thinking aloud" process
X	X	• Elicits student involvement — This was a review lesson intended to clarify summary, message, tone, purpose, setting, and theme
		Guided Practice
		• Introduces instructions — Work with a partner on flash cards.
X	X	• (A) Lesson Passage is completed as a whole group
X	X	• Answers any questions/ concerns
		Independent Practice & Feedback
		• Lesson Passage, score 80% mastery or higher
		Post Organizer

Coach's Feedback: Chart on board illustrating factual and big picture questions. Starting with factual. Using cue cards. Great use of time. Avoidance of confusion. No point moving forward until Cue Card #10 is mastered.

A short statement that tells about a long passage—summary.
What the author wants the reader to know or understand—message
Very similar to message is—theme
The place where the story is located—setting—when and where
The feeling of the passage is—tone
How people lived during the Renaissance—main idea
Author wants to convince the reader to exercise each day—purpose
This is a story about a man who breaks his arm and learns a lesson—summary
The author wants us to understand that we should not say mean things—message

Good work in reviewing the concepts with your students. This is a difficult strategy to teach in the prescribed lessons when you only see your students once a week. Smaller steps with review interspersed is vital to the students' understanding of the strategy.

You have created a series of Cue cards to stick to the white board to help students during class. Visuals are important and helpful.
You also have created notebooks with cue cards. You may want to create a video showing a notebook and its contents, and how students use them.

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The Inference Strategy

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| Lesson # Lesson 3 | Page # 32 | Tier: |

Your Expectations for the Lesson:

Identify any concerns or problems (optional):

The checklist below will be used to follow the instructional process of the lesson. Strategy instruction with fidelity will not necessarily include all items below. Check the boxes for the items you expect to take place during your lesson.

Expected	Observed	Instructional Process
X	X	Advance Organizer Review learning targets plan for today
X	X	• Explain Purpose
		• State Expectations
		Verbal Practice Flash card activity
X	X	• Review of previous lessons
X	X	• Teacher asks questions
		• Students explain the steps/provide responses
		Describe
		• New concept (sentence type) is introduced
		• Steps of the strategy
		Model
X	X	• Explicitly model skill using "thinking aloud" process
		• Elicits student involvement
		Guided Practice Start with flash cards / Get a new partner
X	X	• Introduces instructions Sorting Activity / Cahoot game for formative assessment
		• (A) Lesson Passage is completed as a whole group
X	X	• Answers any questions/ concerns
X	X	Independent Practice & Feedback
		• Lesson Passage, score 80% mastery or higher
		Post Organizer

Coach's Feedback:

Learning targets
understand key terms for big picture questions
Identify big picture and factual questions
Start with flash cards
Get a new partner
Sorting Activity
Cahoot game for formative assessment

Feeling is the tone.
Where it takes place is the setting
A short statement that tell about a long passage—summary.
Next time is review and then finish the Kahoot.

Two of these key terms are on your next lesson
Presenting new information as describe and model. Describe your modeling. Will that take place in your other class with the students?
You are using students' previous knowledge to help them understand the concepts.
"What is the tone? Is that a big picture or a factual question?"
I really like your pace. Deliberate.
Using the cue card to reiterate the definitions of the terms is helpful. Are the students using their notebooks?
We could back into the passage and find the answer.
It is hard to monitor the other students if you work as another student's partner.
When Big Picture was confusing you repeated the definition and gave an example.
Are they using the Student Materials lessons? I think you said they wouldn't be because of the reading levels?
Projecting example questions for students to identify the type of question being asked.
What is another word for fact? This is for me. How do you deal with that. The boy that said you always give me that question.
main idea—big idea. Is that confusing?
Working Cue Card #11A at the end of the lesson.

Modified by J. Washburn, J. Deal, and L. Bowers, Sept/Oct 2010
Original developed by H. Barrier, 2008