

Name: _____ Date: _____
Coach: _____

The Inference Strategy

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

Lesson # Lesson 3 The Inference Strategy—part one	Page # Page 32 of the Instructor's Manual	Tier: _____
<p>Your Expectations for the Lesson: Observing Lauren introduce BIG PICTURE Questions. I want to see her working the Advance Organizer, review the Steps of the Strategy, define Big Picture Questions, discuss key words in those questions, and how to use the INFER steps with Big Picture Questions</p> <p>This was a distance learning lesson due to COVID 19. In spite of distractions, both Lauren and the student worked through and had a positive outcome.</p> <ul style="list-style-type: none"> • Engaging and effective interaction between Lauren and her student. • The next part of the Lesson will begin with how to use the INFER steps with the Big Picture Questions 		

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 Clear preview of what is coming and review of where you have been +
✓	✓	<ul style="list-style-type: none"> • Explain Purpose Why do we use INFERENCE? • State Expectations Try to always state to the student what the expectations are for the day's lesson. "By the end of our day today, you will be able to tell me what Big Picture questions are and how we find them in a reading passage."
		Verbal Practice
✓	✓	<ul style="list-style-type: none"> • Review of previous lessons Why we use the inference Strategy/Two types of Questions/Factual Questions
✓	✓	<ul style="list-style-type: none"> • Teacher asks questions +
✓	✓	<ul style="list-style-type: none"> • Students explain the steps/provide responses YES!
		Describe
✓	✓	<ul style="list-style-type: none"> • New concept (sentence type) is introduced Big Picture Questions
✓	✓	<ul style="list-style-type: none"> • Steps of the strategy Part of the Advance Organizer +
		Model
		<ul style="list-style-type: none"> • Explicitly model skill using "thinking aloud" process • Elicits student involvement
		Guided Practice
		<ul style="list-style-type: none"> • Introduces instructions • (A) Learning Sheet is completed as a whole group • Answers any questions/ concerns
		Independent Practice & Feedback
		<ul style="list-style-type: none"> • (B,C,D) Learning Sheets, score 80% mastery or higher
		Post Organizer

Coach's Feedback: Gave preview of the Lesson

What is the inference strategy used for? interact with question and passage. Factual questions. Answers are found in the story.
Think and Seek will be the next type of question we will be focusing on
Review the INFER strategy:

Interact with the questions in the passage
Note what you know(writing down what type of question is being asked)
Find the clues—looking through the passage to see what can help us and number it or underline it
Explore any supporting details—is there anything else that will help us
Return to the Question making sure you pick the right answer

I like your use of slides and highlighting.

This was very conversational. Engaging.
You have hit all your marks for this portion of the Lesson.

Conversational/Engaging/Excellent use of examples to clarify Key Words in Big Picture Questions

BIG PICTURE Questions
The big ideas.
Main Idea/Summary/Author's Purpose
Cue Card 10—

Name: Lauren Osterhaus

Date: 4/19/2021

Coach: Mark Burnett

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Lesson # Lesson #3—Part 2

Page # Page 36

Tier: _____

Your Expectations for the Lesson: I expect to see effective Modeling and Interaction between Lauren and her student with the Big Picture 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
		<ul style="list-style-type: none"> Explain Purpose
✓		<ul style="list-style-type: none"> State Expectations These need to be clearly and overtly stated
		Verbal Practice
✓	✓	<ul style="list-style-type: none"> Review of previous lessons In your review of Main Idea, Purpose, Summary, Theme/Message, Setting, Tone, Mood, should your student be telling you what those are?
	✓	<ul style="list-style-type: none"> Teacher asks questions +
		<ul style="list-style-type: none"> Students explain the steps/provide responses
✓	✓	Describe Initially you did all the reviewing. In the review of the INFER steps you turned things over to your student which is what we want.
		<ul style="list-style-type: none"> New concept (sentence type) is introduced
✓	✓	<ul style="list-style-type: none"> Steps of the strategy Go ahead and use the word 'Model' along with 'demonstrate'.
		Model
✓	✓	<ul style="list-style-type: none"> Explicitly model skill using "thinking aloud" process Sharing with the student
✓	✓	<ul style="list-style-type: none"> Elicits student involvement Perhaps asking "What letter should I put in the box?" How do we tell the difference between Factual and Big Picture? Reading aloud together
		Guided Practice
		<ul style="list-style-type: none"> Introduces instructions
		<ul style="list-style-type: none"> (A) Learning Sheet is completed as a whole group
		<ul style="list-style-type: none"> Answers any questions/ concerns
		Independent Practice & Feedback
		<ul style="list-style-type: none"> (B,C,D) Learning Sheets, score 80% mastery or higher
		Post Organizer

Coach's Feedback: Initially you did all the reviewing. In the review of the INFER steps you turned things over to your student which is what we want.

In your review of Main Idea, Purpose, Summary, Theme/Message, Setting, Tone/ Mood, should your student be telling you what those are?

Encouraged student by stating that the INFER steps need not be completed in a particular order
Go ahead and use the word 'Model' along with 'demonstrate'. Here's the reasoning; since you will be training other teachers, it is important for them to hear Describe, Model, Practice Advance Organizer, etc. Then the students will hear these words as well.

Modeling the Lesson was an effective use of interaction with the student and making sure that the Strategy was taught with fidelity and enthusiasm. Good work!

*setting up pages +
*interacting with:
title
questions
*So GREAT that the student wanted to read the questions!
*Reading aloud together

Name: Lauren Osterhaus

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Lesson # Inference Strategy Lesson 3 part 3

Page # _____

Tier: _____

Your Expectations for the Lesson:

I am observing teacher feedback for a lesson passage completed by the student. I expect to see a move toward proficiency based upon Lauren's description and modeling of Lesson 3.

Identify any concerns or problems (optional):

No issues. Lauren's thoroughness of instruction is reflected in the student's work.

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
		<ul style="list-style-type: none"> • Explain Purpose • State Expectations
		Verbal Practice
		<ul style="list-style-type: none"> • Review of previous lessons • Teacher asks questions • Students explain the steps/provide responses
		Describe
		<ul style="list-style-type: none"> • New concept (sentence type) is introduced • Steps of the strategy
		Model
		<ul style="list-style-type: none"> • Explicitly model skill using "thinking aloud" process • Elicits student involvement
		Guided Practice This seemed to be combined after the student had completed the lesson
		<ul style="list-style-type: none"> • Introduces instructions • (A) Learning Sheet is completed as a whole group • Answers any questions/ concerns
✓	✓	Independent Practice & Feedback
		<ul style="list-style-type: none"> • (B,C,D) Learning Sheets, score 80% mastery or higher
		Post Organizer

Coach's Feedback: Student did a great job of underlining key words in the questions.

Student missed two. Sort of. She had a correct answer then changed it.

Do you want to go into the passage and reaffirm how and why the student completed the prompts correctly. As soon as I write this you did, indeed, go back into the passage for correction of a question missed.

I really like your use of technology to work with your student!!!

Reinforcing positive work within the passage of underlining clues and numbering the questions to which the clues related.

Inference feedback sheet was explained thoroughly and gives the student concrete record of lesson proficiency.

Positive instruction. Uses the Feedback not only to assess proficiency, but to also review the strategy!!!

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