

Half Hollow Hills School District

Independent Formal Pre Observation

Id	Teacher	Building	Department	Cert Type	Tenure	Date Opened	Observation Date	Observer	Date Closed
12669	Mary Redden	HS East (061)	Sped-S	Permanent	Non Tenured	2/12/2018	3/26/2018	Michelle Melfi	3/23/2018

Lesson Plan Content

Briefly describe the students in this class, including those with special needs? How have you used this information to plan for this lesson? (Component 1b)

This is a Life Skills, 15:1:1, class with 10 students who are alternately assessed and are mixed grade levels. The disabilities of the students vary, but most students are on the autism spectrum.

The baseline assessment done in the beginning of the year, the continual assessments administered throughout the year, and their IEP goals and objectives have all contributed to the development of this lesson.

Why are these goals suitable for this group of students? (Component 1c)

The topic of this lesson is elapsed time. The students in this class are in the Life Skills Program within the Half Hollow Hills School District. Elapsed time is a difficult yet very important skill. Teaching students how to solve problems that use elapsed time is a big part of helping them work with time in context. Learning this skill set will inevitably help them become more independent functioning within their daily personal and professional lives.

How does this lesson support district priorities and state standards?

The curriculum of this math class is aligned with both the New York State Alternate Assessment standards as well as the Half Hollow Hills School District's Life Skills Curriculum. The students will use skills learned in this class to help build work-ready skill sets in math as well as help them become a independent and active contributor to the community. The specific topic of elapsed time meets criteria for both NYSAA standards and HHSD's Life Skills curriculum.

How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines? (Component 1c)

These goals help students practice telling time and solving word problems involving the addition and subtraction of time intervals in minutes, by representing the problem on a number line diagram. This helps promote student independence with time that has to do with their own personal real-life relationships and relational issues.

What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (Component 1a)

* Students with developmental disabilities can struggle with reading comprehension, executive functioning, and can present memory difficulties involved in time problems which can result in:

- misunderstanding the aspects of elapsed time that have to do with relationships or relational issues.
- holding one part of a problem in their mind while trying to solve the other part of the problem

* To combat these potential problems I will utilize the following strategies to help support student learning.

- review telling time to the 1/2 hour
- utilize visual aids (number lines)
- instructional checklists
- model, guided practice, independent practice model.

What instructional materials or other resources, if any, will you use? (Attach sample materials you will be using in the lesson.) (Component 1d)

Teacher will utilize the Smart Board, instructional checklists, visual aides specific to time, and teacher made worksheets.

If applicable, describe how the planning of this lesson reflects recommendations made during prior informal/formal observations and professional conversations.

This is my first observation teaching a life skills class setting in the Half Hollow Hills School District. My two prior observations were of a Biology ICT setting.

Teacher Comments

Teacher comments pertaining to observation setting. List any items you might want to call to the attention of the Administrator.

This is an introduction lesson in time as we are beginning a new topic (elapsed time). This is the first day the students will be asked to use elapsed time as a skill set to help them solve real life word problems involving time. Students will attempt independent practice with added guided support from their teacher or paraprofessional if necessary. Second and or third day of skill practice will provide students opportunities to independently solve problems using elapsed time when grouped homogeneously.

Observational Focus (optional):

Half Hollow Hills School District

Independent Formal Lesson Plan

Id	Teacher	Building	Department	Cert Type	Tenure	Date Opened	Observation Date	Observer	Date Closed
12670	Mary Redden	HS East (061)	Sped-S	Permanent	Non Tenured	2/12/2018	3/26/2018	Michelle Melfi	3/25/2018

Desired Results

What are the goals for the lesson?

The goal of this lesson is to apply basic math skills to real life situations involving elapsed time.

What do you want students to know, understand and be able to do?

The lesson objectives are:

1. Students will be able to utilize their basic arithmetic skills to solve elapsed time word problems that contain only units of minutes.
2. Students will be able to use mixed units of hours and mins to describe larger units of time (e.g., 61 minutes = 1 hour and 1 minute).

How does this lesson fit with a larger unit?

The over arching goal of this unit is to provide students with the skills necessary to solve real-life word problems involving elapsed time within a 2 week time period.

An example of a word problem I would like the students to be able to solve by the end of this unit (with and without varying degrees of assistance) is as follows:

"Adriana got a new job at a salon. Her job starts each day at 9:15 am. If it takes Adriana 35 minutes to get to the salon, and it takes her 50 minutes to get ready for work, when should she get up each morning to get to work on time?"

Learning Plan

How do you plan to engage students in the content?

Teacher will begin the period with students voting on the next "class reward." Students earn points throughout the period. Points are awarded for positive behaviors such as raising hand without calling out, class participation, effort, acts of kindness, cooperation, and adaptability. Points at the end of the period are totaled, recorded, and displayed on the board. Once 500 points are earned, reward is given, and a new class reward is chosen beginning again.

This lesson will begin with a Do Now which involves the first objective of this lesson. S.W. utilize their basic arithmetic skills to solve elapsed time word problems that contain units of minutes. The Do Now will consist of three to four questions, with each question increasing in difficulty.

What will you do?

Teacher will motivate students behavior.

Teacher will administer and review Do Now.

Teacher will float and assist students when necessary.

Teacher will utilize the Smart Board and provide visual aides such as number lines etc.

Teacher will ask key concept questions.

Teacher will model and assist students when counting by translating units of time.

Teacher will provide independent practice.

Teacher will administer exit ticket.

What will the students do?

Students will engage in appropriate class behavior.

Students will use arithmetic skills to solve basic word problems involving elapsed time.

Students will recognize comparisons between an analogue clock and a horizontal time line.

Students will count up by different units of time. (e.g., minutes and hours)

Students will complete number line.

Students will complete word problems involving time.

Assigned Evidence

How do you plan to assess student achievement of the goals? What procedures will you use? (Use Upload Files on the Track Assignment view to include any tests or performance tasks, with rubrics or scoring guides. After Upload, use the edit button to put Lesson Plan in the File Description field.) How do you plan to use the results of the assessment?

Students will complete a teacher made worksheet of word problems that include mixed units of hours and mins and convert them into larger units of time.

Half Hollow Hills School District

Independent Formal Observation

Id	Teacher	Building	Department	Cert Type	Tenure	Period	Grade	Subject
12668	Mary Redden	HS East (061)	Sped-S	Permanent	Non Tenured	Period 1	Mixed	SPECIAL EDUCATION
Date Opened	Observation Date	Observer	Date Closed	Score				
2/12/2018	3/26/2018	Michelle Melfi	4/29/2018	3.76				

Select one rating for each criterion as they apply.
Ratings: (H) Highly Effective, (E) Effective, (D) Developing, (I) Ineffective, (N/O) Not Observable

Domain 1: Planning and Preparation

In the pre observation conference, Mrs. Redden revealed an in depth knowledge of the skills her students in the life skills program should strive to acquire as they prepare to leave high school and enter the adult world. She stressed the importance of building skills that will allow the students to be as independent as possible and assist with their ADL skills. She also spoke about the need to not teach skills in isolation but rather give students numerous opportunities to generalize the skills across other curricula areas and within the community.

Mrs. Redden relayed an in-depth knowledge of her students garnered through reading student IEPs, baseline assessment, collaboration with her colleagues, communication with the families of her students and, most importantly, conversation and interactions with her students.

The goal of this lesson was an introduction into a unit on elapsed time. At the conclusion of the lesson, the students should know what elapsed time is, understand that calculating elapsed time will assist them in planning in their daily lives, and given several real life examples, be able to calculate elapsed time.

Mrs. Redden is aware of resources that are available for classroom use and for expanding her personal knowledge. For this lesson, Mrs. Redden created her own worksheets involving actual situations such as cooking and laundry that students very feasibly come across on a daily basis. She included student names in the word problems to engage the students and make the situations more realistic.

Mrs. Redden's plan included a Do Now to activate prior knowledge, group instruction with visuals and number lines for assistance and independent practice of the skills. Assessment will be ongoing throughout the period to ensure students grasp the concept before moving to the next skill.

1a: Demonstrating Knowledge of Content and Pedagogy

G H C E C D C I

1b: Demonstrating Knowledge of Students

G H C E C D C I

1c: Selecting Instructional Outcomes

G H C E C D C I

1d: Demonstrating Knowledge of Resources

C H G E C D C I

1e: Designing Coherent Instruction

C H G E C D C I

1f: Designing Student Assessments

C H G E C D C I

Domain 2: The Classroom Environment

Classroom interactions between Mrs. Redden and her students were highly respectful, representing genuine warmth and caring. Continuous words of praise were provided to her students such as "outstanding," "beautiful," "excellent job," and nice job" to name just a few. Interactions between students and their 1:1 paraprofessionals were also entirely respectful and appropriate offering support and guidance to their students as the lesson progressed.

The classroom exhibited a cognitively vibrant learning environment with high expectations for student learning and students eager to participate in the lesson. Students volunteered to come to the board and attempt to answer all questions posed to them. Efficient classroom routines and procedures were evident from the moment students entered the room which maximized instructional time. The paraprofessionals were seated next to their assigned students, ensuring students remained on task and reinforcing students as appropriate. This contributed to the overall functioning of the class and eliminating any possible behaviors students might exhibit. Mrs. Redden remained proactive in monitoring students, rewarding students for positive behaviors through praise and awarding points to individual students. The points system proved to be a huge reinforcer for the students.

The classroom was arranged in a traditional manner with desks in rows facing the white board. Students who needed the assistance of their 1:1 paraprofessionals sat mostly towards the sides of the rows on in the back enabling their paraprofessionals to easily access them without distracting from the other students in the room.

2a: Creating an Environment of Respect and Rapport

G H C E C D C I

2b: Establishing a Culture for Learning

G H C E C D C I

2c: Managing Classroom Procedures

G H C E C D C I

2d: Managing Student Behavior

G H C E C D C I

2e: Organizing Physical Space

C H G E C D C I

Domain 3: Instruction

As students entered the room, a schedule for the period was clearly displayed on the board as well as pictures of the bowling alley and Tanger Outlets in Deer Park. Mrs. Redden celebrated with the students as she announced they had collectively reached their 500 points goal [534 points in total] and asked students where they had earned

a field trip to - I-Hop. Students identified the two locations projected on the board, were directed to think about which location they preferred to work towards and distributed paper for students to vote. After collecting the votes, Mrs. Redden solicited a student to come forward to tally the results as she read each ballot one by one. Students were excited as each ballot was read and their final destination was revealed.

Transitioning into the main portion of the lesson, students were instructed to clear their desks and take out a pencil with an eraser. Mrs. Redden distributed a packet with four problems that students worked through independently as Mrs. Redden circulated among the students. After a few minutes passed, Mrs. Redden moved to the board and worked through each problem with the students. She used each problem as a teaching opportunity to discuss units of time - hour, half hour, quarter hour, 5 minutes-, and how time is added together. They identified that hours contain 60 minutes and moved to a number line to calculate hours and minutes when the minutes total 60 or larger. Mrs. Redden then distributed another worksheet with two word problems involving time that surpassed 60 minutes and a time number line to assist with their calculations. Students volunteered to come to the board to show their work and discuss how they arrived at their answers.

Mrs. Redden connected the lesson with real life experiences to provide purpose to their work. She involved students in the discussions of how to solve the problems which allowed her to assess student learning and identify misconceptions the students may displayed. Mrs. Redden posed many questions to the class and provided good wait time for the students to process her questions and develop appropriate responses. Mrs. Redden shifted activities often during the lesson which helped in keeping students engaged and focused. As Mrs. Redden uncovered difficulties with the concepts, Mrs. Redden immediately addressed the struggles, providing mini lessons and varying the strategies with which she presented the material.

3a: Communicating with Students

CHGECDCI

3b: Using Questioning and Discussion Techniques

CHGECDCI

3c: Engaging Students in Learning

CHGECDCI

3d: Using Assessment for Instruction

CHGECDCI

3e: Demonstrating Flexibility and Responsiveness

CHGECDCI

Domain 4: Professional Responsibilities

Mrs. Redden provided an accurate assessment of her lesson's effectiveness and the extent to which it achieved her instructional outcomes. In the post observation conference Mrs. Redden discussed how she might break the skills down into smaller components when teaching this unit again in the future.

4a: Reflecting on Teaching

CHGECDCI/N/O

4b: Maintaining Accurate Records

CHGECDCI/N/O

4c: Communicating with Families

CHGECDCI/N/O

4d: Participating in a Professional Community

CHGECDCI/N/O

4e: Growing and Developing Professionally

CHGECDCI/N/O

4f: Showing Professionalism

CHGECDCI/N/O

Comments

Observer Comments

Teacher Comments

This document requires Electronic Signatures.

Michelle Melfi

5/3/2018 7:48:04 PM

Observer Signature

Date

Mary Redden

5/2/2018 9:53:39 AM

Teacher Signature

Date

Half Hollow Hills School District Independent Formal Post Observation

Id	Teacher	Building	Department	Cert Type	Tenure	Date Opened	Observation Date	Observer	Date Closed
12671	Mary Redden	HS East (061)	Sped-S	Permanent	Non Tenured	2/12/2018	3/26/2018	Michelle Melfi	4/9/2018

Lesson Plan Content

1. Did the students learn what you intended for them to learn? What evidence do you have to support this?

The students made connections and practiced converting large units of time in minutes to hours and minutes. They applied basic arithmetic skills to word problems involving small units of time, and practiced locating start times on a number line, and counting up to calculate end time.

Based on lesson questioning and observation of student independent practice, students began converting large quantity in minutes to hours and minutes and they used basic arithmetic to solve word problems involving units of time.

2. To what extent were your goals and objectives appropriate for your students?

The goals and objectives of this lesson were appropriate for all students in the life skills program here at Half Hollow Hills High School West. Elapsed time is a very important daily living skill. Developing a good foundation of time will help them function at a more independent level on a daily basis in their community.

3. Please comment on different aspects of your instructional delivery. To what extent were they effective? What would you do differently to improve the lesson? Include comments specific to Activities, Grouping of Students, and Materials and Resources.

In hindsight, this lesson should have been split into two. Although the class has covered time, more specifically translating groups of minutes > 60 into hours and minutes, the students have never generalized this skill to word problems involving more steps. This lesson should have focused more on finding totals in minutes using basic arithmetic, and then stopped at converting those times into hours and minutes using guided practice and independent practice. The process of finding elapsed time when given a start time, should have been a subsequent lesson.

4. Please comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

We have routines, procedures, and schedules put in place and the students are often rewarded throughout the period when they are seen engaging in appropriate behavior. Student conduct was good during this lesson, and all students participated to the best of their ability. Good attending enables students to remain focused which increases their ultimate learning potential.

5. Did you alter your plan? If so, how, and why?

Yes, I altered my plan. My plan was to have the students apply their calculated totaled time to teacher given start time, resulting in finding stop time (elapsed time). Instead, I spent more time on converting larger units of minutes to hours and minutes.

Teacher Comments

Teacher comments: