

SCT DEMONSTRATION LESSON 1: 15 minutes – Oral/Written Phonogram Review

Follow the steps for planning and delivering the first demonstration lesson by video. Ensure that the placement of the recording device captures:

- the teacher, room arrangement, students participating in the lessons, and ensures students' responses are heard.

Description	Directions	OPR	WPR (Delayed Feedback)
Step 1: Plan the Lesson	<ul style="list-style-type: none"> Select academic week in the grade-level Teacher's Guide. When submitting, include the following: grade level and academic week from TG/RFSTG. Payment for Demos 1-5 should be included. Please contact Crystal Telep ctelep@spalding.org. 	<ul style="list-style-type: none"> Use 30 phonograms for OPR Steps 1 and 2. Do not exceed 5 minutes. 	<ul style="list-style-type: none"> Use 20 phonograms for WPR with Delayed Feedback. Do not exceed 10 minutes.
Step 2: Deliver the Lesson	<ul style="list-style-type: none"> Practice OPR/WPR procedures (see Spalding Resource Center videos and Delivering section of TG/RFSTG). Review Spalding Observation Checklist (included). Focus on exact procedures with active participation by all students. 	<ul style="list-style-type: none"> ✓ Continue listening for precise pronunciation, e.g., no elongations of vowel sounds /aaa/ or additions of sound to the consonants /buh/ /kuh/. ✓ Avoid "voice-overs." ✓ Avoid repetitive phrases. ✓ Maintain professionalism. ✓ During OPR Step 2, ask knowledge and/or application questions. 	<ul style="list-style-type: none"> ✓ Set a Handwriting Focus. ✓ Require student participation throughout WPR.
Step 3: Video the Lesson	<ul style="list-style-type: none"> Videotape the lesson. 		

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Step 4: Share with SEI	<ul style="list-style-type: none"> Contact : certification@spaldingeducation.org and provide the following information: name, grade, school, academic week in the TG/RFSTG, Demo 1, and date. A link to upload the video will be sent after email confirmation has been received. Payment for Demos 1-5 should be included. Please contact Crystal Telep ctelep@spalding.org. 		
Demo Expectations	<ul style="list-style-type: none"> Lesson does not exceed 15 minutes. <i>Philosophy</i>: Implemented 90% <i>Methodology</i>: Implemented 90% 	<ul style="list-style-type: none"> Procedure is 90% implemented. (If procedure is implemented less than 90% of the time or with less than 90% accuracy, you will be asked to review procedures and/or complete professional development before resubmitting Demo 1.) 	<ul style="list-style-type: none"> Procedure is 90% implemented. (If procedure is implemented less than 90% of the time or with less than 90% accuracy, you will be asked to review procedures and/or complete professional development before resubmitting Demo 1.)
Feedback from SEI	<ul style="list-style-type: none"> The Spalding Certification Department will send feedback with reinforcements and refinements within 2 weeks after receiving the video. Do NOT tape the 2nd observation before receiving and implementing feedback from Demo 1. If you have any questions, please contact: certification@spaldingeducation.org 		

Spalding Observation Checklist

Demo 1

THE SPALDING METHOD	+/-	COMMENTS
Philosophy		
Does the teacher...		
1. Make students' physical and mental well-being a primary concern? (WRTR 4)		
Ensure that students maintain proper sitting position (hips back, feet flat...).		
Have all students face the front for whole group instruction.		
Implement good classroom management.		
Demonstrate a positive feeling tone with praise for good performance.		
2. Have high expectations for students of differing ability levels? (WRTR 4)		
3. Self analyze lesson planning and delivery to enhance student achievement?		

Methodology		
Does the teacher...		
1. Provide explicit, interactive, diagnostic instruction? (WRTR 5)		
Have students explain the purpose for each new task.		
Model new skills, check understanding, coach, and scaffold/fade as appropriate.		
Have students articulate, reflect, and perform tasks independently.		
Observe students having difficulty and respond appropriately in all lessons.		
Observe students who are not actively engaged and respond appropriately.		
2. Consistently provide sequential, multisensory instruction? (WRTR 5)		
Follow the sequence, procedures, and routines in <i>WRTR</i> and Teacher's Guide.		
Incorporate auditory, visual, kinesthetic, and tactile learning in all lessons.		
3. Demonstrate integrated language arts instruction? (WRTR 5)		
Explain the connection between spelling, writing, and reading objectives. "We learned how to spell these words, now let's learn their meanings and usage."		



Spalding Observation Checklist

Demo 1

ORAL PHONOGRAM REVIEW		+/-	COMMENTS
Does the teacher follow daily Oral Phonogram Review procedure?			
Step 1			
T	Use a maximum of 30 cards at one time.		
T	Pass cards back to front, showing only one card at a time.		
T	Listen for precise pronunciation of sound(s). (no voice overs)		
T	Cover card if mispronounced; then pronounce precisely, e.g., /b/ (not /buh/).		
T	Have students repeat sound(s) precisely. (no voice overs)		
Step 2			
T	Show phonograms a second time.		
T	Continue to listen for precise pronunciation of sound(s). (no voice overs)		
T	Ask knowledge questions that clarify which phonogram to use, then application questions that require students to apply knowledge of phonograms in words.		
S	Have students respond and explain.		



Spalding Observation Checklist

Demo 1

WRITTEN PHONOGRAM REVIEW		+/-	COMMENTS
Does the teacher follow daily Written Phonogram Review procedure?			
T	Set a Handwriting Focus for each WPR, e.g., "Focus on beginning clock letters at 2 on the clock." Model focus. Have students sound and write modeled phonogram(s).		
T	Use a maximum of 20 phonograms at one time.		
T	Pronounce phonograms precisely.		
S	Require students to precisely say sound(s) in unison. (no voice overs)		
T	Give cues as needed.		
S	Require students to precisely say sound(s) softly just before they write. (no voice overs)		
S	Give immediate feedback for new learning, delayed feedback thereafter.		
T-S	Model evaluating and then coach as students evaluate their handwriting and articulate their analyses based on the day's focus.		

