

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

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Description	Directions	OPR	WPR (Delayed Feedback)
Step 4: Share with SEI	<ul style="list-style-type: none"> <li>Contact: <a href="mailto:certification@spalding.org">certification@spalding.org</a> and provide the following information: name, grade, school, academic week in the TG/RFSTG, Demo 1, and date.</li> <li>A link to upload the video will be sent after email confirmation has been received.</li> <li><b>Payment for Demos 1-5 should be included. Please contact <a href="mailto:sales@spalding.org">sales@spalding.org</a>.</b></li> </ul>		
Demo Expectations	<ul style="list-style-type: none"> <li>Lesson does not exceed 15 minutes.</li> <li><i>Philosophy</i>: Implemented 90%</li> <li><i>Methodology</i>: Implemented 90%</li> </ul>	<ul style="list-style-type: none"> <li>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.)</li> </ul>	<ul style="list-style-type: none"> <li>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.)</li> </ul>
Feedback from SEI	<ul style="list-style-type: none"> <li>The Spalding Certification Department will send feedback with reinforcements and refinements within 2 weeks after receiving the video.</li> <li>Do <b>NOT</b> tape the 2<sup>nd</sup> observation before receiving and implementing feedback from Demo 1.</li> <li>If you have any questions, please contact: <a href="mailto:certification@spalding.org">certification@spalding.org</a></li> </ul>		



## SCT Candidate Demo 1 Checklist

<b>Name:</b>		<b>School:</b>
<b>RF ENDORSED Demo: 1</b>	<b>Grade Level:</b>	<b>Academic Week:</b>
<b>Observer:</b>		
<b>Observation Date:</b>		<b>Report Date:</b>

THE SPALDING METHOD	+/-	COMMENTS
<b>Philosophy</b>		
<b>Does the teacher...</b>		
<b>1. Make students' physical and mental well-being a primary concern? (WRTR 4)</b>		
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.		
<b>2. Have high expectations for students of differing ability levels? (WRTR 4)</b>		
<b>3. Self analyze lesson planning and delivery to enhance student achievement?</b>		
Comments:		



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Methodology		
Does the teacher...		
<b>1. Provide explicit, interactive, diagnostic instruction? (WRTR 5)</b>		
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.		
<b>2. Consistently provide sequential, multisensory instruction? (WRTR 5)</b>		
Follow the sequence, procedures, and routines in WRTR and Teacher's Guide.		
Incorporate auditory, visual, kinesthetic, and tactile learning in all lessons.		
<b>3. Demonstrate integrated language arts instruction? (WRTR 5)</b>		
Explain the connection between spelling, writing, and reading objectives. "We learned how to spell these words, now let's learn their meanings and usage."		
Comments:		



## SCT Candidate Demo 1 Checklist

ORAL PHONOGRAM REVIEW		+/-	COMMENTS
<b>Does the teacher follow daily Oral Phonogram Review procedure?</b>			
OPR recommended pace for 30 phonograms: 3-5 minutes OPR pace during observation: ____ phonograms in ____ minutes			
<b>Step 1</b>			
T	Use a maximum of 30 cards at one time. (Refer to Demo Directions to determine the number of phonograms needed for this demo.)		
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/).		
S	Have students repeat sound(s) precisely. (no voice overs)		
<b>Step 2</b>			
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, or application questions that require students to apply knowledge of phonograms in words. Application questions should use unfamiliar words to challenge students.		
S	Have students respond and explain.		
Comments:			



## SCT Candidate Demo 1 Checklist

WRITTEN PHONOGRAM REVIEW		+/-	COMMENTS
<b>Does the teacher follow daily Written Phonogram Review procedure?</b>			
WPR recommended pace for 20 phonograms: 8-10 minutes WPR pace during observation: ____ phonograms in ____ minutes			
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. (Refer to Demo Directions to determine the number of phonograms needed for this demo.)		
T	Dictate from a written phonogram review key prepped on a separate sheet of paper (do not use phonogram cards).		
T	Pronounce phonograms precisely.		
S	Require students to precisely say sound(s) in unison. (no voice overs)		
T	Give only cues listed on the phonogram cards as needed.		
S	Require students to precisely say sound(s) just before they write. (no voice overs)		
S	Give immediate feedback for new learning, delayed feedback thereafter.		
T-S	Model evaluating handwriting and then coach as students evaluate their handwriting and articulate their analyses based on the day's focus.		
Comments:			