

Resource Q

Hits and Misses for lesson plan teaching simulation.

Target behaviors for simulation/role play: The below “hits” represents strategies that we would like to see the teachers display. The below “misses” refer to non-preferred teacher behaviors.	
When teachers...	Classroom students will...
HIT	HIT
<p>Provide instruction that focuses on improving Harrison’s oral reading fluency & collects data during the teaching of the lesson by:</p> <ul style="list-style-type: none"> ● Shows evidence of using information gained from curriculum based measurement(s), informal classroom assessment(s), and/or observation of student academic performance & behavior by doing the following: ● Review or set goals with student prior to instruction, ● Reminds students of what to focus on during the lesson ● Frequent questioning; provide scaffolded supports. ● Provide positive and constructive feedback to guide students’ learning and behavior. ● Use strategies to promote active student engagement. ● Checking student understanding during and at the conclusion of lessons. ● Embed and use students’ personal background information, including interests, experiences and resources during instruction. ● Builds respectful relationships with students ● Lesson focus is on reading fluency 	<p>You will utilize instruction with Harrison in a typical upper elementary (5th grade) classroom that exhibits typical behaviors for that age of student (i.e., off task behaviors, calling out, yawns if the lesson is not engaging, inattentive, etc.) As teachers clearly introduce content and attempt to engage Harrison meaningfully, he may respond with interest by:</p> <ul style="list-style-type: none"> ● Looking at the teacher. ● Smiling. ● Willingness to participate. ● Comply with the directions. ● Ask questions. ● Express enthusiasm.
MISS	MISS

Does Not provide clear instructions or model what to do

- Does not remind students of what to focus on during the lesson
- Does not ask frequent questions; or provide scaffolded supports.
- Does not provide positive and constructive feedback to guide students' learning and behavior.
- Does not use strategies to promote active student engagement.
- Does not check for student understanding during and at the conclusion of lessons.

If the teacher candidate does not embed an aspect of assessment, is not engaging and/or is not prepared, acting out and rude comments from Harrison are appropriate. Play off the participant – as they develop their teaching strategies.

If the teacher candidate is not engaging and/or is not prepared you may notice the student:

- Put his head down or act out.
- Gaze away from the lesson.
- Refuse to participate.
- Disrupt the process.
- Ask many clarifying questions exhibiting confusion.