

Lesson Segments
Involving Routine Events

DQ1

While conducting an observation, one of the students explains to Ms. Rosa that they are currently a level three on the posted scale. DQ: 1.2

DQ6

While entering Ms. Powell's room during her small group Reading time, each of her students are engaged in a different task. She has 3 different groups working on their main idea and supporting details project in the front of the room, individual students in the back on the computer, and 2 pairs of students finishing their weeklong book reports on the carpet. As the timer buzzes, all 19 students transition to the next center without a sound. DQ6.4/5

Lesson Segments
Addressing Content

DQ2

While introducing a Math lesson, Ms. Savidge tells her students that they will need to learn and take note of the formula for finding the area of a parallelogram when they later design their own inventions. DQ 2.6

During an observation, Ms. Dean takes note of how the students in Ms. Yassen's class cooperatively work in level specific groups. The sizes of the group varies greatly but all students are working together to answer the questions. DQ 2.7

While comparing and contrasting characters in a small reading group, Ms. Fiuza strategically stops after each couple pages for the students to complete their graphic organizer. DQ 2.9

After a lesson on planets, students in Ms. Hynes' class record in their notebooks about what they have learned and what they need more assistance in to better understand the topic. DQ 2.13

DQ3

In Ms. Avery's class, students are using their laptops to create a powerpoint presentation explaining the similarities and differences among two historical figures. DQ 3.17

Ms. Bush asked five students the answer to a Math problem and receives five different answers. Ms. Bush asks each of her student to refer back to his or her order of operation reference sheet. Each student then needs to explain in writing how they derived at their answer. DQ 3.18

DQ4

After completing their first whole class science project, Ms. Keogh meets with her students individually to discuss their prospective experiments and hypothesis. DQ4.23

Lesson Segments
Enacted on the Spot

DQ5

Ms. Doytier notices that her students are getting bored with an art design they have been working on for the last twenty minutes. She has the students stop their artwork and form a circle. She continues with a short story about the history of the design and the dance associated with it. The students love the dance and more motivated to continue with their design. DQ5.24

While reading a newspaper article about the upcoming election, Ms. Avery has students debate the pros and cons of two candidates. In addition, they debate whether or not having a "party" system is a positive or negative for our country. DQ5.30

DQ7

With a quick glance and headshake, Ms. Rapps quickly gets the attention of a student leaning back and forth in his chair. The student immediately stops his behavior. DQ 7.34

As Coach has his students line up for lunch, he gives a "fist bump" to each student walking MLE style. DQ 7.35

DQ8

During a lesson on multiplication, Ms. Chance allows each of her students to wear their favorite football teams hat when computing the 3 (field goals) and 7 (touchdowns) times table. DQ 8.36

A student who has been struggling with writing down his homework and packing up, completes the task perfectly today. The student is "beaming" with pride when Ms. McNamara quietly compliments the student for his own personal progress. DQ8.37

When a student is asked by Ms. Rosa about his teacher, he states that Ms. Hill treats all of us with respect and the classroom is always a relaxing place to work. DQ8.38

DQ9

During a small group Math lesson, a student from Ms. DeBruyne's class incorrectly answers addition and subtraction problems. She also uses her fingers while attempting to solve these below level problems. Ms. Rosa anticipates some of the classmates laughing/snicker but to her surprise, they take notice of her deficiency and assist in solving the remaining problems. DQ9.39