Classroom Observation: Dr. Mary Beth Allen
Observer: Dr. Rhonda Sutton
Course: REED 520: Teaching Reading to Students with Disabilities
Date: March 6, 2013

Class Procedure:

The topic of this class was teaching vocabulary and comprehension to students with disabilities. Students had read 2 chapters in the textbook, and had viewed a Powerpoint presentation in preparation for the class. The Powerpoint provided additional information about the topics, and links to websites with classroom activities and to articles.

Within this online class, Dr. Allen engaged the students in sharing what they had learned from the readings and the Powerpoints. She encouraged them to share their own practices that supported students with disabilities to learn new words and make meaning while they read. She then shared more practical ideas for supporting students in their development of learning new words and comprehending what they read.

Dr. Allen ended the class with an online poll question – Based on your readings and understanding, what has been your biggest insight or “ah ha” moment about teaching students with disabilities to read? The students responded in writing and Dr. Allen shared the responses with the class. She then asked them to read the responses and share the key points that jumped out at them. This provided a review of the content for this class.

Evaluation:

This class had the students engaged in very meaningful and authentic conversations related to teaching students with disabilities vocabulary and comprehension. The Powerpoint that was provided by Dr. Allen provided the students with an in depth foundational knowledge of vocabulary and comprehension instruction. This knowledge aided the students in reflecting on their instructional practices. In addition, the students were able to extend their thinking to new instructional ideas. The use of an online poll question as a way to review learning, provided modeling of intentional use of technology. It also gave the students an opportunity to bridge new learning with prior knowledge.
It is clear that you have set up conditions that allow learning to happen and you use your expertise to guide students to learning. It was a pleasure to watch you interact with your students, and to watch them gain insights into the effective use of vocabulary and comprehension instruction.

By the signature below, Dr. Allen acknowledges receipt of this letter and agreement with its contents.

Mary Beth Allen, Ed. D.
Professor of Reading

Respectfully Submitted,

Rhonda M. Sutton, Ed. D.
Assistant Professor of Reading