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ABSTRACT
               As part of the Louisiana state teacher assessment
program to enhance student learning, this manual provides suggestions
and resources for teacher practice keyed to attributes of the
"Louisiana Components of Effective Teaching." Each of these
attributes is accompanied by suggested strategies, evidence of
completion, and resources. The strategies are specific suggestions
for gaining knowledge about and practicing teaching skills; they
include varied types of activities. Suggested evidence of completion
consists of observable means by which teachers and principals can
document professional development activities. The resources section
lists materials and persons essential for successful completion of
the activity. The attributes are grouped in three sections covering
performance domains for planning, management, and instruction. The
planning component attribute concerns whether the teacher plans
effectively for instruction. The management attributes concern
maintaining an environment conducive to learing, maximizing the
amount of time available for instruction, and managing learner
behavior to provide productive learning opportunities. The
instruction attribute concerns delivering instruction effectively,
presenting appropriate content, providing chances for student
involvement in learning, and assessing student progress. Appendixes
contain forms, examples, and supplementary material. (JB)

STRATEGIES
FOR
EFFECTIVE
TEACHING

A PROFESSIONAL DEVELOPMENT MANUAL
LOUISIANA TEACHER ASSESSMENT PROGRAM

1994 - 1995

PROFESSIONAL EXCELLENCE FOR QUALITY SCHOOLS
LOUISIANA DEPARTMENT OF EDUCATION

OFFICE OF RESEARCH AND DEVELOPMENT
BUREAU OF PROFESSIONAL ACCOUNTABILITY

Raymond G. Arveson
State Superintendent of Education

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PREFACE

Purpose of This Manual

The long-range goal of Louisiana's teacher assessment program is to enhance student learning by providing to teachers opportunities to strengthen skill areas and by identifying those aspects of teaching performance which may need improvement. This approach to professional development is the key to improving teacher performance.

Strategies for Effective Teaching is intended to be used by school administrators, in collaboration with classroom teachers, to improve specific teaching skills. The strategies to be utilized should be discussed by the teacher and the principal (in collaboration with the assessment team, if appropriate) and mutually agreed upon. The manual will provide suggestions and resources for improvement and is keyed to the *Louisiana Components of Effective Teaching*. In addition, this manual could be used as a resource by teachers who wish to prepare for assessment.

Manual Format

The *Strategies* manual is indexed by the attributes of the *Louisiana Components of Effective Teaching*. Each attribute is accompanied by suggested **Strategies**, **Evidence of Completion**, and **Resources**. Attributes are included under their respective components.

The **Strategies** are specific suggestions for gaining knowledge about and practicing teaching skills and include varied types of activities:

> <u>Reading activities</u> direct teachers to the research on teaching effectiveness. These activities encourage teachers to review and think about critical teaching concepts and principles. Many of these activities also call for the teacher to use the new learning in classroom practice.

> <u>Observational activities</u> permit teachers to view alternative teaching strategies and behaviors as demonstrated by peers, or allow peer teachers to observe what is taking place in another's classroom. The observations are summarized and discussed, thereby allowing the teacher to draw inferences for his/her own classroom behavior.

> A "peer teacher" may be any teaching colleague who possesses the desired teaching behavior and is willing to share his or her knowledge with others.

> <u>Implementation activities</u> are classroom-based suggestions that teachers can immediately try out in daily instruction.

All strategies are proactive. The strategies are things teachers can <u>do</u>, either alone or in collaboration with the principal or colleagues. The

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strategies presented are not meant to be comprehensive. They may serve as starting points for developing other strategies. A particular strategy may be modified to suit the needs of the principal and the teacher. A strategy may also be repeated.

The selection of strategies must also be appropriate for the developmental level of the students in the teacher's classroom. Extra care should be taken in selecting strategies to be implemented in classrooms with very young children or children with special needs.

The suggested **Evidence of Completion** consists of observable means by which teachers and principals can document professional development activities. Principals can use the evidence as a record of progress for Professional Development Plans. An example of a completed Professional Development Plan can be found in Appendix Y.

The **Resources** section of the *Strategies* manual lists those materials and persons essential for the successful completion of the activity. The principal and the teacher should be jointly responsible for ensuring that the necessary resources are available for selected professional development activities. Under no circumstances should a Strategy be chosen that necessitates a teacher spend personal funds for materials unless the teacher willingly agrees to participate.

Many of the journal articles and books listed in the **Resources** column are easily obtainable from state, local, or university libraries. Materials that are not available on-site can be requested through interlibrary loan. Appendix M at the back of the *Strategies* manual gives directions on how to contact appropriate library personnel. If you wish to purchase a particular book or reference. Appendix L lists the names and addresses of commercial publishers. Materials that are available through the Regional Service Centers are listed in Appendix K. For a review of how to retrieve ERIC documents from the ERIC database. see Appendix U.

A number of strategies presented in this manual require that peer teachers conduct observations or be observed. This type of teacher collaboration for professional improvement may require use of "released time." Principals are encouraged to provide released time when warranted. However, the extent to which released time is provided must be determined by the principal. based on the resources available at the building level. An alternative to released time is the use of videotape or tape recording. Peer teachers can "observe" each other's classrooms through the use of well-placed video cameras or audio tape recorders. Then the tapes can be reviewed. and feedback given. as time warrants.

General Resources for Working with Teachers

As principals work collaboratively with classroom teachers. they should seek to build a core of professional reading and teaching materials. A number of

available professional books and videotapes are good general resources for working with teachers on the development of teaching skills. A partial list would include:

Acheson, K. A., & Gall, M. D. (1992). *Techniques in the clinical supervision of teachers* (3rd ed.). New York: Longman.

Blase, J., & Kirby, P. C. (1992). *Bringing out the best in teachers.* Newbury, CA: Corwin.

Glickman, C. D. (1990). *Supervision of instruction: A developmental approach* (2nd ed.). Boston: Allyn & Bacon.

Gordon, S. (1991). *How to help beginning teachers succeed.* Alexandria, VA: Association for Supervision and Curriculum Development.

Hofmeister, A., & Lubke, M. (1990). *Research into practice: Implementing effective teaching practices.* Boston: Allyn & Bacon.

Hunter, M. (1993). *Enhancing teaching.* New York: Macmillan.

Newbert, G. A. (1988). *Improving teaching through coaching.* Bloomington, IN : Phi Delta Kappa. (Fastback # 277)

Opening doors: An introduction to peer coaching (Video). Alexandria, VA: Association for Supervision and Curriculum Development.

Reyes, R. (1991). *The ten commandments for teaching.* Washington, DC: National Education Association.

Robbins, P. (1991). *How to plan and implement a peer coaching program.* Alexandria, VA: Association for Supervision and Curriculum Development.

Schell, L. M., & Burden, P. (1992). *Countdown to the first day of school.* Washington, DC: National Education Association.

Shuman, R. B. (1989). *Classroom encounters: Problems, case studies, and solutions.* Washington, DC: National Education Association.

Silverman, R., Welty, W. M., & Lyon, S. (1992). *Case studies for teacher problem-solving.* New York: McGraw-Hill.

Wong, H. K., & Wong, R. P. (1991). *The first days of school: How to be an effective teacher.* Sunnyvale, CA: Wong Publications.

In addition to the references listed above, the National Education Association offers numerous publications and videotapes on topics such as classroom management and teaching methods. Phi Delta Kappa (PDK)

makes available the "Fastback" series. Fastbacks are short, research-based summaries of educational topics including teaching techniques.

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Performance Domain I

Planning

> **Component A. The teacher plans effectively for instruction.**
>
> **I.A.1. Specifies learner outcomes in clear, concise objectives.**

Strategy 1:	**Evidence of Completion:**	**Resources:**
One key to writing clear, concise objectives is to write clear goal statements for the unit of instruction. Begin unit planning by writing three to four goals. State these goals in terms of general learning outcomes rather than specific behaviors that demonstrate learning. Share these goals with your principal or a peer teacher. Are your goals clearly stated?	Written goals	Curriculum guides for your subject (see Appendix D) Any testing and measurement or other textbook with a chapter on writing goals and objectives; some suggested readings: Gronlund, N. E., & Linn, R. L. (1990). *Measurement and evaluation in teaching* (6th ed.). New York: Macmillan. Gronlund, N. E. (1991). *How to write and use instructional objectives* (4th ed.). New York: Macmillan. Gage, N. L., & Berliner, D. C. (1988). *Educational psychology* (4th ed.). Boston: Houghton Mifflin. Principal or peer teacher

Strategy 2:	**Evidence of Completion**	**Resources:**
Select two objectives from each of five past lessons (ten objectives in all). Review these objectives by asking yourself: 1. Does this objective contribute to the attainment of a goal? 2. Is the objective a clear statement of specific and observable student outcomes? 3. Can the mastery of the objective be evaluated easily during classroom teaching? Rewrite your objectives, if necessary. Have a principal or peer teacher give you written feedback.	Previously written objectives and revised objectives, written summary of feedback	Some suggested readings: *Designing learning objectives.* (1989). Washington, DC: DOD Dependent Schools. (ERIC Document Reproduction Service No. ED 314 453) Gronlund, N. E. (1991). *How to write and use instructional objectives.* (4th ed.). New York: Macmillan. Principal or peer teacher

Strategy 3:	**Evidence of Completion**	**Resources:**
Well-written instructional objectives adequately represent the breadth and depth of knowledge and skill to be learned by students. Review your lesson plans from the last four weeks. Are your objectives only in one domain? If they are, you are probably overemphasizing that one dimension of learning. For your next unit, write at least two objectives in each of the other domains. Share the objectives with the principal or a colleague.	Four objectives written in other than the primary domain	Taxonomy of Cognitive Domain (Appendix A) Taxonomy of the Affective Domain (Appendix B) Taxonomy of the Psychomotor Domain (Appendix C) Principal or peer teacher

Strategy 4:	Evidence of Completion:	Resources:
Meaningful learning objectives are sequenced logically in the order in which they will be learned. Make an outline of the major topics, ideas, concepts, and principles that you plan on covering in your next unit. Show how the topics and concepts that will be presented during the unit are interconnected and how they will contribute to the achievement of the unit goals. Prepare preliminary lesson plans incorporating these concepts. Check the instructional objectives you have written to be sure that they are sequenced according to your outline.	Written outline, written lesson plans	Some suggested reading: Eby, J. W., & Kujawa, E. (1993). *Reflective planning, teaching, and evaluation: K - 12.* New York: Macmillan.

Strategy 5:	Evidence of Completion:	Resources:
Review the lesson plans that you prepared in the previous strategy assignment. Revise your lesson plans based on your responses to the following questions. Revision is needed for "no" responses:	Written (revised) lesson plans	Taxonomy of the Cognitive Domain (Appendix A)

Strategy 5:

Review the lesson plans that you prepared in the previous strategy assignment. Revise your lesson plans based on your responses to the following questions. Revision is needed for "no" responses:

1. Are opportunities provided that encourage learning at more than one cognitive or performance level?
2. Are new ideas and concepts related to past and future learning?
3. Will the purpose and importance of topics and activities be communicated to the students?
4.   potential areas or points of diffi   y emphasized?
5. Are essential elements of knowledge emphasized?
6. Does the structure of content encourage the development of thinking skills?

Share your revision with the principal or a colleague.

Evidence of Completion:

Written (revised) lesson plans

Resources:

Taxonomy of the Cognitive Domain (Appendix A)

Taxonomy of the Affective Domain (Appendix B)

Taxonomy of the Psychomotor Domain (Appendix C)

Principal or peer teacher

Component A. The teacher plans effectively for instruction.

I.A.2. Includes activity/activities that develop objectives.

Strategy 1:

Write at least two objectives for
each of five upcoming consecutive
lessons (at least ten objectives in
all). As you review each of the
lesson objectives, ask yourself:

1. What teaching methods do I
plan to implement to achieve each
objective?
2. What learning tasks will the
students complete to achieve each
objective?

Write down the teaching method
or learning task for each objective.
Have a principal or peer teacher
give you feedback.

After completing this assignment,
proceed to Strategy 2.

**Evidence of
Completion;**

Activities
referenced to
ten objectives

Resources:

Principal or peer
teacher

Strategy 2:	**Evidence of Completion:**	**Resources:**
After reviewing the referenced learning activities that you developed in Strategy 1, plan a sequence for implementing the learning tasks and teaching methods. Prepare a written rationale for your planned five-day sequence. Do the activities seem to be logically sequenced? Do subsequent activities build on knowledge gained in previous activities? Are a variety of activities planned? Have a principal or peer teacher provide feedback relative to the logic and appropriateness of the planned sequence.	Completed five-day sequence and rationale	Principal or peer teacher

Strategy 3:	**Evidence of Completion:**	**Resources:**
Successful lesson planning requires that teachers think about what is required for planned activities prior to the beginning of the lesson. While a proficient teacher may not necessarily need to write down in the lesson plan all of the details of how an activity will be conducted, the proficient teacher has a mental plan for the activity. (continued on next page)	Steps and components for the lesson plan	None

Strategy 3 continued:

Develop your capacity for mentally
thinking through how a learning
activity will be conducted. Review
the sequence of learning activities
that you developed in Strategy 2 or
in another lesson plan. Separate
the complex teaching methods and
learning tasks into component
parts or specific steps as needed.

For example, the activity "map
reading activity using globes and
workbook page 32" might be broken
down into the following steps:

Step 1. Put directions for activity
on blackboard before class. Review
directions for activity with whole
class.
Step 2. Break students into small
groups. Group facilitators get
globes from back table.
Step 3. Groups cooperatively
complete page 32 -- allow 20
minutes.
Step 4. Group facilitator collects
workbook pages to be turned in.
Step 5. Whole class de-briefing led
by teacher -- 5 minutes.

After you have broken down the
complex activities into component
parts or specific steps, review the
instructional objectives. Will the
students be able to demonstrate the
stated learner outcomes after the
activities have been completed?

Component A. The teacher plans effectively for instruction.

I.A.3. Identifies and plans for individual differences.

Strategy 1:

Compile a class list where the students are grouped based on academic performance levels (i.e., above average, average, below average).

Several sources of data might be used as a basis for your groupings: Standardized test scores, cumulative files, exams, written work, and teacher observations. Additional information might be obtained by administering a short pretest (or questionnaire) to assess students' previous experience and knowledge of the topics that will be covered during the planned unit.

Record other individual differences that you noticed during recent lessons, including those dealing with reading proficiency, developmental levels, and student needs.

After identifying these individual differences, summarize your findings and incorporate them in a class profile.

Evidence of Completion:

Written summary of individual differences in a class profile

Resources:

Sample Class Profiles (Appendix H)

Strategy 2:	Evidence of Completion:	Resources:
Refer to the summary of individual differences that you completed in the previous strategy assignment. Write several learning objectives that are appropriate for the majority of the students in your class.

Then consider what objectives need to be added or adapted to accommodate the more proficient students. Similarly, add or modify the objectives to accommodate the less proficient students.

After writing these learning objectives, review each student's name on the class listing to ensure that the objectives that you constructed accommodate the range of students in your class. | Written objectives with identified additions or adaptations | None |

Strategy 3:

Plan an interest/learning center.
The center should include a
variety of learning tasks for
students of average, above
average, and below average ability
levels. Specify in your plan how
the activities relate to the lesson
objectives and/or unit goals.

**Evidence of
Completion:**

Description of
interest/
learning center
activities in
lesson plan

Resources:

Some suggested
readings:

Pattillo, J., &
Vaughn, E. (1992).
*Learning centers for
child-centered
classrooms.*
Washington, DC:
National Education
Association.

Finkelstein, J., &
Nielsen, L. E. (1992,
January). Children
in American history.
Instructor, pp. 19,
20-21.

Zaidel, L. (1991,
October). The
theme's the thing.
Learning, pp. 60-63.

Ovoian, G., &
Gregory, D. (1991,
Spring). Can you dig
it? *Social Studies
Review*, pp. 83-88.

Wait, S., & Stephens,
K. (1992, May).
Center your reading
instruction.
Instructor, pp. 42-45.

Strategy 4:	Evidence of Completion:	Resources:
Plan a lesson that includes a variety of supplemental learning activities (minimum of two) which will extend/reinforce learning and/or enhance mastery of lesson objectives. Activities should accommodate students who finish early, who need extra help, or who require a challenge.	Lesson plan with at least two supplemental activities	None

Examples include activities involving computer assisted instruction, folder games, creative and differentiated worksheets, manipulatives, hands-on activities, research, and logic games.

Strategy 5:

Plan two lessons that incorporate peer teaching and/or cooperative learning activities related to the lesson objectives.

For example, create activities that utilize partner critique, brainstorming, peer/small group problem solving, task cards, role playing, peer tutoring, experiments, negotiating, or consensus building.

Evidence of Completion:

Lesson plans with peer teaching and/or cooperative learning activities

Resources:

Some suggested readings:

Johnson, D. W., Johnson, R. T., Holubec, E. J., & Roy, P. (1984). *Circles of learning.* Alexandria, VA: Association for Supervision and Curriculum Development.

Hilke, E. V. (1990). *Cooperative learning.* Bloomington, IN: Phi Delta Kappa. (Fastback #299)

Mosston, M., & Ashworth, S. (1986). *Teaching physical education* (3rd ed.). Columbus, OH: Merrill Publishing.

Slavin, R. (1987). *Cooperative learning: Student teams.* Washington, DC: National Education Association.

Slavin, R. (1991). *Student team learning: A practical guide to cooperative learning* (3rd ed.). Washington, DC: National Education Association.

Component A. The teacher plans effectively for instruction.

I.A.4. Identifies materials, other than standard classroom materials, as needed for lesson.

Strategy 1:	**Evidence of Completion:**	**Resources:**
Successful teachers identify the materials needed for lessons as they write their lesson plans.	Revised sequential list of aids and materials	Principal or peer teacher

Make a list of the aids and materials that you want to use for a one-week unit. Specify the order in which they will be used relative to the whole unit, and within each lesson. Summarize how this sequence will enhance the mastery of the instructional objectives.

What materials on your list are available in your classroom? in your school? in your district's media center? How will you obtain these aids and materials?

Have a principal or peer teacher provide suggestions. Use the feedback to make revisions.

Strategy 2:	**Evidence of Completion:**	**Resources:**
Supplemental materials that are needed for classroom activities should be identified in the lesson plan. Prepare a variety of activities, handouts, and worksheets (that require minimal teacher directions) for students who complete classwork early during lessons of an upcoming unit. Clearly indicate these activities and materials in your lesson plans and indicate what topics, concepts, and/or principles these materials will reinforce.	Supplemental materials for lessons within the unit, lesson plans	None

Strategy 3:	**Evidence of Completion:**	**Resources:**
Teachers should identify in the lesson plan those aids and materials required for special-needs students. List students in your class who have impairments (i.e., physical, visual, hearing). Describe in your lesson plan how you will arrange the teaching/learning space and how you will adapt aids and materials to accommodate their unique needs.	Floor plan arrangement, description of modifications	School records, teacher-constructed class profiles (see Strategies for Attribute I.A.3)

Strategy 4:	Evidence of Completion:	Resources:
Teachers who use teaching strategies that involve differentiated grouping should identify in the lesson plans the aids and materials that will be needed for each group.	Class list, lesson plan with differentiated aids and materials specified	Peer teacher or principal

Compile a class list of students grouped by ability/performance levels: above average, average, below average (see Strategies listed for Attribute I.A.3). For any lesson that uses a grouping strategy, describe in the lesson plan the aids and materials appropriate for each ability group.

Standard aids and materials can be differentiated by providing additional or more challenging tasks to the higher ability students or by specifying varying performance expectations. Seek suggestions and feedback from a peer teacher or principal.

Strategy 5:	**Evidence of Completion:**	**Resources:**
Compile a master list of the instructional aids and materials available to you. Include personal resources, other classroom teachers, library or media center, community resources, and students. Be sure to include supplemental aids and materials.	List of available aids and materials in the lesson plan	Peer teachers List of Aids and Materials (Appendix O)
Exchange ideas with at least two peer teachers regarding the appropriateness of the aids/materials for enhancing teaching and learning in your classroom. Incorporate the appropriate aids/materials into an upcoming unit.		

Strategy 6:	**Evidence of Completion:**	**Resources:**
Successful teachers utilize knowledge of their students to select the best types of aids and materials for instruction.	Results of student interest inventory, lesson plans	Some suggested reading:
Conduct a student inventory to determine the cultural, economic, linguistic, personal, and social differences among your students. Use this information to develop and select materials and aids for instruction. Incorporate these aids and materials into your lesson plans.		Partridge, M. E., & Schisler, B. L. (1989). Special opportunities: Students as resource people. *Social Education, 53*(3), 194-196.
For example, to motivate students who like sports, a teacher might include the use of sports stories to introduce vocabulary words.		Example of a Student Inventory (Appendix I)

	Evidence of Completion:	**Resources:**

Strategy 7:

The type of learning to take place influences the selection of appropriate aids and materials.

Analyze the instructional objectives planned for an upcoming unit. Identify the objectives that encourage students to comprehend, apply, analyze, synthesize, and evaluate information rather than recall simple facts and knowledge.

What aids and materials were you planning to use for the knowledge level objectives? What aids and materials will be used for the higher order objectives?

Summarize your use of aids and materials for different types of learning. Share your summary with the principal or a peer teacher.

Evidence of Completion:

Lesson plan with objectives and aids/materials identified, summary

Resources:

Taxonomy of the Cognitive Domain (Appendix A)

Principal or peer teacher

Strategy 8:

Talk with your principal about the availability of computerized instructional technology for teaching and learning. Make a list of what is available in your school or district. Write a lesson plan which uses computerized instructional technology. Share it with your principal.

Evidence of Completion:

List of available technology, lesson plan

Resources:

Some suggested readings:

Caissy, G. (1987). *Microcomputers and the classroom teacher.* Bloomington, IN: Phi Delta Kappa. (Fastback # 261)

Collis, B. (1988). *Computers, curriculum, and whole-class instruction.* Belmont, CA: Wadsworth.

Strategy 9:	**Evidence of Completion:**	**Resources:**
One of the major challenges facing classroom teachers is using their available textbook materials in effective and productive ways.	Lesson plans, self-evaluation	Some suggested readings:

One of the major challenges facing classroom teachers is using their available textbook materials in effective and productive ways.

Identify at least five methods for effectively incorporating textbooks into interactive classroom learning (e.g., directed reading-thinking activity, reciprocal questioning, directed inquiry, SQ3R, guided imagery, list/group/label, expectation outlining, data charting, semantic mapping, etc.)

Use these methods in your lessons and evaluate their use.

Lesson plans, self-evaluation

Some suggested readings:

Hayes, D. A. (1992). *A sourcebook of interactive methods for teaching with texts.* Boston: Allyn & Bacon.

Herber, H. L., & Herber, J. N. (1993). *Teaching in content areas: Reading, writing, and reasoning.* Boston: Allyn & Bacon.

Ruddell, M. R. (1993). *Teaching content reading and writing.* Boston: Allyn & Bacon.

Cochran, J. (1992). *Reading in the content area for junior high and high school.* Boston: Allyn & Bacon.

> **Component A. The teacher plans effectively for instruction.**
>
> **I.A.5. States method(s) of evaluation to measure learner outcomes.**

Strategy 1:	**Evidence of Completion:**	**Resources:**
Informal, daily classroom assessment can give teachers useful feedback on whether their teaching methods are effective and whether students are learning. Waiting until the end of the chapter or the end of the unit to assess student progress often means finding out that there is a considerable gap between what the teacher thought was taught and what the teacher wants the student to know.	Unit plan with daily evaluation strategies indicated, summary of results	Daily Evaluation Strategies (Appendix P) Principal

Effective teachers assess student progress continuously so that they can adjust their teaching and ensure that students are learning.

Review your upcoming unit plan. Select and use at least one of the Daily Evaluation Strategies for each lesson. How much did students actually know? Adjust your teaching so that students have learned the desired concepts and skills before moving to the next lesson.

Share the results with your principal.

Strategy 2:	**Evidence of Completion:**	**Resources:**
In planning for student evaluation, the relative importance of what is being learned guides the teacher in selecting appropriate methods for evaluation.	List of objectives with weighting and selected methods of evaluation	None

Make a list of all your objectives for a unit. Assign a percent weight to each objective based on its relative importance in the unit.

For example:

Objective 1   10%
Objective 2   5%
Objective 3   5%
and so on.

In regard to daily evaluation, how were you planning to evaluate student outcomes for the most important objectives? How were you planning to evaluate the less important objectives?

Strategy 3:	**Evidence of Completion:**	**Resources:**
Oral and written questioning can be an effective method of daily evaluation.	Lesson plans with questions	None

Include for each day in a lesson plan questions that will measure that day's objectives. These can be given for homework, used for brainstorming, answered and turned in during class, etc.

Strategy 4:	**Evidence of Completion:**	**Resources:**
Ask a peer teacher to look at your daily questions and help you determine if the questions measure your objectives.	Written summary of peer teacher's analysis	Peer teacher

Strategy 5:	**Evidence of Completion:**	**Resources:**
Teachers can use student input to verify that students have achieved stated outcomes. In this way students become more involved in their own evaluation.	List of most appropriate questions	None

For example, have students make up "test" questions, answer them and turn them in as part of a class or homework assignment.

Select the most appropriate questions and discuss them with the class, e.g.,

1. Is this a good question?
2. What do we need to know to answer this question?
3. If you can answer these questions will you have met the objectives for yesterday?

Strategy 6:

Evidence of Completion:

Resources:

Important components of the teaching process are knowing when to evaluate and what type of evaluation is most appropriate.

Read an appropriate resource that summarizes the differences between *formative evaluation* and *summative evaluation.*

After your reading, review some previous unit plans. What formative evaluation procedures did you use? What summative evaluation procedures did you use? Have you used formative and summative procedures appropriately?

Share your findings with the principal or a peer teacher.

Some suggested readings:

Wong, H. K. (1991). *The first days of school.* Sunnyvale, CA: Wong Publications. (See Chapter 23)

Cangelosi, J. S. (1991). *Evaluating classroom instruction.* New York: Longman.

Strategy 7:

Evidence of Completion:

Resources:

Enlist the aid of students in evaluating learner outcomes. Design and hand out charts for students to use to keep daily records of progress. Each day the student marks the number of problems solved correctly, words spelled correctly, books read, assignments completed, etc.

Each week send these home for parents' signatures.

Signed charts

Sample Progress Chart (Appendix J)

Strategy 8:	**Evidence of Completion:**	**Resources:**
Portfolio assessment is one method of evaluating student progress over time. Keep portfolios (folders) containing samples of student work along with their own comments and interpretations.	Signed portfolios	Some suggested readings: DeFina, A. A. (1992). *Portfolio assessment: Getting started.* New York: Scholastic.
Send portfolios home for parents to sign and return.		Grady, E. (1992). *The portfolio approach to assessment.* Bloomington, IN: Phi Delta Kappa. (Fastback # 341)

Component A. The teacher plans effectively for instruction.

I.A.6. Develops an Individual Education Plan (IEP), ITP, and/or IFSP. (For special education teachers only)

| | **Evidence of** | |
| **Strategy 1:** | **Completion:**   **Resources:** |

An IEP is required for each student who is identified as having a disability and who is receiving special education services. A successful IEP process will enlist the active participation of parents and the meaningful participation of each member of a student's team.

Original IEP and rewritten IEP

None

Review an IEP that you have recently written. Ask yourself the following questions and ascertain if the IEP meets these standards:

1 Does the IEP reflect parent concerns and priorities?
2. Does the IEP reflect the student's interests?
3. Is the IEP chronologically age-appropriate?
4. Does the IEP indicate the settings and situations in which skills will be taught?
5. Does the IEP include objectives that involve the participation of nondisabled peers?
6. Does the IEP clearly state the accomplishments expected of the student, no matter how severely disabled?
7. Does the IEP contain language that is understandable and jargon-free?

Rewrite any parts of the IEP that do not meet these standards.

Strategy 2:	Evidence of Completion:	Resources:
Review an IEP that you have recently written to see how well the IEP reflects parent concerns and priorities. Utilize the "Parent/Caregiver Survey" to gain additional information about the student and to solicit input from parents. Write the next IEP, using the survey results. Highlight the sections of the IEP that were influenced by the survey results, and share with your principal.	Survey results, highlighted IEP	Parent/Caregiver Survey (Appendix Z) Principal

Strategy 3:	Evidence of Completion:	Resources:
An "ecological inventory" can be useful when writing IEP goals and objectives. When using the ecological inventory, the outcome behavior can be written as the goal, and the steps the student is unable to perform can be written as the short-term objectives. Complete an ecological inventory for a desired student outcome. Did the inventory force you to think of observable, measurable behaviors? Use the inventory to write an IEP.	Ecological inventory, IEP	Ecological Inventory (Appendix AA)

Strategy 4:	Evidence of Completion:	Resources:
Development of appropriate goals for IEPs requires careful thought, planning, and adjustment. All annual goals must be written in measurable terms.	Written goals	Principal or peer teacher
Share the annual goals that you've written with your principal or a peer teacher. Are the goals clearly stated? Are they measurable? Rewrite any that are not clear or measurable.		

Strategy 5:	Evidence of Completion:	Resources:
Short-term objectives must contain the following components: 1. Behavior. A statement identifies what the student is to do. The behavior must be verifiable, observable, and measurable. 2. Condition. A statement identifies the circumstances under which the behavior is to occur. 3. Criteria. A statement defines how well the student is to perform the learned behavior (proficiency or level of mastery). · Write a goal and three short-term objectives. Share these with your principal or a peer teacher. Do they contain the components listed above?	Written goal and short-term objectives	Principal or peer teacher

Performance Domain II

Management

Component A. The teacher maintains an environment conducive to learning.

II.A.1. Organizes available space, materials, and/or equipment to facilitate learning.

Strategy 1:	Evidence of Completion	Resources:
Have equipment available and ready for use prior to the lesson. Complete an equipment checklist to accompany your lesson plan.	Completed equipment checklist	None

For example:

Material	MON.	TUES.	WEDS.	THURS.	FRI.
Tape recorder					
VCR					
Overhead projector					
Film projector					

Strategy 2:	Evidence of Completion	Resources:
Check equipment and prepare aids/or materials at the beginning of the day or at the end of the previous day.	Time sheet indicating your arrival and/or departure from school with activities noted	None

Strategy 3:	Evidence of Completion	Resources:
Successful teachers have a contingency plan that can be used when equipment problems occur. Develop an alternative activity for a lesson that can be used as a backup activity.	Alternative activity noted on lesson plan	None

Strategy 4:	Evidence of Completion	Resources:
Establish a system for sharing books or materials when they are in short supply. For example, assign students to a group such as a cooperative learning group or pair students in learning teams.	Written description of system established for sharing materials	None

Strategy 5:	Evidence of Completion	Resources:
Create a "To Do List" to remember the materials, aids, and/or equipment needed for the next day's lesson. This list would be compiled throughout the day and completed at day's end.	Written examples of the "To Do List"	None

Strategy 6:	Evidence of Completion:	Resources:
Evaluate the current arrangement of your classroom in terms of safety and practicality. Is it arranged in such a way so that students can function during teaching and learning? Diagram two or three alternative arrangements and note pros and cons for each in terms of safety and practicality.	Written evaluation of current classroom arrangement, diagrams of alternative arrangements with written comments	Some suggested reading: Cangelosi, J. S. (1990). *Cooperation in the classroom: Students and teachers working together* (2nd ed.). Washington, DC: National Education Association. (See section on room arrangements.)

Strategy 7:	Evidence of Completion:	Resources:
Complete a safety check of your classroom and note any unsafe areas. Relocate any materials and e iipment that are potentially dangerous to students.	Completed safety checklist	None

Strategy 8:

Utilizing the classroom space to facilitate learning includes using the walls, bulletin boards, and other display space. Develop a card or folder file of thematic/content-related display ideas. Scan magazines, attend in-service workshops, or visit other classrooms for ideas for the file.

Evidence of Completion:

Card or folder file of display ideas

Resources:

Index cards or file folders

Strategy 9:

Involve students in creating content-related classroom displays. Have students come up with ideas and make the materials for the displays. Develop a list of criteria to evaluate the displays.

Evidence of Completion:

Written criteria for evaluating displays, students' displays

Resources:

Assorted paper, markers, other art supplies

Strategy 10:

Invite the principal or a peer teacher to look at displays in your classroom and provide feedback.

Evidence of Completion:

Written summary of feedback from principal or peer teacher

Resources:

Principal or peer teacher

Strategy 11:

Have a display area for students' work. Have something from each student displayed at all times.

Evidence of Completion:

Students' work display

Resources:

None

Strategy 12:	**Evidence of Completion:**	**Resources:**
Evaluate the current arrangement of your classroom in terms of learning efficiency. Are the traffic patterns arranged in a way to allow for efficient movement of the teacher and students? In group work, are group sizes suitable for the physical arrangement? Which areas of the classroom are not used for learning activities? Are arrangements made for students with special needs such as physical handicaps?	Written evaluation of current classroom arrangement and diagrams of alternative arrangements with comments	Some suggested reading: Cangelosi, J. S. (1990). *Cooperation in the classroom: Students and teachers working together* (2nd ed.). Washington, DC: National Education Association. (See section on room arrangements.)
Diagram two or three alternative arrangements and note pros and cons for each arrangement.		

Strategy 13:	**Evidence of Completion:**	**Resources:**
Visit the classrooms of two peer teachers and diagram the room arrangements. Then meet with the peer teachers to discuss possibilities for altering the arrangement of your classroom.	Diagram of other classrooms and notes from discussion with peer teachers	Peer teachers

Strategy 14:	Evidence of Completion:	Resources:
Arrange your classroom in a different manner for at least one week. At the end of the week, note pros and cons for leaving the classroom arranged in this manner, returning it to the original arrangement, or modifying the new arrangement.	Written evaluations of classroom arrangements	Some suggested reading: Cangelosi, J. S. (1990). *Cooperation in the classroom: Students and teachers working together* (2nd ed.). Washington, DC: National Education Association. (See section on room arrangements.)

Strategy 15:	Evidence of Completion:	Resources:
Read at least one professional publication on classroom environments. Summarize your reading and apply one new idea to your classroom.	Written summary of reading, description of new idea	Some suggested readings: Shenkle, A. M. (1988, September). The making of a meta teacher: Shaping the classroom landscape. *Learning*, pp. 61-64. Greenman, J. (1989). Living in the real world: Learning environments for the 1990's -- part one. *Child Care Information Exchange, 67,* 49-50.

> ## Component A. The teacher maintains an environment conducive to learning.
>
> ## II.A.2. Promotes a positive learning climate.

Strategy 1:	Evidence of Completion:	Resources:
There are many indicators of a positive classroom climate. Courtesy, respect, warmth, and friendliness among students and teacher are some of these indicators.	List of ways the teacher might address the indicators	Peer teachers
		Some suggested readings:
Review the indicators listed above and think of several ways you might address these indicators in your classroom. Then meet with two or more peer teachers who teach the same grade level or subject area as you. Discuss your list and make appropriate revisions.		Doescher, S. M., & Suqawara, A. I. (1989). Encouraging pro-social behavior in young children. *Childhood Education,* *64*(4), 213-216.
		Lickona, T. (1988). Four strategies for fostering character development in children. *Phi Delta Kappan, 69*(6), 419-423.
		Eccles, J., & Midgley, C. (1989). Stage-environment fit: Developmentally appropriate classrooms for young adolescents. In C. Ames & R. Ames (Eds.), *Research on motivation in education* (pp. 139-186). New York: Academic Press.

Strategy 1 continued:

Raffini, J. (1993).
*Winners without losers:
Structures and
strategies for
increasing student
motivation to learn.*
New York: Macmillan.

Strategy 2:	**Evidence of Completion:**	**Resources:**
The teacher serves as a powerful role model for demonstrating prosocial behaviors.	Written evidence of what was demonstrated during each series of taped lessons	Tape recorder, tape Peer teacher
Tape record several lessons over the course of a week. As you listen to the playback with a peer teacher, note ways you demonstrated or could have demonstrated sensitivity to the needs and feelings of others.		
After a period of one or two weeks, record another series of lessons. Again, as you listen to the playback with a peer teacher, note ways you demonstrated or could have demonstrated sensitivity to the needs and feelings of others.		
Compare the two lessons recorded. Was there more evidence of sensitivity in the second series of lessons?		

Strategy 3:	**Evidence of Completion:**	**Resources:**
Ask a peer teacher to observe you as you teach a lesson. The peer teacher should note ways you demonstrated awareness of climate in the classroom. This may include using student names; maintaining eye contact while interacting with students verbally; speaking with a positive tone of voice; smiling, laughing, and joking appropriately; and sitting or standing near student(s).	List of additional ways to demonstrate awareness of climate in the classroom	Peer teacher

Discuss the observation with the peer teacher. Identify several other ways you could have demonstrated awareness of climate in the classroom.

One week later, ask the same peer teacher to observe another lesson and note ways you demonstrated awareness of climate in the classroom. Again discuss the observation with the peer teacher.

Compare the two observations. Was there an increase in the ways you demonstrated awareness of climate in the classroom? Make a list of additional ways you can contribute to a positive classroom climate.

Strategy 4:	Evidence of Completion:	Resources:
Videotape a lesson and record in writing: 1. Ways you demonstrated courtesy, respect, warmth, and friendliness in the classroom. 2. Ways you could have demonstrated courtesy, respect, warmth, and friendliness in the classroom.	Written record	Video camera, videotape, and VCR

Strategy 5:	Evidence of Completion:	Resources:
Appoint a student in each class as a "climate watcher" to assess the classroom climate. Have the student complete the chart "How Do We Work Together?" or "Class Record of Interpersonal and Social Skills," based on the grade level of the class. Assess the student's responses. How can you contribute positively to student interaction?	Written assessment, the appropriate chart	How Do We Work Together? (Appendix Q) Class Record of Interpersonal and Social Skills (Appendix R)

Strategy 6:	Evidence of Completion:	Resources:
Work with students cooperatively to make a list of positive and encouraging expressions to be used in the classroom. Display the list in the classroom as a reminder to the students and the teacher.	Displayed list in the classroom	Poster paper

Strategy 7:	**Evidence of Completion:**	**Resources:**
Practice using the phrases on the list of "Ways to Say 'Good'" and "Positive Ways to Say 'You Can Do Better'". Make the phrases more specific to the student and situation. Then use these phrases in verbal interaction with the students and also when making written notes on their papers. Summarize the results after a few weeks.	Written description of phrases used and results	Ways to Say "Good" (Appendix F) Positive Ways to Say "You Can Do Better" (Appendix G)

Strategy 8:	**Evidence of Completion:**	**Resources:**
Showing students that you have enthusiasm for teaching, learning, and the subject matter is an essential component of promoting a positive classroom climate. Make a list of ways enthusiasm for teaching, learning, and the subject can be communicated to students in your classroom. This may include the use of verbal and nonverbal behaviors such as changes in voice inflections, positive gestures, movement about the classroom and facial expressions of interest and excitement about teaching, learning, and the subject taught. Then meet with two or more peer teachers who teach the same grade level or subject area as you. Discuss your list and make appropriate revisions.	List of ways enthusiasm can be communicated to students in the classroom	Peer teachers

Strategy 9:	**Evidence of Completion:**	**Resources:**
View a peer teacher demonstrating enthusiasm. List ways the teacher communicated enthusiasm for teaching, learning, and the subject being taught to the students.	List of ways the teacher communicated enthusiasm	Peer teacher

Strategy 10:	**Evidence of Completion:**	**Resources:**
Over a period of several days, write statements in your lesson plans indicating how you can demonstrate enthusiasm for teaching, learning, and the subject matter. After each lesson, write a brief self-evaluation. How was your enthusiasm received by students? How could you have further demonstrated enthusiasm for teaching, learning, and the subject matter?	Lesson plans with written statements, self-evaluation of each lesson	None

Strategy 11:	**Evidence of Completion:**	**Resources:**
Rate yourself on the "Enthusiasm Checklist" and then outline a plan of action to improve your enthusiasm rating. After a period of one month, reassess your enthusiasm, using the same checklist.	"Enthusiasm Checklist" ratings, plan of action	Enthusiasm Checklist (Appendix S)

Strategy 12:	Evidence of Completion:	Resources:
Tape record several lessons over the course of a week. As you listen to the playback, list the names of students you called on or recognized in the following ways:	Written summary of what was demonstrated during each series of taped lessons	Tape recorder, tape

1. Sought their comments, questions, examples, demonstrations, and/or other contributions throughout the lesson.
2. Considered, recognized, and/cr commented on their contributions.
3. Managed incorrect responses in a way that maintained their dignity.

After a period of one or two weeks, record another series of lessons. Again, list the names of students you called on or recognized in the ways listed above.

Compare the two lessons recorded. Did you call on or recognize more students in the second series of lessons?

Strategy 13:	Evidence of Completion:	Resources:
Ask a peer teacher to observe you as you teach a lesson. The peer teacher should note ways you sought contributions from students, recognized students' responses, and managed incorrect responses. Discuss the observation with a peer teacher. Identify several other ways you could increase positive interactions with students.	List of ways to increase positive interaction with students	Peer teacher

Strategy 14:	Evidence of Completion:	Resources:
Ask a peer teacher to observe you as you teach a lesson. The peer teacher should note ways you personalized the lesson for students. Discuss the observation with the peer teacher. Identify several other ways you could have personalized the lesson.	List of ways the lessons were personalized	Peer teacher

Example of a Student Inventory (Appendix I) |

One week later, ask the same peer teacher to observe another lesson and note ways you personalized the lesson for students. Again, discuss the observation with the peer teacher.

Compare the two observations.

Note: As a starting point for personalizing lessons, have students complete an interest inventory at the beginning of the school year. Relate the lesson to various students' interests.

Strategy 15:

Evidence of Completion:

Resources:

Make a notecard for each student. Write the student's name and some positive comments about the student on each card. The comments may be of a personal nature or may be about the student's classroom performance. You should be able to relate a personal comment to the student's performance or effort in the class, or be able to relate it to the content of the lesson.

During a lesson, shuffle the cards and call on students as the names randomly occur. After the student responds and you follow up with a comment, put the used card in a separate pile. If all students do not have an opportunity to participate, use the remaining cards in the next class.

Use the cards for approximately one to two weeks. Evaluate whether or not student participation increased and you provided more equity for all students.

Notes on cards and written evaluation of strategy

Notecards

Strategy 16:	Evidence of Completion:	Resources:
In order to have a positive classroom climate, students must perceive the teacher as being fair and impartial. Note several ways you can provide equal treatment for all students in your classroom. Then meet with two or more peer teachers who teach the same grade level or subject area as you. Discuss your list and make appropriate revisions.	List of ways the teacher might provide equal treatment	Peer teachers

Strategy 17:	Evidence of Completion:	Resources:
Teachers sometimes inadvertently treat low-achieving students differently from high-achieving students. Identify the low-achieving students in the class (refer to Strategy 1 for Attribute I.A.3.). Read "Differential Treatment for Low-Achieving Students." Then rate yourself concerning the treatment of low-achieving students. Outline a plan of action to eliminate any negative treatment of low achievers.	Outlined plan of action	Differential Treatment for Low-Achieving Students (Appendix T)

Strategy 18:	**Evidence of Completion:**	**Resources:**
Students respond more positively to teacher directions and decisions if they understand the reasons for them.	Written evidence of what was demonstrated during each taped lesson	Tape recorder, tape
Tape record a lesson. As you listen to the tape, identify what teacher actions, decisions, or directives took place. Listen to the tape a second time and identify if reasons were given for those teacher actions.		
After a period of one or two weeks, record another lesson. Again, list the teacher actions, decisions, and directives, and the reasons given.		
Compare the two lessons recorded. Was there an increase in the number of reasons given? Did the reasons foster a warmer and more cooperative environment?		

Strategy 19:	**Evidence of Completion:**	**Resources:**
Read the PDK Fastback *Learning Through Laughter: Humor in the Classroom.* List three ways that you can use humor in your classroom to contribute to a more positive learning environment. Incorporate into a lesson.	List, lesson plan	Cornett, C. (1986). *Learning through laughter: Humor in the classroom.* Bloomington, IN: Phi Delta Kappa. (Fastback #241)

Strategy 20:	Evidence of Completion:	Resources:
Read and summarize a publication that discusses student self-concept and classroom climate. How does the socioemotional climate impact student learning? Implement one idea from your reading in the classroom.	Written summary, lesson plan	Some suggested readings: Silvernail, D. (1987). *Developing positive student self-concept*. Washington, DC: National Education Association. Purkey, W. W., & Stanley, P. H. (1991). *Invitational teaching, learning, and living.* Washington, DC: National Education Association. Elias, M., & Tobias, S. (1990). *Problem solving/decision making for social and academic success.* Washington, DC: National Education Association. Elias, M., & Clabby, J. (1992). *Building social problem-solving skills: Guidelines from a school-based program.* San Francisco: Jossey-Bass.

Strategy 21:

Children from adverse
environments often need special
guidance from the classroom
teacher in order to learn and
practice the prosocial behaviors
that contribute to a positive
classroom environment.

If there are children in your
classroom who are aggressive,
withdrawn, immature, or have
behavior problems related to low
self-esteem, identify these children
and write down a description of
their most troubling behaviors.
Share these descriptions with a
peer teacher or the principal.

Find at least three ways you can
integrate the teaching of prosocial
behavior into your classroom.
Implement these lessons and
evaluate their effectiveness.

**Evidence of
Completion:**

Descriptions,
lesson plans,
evaluation

Resources:

Principal or peer
teacher

Some suggested
readings:

Podesta, C. (1990).
*Self-esteem and the
six-second secret.*
Newbury Park, CA:
Corwin.

Skillstreaming.
Champaign, IL:
Research Press.
(There are Early
Childhood,
Elementary, and
Adolescent versions of
this program)

Rosner, J. (1993).
*Helping children
overcome learning
difficulies.* Novato, CA:
Academic Therapy

> ## Component B. The teacher maximizes the amount of time available for instruction.
>
> ### II.B.1. Manages routines and transitions in a timely manner.

Strategy 1:	**Evidence of Completion**	**Resources:**
Design a student monitoring program to ensure student attention before directions for routines are given.	Description of the plan to be implemented	None
Identify student monitors for groups of students (i.e., rows, groups of tables/desks). The monitor will signal readiness to work for the assigned group. The first group ready is rewarded.		

Strategy 2:	**Evidence of Completion**	**Resources:**
Develop a signal that will ensure student attention before directions for routines are given to the class. For example:	Written description of the signal and results when used	None
1. Blink lights two or three times. 2. Repeat clapping - start a clapping pattern which the students must repeat before the lesson begins. 3. Use a specific verbal phrase. 4. Stand silently until all students are silent.		

Strategy 3:	Evidence of Completion	Resources:
Generate an introductory set of questions or statements to assure the attention of students before directions for routines are given. Some examples for younger students include:	Written set of questions or statements	None

1. Who has a pencil and is ready to work?
2. Who has his/her math book on his/her desk and is ready to begin?
3. If you are ready for the lesson to begin, raise your hand.
4. One, two, three, all eyes on me.

For older students, you could say:

1. Please let me have your attention.
2. Listen up!
3. Focus on me, please.
4. Important directions are coming.

Strategy 4:	Evidence of Completion	Resources:
Observe a peer teacher managing classroom routines. Write down the techniques the teacher used to secure students' attention before directions. An interview may also be conducted to gain suggestions from the peer teacher for strategies to secure students' attention before directions.	Written summary of observation and interview	Peer teacher

Strategy 5:	Evidence of Completion:	Resources:
Brainstorm with students about different strategies that might be used to ensure their attention before directions are given. Discuss each suggestion as to why or why not it may work. Choose the best suggestion and use it in the classroom.	Written summary of the brainstorming activity and the classroom technique to be utilized	None

Strategy 6:	Evidence of Completion	Resources:
Assign two students to observe routine tasks within the lesson for a one-week period. Ask them which routines work well and which do not. The students should write comments or discuss their findings with the teacher.	Summary of students' comments	None

Strategy 7:	Evidence of Completion	Resources:
Keep a brief anecdotal log on routine tasks in your classroom for one to two days. Have a peer teacher observe your routines. Compare notes.	Anecdotal log	Peer teacher

Strategy 8:	Evidence of Completion	Resources:
Utilize a classroom routine checklist to ensure clear administrative directions for classroom routines. For example:	Checklist	None

1. Does my lesson require passing out papers? If so, who will do it and how is this determined?
2. Does my lesson require collecting papers? If so, who, how?
3. Does my lesson require special materials?
4. Does my lesson require books passed out? Collected? Who, and how?
5. Do my students know their grouping?
6. Do students have assigned seats and know where to go?
7. Do my students know where to go for supplies? What to do when supplies are needed?

Strategy 9:	Evidence of Completion	Resources:
Provide each student with a "Classroom Routine Sheet" for a lesson to ensure clear directions for classroom routines. This sheet should include procedures for carrying out tasks (such as what to do with completed work or how to get materials needed for a task.)	"Classroom Routine Sheet" or wall chart	None

Alternatively, the procedures may be listed on a wall chart.

Strategy 10:	Evidence of Completion	Resources:
Prepare a procedure checklist to ensure clear directions for classroom routines. The checklist should contain beginning-lesson routines as well as ending-lesson routines. For example:	Procedure checklist	Peer teacher

Directions Checklist		
	Clear	Unclear
Returning graded papers		
Collecting homework		
Passing out materials		
Sharpening pencils		
Getting into groups		

Have a student or a peer teacher observe and complete the checklist.

Strategy 11:	Evidence of Completion	Resources:
To ensure time for routine tasks such as taking attendance, place a supplemental activity sheet related to the day's lesson on the student's desk before class or hand it to students as they enter the room. (Alternatively, put it on an overhead projector.) Have students begin working immediately. Continue this procedure so that students begin their assignment automatically.	Supplemental activity sheet attached to lesson plan	None

Strategy 12:	**Evidence of Completion**	**Resources:**
To ensure that routine tasks are dealt with in an efficient manner:	Written list of students' names and jobs	None

1. Assign a student as a messenger for the week. It will be that student's responsibility to run errands, etc.
2. Assign a student as a materials manager for the week. It will be that student's responsibility to pass out papers, etc.

Other routine tasks may be assigned to a particular student, e.g., supply person, equipment person, paper collector.

You may wish to use a large calendar posted in the classroom to list assignments for each week.

Strategy 13:	**Evidence of Completion**	**Resources:**
Establish a specific system for collecting homework assignments, class assignments, absentee notes, etc. For example, a box or basket might be used for depositing homework assignments or the first student in each row could collect classwork.	Written description of the system	None

Strategy 14:	Evidence of Completion	Resources:
Distributing materials efficiently prevents wasting class time.

Establish satellite equipment areas for equipment or materials needed during class so that there is no waiting for a turn to get equipment. | Floor plan with satellite stations marked | None |

Strategy 15:	Evidence of Completion	Resources:
Assign each student a desk/table/chair or station. Use a seating chart to take roll.	Seating chart	None

Strategy 16:	Evidence of Completion	Resources:
Set a specific time and signal to begin and end an activity. Post the time where students can see it. Examples of signals include flipping the light switch on and off or a specific verbal phrase.	Time and signal posted	None

Strategy 17:	Evidence of Completion	Resources:
Develop a set of procedures for common classroom routines. Hand out or post procedures, expectations, and consequences.	Copy of student guidelines, or wall chart of procedures, expectations, and consequences	None

Strategy 18:	Evidence of Completion	Resources:
Visit peer teachers who are effective in getting classes started quickly. List the effective procedures witnessed.	List of effective procedures	Peer teachers

Strategy 19:	Evidence of Completion	Resources:
Videotape several lesson openings and make a list of the activities that wasted time. If necessary, seek the advice of a peer teacher or the principal.	Videotape of lessons and list of time wasters	Video camera, videotape, and VCR Principal or peer teacher

Strategy 20:	Evidence of Completion	Resources:
Make students aware of assignments immediately upon entering the classroom. Write assignments on the board or on an overhead or give each student a folder containing the assignments.	Assignments posted or prepared folders at satellite stations	None

Strategy 21:	Evidence of Completion	Resources:
Read a professional publication on time management for teachers. From your reading, select a strategy that will help you manage classroom time more effectively.	Written description of strategy and its results	Some suggested readings: Leinhardt, G., Weidman, C., & Hammonk, K. M. (1987). Introduction and integration of classroom routines by expert teachers. *Curriculum Inquiry, 17*, 135-176. Fuery, C. (1985). Finding more time. *English Journal, 74*, 65-66. McCormick, K. (1988). *Tidbits for effective teaching: A minute management menu.* Dover, DE: Delaware State Department of Public Instruction. (ERIC Document Reproduction Service No. ED 306 193) Hofmeister, A., & Lubke, M. (1990). *Research into practice: Implementing effective teaching strategies.* Boston: Allyn & Bacon. (See Chapter 2)

> ### Component B. The teacher maximizes the amount of time available for instruction.
>
> **II.B.2.** Manages and/or adjusts allotted time for activities planned.

Strategy 1:	**Evidence of Completion:**	**Resources:**
Examine the learning objectives that you wrote for an upcoming lesson.	Written time sequence of activities	Sample Time Sequences (Appendix E)

Ask yourself the following questions:

1. What teaching, learning, and organizational activities do I have planned to cover the relevant content and to accomplish the lesson objectives?

2. In what order will the content and activities be presented?

3. How much time will I spend on the specific teaching, learning, and organizational activities?

4. How much time should be devoted to each content segment?

Estimate the time that you will spend on each component of the lesson. Be sure to set aside blocks of time for the lesson initiation and closure, respectively. Specify the order of presentation. Estimate the time that it will take to complete each segment of content.

Strategy 2:	Evidence of Completion:	Resources:
Present the lesson using the time sequence of teaching and learning activities that you constructed for the previous strategy assignment. As you teach the lesson, note the approximate times that it takes to complete each content segment, learning activity, and teaching activity. Keep a record of planned and actual times spent. After presenting the lesson, reflect on the discrepancies and similarities between the actual and planned times. If there are significant discrepancies, summarize what you can do to better plan and implement lesson timelines.	Written summary of lesson time compared to planned timeline, written summary	Clock, timer, or watch

Strategy 3:	Evidence of Completion	Resources:
Post the time allotted for completing the assignment on the board or on the assignment. The consequences for not staying on task and completing the assignment, as well as rewards for doing so, should also be on the assignment or be posted. Discuss your expectations with the students.	Expectations posted on the board or included in the assignment	None

Strategy 4:	Evidence of Completion	Resources:
Use simple reminders to keep students within the time allotted for a task. Hold up a clock or point to a timer or wrist watch as a reminder to stay with the task.	Reminders written in lesson plan, written summary of results	Clock, timer, or watch

Strategy 5:

Keep a record of your allocated time and the number of students successfully completing the assignments within the set time lines. Compare this to the quality and quantity of assignments completed without timelines.

Evidence of Completion

A written summary of the comparisons

Resources:

None

Strategy 6:

Interruptions can adversely affect the time allotted for instruction. Keep a record of unnecessary classroom interruptions. Discuss these with the principal and devise a plan for reducing/handling interruptions. Implement the plan and keep another record. Is there a difference?

Evidence of Completion

Records of interruptions, plan

Resources:

None

Strategy 7:

Analyze the classroom floor plan. How can the room be rearranged to save time during instruction?

For example, if the cabinets holding instructional materials are at opposite ends of the room, move the cabinets so that they are more convenient to the students' workstations.

Evidence of Completion

Floor plan with changes to be made

Resources:

None

Strategy 8:	Evidence of Completion	Resources:
Have students develop rules to prevent wasted time. Ask for suggestions and write them down on an overhead or on the board.	List of the rules	None

Strategy 9:	Evidence of Completion	Resources:
Make a student "timekeeper." If you and/or students are still working on the activity at designated ending time, the student reminds you by pointing to a wrist watch, a timer, or the clock.	Written summary of results	Clock, timer, or watch

Strategy 10:	Evidence of Completion	Resources:
Devise a system to ensure that students have sufficient supplies to begin the instructional task. Keep extra pencils, paper, and materials available where students can get them quickly.	Written summary of results	None

Strategy 11:	Evidence of Completion	Resources:
Have a peer teacher observe your class and note under what classroom conditions the students are more likely to stay on task and when they are likely to be off task. Discuss the observation and make plans to improve on-task time.	Written results of observation, written plan for improvement	Peer teacher

Strategy 12:

Read and summarize "Transitions: Toward A Grounded Theory of What Happens Between Lessons." Apply two strategies for efficient transitions in your classroom.

Evidence of Completion:

Written summary of the article, including two ways to implement these strategies in your classroom

Resources:

Webber, L. (1988). *Transitions: Toward a grounded theory of what happens between lessons.* Unpublished manuscript. (ERIC Document Reproduction Service No. ED 298 083)

Strategy 13:

Have another teacher, a volunteer, or an aide keep a chart of time spent on each of the activities in a lesson. How could you make more efficient use of time?

Evidence of Completion

Copy of the chart and written summary of your observations

Resources:

Peer teacher, volunteer, or aide

Strategy 14:

Keep a daily record of the time allocated for the learning activities that are completed and those not completed. Compare.

Make a list of the re sons some of the learning activities were not completed. Discuss the list with your principal or a peer teacher.

Evidence of Completion

Record of activities completed and not completed, list of reasons for not completing the activities

Resources:

Principal or peer teacher

Strategy 15:	Evidence of Completion	Resources:
Have extra or bonus assignments for early finishers. This additional work should be an enrichment activity, not additional practice or a homework assignment.	Copy of the enrichment assignments	None

Strategy 16:	Evidence of Completion	Resources:
Have early finishers pair up with students who are having difficulty. The students can check their work together.	Written observations of students' activities	None

Strategy 17:	Evidence of Completion	Resources:
Establish a peer tutoring system that will allow faster students to help slower students without creating classroom disturbances and wasting instructional time.	Written summary of results	None

Strategy 18:

Have a standard closure procedure that can be modified, lengthened, or shortened. The closure should attempt to build a bridge from one lesson to the next, and include at least some of the following:

1. A summary of the key points of the lesson by the students or the teacher.
2. An integration of how this lesson relates to the unit's goals.
3. An explanation of how this applies to the real world of the student.
4. A preview of upcoming lessons to arouse interest in tomorrow's activities.

Write a closure for a lesson using these points. Use it in class and evaluate.

Evidence of Completion

Copy of closure to be used

Resources:

Some suggested reading:

Kindsvatter, R., Wilen, W., & Ishler, M. (1992). *Dynamics of effective teaching* (2nd ed.). New York: Longman.

Component C. The teacher manages learner behavior to
provide productive learning opportunities.

II.C.1. Establishes expectations for learner behavior.

Strategy 1:	Evidence of Completion:	Resources:
Develop a list of classroom rules with your students to provide for an orderly classroom environment. Display the rules on a poster in the classroom. Discuss the rules with the students. Share your expectations with parents.	Classroom rules displayed on a poster	Poster or bulletin board paper Some suggested reading: Tips for beginners: Positive classroom management. (1992, December). *Mathematics Teacher*, pp. 720-721.

Strategy 2:	**Evidence of Completion**	**Resources:**
Establish expectations of student behavior by generating a list of specific feedback statements. For example: 1. "I like the way you're raising your hands." 2. "You did a nice job of raising your hands." 3. "Thank you for raising your hand." 4. "I'm disappointed you didn't raise your hand." 5. "You must have forgotten to raise your hand." Other teachers may be consulted in generating the list. Use the statements in a lesson.	Specific feedback statement list with statements used in lesson highlighted	Some suggested readings: Hofmeister, A., & Lubke, M. (1990). *Research into practice: Implementing effective teaching strategies.* Boston: Allyn & Bacon. (See section entitled "Guidelines for Effective Praise") McDaniel, T. R. (1987, May). Practicing positive reinforcement. *The Clearing House,* pp. 389-392. Ways to Say "Good" & Positive Ways to Say "You Can Do Better" (Appendices F & G)

Strategy 3:	Evidence of Completion:	Resources:
Make expectations about acceptable behavior clear by establishing rules and consequences for each lesson. Lesson rules and consequences are in addition to the classroom rules. These lesson rules and consequences should be discussed with the students. Review the behavioral expectations with the students before each lesson. This could be done in a general discussion or role playing of the behavioral expectations.	Written lesson rules and consequences attached to lesson plans	None

Strategy 4:	Evidence of Completion:	Resources:
Have a student model the appropriate behavior for the lesson. Whenever other students are unsure of how/what to do, they observe and imitate the Student Model. At first, the Student Model should be one who has demonstrated effective self-management behavior. Every student should have the opportunity to be a Student Model. As another option, peers may be assigned to provide feedback for appropriate behaviors if peer approval and attention are reinforcing.	Completed Student Model list for specific lessons or tasks	None

Strategy 5:

Initiate positive contact about behavioral expectations for students every day. This can be done by either verbal or written statements to the student. Be sure to make statements rather than ask questions. Keep track of positive statements with a tape recorder over a period of several days.

Evidence of Completion:

Written summary of statements made and results, tape

Resources:

Tape recorder, tape

Strategy 6:

Provide positive feedback about student behavior by the use of a student feedback chart. Explicit directions for the development and use of a student feedback chart can be found in Chapter 11 of *Structuring Your Classroom for Academic Success.*

Evidence of Completion:

Feedback chart posted in the classroom

Resources:

Paine, S., Radicchi, J., Rosellini, L., Deutchman, L., & Darch, C. (1983). *Structuring your classroom for academic success.* Champaign, IL: Research Press.

Strategy 7:

Have a peer teacher observe one of your classes (or videotape your lesson). Review the tape and make a list of all nonverbal signals you used to establish expectations about students' behavior. Analyze posture, facial expressions, gestures, use of space, eye contact, body orientation, and movement.

Evidence of Completion:

List of nonverbal signals

Resources:

Some suggested reading:

Grubaugh, S. (1989, October/ November). Non-verbal language techniques for better classroom management and discipline. *The High School Journal,* pp. 34-40.

Peer teacher

Strategy 8:	**Evidence of Completion:**	**Resources:**
During lesson planning, identify areas that may be difficult for students. These areas should be identified at the beginning of the lesson and expectations regarding engagement should be communicated. Have a peer teacher observe your lesson. Was the identification of difficult areas linked to your statements of expectations? Discuss with the peer teacher.	List of potentially difficult areas and statements of expectations	Peer teacher

Strategy 9:	**Evidence of Completion:**	**Resources:**
Be sure each student understands that he or she is expected to be actively involved in each learning task from the beginning of each activity. As you plan your lesson, include ways to encourage all students' participation and to clearly communicate your expectations for the students' success. Seek input from a peer teacher about your statements and reword them as necessary. As you implement the initiation, be sure to tell students the learning objectives, explain the task, explain what level of effort will be needed, and encourage success.	Written lesson initiation with ways to encourage student participation and to communicate expectations, highlighted	Peer teacher

Strategy 10:	**Evidence of Completion:**	**Resources:**
Tape record the lesson initiation from two or three lessons. Evaluate your effectiveness: 1. Did you state the learning objective? 2. Did you explain the learning task? 3. Did you identify the level of effort required to accomplish that task? 4. Did you encourage success? Write a new lesson initiation that meets all four criteria.	Written lesson plan containing statements which communicate expectations about student engagement	Peer teacher Tape recorder, tape

| | Evidence of | |
| Strategy 11: | Completion: | Resources: |

Read a professional publication on classroom discipline and then do the following:

1. Discuss your reading with a peer who teaches similar students. What are reasonable expectations for student behavior?

2. From your reading, list some guidelines for establishing expectations for student behavior.

Evidence of Completion:

Written summary of discussion, list of guidelines

Resources:

Some suggested readings:

Baron, E. B. (1992). *Discipline strategies for teachers*. Bloomington, IN: Phi Delta Kappa. (Fastback # 344)

Swick, K. J. (1991). *Discipline: Towards positive student behavior*. Washington, DC: National Education Association.

Kohut, S., & Range, D. (1986). *Classroom discipline: Case studies and viewpoints*. Washington , DC: National Education Association.

Rivers, L. W. (1983). *The disruptive student and the teacher*. Washington , DC: National Education Association.

Hofmeister, A., & Lubke, M. (1990). *Research into practice: Implementing effective teaching strategies*. Boston: Allyn & Bacon. (See Chapter 6)

Curwin, R., & Mendler, A. (1988). *Discipline with dignity*. Alexandria, VA: Association for Supervision and Curriculum Development.

> **Component C. The teacher manages learner behavior to provide productive learning opportunities.**
>
> **II.C.2. Uses monitoring techniques to facilitate learning.**

Strategy 1:	Evidence of Completion	Resources:
Design an activity that is student directed. This activity should be organized or presented in a manner that allows the students to teach each other or teach themselves. The teacher should prepare a teaching script or a transparency/handout with the correct answers so the student can provide feedback. This activity should also allow students to correct and evaluate their own work. The teacher can monitor the students' off-task behaviors and ensure learner attention by moving around the room and interacting with the students.	Identified activities that are student directed in weekly lesson plan, written teaching script or transparency	None

Strategy 2:	Evidence of Completion	Resources:
Use an active-participation method to replace the "raise your hand, oral response" method of monitoring learning. Students can signal their answers in various ways.	Active-participation method in lesson plan, summary of results	None

For example, younger students could indicate a solution to a math problem by holding up the number of fingers corresponding to their answers. Alternatively, students who know the correct answer to a question or a problem could stand up at their desks, clap their hands, etc.

Older students coul ! generate team responses put on a transparency or poster paper for sharing or could participate in a "quiz bowl" competition.

Strategy 3:	Evidence of Completion	Resources:
Use choral responding as an instructional monitoring technique. This procedure is suited for increasing the frequency of active student response during group instruction. All students in the class will respond together at a given verbal signal or an interpretable nonverbal gesture.	Lesson plan incorporating choral responding, summary of results	Some suggested reading: Heward, W., Courson, F., & Narayan, J. (1989). Using choral responding to increase active student response. *Teaching Exceptional Children, 21,* 72-75.

Using the choral responding technique requires short responses which can be presented at a fast pace.

Strategy 4:	Evidence of Completion	Resources:
Students can monitor their own learning in small group or pair situations. Develop a buddy system for doing class work. The teacher can appoint buddy teams or the students can choose buddy teams.	Lesson plan which includes the buddy system, written summary of results	None

The following factors should be considered in designing a buddy system:

1. The technique should be appropriate to the lesson, that is, you should consider the type and difficulty of the material being covered.
2. It should be used in the practice stage of learning.
3. The time allotted for the lesson must be sufficient to allow buddy interaction.
4. Student ability levels should be mixed in the teams.

Strategy 5:	Evidence of Completion	Resources:
Actively involve passive students in the lesson by alternately calling on students raising their hands and students not raising their hands.	Written set of questions in the lesson plan identifying when to call on hand-raisers and nonhand-raisers.	None

Strategy 6:	Evidence of Completion	Resources:
Self-evaluate your student name-calling method. Tape record a lesson and review the tape. On a class roll, record the names of students called on during the lesson and tally the number of times each student was called on. Write the names of the students who were called on two or more times on colored cards and the ones who were called on one or no times on white cards. Alternate calling on names from the colored and white cards, not repeating any names. Use this system for three days, fade out for two days, then repeat to check for improvement.	Written summary of results	Tape recorder, tape, cards

Strategy 7:	Evidence of Completion	Resources:
Provide students with a simple outline for the lesson. Ask passive students to be the "Outline Monitors." The job of these students is to introduce each section of the lesson at a designated time by having the teacher call on them.	Completed outline, list of identified "Outline Monitors," and written summary of results	None

Strategy 8:	Evidence of Completion	Resources:
Monitor and involve students who are passive by including either brainstorming or role playing in a lesson.	Copy of lesson plans with these techniques highlighted	None

Strategy 9:	**Evidence of Completion**	**Resources:**
Redirect students who are persistently off task by asking questions of the identified student. The teacher should have a varied list of questions from which to choose during the lesson.	List of questions, nan.es, and numbers of students redirected	None

For example, ask the student:

1. Particular questions about concepts in the previous lesson
2. To summarize
3. To give an example from his/her own experience
4. To restate using his/her own words
5. To make a connection between old and new knowledge
6. To help another student
7. To prepare a question about the lesson

Strategy 10:	**Evidence of Completion**	**Resources:**
Maintain the engagement of students who have been redirected by using a class seating chart.	Completed class seating chart	None

After redirecting a student, place a check next to his/her name. Before the end of the lesson, the teacher wi' ₂visit the students with checks next to thei. names.

Strategy 11:	Evidence of Completion	Resources:
Use the technique of "ignore when appropriate" to ensure monitoring of momentary off-task behavior.	Written summary on how the technique was used in class	Some suggested reading:
Ignore the behavior if:		Evertson, C. M., Emmer, E. T., Sanford, J. P., & Clements, B. S. (1983). Improving classroom management: An experiment in elementary school classrooms. *Elementary School Journal*, *84*(2), 173-188.
1. The problem is momentary and is not likely to escalate 2. The problem is a minor deviation 3. Handling the problem would seriously interrupt the flow of the lesson 4. Other students are not involved		
This technique should be reviewed by the teacher before the lesson.		

Strategy 12:	Evidence of Completion:	Resources:
Use verbal and nonverbal techniques when dealing with off-task student behavior, such as:	Written comments on the use and effectiveness of selected verbal and nonverbal techniques	None
1. Maximizing the effect of teacher movement and proximity by moving close to the student 2. Speaking softly to the student 3. Calling the student by name 4. Using physical guidance (e.g., placing a pencil in the student's hand)		

Strategy 13:	Evidence of Completion:	Resources:
Observe a teacher in your school for two selected lessons. List ways the teacher maintains on-task behaviors. Write a summary of the techniques used by the observed teacher to maintain on-task behaviors. Choose a technique from the list and incorporate in a lesson.	Written summary of techniques used by the observed teacher and a copy of a lesson plan with nine techniques incorporated	Peer teacher

Strategy 14:	Evidence of Completion:	Resources:
Ask a peer teacher to observe you teaching a lesson. The peer teacher will complete the "Keeping Students on Task" Classroom Observation Sheet. Discuss the observation with the peer teacher. One week later, have the peer teacher observe another lesson and complete the observation sheet. Compare the two observation forms. Was there an increase in verbal and nonverbal techniques used to keep students on task?	Written summary of results from observations	"Keeping Students on Task" Classroom Observation Sheet (Appendix V) Peer teacher

Strategy 15:	Evidence of Completion:	Resources:
Read at least one professional publication on classroom behavior management. Select two major ideas about monitoring from your reading and use the ideas in your class.	Written summary of reading, idea used, and results	Some suggested readings: Petty, R. (1988). Discipline in your classroom. *Science Teacher*, 55(2), 34-35. Long, J. D., Frye, V. H., & Long, E. W. (1985, September). Troubleshooter's guide to classroom discipline. *Instructor*, pp. 122-24, 125. Emmer, E. T., Evertson, C., Sanford, J. P., Clements, B. S., & Worsham, M. E. (1989). *Classroom management for secondary teachers* (2nd ed.). Boston, MA: Allyn & Bacon. Evertson, C., Emmer, E. T., Clements, B. S., Sanford, J. P., Worsham, M. E. (1989). *Classroom management for elementary teachers* (2nd ed.). Boston, MA: Allyn & Bacon. Wong, H. K. (1991). *The first days of school.* Sunnyvale, CA: Wong Publications.

Strategy 16:

Successful teachers know how to attend to more than one thing at a time in the classroom. This is called "overlapping." Teachers must be careful not to overlook students who ask for help but must also not become sidetracked.

To stay on track while students are working at their desks, designate a "Help Needed Area" of the chalkboard or bulletin board where students can write their names. Students will receive help in the order in which the names are written. Alternatively, the teacher can recognize the students and write their names down as he/she circulates. In either case, students should have explicit directions on what they should do as they are waiting for help.

Evidence of Completion:

Written description of the strategy used and results

Resources:

None

Strategy 17:

Use the "Warning Procedure" as a technique to stop unacceptable behaviors before they become disruptive to the class. Refer to Chapter 10 of *Structuring Your Classroom for Academic Success.*

Evidence of Completion:

Written description of the strategy used and results

Resources:

Paine, S., Radicchi, J., Rosellini, L., Deutchman, L., & Darch, C. (1983). *Structuring your classroom for academic success.* Champaign, IL: Research Press.

Strategy 18:	Evidence of Completion:	Resources:
"Withitness" means that the teacher always knows what's going on in the classroom and, furthermore, students are aware that the teacher has this knowledge. Teachers who are adept at "withitness" continuously glance around the room, make frequent eye contact with students, and circulate about the room.	Lesson plan, written summary of results	Principal or peer teacher

For one week, write lesson plans to include management techniques for both glancing around the room and moving about the room. A specific time should be indicated throughout the lesson for incorporating these techniques (for example, a suggested time would be every 10 minutes throughout the lesson plan).

The principal or a peer teacher should observe a lesson to record the use of these techniques. Discuss the results.

Strategy 19:

	Evidence of Completion:	Resources:
Preventing classroom problems is a skill of effective teachers The flow of classroom activities should be continuous without slowdowns or breaks. One activity should move smoothly into the next. Teachers should not be distracted by irrelevant classroom activity.	Lesson plan, summary of principal or peer teacher feedback	Principal or peer teacher

In addition, teachers should take steps to keep all students involved and interacting. Such steps might include maintaining suspense about who is going to be called on, calling on different students frequently, creating interest in what is going to be learned, and introducing novel ideas or teaching techniques.

Review lesson plans to ensure that activities have been sequenced in such a way that they will proceed smoothly. What needed learning materials should be readily available? Indicate what activities will keep students involved and interacting.

Have the principal or peer teacher observe a lesson to examine these techniques. Talk about the results. How could your use of these techniques be made more effective?

Strategy 20:	Evidence of Completion:	Resources:
Successful teachers ensure that they have students' attention prior to giving directions and explanations. Plan a signal with your students that they will recognize as an indication that they MUST pay attention immediately. Some signals that might be used in classrooms include:	Written summary of results	Peer teacher

1. A particular phrase (e.g., "Your attention is necessary," "Please listen.")
2. A visual signal (e.g., standing in a particular place in the room, holding up your hand, blinking the lights once)
3. An auditory signal (e.g., ringing a bell, tapping twice on a desk or chalk board, clapping)

The signal should be used ONLY before important information or directions are given to the whole class. Students should recognize that the signal will be followed with important information and that the important information will be given only when they are all attentive. The signal must be used consistently, and there must be adequate wait time (three to five seconds) between the signal and the presentation of the information.

To determine the effectiveness of a signal, try using it for a week. Note and record the time between when the signal is given and when all students are paying attention. Discuss the results with a peer teacher.

Strategy 21:	Evidence of Completion:	Resources:
Ask three peer teachers for a strategy that they use successfully to gain students' attention prior to giving directions. Ask why they think that strategy is successful. Arrange to observe those peer teachers. Note such things as:	Written summary of a new strategy used in class	Peer teachers

1. The signal given to students to indicate that they are tc pay attention
2. Student response to the signal
3. Wait time
4. Consequences for inattentive students

Select a strategy that you observed and implement it in your class. Monitor student attention and reflect on areas of success or difficulty. Adjust the strategy based on your reflections.

After you and the students have used the new strategy for a week, have the principal or a peer teacher observe your lesson and scan your class to determine how many students were attentive when you began giving directions. Share your reflections about the strategy and ask for the observer's input. Modify the strategy as needed and repeat the process until a successful strategy is implemented.

Strategy 22:	Evidence of Completion:	Resources:
Make a list of the student(s) who are frequently inattentive during the time that directions are being given. Conference individually with the inattentive student(s) to determine if there is a particular reason why they do not pay attention (i.e., difficulty hearing, difficulty understanding, difficulty seeing, attending to something else, lack of motivation or interest). This information may be gathered through a verbal or written form. Summarize the information gained during the conference(s) and use that information to develop a strategy to ensure each student's attention. (This information may be gathered from the entire class if the teacher feels that it would be helpful.)	Written summary of information gathered, written summary of strategy developed	None

Strategy 23:	Evidence of Completion:	Resources:
In order to facilitate learning, teachers must use techniques to ensure that students are listening. Read and summarize "Listening: The Forgotten Skill." There are eight tips in this article for teachers to encourage better concentration and good listening by students.	Written summary of the article including two ways to implement this information in your classroom	Forat, K. L. (1990). Listening: The forgotten skill. Momentum, 21, 66-68.

Strategy 24:	Evidence of Completion:	Resources:
Read and summarize the Phi Delta Kappa Fastback *Strategies for Developing Children's Listening Skills*. Select two of these strategies for implementation in your classroom.	Written summary of the article and practice of two of these strategies in your classroom	Renck, J. (1991). *Strategies for developing children's listening skills*. Bloomington, IN: Phi Delta Kappa. (Fastback #314)

Performance Domain III

Instruction

> **Component A. The teacher delivers instruction effectively.**
>
> **III.A.1. Uses technique(s) which develop(s) lesson objective(s).**

Strategy 1:	**Evidence of Completion:**	**Resources:**
Read and summarize a professional publication on stimulating and sustaining student interest. Use the information from the article to plan and initiate an activity in your lesson which introduces the lesson objectives.	Written summary of article, lesson plan with activity indicated	Some suggested readings: Grosnickle, D. R., & Thiel, W. R. (1988). *Promoting effective student motivation in school and classroom: A practitioner's perspective.* Reston, VA: National Association of Secondary School Principals. Mathison, C. (1989). Stimulating and sustaining student interest in content area reading. *Reading Research and Instruction, 28,* 78-83. Cangelosi, J. S. (1990). *Cooperation in the classroom: Students and teachers working together* (2nd ed.). Washington, DC: National Education Association. Spaulding, C. (1992). *Motivation in the classroom.* New York: McGraw-Hill.

Strategy 2:	**Evidence of Completion:**	**Resources:**
Develop an interest inventory to identify areas of your students' interests (See Appendix I for an example). From the information learned about your students, plan a lesson initiation that is related to both the content that you are planning to teach and the interest of your students.	Written summary of students' interests from completed interest inventories and a written initiation for a lesson that reflects both students' interests and lesson content	Example of a Student Inventory (Appendix I)

Strategy 3:	**Evidence of Completion:**	**Resources:**
Observe the initiation of a lesson by a peer teacher who is known for motivating students. Write down strategies that were effective. Incorporate one of those strategies in your lesson initiation.	Written list of effective strategies and lesson plan using one of those strategies	Peer teacher

Strategy 4:	**Evidence of Completion:**	**Resources:**
Analyze a recent lesson that failed to develop lesson objectives:	Written answers to the questions and discussion with a peer teacher	Peer teacher

1. Were activities initiated in a content-related way that aroused students' curiosity and interest in learning? If so, what did you do that involved students? If not, what could you do?
2. How can modifications in lesson planning be made to improve the initiation of lessons?
3. How are your students motivated to be involved and learn?

Discuss your answers with a peer teacher. Ask for suggestions. Write down any suggestions that you find to be helpful.

Use the suggestions in another lesson. Were students more interested in learning?

Strategy 5:	Evidence of Completion:	Resources:
Soon after completing a lesson, talk with your students about the lesson. Seek input from them regarding their motivation to learn:	Written summary of students' responses	None

1. Did they know what the lesson objectives were?
2. Did they understand the importance of the learning?
3. Were they interested in the topic to be studied?
4. How could they become more involved?

Use this information in assessing the effect of techniques chosen to initiate the lesson and learning activities.

Strategy 6:	Evidence of Completion:	Resources:
When planning each lesson and activity, write the learning outcome in words that the student will understand. Use these planned statements to communicate objectives for each lesson and activity.	Lesson plans with objectives written in language students will understand	None

Write the objectives for each activity on the board. Refer to these objectives during the initiation of the lesson and relate them to the activities that are to follow.

Have students of varied ability levels restate the objective in their own words.

Strategy 7:	**Evidence of Completion:**	**Resources:**
Select two lessons that you will be teaching. Write statements in each lesson initiation that communicate learning outcomes to the learners. Also write a statement for the initiation of each activity in your lesson.	Written lesson initiation with clear statements on planned outcomes	Peer teacher
Ask a peer teacher if you have clearly communicated your lesson's and activity's outcomes. Reword the statements until the outcome is clear.		

Strategy 8:	**Evidence of Completion:**	**Resources:**
Tape record a lesson so that you may review exactly what was said and done, or have a peer teacher observe the lesson and record notes to share after the lesson is complete.	Tape recording of the lesson	Peer teacher or tape recorder, tape
Use the tape recording of the lesson or the peer teacher's notes to determine if you clearly communicated the lesson's or activity's outcome.		

Strategy 9:	**Evidence of Completion:**	**Resources:**
During lesson planning, identify one reason why the topics and the learning activities are important to the students. Be sure to communicate that reason to the students at the beginning of each lesson or activity. Then ask the students why they think learning this lesson will be helpful to them.	Written statement of the reason	None

Strategy 10:	Evidence of Completion:	Resources:
Develop a graphic organizer or develop a word, idea, or story map to be used at the beginning of the lesson or activity. Display it in your classroom to help students relate the learning and activities taking place in one day's lesson to the past, present, and future learning in the overall unit.	Displayed graphic organizer or concept map	Some suggested readings: Tierney, R., Readence, J., & Dishner, E. (1990). *Reading strategies and practices: A compendium.* (3rd ed.). Boston, MA: Allyn and Bacon. Heimlich, J., & Pittelman, S. (1986). *Semantic mapping: Classroom applications.* Newark, DE: International Reading Association. Bromley, K. (1991). *Webbing with literature: Creating story maps with children's books.* Boston, MA: Allyn and Bacon.

Strategy 11:	Evidence of Completion:	Resources:
Tape record a lesson. Did you communicate the purpose and importance of the learning at the beginning of the lesson or at the beginning of the activity?	Tape recording of the lesson	Tape recorder, tape

Strategy 12:	Evidence of Completion:	Resources:
Write a lesson plan that includes a statement during the initiation of learning activities that clearly communicates the purpose and importance of that activity. Ask a peer teacher to read the statement and tell you if the purpose and importance are clear.	Written lesson plan with statement that clearly communicate the purpose and importance of activities within the lesson	Peer teacher

> **Component A. The teacher delivers instruction effectively.**
>
> **III.A.2. Sequences lesson to promote learning.**

Strategy 1:	**Evidence of Completion:**	**Resources:**
Read and summarize Chapter 3 of *Research Into Practice: Implementing Effective Teaching Strategies*. List four guidelines for presentation of new content. Use these guidelines to assess the clarity and completeness of your directions to students in a future lesson. Were students better able to follow the sequence of the lesson when your directions were clear and complete?	Written summary with four guidelines listed	Hofmeister, A., & Lubke, M. (1990). *Research into practice: Implementing effective teaching strategies*. Boston, MA: Allyn & Bacon.

Strategy 2:	**Evidence of Completion:**	**Resources:**
During lesson planning, write in sequence the steps that are necessary to complete each learning task. Clearly communicate these steps to the students before they are expected to begin the learning task. Ask a peer teacher who is observing if the directions are clear.	Written list of steps in lesson plan	Peer teacher

Strategy 3:	**Evidence of Completion:**	**Resources:**
At the beginning of the lesson, write directions for the learning task on the chalkboard. Ask a student before class or during class if the directions are clear to him/her. Review the directions with the class.	Assignments written on chalkboard	None

Strategy 4:	Evidence of Completion:	Resources:
Clear directions to students are necessary before proceeding to the learning activity. Be consistent when giving directions in either written or oral form so students can anticipate the format you use when giving directions. For example, establish a routine place where directions are posted; precede directions with a clearly understood signal; or if appropriate, have students write directions in a notebook.	Posted assignments, observation of signal for directions to follow, or students' notebooks	None

Strategy 5:	Evidence of Completion:	Resources:
Check for understanding of the directions during the lesson. Have student repeat directions or describe the process necessary to complete the assignment. Have students work a sample exercise while you monitor their ability to successfully use the steps in the process or correctly complete the exercise before they begin to work independently.	Written summary of results	None

Strategy 6:	Evidence of Completion:	Resources:
Soon after completing a lesson, talk with your students about the lesson. Seek input from them regarding clarity of directions for tasks. Use this information in assessing the effect of your method of giving directions for learning activities. Summarize the students' comments. Use that summary to plan future lessons.	Written summary of students' comments	None

Strategy 7:	**Evidence of Completion:**	**Resources:**
Tape record a lesson so that you may review exactly what was said and done, or have a peer teacher observe the lesson and record notes. Review the tape or notes of the lesson to determine if the directions were clear and complete, as evidenced by the statements themselves and the student responses or questions following those statements. Ask input from a peer teacher about the clarity and completeness of directions.	Tape of lesson, written summary of peer teacher's suggestions	Peer teacher Tape recorder, tape

Strategy 8:	**Evidence of Completion:**	**Resources:**
Communicating to students how present learning activities are related to past learning helps to enhance transfer of learning across lessons. Read and summarize pages 53-59 and 64-66 in Chapter 3 of *Research Into Practice: Implementing Effective Teaching Strategies*. Use the "Self-evaluation Checklist: Skill 1. Daily Reviews" to assess your review of past learning to ensure students' readiness for new learning. Use the summary and self-evaluation as a guide to improve your reviews. Use the self-evaluation checklist weekly to check for improvement.	Written summary and completed self-evaluation checklist	Hofmeister, A., & Lubke, M. (1990). *Research into practice: Implementing effective teaching strategies.* Boston, MA: Allyn & Bacon.

Strategy 9:	**Evidence of Completion:**	**Resources:**
Use the K-W-L strategy to help students identify what they KNOW, what they WANT to learn, and what they LEARNED. Implement this strategy as described in *Reading Strategies and Practices: A Compendium* to introduce a unit.	K-W-L chart	Tierney, R., Readence, J., & Dishner, E. (1990). *Reading strategies and practices: A compendium.* (3rd ed.). Boston, MA: Allyn and Bacon.

Strategy 10:	**Evidence of Completion:**	**Resources:**
Write the previous day's objectives on the board or on a flip chart for review. Review with the students prior to beginning a new learning task.	Previous day's objectives written on the board or flip chart	Chalkboard or flip chart

Strategy 11:	**Evidence of Completion:**	**Resources:**
Prepare note cards of key points from each day's lessons to use as a review at the beginning of the next day's lesson. Students also may use note cards at a learning center to play the review game as described on page 79 in *Research Into Practice: Implementing Effective Teaching Strategies.*	Note cards with key points	Hofmeister, A., & Lubke, M. (1990). *Research into practice: Implementing effective teaching strategies.* Boston, MA: Allyn & Bacon.

Strategy 12:	Evidence of Completion:	Resources:
Observe a peer teacher who provides a review of previous learning during the beginning of the lesson or activities within the lesson. List positive and or negative elements of lesson review. Discuss this list with the peer teacher. Select positive elements of lesson review for inclusion in your lesson plans.	List of positive and/or negative elements of lesson review, positive elements highlighted in your lesson plan	Peer teacher

Strategy 13:	Evidence of Completion:	Resources:
Select "prerequisite skills" your students will need for each learning task during your lesson (i.e., knowledge of subtraction facts prior to a lesson on long division, knowledge of alphabetical order prior to a lesson on dictionary skills). Plan for a brief review of these "prerequisite skills" prior to beginning day's activity.	List of "prerequisite skills" for each learning task	None

Strategy 14:	Evidence of Completion:	Resources:
Tape record the beginning of a lesson. Identify the statements and questions in the lesson initiation that review past learning to ensure students' readiness for new learning. Write additional review statements and questions for the initiation of each activity in your lesson. Ask a peer teacher if your statements and questions help students review past learning. If necessary, reword the statements to ensure students' readiness.	Written lesson plan with statements and questions to ensure students' readiness for new learning.	Tape recorder, tape Peer teacher

Strategy 15:

Read and summarize pages 53-62, Chapter 3 in *Research Into Practice: Implementing Effective Teaching Strategies.* Complete the "Self-Evaluation Checklist" (pages 74-75) and read the "Practical Suggestions" (pages 84-87) to help you determine if teaching methods and learning tasks or topics in your lesson are sequenced in a logical order. Use the summary, self-evaluation, and suggestions to guide you as you plan and implement your lessons for six weeks. Use the self-evaluation weekly to monitor your improvement.

Evidence of Completion:

Written summary and completed self-evaluations

Resources:

Hofmeister, A., Lubke, M. (1990). *Research into practice: Implementing effective teaching strategies.* Boston, MA: Allyn & Bacon.

Strategy 16:

Develop a flow chart for the lesson's activities and/or topics, including questions that will lead from one activity or topic to the next. Have the principal or peer teacher review your flow chart to see that it is complete.

Evidence of Completion:

Flow chart

Resources:

Principal or peer teacher

Flow Chart Example (Appendix N)

Strategy 17:

Sequence a lesson's activities based on "Dale's Cone of Experience," beginning with more concrete activities and building to more abstract ones.

Evidence of Completion:

Lesson plan with activities identified with levels in Dale's Cone of Experience

Resources:

Dale's Cone of Experience (Appendix W)

Need a reference

Strategy 18:	Evidence of Completion:	Resources:
Invite a peer teacher to observe a lesson and provide feedback about your use of specific teaching methods and learning tasks: 1. Were the teaching methods and learning tasks or topics sequenced in a logical order? 2. Did learning proceed from the simple to the more complex? 3. Were complex activities and concepts broken down into meaningful units and ideas? Discuss the observation with the peer teacher. Write a summary of the suggestions that resulted from the discussion. Implement those suggestions that you believe will be most effective in your classroom.	Written summary of discussion and list of suggestions	Peer teacher

Strategy 19:	Evidence of Completion:	Resources:
Read and summarize the article, "Closure: The Fine Art of Making Learning Stick." Apply these methods and techniques of closure in your classroom.	Written summary of the article, including two ways to apply these methods of closure in your classroom	Phillips, L. (1987). Closure: The fine art of making learning stick. *Instructor*, *87*(3), 38.

Strategy 20:	**Evidence of Completion:**	**Resources:**
During lesson planning, list the lesson or activity's objectives and identify ways these objectives link with past, present, and future content or activities. Use these links to develop a lesson closure.	List of lesson objectives and connections with past, present, and future content	None

Strategy 21:	**Evidence of Completion:**	**Resources:**
Tape record the lesson's closure to verify that the links between the lesson or activity's objectives and past, present, and future content or activities were clearly · mmunicated to your students. Ask a peer teacher to review the tape and give you feedback about the lesson's closure.	Tape recording, written summary of feedback from peer teacher	Tape recorder, tape Peer teacher

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Component A. The teacher delivers instruction effectively.

III.A.3. Uses available teaching material(s) to achieve lesson objective(s).

Strategy 1:	**Evidence of Completion:**	**Resources:**
Review the lesson plans from a previous unit you have taught. Write down how you could have used books, drawings and pictures, charts and graphs, maps, games, props, puppets and scripts, technology, laboratory equipment, specimens and models, collections, or audiovisual aids. Discuss with a peer teacher, the school librarian, or the media specialist.	Written list, written summary of discussion	Peer teacher, school librarian, or media specialist

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Strategy 2:	**Evidence of Completion:**	**Resources:**
Before using audiovisual equipment or materials: 1. Check audiovisual equipment prior to lesson. 2. Preview the audiovisual materials to be used. 3. Arrange classroom for maximum effect of audiovisual materials. Have a peer teacher observe the lesson and discuss how use of the materials enhanced or detracted from student learning.	Written list of audiovisual material previewed, floor plan, written summary of discussion	Audiovisual equipment Peer teacher

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Strategy 3:	Evidence of Completion:	Resources:
Visit the school and parish media center and develop a list of available aids and materials that are appropriate for specific learning tasks and objectives.	List of available aids and materials	None

Strategy 4:	Evidence of Completion:	Resources:
Develop a list of available community resources that could provide aids and materials for use in a particular lesson.	List of community resources	Chamber of Commerce, Area businesses, Government agencies, and Community agencies and organizations *Educator's guide to free materials.* (1989). Randolph, WI: Educators Progress Service. (Available for elementary, science, social studies, health and physical education)

Strategy 5:	Evidence of Completion:	Resources:
If ready-made aids are in short supply, involve students in developing a bulletin board, mural, classroom decorations, or other materials or aids for a specific lesson or unit.	Display of student-developed materials	Some suggested readings: Cravotta, M. E. & Wilson, S. (1989). *Media cookbook for kids*. Englewood, CO: Libraries Unlimited, Inc. Dungey, J. (1989). *Interactive bulletin boards as teaching tools*. Washington, DC: National Education Association.

Strategy 6:	Evidence of Completion:	Resources:
Visit the school and parish media center and develop a list of available aids and materials that are appropriate for the range of student needs and abilities.	List of available aids, materials and supplies	None

Strategy 7:	Evidence of Completion:	Resources:
Measure readability in content area materials. Are textbooks, workbooks, and supplemental levels at the appropriate level for your students? If materials are not at the appropriate levels, locate and/or develop materials on at least three reading levels.	Results of readability estimate; reading materials at appropriate levels	Some suggested reading: Vacca, J. L., Vacca, R. T., & Gove, M. K. (1987). *Reading and learning to read*. Glenview, IL: Scott Foresman. (Check sections on the Fry Readability Graph and the General Textbook Readability Checklist)

Strategy 8:	**Evidence of Completion:**	**Resources:**
Conduct a student inventory to determine cultural, economic, linguistic, personal, and social differences of students to assist in developing materials and aids for instruction. Use the results when planning the aids and materials for an upcoming lesson.	Results of interest inventory, lesson plan	Some suggested readings: Sheehen, K. (1985, October). Improving the success in school of poor black children. *Phi Delta Kappan*, pp.133-137. Sheehen, K. (1984, January). Let's not forget that gifted kids are still kids. *NASSP Bulletin, 68*, 85-88. Partridge, M. E., & Schisler, B. L. (1989). Special opportunities: Students as resource people. *Social Education, 53*(3), 194-196. Example of a Student Inventory (Appendix I)

Strategy 9:	**Evidence of Completion:**	**Resources:**
Have a peer teacher observe your classroom. Discuss the observation. When could teaching aids and/or learning materials be used to make learning more effective?	Written summary of observation	Peer teacher

Strategy 10:	Evidence of Completion:	Resources:
Clearly mark lesson plans indicating the times when materials will be handed out to students or aids will be utilized in instruction. Label and organize all materials by subject matter. Arrange the materials by day/time to be used and place in a designated place in the classroom.	Lesson plans, floor plan showing designated areas for materials	None

Strategy 11:	Evidence of Completion:	Resources:
Read and review an audiovisual instructional text on materials/aids production and use. From your reading, identify or develop three rules or guidelines for using aids and materials at appropriate times. Discuss with the librarian or media specialist.	Three rules or guidelines	Some suggested reading: Heinich, R., Molenda, M., & Russell, J. D. (1989). *Instructional media and the new technologies* (3rd ed.). New York: Macmillan. Librarian or media specialist

Strategy 12:	Evidence of Completion:	Resources:
Investigate the availability of computer instructional technology in your school and district. What computers, software, and other forms of computerized learning materials are available for use by your classes? If available, integrate their use into a lesson.	List of available technology, lesson plan	Some suggested readings: Caissy, G. A. (1987). *Microcomputers and the classroom teacher.* Bloomington, IN: Phi Delta Kappa. (Fastback # 261) Beardslee, E. C., & Davis, G. L. (1989). *Interactive videodisc and the teaching-learning process.* Bloomington, IN: Phi Delta Kappa. (Fastback # 294) Wishnietsky, D. H. (1992). *Hypermedia: The integrated learning environment.* Bloomington, IN: Phi Delta Kappa. (Fastback # 339) Collis, B. (1988). *Computers, curriculum, and whole-class instruction.* Belmont, CA: Wadsworth.

Component A. The teacher delivers instruction effectively.

III.A.4. Adjusts lesson when appropriate.

Strategy 1:

To maintain student interest and attention, teachers need to vary and adjust the teaching methods used with students.

Complete a daily "Change Chart." At the end of each lesson, place marks in the appropriate spaces. This chart will provide the teacher with documentation of the number of changes/adjustments in teaching methods which occur per class. Count the number of changes and make modifications where necessary.

As an alternative, use a tape recorder and complete the "Change Chart" as you listen to the tape.

Evidence of Completion

Change Chart

Resources:

Tape recorder, audiotape

Change Chart -- Dates _____

Teaching Technique	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Varying Voice				
Varying Movement				
Varying Focus of Attention				
Changing Group Size				
Changing Tasks				

Strategy 2:	Evidence of Completion	Resources:
Ask a peer teacher to observe your class and complete the "Change Chart." Plan a second class based on the results.	Change Chart, lesson plan for second class	Peer teacher

Strategy 3:	Evidence of Completion:	Resources:
Read and summarize pages 53-64 in Chapter 3 of *Research into Practice: Implementing Effective Teaching Strategies.* Use the "Instructional Presentation Analysis" form (pages 77-78) to help you determine if you are implementing learning activities at an appropriate pace. Identify areas in your lesson that are either too slow or too fast and plan to adjust. Use the analysis form for six weeks to record your progress.	Written summary and completed analysis forms	Hofmeister, A., Lubke, M. (1990). *Research into practice: Implementing effective teaching strategies.* Boston, MA: Allyn & Bacon.

Strategy 4:	Evidence of Completion:	Resources:
Have a peer teacher observe an entire class. The peer teacher should note which students are frustrated because the learning is too fast or bored because the learning is too slow. Discuss the results and develop a list of suggestions for improving pacing.	List of suggestions for improving pacing	Peer teacher

Strategy 5:	**Evidence of Completion:**	**Resources:**
At the end of the lesson, survey students by asking for a show of hands. Ask: 1. Am I going too fast? or too slow? 2. Which parts were too fast? or too slow? 3. Did everyone understand what we just covered? Use this feedback to modify your pacing.	Summary of students' responses, plans to modify pacing	None

Strategy 6:	**Evidence of Completion:**	**Resources:**
Before a lesson is taught, list possible problems that could surface. Indicate how you could adjust the lesson to solve each problem. Discuss the lesson's possible problems and adjustments with your principal or a peer teacher. Then teach the lesson. Did you use some of your anticipated problem-solvers?	Lesson plan, list of solutions to possible problems, summary of lesson results	Principal or peer teacher

St·ategy 7:	**Evidence of Completion:**	**Resources:**
Design a lesson that contains some flexibility. Flexibility could resu.t from providing alternative activities, giving students choices, or having adjustable time. Teach the lesson. What did you learn about flexibility that you could incorporate into future lessons?	Lesson plan, written summary of what was learned	None

Strategy 8:	Evidence of Completion:	Resources:
Have a peer teacher observe one or two of your lessons and make suggestions for how adjustments could be made. Utilize the suggestions in a new lesson.	Written summary of suggestions, new lesson plan	Peer teacher

Strategy 9:	Evidence of Completion:	Resources:
Observe a peer teacher who uses informal assessments to pace and adjust lessons. Take notes and discuss with the teacher.	Notes from observation, summary of discussion	Peer teacher Daily Evaluation Strategies (Appendix P)

Component B. The teacher presents appropriate content.

III.B.1. Presents content at a developmentally appropriate level.

Strategy 1:	Evidence of Completion:	Resources:
Observe a peer teacher who uses effective methods for presenting appropriate lesson content to students. Make a list of methods used by that teacher (i.e., drill, inquiry, discussion, problem solving, etc.) Ask the teacher to explain why each method was used for each concept that was taught.	List of methods observed and rationale for each	Peer teacher

Strategy 2:	Evidence of Completion:	Resources:
After a lesson, share the lesson plan with a peer teacher. Discuss your choice of methods as they relate to the complexity of the lesson and the ability level of the students. Adjust your lesson plan as necessary.	Written lesson plan with adjustments	Peer teacher

Strategy 3:	Evidence of Completion:	Resources:
Identify the skill to be taught in your lesson, and find that skill in your content area curriculum guide. Locate the activities that are suggested for teaching that skill. Use one of those activities to teach that skill.	Lesson plan with activity from curriculum guide	Curriculum Guide for your content area (Appendix D)

Strategy 4:	Evidence of Completion:	Resources:
From observations of peer teachers, develop a file of effective teaching methods and learning tasks that are developmentally appropriate.	File of effective methods and tasks	Peer teachers

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Component B. The teacher presents appropriate content.

III.B.2. Presents accurate subject matter.

	Evidence of	
Strategy 1:	**Completion:**	**Resources:**

Analyze the content to be taught in an upcoming lesson. Make a content outline of the material and indicate the essential elements of the lesson. Study the sections of content with which you are less familiar.

Content outline with key elements marked

None

	Evidence of	
Strategy 2:	**Completion:**	**Resources**

Utilizing the content outline developed in Strategy 1, write a statement explaining why the essential elements of the material have importance for your students. Incorporate these statements into your lesson plan introduction. Include questions concerning importance of the key elements in lesson review and evaluation.

Written lesson plan incorporating statements

None

	Evidence of	
Strategy 3:	**Completion:**	**Resources:**

Construct a graphic organizer for a lesson. Show the relationship between the essential parts of the content. Use the graphic organizer and relevant questions to emphasize the important parts of the lesson.

Discuss with a peer teacher familiar with graphic organizers.

Graphic organizer of the material to be taught, summary of discussion

Graphic Organizers (Appendix X)

Peer teacher

Strategy 4:	**Evidence of Completion:**	**Resources:**
After you have modeled a graphic organizer, have the students work individually or in small groups in a follow-up lesson to construct an outline or graphic representation showing essential parts of the content and the relationship between the parts. Discuss the graphic organizers with the students.	Display of student graphic organizers, written summary of discussion	None

Strategy 5:	**Evidence of Completion:**	**Resources:**
Analyze the content for a particular lesson and determine the essential elements that are potential areas of difficulty for your students. Discuss this material and the areas of difficulty with a peer teacher who teaches similar material and students.	List of content items of difficulty, list of methods to provide emphasis, written summary of discussion	Peer teacher

Make a list of methods to emphasize these potential areas of difficulty. Some possible methods are:

1. Write concepts on the board
2. Place on transparency
3. Develop posters or bulletin board materials
4. Repeat the items in your lesson introduction, activities, and closing
5. Write "checking for understanding" questions to include in your lesson plan

Strategy 6:

Evidence of Completion:

Resources:

Analyze the content of a particular lesson and determine the essential elements that are potential areas of difficulty for your students. Before teaching the lesson, go over the content and then survey your students to determine areas they feel will be difficult. Teach the lesson and observe:

Written summary of discussions with students

None

1. Which areas were difficult for students?
2. How did these difficult areas correlate with your hypotheses?
3. How did these difficult areas correlate with your students' suggestions?

Discuss with the students. If there is little correlation between your views, the students' views, and the actual situation, repeat this strategy.

Strategy 7:

Evidence of Completion:

Resources:

After working on lessons in which special attention has been paid to emphasizing the essential elements of the content, keep and analyze a record of test results. Did students perform better when essential elements were identified and emphasized?

Records of test results and analysis

None

Strategy 8:	**Evidence of Completion:**	**Resources:**
Identify and observe a teacher in your school who conducts well-organized, structured lessons. Observe a class in which the teacher utilizes a graphic organizer of some type. Pay close attention to student attention, questions, and attitude. Discuss graphic organizers with the teacher.	Written summary of observation and discussion	Peer teacher

> **Component B. The teacher presents appropriate content.**
>
> **III.B.3. Relates relevant examples, unexpected situations, or current events to the content.**

Strategy 1:	**Evidence of Completion:**	**Resources:**
Observe a peer teacher who is known for connecting subject matter content to relevant concepts/examples from past learning or to ideas/situations from students' own personal experiences. Write down the strategies or statements that are used to make these connections. Use these strategies or statements to guide you in planning a way to connect your lesson to the students' past learning or personal experiences.	Written notes from observation	Peer teacher

Strategy 2:	**Evidence of Completion:**	**Resources:**
During the planning of the lesson, identify and list one past experience and one future expectation of your students that will relate to each new idea/concept/activity. Introduce each new idea/concept/activity by relating it to the experience and expectation that you identified.	Lesson plan containing an experience and an expectation for each new idea/concept/ activity	None

For example, a lesson on the use of guide words in a dictionary could be related to a past activity on making a telephone directory for the class and to future lessons when the students have to find glossary words quickly in science.

As another example, a lesson on the use of the world map could be related to past lessons on maps of Louisiana or the U. S. and to a future lesson on international travel.

Strategy 3:	**Evidence of Completion:**	**Resources:**
In your lesson plan, design the beginning of a lesson so that it includes a current event. Use television, newspapers, or magazines as aids for the lesson initiation. Relate the current event to the topic being studied.	Written lesson plan	Peer teacher

Ask a peer teacher if you have clearly communicated the connection between the current event and the content topic. Redesign the lesson plan as necessary.

Strategy 4:	**Evidence of Completion:**	**Resources:**
Tape record the initiation of a lesson. Use the tape recording to identify ways in which you related relevant examples, unexpected situations, or current events to the content learning. Ask a peer teacher for input and discuss additional ways such connections could have been made.	Tape recording of lesson, written summary of discussion with peer teacher	Peer teacher Tape recorder, tape

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Component B. The teacher presents appropriate content.

III.B.4. Answers questions correctly and/or directs students to additional sources (i.e., references, labs, learning centers, etc.)

Strategy 1:	**Evidence of Completion:**	**Resources:**
Visit your school library, and talk to the school librarian. Make a list of the source materials that are appropriate for students in the subject areas you teach. What materials are readily available that can be used to answer student questions?	List of available library source materials	School librarian

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Strategy 2:	**Evidence of Completion:**	**Resources:**
Set up a "materials co-op" with other teachers in your school who teach the same grade/subjects. What materials do the teachers have in their classrooms that they would be willing to share? How could you use these additional resources with students? Make a master list of such materials and duplicate a copy for each teacher in the "co-op."	Master list of co-op materials	None

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Strategy 3:

Review the curriculum guides for
the grade/subjects that you teach.
Are there any topics with which you
are less familiar? How could you
gain more knowledge on these
topics prior to teaching them?
Possible options include
independent reading, inservice
workshops, or college courses.

Discuss the possible options with
the principal. Outline a plan for
gaining the necessary knowledge.

Evidence of Completion:

List of less
familiar topics,
written plan for
gaining
knowledge

Resources:

Curriculum Guide for
your content area
(Appendix D)

Strategy 4:

Analyze your teaching over a period
of several weeks. When students
ask questions, note the question
and whether you were able to
answer it correctly. Is there a
pattern for those questions that you
cannot answer? Discuss the
results with a peer teacher. How
can you handle questions that you
cannot answer?

Evidence of Completion:

List of questions
with your
responses noted,
written
summary of
discussion

Resources:

Peer teacher

Strategy 5:

Teach students how to use
reference sources available in the
classroom so that they can answer
questions for themselves. Make a
poster of the available reference
sources and the steps that students
should use to locate information.

Evidence of Completion:

Lesson plans,
poster of sources
and steps

Resources:

Poster or bulletin
board paper

> **Component C. The teacher provides opportunities for student involvement in the learning process.**
>
> **III.C.1. Accommodates individual differences.**

Strategy 1:	Evidence of Completion:	Resources:
Teach a lesson that includes a variety of supplemental learning activities (minimum of two) which will extend/reinforce learning and/or enhance mastery of lesson objectives. Activities should accommodate students who finish early, who need extra help, or who require a challenge. Examples include activities involving computer assisted instruction, folder games, creative and differentiated worksheets, manipulatives, hands-on activities, research, and logic games.	Lesson plan with at least two supplemental activities	None

Strategy 2:	Evidence of Completion:	Resources:
Teach two lessons that incorporate peer teaching and/or cooperative learning activities related to the lesson objectives. For example, create activities that utilize partner critique, brainstorming, peer/small group problem solving, task cards, role playing, peer tutoring, experiments, negotiating, or consensus building.	Lesson plans with peer teaching and/or cooperative learning activities	Some suggested readings: Johnson, D. W., Johnson, R. T., Holubec, E. J., & Roy, P. (1984). *Circles of learning.* Alexandria, VA: Association for Supervision and Curriculum Development. Hilke, E. V. (1990). *Cooperative learning.* Bloomington, IN: Phi Delta Kappa. (Fastback #299)

Strategy 3:	Evidence of Completion:	Resources:
Institute a three-week plan for keeping a record of the quality and quantity of homework assignments turned in. Answer the following questions: 1. What types of homework assignments do students complete most often? 2. When is the quality of completed homework best? worst? 3. How could you accommodate students' needs and differences through homework assignments? 4. How could you personalize learning through homework assignments?	Record of the results, answers to questions	None

Strategy 4:	**Evidence of Completion:**	**Resources:**
During a three-week period, implement several classwork and homework assignments that allow students to make a choice or to tailor learning to their needs and interests. Utilize graded and ungraded assignments. Ask students which assignments they like and why.	Lesson plans, written summary of student responses	None

Strategy 5:	**Evidence of Completion:**	**Resources:**
Note differences in the quality or quantity of students' completed classwork or homework. Incorporate these findings in weighting grades on assignments.	Written summary of results and plan for weighting the results	None

Strategy 6:	**Evidence of Completion:**	**Resources:**
Gather at least five ideas on ways to differentiate classwork and homework activities for different ability levels. Discuss the ideas with a peer teacher.	Written list of ideas	Peer teacher Some suggested readings: Lombardi, T. P. (1992). *Learning strategies for problem learners.* Bloomington, IN: Phi Delta Kappa. (Fastback #345) Lehr, J., & Harris, H. (1988). *At-risk, low-achieving students in the classroom.* Washington, DC: National Education Association. Marzano, R. (1992). *A different kind of classroom: Teaching with dimensions of learning.* Alexandria, VA: Association for Supervision and Curriculum Development. Cohen, L. G. (Ed.). (1992). *Children with exceptional needs in regular classrooms.* Washington, DC: National Education Association.

Strategy 7:

Ask students for suggestions about the type of classwork and homework activities they prefer and find most helpful. Use the ideas to plan an assignment.

Evidence of Completion:

Written results of students' input and assignment

Resources:

None

Strategy 8:

Use student assessment data along with prior performance on classwork to meet individual differences in assigning classwork. Make a differential classwork assignment.

Evidence of Completion:

Evidence of the student's previous performance matched to assignment

Resources:

None

Strategy 9:

Identify students in your class who are visually or hearing impaired and develop a seating chart that provides these students the best possible location to utilize aids and materials.

Evidence of Completion:

List of students, seating plan

Resources:

None

Strategy 10:	Evidence of Completion:	Resources:
Develop a list of students with special needs in one of your classes. Use information from cumulative records, informal reading inventory results, diagnostic test results, review of achievement test results, and the school counselor.	Written summary of identified student needs, answers to questions	Peer teacher

The types of identifiable needs could be based on:

1. Reading levels
2. Achievement levels
3. Emotional needs
4. Physical needs

Based on your findings, answer the following questions:

1. How will these special needs affect your use of aids and materials?
2. How can you adapt aids and materials you are presently using to meet the needs of these students?

Share your findings with a peer teacher and ask for additional suggestions.

Strategy 11:	**Evidence of Completion:**	**Resources:**
Develop and/or use an informal reading inventory to assess the reading level of students. Locate and/or develop materials and aids on at least three different reading levels.	Inventory and summary of results, reading materials	Some suggested readings: Silvaroli, N. J. (1990). *Classroom reading inventory* (6th ed.). Dubuque, IA: Wm. C. Brown. Burns, P. C., & Roe, B. D. (1989). *Burns/Roe informal reading inventory.* Boston, MA: Houghton Mifflin.

Strategy 12:	**Evidence of Completion:**	**Resources:**
Talk with the resource people who work with some of the special-needs children in your class and school (e.g., the special education teachers, the speech therapist, the adaptive physical education teacher, etc.) Get at least two ideas from them on how you could adapt your teaching or assessment techniques to accommodate individual differences. Implement their ideas.	Ideas from resource people, lesson plans with teaching ideas	Resource people

Strategy 13:	Evidence of Completion:	Resources:
Read at least one professional publication on using multisensory teaching techniques or learning modalities to accomodate individual differences. Select two major ideas from your reading and use the ideas to plan several lessons.	Written summary of reading, lesson plans	Some suggested readings: Wood, J. W., & Rosbe, M. (1985). Adapting the classroom lecture for the mainstreamed student in secondary schools. *Clearing House, 58*, 354-358. Stone, P. (1992, November). How we turned around a problem school. *Principal*, pp. 34-36. McCarthy, B. (1990). Using the 4MAT system to bring learning styles to schools. *Educational Leadership, 48*(2), 31-37. Guild, P., & Esfahani, R. (1989, August). Meeting students' learning styles. *Instructor*, pp. 14-17. Flaherty, G. (1992). The learning curve: Why textbook teaching doesn't work for all kids. *Vocational Education Journal, 67*, 32-33,56. Murphy, E., & McLaughlin, T. (1990). The effects of tactile and kinesthetic learning in improving spelling. *Reading Improvement, 27*, 207-211.

Strategy 14:	Evidence of Completion:	Resources:
There is a high correlation between teacher expectations and the subsequent success of at-risk students in the classroom. Do you have appropriate learning expectations for each of your students?	Written summary of personal journal and discussion, plan to modify and continue expectations	Principal or peer teacher Some suggested reading: Smey-Richman, B. (1989). *Teacher expectations and low-achieving students.* Philadelphia, PA: Research for Better Schools.
Select two to four students whom you would consider to be at-risk for learning failure. Keep a personal journal for one week in which you describe your daily learning expectations for these students. In your journal, also describe the daily learning achievements of these students.		
Share your journal with your principal or a peer teacher. How large a discrepancy is there between your expectations and the students' achievements? Are your expectations too high? Too low? Formulate a plan to modify your expectations and communicate them to the students.		

Strategy 15:	Evidence of Completion:	Resources:
The theory of multiple intelligences suggests that human beings are "smart" in different ways. In order to enable each child to reach full potential, the teacher must promote learning through the different types of intelligence:	Written summary of student interviews, summary of discussion	Peer teacher Some suggested readings: Chapman, C. (1993). *If the shoe fits: How to develop multiple intelligences in the classroom.* Palatine, IL: IRI/Skylight. Gardner, H. (1993). *Multiple intelligences: The theory in practice.* New York: Basic Books.

1) Verbal/linguistic intelligence is concerned with communication via reading, writing, speaking, and listening.
2) Logical/mathematical intelligence incorporates mathematical, scientific, and analytic abilities.
3) Musical/rhythmic intelligence relates to skills involving pitch, timbre, and rhythm.
4) Visual/spatial intelligence refers to the ability to represent space, form, and image.
5) Kinesthetic intelligence focuses on skilled bodily motion or the ability to manipulate objects.
6) Intrapersonal intelligence is the ability to understand one's own feelings.
7) Interpersonal intelligence is the skill of understanding and being sensitive to others.

Select several students who do not normally exhibit high levels of verbal/linguistic or logical/mathematical intelligence (the two types of intelligence most stressed in school environments). Conduct a one-on-one informal interview with each student to discuss "what you're good at." What other types of intelligence do these students possess?

Discuss your results with a
peer teacher who also knows
the students. How could you
use this information in the
classroom?

Strategy 16:	Evidence of Completion:	Resources:
Plan at least two classroom learning activities that utilize more than one type of intelligence. For example, incorporate kinesthetic or musical intelligence by teaching about a reading or literature concept through role-playing or music. Or utilize kinesthetic or visual intelligence in math activities by incorporating physical movements or the manipulation of mental images.	Lesson plans	Some suggested readings: Chapman, C. (1993). *If the shoe fits: How to develop multiple intelligences in the classroom.* Palatine, IL: IRI/Skylight. Gardner, H. (1993). *Multiple intelligences: The theory in practice.* New York: Basic Books.

Strategy 17:	Evidence of Completion:	Resources:
Do a content analysis of your lesson plans for a unit of study. What types of intelligence are the primary targets of your teaching? Identify any activities that cater to musical, visual/spatial, kinesthetic, intrapersonal, or interpersonal intelligence. Where could more of these types of activities be integrated into your lessons?	Lesson plans with primary targets labeled	Some suggested readings: Campbell, B., Campbell, L., & Dickinson, D. (1992). *Teaching and learning through multiple intelligences.* Stanwood, WA: New Horizons for Learning. Gardner, H. (1993). *Multiple intelligences: The theory in practice.* New York: Basic Books.

Strategy 18:

Utilize "coaching" methods to help develop critical learning skills in students with special needs. The steps in the coaching method are

1) Explain
2) Demonstrate
3) Guide student practice while giving feedback and encouragement
4) Ask student to explain what was expected
5) Ask student to analyze what he/she did well
6) Ask student to speculate on what he/she might do to improve
7) Have students generate questions about things they still do not understand

Use the coaching method with special needs students for a period of four weeks. Encourage students to independently critique their own learning. Evaluate your success.

Evidence of Completion:

Written summary of evaluation

Resources:

Some suggested reading:

Chapman, C. (1993). *If the shoe fits: How to develop multiple intelligences in the classroom.* Palatine, IL: IRI/Skylight.

Strategy 19:	Evidence of Completion:	Resources:
Read a professional publication on incorporating multicultural education into the classroom. Identify multicultural activities that could be used to enhance motivation and help students recognize their cultural and physical uniquenesses. Incorporate at least two activities into a unit. Evaluate their effectiveness. Were students receptive to these activities? What did students gain from the activities?	Written summary of identified multicultural activities, lesson plans	Some suggested readings: York, S. (1992) *Roots and wings: Affirming culture in early childhood programs.* Mt. Rainier, MD: Gryphon House. Albyn, C. L., & Webb, L. S. (1993). *The multicultural cookbook for students.* Phoenix, AZ: Oryx Press. Baruth, L. G., & Manning, M. L. (1992). *Multicultural education of children and adolescents.* Boston, MA: Allyn & Bacon. Crawford, L. W. (1993). *Language and literacy learning in multicultural classrooms.* New York: Simon & Schuster. Diaz, C. (1992). *Multicultural education for the 21st century.* Washington, DC: National Education Association.

Strategy 20:	Evidence of Completion:	Resources:
Evaluate the learning atmosphere in your classroom. Are racial, ethnic, and gender differences among students negative forces which are limiting learning? How can student diversity become a positive factor in your classroom?

Investigate the topic of student diversity by consulting professional publications or by talking to a knowledgeable peer teacher. Brainstorm ways that you can employ race, ethnicity, or gender issues as catalysts for improving learning.

Try a different teaching approach based on your understanding of student diversity. Use the new approach for at least two weeks. Discuss the results with a peer teacher or your principal. | Written summary of learning atmosphere, description of technique used, and summary of discussion | Some suggested readings:

Kuykendall, C. (1992). *From rage to hope: Strategies for reclaiming black and Hispanic students.* Bloomington, IN: National Education Service.

Huber-Bowen, T. (1991). *Teaching in the diverse classroom: Leaner-centered activities that work.* Bloomington, IN: National Education Service.

Banks, J. A. (1991). *Teaching strategies for ethnic studies.* Boston, MA: Allyn & Bacon.

How schools shortchange girls. (1992). Washington, DC: AAUW/National Education Association. (can order from the NEA)

Hill, H. (1989). *Effective strategies for teaching minority students.* Bloomington, IN: National Education Service. |

| | **Evidence of** | |
| **Strategy 21:** | **Completion:** | **Resources:** |

Read a professional publication on learning disabilities. What are the characteristics of the LD student? Identify students in your classroom who have been assessed as having a learning disability. Are there students in your class who have not been assessed as LD but who demonstrate some of the characteristics?

What are some teaching strategies that could be utilized in your classroom for LD students? Specify at least three instructional interventions that can aid the LD student. Speak with your principal about assessment of any student who has not yet been identified.

Evidence of Completion:

Written summary of characteristics, list of three interventions

Resources:

Principal

Some suggested readings:

Smith, C. (1993). *Learning disabilities: The interaction of learner, task, and setting.* Boston, MA: Allyn & Bacon.

Keller, C. E., & Hallahan, D. P. (1987). *Learning disabilities: Issues and instructional interventions.* Washington, DC: National Education Association.

Strichart, S., & Mangrum, C. (1993). *Teaching study strategies to students with learning disabilities.* Boston, MA: Allyn & Bacon

Lee, C., & Jackson, R. (1992). *Faking it: A look into the mind of a creative learner.* Portsmouth, NH: Heinemann.

Strategy 22:	Evidence of Completion:	Resources:
Talk with a teacher known for getting parents involved in their child's learning. Brainstorm ways that you could utilize parents to help meet the individual needs of students. Your list might include particular techniques to increase communication, to involve parents in learning at home, or to bring parents into the classroom. Try at least two of the ideas on your list. Evaluate their effectiveness, modify if necessary, and try them again.	Brainstorming list, summary of techniques used, and their effectiveness	Peer teacher Some suggested readings: Burns, R. (Ed.). (1994). *Parents and schools: From visitors to partners*. Washington, DC: National Education Association. Swick, K., & Graves. S. (1993). *Empowering at-risk families during the early childhood years*. Washington, DC: National Education Association. Rotter, J., Robinson, E. & Fey, M. (1987). *Parent-teacher conferencing*. Washington, DC: National Education Association. Stillman, P. (1989). *Families writing*. Portsmouth, NH: Heinemann. McCaleb, S. (1994). *Building communities of learners: A collaboration among teachers, students, families, and community*. New York: St. Martin's Press. Ban, J. (1993). *Parents assuring student success*. Bloomington, IN: National Education Service.

	Evidence of	
Strategy 23:	**Completion:**	**Resources:**

Do some students in your classroom have difficulty managing their aggression and anger? Classroom violence and aggression are often triggered by poor self-esteem, low achievement, and a nonsupportive classroom environment.

Identify at least one approach that you can use to

1) help a student manage his/her own aggression
2) enlist the aid of other students to provide a supportive atmosphere for an aggressive student
3) work with the parent of an aggressive student

Use the approaches in your classroom. Evaluate how well they worked.

Evidence of Completion:

Written list of identified approaches, description of their effectiveness

Resources:

Some suggested readings:

Eggert, L. (1990). *Anger management for youth: Stemming aggression and violence.* Bloomington, IN: National Education Service.

Feindler, E., & Ecton, R. (1986). *Adolescent anger control: Cognitive-behavioral techniques.* Boston, MA: Allyn & Bacon.

> **Component C. The teacher provides opportunities for student involvement in the learning process.**
>
> **III.C.2. Demonstrates ability to communicate effectively with students.**

Strategy 1:

Effective communication is essential when giving students directions for learning tasks. Develop a lesson plan that includes one or more of the following:

1. Directions for activities written out word for word.
2. Questions to check for understanding of the directions.
3. Modeling activity in which the teacher starts the class together and works through a problem or example.
4. For difficult or lengthy directions, prepare a handout or transparency.

Evidence of Completion: Written lesson plan

Resources: None

Strategy 2:

Choose a student who sometimes has problems following your directions and have this student serve as an "assistant" to read or listen to you read directions for activities or assignments and give you feedback on his/her understanding of the directions.

Evidence of Completion: Copy of directions, written summary of feedback

Resources: None

Strategy 3:	Evidence of Completion:	Resources:
At the beginning of an activity, move around the room and monitor individual or group work to insure proper compliance and understanding of directions.	Written summary of results	None

Strategy 4:	Evidence of Completion:	Resources:
Videotape or tape record the direction and explanation phases of a lesson. Analyze and discuss the tape with a peer teacher.	Videotape or tape recording, written summary of discussion	Video camera, videotape, and VCR or tape recorder and tape Peer teacher

Strategy 5:	Evidence of Completion:	Resources:
Observe students' verbal and nonverbal clues indicating misunderstanding as you teach. Ask probing questions to pinpoint areas of possible confusion. Over a series of lessons, make a running list of reasons for students' misunderstanding (e.g., not attentive, unfamiliar vocabulary, too difficult material, insufficient time). Note reasons that are most prevalent.	List of verbal/ nonverbal clues and reasons for confusion	None

| | Evidence of | |
| Strategy 6: | Completion: | Resources: |

Utilizing the list from Strategy 1, plan an activity in which you utilize preventive measures to monitor student understanding and to anticipate and avoid student confusion. Preventive measures may include:

Lesson plan   None

1. Making sure students are attending
2. Providing clear, adequate, and appropriate explanations
3. Using multiple concrete objects and visual aids
4. Using alternate methods of explanation/demonstration
5. Giving meaningful examples
6. Making provisions for providing for gaps in knowledge or lack of prerequisite knowledge or skills
7. Providing redefinitions of complex vocabulary
8. Making frequent checks for understanding

| | Evidence of | |
| Strategy 7: | Completion: | Resources: |

Conduct and videotape the activity in Strategy 2. While viewing the videotape, answer the following:

Videotape,   Video camera,
answers to   videotape, and VCR
questions

1. Is there evidence of students' misunderstanding or lack of misunderstanding?
2. Are there reasons for misunderstandings?
3. Were the preventive measures effective?
4. What changes or modifications can be made to improve clarity?

Strategy 8:	Evidence of Completion:	Resources:
Read "Teacher Talk: Keep It Clear." Make a list of key points and incorporate into your teaching.	List of key points, written summary of how points will be incorporated into your teaching	Chillcoat, G. (1987). Teacher talk: Keep it clear. *Academic Therapy*, 22(3), 263-269.

Strategy 9:	**Evidence of Completion:**	**Resources:**
Plan, conduct, and tape record an activity requiring significant clarification. When students misunderstand or become confused, utilize clarification techniques including but not limited to the following:	Tape recording, answers to questions	Tape recorder, tape

1. Rephrase the question or give verbal clues rather than tell students the correct answer.
2. Have students rephrase questions and problems before attempting to answer or resolve.
3. Utilize different examples or words to explain concepts that seem confusing.
4. Ask probing questions to pinpoint the bases of misunderstandings before attempting to clarify.
5. Check frequently for understanding through purposeful questioning. Often it is helpful to ask students to generate examples or share related experiences.
6. Make adjustments in lesson plan and reteach as necessary.

Listening to the tape recording, analyze the dialogue during which students were confused. Were your clarification attempts successful? If not, how could they have been improved?

Strategy 10:	Evidence of Completion:	Resources:
Ask a peer teacher to observe you as you teach a complex lesson requiring significant clarification. Ask the peer teacher to give you feedback regarding reasons for student confusion and your own clarification attempts.	Written summary of feedback	Peer teacher

Strategy 11:	Evidence of Completion:	Resources:
Utilize Dale's Cone of Experience to assist you in planning diverse experiences in order to clarify concepts, associations, and principles and/or rules for students during a content area unit.	List of clarification experiences utilized, answers to questions	Dale's Cone of Experience (Appendix W)

After completing the lesson, answer the following questions:

1. Which experiences were most effective for clarification purposes? Why?
2 Which experiences were least effective for clarification purposes? Why?
3. What changes or modifications regarding clarification techniques could be made?

Strategy 12:	**Evidence of Completion:**	**Resources:**
Make a list of possible teaching aids/materials that might be used to clarify concepts in an upcoming lesson or unit. Aids/materials might include bulletin boards, diagrams, models, pictures, maps, graphs, mobiles, charts, simulations, games, flannel boards, videotapes, etc. Utilize some of these clarifying aids/materials to teach the lesson or unit. Answer the following questions: 1. Which ones were most effective? Why? 2. Which ones were least effective? Why? 3. What changes or modifications would you make if teaching this lesson or unit again?	List of possible aids and materials, lesson plans, answers to questions	None

Strategy 13:	**Evidence of Completion:**	**Resources:**
Observe a teacher who demonstrates effective clarification skills conduct a complex lesson. Analyze strengths and weaknesses of the teacher's clarification techniques. Discuss your observation with the teacher.	Written summary of observation and discussion	Peer teacher

Strategy 14:	**Evidence of Completion:**	**Resources:**
Written language used in lessons must be clear and easy for students to understand. Have the principal or a peer examine a copy of a teacher-prepared handout for clarity and accuracy. Check for spelling, punctuation, grammar, and usage.	Original handout and corrections	Principal or peer teacher

Strategy 15:	**Evidence of Completion:**	**Resources:**
Have the students read aloud parts of a handout and ask if there is a need for clarification.	Handout, written summary of students' questions	None

Strategy 16:	**Evidence of Completion:**	**Resources:**
Ask students to read aloud information written on the board or an overhead transparency. Could it be made clearer?	Written summary of results	None

Strategy 17:	**Evidence of Completion:**	**Resources:**
Have the principal or a peer teacher observe a lesson and provide feedback on your oral instruction. Identify one area for improvement. Repeat the observation after several weeks.	Written summary of needed improvement, summary of follow-up	Principal or peer teacher

Strategy 18:	**Evidence of Completion:**	**Resources:**
Tape record a lesson in which you intermittently ask students to re-phrase or summarize content just covered orally. Listen to the tape. How accurate were the students' responses?	Tape recording, written summary of results	Tape recorder, tape

Strategy 19:	**Evidence of Completion:**	**Resources:**
Routinely ask for a show of fingers (5-"I'm with you"; 3-"I'm kind of with you"; 1-"I'm lost") to check for clarity.	Written summary of results	None

Strategy 20:	**Evidence of Completion:**	**Resources:**
Make a list of all words to be used that might cause students difficulty prior to the lesson. Go over those words at the beginning.	List of words, lesson plans	None

Strategy 21:	**Evidence of Completion:**	**Resources:**
Tape record a lesson and listen to it with a peer teacher or your principal. Stop the tape and discuss any words that either of you feel are questionable for that grade level.	Tape recording, written summary of conference with peer teacher or principal	Peer teacher or principal Tape recorder, tape

Strategy 22:	Evidence of Completion:	Resources:
Have a peer teacher or the principal observe a class and focus on the verbal or nonverbal behavior of students that would suggest confusion or misunderstanding of vocabulary. Discuss the results.	Written summary of discussion	Peer teacher or principal

Strategy 23:	Evidence of Completion:	Resources:
Tape record a lesson and critically analyze your speaking skills. Ask yourself questions like the following: 1. Do I start a question more than once when asking it? 2. Do I pause for long periods of time before asking questions? 3. Do I ask a question and then need to rephrase it? 4. Do I use unnecessary interrupters ("uh," "Like," "you know," etc.)?	Tape recording and written analysis (answers to questions)	Tape recorder, tape

Strategy 24:	Evidence of Completion:	Resources:
Have a peer teacher count the number of times the teacher uses inappropriate fillers, interrupters, or confusing speech patterns. Make a conscious effort through practice and tape recordings to eliminate these detractors to good communication. Have the peer teacher conduct a second tally as a follow-up.	Initial tally, tape recordings, follow-up tally	Tape recorder, tape Peer teacher

Strategy 25:

Ask a peer teacher to observe you teach one lesson. Using a watch or clock with a second hand, ask observer to time your wait time between each question and calling of student's name to answer. After observation, answer the following questions with the peer teacher's assistance:

1. What was the longest wait time? Shortest? Average?
2. Was wait time following higher order questions greater than wait time following lower order questions?
3. If wait time was less than three to five seconds, what teacher or student behaviors interrupted wait time?
4. What could be done to improve wait time?

Evidence of Completion:

Answers to questions

Resources:

Watch or clock

Peer teacher

Strategy 26:

Plan a lesson in which you will ask students questions, students will ask you questions, and students will ask each other questions. Tape record the lesson as you conduct it. Afterwards analyze the tape as you answer the following questions:

1. What were durations of teacher-student, student-teacher, and student-student wait times?
2. Which wait times were greatest and why?
3. Which wait times were shortest and why?
4. How can you improve upon each of these types of wait times?

Evidence of Completion:

Answers to questions, tape recording

Resources:

Tape recorder, tape

Strategy 27:	**Evidence of Completion:**	**Resources:**
Read about wait time in a professional publication such as the ones listed. Summarize key points and apply to a future lesson as appropriate.	Written summary of reading, lesson plan in which key points are applied	Some suggested readings: Collette, A. & Chiapetta, E. (1989). *Science instruction in the middle and secondary schools.* Columbus, OH: Merrill. Dillon, J. (1983). *Teaching and the art of questioning.* Bloomington, IN: Phi Delta Kappa. (Fastback #194) Sadker, M. & Sadker. D. (1990). Questioning skills. In J. Cooper (Ed.). *Classroom teaching skills* (4th ed., pp. 135-137). Lexington, MA: D. C. Heath.

> **Component C. The teacher provides opportunities for student involvement in the learning process.**
>
> **III.C.3. Stimulates and encourages higher order thinking at the appropriate developmental levels.**

Strategy 1:

Plan a unit where at least one activity is planned for each of the following thinking skills:

1. Developing associations, concepts, and principles
2. Student use of examples from own experiences
3. Mental imagery
4. Critical analysis/problem solving
5. Critique of own or other students' responses
6. Creative thinking
7. Extension of learning to other contexts

Evidence of Completion:

Unit plan incorporating thinking skill activities

Resources:

Some suggested readings:

Vacca, R. & Vacca, J. (1989). *Content area reading.* Glenview, IL: Scott Foresman.

Langrehr, J. (1988). *Teaching students to think.* Bloomington, IN: National Educational Service.

Dantonio, M. (1990). *How can we create thinkers? Questioning strategies that work for teachers.* Bloomington, IN: National Educational Service.

Black, H., & Black, S. (1986). *Building thinking skills.* Pacific Grove, CA: Midwest Publications.

Barell, J. (1991). *Teaching for thoughtfulness: Classroom strategies to enhance intellectual development.* New York: Longman.

Strategy 2:	**Evidence of Completion:**	**Resources:**
Plan a lesson where you will ask at least ten higher level questions that require students to respond beyond the recall level (comprehension, application, analysis, synthesis, evaluation). List the questions on your lesson plan. Ask for feedback from a peer teacher.	Lesson plan with ten higher level questions, written summary of feedback	Taxonomy of the Cognitive Domain (Appendix A) Peer teacher

Strategy 3:	**Evidence of Completion:**	**Resources:**
Identify a teacher in your school who is known to involve students in higher order thinking skills. Through your principal, arrange to observe this teacher for two selected lessons. Identify at least three activities when the students in each class are engaged in more than recall learning. Discuss levels of learning activities with the teacher.	Written summary of discussion	Peer teacher

Strategy 4:	**Evidence of Completion:**	**Resources:**
Analyze the lessons for one subject area for the last week. Determine which of your lessons required the students to engage in learning above recall level. Identify the activities that required the students to apply knowledge, to analyze a situation, to engage in original thinking, or to evaluate. Discuss your findings with a teacher who is known to use higher order thinking skills.	Written summary of discussion	Taxonomy of the Cognitive Domain (Appendix A) Peer teacher

Strategy 5:	**Evidence of Completion:**	**Resources:**
Analyze the content for an upcoming unit of study and think about desired learning levels and outcomes. Write three learning objectives that require outcomes above recall levels (application, analysis, synthesis, or evaluation).	Written summary of discussion with teacher, written learning objectives and activities	Taxonomy of the Cognitive Domain (Appendix A) Peer teacher

Develop activities for the accomplishment of these objectives. You may involve the students in such activities as:

1. Labeling
2. Identifying or classifying
3. Summarizing
4. Ranking
5. Comparing and contrasting
6. Demonstrating.

Share your plans with a teacher known to use higher order thinking skills.

Strategy 6:	**Evidence of Completion:**	**Resources:**
Try out the higher order thinking skills activities developed for Strategy 5 and tape record the responses of students.	Written summary of discussions with students and peer teacher or principal, audiotape	Peer teacher or principal

Are they engaged in thinking that requires more than simple recall of information? Discuss the activities with the students in the class. Obtain information concerning their views of the activities and how the activities could be improved.

Discuss your findings with a peer teacher or principal.

	Evidence of	
Strategy 7:	**Completion:**	**Resources:**

Write a lesson plan in which you do the following:

Lesson plan   None

A.
1. List associations (e.g., similes, metaphors, analogies) that you want students to make.
2. List the main concepts (e.g., ideas) that you want students to master.
3. List principles and/or rules that you want students to discover regarding concepts.

B. List questions/examples that you will utilize to help students discover/learn associations, concepts, principles and/or rules.

	Evidence of	
Strategy 8:	**Completion:**	**Resources:**

Tape record the activity in Strategy 7 as you teach it. Afterwards, listen to the tape recording and answer the following questions:

Tape recording, answers to questions

Tape recorder, tape

1. Were students actively involved in successfully developing
   a. associations?
   b. concepts?
   c. principles and/or rules?
2. If they were successful, what factors contributed to their success?
3. If they were not successful, why not?
4. What changes or modifications could be made to make this activity more effective?

Strategy 9:

Observe and tape record an effective teacher who is teaching subject matter and students similar to yours and do the following:

1. List associations, concepts, principles and/or rules that you observe in the lesson.
2. Answer the questions listed in Strategy 8 regarding your observation.

Evidence of Completion:

Tape recording, answers to questions

Resources:

Tape recorder, tape

Peer teacher

Strategy 10:

When introducing a new topic to students, ask them to brainstorm any terms, associations, concepts, principles, etc., that may relate to the topic. List these on the chalkboard in an organized fashion (e.g., lists, a map, a diagram).

Evidence of Completion:

Written summary of brainstorming

Resources:

Chalkboard, chalk

Strategy 11:

After class, analyze the brainstorming in Strategy 10 to do the following:

1. Note the way that students think and organize their thoughts (e.g., randomly, orderly, simply, complexly).
2. Note individual differences in cognitive abilities of students.
3. List possible questions/activities to guide students to further develop listed associations, concepts, principles and/or rules.

Evidence of Completion:

Written summary of analysis

Resources:

None

Strategy 12:	**Evidence of Completion:**	**Resources:**
Ask a peer teacher to observe you teaching a lesson. Ask the peer teacher to provide feedback regarding development of associations, concepts, principles and/or rules. Use the feedback to plan upcoming lessons.	Written summary of peer teacher's observation, new lesson plan	Peer teacher

Strategy 13:	**Evidence of Completion:**	**Resources:**
Read pages 296 - 316 in *Content Area Reading*. List ways that you can help students organize, learn, connect, and extend vocabulary needed to communicate new associations, concepts, principles and/or rules. Try one strategy that is appropriate for your students and subject matter in an upcoming lesson. Summarize the results in writing.	List of strategies, summary of strategy use	Vacca, R. & Vacca, J. (1989). *Content area reading*. Glenview, IL: Scott Foresman.

Strategy 14:

Read about graphic representations of concepts in professional publications such as the ones listed.

Prepare a graphic representation in order to help students develop associations, concepts, principles and/or rules in a content area lesson. Teach and audiotape a lesson using the prepared graphic representation. Afterwards, analyze the lesson and answer the following questions:

1. Did the graphic representation help students develop associations, concepts, principles and/or rules? If so, how? If not, why not?
2. What improvements could be made in order to make this strategy more effective with your students?

Evidence of Completion:

Graphic representation, answers to questions

Resources:

Some suggested readings:

Tierney, R., Readence, J., & Dishner, E. (1990). *Reading strategies and practices: A compendium* (3rd ed.). Boston, MA: Allyn and Bacon.

Langrehr, J. (1988). *Teaching students to think*. Bloomington, IN: National Educational Service.

Graphic Organizers (Appendix X)

Strategy 15:

After utilizing teacher-made graphic representations with your students, ask small groups of students to develop graphic representations regarding a topic in a content area subject about which they have recently read/studied. Observe and monitor as students interact. Note their perceptions and misconceptions regarding associations, concepts, principles and/or rules.

Evidence of Completion:

Examples of students' graphic organizers, written summary of observations

Resources:

None

Strategy 16:	**Evidence of Completion:**	**Resources:**
Tape record several lessons over the course of a week. As you listen to the playback, write each question asked and classify it according to the classifications of Bloom's taxonomy. Is there a balance of taxonomic levels?	Tape record, classification of questions	Tape recorder, tape Taxonomy of the Cognitive Domain (Appendix A)

Strategy 17:	**Evidence of Completion:**	**Resources:**
Listen to the tape recording in Strategy 16 again. Answer the following questions: 1. With which classifications of questions did students have the most difficulty? Why? 2. What could you do to assist students with these difficulties? (e.g., clarification, restatement, wait time)	Answers to questions	Tape recorder, tape

Strategy 18:	**Evidence of Completion:**	**Resources:**
As a part of a reading assignment, ask students to generate as many questions as they can about what they read. Ask students to emphasize higher level thought-provoking questions rather than simple recall questions. As part of the follow-up to the reading assignment, have students answer each other's questions. After the follow-up, analyze students' questions and responses by answering the following questions: 1. Did students compose higher level questions? Why or why not? 2. Were they able to word their questions in such a way as to be understood by others? 3. Were students able to answer higher level questions? Why or why not? 4. How can you improve your own questioning techniques in order to assist students with higher level thinking skills?	Answers to questions	None

Strategy 19:	**Evidence of Completion:**	**Resources:**
Post Bloom's taxonomy (Appendix A) in your classroom. Refer to it as you plan lessons. Have students refer to it as they write study questions for themselves and each other.	Poster	Taxonomy of the Cognitive Domain (Appendix A)

Strategy 20:	**Evidence of Completion:**	**Resources:**
Analyze/classify questions in one of your written lesson plans according to Bloom's taxonomy. Ask a peer teacher to read the same lesson plan and analyze/classify the questions. Compare the analyses and discuss.	Teacher's analysis, colleague's analysis, summary of discussion	Taxonomy of the Cognitive Domain (Appendix A) Peer teacher

Strategy 21:	**Evidence of Completion:**	**Resources:**
Tape record the lesson in Strategy 20 as you teach it. Listen to the tape recording and note if students answered questions on the levels that you intended. Why or why not? How can you improve your questioning techniques?	Tape recording, answers to questions	Tape recorder, tape

Strategy 22:	**Evidence of Completion:**	**Resources:**
Ask a peer teacher to observe you as you teach a lesson involving questioning. Ask the peer teacher to give you feedback.	Written summary of feedback	Peer teacher

Strategy 23:	Evidence of Completion:	Resources:
Read about questioning in a professional publication such as the ones suggested. Summarize key points and apply to a future lesson as appropriate.	Written summary of article, lesson plan in which key points are applied	Some suggested readings: Wilen, W. W. (1987). *Questions, questioning techniques, and effective teaching.* Washington, DC: National Education Association. Dillon, J. (1983). *Teaching and the art of questioning.* Bloomington, IN: Phi Delta Kappa. (Fastback #194) Ramsey, S., Gabbard, C., Clawson, K., Lee, L., & Henson, K. T. (1990). Questioning: An effective teaching method. *The Clearing House, 63,* 420-422. Sadker, M. & Sadker, D. (1990). Questioning skills. In J. Cooper (Ed.). *Classroom teaching skills* (4th ed., pp. 111-148). Lexington, MA: D. C. Heath.

Strategy 24:	Evidence of Completion:	Resources:
Plan and conduct several activities in deductive reasoning utilizing exercises in such resources as *Building Thinking Skills*. Be sure to utilize the activities appropriate for the developmental levels of the children you teach.	Lesson plans with deductive reasoning activities highlighted	Black, H. & Black, S. (1986). *Building thinking skills*. Pacific Grove, CA: Midwest Publications.

Strategy 25:	Evidence of Completion:	Resources:
Plan and conduct an activity in which students solve appropriate thought-provoking problems individually. Make sure that problems meet the following criteria:	Lesson plan, answers to questions	None

1. Require a synthesis of knowledge and skills (often from more than one subject area) to resolve
2. Are open-ended with more than one acceptable resolution
3. Can be resolved through multiple strategies
4. Are motivating to students

Afterwards, analyze the lesson by answering the following questions:

1. What strategies did students use to resolve problems?
2. Were resolutions logical? Could students justify? Explain.
3. Were students able to communicate their problems and resolutions to others? Explain.
4. What was your role as the teacher?
5. What factors hindered or facilitated effective problem solving?
6. What changes or modifications could be made to encourage effective problem solving?

Strategy 26:	Evidence of Completion:	Resources:
Plan and conduct an activity in which students solve thought-provoking problems in cooperative groups. Afterwards analyze the activity by answering the following questions:	Activity plan, answers to questions	None

1. What strategies did students use to resolve problems?
2. Were resolutions logical? Could students justify? Explain.
3. Were cooperative groups able to reach a consensus regarding resolution?
4. In what ways did cooperative grouping hinder or facilitate problem solving?
5. What should be the teacher's role in this type of activity?
6. What changes or modifications could be made to encourage effective cooperative group problem solving?

Strategy 27:	Evidence of Completion:	Resources:
Model critical analysis for students, utilizing advertisements and stories in popular tabloids, newspapers, and magazines. After discussion, ask students to critically analyze similar items. Have each student make a visual aid and present his/her analysis to classmates. Encourage classmates to agree or disagree with analysis with appropriate justifications. List strengths and weaknesses of this activity.	Students' visual aids, list of strengths and weaknesses	Tabloids, newspapers, magazines

Strategy 28:	Evidence of Completion:	Resources:
Read about critical thinking skills in resources such as the ones listed. Summarize key points and apply to a future lesson as appropriate.	Summary of key points, lesson plan in which key points are applied	Some suggested readings:

Ruggiero, V. (1988). *Teaching thinking across the curriculum.* New York: Harper & Row.

Langrehr, J. (1990). *Sharing thinking strategies.* Bloomington, IN: National Educational Service.

Barell, J. (1991). *Teaching for thoughtfulness: Classroom strategies to enhance intellectual development.* New York: Longman.

Johnson, D. W., & Johnson, R. T. (1988). Critical thinking through structured controversy. *Educational Leadership, 45,* 58-64.

Heirran, M., & Slomianko, J. (1985). *Critical thinking skills.* Washington, DC: National Education Association.

Strategy 29:	**Evidence of Completion:**	**Resources:**
Using resources from Strategy 28, plan, conduct, and tape record a critical thinking activity. Afterwards answer the following questions: 1. Did students display critical thinking skills? Give specific examples. 2. What factors hindered or facilitated critical thinking? 3. What changes or modifications could you make to encourage students to develop critical thinking skills?	Tape recording, answers to questions	Tape recorder, tape

Strategy 30:	Evidence of Completion:	Resources:
Plan and conduct several activities in which you teach students simple problem solving strategies such as the following (as appropriate for your students):	Lesson plans, written summary of results	Some suggested readings:

Kennedy, L. & Tipps, S. (1988). *Guiding children's learning of mathematics.* Belmont, CA: Wadsworth. |

1. Look for patterns.
2. Construct a model.
3. Dramatize.
4. Change the way problem is being approached.
5. Guess and test.
6. Make a table or graph.
7. Break a problem into simpler parts.
8. Identify given and wanted information.
9. Visualize thinking.
10. Draw a picture or diagram.
11. Conduct an experiment.
12. Work backwards.
13. Make a flowc. rt.

Summarize strengths and weaknesses of activities.

Armstrong, D., & Savage, T. (1990). *Secondary education.* New York: Macmillan.

Krulik, S., & Rudnick, J. (1988). *Problem solving: A handbook for elementary teachers.* Boston: Allyn and Bacon.

Langrehr, J. (1990). *Sharing thinking strategies.* Bloomington, IN: National Educational Service.

Dirkes, M. (1984). *Learning through creative thinking.* Buffalo, NY: D.O.K. Publishers.

O'Daffer, P. (1988). *Problem-solving: Tips for teachers.* Reston, VA: National Council of Teacher of Mathematics.

	Evidence of Completion:	**Resources:**
Strategy 31:		
For a particular lesson, list examples of questions or comments that you can utilize to encourage students to elaborate, extend, or critique their or other students' responses.	List of examples	None

Examples:

Is there another way you can do
   this task?
Do you agree with Chris? Why?
Did anyone solve the problem in a
   different way?
Do you have a different definition?
Justify your answer.
Can you add to that?

	Evidence of Completion:	**Resources:**
Strategy 32:		
Ask a peer teacher to observe you as you conduct an activity in which you utilize questions and comments like the ones on your list from Strategy 31.	Summary of feedback, list	Peer teacher

Obtain feedback regarding student responses that indicate elaboration, extension, and critical analysis. List other ways in which you can encourage students to develop thinking skills through questions and comments.

Strategy 33:	Evidence of Completion:	Resources:
Teach a lesson in which you ask other students if they agree or disagree with each other's responses to questions. Require that all students justify their thinking. (It may be necessary to model and teach courteous ways to express disagreement.) Make a list of strengths and weaknesses of this approach.	List of strengths and weaknesses	None

Strategy 34:	Evidence of Completion:	Resources:
Using resources such as the ones listed, plan a series of appropriate activities in which you do the following: 1. Model creative thinking. 2. Involve students in creative thinking. 3. Ask students to evaluate the use of creative thinking.	Lesson plans	Some suggested readings: Dantonio, M. (1990). *How can we create thinkers?* Bloomington, IN: National Educational Service Stanish, B. (1990). *Mindanderings: Creative classroom approaches to thinking, writing, and problem solving* Carthage, IL: Good Apple. Ruggiero, V. (1988). *Teaching thinking across the curriculum.* New York: Harper & Row. Seyba, M. (1984). *Imaging.* Hawthorne, NJ: Educational Impressions. Stanish, B. (1991). *Mindglow.* Carthage, IL: Good Apple. Dirkes, M. (1984). *Learning through creative thinking.* Buffalo, NY: D.O.K. Publishers. Christoplos, F., & Valletutti, P. J. (1990). *Developing children's creative thinking skills through the arts.* Bloomington, IN: Phi Delta Kappa. (Fastback # 303)

Strategy 35:

List techniques that you are currently utilizing to encourage creative thinking by students (i.e., cognitive fluency, flexibility, originality, and elaboration). Then brainstorm with a peer teacher to list other ways that you can encourage creative thinking in students.

Evidence of Completion:

List of present techniques, brainstorming list

Resources:

Peer teacher

Strategy 36:

Tape record creative thinking activities as you teach them. As you listen to the tape recording, list strengths and weaknesses of activities as they relate to creative thinking. What changes or modifications can you make in order to encourage more effective creative thinking by students?

Evidence of Completion:

Tape recording, answers to questions

Resources:

Tape recorder, tape

Strategy 37:

Plan, conduct, and tape record an activity in which you encourage fluency, flexibility, originality, and elaboration. As you listen to the tape recording, note examples of fluency, flexibility, originality, and elaboration by students. How can you assist students in improving creative thinking abilities?

Evidence of Completion:

Lesson plan, tape recording, answer to question

Resources:

Tape recorder, tape

Strategy 38:	Evidence of Completion:	Resources:
Plan an activity follow-up in which you encourage students to extend learning to different contexts (i.e., different subject areas, past and future learning, imaginary settings, or different tasks). Ask a peer teacher to observe and give you feedback regarding extension to different contexts.	Activity follow-up plan, written summary of feedback	Peer teacher

Strategy 39:	Evidence of Completion:	Resources:
At the end of each lesson, ask students, "How can you use what we learned today in the real world? How will this learning benefit you?" Record students' responses over a period of time: 1. Are they realistic? 2. Are they creative? 3. Are there certain types of learning or subject matter that students see as irrelevant outside of school? 4. How can you help students extend school learning to the real world more effectively?	Record of students' responses, answers to questions	None

Strategy 40:	Evidence of Completion:	Resources:
Ask students to create a bulletin board or other display in which they write and illustrate ways to extend learning from one subject area to other subject areas. As you analyze the display, list ways to assist students in extending learning to different contexts.	Bulletin board, list of ways to extend learning	Some suggested reading: Dungey, J. (1989). *Interactive bulletin boards as teaching tools.* Washington, DC: National Education Association.

Strategy 41:	Evidence of Completion:	Resources:
Prepare an activity in which you use newspaper and current event magazines to demonstrate to students how in-school learning is related to different contexts. Ask a peer teacher to observe this activity and provide feedback regarding the effectiveness of your examples.	Summary of peer teacher's feedback	Newspaper, magazines Peer teacher

> ## Component C. The teacher provides opportunities for student involvement in the learning process.
>
> ### III.C.4. Encourages student participation.

Strategy 1:	**Evidence of Completion:**	**Resources:**
Teachers can provide opportunities for student participation through meaningful homework assignments that allow them to enhance or extend skills learned in class.	Summary of students' responses	None
Talk with students about the importance of homework. Use their comments to plan homework assignments.		

Strategy 2:	**Evidence of Completion:**	**Resources:**
Homework assignments must take into account the abilities and interests of students. Plan homework assignments a week in advance and discuss their value with a peer teacher or the principal. Eliminate any that do not accomplish your intended purpose.	Copy of the homework assignments	Peer teacher or principal

Strategy 3:

For one week, plan homework assignments which:

1. Provide reinforcement for the day's lesson
2. Extend the learning tasks in the day's lesson
3. Prepare the student for the next day's class

Evidence of Completion:

Copy of the homework assignments

Resources:

None

Strategy 4:

Read at least one professional publication on homework assignments. Select one major idea from your reading and use the idea to plan a homework assignment.

Evidence of Completion:

Written summary of reading, homework assignment

Resources:

Some suggested readings:

Canter, L. (1989). *Homework without tears for teachers.* Santa Monica, CA: Canter & Associates. (Separate Manuals are available for Grades 1-3, 4-6, and 7-12).

Keith, T. (1986). *Homework.* West Lafayette, IN: Kappa Delta Pi.

England, D. A., & Flatley, J. K. (1985). *Homework and why.* Bloomington, IN: Phi Delta Kappa. (Fastback #218)

Doyle, M. E., & Barber, B. S. (1990). *Homework as a learning experience* (3rd ed.). Washington, DC: National Education Association.

Strategy 5:	Evidence of Completion:	Resources:
Read and summarize a professional publication on teaching and learning styles. Use the information to plan two new ways to involve students in learning tasks.	Written summary of the article, including plans to implement two ways to involve students in learning tasks	Some suggested readings: Cornett, C. (1983). *What you should know about teaching and learning styles.* Bloomington, IN: Phi Delta Kappa. (Fastback #191) *Teaching to learning styles* (Video). (1992). Alexandria. VA: Association for Supervision and Curriculum Development. Dunn, R. S., & Dunn, K. (1992). *Teaching secondary students through their individual learning styles.* Boston. MA: Allyn & Bacon. Dunn, R. S., & Dunn, K. (1992). *Teaching elementary students through their individual learning styles.* Boston. MA: Allyn & Bacon.

Strategy 6:	**Evidence of Completion:**	**Resources:**
Read and summarize a professional publication on individualizing learning. Use the information to plan two new ways to involve students in learning tasks.	Written summary of the article, including plans to implement two ways to involve students in learning tasks	Some suggested readings: Dunn, R. S., & Dunn, K. (1992). *Teaching secondary students through their individual learning styles.* Boston, MA: Allyn & Bacon. Dunn, R. S., & Dunn. K. (1992). *Teaching elementary students through their individual learning styles.* Boston, MA: Allyn & Bacon.

Strategy 7:	**Evidence of Completion:**	**Resources:**
Select and implement one new strategy per week for four weeks from *Reading Strategies and Practices* that is appropriate for your subject area.	Demonstrate one of the new methods to your principal or a peer teacher	Tierney, R., Readence, J.. & Dishner, E. (1990). *Reading strategies and practices: A compendium* (3rd ed.).. Boston, MA: Allyn and Bacon. Principal or peer teacher

Strategy 8:	**Evidence of Completion:**	**Resources:**
Read and summarize "Expecting Miracles: How to Develop a Learning Consciousness in High School Classrooms." Apply the ideas for building an active learning environment.	Written summary of the article, including two ways to apply this information in your classroom	Howe, G. (1988). Expecting miracles: How to develop a learning consciousness in high school classrooms. *Social Studies, 78,* 228-231.

Strategy 9:	**Evidence of Completion:**	**Resources:**
Create a "Learning Evaluation Card" that has two columns -- one column to list the teaching and learning tasks for the day's lesson. and a second column to rate and comment on the activities in terms of learning effectiveness. Ratings could range from 5 (very helpful) to 1 (very confusing).	Completed "Learning Evaluation Cards"	None

Have older students complete the "Learning Evaluation Card" at the end of each day or lesson. Work with younger students to list and rate the activities as a whole group.

Use the "Learning Evaluation Cards" completed by students as a way of obtaining important feedback about their perceptions of their learning success with the methods and learning tasks employed during the lessons.

Strategy 10:	Evidence of Completion:	Resources:
Read and summarize pages 62-64 in Chapter 3 of *Research Into Practice: Implementing Effective Teaching Strategies.* Use a chart like the one on page 63 to organize your class groups. Complete a grouping chart as part of your lesson plans for a week. Note and summarize the effectiveness of your grouping procedures by assessing student time on task and active participation in learning tasks.	Written summary of pages 62-64, grouping chart, and written summary of grouping effectiveness	Hofmeister, A., & Lubke, M. (1990). *Research into practice: Implementing effective teaching strategies.* Boston, MA: Allyn & Bacon.

Strategy 11:	Evidence of Completion:	Resources:
Observe a peer teacher who has students interact in more than one group size. Take notes about classroom management. student involvement in learning tasks. and teacher interaction with students.

Following the observation, discuss the observation with the peer teacher. Ask for input about organizing a classroom for accommodating more than one group arrangement and deciding about the best grouping arrangement for a particular learning situation. Summarize the suggestions and indicate which ones you feel are particularly appropriate for your class. | Notes from observation, written summary of discussion | Peer teacher |

Strategy 12:	**Evidence of Completion:**	**Resources:**
Read and summarize "Teaching Within-Classroom Groups: Examining the Role of the Teacher" or "Using Cooperative Groups in Science Teaching." Apply the suggestions for grouping strategies in your classroom.	Written summary of the article, including two ways to include different grouping strategies in your classroom	Anderson, L., & Pigford, A. (1988). Teaching within-classroom groups: Examining the role of the teacher. *Journal of Classroom Interaction*, 23(2), 8-13. Jones, R., & Steinbrink, J. (1989). Using cooperative groups in science teaching. *Science and Mathematics*, 89, 541-551.

Strategy 13:

Evidence of Completion:

Resources:

Read and summarize a professional publication on using writing centers or journals. Writing centers and journals can be used in any classroom at any grade level. Use the information to develop a writing center or to incorporate journal writing in your classroom.

Written summary of article and the development of a writing center or journal activities in your classroom

Some suggested readings:

Danielson, K. E. (1988). *Dialogue journals: Writing as conversation.* Bloomington, IN. Phi Delta Kappa. (Fastback # 266)

Farrell, P. (Ed.). (1989). *The high school writing center: Establishing and maintaining one.* Urbana, IL: National Council of Teachers of English.

Hollingsworth, H., & Eastman, S. (1988). *Teaching writing in every class: A guide for grades 6 - 12.* Boston: Allyn & Bacon.

Strategy 14:	Evidence of Completion:	Resources:
Choose a topic that you will be introducing to students soon. Make a list of all personal experiences that you have had with this topic. When you introduce the topic, briefly share one of your experiences and ask the students to recall and share related personal experiences. (Jot down notes regarding students' recollections or tape record the discussion.) Afterwards, compare your experiences to experiences that students shared. Were they similar? Did students have experiences that surprised you? Did students have experiences in common? How could you make use of students' experiences in order to make lessons more meaningful and motivating?	Personal experience list, answers to questions	Tape recorder, tape

Strategy 15:	Evidence of Completion:	Resources:
Using the information regarding students' experiences that you gained from Strategy 14, plan an activity built around these experiences. Tape record the activity. Afterwards, answer the following questions: 1. What were the benefits of utilizing students' personal experiences in the activity? 2. What were the drawbacks? 3. What improvements could be made to capitalize on benefits and minimize drawbacks?	Tape recording, answers to questions	Tape recorder, tape

Strategy 16:	**Evidence of Completion:**	**Resources:**
After teaching about a particular topic, ask students to write down and share examples of ways that they can use or apply information learned. Afterwards, analyze students' examples and answer the following questions: 1. Were the students' examples realistic? 2. Did students' examples demonstrate clear understandings or misconceptions? 3. What changes or modifications need to be made as a result of your analysis?	Students' examples, answers to questions	None

Strategy 17:	Evidence of Completion:	Resources:
Plan an activity in which you provide the students with a situation or topic related to content learning in order to give them practice in mental imagery. Help them generate a list of vivid adjectives to assist in developing their own descriptions. Also, write guiding questions to lead the students to individualize their interpretations of the description. For example, a teacher might ask students to think about a Civil War battle. Teacher and students then generate adjectives such as "nervous" and "fearful." The teacher asks students questions like "How would you feel?" and "What would you be thinking?" The students vocalize or write down their vivid descriptions. Have a peer teacher read your lesson plan and give you feedback about your guiding questions.	Lesson plan, summary of feedback	Peer teacher

Strategy 18:

Conduct the activity in Strategy
17. Participate in mental imagery
with the students. At the lesson's
end, provide simple art supplies
(e.g., crayons or markers, unlined
paper) and ask students to draw
or diagram their mental images of
the description. Afterwards,
analyze students' pictures or
diagrams:

1. Are they vivid?
2. Is there evidence of
individualization?
3. How can you improve upon
this activity?

**Evidence of
Completion:**

Students'
drawings or
diagrams,
answers to
questions

Resources:

Simple art supplies

Strategy 19:

After conducting several activities
which involve the use of mental
imagery, ask each student to write
a vivid, content-related description
involving one or more senses.
Randomly choose descriptions to
be read to the class for brief
mental imagery sessions on a
regular basis.

After imagining each description,
ask students to draw or diagram
what they imagined. Participate
with the students.

1. Do you notice changes in
students' drawings as they gain
experience with mental imagery?
2. Do you notice changes in
students' oral descriptions?
3. Are there changes in your
ability to utilize mental imagery
appropriately?

**Evidence of
Completion:**

Students'
descriptions
and drawings
or diagrams,
your drawings,
answers to
questions

Resources:

Simple art supplies

Strategy 20:	Evidence of Completion:	Resources:
Start a card file of situation or description "starters" to be used for mental imagery activities. Utilize student-generated, teacher-generated, and published resources.	Card file	Some suggested readings: Fredericks, A. (1986). Mental imagery activities to improve comprehension. *The Reading Teacher*, *40*(1), 78-81. Weaver, R., & Cotrell, H. (1985). *Imaging: A selected bibliography.* (ERIC Document Reproduction Service No. ED 262 440) Pace, R., & Simon, M. (1992). Image-making. *Teachers and Writers.* *23*(3), 1-13.

Component D. The teacher assesses student progress.

III.D.1. Uses assessment technique(s) effectively.

Strategy 1:

Read a professional publication which gives guidelines for constructing teacher-made tests. Make a checklist which lists these guidelines. Be sure to include guidelines for true-false, fill-in-the-blank, completion, essay, multiple choice, and matching items.

Analyze one of your tests by using your checklist. How could your test format and items be improved?

Evidence of Completion:

Checklist, copy of test, summary of improvements to be made

Resources:

Some suggested readings:

Gronlund, N. E., & Linn, R. L. (1990). *Measurement and evaluation in teaching* (6th ed.). New York: Macmillan.

Gronlund, N. E. (1991). *How to make achievement tests and assessments* (5th ed.). Boston: Macmillan.

Kubiszyn, T., & Borich, G. (1990). *Educational testing and measurement* (3rd ed.). Glenview, IL: Scott Foresman.

Sparzo, F. J. (1990). *Preparing better teacher-made tests: A practical guide.* Bloomington, IN: Phi Delta Kappa. (Fastback # 311)

Strategy 2:

Plan at least two evaluations that are not written tests. For example, evaluate student products, processes, or presentations by using rating scales, checklists, speed tests or open-ended critiques.

Evidence of Completion:

Copies of the planned evaluations

Resources:

Some suggested readings:

Kubiszyn, T., & Borich, G. (1990). *Educational testing and measurement* (3rd ed.). Glenview, IL: Scott Foresman.

Gronlund, N. E. (1993). *How to make achievement tests and assessments* (5th ed.). Boston: Allyn & Bacon.

Herman, J., Aschbacher, P., & Winters, L. (1992). *A practical guide to alternative assessment.* Alexandria, VA: Association for Supervision and Curriculum Development.

Strategy 3:	Evidence of Completion:	Resources:
Select a test and measurement text and read the sections on classroom testing and assessment. What should be the purpose of all classroom testing? What should classroom assessments be like? Summarize key points you intend to implement in evaluating your students.	Summary of key points	Some suggested readings: Gronlund, N. E., & Linn, R. L. (1990). *Measurement and evaluation in teaching* (6th ed.). New York: Macmillan. Gronlund, N. E. (1993). *How to make achievement tests and assessments* (5th ed.). Boston: Allyn & Bacon. Hopkins, C. D., & Antes, R. L. (1989). *Classroom testing* (2nd ed.). Itasca, IL: Peacock. Tuckman, B. W. (1988). *Testing for teachers* (2nd ed.). New York: Harcourt, Brace, Jovanovich. Kubiszyn, T., & Borich, G. (1990). *Educational testing and measurement* (3rd ed.). Glenview, IL: Scott Foresman. Airasian, P. (1991). *Classroom assessment.* New York: McGraw-Hill.

Strategy 4:	Evidence of Completion:	Resources:
List the objectives for a unit. List all the ways that progress on these objectives can be measured (e.g., checklists, journals, tests, rating scales, creative projects, homework, written assignments, skill tests, timed performances, oral and written reports, etc.). Select one or two of these and adapt and weight them to fit the lower and higher ability students.	Selected assessments, weighting	None

Strategy 5:	Evidence of Completion:	Resources:
Ask peer teachers in your content area how they accommodate individual differences in evaluation. Collect at least five ideas. Try one in your classroom.	List of ideas, summary of results	Peer teachers

Strategy 6:	Evidence of Completion:	Resources:
Have students work in groups and develop their own test items. Include students from various ability levels in the groups. Require the students to include questions from several of Bloom's taxonomic levels.	Test items	Taxonomy of the Cognitive Domain (Appendix A)

Strategy 7:	Evidence of Completion:	Resources:
Compare a copy of your test to Bloom's taxonomy. Classify your questions according to the taxonomy. Is there a balance of levels?	Test and classification of questions	Taxonomy of the Cognitive Domain (Appendix A)

Strategy 8:	**Evidence of Completion:**	**Resources:**
Prepare a skill performance checklist that allows student partners to critique each other's motor skill technique during a lesson. Examples of such skills include using science lab equipment, using a calculator, word processing, measuring cooking ingredients, reciting a poem, or making a presentation.	Performance checklist constructed	Some suggested readings: Gronlund, N. E., & Linn, R. L. (1990). *Measurement and evaluation in teaching* (6th ed.). New York: Macmillan. Mosston, M., & Ashworth, S. (1986). *Teaching physical education* (3rd ed.). Columbus, OH: Merrill Publishing. Kubiszyn, T., & Borich, G. (1990). *Educational testing and measurement* (3rd ed.). Glenview, IL: Scott Foresman. Gronlund, N. E. (1993). *How to make achievement tests and assessments* (5th ed.). Boston: Allyn & Bacon.

Strategy 9:	**Evidence of Completion:**	**Resources:**
Effective teachers communicate performance standards to students prior to formal assessment. Post performance standards or give to the students in the form of a handout.	Copy of posted standards or handout	None

	Evidence of Completion:	**Resources:**
Strategy 10: Tape record at least three days of lessons. Listen to the lessons and count the number of times students were reminded of performance standards (individually or collectively) prior to the learning tasks. Discuss e results with a peer teacher or the principal.	Written summary of results	Principal or peer teacher Tape recorder, tape

	Evidence of Completion:	**Resources:**
Strategy 11: Hand out or post tentative performance standards. Ask students for comments and suggestions before finalizing the standards. For example, you could ask: 1. Do you think these are fair? Why or why not? 2. Do you think they are attainable? Why or why not? 3. Which will be the most difficult? Why? Tape record or jot down their responses. Make any changes and post or hand out final standards.	Answers to questions, copies of tentative and final performance standards	Tape recorder, tape.

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Strategy 12:	Evidence of Completion:	Resources:
Read a professional publication about portfolio assessment. How could you use portfolio assessment in your classroom? Design a portfolio system. Write down what pieces of student work would go into the portfolio and how they would be assessed. How would the portfolios be assessed? How would the portfolios be integrated into your grading system? Discuss your plan with the principal. Implement your system on a trial basis. Evaluate it after six weeks.	Written portfolio plan, evaluation of system	Principal Some suggested readings: DeFina, A. A. (1992). *Portfolio assessment: Getting started.* New York: Scholastic. Grady, E. (1992). *The portfolio approach to assessment.* Bloomington, IN: Phi Delta Kappa. (Fastback # 341)

> ## Component D. The teacher assesses student progress.
>
> ### III.D.2. Monitors ongoing performance of students.

Strategy 1:	Evidence of Completion:	Resources:
Visit a peer teacher known for getting students on task. Observe the teacher and make a list of techniques used for monitoring initial engagement of students.	List of applicable techniques	Peer teacher

Strategy 2:	Evidence of Completion:	Resources:
Monitor students by circulating around the classroom during or immediately after initiation of lesson. Make a diagram showing your movement patterns. How could your movement patterns be improved? Did students appear to be engaged when you were close by?	Diagram of movement patterns, answers to questions	None

Strategy 3:	Evidence of Completion:	Resources:
Question students randomly to include all students in lesson initiation. Use a checklist of names to ensure that no student is called on too much or too little.	Checklist of names to call	None

Strategy 4:

Enlist students' help in developing self-monitoring techniques. Have students develop guidelines for peer tutoring and cooperative learning. Incorporate these methods of engaging students in learning tasks.

Evidence of Completion:

Student-developed rules posted, lesson plans having cooperative activities during learning

Resources:

Some suggested readings:

Slavin, R. (1986, Summer). Learning together. *American Educator*, 10(2), 6-11.

Johnson, D. W., Johnson, R. T., Holubec, E. J., & Roy, P. (1984). *Circles of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Hilke, F. V. (1990). *Cooperative learning*. Bloomington, IN: Phi Delta Kappa. (Fastback #299)

Strategy 5:	Evidence of Completion:	Resources:
Read and summarize a professional publication on the relationship between monitoring and student engagement. Incorporate at least one idea from your reading into a lesson plan.	List of behaviors	Some suggested readings: Bergman, J. (1980). The eighteen most important teaching techniques. *Clearing House, 54,* 75-79. Brophy, J., & Good, T. (1986). Teacher behavior and student achievement. In M. C. Wittrock (Ed.), *Handbook of research on teaching,* (3rd ed., pp. 328-375). New York: Macmillan. Rosenshine, B., & Stevens, R. (1986). Teaching functions. In M. C. Wittrock (Ed.), *Handbook of research on teaching,* (3rd ed., pp. 376-391). New York: Macmillan. Hofmeister, A., & Lubke, M. (1990). *Research into practice: Implementing effective teaching strategies.* Boston: Allyn & Bacon. (See Chapter 5)

Strategy 6:	Evidence of Completion:	Resources:
Have a peer teacher or the principal chart time-on-task scans for a lesson. Analyze the number of students engaged during the lesson. How could you adjust your monitoring habits to increase time on task?	Seating chart and scan results, written analysis	Principal or peer teacher Some suggested reading: Acheson, K. A. & Gall, M. D. (1992). *Techniques in the clinical supervision of teachers: Preservice & inservice applications* (3rd ed.). New York: Longman.

Strategy 7:	Evidence of Completion:	Resources:
Post classroom rules concerning behavior during learning tasks. Your rules and subsequent monitoring should emphasize being on task. Enforce the rules for two weeks and observe what happens.	Posted rules, written summary of results	None

Strategy 8:	Evidence of Completion:	Resources:
Survey students to see who finishes early and who works slower than the norm. Make a list of early finishers and slow workers. How will these students affect your monitoring of the class?	List of early finishers and slow workers, answer to question	None

Strategy 9:	Evidence of Completion:	Resources:
Require students to turn in evidence of completion of task when finished. Have the students initial or check off names as work is turned in.	Check-off list	None

Strategy 10:	Evidence of Completion:	Resources:
Have students give choral responses at the end of instruction or end of learning task (where appropriate). Weak responses suggest confusion or uncompleted learning tasks.	Time for choral response noted in lesson plan. list of questions for responses	None

Strategy 11:	Evidence of Completion:	Resources:
Have supplementary work available. Students who have completed the task pick up supplementary work and begin working on it. Different colored sheets would be easy to spot when checking for the number of students finished with the initial task.	Supplementary work	None

Strategy 12:	Evidence of Completion:	Resources:
During learning tasks, assess a variety of levels of learning. For a lesson, formulate a list of divergent questions to get students to think beyond the literal level. Monitor their responses.	List of divergent questions, lesson plan, analysis of responses	Taxonomy of the Cognitive Domain (Appendix A) Some suggested reading: Orlich, J. C., Harder, R. J., Callahen, R. C., Kravas, C. H., Kauchak, D. P., Pendergrass, R. A., & Keogh, A. J. (1985). *Teaching strategies: A guide to better instruction.* Lexington, MA: D. C. Heath.

Strategy 13:	Evidence of Completion:	Resources:
Monitor student performance by checking for the reasoning behind the response. During a lesson, ask why students answered the way they did. How did the students respond?	Written summary of students' responses	None

Strategy 14:	Evidence of Completion:	Resources:
Ask content-related questions with multiple possible responses. Have students answer questions that encourage them to judge, evaluate, recommend, critique, compare/contrast, or classify.	List of questions, written summary of results	None

Strategy 15:	**Evidence of Completion:**	**Resources:**
Prepare a summary in your own words of Bloom's taxonomy and its application to your instruction and the monitoring of instruction.	Written summary of reading	Taxonomy of the Cognitive Domain (Appendix A)

Strategy 16:	**Evidence of Completion:**	**Resources:**
Make a list of verbal and nonverbal response modes (such as going to the board, writing at their desks, helping another student, making a model, etc.) that could be employed in your classroom. Over a period of one week, record which response modes were utilized and how often.	List of response modes and record of use	None

Strategy 17:	**Evidence of Completion:**	**Resources:**
Monitor students in a way that allows you to assess the pace of instruction as well as the resulting learning.	Listed objectives on board, summary of responses	None

Place lesson objectives on the board at the beginning of the lesson. At the completion of each concept or objective within a lesson, stop and ask the students the following questions:

1. Am I going too fast/too slowly?
2. What did we just learn?
3. How does what we just covered relate to this objective?

Strategy 18:	**Evidence of Completion:**	**Resources:**
Routinely ask for a show of fingers (5-"I'm with you"; 3-"I'm kind of with you"; 1-"I'm lost") to check pacing. If necessary, review material with students before proceeding with the lesson. How did feedback from students change your pacing?	Summary of results	None

Strategy 19:	**Evidence of Completion:**	**Resources:**
Observe a teacher recognized for an awareness of monitoring and pacing within the lesson. Prepare a list of techniques used by this teacher.	List of techniques used by the teacher observed	Peer teacher

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Component D. The teacher assesses student progress.

III.D.3. Provides timely feedback to students regarding their progress.

Strategy 1:

Use Appendices F and G of this manual as starting points for developing <u>more</u> <u>specific</u> feedback statements. Feedback should be given to students for correct and incorrect responses.

For a particular lesson, develop a list of ten specific responses for correct answers and ten specific responses for incorrect answers.

Evidence of Completion:

List of 20 responses

Resources:

Ways to Say "Good" (Appendix F)

Positive Ways to Say "You Can Do Better" (Appendix G)

Strategy 2:

Keep the response list (from Strategy 1 above) with lesson notes and practice using responses. What were the results?

Evidence of Completion:

Summary of the results

Resources:

None

Strategy 3:

Conduct an informal survey (written or oral) with your students discussing the types and helpfulness of your feedback to them. Summarize their comments and suggestions.

Evidence of Completion:

Summary of student comments and suggestions

Resources:

None

Strategy 4:

Tape record a lesson and listen objectively to your feedback. What were the responses (verbal and nonverbal) of the students to your feedback statements? Make notes of your observations.

Evidence of Completion:

Tape recording, notes

Resources:

Tape recorder, tape

Strategy 5:

Observe a peer teacher skilled in feedback techniques. What techniques were observed? What techniques would be appropriate for your classroom?

Evidence of Completion:

Answers to questions

Resources:

Peer teacher

Strategy 6:

List five methods for providing feedback on correct and incorrect classwork.

Evidence of Completion:

List of methods

Resources:

Some suggested readings:

Wlodkowski, R. J., (1986). *Motivation and teaching: A practical guide.* Washington, DC: National Education Association.

Hofmeister, A., & Lubke, M. (1990). *Research into practice: Implementing effective teaching strategies.* Boston: Allyn & Bacon. (See Chapter 4)

Moore, K. D. (1992). *Classroom teaching skills* (2nd ed.). New York: McGraw-Hill.

Strategy 7:	**Evidence of Completion:**	**Resources:**
For a particular lesson, develop a list of five specific suggestions for improving student performance when incorrect answers are given. Use these suggestions, if necessary, when teaching the lesson.	List of suggestions for improving performance	None

Strategy 8:	**Evidence of Completion:**	**Resources:**
Observe a peer teacher who maintains self-esteem of students during questioning and provides suggestions for improvement. Make a list of techniques that were observed.	List of techniques	Peer teacher

Strategy 9:	**Evidence of Completion:**	**Resources:**
Summarize ways to provide sustaining feedback to low achieving students. Incorporate at least one idea into a lesson.	Written summary, lesson plan	Some suggested readings: Flatley, J. K., & Simms, R. (1986, January). Low achieving students: What the content teacher can do to help. *Clearing House,* *59*(5), 228-230. Smey-Richman, B. (1988). *Involvement in learning for low-achieving students.* Philadelphia, PA: Research for Better Schools.

Strategy 10:	Evidence of Completion:	Resources:
Once the correct answer has been given, return to students who have responded inadequately and ask them if they understand the correct answer or have them restate the correct answer. Try this technique in several lessons.	Written summary of results	None

Strategy 11:	Evidence of Completion:	Resources:
During the lesson, write down the names of students answering questions incorrectly. Make sure that each gets another chance to answer a related but easier question before the end of the lesson. Check off his/her name.	List of names, summary of results	None

Strategy 12:	Evidence of Completion:	Resources:
Devise a system that recognizes students when learning objectives have been mastered. For example, award stickers to elementary students when learning objectives have been mastered. Have students keep the stickers on a chart. For older students, keep a class progress chart or have students keep their own progress charts. Check off objectives as they are mastered.	Description of system, summary of results	None

Strategy 13:	Evidence of Completion:	Resources:
Write objectives on the board for a lesson. Pause during the lesson and ask students to cite material just covered related to each objective.	Written objectives, written summary of results	None

Strategy 14:	Evidence of Completion:	Resources:
During closure of the lesson, have students answer questions related to each lesson objective.	List of closure questions	None

Strategy 15:	Evidence of Completion:	Resources:
During closure of the lesson, ask the question "What did you learn today?" and provide feedback for students' answers.	Written summary of students' responses	None

Strategy 16:	Evidence of Completion:	Resources:
Give a short quiz at the end of each lesson measuring mastery of the lesson's objective. Collect and return at the beginning of the next lesson as a way of review and introduction to the next objective. (Note: The quiz does not have to be graded.)	Written summary of results	None

Strategy 17:	Evidence of Completion:	Resources:
Use homework assignments to provide feedback opportunities to students. Summarize the good and weak points from the entire class's homework assignment(s). Set aside five minutes at the beginning of the lesson to discuss these findings.	Written summary of points to discuss, lesson plans	None

Strategy 18:	Evidence of Completion:	Resources:
Write feedback on each student's paper that is comprehensive. such as why his/her answer is correct or incorrect. how to go about improving, etc. Ask a peer teacher to look at your feedback and give you suggestions for improving. Summarize the feedback and discuss with the students.	Copies of homework with your comments. peer teacher's suggestions	Peer teacher

Strategy 19:	Evidence of Completion:	Resources:
Have a designated place where students pick up homework or previous classwork at the beginning of class. Allow three to five minutes for students to read your comments and ask questions. Use your comments to initiate the day's lesson.	Lesson plan	Folder or box for student's work

Appendices

Appendix A

TAXONOMY OF THE COGNITIVE DOMAIN (BLOOM,1956)

Descriptions of the Major Categories in the Cognitive Domain

Knowledge. Knowledge is defined as remembering previously learned material. This may involve the recall of specific facts or complete theories, but all that is required is the rote memory of the appropriate information. Knowledge represents the lowest and most basic level of learning. For example, reciting the Preamble to the Constitution is a knowledge-level outcome.

Comprehension. Comprehension is defined as the ability to understand the meaning of material. This may be shown by translating material from one form to another form (words or numbers), by explaining material (interpreting or summarizing), by providing examples, or by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material and represent the lowest level of understanding. For example, asking a student to define a term in his own words is at comprehension level.

Application. Application refers to the ability to use learned material in a new and concrete situation. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. As an example, most mathematics objectives which involve solving problems are at the application level.

Analysis. Analysis refers to the ability to break down a concept into parts. This may include the identification of the parts and the analysis of the relationships between parts. Learning outcomes at the analysis level require an understanding of both the content and the structure of the material. As an example, asking students to compare and contrast two characters in a story is at the level of analysis.

Synthesis. Synthesis refers to the ability to form something new. This may involve the production of a unique composition (theme or speech), a plan or proposal, or an original abstract idea. Learning outcomes in this area stress creativity and originality. A creative *activity* such as making a diorama is not at the synthesis level unless the intended outcome behavior involves creativity.

Evaluation. Evaluation is concerned with the ability to judge the value of a statement or some material such as writing, music, or art. The judgments are to be based on criteria, and the student may determine the criteria or be given them. The student must be able to justify the judgment based on the criteria. Learning outcomes at this level are highest in the cognitive taxonomy because they involve elements of all of the other categories plus value judgments. An example of an evaluation level learning outcome would be to require that students judge if a piece of poetry is a Shakespearean sonnet and be able to tell why or why not.

Appendix B

TAXONOMY OF THE AFFECTIVE DOMAIN (KRATHWOHL, 1964)

Descriptions of the Major Categories in the Affective Domain

Receiving. Receiving refers to the student's awareness of a value. From a teaching standpoint, it is concerned with holding and directing the student's attention. Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain. Note that awareness does not imply conformity. A student may be aware that a rule exists (such as a rule for sharing materials) but choose to disobey it.

Responding. Responding refers to active participation on the part of the student. At this level the student not only attends to a particular phenomenon but also reacts to it in some way. The reaction may be in the form of compliance. Learning outcomes in this area may emphasize, for example, willingness to read assigned material, willingness to voluntarily read beyond the assignment, or reading for pleasure or enjoyment. The higher levels of this category usually include those instructional objectives that are commonly classified under *interest*; that is, those that stress the enjoyment of particular activities.

Valuing. Valuing is concerned with the worth a student attaches to a particular object, phenomenon, or behavior. For example, the desire to improve group skills or to assume responsibility for the effective functioning of a group. Valuing is based on internalizing a value or a set of specified values. These values are expressed in the student's overt behavior. Learning outcomes in this area must be evidenced by behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under *attitudes* and *appreciation* would fall into this category, but the objectives must be specified in observable terms.

Organization. Organization is concerned with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. For example, a student may demonstrate that he/she recognizes the responsibility of each individual for improving human relations or develops a personal vocational plan that satisfies the need for both economic security and social service. Instructional objectives relating to the development of a philosophy of life would be in this category.

Characterization by a Value or Value Complex. At this level of the affective domain, the student has an internal value system that controls a characteristic *lifestyle*. Thus, the behaviors are consistent and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student's general patterns of living on a personal, social, and emotional level are in this category.

Appendix C

TAXONOMY OF THE PSYCHOMOTOR DOMAIN (SIMPSON, 1972)

Descriptions of the Major Categories in the Psychomotor Domain

Perception. Perception refers to the use of the senses to obtain cues that guide motor activity. For example, in cooking class, the student may use the sense of taste to make decisions about seasoning a dish. At this stage, the student has not yet performed a motor activity but simply gathered information.

Set. Set refers to readiness to take a particular type of action. This category includes mental set (mental readiness to act), physical set (physical readiness to act), and emotional set (emotional willingness to act). In physical education, the learning of the correct grip on the tennis racket is an example. Learning how to hold the pen or pencil for cursive writing is another example.

Guided Response. Guided response is concerned with the early stages in learning a complex motor skill. It includes imitation (repeating an act demonstrated by the instructor) and trial and error. Adequacy of performance is judged by an instructor or by a suitable set of criteria. For instance, a student may practice the method of serving a tennis ball over and over until it is correct.

Mechanism. Mechanism is concerned with performance acts where the learned responses have become habitual, and the movements can be performed with some confidence and proficiency. At this level, the student can serve the tennis ball correctly in an automatic way. Learning outcomes at this level are concerned with performance skills of various types, but the movement patterns are less complex than at the next higher level.

Complex Overt Response. Complex overt response is concerned with the skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, smooth, accurate performance, requiring a minimum of energy. This category includes resolution of uncertainty (performs without hesitation) and automatic performance (movements are made with ease and good muscle control). Learning outcomes at this level include highly coordinated motor activities. At this point, the student would be able to serve the ball, return the ball, and cover the court with skill, efficiency, and grace.

Adaptation. Adaptation is concerned with skills that are so well developed that the individual can modify movement patterns to fit special requirements or to meet a problem situation. For example, a highly skilled receiver can modify his movement speed, direction, and movement precisely so as to catch a football.

Origination. Origination refers to the creating of new movement patterns to fit a particular situation or specific problem. Learning outcomes at this level emphasize creativity based upon highly developed skills. The creation and choreography of new dance movements, for example, would be in this category.

Appendix D

LOUISIANA STATE DEPARTMENT OF EDUCATION CURRICULUM GUIDES

Bulletin	741	LOUISIANA HANDBOOK FOR SCHOOL ADMINISTRATORS
Bulletin	1580	ALGEBRA I, 1984
Bulletin	1581	GEOMETRY, 1984
Bulletin	1582	ALGEBRA II, 1984
Bulletin	1583	ADVANCED MATHEMATICS, 1984
Bulletin	1586	ELEMENTARY CLASSROOM MUSIC, 1992
Bulletin	1587	SECONDARY MUSIC EDUCATION, 1992
Bulletin	1588	LANGUAGE ARTS, K-6, 1986
Bulletin	1591	ELEMENTARY ART EDUCATION, 1992
Bulletin	1592	SECONDARY ART EDUCATION, 1992
Bulletin	1596	COMPREHENSIVE HEALTH, K-10, 1983
Bulletin	1597	PHYSICAL EDUCATION, K-10, 1981
Bulletin	1598	FREE ENTERPRISE, 1988
Bulletin	1599	AMERICAN HISTORY, 1989
Bulletin	1600	CIVICS, 1985
Bulletin	1601	SOCIAL STUDIES, K-6, 1981
Bulletin	1604	AMERICAN STUDIES, Grade 7, 1981
Bulletin	1605	LOUISIANA STUDIES, Grade 8, Revised 1990
Bulletin	1606	CONSUMER MATHEMATICS, Revised 1984
Bulletin	1608	MATHEMATICS I, 1984
Bulletin	1609	MATHEMATICS, K-8, Revised 1986
Bulletin	1610	COMPUTER SCIENCE, 1983
Bulletin	1611	MATHEMATICS II, 1983
Bulletin	1612	BUSINESS MATHEMATICS, 1984
Bulletin	1613	SCIENCE, Grades K-5, 1991
Bulletin	1614	LIFE SCIENCE/ECOLOGY, Grade 7, 1991
Bulletin	1643	EARTH SCIENCE, Grade 8, 1991
Bulletin	1644	PHYSICAL SCIENCE, 1984
Bulletin	1645	GENERAL SCIENCE, 1984
Bulletin	1646	BIOLOGY I, Revised 1988
Bulletin	1660	CHEMISTRY I, 1984
Bulletin	1661	SECONDARY PHYSICS, 1989
Bulletin	1722	ELEMENTARY ENVIRONMENTAL SCIENCE RESOURCE KIT, 1985
Bulletin	1727	WORLD GEOGRAPHY, 1985
Bulletin	1727	WORLD GEOGRAPHY - MAP SUPPLEMENT, 1987
Bulletin	1737	FINE ARTS SURVEY, Revised 1992
Bulletin	1739	COMPUTER LITERACY, 1985
Bulletin	1755	LOUISIANA SLIDE/VIDEO LIBRARY CATALOG
Bulletin	1758	WORLD HISTORY, 1987
Bulletin	1759	WESTERN CIVILIZATION, 1987
Bulletin	1780	ACADIANS OF LOUISIANA, 1986
Bulletin	1792	ENVIRONMENTAL SCIENCE, 1987
Bulletin	1795	ENGLISH LANGUAGE ARTS, Grades 7-12, Revised 1986
Bulletin	1802	INTRODUCTION TO ALGEBRA, 1987
Bulletin	1816	PUBLICATIONS I & II YEARBOOK, 1987
Bulletin	1819	PUBLICATIONS I & II NEWSPAPER, 1989
Bulletin	1820	BIOLOGY II, 1987
Bulletin	1835	CHEMISTRY II, 1989
Bulletin	1836	HANDBOOK FOR PARENT INVOLVEMENT
Bulletin	1873	PHYSICAL SCIENCE, Grade 6, 1991
Bulletin	1894	THE PEBBLE BOOK (USING THE ARTS IN THE ELEM. CLASSROOM)
Bulletin	1896	ENERGY CONSERVATION LAB MANUAL, K-8, 1991
Bulletin	1900	INTEGRATED ALGEBRA/GEOMETRY, 1991

Bulletin	1903	GUIDELINES FOR IMPLEMENTATION OF THE LOUISIANA LAW FOR EDUCATION OF DYSLEXIC STUDENTS
Bulletin	1914	ELEM. COMPUTER LITERACY, 1992
Bulletin		EDUCATING STUDENTS WITH ADHD/ADD

Appendix E

SAMPLE TIME SEQUENCES

Activities and Content	Time Planned For
Dressing (includes attendance check in locker room	5 minutes
Warm-up exercises (hamstring stretches, calf stretches, calisthenics, rope jumping)	6 minutes
Lesson initiation (introduce the importance of foul shooting & rebounding to the sport of basketball)	2 minutes
Foul shooting concepts	18 minutes
Teacher explanation and demonstration of technique	2 minutes
Student practice of foul shooting (4 baskets)	10 minutes
Discussion of types of fouls & penalties for fouling	6 minutes
Rebounding concepts	21 minutes
Teacher explanation & demonstration of technique	3 minutes
Two line rebounding drill	6 minutes
Rebound & fast break drill	6 minutes
Rebounding lead-up game	6 minutes
Lesson closure (review techniques & uses in game)	2 minutes
Dressing (includes time to collect equipment)	6 minutes
Total	60 minutes

Activities and Content	Time Planned For
Lesson initiation (introduce role of leaves and veins to plant life)	3 minutes
Explanation/discussion of types of vein patterns	3 minutes
Slide presentation (leaves and vein networks)	10 minutes
Small group lab activity	10 minutes
Explanation of lab activity	
Classifying leaves & vein patterns (leaves from schoolyard)	
Individual seat work (diagram/graph vein patterns)	3 minutes
Whole group discussion of challenge question ("Does a cactus have leaves and veins?")	15 minutes
Lesson closure (review types of vein patterns/networks; importance of leaves and veins to plant life)	10 minutes
Clean up lab area	6 minutes
Total	60 minutes

Appendix F

WAYS TO SAY "GOOD"

These phrases and sentences can be used in class or written as words of encouragement on students' papers. Make these feedback "starters" more specific by adding details about what the student did well.

I'm glad you brought that up.
You're on the right track.
That's fine.
That's the way.
You're a winner.
You may put yours on the bulletin board.
That's the first time anyone has
   thought of that.
I have faith in you.
I appreciate what you have done.
I know it will work.
Go ahead . . . try it.
I like that.
Good for you.
I never thought of that.
You can do it.
That's fantastic.
I'm pleased with what you've done.
Keep up the good work.
Good responses.
Wonderful job.
Beautiful work.
A fine answer.
You're thinking.
That's really nice.
Excellent work.
Everyone is working so hard.
Thanks for your contribution.
I'm proud of you.
Very good, why not show the class?
Really sharp.
That's really impressive.
That's clever.
It looks like you put a lot of work
   into this.
Now you've got the hang of it.
Nice going.
That's great.
Keep up the good work.
That's quite an improvement.
Neat work.
You catch on very quickly.
I can tell you've been practicing.
You should be very proud of this.

That's clever.
Thank you.
That's a prize job.
That shows thought.
I like the way you explained that.
That's quite an improvement.
Nice speaking voice.
It's a pleasure having you as a student.
You make being a teacher very worthwhile.
You're doing better.
You're doing fine.
You do so well.
I'm pleased.
I'm glad you're here.
You're tops.
That shows a great deal of work.
That's a good way of putting it.
That's a feather in your cap.
That's an excellent idea.
That's well thought out.
Show us how.
You are improving.
This is the best yet.
That is very imaginative.
I like the way you're working.
I appreciate your attention.
I appreciate your help.
That's first-class work.
That sure looks as if it's going to
   be a great report.
Very creative.
Good thinking.
You're on the right track
Exactly right!
Superior work.
That's a good observation.
That's coming along nicely.
I agree.
I looked at that last night and really
   liked it.
That's a great idea!
I admire your work.
You certainly did well today.
Now that's what I call a good job.

Appendix G

POSITIVE WAYS TO SAY "YOU CAN DO BETTER"

Everyone knows that praise is a powerful reinforcer of desired behavior. We also know that sometimes a student's work or behavior does not permit praise. When helpful criticism is needed, it should be couched in mild and helpful terms. Rather than using a few worn-out phrases over and over, try some of these: .

Wouldn't it be better done this way?
This just isn't up to your usual good style because . . .
Let me help you get back on track.
Would you like to discuss this?
This looks as if you did it in a hurry. Let's spend more time on it.
Don't give up! If at first you don't succeed . . .
Time to put your shoulder to the wheel!
Anything wrong?
Keep trying. You'll get it yet.
This shows you were trying.
Keep working. It looks as if you've almost got it.
Oh, well, everyone has a bad day now and then. Tomorrow will be better.
It's OK to make mistakes. That's how we learn.
Your work is usually good. How can I help you with this?
Good first draft. Now you need to polish it.
If you were the teacher, would you accept this?
Don't get discouraged. There will be other days.
Keep trying. Come to me if you want some help.
I realize that this work is difficult, but I think you can do it.
You're doing much better than in September.
Relax. You're making hard work of it.
I have seen better from you. This seems to be lacking . . .
This is not your best. Are you happy with it?
Maybe you did this too fast.
Good idea, but . . .
Does this work satisfy you?
This is not quite what I was looking for.
Be more specific. Give some examples.
This needs a few more final touches.
Can you expand on this?
Put into it what you put into baseball.
One more time and I think you'll have it.
The ideas are sound but need more work.
That's one way of looking at it, but . . .
I'm concerned about your work. Is there a problem?
This isn't up to your usual good work.
Interesting, but not quite on target.
Eventually you'll get the hang of it.
It's always hard at first.

Appendix H

SAMPLE CLASS PROFILES

Class Profile

Grade __10__ Period _____5_____   Subject ___English II_____   Teacher __Debra Alexander__
Time _____12:55 - 2:00_____

Class size: ___22___	Abilities:
Students repeating course ___8___ Students in study skills class ___3___ Significant hearing loss ___1___ Foreign exchange students ___2___	According to 9th grade scores on the reading section of the Stanford Achievement Test, the students in this class scored as follows: Below average ___12___ Average ___8___ Above average ___2___

Grades
 	
Last six-weeks grading period
   Two   A's
   Three   B's
   Nine   C's
   Four   D's
   Four   F's
 	
Most students who failed to perform adequately did so because of failure to complete or submit assignments. Many of these students have trouble accepting responsibility for studying.
	Socioeconomic level
	
	Students in this class come from middle and low to middle class families.

Appendix H (Continued)

SAMPLE CLASS PROFILES

Class Profile

Teacher: Alice Banks
Grade: Kindergarten

Class: Reading Readiness
9:00 - 9:40

Size: 16

Age Range: 5 years 2 months to
5 years 11 months

Socioeconomic Distribution: Middle to lower class

Ability Range: During the first two weeks of school, the Cognitive Skills Assessment Battery was
administered to each student. The scores ranged from 75 to 160 with 172 possible. Based on these
results and classroom observation of the students, ability levels were found to vary. Most students
are performing within the average range. Six students receive supplemental assistance in the
Chapter I Tutorial Program.

Class Demeanor: Based on teacher observation, I have found the children are eager to learn. Both students
and parents are aware of classroom rules, rewards, and consequences.

Special Needs:
One child wears glasses.
One child receives speech therapy.
Two children are in the testing process.
One girl was born with a club foot. She receives help from the Adaptive Physical Education Teacher.
We are monitoring her closely during physical activities as well as during regular classroom
situations. At times she will not respond orally or perform tasks as requested.

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Appendix H (Continued)

SAMPLE CLASS PROFILES

Class Profile

Fifth Grade   Andy Lawson
Science class 10:15 - 11:00   Lakeview Middle School

<u>Size</u>:   26 students   6 boys   20 girls

<u>Age Range</u>:   10 to 12 years of age

<u>Socioeconomic Distribution</u>:

The majority of the students are from middle to upper-middle class homes.

<u>Interest Level and Demeanor</u>:

Two students are new to the school and are reluctant to speak in front of the class. The teacher has had parent conferences to facilitate adjustment to the new environment. Both students are working with the school counselor.

Two girls have special needs. One has difficulty concentrating and completing her work because her parents are divorced and she is presently living with her father. The other girl has trouble working in groups and must be constantly encouraged to wait her turn and not act "bossy."

Another female student is classified as Attention Deficit Disorder (ADD) and has epilepsy. Although she takes medication, she exhibits a lack of concentration and attention to task as well as an ability to keep up the pace in a regular classroom. She is an immature student who does not adjust well to new situations

<u>Abilities</u>:

California Achievement Test scores from last year reveal that students scored as follows on the science section:

    20 above average (Stanine 7, 8, 9)
    6 average (Stanine 4, 5, 6)

Through teacher observation this class has shown a genuine interest in science class thus far this school year.

All students are reading on grade level or above.

Appendix I

EXAMPLE OF A STUDENT INVENTORY

Who are you?

Name:

Age:

Grade/Subject Area:

1. What are your hobbies?

2. What jobs have you held?

3. What special places have you visited in

    our state?

    other states?

    other countries?

4. Do you speak a foreign language?   If yes, which one?

5. What special skills/talents do you have?

6. What special skills or talents do your parents or grandparents have?

7. Who are the most interesting adults you know? Why?

8. What is your favorite

    book?

    movie?

    TV show?

    school subject?

    sport?

9. Who is your favorite

    actress/actor?

    musician/singer/group?

10. To which newspapers or magazines do you or your parents subscribe?

11. What job would you like to have in the future?

12. What do you like most about our school?

13. What do you like most about our community/town?

14. Do you like to read?

Appendix J

SAMPLE PROGRESS CHART

Name _____   Date _____

SUBJECT	# OF IN-CLASS PROJECTS COMPLETED	# OF HOMEWORK ASSIGNMENTS COMPLETED	SPECIAL PROJECTS

Appendix K

MATERIALS AVAILABLE FROM THE REGIONAL SERVICE CENTERS

Teaching aids and materials: books, activity books, cassettes, filmstrips, films, slides, teacher's guides, bulletin board ideas, videotapes, software

Topics:
Science	Mathematices	Vocabulary
Reading	Foreign Language	Art
Social Studies		

Phi Delta Kappa *Fastbacks*

Professional development materials: Videotapes, cassettes, books, manuals

Topics:
Effective Schools	Classroom Management	Grouping
Assertive Discipline	Home-School Relationships	School Climate
Instructional Technology	Curriculum Planning·	Learning Styles

Different centers have different materials. Some materials can be checked out.

Regional Service Center Directors and Addresses

Region I Service Center
Shelby Clift. Director
3501 N. Causeway Blvd., Suite 220
Metairie. LA 70002
(504) 838-5291
Fax (504) 838-5280

Region II Service Center
Judy H. Armstrong. Director
Southeastern LA University
P.O. Box 528. SLU
Hammond. LA 70402
(504) 549-2084
Fax (504) 549-2864

Region III Service Center
Paul Fournier. Director
Nicholls State University
P.O Box 2037
Thibodaux, LA 70310
(504) 448-4312
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Region IV Service Center
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(318) 262-5208
Fax (318) 262-5210

Region V Service Center
Wanda C. Caldarera, Director
P.O. Box 93340-MSU
Lake Charles, LA 70609
(318) 475-5276
Fax (318) 475-5063

Region VI Service Center
Olive Ann Willis, Director
Northwestern State University
Teacher Education Center. Pod C, Room 117
Natchitoches. LA 71497
(318) 357-4182
Fax (318) 357-5552

Region VII Service Center
Jap Gullatt, Jr.. Director
3018 Old Minden Rd.
Suite 1117
Bossier City, LA 71112
(318) 741-7480
Fax (318) 741-7486

Region VIII Service Center
Ginger Merritt. Director
P O. Box 1616
West Monroe, LA 71294-1616
(318) 325-0451
Fax (318) 323-6721

Appendix L

DIRECTORY OF PUBLISHERS

Academic Press, 1250 6th Avenue, San Diego, CA 92101, (619) 699-6400, Fax (619) 699-6715
Allyn and Bacon, 160 Gould Street, Needham Heights, MA 02196, (800) 852-8024.
Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314-1403,
     (703) 549-9110, Fax (703) 549-3891.
Basic Books, 10 East 53rd Street, New York, NY 10022.
Wm. C. Brown, 2460 Kerper Blvd., Dubuque, IA 52001, Educ. Services (319) 588-1451; customer
     and educational service 800-346-2377.
Canter and Associates, P. O. Box 2113, Santa Monica, CA 90406, (800) 262-4347, Fax (310) 394-6017.
Corwin Press, 2455 Teller Rd., Thousand Oaks, CA 91320, (805) 499-9734, Fax (805) 499-0871.
D.O.K. Publishers, Box 1099, Buffalo, NY 14224, (716) 668-7691, Fax (716) 668-7875.
Educational Impressions, 210 6th Avenue, Hawthorne, NJ 07507 (201) 423-4666, Fax (201) 423-5569.
Educators Progress Service, 214 Center St., Randolph, WI 53956, (414) 326-3126, Fax (414) 326-3127.
Good Apple, 1204 Buchanan St., P. O. Box 299, Carthage, IL 62321-0299, (800) 435-7234, Fax 1-217-
     357-2987.
Gryphon House, P. O. Box 275, Mt. Rainier, MD 20712.
Harcourt, Brace, & Jovanovich, College Dept., 7555 Caldwell Ave., Niles, IL 60648,
     (800) 237-2665, Fax (708) 647-9424.
Harper and Row, Keystone Industrial Park, Scranton, PA 18512, (800) 233-4190, Fax (717) 343-3611.
D.C. Heath, 125 Spring Street, Lexington, MA 02173, 800-235-3565.
Heinemann, 361 Hanover Street, Portsmouth, NH 03801, (800) 541-2086.
Houghton Mifflin, One Beacon Street, Boston, MA 02108, (617) 725-5000.
International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19714-8139,
     (302) 731-1600.
IRI/Skylight Publishing, 200 E. Wood Street, Suite 274, Palatine. IL 60067. (800) 348-4474.
Kappa Delta Pi, P. O. Box A, 1601 West State St., West Lafayette, IN 47906, (317) 743-1705, Fax (317)
     743-2202.
Libraries Unlimited, 6931 South Yosemite St., Englewood, CO 80122, (303) 770-1220, Fax (303) 220-
     8843.
Longman Publishing Group, 95 Church Street. White Plains, NY 10601, (914) 993-5000, Fax (914) 997-
     8115.
Macmillan Publishing, Front & Brown Streets, Riverside, NJ 08075, (609) 461-6500.
McGraw-Hill, College Division, Princeton Rd., Hightstown, NJ 08520, (800) 338-3987, Fax (609) 426-
     5924.
Merrill Publishing, 4635 Hilton Corporate Dr., Box 508, Columbus, OH 43216-0508, (614) 258-8441, Fax
     (614) 860-1877.
Midwest Publications (now Critical Thinking Press and Software), P. O. Box 448, Pacific Grove, CA
     93950, (800) 458-4849, Fax (408) 372-3230.
National Association of Secondary School Principals, 1904 Association Drive, Reston, VA. 22091 (703)
     860-0200, Fax (703) 476-5432.
National Council of Teachers of Mathematics, 1906 Association Avenue. Reston, VA 22091,
     (703) 620-9840.
National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801, (217) 328-3870. Fax (217)
     328-9645.
National Education Association Professional Library, P. O. Box 509, West Haven, CT 06516.
     (203) 934-2669, Fax (203) 933-5276.
National Educational Service, 1610 West 3rd Street. Bloomington, IN 47402,
     (812) 336-7700, Fax (812) 336-7790.
New Horizons for Learning. 19614 Sound View Drive, Stanwood, WA 98292, Fax (206) 652-9503.
Oryx Press, 4041 North Central at Indian School Road, Phoenix, AZ 85012.
Peacock Publishing, P. O. Box 397. Itasca. IL 60143, (708) 350-0777, Fax (708) 350-0588.
Phi Delta Kappa Educational Foundation, P.O. Box 789. Bloomington, IN 47402-0789, (812) 339-1156,
     Fax (812) 339-0018.

Research for Better Schools, 444 N. Third St., Philadelphia, PA 19123, (215) 574-9300, Fax (215) 574-0133.

Research Press, P.O. Box 3177, Champaign, IL 61821, (217) 352-3273.

Scholastic, 555 Broadway, New York NY 10012-3999, (212) 343-6100, 800-325-6149.

Scott Foresman, 1900 E. Lake Avenue, Glenview, IL 60025, (800) 828-6000.

Simon & Schuster, 1230 Avenue of the Americas, New York, NY 10020, (212) 698-7000.

St. Martin's Press, 175 Fifth Avenue, New York, New York 10010, (800) 446-8923.

U. S. Dept. of Education (Office of Educational Research and Improvement), 400 Maryland Ave. S.W., Washington, DC 20202, (202) 708-5366.

Wadsworth Publishing, 10 Davis Drive, Belmont, CA 94002, (800) 423-0563.

Wong, Harry K., 1030 W. Maude Ave., Sunnyvale, CA 94086, (408) 732-1388, Fax (408) 732-2206

Appendix M

GETTING MATERIALS FROM THE STATE LIBRARY SYSTEM AND THE UNIVERSITY LIBRARIES

One may check with the local parish library for any of the listed resources. If the local library does not have the item desired, it can be ordered through interlibrary loan and checked out upon arrival. Copies of journal articles or ERIC reproductions can be ordered at the local parish library and paid for when picked up. Interlibrary loan has access to both in-state and out-of-state resources.

The various state universities welcome use of their in-library facilities to read books or journals or to copy articles. Check with your local university to see if it has an outside borrower policy. Listed below are the telephone numbers for the reference libraries at various state universities.

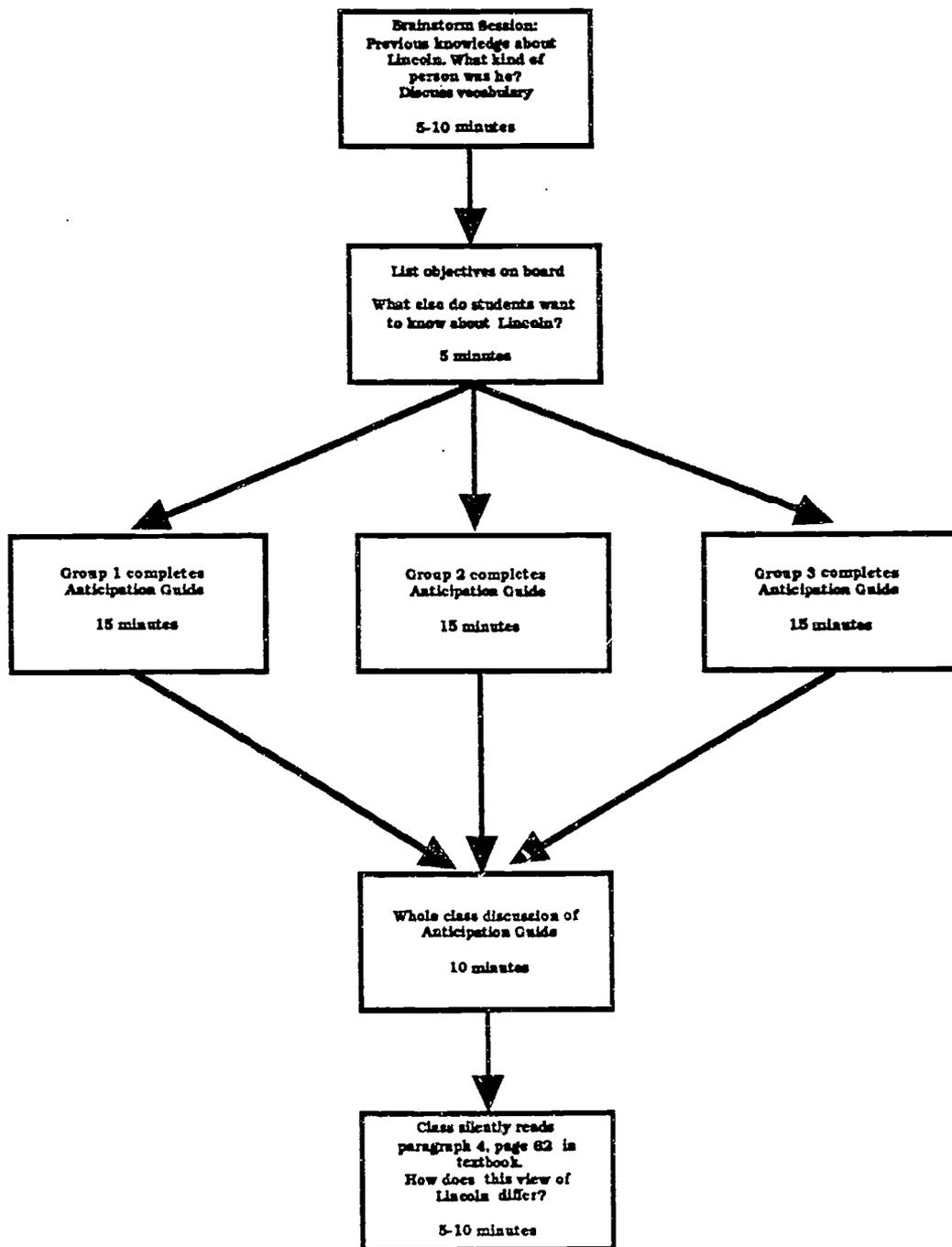|	
Grambling State University	(318) 274-2472
Louisiana State University	(504) 388-8875
Louisiana Tech. University	(318) 257-2231
McNeese State University	(318) 475-5725
Nicholls State University	(504) 448-4625
Northeast Louisiana University	(318) 342-1070
Northwestern State University	(318) 357-4574
Southeastern Louisiana University	(504) 549-2234
Southern University	(504) 771-2875
University of New Orleans	(504) 286-6354
University of Southwestern Louisiana	(318) 231-6030

In the event one is isolated from a local parish library, he/she can contact the Louisiana State Library at the following address for assistance:

Louisiana State Library
P. O. Box 131
Baton Rouge, LA 70821
(504) 342-4913

Appendix N

FLOW CHART EXAMPLE

Introductory Lesson on Abraham Lincoln

```
        ┌─────────────────────────┐
        │   Brainstorm Session:   │
        │ Previous knowledge about│
        │  Lincoln. What kind of  │
        │      person was he?     │
        │    Discuss vocabulary   │
        │                         │
        │       5-10 minutes      │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │ List objectives on board│
        │                         │
        │ What else do students want│
        │  to know about Lincoln? │
        │                         │
        │        5 minutes        │
        └─────────────────────────┘
```

```
┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ Group 1 completes│   │ Group 2 completes│   │ Group 3 completes│
│ Anticipation Guide│  │ Anticipation Guide│  │ Anticipation Guide│
│                  │   │                  │   │                  │
│    15 minutes    │   │    15 minutes    │   │    15 minutes    │
└──────────────────┘   └──────────────────┘   └──────────────────┘
```

```
        ┌─────────────────────────┐
        │ Whole class discussion of│
        │    Anticipation Guide    │
        │                         │
        │       10 minutes        │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │    Class silently reads │
        │   paragraph 4, page 82  in│
        │        textbook.        │
        │    How does this view of│
        │     Lincoln differ?     │
        │                         │
        │       5-10 minutes      │
        └─────────────────────────┘
```

Appendix O

LIST OF AIDS AND MATERIALS

BASIC SUPPLIES
markers
colored pencil
crayons
chalk
scissors
paint
glue
construction paper
cardboard
poster board
cutout letters/numbers
file folders
poster paper
overhead transparencies
transparency pens

CLASSROOM DISPLAY
bulletin board
posters
photographs
felt board & pieces
magnetic board & pieces
chalkboard

PICTURE STORIES
frieze
panorama
diorama
mural
mobile

DRAWINGS
cartoons
sketches
diagrams
prints

CHARTS/GRAPHS
time line
organizational chart (stem)
flow chart
pie chart
bar chart
column chart
graph (scatter plot)
table (classification)
high/low/mean chart

DRAMATIZATION
stick puppet
hand puppet
bag puppet
props
scripts

pantomime
monologue
dialogue
skit
play

LABORATORY
laboratory equipment (chemistry,
biology, physics)
microscopes
math manipulatives
demonstrations
experiments
problem solving

SPECIMENS
models
mock-ups
realia
collections
displays
exhibits
biological specimens

PRINTED MATERIALS
textbooks
supplemental books
workbooks
skill sheets
pamphlets
dictionaries
thesaurus
encyclopedias
atlases
reference books
almanacs
magazines
newspapers
brochures

professional books
professional periodicals
books - teaching ideas

GAMES
simulation
board game
movement game
role playing

**INSTRUCTIONAL
TECHNOLOGY**
films/film clips
filmstrips
audio tapes
records
videotapes
tape recorder
film projector
overhead projector
VCR
audio tape player
record player
calculators
computers
modem
software
printer
CD ROM player
videodiscs
LCD panel

Appendix P

DAILY EVALUATION STRATEGIES*

DAILY EVALUATION STRATEGY	HOW IT WORKS
How Much Do I Know?	Give students a short questionnaire (1 to 3 items) that allows students to indicate the degree to which they understand the critical lesson concepts: 1 = "I don't understand at all," 5 = "I understand very well."
Critical Term	Ask students to explain an important term in their own words. Put answers in three categories -- correct, partially correct, and incorrect.
Problem Progression	Give students three to four problems ranging from "easy" to "difficult." See how far they can get.
How Did You Do That?	Give students one problem and ask them to explain in words how they would solve it.
How Do You Feel?	Ask students how they feel about their learning today and have them respond in writing.
Background Knowledge Probe	Prior to beginning a lesson, check for depth of background knowledge by asking students what they know about the topic. They respond from "1 - Never heard of it" to "5 - Know a lot about it and could explain it to someone else."
Focus Listing	Ask students to list key concepts and vocabulary they learned about the lesson's topic. Check depth and accuracy of knowledge.
Misconception Check	Ask students to respond to statements that are misconceptions about the topic to be studied. They should indicate whether the statement is something they think to be true.
Empty Outlines	Provide students with a partially completed outline of the lesson content. See if they can complete the outline.
Memory Matrix	Make a chart that has rows and columns for organizing information. Example -- science chart has Mammals, Birds, Reptiles, etc., down side; column headings are Characteristics, Scientific Name, Number of Species, etc. See if students can fill in chart correctly.
Muddiest Point	Ask students to write down the one concept or idea in the lesson that was most confusing.
Categorizing Grid	When learning has involved classifying terms or concepts, give students a jumbled list of concepts/terms and ask them to sort them into their proper categories.
Pro and Con Grid	Ask students to list pros and cons of concept studied. Or give students a mixed list of pros/cons and have students mark them.

What? How? Why?	Give students a chart with the column headings marked "What? How? Why?" Fill in the What? and have them fill in the How? and Why? Example -- on a lesson about the Plains Indians, the teacher supplied Teepee, Buffalo Hunt, Travois, Earth Lodge, Jerky, and Sign Language.
One Sentence WDWWWWHW	Ask students to tell in one sentence "Who did what to whom, when, where, how and why?"
Word Journal	First have students summarize a reading selection in one word. Then have each student write why they selected that particular word.
Word Analogies	Have students fill in part of a given analogy. Example -- "Dickens is to the 19th century British novel as -?- is to the 20th century French novel."
Concept Maps	Give students a list of terms/concepts learned in the lesson and ask them to use boxes, circles, and lines to draw a diagram of the relationships among the terms/concepts. Mode' the procedure the first time you use it.
Invented Dialogues	Ask students to create an imaginary conversation that illustrates the concepts learned in class. Example -- To assess student knowledge of how a microscope works, you could have students create a dialogue between a modern biologist and Van Leeuwenhoek.
What's the Principle?	Give students a sample problem or short example and the solution. They respond by naming or explaining the principle involved. Example -- Give students an example of an addition problem and they name the property involved, i.e., associative, commutative, etc.
Directed Paraphrasing	Have students restate or summarize important concepts by imagining they are explaining it to a specific person or audience. Example -- explain the Bill of Rights in two to three sentences to a Russian student.
Human Tableau	Have volunteer students "act out" a process, historical event, or principle they have learned. Other students give suggestions for the tableau. Example -- Group of students "act out" how the eye sees images.
Self-Confidence Survey	Ask students to indicate their self-confidence in performing outcome tasks -- permitted responses could range from "Not at all" to "Very confident."
RSQC2	After a lesson, ask students to "Remember, Summarize, Question (what remains unanswered), Connect (old learning to new), and Comment (what was enjoyable, frustrating, etc.).

* adapted from Angelo, T. A., & Cross, K. P. (1993). *Classroom Assessment Techniques.* San Francisco: Jossey-Bass.

Appendix Q

HOW DO WE WORK TOGETHER?

Write students' names in the spaces provided. Place a check mark ✔ when students use the skill to work together.

SKILLS	STUDENTS' NAMES									
1. Listens										
2. Shares ideas										
3. Shares materials										
4. Says please, thank you										
5. Asks for help										
6. Helps others										
7. Asks others for their ideas										
8. Keeps everyone working										

Appendix R

CLASS RECORD OF INTERPERSONAL AND SOCIAL SKILLS

Write students' names in the spaces provided. Place a check mark ✔ each time students demonstrate the indicated skill.

SKILLS	STUDENTS' NAMES									
1. Contributes ideas										
2. Shares feelings										
3. Seeks contributions of others										
4. Recognizes contributions of others										
5. Is courteous and respectful										
6. Keeps the group working										
7. Helps others										
8. Reduces friction, anger, tension										
9. Focuses on the objectives										
10. Is warm and friendly										

Appendix S

ENTHUSIASM CHECKLIST

	YES	NO
ENTHUSIASM FOR TEACHING		
1. Do I look forward to each day?		
2. Do I keep abreast of new teaching methods?		
3. Do I think of new and better ways of teaching?		
4. Do I keep up with research on teaching?		
5. Do I share ideas and collaborate with others?		
6. Am I growing and improving in my career?		
7. Do I welcome feedback from students on my teaching?		
8. Is teaching exciting and rewarding to me?		
9. Do I love teaching? Does it show?		
ENTHUSIASM FOR CONTENT		
1. Do I enjoy learning about the subjects I teach?		
2. Do I keep abreast of new knowledge in my field?		
3. Have I collected supplementary materials for my class?		
4. Do students view me as an expert?		
5. Do I know the answers to questions beyond the text?		
6. Do I get excited when discussing the content?		
ENTHUSIASM FOR LEARNING		
1. Do I regularly assess student progress?		
2. Do I know each student's abilities and interests?		
3. Do I use that knowledge to ensure that students are successful at learning?		

Appendix T

DIFFERENTIAL TREATMENT FOR LOW-ACHIEVING STUDENTS

Without realizing it, teachers often treat low-achieving students differently from high-achieving students. Low-achieving students are given fewer opportunities to interact and participate, and are responded to differently.

When compared to high-achieving students, low-achieving students are...

- seated farther away from the teacher and/or group

- smiled at less often

- provided less eye contact

- called on less often to respond

- asked less often to demonstrate/model behaviors

- given less direct instruction

- given fewer opportunities to learn new material

- asked to do less work

- given less time to respond

- provided fewer clues and follow-up questions to assist in understanding a question and formulating a response

- given less accurate and less detailed feedback to responses

- praised more frequently for marginal or inadequate public responses

- praised less frequently than high achievers after successful public responses

- given more commands to cease behavior

- criticized more for a response than high achievers who make the same response

When teachers make a deliberate attempt to provide equal learning opportunities for all students and to respond to students the same. student achievement increases.

Appendix U

HOW TO RETRIEVE ERIC DOCUMENTS

The Educational Resources Information Center (ERIC) is an informational database maintained by the federal government. ERIC includes all types of documents on education and educational research, including journal articles, papers presented at conferences, research reports produced as the result of grants or contracts, curriculum guides, descriptive reports, speeches, opinion papers, teaching materials, and unpublished manuscripts.

The key to locating information in the ERIC database is the judicious utilization of *descriptors*, which are the topic headings used to describe and catalog each article. Say, for example, that you wish to locate information on teaching reading appreciation in elementary classrooms. A review of the *Thesaurus of ERIC Descriptors* will indicate that you might use the descriptors "literature appreciation" and "elementary education" to find the documents and articles that pertain to this subject.

University libraries can provide you with access to the computerized ERIC database. Computer searching is much quicker and more efficient than manual searching. Ask the reference librarian at the nearest university library to show you how their computer system works.

When you have located a document in the ERIC database, you will notice that the entry gives the following important pieces of information (among other things):

- EJ or ED Number
- Author
- Title of document
- Journal title (if from a journal)
- Publication date
- Page numbers or length
- Descriptors used to catalog the document
- Abstract

If the entry begins with an EJ number, then the document in question is a journal article. You will have to find out if the library subscribes to that particular journal. If not, ask the reference librarian if you can get a copy of the article through interlibrary loan.

If the entry begins with an ED number, then the document in question is something other than a journal article. Most university libraries will have all of these documents on microfiche. Ask the reference librarian how you can view the document on a microfiche reader. Paper copies can be made from microfiche.

Some general hints when using the ERIC database:

- always consult the *Thesaurus of ERIC Descriptors* before starting a search

- always copy the complete citation for the article or document you want to locate

- use multiple search strategies in ERIC; there are numerous descriptors which are synonyms, and two articles which are on the same topic are often catalogued using different sets of descriptors

- always ask the reference librarian for help when warranted

Appendix V

"KEEPING STUDENTS ON TASK" CLASSROOM OBSERVATION SHEET
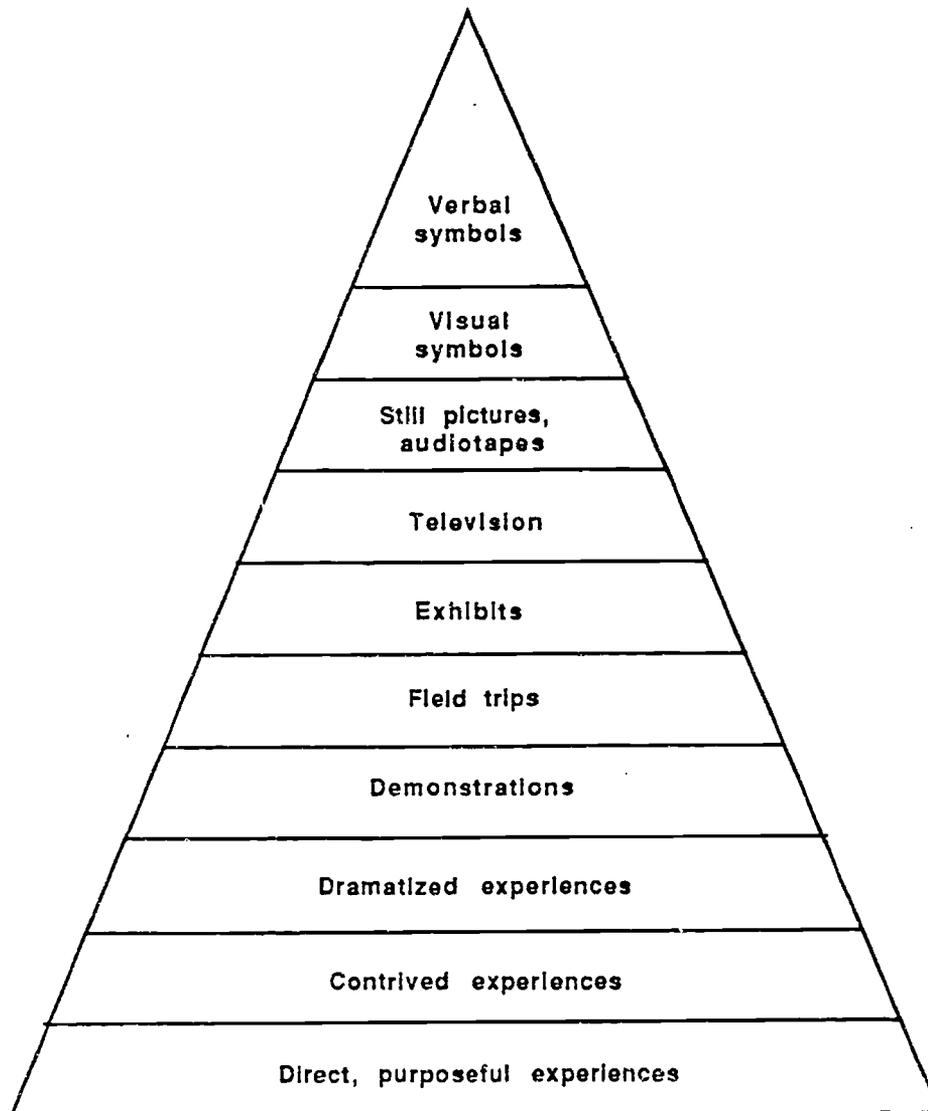
Answer the following questions as you observe the class.

1.   How did the teacher monitor on-task behavior?

_____ a. scanned entire class

_____ b. moved among students

_____ c. asked questions

_____ d. other: _____

2.   What techniques did the teacher use to redirect students who were persistently off-task?

_____ a. eye contact

_____ b. moving near student

_____ c. speaking to student .

_____ d. other: _____

3.   Was the teacher successful in redirecting students who were off-task?

4.   How did the teacher maintain the engagement of students who had been redirected?

_____ a. eye contact

_____ b. moving near student

_____ c. speaking to student

_____ d. other: _____

5.   Was the teacher successful in maintaining the engagement of students who had been redirected?
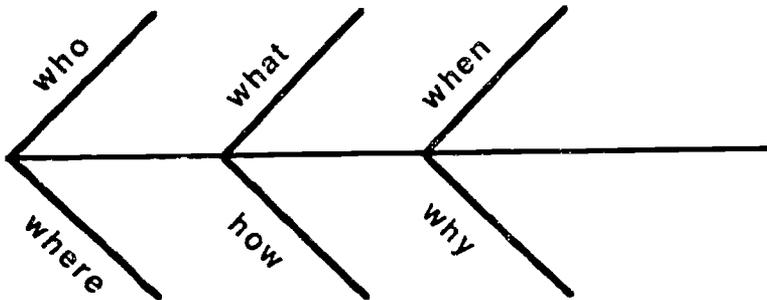
Suggestions:

Appendix W

DALE'S CONE OF EXPERIENCE

Dale's Cone of Experience can assist you in planning experiences ranging from **concrete** experiences (at the bottom of the model) to more **abstract** experiences (at the top of the model). Most concrete are *direct, purposeful experiences* which include hands-on learning activities such as using manipulatives or doing science experiments. Most abstract is information received through verbal lecture which often "*goes in one ear and out the other.*"
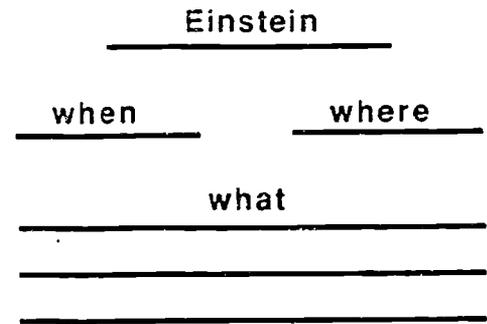
Verbal
symbols

Visual
symbols

Still pictures,
audiotapes

Television

Exhibits

Field trips

Demonstrations

Dramatized experiences

Contrived experiences

Direct, purposeful experiences

· adapted from *Audiovisual methods in teaching* by Edgar Dale.

Appendix X

GRAPHIC ORGANIZERS

who
what
when
where
how
why

Herringbone Technique

Einstein

when   where

what

Listening Guide

subject

main idea

| category | category | category |

supporting
details

supporting
details

supporting
details

Pyramid Diagram

250
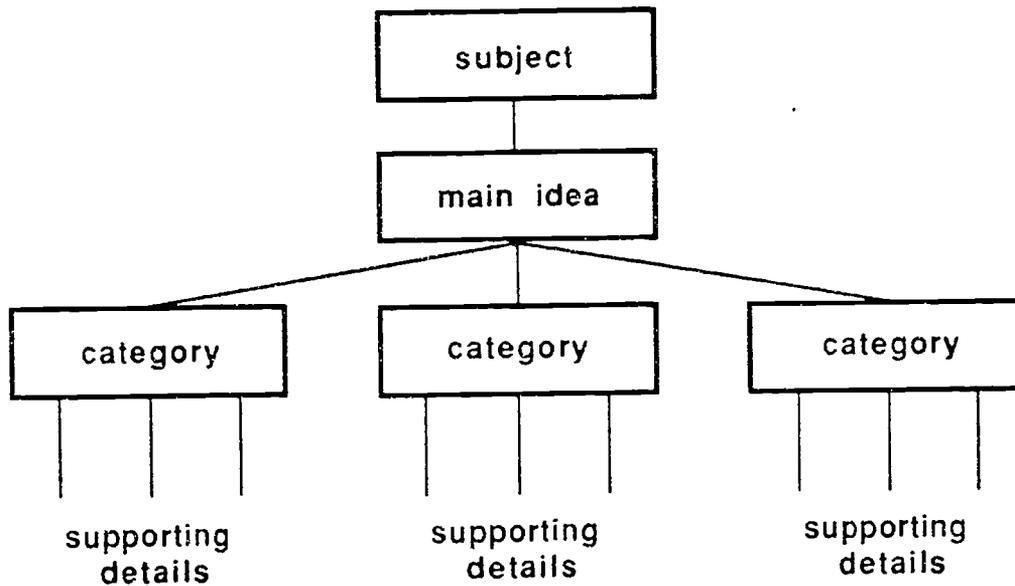
GRAPHIC ORGANIZERS (CONTINUED)

Papa Bear — Characters in the "Three Bears"

Mama Bear

Baby Bear

chair was broken

porridge was eaten

found Goldilocks in bed

Semantic Webbing

251
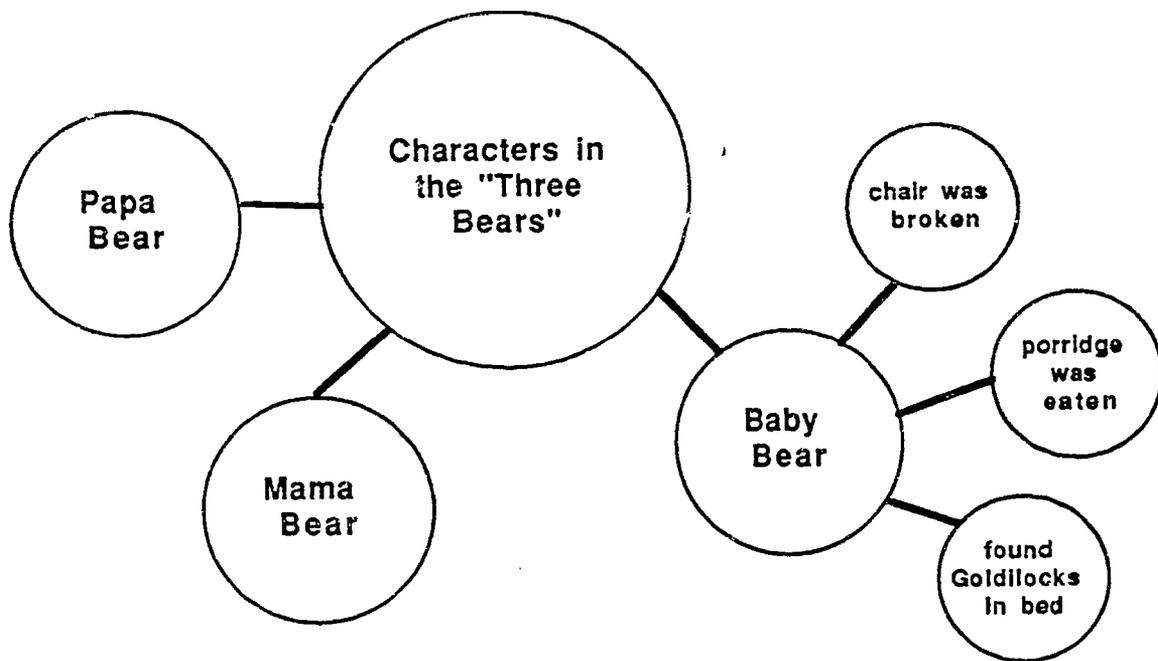
Appendix Y

PROFESSIONAL DEVELOPMENT PLANNING -- AN EXAMPLE

Teacher's Name: *John Doe*   Position: *6th grade -- All Subjects*

Principal: *Janet Smith*   Date of Observation: *November 14, 1993*

Components and Attributes	Objectives	Designated Activities	Completion Date	Assessment Methods	Assessment of Results
III.C.3 Higher order thinking skills	Plan for more higher order thinking skills activities in your units.	Observe/Plan a unit which uses higher order thinking skills (refer to Strategies 1,3,5 in *Strategies for Effective Teaching*)	Observation by Jan. 30 Unit plan by Feb. 15 Teach unit by March 15	Share ideas with principal in pre-observation conference; principal will observe lesson(s) from unit	Teacher successfully completed written summary of discussion (Strategy 3); unit plan incorporating thinking skills (Strategy 1); lesson plans with higher order objectives and activities marked (Strategy 5)
III.D.1. Uses assessment techniques effectively	Use assessment techniques other than unit tests to evaluate student progress	Design two evaluations that are not written tests; implement a portfolio evaluation system for six weeks (refer to Strategies 2 and 12 in *Strategies for Effective Teaching*)	Two evaluations by Jan. 15 Use portfolio system in 4th grading period	Evidence of the planned evaluations; plan for use of portfolios	Teacher turned in copies of the planned evaluations (Strategy 2); completed written plan for portfolios & written summary of how it worked in the classroom (Strategy 12)

Appendix z

PARENT/CAREGIVER SURVEY

Student Name: _____   Date: _____

Part A. Environments (check all that apply)

1. How does your child communicate with friends and family members?

❐ communication   ❐ pointing   ❐ speech   ❐ gestures and   ❐ sign language
   device   sounds

2. What areas of the house does your child have access to?

❐ his/her bedroom   ❐ other bedrooms   ❐ bathroom   ❐ living room   ❐ family room
❐ dining room   ❐ kitchen   ❐ yard   ❐ porch   ❐ other _____

3. What community environments does your child have access to?

❐ grocery store   ❐ discount store   ❐ drug store   ❐ mall   ❐ fast food
                                                                                restaurant

❐ sit-down   ❐ cafeteria   ❐ movie theater ❐ video store   ❐ library
   restaurant

❐ other _____

4. What other environments does your child have access to?

❐ relative's home   ❐ friend's home   ❐ before/after   ❐ church   ❐ other _____
                                                school care

5. Does your child display any behaviors that prevent you from taking him/her into the community?
Explain. _____

_____

_____

Part B. Equipment

1. Please list any adaptive equipment your child uses at home or in the community (such as a corner
chair, sidelyer, feeding equipment, etc.) _____

_____

2. Please list any other equipment that is available to your child (such as VCR, tape player, TV, etc.)

_____

_____

Part C. Preferences

1. What are your child's favorite foods? _____

_____

2. What are your child's favorite activities? _____

_____

3. How often does your child choose:

	frequently	occasionally	seldom
when to eat			
what to eat			
what to wear			
when to get up/go to bed			
what chores to do			
what to buy with own money			
how to spend free time			
other _____			

4. How does your child spend his/her free time? (list activities, companions, times per week)

_____

_____

5. Who are your child's friends? (list name and relationship, e.g., neighbor, cousin, etc.)

_____

_____

Part D. Desired Learning Outcomes

Please check the following skills you would like to see your child learn this year:

Shopping:

❏ locate items   ❏ make purchases   ❏ count change   ❏ use calculator   ❏ other _____

General Community:

❏ use public phone   ❏ use public transportation   ❏ use vending machine   ❏ cross street   ❏ other _____

Public eating:

❏ order meal   ❏ pay for meal   ❏ use proper table manners   ❏ behave appropriately   ❏ other _____

Self care:

❏ use toilet   ❏ catheterize self   ❏ bathe self   ❏ dress self   ❏ feed self

❏ drink by self   ❏ apply make-up   ❏ self-medicate   ❏ prepare simple meal/snack   ❏ other _____

Domestic:

❏ measure   ❏ pour   ❏ set table   ❏ sweep/mop   ❏ dust furniture

❏ clean mirrors/ windows   ❏ wash dishes   ❏ wipe counters/ table tops   ❏ put away personal items   ❏ other _____

Recreation/Leisure:

❏ use TV/VCR/   ❏ play appropriate   ❏ read/look at   ❏ go for a walk   ❏ ride bicycle
   tape player   game   book/magazine

❏ dance   ❏ draw   ❏ go to a movie   ❏ choose a   ❏ other _____
                                           desired activity

Vocational Training:

❏ food service   ❏ clerical   ❏ janitorial   ❏ housekeeping   ❏ warehouse

❏ stocking/ pricing   ❏ garden center   ❏ other _____

Appendix AA

ECOLOGICAL INVENTORY

STUDENT: Jane Doe   TEACHER: Mr. Johnson

DATE: September 15, 1993

Domain: Community

Environment: Grocery Store (Winn-Dixie)

Domain: Produce Aisle

ACTIVITY INVENTORY	STUDENT INVENTORY OF SKILLS	DISCREPANCIES	INSTRUCTIONAL STRATEGIES ADAPTATIONS
Activity: Selecting fruit			
Steps:			
1. Walk to produce dept.	−	stood at door	teach location of produce dept.
2. Scan fruit section	−	watched baby in cart	teach scanning skills
3. Locate plastic bags	−	needed verbal prompt	teach locating skills
4. Pull bag from roll	−	needed physical assistance	teach skill
5. Open bag	−	needed physical assistance	teach skill
6. Walk to selected fruit	−	stood by bags	picture-choice made in class
7. Pick up desired fruit	+		
8. Put fruit in bag	+		
9. Tie bag	−	needed physical assistance	partially participate with teacher's help
10. Put bag in cart	−	needed verbal prompt	teach skill