

PREFACE

Purpose of this Manual

The long-range goal of the Louisiana Teacher Assistance and Assessment Program is to enhance student learning by providing to teachers opportunities to strengthen skill areas and by identifying those aspects of teaching performance that 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 mentor and assessment team, if appropriate) and agreed upon mutually. The manual, which will provide suggestions and resources for improvement, is keyed to the Louisiana Components of Effective Teaching. In addition, this manual could be used as a resource by teachers in preparation for assessment or evaluation.

Manual Format

The supplement 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, which** are specific suggestions for gaining knowledge about teaching skills and practicing them, include varied types of activities:

- Reading activities 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.
- Observational activities 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.

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

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

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 *Strategies for Effective Teaching* 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](#) provides directions on how to contact appropriate library personnel. Contact information about the Educational Regional Service Centers is listed in [Appendix K](#) of the manual. For a review of how to retrieve ERIC documents from the ERIC database, see [Appendix U](#) of the manual.

A number of strategies presented in this manual require that mentor or 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 the following:

- Acheson, K. A. and Gall, M. D. (1992). *Techniques in the clinical supervision of teachers* (3rd ed.). New York: Longman.
- Blase, J. and 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 and Bacon.
- Gordon, S. (1991). *How to help beginning teachers succeed*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hofmeister, A. and Lubke, M. (1990). *Research into practice: Implementing effective teaching practices*. Boston: Allyn and 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. and 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., and Lyon, S. (1992). *Case studies for teacher problem-solving*. New York: McGraw-Hill.
- Wong, H. K. and Wong, R. P. (1991). *The first days of school: How to be an effective teacher*. Sunnyvale, CA: Wong Publications.

Performance Domain I

Planning

Component A. The teacher plans effectively for instruction.

I.A.1. Specifies learner outcomes in clear, concise objectives

Strategy 1:

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, mentor, or a peer teacher. Are your goals clearly stated?

Evidence of Completion:

Written goals

Resources:

Louisiana State Department of Education bulletins for your subject (See [Appendix D.](#))

Some suggested readings:

Gronlund, N.E. and 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. and Berliner, D.C. (1988). *Educational psychology* (4th ed.). Boston: Houghton Mifflin.

Principal, mentor, or peer teacher

Performance Domain I: Planning

Strategy 2:

Select two objectives from each of five of your 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, mentor, or peer teacher give you written feedback.

Evidence of Completion:

Previously written objectives and revised objectives; written summary of feedback

Resources:

Principal, mentor, or peer teacher

Some suggested readings:

Designing learning objectives. (1989). Washington, DC: DOD Dependent Schools. (ERIC Document Reproduction Service No. ED 314 453)

Strategy 3:

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 in only one domain? If they are, you are probably over emphasizing 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, mentor, or a colleague.

Evidence of Completion:

Four objectives written in other than the primary domain

Resources:

Taxonomy of the Cognitive Domain ([Appendix A](#))

Taxonomy of the Affective Domain ([Appendix B](#))

Taxonomy of the Psychomotor Domain ([Appendix C](#))

Principal, mentor, or peer teacher

Strategy 4:

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 to cover 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 to be sure that they are sequenced according to the original outline.

Evidence of Completion:

Written outline, written lesson plans

Resources:

Some suggested reading
Eby, J.W. and Kujawa, E. (1993). *Reflective planning teaching, and evaluation: K-12*. New York: Macmillan.

Strategy 5:

Review the lesson plans that were prepared in Strategy 4. Revise the lesson plans based on responses to the following questions. Revision is needed for "no" responses:

1. Are opportunities provided to 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. Are potential areas or points of difficulty emphasized?
5. Are essential elements of knowledge emphasized?
6. Is the presentation of the lesson's content structured to encourage the development of thinking-skills?

Share your revisions with the principal, mentor, 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, mentor, or peer teacher

Performance Domain I: Planning

Component A. The teacher plans effectively for instruction.

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

Strategy 1:	Evidence of Completion:	Resources:
<p>Write at least two objectives for each of five of your upcoming consecutive lessons (at least ten objectives in all). As you review each of the lesson objectives, ask yourself:</p> <ol style="list-style-type: none">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? <p>Write down the teaching method or learning task for each objective. Ask the principal, mentor, or peer teacher to provide feedback.</p> <p>After completing this assignment, proceed to Strategy 2.</p>	<p>Activities referenced to ten objectives</p>	<p>Principal, mentor, or peer teacher</p>

Strategy 2:	Evidence of Completion:	Resources:
<p>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 the 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?</p>	<p>Completed five-day sequence and rationale</p>	<p>Principal, mentor, or peer teacher</p>

Strategy 3:

Successful lesson planning requires that teachers, prior to the beginning of the lesson, think about what is required for planned activities. 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.

Develop capacity for mentally thinking through how a learning activity will be conducted. Review the sequence of learning activities that were 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:

1. Put the directions for the activity on the blackboard before class begins. Review the directions for the activity with the whole class.
2. Break students into small groups. Group facilitators get globes from the back table or storage cabinet.
3. Groups cooperatively complete page 32. (Allow 20 minutes.)
4. Group facilitator collects workbook pages to be turned in.
5. The teacher leads the whole class in a de-briefing activity (5 minutes).

After the complex activities have been broken into specific steps, the teacher should review the instructional objectives. Will the students be able to demonstrate the stated learner outcomes after the outcomes have been completed?

Evidence of Completion:

Steps and components for the lesson plan

Resources:

None

Component A. The teacher plans effectively for instruction.

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

Strategy 1:

Compile a class list in which 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 groupings: standardized test scores, teacher observations, cumulative files, exams, and written work. Additional information might be obtained by administering a short pretest (or questionnaire) to assess students' previous experiences 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 the 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:

Refer to the summary of individual difference that was 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.

Evidence of Completion:

Written objectives with identified additions or adaptations

Resources:

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:

Descriptions of interest/learning center activities in the lesson plan

Resources:

Some suggested readings:

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

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

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

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

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

Strategy 4:

Plan a lesson that includes a variety of supplemental learning activities (minimum of two) that 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.

Evidence of Completion:

Lesson plan with at least two supplemental activities

Resources:

None

Performance Domain I: Planning

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 brainstorming, partner critique, 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., and 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. and 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:

Successful teachers identify the materials needed for lessons as they write their lesson plans.

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?

Ask a principal or peer teacher provide suggestions. Use their feedback to make revisions.

Evidence of Completion:

Revised sequential list of aids and materials.

Resources:

Principal, mentor, or colleague.

Performance Domain I: Planning

Strategy 2:

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.

Evidence of Completion:

Supplemental materials for lessons within the unit, lesson plans

Resources:

None

Strategy 3:

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, and 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.

Evidence of Completion:

Floor plan arrangement, description of modifications

Resources:

School records, teacher-constructed class profiles (See Strategies for Attribute IA3.)

Strategy 4:

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.

Compile a class list of students grouped by ability/performance levels: above average, average, below average. (See Strategies listed for Attribute IA3.) 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 colleague or principal.

Evidence of Completion:

Class list, lesson plan with both differentiated aids and materials specified

Resources:

Principal, mentor, or colleague

Strategy 5:

Compile a mater list of the instructional aids and materials available to your. Include personal resources, other classroom teachers, library or media center, community resources, and students. Be sure to include supplemental aids and materials.

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.

Evidence of Completion:

List of available aids and materials in the lesson plan

Resources:

Principal, mentor, or colleague

List of Aids and Materials ([Appendix O](#))

Performance Domain I: Planning

Strategy 6:

Successful teachers utilize knowledge of their students to select the best types of aids and materials for instruction.

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.

For example, to motivate students who like sports, a teacher might include the use of sports stories to introduce vocabulary words.

Evidence of Completion:

Results of student interest inventory, lesson plans

Resources:

Some suggested reading:

Partridge, M.E. and Schisler, B.L. (1989). "Special opportunities: Students as resource people." *Social Education*, 53(3), 194-196.

Example of a Student Inventory ([Appendix I](#))

Strategy 7:

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

Analyze the upcoming instructional 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 colleague.

Evidence of Completion:

Lesson plan with objectives and aids/materials identified, summary

Resources:

Taxonomy of the Cognitive Domain ([Appendix A](#))

Principal, mentor, or colleague

Strategy 8:

Talk with your principal about the computerized instructional technology for teaching and learning. Make a list of what is available in your school or district. Determine what is available for use in your classroom. Write a lesson plan that 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*. Blomington, IN: Phi Delta Kappa. (Fastback #261)

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

Component A. The teacher plans effectively for instruction.

I.A.5 States method(s) of evaluation to measure learner outcomes

Strategy 1:

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 until the end of the unit to assess students' progress often means finding out that there is a considerable gap between what the teacher thought was taught and what the teacher wants the students to know.

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

The teacher should review his/her 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.

The teacher should share the results with his/her principal and mentor.

Evidence of Completion:

Unit plan with daily evaluation strategies indicated, summary of results

Resources:

Daily Evaluation Strategies ([Appendix P](#))

Principal

Strategy 2:

In planning for student evaluation, the relative importance of what is being learned guides the teacher in selecting appropriate methods for evaluation.

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, the teacher should have a plan for evaluating each of the objectives (regardless of importance).

Evidence of Completion:

List of objectives with weighting and selected methods of evaluation

Resources:

None

Strategy 3:

Oral and written questioning can be an effective method of daily evaluation.

Include for each day in a lesson plan questions that will measure that day's objectives. These questions can be given for homework or used for brainstorming. They can be answered by the students as a written assignment and turned in during class, etc.

Evidence of Completion:

Lesson plans with questions

Resources:

None

Performance Domain I: Planning

Strategy 4:

Ask a colleague to look at your daily questions and help you determine whether the questions measure your objectives.

Evidence of Completion:

Written summary of colleague's analysis of questions

Resources:

Colleague

Strategy 5:

Teachers can use student input to verify that students have achieved stated outcomes. In this way, students become more involved in their own evaluation.

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?
-

Evidence of Completion:

List of most appropriate questions

Resources:

None

Strategy 6:

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, mentor, or colleague.

Evidence of Completion:

Resources:

Some suggested readings:

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

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

Strategy 7:

Enlist the aid of students in evaluating learner outcomes. Design and hone 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, assignment completed, etc.

Each week send these evaluations home for the parents' signatures.

Evidence of Completion:

Signed charts

Resources:

Sample Progress Chart ([Appendix J](#))

Performance Domain I: Planning

Strategy 8:

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.

Send portfolios home for parents to sign and return.

Evidence of Completion:

Signed portfolios

Resources:

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 A. The teacher plans effectively for instruction.

I.A.6. Develops/implements an Individualized Educational Program (IEP) and/or Individualized Family Service Program (IFSP), when appropriate

Strategy 1:

An IEP is required for each student who has been 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.

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.

Evidence of Completion:

Original IEP and rewritten IEP

Resources:

None

Performance Domain I: Planning

Strategy 2:

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.

Evidence of Completion:

Survey results, highlighted IEP

Resources:

Parent/Caregiver Survey ([Appendix Z](#))

Principal

Strategy 3:

An "ecological inventory" can be useful when writing IEP goals and objectives. When using the ecological inventory, you can write the outcome behavior as the goal; 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.

Evidence of Completion:

Ecological inventory, IEP

Resources:

Ecological Inventory ([Appendix AA](#))

Strategy 4:

The development of appropriate goals for IEPs requires careful thought, planning, and adjustment. All annual goals must be written in measurable terms.

Share the annual goals that you have written with your principal or a peer teacher. Are the goals clearly stated? Are they measurable? Rewrite any that are not clear or measurable.

Evidence of Completion:

Written goals

Resources:

Principal, mentor, or peer teacher

Strategy 5:

Short-term objectives must contain the following objectives.

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, mentor, or a peer teacher. Do they contain the components listed above?

Evidence of Completion:

Written goal and short-term objectives

Resources:

Principal, mentor, 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:

Have equipment available and ready for use prior to the lesson.
Complete an equipment checklist to accompany your lesson plan.

Evidence of Completion:

Completed equipment checklist

Resources:

None

For example:

Material	Mon.	Tues.	Weds.	Thurs	Fri.
Tape recorder					
VCR					
Overhead projector					
Film projector					

Strategy 2:

Check equipment and prepare aids/or materials at the beginning of the day or at the end of the previous day.

Evidence of Completion:

Time sheet indicating your arrival and/or departure from school with activities noted

Resources:

None

Strategy 3:

Successful teachers have a contingency plan that can be used when equipment problems occur.

Evidence of Completion:

Alternative activity noted on lesson plan

Resources:

None

Develop an alternative activity for a lesson that can be used as a backup activity.

<p>Strategy 4:</p> <p>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.</p>	<p>Evidence of Completion:</p> <p>Written description of system established for sharing materials</p>	<p>Resources:</p> <p>None</p>
<p>Strategy 5:</p> <p>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.</p>	<p>Evidence of Completion:</p> <p>Written examples of the “To Do List”</p>	<p>Resources:</p> <p>None</p>
<p>Strategy 6:</p> <p>Evaluate the current arrangement of your classroom in terms of safety and practicality. Is it arranged in such a way 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.</p>	<p>Evidence of Completion:</p> <p>Written evaluation of current classroom arrangement, diagrams of alternative arrangements with written comments</p>	<p>Resources:</p> <p>Some suggested reading:</p> <p>Cangelosi, J. S. (1990). <i>Cooperation in the classroom: Students and teachers working together</i> (2nd ed.). Washington, DC: National Education Association.</p>

Strategy 7:

Complete a safety check of your classroom and note any unsafe areas. Relocate any materials and equipment that are potentially dangerous to students.

Evidence of Completion:

Completed safety checklist

Resources:

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 to thematic/content-related display ideas. Scan magazines, attend in-service workshops, or visit other classrooms for ideas for the file.

Evidence of Completion:

Written criteria for evaluating displays, students' displays

Resources:

Assorted paper, markers, other art supplies

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:

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?

Diagram two or three alternative arrangements and note the pros and cons for each arrangement.

Evidence of Completion:

Written evaluation of current classroom arrangement and diagrams of alternative arrangements with comments

Resources:

Some suggested reading:

Cangelosi, J. S. (1990). *Cooperation in the classroom: Students and teachers working together* (2nd ed.). Washington, DC: National Education Association.

Strategy 13:

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.

Evidence of Completion:

Diagram of other classrooms and notes from discussion with peer teachers

Resources:

Peer teachers

Strategy 14:

Arrange your classroom in a different manner for at least one week. At the end of the week, note the pros and cons for leaving the classroom arranged in this manner, for returning it to the original arrangement, or for modifying the new arrangement.

Evidence of Completion:

Written evaluations of classroom arrangements

Resources:

Some suggested reading:

Cangelosi, J. S. (1990). *Cooperation in the classroom: Students and teachers working together* (2nd ed.). Washington, DC: National Education Association.

Strategy 15:

Read at least one professional publication on classroom environments. Summarize your reading and apply one new idea to your classroom.

Evidence of Completion:

Written summary of reading, description of new idea

Resources:

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:

There are many indicators of a positive classroom climate. Courtesy, respect, warmth, and friendliness among students and teacher are some of these indicators.

Evidence of Completion:

List of ways the teacher might address the indicators

Resources:

Peer teachers

Some suggested readings:

Doescher, S. M. and 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. and Midgley, C. (1989). "Stage-environment fit: Developmentally appropriate classrooms for young adolescents." In C. Ames and R. Ames (Eds.), *Research on motivation in education* (pp. 139-186). New York: Academic Press.

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

Strategy 2:

The teacher serves as a powerful role model for demonstrating prosocial behaviors.

Tape record several lessons over the course of a week. As you listen to the playback with a peer teacher, note ways you 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?

Evidence of Completion:

Written evidence of what was demonstrated during each series of taped lessons

Resources:

Tape recorder

Tape

Peer teacher

Strategy 3:

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 strategy may include using students' 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 students(s)

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.

Evidence of Completion:

List of additional ways to demonstrate awareness of climate in the classroom

Resources:

Peer teacher

Strategy 4:

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.

Evidence of Completion:

Written record

Resources:

Video camera, videotape, and VCR

Strategy 5:

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?

Evidence of Completion:

Written assessment, the appropriate chart

Resources:

How Do We Work Together? ([Appendix Q](#))

Class Record of Interpersonal and Social Skills ([Appendix R](#))

Strategy 6:

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.

Evidence of Completion:

Displayed list in the classroom

Resources:

Poster paper

Strategy 7:

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 in making written notes on their papers.

Summarize the results after a few weeks.

Evidence of Completion:

Written description of phrases used and results

Resources:

Ways to Say “Good” ([Appendix F](#))

Positive Ways to Say “You Can Do Better” ([Appendix G](#))

Strategy 8:

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 itself can be communicated to students in your classroom.

This strategy 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.

Evidence of Completion:

List of ways enthusiasm can be communicated to students in the classroom

Resources:

Peer teachers

<p>Strategy 9:</p> <p>View a peer teacher demonstrating enthusiasm. List ways the teacher communicated enthusiasm for teaching, learning, and the subject being taught to the students.</p>	<p>Evidence of Completion:</p> <p>List of ways the teacher communicated enthusiasm</p>	<p>Resources:</p> <p>Peer teacher</p>
<p>Strategy 10:</p> <p>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.</p> <p>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?</p>	<p>Evidence of Completion:</p> <p>Lesson plans with written statements, self-evaluation of each lesson</p>	<p>Resources:</p> <p>None</p>
<p>Strategy 11:</p> <p>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.</p>	<p>Evidence of Completion:</p> <p>“Enthusiasm Checklist” ratings, plan of action</p>	<p>Resources:</p> <p>Enthusiasm Checklist (Appendix S)</p>

Strategy 12:

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:

1. Sought their comments, questions, examples, demonstrations, and/or other contributions throughout the lesson.
2. Considered, recognized, and/or 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?

Evidence of Completion:

Written summary of what was demonstrated during each series of taped lessons

Resources:

Tape recorder, tape

Strategy 13:

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.

Evidence of Completion:

List of ways to increase positive interaction with students

Resources:

Peer teacher

Strategy 14:

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.

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.

Evidence of Completion:

List of ways the lessons were personalized

Resources:

Peer teacher
Example of a Student Inventory ([Appendix I](#))

Strategy 15:

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 to the content of the lesson.

Evidence of Completion:

Notes on cards and written evaluation of strategy

Resources:

Notecards

Strategy 16:

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 as you. Discuss your list and make appropriate revisions.

Evidence of Completion:

List of ways the teacher might provide equal treatment

Resources:

Peer teachers

Strategy 17:

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.

Evidence of Completion:

Outlined plan of action

Resources:

"Differential Treatment for Low-Achieving Students" ([Appendix T](#))

Strategy 18:

Students respond more positively to teacher directions and decisions if they understand the reasons for them.

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 whether 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?

Evidence of Completion:

Written evidence of what was demonstrated during each taped lesson

Resources:

Tape recorder, tape

Strategy 19:

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.

Evidence of Completion:

List, lesson plan

Resources:

Cornett, C. (1986). *Learning through laughter: Humor in the classroom*. Bloomington, IN: Phi Delta Kappa. (Fastback #241)

Strategy 20:

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.

Evidence of Completion:

Written summary, lesson plan

Resources:

Some suggested readings:

Silvernail, D. (1987). *Developing positive student self-concept*. Washington, DC: National Education Association.

Purkey, W. W. and Stanley, P.H. (1991). *Invitational teaching, learning, and living*. Washington, DC: National Education Association.

Elias, M. and Tobias, S. (1990). *Problem solving/decision making for social and academic success*. Washington, DC: National Education Association.

Elias, M. and 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.

In your classroom, if there are children 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 difficulties*. 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:
<p>Design a student-monitoring program to ensure student attention before directions for routines are given.</p> <p>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.</p>	<p>Description of the plan to be implemented</p>	<p>None</p>

Strategy 2:	Evidence of Completion:	Resources:
<p>Develop a signal that will ensure student attention before directions for routines are given to the class. For example,</p> <ol style="list-style-type: 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.	<p>Written description of the signal and results when used</p>	<p>None</p>

Strategy 3:

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 the following:

1. Who has a pencil and is ready to work?
2. Who has his/her mathematics 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.

Evidence of Completion:

Written set of questions or statements

Resources:

None

Strategy 4:

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.

Evidence of Completion:

Written summary of observation and interview

Resources:

Peer teacher

Strategy 5:

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.

Evidence of Completion:

Written summary of the brainstorming activity and the classroom technique to be utilized

Resources:

None

Strategy 6:

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.

Evidence of Completion:

Summary of students' comments

Resources:

None

Strategy 7:

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.

Evidence of Completion:

Anecdotal log

Resources:

Peer teacher

Strategy 8:

Utilize a classroom routine checklist to ensure clear administrative directions for classroom routines.

1. Does my lesson require passing out papers? If so, who will pass them out and how will I determine the procedure?
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 and what to do when supplies are needed?

Evidence of Completion:

Checklist

Resources:

None

Strategy 9:

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.)

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

Evidence of Completion:

"Classroom Routine Sheet" or wall chart

Resources:

None

Strategy 10:

Prepare a procedure checklist to ensure clear directions for classroom routines. The checklist should contain beginning-lesson routines as well as ending-lesson routines.

Evidence of Completion:

Procedure checklist

Resources:

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:

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.

Evidence of Completion:

Supplemental activity sheet attached to lesson plan

Resources:

None

Strategy 12:

To ensure that routine tasks are dealt with in an efficient manner,

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.

Evidence of Completion:

Written list of student's names and jobs

Resources:

None

Strategy 13:

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.

Evidence of Completion:

Written description of the system

Resources:

None

Strategy 14:

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 materials or equipment.

Evidence of Completion:

Floor plan with satellite stations marked

Resources:

None

Strategy 15:

Assign each student a desk/table/chair or station. Use a seating chart to take roll.

Evidence of Completion:

Seating chart

Resources:

None

Strategy 16:

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.

Evidence of Completion:

Time and signal posted

Resources:

None

Strategy 17:

Develop a set of procedures for common classroom routines. Hand out or post procedures, expectations, and consequences.

Evidence of Completion:

Copy of student guidelines, or wall chart of procedures, expectations, and consequences

Resources:

None

Strategy 18:

Visit peer teachers who are effective in getting classes started quickly. List the effective procedures witnessed.

Evidence of Completion:

List of effective procedures

Resources:

Peer teachers

Strategy 19:

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.

Evidence of Completion:

Videotape of lessons and list of time wasters

Resources:

Video camera, videotape, and VCR

Principal or peer teacher

Strategy 20:

The teacher should direct the students' attention to the assignments immediately upon their entering the classroom. Write assignments on the board or on an overhead or give each student a folder containing the assignments.

Evidence of Completion:

Assignments posted or prepared folders at satellite stations

Resources:

None

Strategy 21:

Read a professional publication on time management for teachers. From your reading, select a strategy that will help you manage classroom time more effectively.

Evidence of Completion:

Written description of strategy and its results

Resources:

Some suggested readings:

Leinhardt, G., Weidman, C., and 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. and Lubke, M. (1990). *Research into practice: Implementing effective teaching strategies*. Boston: Allyn and Bacon. (See Chapter 2.)

Component B. The teacher maximizes the amount of time available for instruction.

II.B.2. Manages and/or adjusts time for activities

Strategy 1:

Examine the learning objectives that you wrote for an upcoming lesson.

Ask yourself the following questions:

1. What teaching, learning and organization activities do I have planned to cover the relevant content and to accomplish the lesson objective?
2. In what order will the content and activities be presented?
3. 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.

Evidence of Completion:

Written time sequence of activities

Resources:

Sample Time Sequences ([Appendix E](#))

Strategy 2:

Using the time sequence of teaching and learning activities that you constructed for the previous strategy assignment, present the lesson. As you teach the lesson, note the approximate times that it takes to complete each content segment, learning activity, and teaching activity.

Evidence of Completion:

Written summary of lesson time compared to planned timeline, written summary

Resources:

Clock, timer, or watch

Strategy 3:

On the board or on the assignment, post the time allotted for completing the assignment. The consequences for not staying on task and completing the assignment, as well as rewards for doing so, should also be written on the assignment or should be posted. Discuss your expectations with the students.

Evidence of Completion:

Expectations posted on the board or included in the assignment

Resources:

None

Strategy 4:

Use simple reminders to keep students within the time allotted for a task. Hold up a clock or point to a timer or wristwatch as a reminder for them to stay with the task.

Evidence of Completion:

Reminders written in lesson plan, written summary of results

Resources:

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 record 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 interruptions 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?

Evidence of Completion:

Floor plan with changes to be made

Resources:

None

Strategy 8:

Have students develop rules to prevent wasted time. Ask for suggestions and write them down on an overhead or on the board.

Evidence of Completion:

List of the rules

Resources:

None

Strategy 9:

Make a student “timekeeper.” If you and/or students are still working on the activity at the designated ending time, the student reminds you by pointing to a wristwatch, a time, or the clock.

Evidence of Completion:

Written summary of the results

Resources:

Clock, timer, or watch

Strategy 10:

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.

Evidence of Completion:

Written summary of results

Resources:

None

Strategy 11:

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.

Evidence of Completion:

Written results of observation, written plan for improvement

Resources:

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 reasons 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:

Have extra or bonus assignments for early finishers. This additional work should be an enrichment activity, not additional practice or a homework assignment.

Evidence of Completion:

Copy of the enrichment assignments

Resources:

None

Strategy 16:

Have early finishers pair up with students who are having difficulty. The students can check their work together.

Evidence of Completion:

Written observations of students' activities

Resources:

None

Strategy 17:

Establish a peer tutoring system that will allow faster students to help slower students without creating classroom disturbances and wasting instructional time.

Evidence of Completion:

Written summary of results

Resources:

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 should 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 lesson 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., and 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:

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.

Evidence of Completion:

Classroom rules displayed on a poster

Resources:

Poster or bulletin board paper

Some suggested reading:

"Tips for beginners: Positive classroom management." (1992, December). *Mathematics Teacher*, pp. 720-721.

Strategy 2:

Establish expectations of student behavior by generating a list of specific feedback statements.

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.

Evidence of Completion:

Specific feedback statements list with statements used in lesson highlighted

Resources:

Some suggested readings:

Hofmeister, A. and Lubke, M. (1990). *Research into practice: Implementing effective teaching strategies*. Boston: Allyn and Bacon. (See section entitled "Guidelines for Effective Praise.")

Ways to Say "Good" and Positive Ways to Say "You Can Do Better" (Appendices F and G)

Strategy 3:

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 review could be presented in a general discussion or by role playing the behavioral expectations.

Evidence of Completion:

Written lesson rules and consequences attached to lesson plans

Resources:

None

Strategy 4:

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.

Evidence of Completion:

Completed Student Model list for specific lessons for tasks

Resources:

None

Strategy 5:

Initiate positive contact about behavioral expectations for students every day. This contact can be through 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:

Piane, S., Radicchi, J., Rosellini, L., Deutchman, L., and 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:

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 the areas with the peer teacher.

Evidence of Completion:

List of potentially difficult areas and statements of expectations

Resources:

Peer teacher

Strategy 9:

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 communicate clearly 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.

Evidence of Completion:

Written lesson initiation with ways to encourage student participation and to communicate expectations, highlighted

Resources:

Peer teacher

Strategy 10:

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.

Evidence of Completion:

Written lesson plan containing statements that communicate expectations about student engagement

Resources:

Peer teacher
Tape recorder
Tape

Strategy 11:

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

Curwin, R. and 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:

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 students.

Evidence of Completion:

Identified activities that are student directed in weekly lesson plan, written teaching script or transparency

Resources:

None

Strategy 2:

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.

For example, younger students could indicate a solution to a mathematics 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 could generate team responses put on a transparency or poster paper for sharing or could participate in a “quiz bowl.”

Evidence of Completion:

Active-participation method in lesson plan, summary of results

Resources:

None

Strategy 3:

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.

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

Evidence of Completion:

Lesson plan incorporating choral responding, summary of results

Resources:

Some suggested reading:

Heward, W., Courson, F., and Narayan, J. (1989). "Using choral responding to increase active student response." *Teaching Exceptional Children*, 21, 72-75.

Strategy 4:

Students can monitor their own learning in small group or in paired situations. Develop a buddy system for doing class work. The teacher can appoint buddy teams or the students can choose buddy teams.

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. The buddy system 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.

Evidence of Completion:

Lesson plan which includes the buddy system, written summary of results

Resources:

None

Strategy 5:

Actively involve passive students in the lesson by alternately calling on students raising their hands and students not raising their hands.

Evidence of Completion:

Written set of questions in the lesson plan identifying when to call on hand-raisers and nonhand-raisers

Resources:

None

Strategy 6:

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. On colored cards, write the names of the students who were called on two or more times; on white cards, write the names of the ones who were called on one or no times.

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, and then repeat to check for improvement.

Evidence of Completion:

Written summary of results

Resources:

Tape recorder, tape, cards

Strategy 7:

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.

Evidence of Completion:

Completed outline, list of identified "Outline Monitors," and written summary of results

Resources:

None

Strategy 8:

Monitor and involve students who are passive by including either brainstorming or role playing in a lesson.

Evidence of Completion:

Copy of lesson plans with these techniques highlighted

Resources:

None

Strategy 9:

Redirect students who are persistently off task by asking questions of the identified students. The teacher should have a varied list of questions from which to choose during the lesson.

For example, ask the student the following:

1. To answer particular questions about concepts from 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

Evidence of Completion:

List of questions, names, and numbers of students redirected

Resources:

None

Strategy 10:

Maintain the engagement of students who have been redirected by using a class seating chart.

After redirecting a student, place a check next to his/her name. Before the end of the lesson, the teacher will revisit each student with checks next to his/her name.

Evidence of Completion:

Completed class seating chart

Resources:

None

Strategy 11:

Use the technique of “ignore when appropriate” to ensure monitoring of momentary off-task behavior.

Ignore the behavior if

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.

Evidence of Completion:

Written summary on how the technique was used in class

Resources:

Some suggested reading:

Evertson, C. M., Emmer, E. T., Sanford, J. P., and Clements, B.S. (1983). "Improving classroom management: An experiment in elementary school classrooms." *Elementary School Journal*, 84(2), 173-188.

Strategy 12:

Use oral, verbal, and nonverbal techniques when dealing with off-task student behavior, such as the following:

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)

Evidence of Completion:

Written comments on the use and effectiveness of selected verbal, oral, and nonverbal techniques

Resources:

None

Strategy 13:

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.

Evidence of Completion:

Written summary of techniques used by the observed teacher and a copy of a lesson plan with nine techniques incorporated

Resources:

Peer teacher

Strategy 14:

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 oral, verbal and nonverbal techniques used to keep students on task?

Evidence of Completion:

Written summary of results from observations

Resources:

“Keeping Students on Task” Classroom Observation Sheet ([Appendix V](#))

Peer teacher

Strategy 15:

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.

Evidence of Completion:

Written summary of reading, idea used, and results

Resources:

Some suggested readings:

Petty, R. (1988). "Discipline in your classroom." *Science Teacher*, 55(2), 34-35.

Long, J. D., Frye, V. H., and Long, E. W. (1985, September). "Troubleshooter's guide to classroom discipline." *Instructor*, pp. 122-125.

Emmer, E. T., Evertson, C., Sanford, J. P., Clements, B. C., and Worsham, M. E. (1997). *Classroom management for secondary teachers* (4th ed.). Boston, MA: Allyn and 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 and 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 strategy procedure is called *overlapping*. Teachers must be careful not to overlook students who ask for help but also must 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., and Darch, C. (1983). *Structuring your classroom for academic success*. Champaign, IL: Research Press.

Strategy 18:

Withitness means that the teacher always knows what's going on in the classroom and, furthermore, that 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.

For one week, write lesson plans to include systematic 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 for glancing around the room and moving could 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.

Evidence of Completion:

Lesson plan, written summary of results

Resources:

Principal or peer teacher

Strategy 19:

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.

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?

Evidence of Completion:

Lesson plan, summary of principal or peer teacher feedback

Resources:

Principal or peer teacher

Strategy 20:

Successful teachers ensure that they have students' attention prior to giving directions and explanations. With your students, plan a signal that they will recognize as an indication that they MUST pay attention immediately. Some signals that might be used in classrooms include the following:

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.

Evidence of Completion:

Written summary of results

Resources:

Peer teacher

Strategy 21:

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 the following:

1. The signal given to students to indicate that they are to 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.

Evidence of Completion:

Written summary of a new strategy used in class

Resources:

Peer teachers

Strategy 22:

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 whether 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.)

Evidence of Completion:

Written summary of information gathered, written summary of strategy developed

Resources:

None

Strategy 23:

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.

Evidence of Completion:

Written the summary of the article including two ways to implement this information in your classroom

Resources:

Forat, K. L. (1990). "Listening: The forgotten skill." *Momentum*, 21, 66-68.

Strategy 24:

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.

Evidence of Completion:

Written summary of the article and practice of two of these strategies in your classroom

Resources:

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:

Read and summarize a professional publication on stimulating and sustaining student interest. In your lesson, use the information from the article to plan and initiate an activity that introduces the lesson objectives.

Evidence of Completion:

Written summary of article

Lesson plan with activity indicated

Resources:

Some suggested readings:

Grosnickle, D. R. and 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:

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 to the interest of your students.

Evidence of Completion:

Written summary of students' interests from completed interest inventories and a written initiation for a lesson that reflects both students' interests and lesson content.

Resources:

Example of a Student Inventory ([Appendix J](#))

Strategy 3:

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.

Evidence of Completion:

Written list of effective strategies

Lesson plan using one of those strategies.

Resources:

Peer teacher

Strategy 4:

Analyze a recent lesson that failed to develop lesson objectives:

- 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?
- How can modifications in lesson planning be made to improve the initiation of lessons?
- How are your students motivated to be involved and to learn?

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

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

Evidence of Completion:

Written answers to the questions

Discussion with a peer teacher

Resources:

Peer teacher

Strategy 5:

Soon after completing a lesson, talk with your students about the lesson. Seek input from them regarding their motivation to learn.

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

Use this information in assessing the effect of not only the techniques chosen to initiate the lesson but also the learning activities.

Evidence of Completion:

Written summary of students' responses

Resources:

None

Strategy 6:

When planning each lesson and activity, write the learning outcome in words the student will understand. Use these planned statements to communicate objectives for each lesson and activity.

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.

Evidence of Completion:

Lesson plans with objectives written in language students will understand

Resources:

None

Strategy 7:

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.

Ask a peer teacher whether you have clearly communicated the outcomes of your lesson and activities. Reword the statements until the outcome is clear.

Evidence of Completion:

Written lesson initiation with clear statements on planned outcomes

Resources:

Peer teacher

Strategy 8:

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.

Use the tape recording of the lesson or the peer teacher's notes to determine whether you clearly communicated the outcome of the lesson or activity.

Evidence of Completion:

Tape recording of the lesson

Resources:

Tape recorder
Tape
Peer teacher

Strategy 9:

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.

Evidence of Completion:

Written statement of the reason

Resources:

None

Strategy 10:

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.

Evidence of Completion:

Displayed graphic organizer or concept map

Resources:

Some suggested readings:

Tierney, R.,
Readence, J., and
Dishner, E. (1995).
Reading strategies and practices: A compendium (4TH ed.).
Boston, MA:
Allyn and Bacon.

Heimlich, J. and
Pittelman, S. (1986).
Semantic mapping: Classroom applications. Newark, DE: International Reading Association.

Bromley, K. (1996).
Webbing with literature: Creating story maps with children's books (2nd ed.). Boston, MA: Allyn and Bacon.

Strategy 11:

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?

Evidence of Completion:

Tape recording of the lesson

Resources:

Tape recorder
Tape

Strategy 12:

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 whether the purpose and importance are clear.

Evidence of Completion:

A lesson plan with a statement that clearly communicates the purpose and importance of activities within the lesson

Resources:

Peer teacher

Component A. The teacher delivers instruction effectively.

III.A.2. Sequences lesson to promote learning

Strategy 1:

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 able to follow the sequences of the lesson more effectively when your directions were clear and complete?

Evidence of Completion:

Written summary with four guidelines listed.

Resources:

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

Strategy 2:

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 whether the directions are clear.

Evidence of Completion:

Written list of steps in lesson plan

Resources:

Peer teacher

Strategy 3:

At the beginning of the lesson, write directions for the learning task on the chalkboard. Ask a student before class or during class whether the directions are clear to him/her. Review the directions with the class.

Evidence of Completion:

Assignments written on chalkboard

Resources:

None

Strategy 4:

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.

Evidence of Completion:

Posted assignments

Observation of signal for directions to follow

Students' notebooks

Resources:

None

Strategy 5:

Check for understanding of the directions during the lesson. Have students repeat directions or describe the process necessary to complete the assignment. Have students work a sample exercise while you monitor their ability to use the steps in the process successfully or correctly complete the exercise before they begin to work independently.

Evidence of Completion:

Written summary of results

Resources:

None

Strategy 6:

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.

Evidence of Completion:

Written summary of students' comments

Resources:

None

Strategy 7:

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 whether the directions are 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.

Evidence of Completion:

Taped lesson

Written summary of peer teacher's suggestions

Resources:

Tape recorder and Tape

Peer teacher

Strategy 8:

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.

Evidence of Completion:

Written summary and self-evaluation checklist

Resources:

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

Strategy 9:

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.

Evidence of Completion:

K-W-L chart

Resources:

Tierney, R., Readence, J., and Dishner, E. (1995). *Reading strategies and practices: A compendium* (4th ed.). Boston, MA: Allyn and Bacon.

Strategy 10:

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.

Evidence of Completion:

Previous day’s objectives written on the board or flip chart

Resources:

Chalkboard
Flipchart

Strategy 11:

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 may also 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*.

Evidence of Completion:

Note cards with key points

Resources:

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

Strategy 12:

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.

Evidence of Completion:

List of positive and/or negative elements of lesson review

Positive elements highlighted in your lesson plan

Resources:

Peer teacher

Strategy 13:

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.

Evidence of Completion:

List of "prerequisite skills" for each learning task

Resources:

None

Strategy 14:

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 whether your statements and questions help students review past learning. If necessary, reword the statements to ensure students' readiness.

Evidence of Completion:

Written lesson plan with statements and questions to ensure students' readiness for new learning.

Resources:

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 whether teaching methods and learning tasks or topics in your lesson are sequenced in a logical order. For six weeks, use the summary, self-evaluation, and suggestions to guide you as you plan and implement your lessons. Use the self-evaluation weekly to monitor your improvement.

Evidence of Completion:

Written summary and completed self-evaluations

Resources:

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

Strategy 18:

Invite a peer teacher to observe a lesson and provide feedback about your use of specific teaching methods and learning tasks:

- Were the teaching methods and learning tasks or topics sequenced in a logical order?
- Did learning proceed from the simple to the more complex?
- 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.

Evidence of Completion:

Written summary of discussion and list of suggestions

Resources:

Peer teacher

Strategy 19:

Read and summarize the article, "Closure: The Fine Art of Making Learning Stick."

Apply these methods and techniques of closure in your classroom

Evidence of Completion:

Written summary of the article, including two ways to apply these methods of closure in your classroom

Resources:

Phillips, L. (1987). "Closure: The fine art of making learning stick." *Instructor*, 87(3), 38.

Strategy 20:

During the lesson planning, list the lesson or activity's objectives and identify ways these objectives link with the past, present, and future content or activities.

Use these links to develop a lesson closure.

Evidence of Completion:

List of lesson objectives and connections with past, present, and future content

Resources:

None

Strategy 21:

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 communicated to your students.

Ask a peer teacher to review the tape and give you feedback about the lesson's closure.

Evidence of Completion:

Tape recording

Written summary of feedback from peer teacher

Resources:

Tape recorder
Tape
Peer teacher

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:
<p>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.</p> <p>Discuss the lesson plans with a peer teacher, the school librarian, or the media specialist.</p>	<p>Written list</p> <p>Written summary of discussion</p>	<p>Peer teacher, school librarian, or media specialist</p>

Strategy 2:	Evidence of Completion:	Resources:
<p>Before using audiovisual equipment or materials:</p> <ul style="list-style-type: none"> • Check audiovisual equipment prior to lesson. • Preview the audiovisual materials to be used. • Arrange classroom for maximum effect of audiovisual materials. <p>Have a peer teacher observe the lesson and discuss how use of the materials enhanced or detracted from student learning.</p>	<p>Written list of audiovisual material previewed</p> <p>Floor plan</p> <p>Written summary of discussion</p>	<p>Audiovisual Equipment Peer teacher</p>

Strategy 3:

Visit the school and school board media center to develop a list of available aids and materials that are appropriate for specific learning tasks and objectives.

Evidence of Completion:

List of available aids and materials

Resources:

None

Strategy 4:

Develop a list of available community resources that could provide aids and materials for use in a particular lesson.

Evidence of Completion:

List of community resources

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:

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.

Evidence of Completion:

Display of student-Developed Materials

Resources:

Some suggested readings:

Cravotta, M. E. and 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:

Visit the school and school board media center to develop a list of available aids and materials that are appropriate for the range of student needs and abilities.

Evidence of Completion:

List of available aids, materials and supplies

Resources:

None

Strategy 7:

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.

Evidence of Completion:

Results of readability estimate

Reading Materials at appropriate levels

Resources:

Vacca, J. L., Vacca, R. T., and Grove, M. K. (1995). *Reading and learning to read* (3rd ed.). New York: Harper Collins College Publishers. (Check sections on the Fry Readability Graph and the General Textbook Readability Checklist.)

Strategy 8:

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.

Evidence of Completion:

Results of interest
Inventory

Lesson plan

Resources:

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. and 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:

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?

Evidence of Completion:

Written summary of observation

Resources:

Peer teacher

Strategy 10:

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.

Evidence of Completion:

Lesson plans

Floor plan showing designated areas for materials

Resources:

None

Strategy 11:

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.

Evidence of Completion:

Three rules or guidelines

Resources:

Heinich, R.,
Molenda, M., and
Russell, J. D. (1989).
*Instructional media and
the new technologies
(3rd ed.)*.
New York:
Macmillan.

Librarian or media
specialist

Strategy 12:

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 uses into a lesson.

Evidence of Completion:

List of available technology

Lesson plan

Resources:

Some suggested readings:

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

Beardslee, E. C. and 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

Strategy 2:

Ask a peer teacher to observe your class and complete the “Change Chart.” Plan a second class based on the results.

Evidence of Completion:

Change Chart

Lesson plan for second class

Resources:

Peer teacher

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 3:

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 whether 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.

Evidence of Completion:

Written summary
Completed analysis forms

Resources:

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

Strategy 4:

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.

Evidence of Completion:

List of suggestions for improving pacing

Resources:

Peer teacher

Strategy 5:

At the end of the lesson, survey students by asking for a show of hands. Ask:

- Am I going to fast? or too slow?
- Which parts were too fast? or too slow?
- Did everyone understand what we just covered?

Use this feedback to modify your pacing.

Evidence of Completion:

Summary of students' responses

Plans to modify pacing

Resources:

None

Strategy 6:

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.

Teach the lesson. Did you use some of your anticipated problem-solvers?

Evidence of Completion:

Lesson plan

List of solutions to possible problems

Summary of lesson results

Resources:

Principal or peer teacher

Strategy 7:

Design a lesson that contains some flexibility. Flexibility could result 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?

Evidence of Completion:

Lesson plan

Written summary of what was learned

Resources:

None

Strategy 8:

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.

Evidence of Completion:

Written summary of suggestions

New lesson plan

Resources:

Peer teacher

Strategy 9:

Observe a peer teacher who uses informal assessments to pace and adjust lessons. Take notes and discuss with the teacher.

Evidence of Completion:

Notes from observation

Summary of discussion

Resources:

Peer teacher

Daily Evaluation Strategies
([Appendix P](#))

Component A. The teacher delivers instruction effectively.

III.A.5. The teacher integrates technology into instruction.

Note: As of July, 2000, web links in this document were checked and found to be Accurate and available

It is imperative that accessibility to specific technology be assessed prior to the Assignment of specific strategies for III.A.5.

Strategy 1:	Evidence of Completion:	Resources:
<p>Read about planning technology-connected lessons. Based upon your reading, redesign a lesson you will soon be teaching and include a technology connection. The technology connection should be specific: list software title, internet address, or other resource.</p>	<p>Lesson plan with technology connection</p>	<p><i>Louisiana INTECH.</i> http://www.lcet.doe.state.la.us/laintech</p> <p><i>Making Connections.</i> http://www.lcet.doe.state.la.us/conn</p> <p><i>Teacher Created Materials, Integrating Technology into the Curriculum Series.</i> http://www.teachercreated.com/</p>
Strategy 2:	Evidence of Completion:	Resources:
<p>After redesigning an existing lesson plan to include a technology connection, teach the lesson. Use a self-assessment form to evaluate your teaching.</p>	<p>Lesson plan with technology connection</p> <p>Self-assessment</p>	<p><i>Louisiana INTECH, Day Two, Self-Assessment Form.</i> http://www.lcet.doe.state.la.us/laintech</p> <p>Other assessment, developed locally</p>

Strategy 3:

Read from a collection of well-designed technology connected lesson plans. Select one that is appropriate to your grade/subject. Gather technology resources and teach the lesson. Use a self-assessment form to evaluate your teaching.

Evidence of Completion:

Lesson plan with technology connection

Self assessment

Resources:

Louisiana INTECH.
<http://www.lcet.doe.state.la.us/laintech>

Making Connections.
<http://www.lcet.doe.state.la.us/conn>

Marco Polo.
<http://www.wcom.com/marcopolo/>

Teacher Created Materials: Integrating Technology into the Curriculum Series.
<http://www.teachercreated.com/>

Strategy 4:

Observe a teacher using technology successfully in daily lessons and routines. Write a description of your observations. Pay close attention to Louisiana Content Standards; student management strategies; use of whole groups, small groups, and individual assignments; hardware and software used.

Evidence of Completion:

Written description

Resources:

Peer

Strategy 5:

Assess your technology skills. Based upon the results of the assessment, set technology literacy goals for yourself and make a plan to obtain these skills.

Evidence of Completion:

Basic Skills Survey

Resources:

Basic Skills Survey, available at *Profiler*
http://profiler.scrtec.org/survey_library

Learning with Technology Profile Tool.
[Http://www.ncrtec.org/capacity/profile/profwww.htm](http://www.ncrtec.org/capacity/profile/profwww.htm)

Strategy 6:

Attend skills-based classes on topics you think would help you to master areas of need: *Introduction to Computers; Using a Digital Camera; Kid Pix Studio; Word; PowerPoint;* and others.

Evidence of Completion:

Certificate of Attendance

Resources:

Local classes
Regional Teaching, Learning, and Technology (TLT) Centers
Contact information available at
<http://www.lcet.doe.state.la.us/laintech/tlt.htm>

Strategy 7:

Read to keep abreast of technology in education. Maintain a journal of new ideas and discuss articles of interest with your mentor or peers in a faculty study group or via the internet.

Evidence of Completion:

Journal
Copies of notes from discussion

Web-based discussions within groups

Resources:

Learning and Leading with Technology.
<http://www.iste.org>
Other publications recommended by school media specialist

Strategy 8:

Preview a new software program that might be useful in your classroom. Install and run the software; then develop a list of criteria to evaluate its use. Consult a software preview web site or magazine review to compare your criteria/findings.

Evidence of Completion:

List of evaluation criteria and/or completed form

Resources:

Local school library/media center

Educational Technology Review Center.
<http://www.etc.usl.edu>

Making Connections.
<http://www.lcet.doe.state.la.us/conn>

Evalutech.
<Http://evalutech.sreb.org>

Strategy 9:	Evidence of Completion:	Resources:
Study student management strategies as they relate to using technology with individuals and small groups. Design a management strategy for your classroom and use it to rotate students through your computer center(s).	System in place in classroom	<p><i>Louisiana INTECH.</i> http://www.lcet.doe.state.la.us/laintech</p> <p><i>Teacher Created Materials, Integrating Technology into the Curriculum Series.</i> http://teachercreated.com/</p> <p>Peer observations</p>

Strategy 10:	Evidence of Completion:	Resources:
Read the National Educational Technology Standards for Students (NETS). Read the K-12 Louisiana Educational Technology Standards. In both documents, locate the standards that apply to your grade level; copy and paste them into your word processor. Print these standards and put them in your lesson plan book.	List of standards	<p><i>NETS.</i> http://cnets.iste.org</p> <p><i>Louisiana Educational Technology Standards.</i> http://lcet.doe.state.la.us</p>

Strategy 11:	Evidence of Completion:	Resources:
Attend a technology conference and present some of your new ideas to your faculty at a faculty meeting.	Conference Agenda Presentation	<p>Louisiana Computer Using Educators (LACUE), fall or spring conferences</p> <p>Texas Computing Educators Association (TCEA)</p> <p>Florida Educational Technology Conference (FETC)</p> <p>National Educational Computing Conference (NECC)</p>

Strategy 12:

Use Kathy Schrock's web site to create a "hot list" of Internet sites with connections to your curriculum. Write the addresses and descriptions in your word processor, print the list, and keep it in your planning book as a reference.

Evidence of Completion:

List

Resources:

Kathy Schrock's Guide for Educators.
http://school.discovery.com/sc_hrockguide

Strategy 13:

Read and become familiar with the Internet Acceptable Use Policy (AUP) for your district. Distribute the form to your students for parents to sign.

Evidence of Completion:

File with copies of signed policies

Resources:

Local Acceptable Use Policy

Strategy 14:

Use *Yahooligans* and *Ask Jeeves Jr.* until you feel comfortable teaching these internet search tools to your students. Use them in a student research project.

Evidence of Completion:

Project

Resources:

Yahooligans.
<http://www.yahooligans.com>
Ask Jeeves Jr.
<http://www.ajkids.com>

Strategy 15:

Write your lesson plans (or committee reports, parent letters, etc.) with a word processor.

Evidence of Completion:

The plans, letters or reports

Resources:

Any word processor

Strategy 16:

Use a CD-ROM or online encyclopedia in a whole group lesson in which you teach research skills to your students. Use a scan converter so that everyone can see the computer screen.

Evidence of Completion:

Lesson plan

Resources:

Encarta, Grolier, Compton's or other reference
 CD Scan converter
Britannica.
<http://www.britannica.com>

Strategy 17:

Participate in a class about educational technology either at the nearest university or through a distance learning program.

Evidence of Completion:

Transcript

Resources:

Local college or university

Strategy 18:

Spend a day in a technology-rich school in your district. Look for students grouped in different ways for instruction in a one-computer classroom, labs, whole group lessons taught with a scan converter, teachers as facilitators, students as decision makers, multimedia and project-based learning. Write a summative explanation the types of technology you observed and incorporate one new idea into a lesson.

Evidence of Completion:

Paper
Lesson Plan

Resources:

Local technology-rich school

Strategy 19:

Investigate the effectiveness of educational technology. Read "Technology Counts '99" in the September 1999 edition of *Education Week*. Write a position paper in support of technology in the classroom.

Evidence of Completion:

Paper

Resources:

Technology Counts
[Http://edweek.org/sreports/tc99/](http://edweek.org/sreports/tc99/)

Strategy 20:

Search the internet for opportunities in which your students could participate in real-world projects, those with products and services offered to authentic audiences. Select a project, gather the resources you need, and incorporate the project into your curriculum.

Evidence of Completion:

Summary of opportunities found
Completed Project
Lesson Plan

Resources:

Global School House.
<http://globalschoolhouse.org/>
Kathy Schrock's Guide for Educators.
<http://school.discovery.com/sc/hrockguide>
Global Learn.
<http://www.globallearn.org>

Strategy 21:

Investigate the “one-computer classroom” concept by researching the internet and observing teachers who have successfully implemented the concept. Incorporate one idea into a lesson.

Evidence of Completion:

Summary of Internet Research and/or classroom observation

Lesson Plan

Resources:

Tom Snyder software
<http://tomsnyder.com/index.shtml>

Book and video by David Dockterman
<http://www.teachtsp.com/profdev/GreatTeach.htm>

Tan, S. B. (1998, February). "Making One Computer Teaching Fun!" *Learning and Leading with Technology*, 25(5).

Strategy 22:

Investigate innovative school systems and projects for ways in which technology can be integrated into your class. Choose and implement an idea. Keep a journal documenting progress, successes, and/or failures, and changes you would make to the design.

Evidence of Completion:

Summary of research

Plan for implementation

Journal

Resources:

Live and Learn.
<http://www.conect.com/index.htm>
<http://www.sri.com/policy/cl/html/challenge.html>

Strategy 23:

Talk with a technology teacher and/or coordinator about basic computer troubleshooting. Create a list of tips or helpful hints to post beside the classroom computer station. Plan a lesson in which you teach the tips to your students.

Evidence of Completion:

Presentation or informal demonstration to students or peers

List of helpful tips

Resources:

Technology teacher/coordinator

Strategy 24:

Join a listserv or a newsgroup of interest to you. Read the postings regularly. Post to the list.

Evidence of Completion:

List posts

Resources:

Liszt is a site that maintains mail list and newsgroup directories:
<http://www.liszt.com>
<http://www.liszt.com/news>

Strategy 25:

Learn to use a slide show application and begin your daily classes with slides of announcements, homework solutions, quote of the day, vocabulary.

Evidence of Completion:

Observation of lesson

Resources:

Software programs including *AppleWorks*, *PowerPoint*, *Corel Presentation*, and *Kid Pix Studio*

Strategy 26:

Learn to use *Inspiration*, concept mapping and brainstorm software. Use it in whole group lessons that include brainstorms or a KWL strategy

Evidence of Completion:

Computer files

Resources:

Inspiration.
<http://www.Inspiration.com>

Strategy 27:

Learn to use a multimedia program. Teach your students to plan, storyboard, and create a multimedia report.

Evidence of Completion:

Student reports

Resources:

Software programs including *HyperStudio*, *PowerPoint*, *Kid Pix Studio*, and *AppleWorks*

Strategy 28:	Evidence of Completion:	Resources:
Use e-mail to communicate with faculty, parents, students, and supervisors.	E-mail	Local e-mail package or free account available at <i>Yahoo</i> or <i>Hotmail</i>
Strategy 29:	Evidence of Completion:	Resources:
Examine alternative assessment strategies suitable for evaluation of project-based, technology connected lessons. These include checklists, rubrics, peer assessment guides, portfolios, products. Adapt some of these assessment strategies for use in your classroom.	Assessment instruments	<i>Louisiana INTECH.</i> http://www.lcet.doe.state.la.us/laintech <i>Making Connections.</i> http://www.lcet.doe.state.la.us/conn <i>Teacher Created Materials: Integrating Technology into the Curriculum Series.</i> http://teachercreated.com/
Strategy 30:	Evidence of Completion:	Resources:
Use desktop publishing software to create a parent newsletter.	Newsletter	Software programs including <i>Student Writing and Research Center, Apple Works, Word, and Publisher</i>
Strategy 31:	Evidence of Completion:	Resources:
Use a digital camera in a linear multimedia project, for example, a seating chart with students' photos (to leave for a substitute), or a display of students and their work for parent visitation night.	Slide shows	Camera Software programs including <i>PowerPoint, AppleWorks, Kid Pix Studio, and Corel Presentation</i>

Strategy 32:	Evidence of Completion:	Resources:
Access and use documents from the school LAN: forms, grade sheets, memos, demographic data	Completed forms and documents	Varies with school situation

Component B. The teacher presents appropriate content.

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

Strategy 1:

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.

Evidence of Completion:

List of methods observed and rationale for each

Resources:

Peer teacher

Strategy 2:

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.

Evidence of Completion:

Written lesson plan with adjustments

Resources:

Peer teacher

Strategy 3:

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.

Evidence of Completion:

Lesson plan with activity from curriculum guide

Resources:

Louisiana Content Standards bulletin ([Appendix D](#))

Strategy 4:

From observations of peer teachers, develop a file of effective teaching methods and learning tasks that are developmentally appropriate.

Evidence of Completion:

File of effective methods and tasks

Resources:

Peer teachers

Component B. The teacher presents appropriate content.

III.B.2. Presents accurate subject matter

Strategy 1:

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.

Evidence of Completion:

Content outline with key elements marked

Resources:

None

Strategy 2:

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.

Evidence of Completion:

Written lesson plan incorporating statements

Resources:

None

Strategy 3:

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.

Evidence of Completion:

Graphic organizer of the material to be taught

Summary of discussion

Resources:

Graphic Organizers ([Appendix X](#))

Peer teacher

Strategy 4:

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.

Evidence of Completion:

Display of student graphic organizers

Written summary of discussion

Resources:

None

Strategy 5:

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.

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

- Write concepts on the board.
- Place them on a transparency.
- Develop posters or bulletin board materials.
- Repeat the items in your lesson introduction, activities, and closing.
- Write “checking for understanding” questions to include in your lesson plan.

Evidence of Completion:

List of content items of difficulty

List of methods to provide emphasis

Written summary of discussion

Resources:

Peer teacher

Strategy 6:

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 the following:

- Which areas were difficult for students?
- How did these difficult areas correlate with your hypotheses?
- How did these difficult areas correlate with your students' suggestions?

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

Evidence of Completion:

Written summary of discussions with students

Resources:

None

Strategy 7:

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' performance improve after essential elements had been identified and emphasized?

Evidence of Completion:

Records of test results and analysis

Resources:

None

Strategy 8:

In your school, identify and observe a teacher 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.

Evidence of Completion:

Written summary of observation and discussion

Resources:

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:

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 and/or personal experiences.

Evidence of Completion:

Written notes taken during observation

Resources:

Peer teacher

Strategy 2:

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.

A lesson on the use of guide words in a dictionary could be related not only to a past activity on making a telephone directory for the class but also to future lessons when the students have to find glossary words quickly in science.

A lesson on the use of the world map could be related not only to past lessons on maps of Louisiana or the U.S. but also to a future lesson on international travel.

Evidence of Completion:

Lesson plan containing an experience and an expectation for each new idea, concept, or activity

Resources:

None

Strategy 3:

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.

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

Evidence of Completion:

Written lesson plan

Resources:

Peer teacher

Strategy 4:

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.

Evidence of Completion:

Tape recording of lesson

Written summary of discussion with peer teacher

Resources:

Peer teacher

Tape recorder, tape

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:
<p>Teach a lesson that includes a variety of supplemental learning activities (minimum of two) that 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.</p>	<p>Lesson plan with at least two additional activities</p>	<p>None</p>
<p>Examples include activities involving computer assisted instruction, folder games, creative and differentiated worksheets, manipulatives, hands-on activities, research, and logic games.</p>		

Strategy 2:

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

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., and Roy P. (1984). *Circle 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:

Institute a three-week plan for keeping a record of the quality and quantity of homework assignments turned in. Answer the following questions:

- What types of homework assignments do students complete most often?
- When is the quality of completed homework best? Worst?
- How could you personalize learning through homework assignments?
- How could you personalize learning through homework assignments?

Evidence of Completion:

Record of the results

Answers to questions

Resources:

None

Strategy 4:

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.

Evidence of Completion:

Lesson plans

Written summary of student responses

Resources:

None

Strategy 5:

Note differences in the quality or quantity of students' completed classwork or homework. Incorporate these findings in weighting grades on assignments.

Evidence of Completion:

Written summary of results

Plan for weighting the results

Resources:

None

Strategy 6:

Gather at least five ideas on ways to differentiate classwork and homework activities for different ability levels. Discuss the ideas with a peer teacher.

Evidence of Completion:

Written list of ideas

Resources:

Peer teacher

Some suggested readings:

Lombardi, T. P. (1992). *Learning strategies for problem learners*. Bloomington, IN: Phi Delta Kappa. (Fastback #345)

Lehr, J. and 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:

In your class, identify students 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:

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.

The types of identifiable needs could be based on:

- Reading levels
- Achievement levels
- Emotional needs
- 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.

Evidence of Completion:

Written summary of identified student needs

Answers to questions

Resources:

Peer teacher

Strategy 11:

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.

Evidence of Completion:

Inventory and summary of results

Reading materials

Resources:

Some suggested readings:

Silveroli, N. J. (1994). *Classroom reading inventory* (7th ed.). Dubuque, IA: Wm. C. Brown.

Burns, P. C. and Roe, B. D. (1998). *Burns/Roe informal reading inventory* (5th ed.). Boston, MA: Houghton Mifflin.

Strategy 12:

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.

Evidence of Completion:

Ideas from resource people

Lesson plans with teaching ideas

Resources:

Resource people

Strategy 13:

Read at least one professional publication on using multisensory teaching techniques or learning modalities to accommodate individual differences. Select two major ideas from your reading and use the ideas to plan several lessons.

Evidence of Completion:

Written summary of reading
Lesson plans

Resources:

Some suggested readings:

Wood, J. W. and 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. and 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. and McLaughlin, T. (1990). "The effects of tactile and kinesthetic learning in improving spelling." *Reading Improvement*, 27, 207-211.

Strategy 14:

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?

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.

Evidence of Completion:

Written summary of personal journal and discussion

Plan to modify and continue expectations

Resources:

Principal or peer teacher

Some suggested reading:

Smey-Richman, B. (1989). *Teacher expectations and low-achieving students*. Philadelphia, PA: Research for Better Schools.



Strategy 15:

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:

- 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?

Evidence of Completion:

Written summary of student interviews, summary of discussion

Resources:

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.

Strategy 16:

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 mathematics activities by incorporating physical movements or the manipulation of mental images.

Evidence of Completion:

Lesson plans

Resources:

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:

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?

Evidence of Completion:

Lesson plans with primary targets labeled

Resources:

Some suggested readings:

Campbell, B., Campbell, L., and Dickinson, D. (1996). *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 as follows:

- Explain
- Demonstrate
- Guide student practice while giving feedback and encouragement
- Ask students to explain what was expected
- Ask students to analyze what they did well
- Ask students to speculate on what they might do to improve
- 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 critique their own learning independently. 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:

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?

Evidence of Completion:

Written summary of identified multicultural activities

Lesson plans

Resources:

Some suggested readings:

York, S. (1992) *Roots and wings: Affirming culture in early childhood programs*. Mt. Rainier, MD: Gryphon House.

Albyn, C.L. and Webb, L. S. (1993). *The multicultural cookbook for students*. Phoenix, AZ: Oryx Press.

Baruth, L. G. and Manning, M. L. (2000). *Multicultural education of children and adolescents* (3rd ed.). Boston, MA: Allyn and Bacon.

Crawford, L. W. (1993). *Language and literacy learning in multicultural classrooms*. New York: Simon and Schuster.

Diaz, C. (1992). *Multicultural education for the 21st century*. Washington, DC: National Education Association.

Strategy 20:

Evaluate the learning atmosphere in your classroom. Are racial, ethnic, and gender differences among students negative forces 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.

Evidence of Completion:

Written summary of learning atmosphere

Description of technique used

Summary of discussion

Resources:

Some suggested reading:

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

Bloomington, IN: National Education Services.

Huber-Bowen, T. (1993). *Teaching in the diverse classroom: Learner-centered activities that work.* National Education Services.

Banks, J. A. (1997). *Teaching strategies for ethnic studies.* Boston, MA: Allyn and Bacon.

How schools shortchange girls. (1992). Washington, DC: AAUW/National Education Association.

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

Strategy 21:

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 and Bacon.
Keller, C. E. and Hallahan, D. P. (1987). *Learning disabilities: issues and instructional interventions*. Washington, DC: National Education Association.
Strichart, S. and Mangrum, C. (1998). *Teaching study strategies to students with learning disabilities* (2nd ed.). Boston, MA: Allyn and Bacon
Lee, C. and Jackson, R. (1992). *Faking it: A look into the mind of a creative learner*. Portsmouth, NH: Heinemann.

Strategy 22:

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.

Evidence of Completion:

Brainstorming list

Summary of techniques used and their effectiveness

Resources:

Peer teacher

Some suggested readings:

Burns, R. (Ed.). (1994). *Parents and schools: From visitors to partners*. Washington, DC: National Education Association.

Swick, K. and Graves, S. (1993). *Empowering at risk families during the early childhood years*. Washington, DC: National Education Association.

Rotter, J., Robinson, E., and Fey, M. (1987). *Parent-teacher conferencing*. Washington, DC: National Education Association.

Stillman, P. (1998). *Families writing*. Portland, ME: Calendar Islands.

McCaleb, S. (1997). *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 Services.

Strategy 23:

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

- help a student manage his/her own aggression,
- enlist the aid of other students to provide a supportive atmosphere for an aggressive student,
- 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. (1994). *Anger management for youth: Stemming aggression and violence*. Bloomington, IN: National Education Services.

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

- directions for activities written out word for word;
- questions to check for understanding of the directions;
- modeling activity in which the teacher starts the class together and works through a problem or example;
- a handout or transparency for difficult or lengthy directions.

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 then to 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 VCR or tape recorder 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

Strategy 6:

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 the following:

- making sure students are attending;
- providing clear, adequate, and appropriate explanations;
- using multiple concrete objects and visual aids;
- using alternate methods of explanation/demonstration;
- giving meaningful examples;
- making provisions for providing for gaps in knowledge or lack of prerequisite knowledge or skills;
- providing redefinitions of complex vocabulary;
- making frequent checks for understanding.

Evidence of Completion:

Lesson plan

Resources:

None

Strategy 7:

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

- Is there evidence of students' misunderstanding or lack of understanding?
- Are there reasons for misunderstanding?
- Were the preventive measures effective?
- What changes or modifications can be made to improve clarity?

Evidence of Completion:

Videotape
Answers to questions

Resources:

Video camera
Videotape
VCR

Strategy 8:

Read "Teacher Talk: Keep It Clear." Make a list of key points and incorporate into your teaching.

Evidence of Completion:

List of key points
Written summary of how points will be incorporated into your teaching

Resources:

Chillcoat, G. (1987). "Teacher talk: Keep it clear." *Academic Therapy*, 22 (3), 263-269.

Strategy 9:

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:

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?

Evidence of Completion:

Tape recording
Answers to questions

Resources:

Tape recorder
Tape

Strategy 10:

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.

Evidence of Completion:

Written summary of feedback

Resources:

Peer teacher

Strategy 11:

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.

After completing the lesson, answer the following questions:

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

Evidence of Completion:

List of clarification experiences utilized

Answers to questions

Resources:

Dale's Cone of Experience ([Appendix W](#))

Strategy 12:

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. 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?

Evidence of Completion:

List of possible aids and materials

Lesson plans

Answers to questions

Resources:

None

Strategy 13:

Observe a teacher who demonstrates effective clarification skills to conduct a complex lesson. Analyze strengths and weaknesses of the teacher's clarification techniques. Discuss your observation with the teacher.

Evidence of Completion:

Written summary of observation and discussion

Resources:

Peer teacher

Strategy 14:

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.

Evidence of Completion:

Original handout and corrections

Resources:

Principal or peer teacher

Strategy 15:

Have the students read aloud parts of a handout and ask whether there is a need for clarification.

Evidence of Completion:

Handout

Written summary of students' questions

Resources:

None

Strategy 16:

Ask students to read aloud information written on the board or an overhead transparency. Could it be made clearer?

Evidence of Completion:

Written summary of results

Resources:

None

Strategy 17:

Have the principal or a peer teacher observe a lesson and provide feedback on your oral instruction. Identify one area for improvement.

Evidence of Completion:

Written summary of needed improvement

Resources:

Principal or peer teacher

Repeat the observation after several weeks.

Summary of follow-up

Strategy 18:

Tape record a lesson in which you intermittently ask students to rephrase or summarize content just covered orally. Listen to the tape. How accurate were the students' responses?

Evidence of Completion:

Tape recording

Written summary of results

Resources:

Tape recorder
Tape

Strategy 19:

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.

Evidence of Completion:

Written summary of results

Resources:

None

Strategy 20:

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.

Evidence of Completion:

List of words

Lesson plans

Resources:

None

Strategy 21:

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.

Evidence of Completion:

Tape recording

Written summary of conference with peer teacher or principal

Resources:

Peer teacher or principal

Tape recorder
Tape

Strategy 22:

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.

Evidence of Completion:

Written summary of discussion

Resources:

Peer teacher or principal

Strategy 23:

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?
3. Do I pause for long periods of time before asking questions?
4. Do I ask a question and then need to rephrase it?
5. Do I use unnecessary interrupters ("uh," "Like," "you know," etc.)?

Evidence of Completion:

Tape recording and written analysis (answers to questions)

Resources:

Tape recorder
Tape

Strategy 24:

Have a peer teacher count the number of times you use 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.

Evidence of Completion:

Initial tally
Tape recordings
Follow-up tally

Resources:

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 your asking each question and your calling of the 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:

Read about wait time in a professional publication such as the ones listed. Summarize key points and apply to a future lesson as appropriate.

Evidence of Completion:

Written summary of reading

Lesson plan in which key points are applied

Resources:

Some suggested readings:

Collette, A. and 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. and 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 in which at least one activity is planned for each of the following thinking skills:

- developing associations, concepts, and principles;
- students use of examples from their own experiences;
- mental imagery;
- critical analysis/problem solving;
- critique of own or other students' responses;
- creative thinking;
- extension of learning to other contexts.

Evidence of Completion:

Unit plan incorporating thinking skill activities

Resources:

Some suggested readings:

Vacca, R. and Vacca, J. (1993). *Content area reading*. Glenview, IL: Scott Foresman.

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

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

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

Barell, J. (1995). *Teaching for thoughtfulness: Classroom strategies to enhance intellectual development (2nd ed.)*. New York: Longman.

Strategy 2:

Plan a lesson in which 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.

Evidence of Completion:

Lesson plan with ten higher level questions

Written summary of feedback

Resources:

Taxonomy of the Cognitive Domain ([Appendix A](#))

Peer Teacher

Strategy 3:

In your school, identify a teacher 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 in which the students in each class are engaged in more than recall learning. Discuss levels of learning activities with the teacher.

Evidence of Completion:

Written summary of discussion

Resources:

Peer teacher

Strategy 4:

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.

Evidence of Completion:

Written summary of discussion

Resources:

Taxonomy of the Cognitive Domain ([Appendix A](#))

Peer teacher

Strategy 5:

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).

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

- labeling
- identifying or classifying
- summarizing
- ranking
- comparing and contrasting
- demonstrating

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

Evidence of Completion:

Written summary of discussion with teacher

Written learning objectives and activities

Resources:

Taxonomy of the Cognitive Domain ([Appendix A](#))

Peer teacher

Strategy 6:

Try out the higher-order thinking skills activities developed for Strategy 5 and tape record the responses of students.

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 the ways by which the activities could be improved.

Discuss your findings with a peer teacher or principal.

Evidence of Completion:

Written summary of discussions with students and peer teacher or principal

Audiotape

Resources:

Peer teacher or principal

Strategy 7:

Write a lesson plan in which you do the following:

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 Completion:

Lesson plan

Resources:

None

Strategy 8:

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

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?

Evidence of Completion:

Tape recording
Answers to questions

Resources:

Tape recorder
Tape

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 develop listed associations, concepts, principles and/or rules further.

Evidence of Completion:

Written summary of analysis

Resources:

None

Strategy 12:

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.

Evidence of Completion:

Written summary of peer teacher's observation

New lesson plan

Resources:

Peer teacher

Strategy 13:

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 association, 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.

Evidence of Completion:

List of strategies

Summary of strategy use

Resources:

Vacca, R. and Vacca, J. (1993). *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 the 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., and Dishner, E. (1995). *Reading strategies and practices: A compendium* (4th ed.). Boston, MA: Allyn and Bacon.

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

Graphic Organizers ([Appendix X](#))

<p>Strategy 15:</p> <p>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.</p>	<p>Evidence of Completion:</p> <p>Examples of students' graphic organizers</p> <p>Written summary of observations</p>	<p>Resources:</p> <p>None</p>
<p>Strategy 16:</p> <p>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?</p>	<p>Evidence of Completion:</p> <p>Tape record</p> <p>Classification of questions</p>	<p>Resources:</p> <p>Tape recorder, tape</p> <p>Taxonomy of the Cognitive Domain (Appendix A)</p>
<p>Strategy 17:</p> <p>Listen to the tape recording in Strategy 16 again. Answer the following questions:</p> <ol style="list-style-type: none"> 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) 	<p>Evidence of Completion:</p> <p>Answers to questions</p>	<p>Resources:</p> <p>Tape recorder, tape</p>

Strategy 18:

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?

Evidence of Completion:

Answers to questions

Resources:

None

Strategy 19:

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.

Evidence of Completion:

Poster

Resources:

Taxonomy of the Cognitive Domain ([Appendix A](#))

Strategy 20:

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.

Evidence of Completion:

Teacher's analysis

Colleague's analysis

Summary of discussion

Resources:

Taxonomy of the Cognitive Domain ([Appendix A](#))

Peer teacher

Strategy 21:

Tape record the lesson in Strategy 20 as you teach it. Listen to the tape recording and note whether students answered questions on the levels that you intended. Why or why not? How can you improve your questioning techniques?

Evidence of Completion:

Tape recording

Answers to questions

Resources:

Tape recorder
Tape

Strategy 22:

Ask a peer teacher to observe you as you teach a lesson involving questioning. Ask the peer teacher to give you feedback.

Evidence of Completion:

Written summary of feedback

Resources:

Peer teacher

Strategy 23:

Read about questioning in a professional publication such as the ones suggested. Summarize key points and apply to a future lesson as appropriate.

Evidence of Completion:

Written summary of article

Lesson plan in which key points are applied

Resources:

Some suggested readings:

Wilén, 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., and Henson, K. T. (1990). "Questioning: An effective teaching method." *The Clearing House*, 63, 420-422.

Sadker, M. and Sadker, D. (1990). Questioning skills. In J. Cooper (Ed.). *Classroom teaching skills* (4th ed., pp. 111-148). Lexington, MA: D. C. Heath.

Strategy 24:

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.

Evidence of Completion:

Lesson plans with deductive reasoning activities highlighted

Resources:

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

Strategy 25:

Plan and conduct an activity in which students solve appropriate thought-provoking problems individually. Make sure that problems meet the following criteria:

- require a synthesis of knowledge and skills (often from more than one subject area) to resolve;
- are open-ended with more than one acceptable resolution;
- can be resolved through multiple strategies;
- 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?

Evidence of Completion:

Lesson plan

Answers to questions

Resources:

None

Strategy 26:

Plan and conduct an activity in which students solve thought-provoking problems in cooperative groups. Afterwards analyze the activity by answering the following questions:

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?

Evidence of Completion:

Activity plan

Answers to questions

Resources:

None

Strategy 27:

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

Evidence of Completion:

Students' visual aids

List of strengths and weaknesses

Resources:

Tabloids
Newspapers
Magazines

Strategy 28:

Read about critical-thinking skills in resources such as the ones listed. Summarize key points and apply to a future lesson as appropriate.

Evidence of Completion:

Summary of key points

Lesson plan in which key points are applied

Resources:

Some suggested readings:

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

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

Barell, J. (1995). *Teaching for thoughtfulness: Classroom strategies to enhance intellectual development* (2nd ed.). New York: Longman.

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

Heiman, M. and Slomianko, J. (1985). *Critical-thinking skills*. Washington, DC: National Educational Association.

Strategy 29:

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?

Evidence of Completion:

Tape recording

Answers to questions

Resources:

Tape recorder

Tape

Strategy 30:

Plan and conduct several activities in which you teach students simple problem-solving strategies such as the following (as appropriate for your students):

- look for patterns
- construct a model
- dramatize.
- change the way problem is approached
- guess and test
- make a table or graph
- break a problem into simpler parts
- identify given and wanted information
- visualize thinking.
- draw a picture or diagram
- conduct an experiment
- work backwards
- make a flowchart.

Summarize strengths and weaknesses of activities.

Evidence of Completion:

Lesson plans

Written summary of results

Resources:

Some suggested readings:

Kennedy, L. and Tipps, S. (1991). *Guiding children's learning of mathematics* (6th ed.). Belmont, CA: Wadsworth.

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

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

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

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 Teachers of Mathematics.

Strategy 31:

For a particular lesson, list examples of questions or comments that you can utilize to encourage students to elaborate, extend, or critique theirs or other students' responses.

Examples:

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

Evidence of Completion:

List of examples

Resources:

None

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.

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

Evidence of Completion:

Summary of feedback

List

Resources:

Peer teacher

Strategy 33:

Teach a lesson in which you ask other students whether 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.

Evidence of Completion:

List of strengths and weaknesses

Resources:

None

Strategy 34:

Using resources such as the ones listed, plan a series of appropriate activities in which you do the following:

- model creative thinking
- involve students in creative thinking
- ask students to evaluate the use of creative thinking.

Evidence of Completion:

Lesson plans

Resources:

Some suggested readings:

Dantonio, M. (1990). *How can we create thinkers?* Bloomington, IN: National Educational Services.

Stanis, 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 and 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. and 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

Answers to questions

Resources:

Tape recorder
Tape

Strategy 38:

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.

Evidence of Completion:

Activity follow-up plan

Written summary of feedback

Resources:

Peer teacher

Strategy 39:

At the end of each lesson, ask the students, “In the real world how can you use what we learned today?, 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?

Evidence of Completion:

Record of students’ responses

Answers to questions

Resources:

None

Strategy 40:

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 area. As you analyze the display, list ways to assist students in extending learning to different contexts.

Evidence of Completion:

Bulletin board
List of ways to extend learning

Resources:

Some suggested reading:
Dungey, J. (1989). *Interactive bulletin boards as teaching tools*. Washington, DC: National Education Association.

Strategy 41:

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.

Evidence of Completion:

Summary of peer teacher's feedback

Resources:

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:

Teachers can provide opportunities for student participation through meaningful homework assignments that allow them to enhance or extend skills learned in class.

Talk with students about the importance of homework. Use their comments to plan homework assignments.

Evidence of Completion:

Summary of students responses

Resources:

None

Strategy 2:

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.

Evidence of Completion:

Copy of the homework assignments

Resources:

Peer teacher or principal

Strategy 3:

For one week, plan homework assignments which

- provide reinforcement for the day's lesson,
- extend the learning tasks in the day's lesson, and
- 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 and 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. and Flatley, J. K. (1985). *Homework and why*. Bloomington, IN: Phi Delta Kappa. (*Fastback #218*)

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

Strategy 5:

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.

Evidence of Completion:

Written summary of the article, including plans to implement two ways to involve students in learning tasks

Resources:

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. and Dunn, K. (1993). *Teaching secondary students through their individual learning styles*. Boston, MA: Allyn and Bacon.

Dunn, R. S. and Dunn, K. (1992). *Teaching elementary students through their individual learning styles*. Boston, MA: Allyn and Bacon.

Strategy 6:

Read and summarize a professional publication on individualizing learning. Use the information to plan two new ways to involve students in learning tasks.

Evidence of Completion:

Written summary of the article, including plans to implement two ways to involve students in learning tasks

Resources:

Some suggested readings:

Dunn, R.S. and Dunn, K. (1993). *Teaching secondary students through their individual learning styles*. Boston, MA: Allyn and Bacon.

Dunn, R. S. and Dunn, K. (1992). *Teaching elementary students through their individual learning styles*. Boston, MA: Allyn and Bacon.

Strategy 7:

From *Reading Strategies and Practices*, select and implement one new strategy appropriate for your subject area per week for four weeks.

Evidence of Completion:

Demonstration of one of the new methods to your principal or a peer teacher

Resources:

Tierney, R., Readence, J., and Dishner, E. (1995). *Reading strategies and practices: A compendium* (4th ed.). Boston, MA: Allyn and Bacon.

Principal or peer teacher

Strategy 8:

Read and summarize "Expecting Miracles: How to Develop a Learning Consciousness in High School Classrooms." Apply the ideas for building an active learning environment.

Evidence of Completion:

Written summary of the article, including two ways to apply this information in your classroom

Resources:

Howe, G. (1988). "Expecting miracles: How to develop a learning consciousness in high school classrooms." *Social Studies*, 78, 228-231.

Strategy 9:

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).

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.

Evidence of Completion:

Completed "Learning Evaluation Cards"

Resources:

None

Strategy 10:

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.

Evidence of Completion:

Written summary of pages 62-64,
Grouping chart
Written summary of grouping effectiveness

Resources:

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

Strategy 11:

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.

Evidence of Completion:

Notes from observation
Written summary of discussion

Resources:

Peer teacher

Strategy 12:

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.

Evidence of Completion:

Written summary of the article, including two ways to include different grouping strategies in your classroom

Resources:

Anderson, L. and Pigford, A. (1988). "Teaching within-classroom groups: Examining the role of the teacher." *Journal of Classroom Interaction*. 23(2). 8-13.

Jones, R. and Steinbrink, J. (1989). "Using cooperative groups in science teaching." *Science and Mathematics*, 89, 541-551.

Strategy 13:

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.

Evidence of Completion:

Written summary of article
Development of a writing center or journal activities in your classroom

Resources:

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

Strategy 14:

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 in common? How could you make use of students' experiences in order to make lessons more meaningful and motivating?

Evidence of Completion:

Personal experience list
Answers to questions

Resources:

Tape recorder
Tape

Strategy 15:

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?

Evidence of Completion:

Tape recording
Answers to questions

Resources:

Tape recorder
Tape

Strategy 16:

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?

Evidence of Completion:

Students' examples

Answers to questions

Resources:

None

Strategy 17:

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.

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.

Evidence of Completion:

Lesson plan

Summary of feedback

Resources:

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 that 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:

Start a card file of situation or description “starters” to be used for mental imagery activities.

Utilize student-generated, teacher-generated, and published resources.

Evidence of Completion:

Card file

Resources:

Some suggested readings:

Fredericks, A. (1986). "Mental imagery activities to improve comprehension." *The Reading Teacher*, 40(1), 78-81.

Weaver, R. and Cotrell, H. (1985). *Imaging: A selected bibliography*. (ERIC Document Reproduction Service No. ED 262 440)

Pace, R. and Simon, M. (1992). "Image-making." *Teachers and Writers*, 23(3), 1-13.

Component D. The teacher assesses student progress.

III.D.1. Consistently monitors ongoing performance of students

<p>Strategy 1:</p> <p>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.</p>	<p>Evidence of Completion:</p> <p>List of applicable techniques</p>	<p>Resources:</p> <p>Peer teacher</p>
<p>Strategy 2:</p> <p>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 them?</p>	<p>Evidence of Completion:</p> <p>Diagram of movement patterns</p> <p>Answers to questions</p>	<p>Resources:</p> <p>None</p>
<p>Strategy 3:</p> <p>Tape your class for fifty (50) minutes. Question students randomly trying to include all students in lesson initiation. Review the tape and use a checklist of names. Analyze the number of times students were called on to respond.</p>	<p>Evidence of Completion:</p> <p>Tape recorded lesson</p> <p>Completed checklist of names</p>	<p>Resources:</p> <p>Tape recorder</p>

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:

Brady, S. and Jacobs, S. (1994). *Mindful of others*. Portsmouth, NH: Heinemann.

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

Jacob, E. (1999). *Cooperative learning in context*. Albany State University: New York Press.

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

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

Strategy 5:

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.

Evidence of Completion:

List of behaviors

Resources:

Some suggested readings:

Brophy, J. and Good, T. (1986). Teacher behavior and student achievement. In M. C. Wittrock. *Handbook of research on teaching*, (3rd ed., pp. 328-375). New York: Macmillan.

Cawelti, G. (1999). *Handbook of research on improving student achievement*, (2nd ed.). Arlington, VA: Educational Research Service.

Hoffmeister, A. and Lubke, M. (1990). *Research into practice: Implementing effective teaching strategies*. Boston: Allyn and Bacon. (See Chapter 5.)

Strategy 6:

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?

Evidence of Completion:

Seating chart and scan results

Written analysis

Resources:

Principal or peer teacher

Some suggested reading:

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

Strategy 7:

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.

Evidence of Completion:

Posted rules

Written summary of results

Resources:

None

Strategy 8:

Survey students to see who finishes early and who works more slowly than norm. Write down when the first student finishes and when the last student finishes the assignment. How long did the activity take for the majority of students to complete? Make a list of early finishers and slow workers. How will these students affect your monitoring of the class?

Evidence of Completion:

List of early finishers and slow workers

Answers to questions

Resources:

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:

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.

Evidence of Completion:

List of divergent questions

Lesson plan

Analysis of responses

Resources:

Taxonomy of the Cognitive Domain ([Appendix A](#))

Some suggested readings:

Kindsvatter, R., Wilen, W., and Ishler, M. (1992). *Dynamics of effective teaching* (2nd ed.). White Plains, NY.: Longman.

Orlich, J. C., Harder, R. J., Callahan, R. C., Kravis, C. H., Kauchak, D. P., Pendergrass, R. A., and Keogh, A. J. (1985). *Teaching strategies: A guide to better instruction*. Lexington, MA: D. C. Heath.

Strategy 13:

Monitor students' performances by checking for the reasoning behind the responses.

During a lesson, ask why students answered the way they did. How did the students respond?

Evidence of Completion:

Written summary of students' responses

Resources:

None

Strategy 14:

Ask content-related questions with multiple possible responses. Have students answer questions that encourage them to judge, evaluate, recommend, critique, compare/contrast, or classify.

Evidence of Completion:

List of questions
Written summary of results

Resources:

None

Strategy 15:

Prepare a summary in your own words of Bloom's taxonomy and its application to your instruction and the monitoring of instruction.

Evidence of Completion:

Written summary of reading

Resources:

Taxonomy of the Cognitive Domain ([Appendix A](#))

Strategy 16:

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.

Evidence of Completion:

List of response modes
Record of use

Resources:

None

Strategy 17:

Monitor students in a way that allows you to assess the pace of instruction as well as the resulting learning.

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?

Evidence of Completion:

Listed objectives on board

Summary of responses

Resources:

None

Strategy 18:

Routinely ask for a show of fingers (5-“I’m 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?

Evidence of Completion:

Summary of results

Resources:

None

Strategy 19:

Observe a teacher recognized for an awareness of monitoring and pacing within the lesson. Prepare a list of techniques used by this teacher.

Evidence of Completion:

List of techniques used by the teacher observed

Resources:

Peer teacher

Component D. The teacher demonstrates ability to assesses and facilitate student academic growth.

III.D.2. Uses appropriate and effective assessment techniques

Strategy 1:	Evidence of Completion:	Resources:
<p>Read a professional publication that gives guidelines for constructing teacher-made tests. Make a checklist that lists these guidelines. Be sure to include guidelines for true-false, fill-in-the blank, completion, essay, multiple-choice, and matching items.</p> <p>Analyze one your tests by using your checklist. How could your test format and items be improved?</p>	<p>Checklist</p> <p>Copy of test</p> <p>Summary of improvements to be made</p>	<p>Some suggested readings:</p> <p>Gronlund, N. E. and Linn, R. L. (1995). <i>Measurement and assessment in teaching</i> (7th ed.). New York: Macmillan.</p> <p>Gronlund, N.E. (1991). <i>How to make achievement tests and assessments</i> (5th ed.). Boston: Macmillan.</p> <p>Popham, W.J. (2000). <i>Modern educational measurement: Practical guidelines for educational leaders</i> (3rd ed.). Boston: Allyn and Bacon.</p> <p>Thorndike, R.M. (1997). <i>Measurement and evaluation in psychology and education</i> (6th ed.). Upper Saddle River, N.J.: Prentice-Hall, Inc.</p>

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:

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

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

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

Popham, W.J. (2000). *Modern educational measurement: Practical guidelines for educational leaders* (3rd ed.). Boston: Allyn and Bacon.

Thorndike, R.M. (1997). *Measurement and evaluation in psychology and education* (6th ed.). Upper Saddle River, N.J.: Prentice-Hall, Inc.

Strategy 3:

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.

Evidence of Completion:

Summary of key points

Resources:

Some suggested readings:

Airasian, P. (1991). *Classroom assessment*. New York: McGraw-Hill.

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

Hopkins, C. D. and Antes, R. L. (1989). *Classroom testing* (2nd ed.). Itasca, IL: Peacock.

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

Popham, W.J. (2000). *Modern educational measurement: Practical guidelines for educational leaders* (3rd ed.). Boston: Allyn and Bacon.

Thorndike, R.M. (1997). *Measurement and evaluation in psychology and education* (6th ed.). Upper Saddle River, N.J.: Prentice-Hall, Inc.

<p>Strategy 4:</p> <p>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.</p>	<p>Evidence of Completion:</p> <p>Selected assessments</p>	<p>Resources:</p> <p>None</p>
<p>Strategy 5:</p> <p>Ask peer teachers in your content area how they accommodate individual differences in evaluation. Collect at least five ideas. Try one method in your classroom.</p>	<p>Evidence of Completion:</p> <p>List of ideas</p> <p>Summary of results</p>	<p>Resources:</p> <p>Peer teachers</p>
<p>Strategy 6:</p> <p>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.</p>	<p>Evidence of Completion:</p> <p>Test items</p>	<p>Resources:</p> <p>Taxonomy of the Cognitive Domain (Appendix A)</p>

Strategy 7:

Compare a copy of your test to Bloom's taxonomy. Classify your questions according to the taxonomy. Is there a balance of levels?

Evidence of Completion:

Test and classification of questions

Resources:

Taxonomy of the Cognitive Domain ([Appendix A](#))

Strategy 8:

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.

Evidence of Completion:

Performance checklist constructed

Resources:

Some suggested readings:

Gronlund, N. E. and Linn, R. L. (1995). *Measurement and assessment in teaching* (7th ed.). New York: Macmillan.

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

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

Popham, W.J. (2000). *Modern educational measurement: Practical guidelines for educational leaders* (3rd ed.). Boston: Allyn and Bacon.

Thorndike, R.M. (1997). *Measurement and evaluation in psychology and education* (6th ed.). Upper Saddle River, N.J.: Prentice-Hall, Inc.

Strategy 9:

Effective teachers communicate performance standards to students prior to formal assessment. Post performance standards or give them to the students in the form of a handout.

Evidence of Completion:

Copy of posted standards or handout

Resources:

None

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 the results with a peer teacher or the principal.

Evidence of Completion:

Written summary of results

Resources:

Principal or peer teacher

Tape recorder

Tape

Strategy 11:

Hand out or post tentative performance standards. Ask students for comments and suggestions before finalizing the standards.

For example, you could ask the following questions:

1. Do you think these standards are fair? Why or why not?
2. Do you think they are attainable? Why or why not?
3. Which standards will be the most difficult? Why?

Tape record or jot down their responses.

Make any changes and post or hand out final standards.

Evidence of Completion:

Answers to questions

Copies of tentative and final performance standards

Resources:

Tape recorder

Tape

Strategy 12:

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 students' work would go into the portfolio and the method(s) by which they would be assessed. How would 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.

Evidence of Completion:

Written portfolio plan

Evaluation of system

Resources:

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)

Strategy 13:

Access LEAP 21 results via the Department of Education's Website. Develop items for teacher-made tests in LEAP 21 format.

Evidence of Completion:

Completed test items

Resources:

<http://www.doe.state.la.us>

Strategy 14:

Review the Criterion Referenced Test results for a group of students in your class. Review the *Teacher's Guides to Statewide Assessment in English Language Arts and/or Mathematics, Grades 4, 8, and 10* (LEAP 21). Develop items for teacher-made tests in LEAP 21 format.

Evidence of Completion:

Completed test items

Resources:

Criterion Referenced Test results

Teacher's Guide to Statewide Assessment: English Language Arts, Grades 4, 8, and 10.

(1997). Louisiana Department of Education.

Teacher's Guide to Statewide Assessment: Mathematics, Grades 4, 8, and 10. (1997).

Louisiana Department of Education.

Strategy 15:

Access NAEP released items via the United States Department of Education Website. Review the activities suggested for use of the NAEP items. Develop at least one NAEP activity to be incorporated into a lesson plan for a current unit of study.

Evidence of Completion:

Test items and NAEP activities in lesson plans

Resources:

<Http://www.NCES.ed.gov/nationsreportcard>

Component D. The teacher demonstrates ability to assesses and facilitate student academic growth.

III.D.3. Provides timely feedback to students

Strategy 1:	Evidence of Completion:	Resources:
<p>Use Appendices F and G of this manual as starting points for developing <u>more specific</u> feedback statements. Feedback should be given to students for correct and incorrect responses.</p> <p>For a particular lesson, develop a list of ten specific responses for correct answers and ten specific responses for incorrect answers.</p>	<p>List of 20 responses</p>	<p>Ways to Say “Good” (Appendix F)</p> <p>Positive Ways to Say “You Can Do Better” (Appendix G)</p>

Strategy 2:	Evidence of Completion:	Resources:
<p>Keep the response list (from Strategy 1 above) with lesson notes and practice using responses. What were the results?</p>	<p>Summary of the results</p>	<p>None</p>

Strategy 3:	Evidence of Completion:	Resources:
<p>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.</p>	<p>Summary of student comments and suggestions</p>	<p>None</p>

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

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

Strategy 7:

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.

Evidence of Completion:

List of suggestions for improving performance

Resources:

None

Strategy 8:

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.

Evidence of Completion:

List of techniques

Resources:

Peer teacher

Strategy 9:

Summarize ways to provide sustaining feedback to low achieving students. Incorporate at least one idea into a lesson.

Evidence of Completion:

Written summary

Lesson plan

Resources:

Some suggested readings:

Bruns, J.H. (1992). *They can but they don't*. New York: Viking Press.

Covington, M.V. (1998). *The will to learn: A guide for motivating young people*. New York: Cambridge University Press.

Flatley, J. K. and 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:

Once the correct answer has been given, return to students who have responded inadequately and ask them whether they understand the correct answer or have them restate the correct answer. Try this technique in several lessons.

Evidence of Completion:

Written summary of results

Resources:

None

Strategy 11:

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.

Evidence of Completion:

List of names
Summary of results

Resources:

None

Strategy 12:

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.

Evidence of Completion:

Description of system
Summary of results

Resources:

None

Strategy 13: Write objectives on the board for a lesson. Pause during the lesson and ask students to cite material just covered related to each objective.	Evidence of Completion: Written objectives Written summary of results	Resources: None
Strategy 14: During closure of the lesson, have students answer questions related to each objective.	Evidence of Completion: List of closure questions	Resources: None
Strategy 15: During closure of the lesson, ask the question “What did you learn today?” and provide feedback for students’ answers.	Evidence of Completion: Written summary of students’ responses	Resources: None
Strategy 16: At the end of each lesson, give a short quiz measuring mastery of the lesson’s objective. Collect and return quiz 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.)	Evidence of Completion: Written summary of results	Resources: None

Strategy 17:

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.

Evidence of Completion:

Written summary of points to discuss

Lesson plans

Resources:

None

Strategy 18:

On each student's paper, write feedback that is comprehensive, such as why his/her answer is correct or incorrect or how he/she can go about improving the assigned work.

Ask a peer teacher to look at your feedback and give you suggestions for improving.

Summarize the feedback and discuss with the students.

Evidence of Completion:

Copies of homework with your comments

Peer teacher's suggestions

Resources:

Peer teacher

Strategy 19:

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.

Evidence of Completion:

Lesson plan

Resources:

Folder or box for student's work

Component D. The teacher demonstrates ability to assess and facilitate student academic growth.

III. D. 4. Produces evidence of student academic growth under his/her instruction

Strategy 1:

Evaluate and discuss your current assessment plan for a unit of work by determining the following:

1. What combination of knowledge, reasoning, skills, products and dispositions have you targeted for this unit? Why?
2. Is the purpose for assessment understood? How will the results of assessment be used?
3. Why did you select the assessment methods you did? Will the assessment methods represent what students know and are able to do?
4. Does the assessment plan call for involving students in the assessment process? If so, how?
5. Does the assessment provide enough evidence that the students have accomplished the learning objective?

Does the planned assessment match the instructional activities?

Evidence of Completion:

Discussion with mentors and/or colleagues to review the rationale(s) in the assessment plan.

Rubrics on assessment quality, student involvement, and communication

Resources:

Stiggins, Richard. (2001). *Student-involved classroom assessment* (3rd ed.). Upper Saddle River, New Jersey: Merrill Prentice-Hall.
<http://www.assessmentinst.com>
<http://www.mcrel.org>

Arter, Judy and Busick, Kathy, (2000). *Practice with student-involved classroom assessment-a workbook and learning team guide, Appendix B.* Assessment Training Institute.

Strategy 2:

Create an assessment plan at the same time you are planning a unit. Clarify the achievement expectations. The assessment plan should include all of the knowledge (content), reasoning, skills, products, and the objectives (learning targets) for the unit. The plan should describe how each will be assessed (and why). Specify the relative importance of each outcome and the procedure by which this importance will be reflected in instruction; which assessments will be embedded in instruction (formative), and which will come at the end of instruction (summative).

Evidence of Completion:

Lesson Plans
Assessment
Plan/Unit Plan

Resources:

Stiggins, Richard. (2001). *Student-involved classroom assessment* (3rd ed.). Upper Saddle River, New Jersey: Merrill Prentice-Hall.
[Http://www.assessmentinst.com](http://www.assessmentinst.com)



Strategy 3:

Read about and talk with a colleague who uses student portfolios as an assessment tool in his/her classroom. Develop criteria to include when developing and maintaining portfolios for a small group of students. Complete a portfolio planning sheet by specifying the purpose for the portfolio (demonstrating student competence, showing student growth, celebration of learning, etc.), criteria for students to use to choose entries for their portfolios, and their criteria for the portfolio as a whole (e.g. organization, evidence of learning, quality of self-reflection). Select a small group of students and begin keeping portfolios of their work.

Evidence of Completion:

Student portfolios with established criteria

Resources:

Some suggested readings:

DeFina, A.A. (1992). *Portfolio assessment: Getting started*. New York: Scholastic.

Doolittle, P. (1994). *Teacher portfolio assessment*. ERIC/AE Digest.

[Http://ericae.net/edo/ED385608.htm](http://ericae.net/edo/ED385608.htm)

Grace, C. (1992). "The portfolio and its use: developmentally appropriate assessment of young children." ERIC Digest.

[Http://ericae.net/edo/ED351150.htm](http://ericae.net/edo/ED351150.htm)

Grady, E. (1992). *The portfolio approach to assessment*.

Bloomington, IN: Phi Delta Kappa. (Fastback #341)

Stiggins, Richard. (2001). *Student-involved classroom assessment* (3rd ed.). Upper Saddle River, New Jersey: Merrill Prentice-Hall.

<http://www.assessmentinst.com>

Strategy 4:

Use student self-assessments to provide students with opportunities to reflect on their performance.

Evidence of Completion:

Completed student Self-Assessment

Student portfolios (Strategy 3)

Assessment Plan (Strategy 2)

Resources:

Stiggins, Richard. (2001). *Student-involved classroom assessment* (3rd ed.). Upper Saddle River, New Jersey: Merrill Prentice-Hall.

<http://www.assessmentinstitute.com>

Strategy 5:

Analyze the objectives of a current unit. Design a performance assessment to match the objectives of the unit. Discuss the assessment plan with a colleague or mentor and develop a scoring rubric(s) to be used. The discussion should highlight why the assessment method matches the learning target, how the students were involved, and why it is of high quality.

Evidence of Completion:

Discussions with colleague or mentor

Scoring rubric

Resources:

Stiggins, Richard. (2001). *Student-involved classroom assessment* (3rd ed.). Upper Saddle River, New Jersey: Merrill Prentice-Hall.

<http://www.assessmentinstitute.com>

Arter, Judy and Busick, Kathy. (2000). *Practice with student-involved classroom assessment: A workbook and learning team guide, Appendix B.*, Assessment Training Institute.

Strategy 6:

Review the Louisiana Content Standards and related criterion and norm-referenced assessment activities for your grade level by visiting the Making Connections Website. Plan to use one of the suggestions as the primary assessment tool in your classroom for a new unit of study.

Evidence of Completion:

Completed assessment activities

Resources:

www.lcet.doe.state.la.us

Strategy 7:

Administer a developmental reading assessment to a group of students. Prepare for and conduct individual assessment conferences, analyze reading performance and determine proficiency, match readers to their appropriate reading levels, set instructional goals for each child, select appropriate interventions where needed, and document student progress. Prepare a checklist and or graph to review and celebrate the progress of the students.

Evidence of Completion:

Developmental Reading Assessment

Teacher prepared checklist or graph

Resources:

Beaver, Joetta. *Developmental reading assessment*. (2000). Celebration Press.

Strategy 8:

Meet with your mentor or guidance counselor to discuss the interpretation and use of standardized test scores for a small group of students. Determine the areas of low performance as a baseline for instruction. Plan a sequence of instructional strategies to strengthen the areas of low performance. Plan informal assessments to evaluate growth after instruction. Review the growth with the your mentor or guidance counselor.

Evidence of Completion:

Discussion with mentor or counselor

Informal assessments

Resources:

Standardized test data

Suggested reading:

Bond, L. *Norm-and criterion-referenced testing*. ERIC/AE Digest.(1996).
[Http://ericae.net/edo/ED410316.htm](http://ericae.net/edo/ED410316.htm)

Strategy 9:

Meet with a colleague or your principal to review the School's Report Card and Accountability Report. Carefully examine all categories contributing to the School Performance Score. Plan a strategy to improve any area of need for the the students in your class. Include the performance areas on the LEAP 21 and Iowa, attendance, and drop-out rates in your examination.

Evidence of Completion:

Discussion with colleague or principal
Completed plan for improvement

Resources:

School Report Card and Accountability Report located at <http://www.lcet.doe.state.la.us>

Suggested reading:

Johnson, J. *Data-driven school improvement*. ERIC Digest, Number 109. (1997).
[Http://ericae.net.edo/ED401595.htm](http://ericae.net.edo/ED401595.htm)

Strategy 10:

Read a professional publication on alternative assessment. From your reading, list guidelines to consider when developing an alternative assessment. Discuss your reading with a colleague. Make a plan to develop an alternative assessment.

Evidence of Completion:

Written guidelines

Summary of discussion

Resources:

Suggested readings include:

Black, P. and Wiliam, D. "Inside the black box: Raising standards through classroom assessment," *Phi Delta Kappan*. October 1998, pp. 139-48.

Crooks, T. (1988). "The impact of classroom evaluation on students." *Review of Educational Research*, 58, 438-81.

Gullickson, A. and Hopkins, K. "Perspectives on educational measurement instruction for preservice teachers," *Educational Measurement: Issues and Practice*, 6 (3), 1987, pp. 12-16.

Wiggins, G. *The case for authentic assessment*. (1990). ERIC Digest.
[Http://ericae.net/ed/o/ED328611.htm](http://ericae.net/ed/o/ED328611.htm)

Performance Domain V
School Improvement

Component B. The teacher creates partnerships with parents/caregivers and colleagues.

V.B.1. Provides clear and timely information to parents/caregivers

Strategy 1:	Evidence of Completion:	Resources:
Read a professional publication that gives guidelines for conducting good parent-teacher conferences. Develop a checklist or incorporate a published checklist and use it when conducting conferences.	Checklist	McLoughlin, C. S. (1987). <i>Parent-teacher conferencing</i> . Springhill, IL: Charles C. Thomas Publisher. Canter, L. and Canter, M. (1991). <i>Parents on your side</i> . Santa Monica, CA: Lee Canter and Associates. Rose, M. C. (1990, October). "Handle with care: The difficult parent-teacher conference." <i>Instructor</i> , 108, 92-53. Price, C. J. (1997, October). "Parents and diplomacy." <i>Education Digest</i> , 63, 37-39.

Strategy 2:	Evidence of Completion:	Resources:
Establish a list of parents who would be willing to assist with homework or other classroom activities. Send the list home.	List of network volunteers	Parents

Strategy 3:	Evidence of Completion:	Resources:
If a school web site is available, develop a link on which parents can look at a written syllabus or outline for the class/course you teach. Post homework assignments on the web site for parents to view.	Information posted on the web site. Record of the number of hits.	Classroom/school computer. School's web site
Strategy 4:	Evidence of Completion:	Resources:
Develop a course syllabus and send it home within the first two weeks of school; include books and supplies needed.	Course syllabus	None
Strategy 5:	Evidence of Completion:	Resources:
Develop and distribute letters to parents at the beginning of the year or semester explaining not only the system of grading used in your classroom, but also the classroom regulations and expectations.	Copy of letter	Wong, H. K. and Wong, R. T. (1991). <i>The first days of school</i> . Sunnyvale, CA: Harry K. Wong Publications.

Strategy 6:

Prior to the beginning of each unit of study, develop a list of objectives and specific methods for assisting students. Suggest ideas or activities for enrichment. Send the list to parents at the beginning of the unit.

Evidence of Completion:

List of unit objectives and activities

Resources:

Bushnell, D., George, P., and Lawrence, G. (1998). *Handbook for middle school teaching*. New York: Addison Wesley Longman, Inc.

Dodd, A. W. and Konzal, J. L. (1999). *Making our high schools better*. New York: St. Martin's Press.

Stevenson, C. (1998). *Teaching ten to fourteen year olds*. New York: Addison Wesley Longman, Inc.

Strategy 7:

Explore and use a **variety** of options to correspond with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure. Use methods such as telephone, e-mail, school web sites, mail, school newsletters.

Evidence of Completion:

Record of communication with parents of your students in a calendar year

Resources:

Telephone

Computer

School web sites, or E-mail

Strategy 8:

Explore educational web-sites on the Internet to obtain new ideas for communicating more effectively with parents/caregivers. Incorporate a new method of parent/teacher communication.

Evidence of Completion:

Notes from Internet research

Copy of new communication method

Resources:

Parental Involvement Web sites ([Appendix L](#))

Strategy 9:

Create and use a telephone directory of your students' parents (mothers, fathers, caregivers) and include home and work numbers.

Evidence of Completion:

Telephone directory

Resources:

None

Strategy 10:

Set up a telephone tree to utilize parents who are willing to help in providing information to other parents.

Evidence of Completion:

Copy of telephone tree

Resources:

None

Strategy 11:

Provide parents with information on how and when they can contact you in order to facilitate a two-way interaction through a variety of medium.

Evidence of Completion:

Record of communication with parents and parents' responses.

Resources:

Telephone, Computer or E-mail

Strategy 12:	Evidence of Completion:	Resources:
Print highlights from the student/parent handbook in the class newsletter to remind parents of the school's policies/ procedures.	Newsletter	Student/Parent handbook
Strategy 13:	Evidence of Completion:	Resources:
Work with mentor or peer teacher to develop an instrument to survey parents' opinions concerning the value of your feedback to them. Conduct the survey and implement changes as needed.	Summary of parents' comments and suggestions Explanation of your changes.	Mentor or peer teacher Parents Dodd, A. W. and Konzal, J. L. (2000, March). "Parents and educators as real partners." <i>Education Digest</i> , 6, 18-22. Rich, D. (1987). <i>Teachers and parents: An adult-to-adult approach</i> . Washington, D. C.: NEA Professional Library.
Strategy 14:	Evidence of Completion:	Resources:
Devise a checklist/chart to assure regular, systematic communication with parents.	Checklist/Record of communication	None
Strategy 15:	Evidence of Completion:	Resources:
Maintain a journal documenting the results of collaboration with parents and colleagues.	Journal entries	None

Strategy 16:	Evidence of Completion:	Resources:
Replace generic comments on notes such as “great student” or “needs some work” with narratives that are descriptive and sufficiently detailed to enable parents to provide help or support.	Copies of comments	McDonald, M. (1982). <i>Teachers’ messages for report cards</i> . Torrance, CA: Fearon Teacher Aids.

Strategy 17:	Evidence of Completion:	Resources:
If you suspect a parent/teacher conference may be difficult, ask your mentor, peer teacher, or administrator to sit in on the conference. Afterwards, discuss your conferencing techniques with a mentor/ Administrator and illicit ideas for improvement.	Written notes from discussion with mentor/administrator and ideas for improvement	Peer teacher Administrator McLoughlin, C. S. (1987). <i>Parent-teacher conferencing</i> . Springhill, IL: Charles C. Thomas Publisher. Rose, M. C. (1990, October). "Handle with care: The difficult parent-teacher conference." <i>Instructor</i> , 108, 92-53. Price, C. J. (1997, October). "Parents and diplomacy." <i>Education Digest</i> , 63, 37-39.

Strategy 18:	Evidence of Completion:	Resources:
Ask your mentor or principal to suggest an experienced teacher you may observe as he/she conducts a parent/teacher conference. Take notes on techniques, seating arrangement, agenda, closure, etc.	Written summary of observation	Mentor or principal Peer teacher

Strategy 19:	Evidence of Completion:	Resources:
Have communications translated, if possible, to assist non-English-speaking parents.	Copies of translated notes	Translator Foreign language teacher

Strategy 20:	Evidence of Completion:	Resources:
Establish a regular day for sending home information, grades or notes. Write a note to inform parents when they should expect the communication.	Copy of note to parents establishing a regular day for communication.	None

Strategy 21:	Evidence of Completion:	Resources:
Add a signature line on notes and newsletters. If students return notes signed, reward them with stickers, extra points, treats, etc. Keep a record of students returning notes.	Copy of notes and newsletters Record sheet	None

Strategy 22:	Evidence of Completion:	Resources:
Establish a monthly newsletter. Make sure every child is mentioned several times over a period of time. Include items such as samples of student work, upcoming projects, units being studied, etc.	Copy of newsletter	Word processing program

Strategy 23:	Evidence of Completion:	Resources:
Provide a class calendar (hard copy and/or on a web site) with upcoming projects, events, etc. to keep parents informed of “due dates.” Add activities (some that are related to your curriculum) that students and parents can do at home or in the community.	Monthly calendar	Louisiana Department of Education web site (Appendix L) Word processor Epstein, J. L. et al. (1997). <i>School, family, and community partnerships/your handbook for action</i> . Thousand Oaks, CA: Corwin Press, Inc.

Strategy 24:	Evidence of Completion:	Resources:
Write notes in the student planner or keep a home-school journal for each special-needs child to establish two-way communication. Send journal home daily with comments about behavior or assignments.	Student planner or Home-School journal	None

Strategy 25:	Evidence of Completion:	Resources:
Establish and use a checklist/agenda for points to cover at open house presentations. Provide a time for questions /answers and an opportunity for parents to sign up for individual conferences.	Open house agenda/checklist	Canter, L. and Canter, M. (1991). <i>Parents on your side</i> . Santa Monica, CA: Lee Canter and Associates. Rose, M. C. (1990, September). "Welcome to a great open house!" <i>Instructor</i> , 108, 97-101.

Strategy 26:	Evidence of Completion:	Resources:
Videotape yourself explaining classroom expectations to the students or at an open house. Allow students to check-out the video and take it home for parents.	Videotape Check-out list	Camcorder/tapes
Strategy 27:	Evidence of Completion:	Resources:
Send a note to parents who did not attend Open House with information from your presentation. Include a signature line for proof of parent receipt.	Note to parents	Canter, L. and Canter, M. (1991). <i>Parents on your side</i> . Santa Monica, CA: Lee Canter and Associates. Rose, M. C. (1990, September). "Welcome to a great open house!" <i>Instructor</i> , 108, 97-101.
Strategy 28:	Evidence of Completion:	Resources:
Notify parents prior to report cards if their child shows signs of low performance.	Record of notification	None
Strategy 29:	Evidence of Completion:	Resources:
Mail copies of report cards, progress reports, and/or notes if parents have indicated they are not receiving your communications.	Documentation of mailing	Postage Stamps Envelopes from Administration

Strategy 30:	Evidence of Completion:	Resources:
Provide suggestions for summer learning activities and reading lists for parents and students.	List of activities Reading lists	Fuller, M. I. and Olsen, G. (1998). <i>Home-school relations</i> . Needham Heights, MA: Allyn and Bacon. Littlejohn, H. (1997). <i>Learning enrichments: A parent's and teacher's handbook, grades 4-8</i> . Baltimore, MD: Noble House. Trelease, J. (1995). <i>The read-aloud handbook</i> . New York: Penguin Books.

Strategy 31:	Evidence of Completion:	Resources:
(Elementary) Make an effort to conduct conferences with every parent at least twice a year, with follow-up as needed. The times should accommodate the varied schedules of parents.	Documentation of conferences	McLoughlin, C. S. (1987). <i>Parent-teacher conferencing</i> . Springhill, IL: Charles C. Thomas Publisher.

Strategy 32:	Evidence of Completion:	Resources:
Conduct a student/parent/teacher conference in which the student is given the opportunity to have input as to any feelings, comments and suggestions that he/she may want to give.	Notes from the conference	McLoughlin, C. S. (1987). <i>Parent-teacher conferencing</i> . Springhill, IL: Charles C. Thomas Publisher. Marzano., R. J. and Kendall, J. S. (1996). <i>Designing standards-based districts, schools, and classrooms</i> . Aurora, CO: Mid-Continent Regional Educational Laboratory.

Strategy 33:	Evidence of Completion:	Resources:
Solicit from parents a wish list of things they would like the teacher to do. Publish the top 10 suggestions in a newsletter to parents. Send parents a wish list of what you would like parents to do.	Report of results in newsletter Teacher wish-list	Riley, R. W. (1994, September). "Helping children to succeed." <i>USA Today</i> , 123, 68-70. Lifto, D. E. (2000, January). "What do parents want?" <i>American School Board Journal</i> , 51-52.

Strategy 34:	Evidence of Completion:	Resources:
Establish teacher, parent and student contracts, compacts, or pledges stating expectations/ behaviors for each.	Contracts	Canter, L. and Canter, M. (1991). <i>Parents on your side</i> . Santa Monica, CA: Lee Canter and Associates. Epstein, J. L. et al. (1997). <i>School, family, and community partnerships/your handbook for action</i> . Thousand Oaks, CA: Corwin Press, Inc. Jacobson, J. R. and Raymer, D. (1998). <i>How is my second grader doing in school? What to expect and how to help</i> . New York: Simon and Schuster. Johnson, A. (1997). <i>Parents shape school success</i> . Lakeville, MN: Galde Press.

Strategy 35:	Evidence of Completion:	Resources:
To ensure discipline in the classroom and the general school environment, create an expected behavior chart and post it in the classroom. List consequences for infractions. You may send behavior modification charts home weekly for parents to review and sign.	Classroom behavior chart Individual student behavior modification charts	Rose, M. C. (1990, October). "Handle with care: The difficult parent-teacher conference." <i>Instructor</i> , 108, 92-53. Bushnell, D., George, P., and Lawrence, G. (1998). <i>Handbook for middle school teaching</i> . New York: Addison Wesley Longman, Inc. Dodd, A. W. and Konzal, J. L. (1999). <i>Making our high schools better</i> . New York: St. Martin's Press.

Strategy 36:	Evidence of Completion:	Resources:
Prepare and use a form that includes a checklist of comments and an indication of current grade average. This form can be sent to parents/caregivers as needed during each grading period to inform them of behaviors having an impact on their child's grades. Provide incentives for the student to return the signed form to the teacher.	Copies of form	Marzano., R. J. and Kendall, J. S. (1996). <i>Designing standards-based districts, schools, and classrooms</i> . Aurora, CO: Mid-Continent Regional Educational Laboratory. (Chapter 6.).

Component B. The teacher creates partnerships with parents/caregivers and colleagues.

V.B.2. Encourages parents/caregivers to become active partners

Strategy 1:	Evidence of Completion:	Resources:
Read publications and/or review web sites containing information on developing parent involvement programs. Identify some strategies to use in your class.	Written notes from reading and/or web sites.	Bushnell, D., George P., and Lawrence, G. (1998). <i>Handbook for middle school teaching</i> . New York: Addison Wesley Longman, Inc. Canter, L. and Canter, M. (1991). <i>Parents on your side</i> . Santa Monica, CA: Lee Canter and Associates. Dodd, A. W. and Konzal, J. L. (1999). <i>Making our high schools better</i> . New York: St. Martin's Press. Stevenson, C. (1998). <i>Teaching ten to fourteen year olds</i> . New York: Addison Wesley Longman, Inc. Electronic Addresses: Parental Involvement (Appendix L) Parent/Community Involvement Resources (Appendix CC)

Strategy 2:	Evidence of Completion:	Resources:
Work with team teachers to recruit grade level coordinators or room mothers to “network” with other parents willing to volunteer.	List of coordinators or of room mothers	Peer teachers Parents

Strategy 3:	Evidence of Completion:	Resources:
Have a sign-up list at Open House for parent volunteer activities. Ask for the room mother's help in coordinating volunteers and in pairing up parents willing to help with parents who may need assistance (parents who need rides to school/with parents who have cars).	Sign-up list List of volunteer activities Paired list of parents	Room mother Rose, M. C. (1990, September). "Welcome to a great open house!" <i>Instructor</i> , 108, 97-101. Canter, L. and Canter, M. (1991). <i>Parents on your side</i> . Santa Monica, CA: Lee Canter and Associates.

Strategy 4:	Evidence of Completion:	Resources:
Survey parents as to their workplace and community contacts to identify possible resources for use as part of your curriculum. Also ask whether they have talents or hobbies that may benefit your class. (sewing, carpentry, cooking, music, etc.)	Results of survey Pictures of parents sharing in the classroom	Parents National PTA. (1997). <i>National standards for parent/family involvement programs</i> . Chicago, IL: National PTA. Pape, B. (1999, February). "Involving parents lets students and teachers win." <i>Education Digest</i> , 64, 47-51. St. John, E. P., Griffith, A. I., and Allen-Haynes, L. (1997). <i>Families in schools</i> . Portsmouth, NH: Heinemann.

Strategy 5:	Evidence of Completion:	Resources:
Post “help wanted” ads on bulletin boards, or in class/school newsletters soliciting volunteers to assist with specific classroom activities. Maintain a list of volunteers that can be referenced as the different activities occur.	Volunteer list Pictures of activities with parents assisting	Room mother Parents Batey, C. S. (1996). <i>Parents are lifesavers: A handbook for parent involvement in schools</i> . Thousand Oaks, CA: Corwin Press. Fuller, M. I. and Olsen, G. (1998). <i>Home-school relations</i> . Needham Heights, MA: Allyn and Bacon.

Strategy 6:	Evidence of Completion:	Resources:
Encourage your students' parents to volunteer on a regular basis to work in the school. Parents will develop the skills needed for school tasks (i.e., library, copying, etc.).	Log of volunteer helpers	Parents Johnson, A. (1997). <i>Parents shape school success</i> . Lakeville, MN: Galde Press.

Strategy 7:	Evidence of Completion:	Resources:
Ensure that parents who are unable to volunteer in the school building are given the option of helping in other ways, such as preparing materials at home for upcoming class activities.	Notes to parents	Parents

Strategy 8:	Evidence of Completion:	Resources:
With administrative approval, invite parents/caregivers to join their children for lunch. Inquire about the possibility of providing a free lunch for parents/caregivers (a service club or business partner may help).	Written invitations to parents/caregivers	Administration Service Clubs Business Partners
Strategy 9:	Evidence of Completion:	Resources:
Develop homework assignments that require students to talk with someone at home about something they are learning in school (i.e. interview or reactions). Get student/parental feedback on the assignments.	Description of assignment Student/parental feedback	<i>National Network of Partnership Schools.</i> www.csos.jhu.edu/p2000 <i>A Compact for Reading and School-Home Links.</i> www.ed.gov/pubs/CompactforReading/ Dodd, A. W. and Konzal, J. L. (2000, March). "Parents and educators as real partners." <i>Education Digest</i> , 6, 18-22. Pape, B. (1999, February). "Involving parents lets students and teachers win." <i>Education Digest</i> , 64, 47-51.

Strategy 10:	Evidence of Completion:	Resources:
In the class or school newsletter, include a mini-poll (one question) of parents' opinions on classroom issues. Cover a wide range of topics over time. Report results in the newsletter. Utilize parental feedback in making decisions.	Copy of mini-poll Report of results in newsletter	Parents Drake, D. (1995, May/June). "Using the comer model for home-school connections." <i>The Clearing House</i> , 6, 313-316. Johnson, A. (1997). <i>Parents shape school success</i> . Lakeville, MN: Galde Press. Kirshbaum, R. and Dellabough, R. (1998). <i>Parent power</i> . New York: Hyperion.

Strategy 11:	Evidence of Completion:	Resources:
Send home a list of books that parents and child can read together. Have the child do a joint book report with a parent, giving both of their reactions to the book.	Joint book reports	Trelease, J. (1993). <i>Read all about it! Great read-aloud stories, poems, and newspaper pieces for preteens and teens</i> . New York: Penguin Books. Trelease, J. (1995). <i>The read-aloud handbook</i> . New York: Penguin Books. Vossler, J. M. (1996, February). "Parents and students read together." <i>VAMLE Focus</i> , 1 (6).

Strategy 12:	Evidence of Completion:	Resources:
Hold culminating events for curricular studies (dramatizations, presentations, panel discussions, etc.). Invite parents to attend so that they can learn about your classroom activities. Include in the presentation suggestions of ways that parents can participate in and support your educational program.	Description of activity or event List of ways that parents can participate in your classroom activities	Jacobson, J. R. and Raymer, D. (1998). <i>How is my second grader doing in school? What to expect and how to help.</i> New York: Simon and Schuster.

Strategy 13:	Evidence of Completion:	Resources:
Work with peer teachers and the administration to set up school workdays (Saturdays) to make improvements to school. Use class list of volunteers to contact parents to help with specific tasks.	Notes about workdays sent home Pictures of workday activities	Peer teachers Administration Parents Epstein, J. L. et al. (1997). <i>School, family, and community partnerships/your handbook for action.</i> Thousand Oaks, CA: Corwin Press, Inc.

Strategy 14:	Evidence of Completion:	Resources:
Ensure that parents who are unable to volunteer in the school building are given the option of helping in other ways, such as preparing materials at home for upcoming class activities.	Notes to parents	Parents

Strategy 15:	Evidence of Completion:	Resources:
<p>Show appreciation for parental participation by</p> <ul style="list-style-type: none">• sending personal thank-you notes;• with peer teachers helping plan a school-wide parent/volunteer appreciation activity for active parents;• highlighting all parental involvement in class/ school newsletters.	<p>Copies of thank-you notes</p> <p>Invitations to parent appreciation activities</p> <p>Newsletters</p>	<p>Peer teachers</p> <p>Canter, L. and Canter, M. (1991). <i>Parents on your side</i>. Santa Monica, CA: Lee Canter and Associates.</p>

Component B. The teacher creates partnerships with parents/caregivers and colleagues.

V.B.3. Seeks community involvement in instructional program

Strategy 1:	Evidence of Completion:	Resources:
Read in professional publications and/or view videos about involving communities in your school. Identify some strategies to use.	Written notes from reading and/or videos	Some suggested readings: Bushnell, D., George, P., and Lawrence, G. (1998). "Involving Communities." <i>Handbook for middle school teaching</i> , 209-217. New York: Addison-Wesley Longman, Inc. Epstein, J.L. et.al. (1997). <i>School, family, and community partnerships/your handbook for action</i> . Thousand Oaks, CA: Corwin Press, Inc. Some suggested videos appear in Appendix BB .

Strategy 2:	Evidence of Completion:	Resources:
Participate in career day and invite workers in your community such as CPAs, doctors, lawyers, chefs, etc. to give presentations on their jobs and educational backgrounds. Ask parents, volunteer coordinator, or PTA members about companies that might be willing to provide an employee to speak on a topic or about the careers related to a certain course of study.	Career day program schedule/invitations Pictures of speakers making presentations at the career day program	Community work force, Parents, volunteer coordinators, or PTA

Strategy 3:	Evidence of Completion:	Resources:
Extend invitations to business and community leaders to participate, attend, or speak at school events, such as graduation, awards day.	Program Copy of invitation	Business and community leaders

Strategy 4:	Evidence of Completion:	Resources:
During elections, have candidates come to school to present their platforms to the student body; also invite parents to attend. Possibly hold a “mock election” in which students vote for the candidates of their choice.	Have candidates provide flyers. Have them sign in. Voting results	Community leaders and/or candidates Ballot boxes

Strategy 5: Encourage participation of known alumni in school programs for students.	Evidence of Completion: Agenda of program listing alumni participants	Resources: Alumni
Strategy 6: Recruit volunteers from senior citizen groups. Provide information that is highly specific about tasks to be performed, timeframe, and specific requirements. Find creative ways to show appreciation to seniors for their assistance.	Evidence of Completion: Copy of information on recruitment Log of participants Pictures of participants	Resources: Senior citizen groups
Strategy 7: Meet with your mentor or a peer teacher. Ask her/him to share some of her/his community contacts. Create your own directory of community contacts that would aid your instructional program.	Evidence of Completion: Directory	Resources: Mentor/Peer teacher
Strategy 8: Ask administration whether it is possible to invite parents and community leaders to eat lunch at your school (if possible provide lunch free of cost).	Evidence of Completion: Visitor's sign-in sheet in the office	Resources: Administration Community leaders

Strategy 9:	Evidence of Completion:	Resources:
With administrative approval, request participants from community for tutoring programs.	List of volunteer tutors	Administration Community participants

Strategy 10:	Evidence of Completion:	Resources:
If you are a technology teacher, set up a computer training session open to the community in the computer lab. Seek approval from the administration.	Sign-in sheets of participants	Computers in computer lab

Strategy 11:	Evidence of Completion:	Resources:
Survey school community and parents for possible community resources that might be utilized with parental coordination.	List of resources	Community organizations/ Businesses Parents Meek, A. (1999). <i>Communicating with the public: A guide for school leaders</i> . Alexandria, VA: Association for Supervision and Development.

Strategy 12: Organize classroom tours to town hall, post office, fire departments, banks, plants, etc. so students will gain first hand understanding and knowledge of community programs and their operation.	Evidence of Completion: Field trip letters and permission slips Pictures of activity	Resources: Community offices
Strategy 13: Pair up with a peer teacher to organize students to perform service to the community related to the curriculum: for example environmental science, social studies, civics.	Evidence of Completion: List of services performed	Resources: None
Strategy 14: Pair up service clubs with which you are involved in your school with community organizations, such as Kiwanis or Habitat for Humanity, to perform community service projects related to the curriculum.	Evidence of Completion: Documentation of service projects	Resources: Community organizations

Strategy 15:	Evidence of Completion:	Resources:
Provide a class calendar (hard copy and/or web site) with upcoming community events related to your curriculum in which parents and students can participate.	Calendar distributed monthly Calendar on web site	Web site E-mail

Strategy 16:	Evidence of Completion:	Resources:
Work with peer teachers and administration to produce a videotape to present to service organizations and other interested groups in the community to make them aware of effective school programs.	Videotape of school programs	Video camera

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 process 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 function 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 the comprehension level.

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

Analysis. *Analysis* refers to the ability to break down a concept into parts. This process may include the identification of the parts and the analysis of the relationships among 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 process 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 judgement 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 whether a piece of poetry is a Shakespearean sonnet and then tell why it is or is not one.

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 read beyond the assignment voluntarily, 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 in which the learned responses have become habitual and in which 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 CONTENT STANDARDS

Information about the availability of the following may be obtained at the Louisiana Department of Education, Division of Student Standards and Assessments.

Bulletin 1962: Louisiana Science Content Standards, State Standards for Curriculum Development, Louisiana Department of Education, 1997.

Bulletin 1955: Louisiana Mathematics Frameworks, State Standards for Curriculum Development, Louisiana Department of Education, 1997.

Bulletin 1963: Louisiana Art Content Standards, State Standards for Curriculum Development, Louisiana Department of Education, 1997.

Bulletin 1964: Louisiana Social Studies Content Standards, State Standards for Curriculum Development, Louisiana Department of Education, 1997.

Bulletin 1965: English Language Arts Content Standards, State Standards for Curriculum Development, Louisiana Department of Education, 1997.

Bulletin 1966: Louisiana Foreign Language Content Standards, State Standards for Curriculum Development, Louisiana Department of Education, 1997.

Appendices

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 (introduction of the importance of foul shooting and rebounding to the sport of basketball)	2 minutes
<u>Foul shooting concepts</u>	18 minutes
Teacher explanation and demonstration of technique	2 minutes
Student practice of foul shooting (4 baskets)	10 minutes
Discussion of types of fouls and penalties for fouling	6 minutes
<u>Rebounding concepts</u>	21 minutes
Teacher explanation and demonstration of technique	3 minutes
Two line rebounding drill	6 minutes
Rebound and fast break drill	6 minutes
Rebounding lead-up game	6 minutes
Lesson closure (review of techniques and uses in game)	2 minutes
Dressing (includes time to collect equipment)	6 minutes
Total	<hr/> 60 minutes

Activities and Content	Time Planned For
Lesson initiation (introduction of 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 and 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 of lab area	6 minutes
Total	<hr/> 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: provide the meanings for the *that's*, *it's*, and *this's* in the suggested comments.

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.

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.

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

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.

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.

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 like it's going to
be a great report.

Appendices

Appendix F (Continued)

Very good, why not show the class?
Really sharp
That's really impressive.
That's clever.
It looks as if you have put a lot of work
into this paper/project/essay.
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.

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 problem?
This essay 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 you did 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.

Appendices

Appendix H
SAMPLE CLASS PROFILES

Grade _10_ Period ___5__

Subject _English II_

Teacher Debra Alexander

Time ___12:55 - 2:00___

<p><u>Class size:</u> <u>___22___</u></p> <p>Students repeating course <u>___8___</u> Students in study skills class <u>___3___</u> Significant hearing loss <u>___1___</u> Foreign exchange students <u>___2___</u></p>	<p><u>Abilities:</u></p> <p>According to 9th grade scores on the reading section of the Stanford Achievement Test, the students in this class scored as follows:</p> <p>Below average <u>___12___</u> Average <u>___8___</u> Above average <u>___2___</u></p>
<p><u>Grades</u></p> <p>Last six-weeks grading period</p> <p>Two A's Three B's Nine C's Four D's Four F's</p> <p>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.</p>	<p><u>Socioeconomic level</u></p> <p>Students in this class come from middle and low to middle class families.</p>

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 clubfoot. 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.

Appendix H (Continued)

SAMPLE CLASS PROFILES

Class Profile

Fifth Grade
Science class 10:15 - 11:00

Andy Lawson
Lakeview Middle School

Size: 26 students 6 boys 20 girls

Age Range: 10 to 12 years of age

Socioeconomic Distribution:

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

Interest Level and Demeanor:

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.

Abilities:

Iowa 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? ____Yes ____No If yes, which one?
5. What special skills/talents do you have (woodworking, sewing, singing, dancing, etc.)?
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?
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?
14. Do you like to read?

Appendices

Appendix J

PROGRESS CHART

Name _____

Date _____

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

Appendix K

Regional Education Service Centers

Operating within the Louisiana Department of Education, the Regional Education Service Centers (RESC) provide assistance to schools and school districts in improving student achievement. Major categories of the RESC roles include the following:

- School Improvement and Assistance
- Dissemination of Information
- Networking
- Curriculum, Assessment, and Instructional Strategies Improvement and Alignment
- Professional Development
- Facilitation, Coordination, and Support of other Department Programs/Activities
- Grant Writing/Evaluation Assistance

Regional Education Service Center Directors and Addresses

Regional Education Service Center I

Shelby Clift, Director
8348 Highway 23
Belle Chase, LA 70037
(504) 393-5840
FAX (504) 393-5837

Regional Education Service Center II

Paula Monroe, Director
SLU 10528
Hammond, LA 70402
(504) 549-2084
FAX (504) 549-2864

Regional Education Service Center III

Paul Fournier, Director
Nicholls State University
P. O. Box 2037
Thibodaux, LA 70310
(504) 448-4312
FAX (504) 448-4120

Regional Education Service Center IV

Gail Wadsworth, Director
1405 West Pinhook Road, Suite 102
Lafayette, LA 70503
(337) 265-5208
FAX (337) 262-5210

Regional Education Service Center V

Wanda L. Caldarera, Director
Post Office Box 93340-MSU
Lake Charles, LA 70609
(337) 475-5276
FAX (337) 475-5063

Regional Education Service Center VI

Toni Bennett, Director
Northwestern State University
Teacher Education Center, Pod C, Room 117
Natchitoches, LA 71497
(318) 357-4182
FAX (318) 357-5552

Regional Education Service Center VII

Rebecca Smith, Director
3018 Old Minden Road, Suite 117
Bossier City, Louisiana 71112
(318) 741-7480
FAX (318) 741-7486

Regional Education Service Center VIII

Ginger Merritt, Director
Post Office Box 1616
West Monroe, LA 71294-1616
(318) 325-0451
FAX (318) 323-6721

Appendix L
Electronic Addresses

Domains I: Planning and III: Instruction

AskERIC Lesson Plans. <http://www.askeric.org>

Awesome Library. www.awesomelibrary.org

Busy Teachers' Website K-12. www.ceismc.gatech.edu/busyt/

Children's Literature Web Guide. www.acs.ucalgary.ca/~dkbrown

Cool Teaching Lessons and Units. www.cl.ais.net/rlevine/coolunits.htm

Critical Thinking. <http://scrtec.org/track/tracks/t01836.html>

Core Knowledge. www.coreknowledge.org

Cornell Theory Center Education Resources for K-12 Educators and Students.
www.tc.cornell.edu?Edu/CTC/EduK-12.html

Edsitement. <http://edsitement.neh.fed.us/>

Kathy Shrock's Guide for Educators. www.capecod.net/schrockguide/

Kidreach the online reading center. www.westga.edu/~kidreach

Lesson Plans and Projects (Science and Math). www.learner.org/sami/

Making Connections. www.doe.state.la.us

Marco Polo Standards-based Internet content for the K-12 teacher.
www.mciworldcom.com/marcopolo

PBS Teacher Source. <http://www.pbs.org/teachersource>

Preschool Teacher. www.by.net/~stormie/

Science Lessons by Age Group.
www.eecs.umich.edu/mathscience/funexperiemnts/agesubject/age.html

Electronic Addresses

Teacher Talk Forum (Middle and High School Teachers).
www.Education.educ.indiana.edu/cas/tforum/tforum.html

Teachers.net. [Http://teachers.net/](http://teachers.net/)

United Nations CyberSchool Bus. www.un.org/Pubs/CyberSchoolBus/

United States Department of Education, Office of Educational Technology .
<http://www.ed.gov/Technology>

Web Sites for Teachers. www.sun.edu/~vceed009/index.html

World School. www.wvaworldschool.org

WWW4 Teachers. <http://www.4teachers.org/home>

Domain V: Parental Involvement

Children First/The Website of the National PTA. <http://www.pta.org>

Children with Disabilities. <http://www.childrenwithdisabilities.ncjrs.org>

Comprehensive Strategies for Children and Families (US Dept. of Education Report).
<http://www.ed.gov/inits/americanreads/resourcekit/MakingInfo/miwfy1.html>

Facts for Families. <http://www.aacap.org/web/aacap/publications>

Louisiana Department of Education. <http://www.doe.state.la.us>

Louisiana Department of Health and Hospitals. <http://www.dhh.state.la.us>

Louisiana Department of Social Services. <http://www.dss.state.la.us>

Monroe City Schools/Parenting Series. <http://www.monroe.k12.la.us/mcs/community/parenting>

National Network for Partnership Schools (Johns Hopkins site). <http://www.csos.jhu.edu/p2000>

Parent Resources. <http://www.eagle.ca/~matink/parents.html>

Parents' Guide to the Internet. <http://www.ed.gov/pubs/parents/internet/>

Partnership for Family Involvement in Education. <http://pfie.ed.gov>

Appendices

Electronic Addresses

Publications for Parents, Including the Partnership for family Involvement in Education –
[Http://Ed.gov/pubs/parents/learnact](http://Ed.gov/pubs/parents/learnact)

State Education Agencies. <http://www.ed.gov/Programs/bastmp/SEA.htm>

Teacher Magazine. <http://www.teachermagazine.org/>

Teachers' Toolbag. <http://www.atpe.org/TeachersToolbag/linksparent.htm>

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 whether it has an outside borrower policy. Listed below are the telephone numbers for the reference libraries at various state universities.

Grambling State University	(318) 274-2227
Louisiana Technical University	(318) 257-2231
Northwestern State University	(318) 357-4574
Louisiana State University at Baton Rouge	(225) 388-4675
University of Louisiana at Monroe	(318) 342-1071
University of Louisiana at Lafayette	(337) 482-6030
University of New Orleans	(504) 280-6549
McNeese State University	(337) 475-5725
Southern University at Baton Rouge	(225) 771-2875
Nicholls State University	(504) 448-4625
Southeastern Louisiana University	(225) 549-2027

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
(225) 342-4913 or 342-4914

Appendix M (Continued)

GETTING MATERIALS FROM THE STATE LIBRARY SYSTEM AND THE UNIVERSITY LIBRARIES

In order to facilitate the teaching and research interests of Louisiana teachers of grades K-12, the Louisiana State University Libraries will extend borrowing privileges. Louisiana teachers of grades K-12 may receive borrowing privileges from the LSU Libraries in accordance with the following procedures:

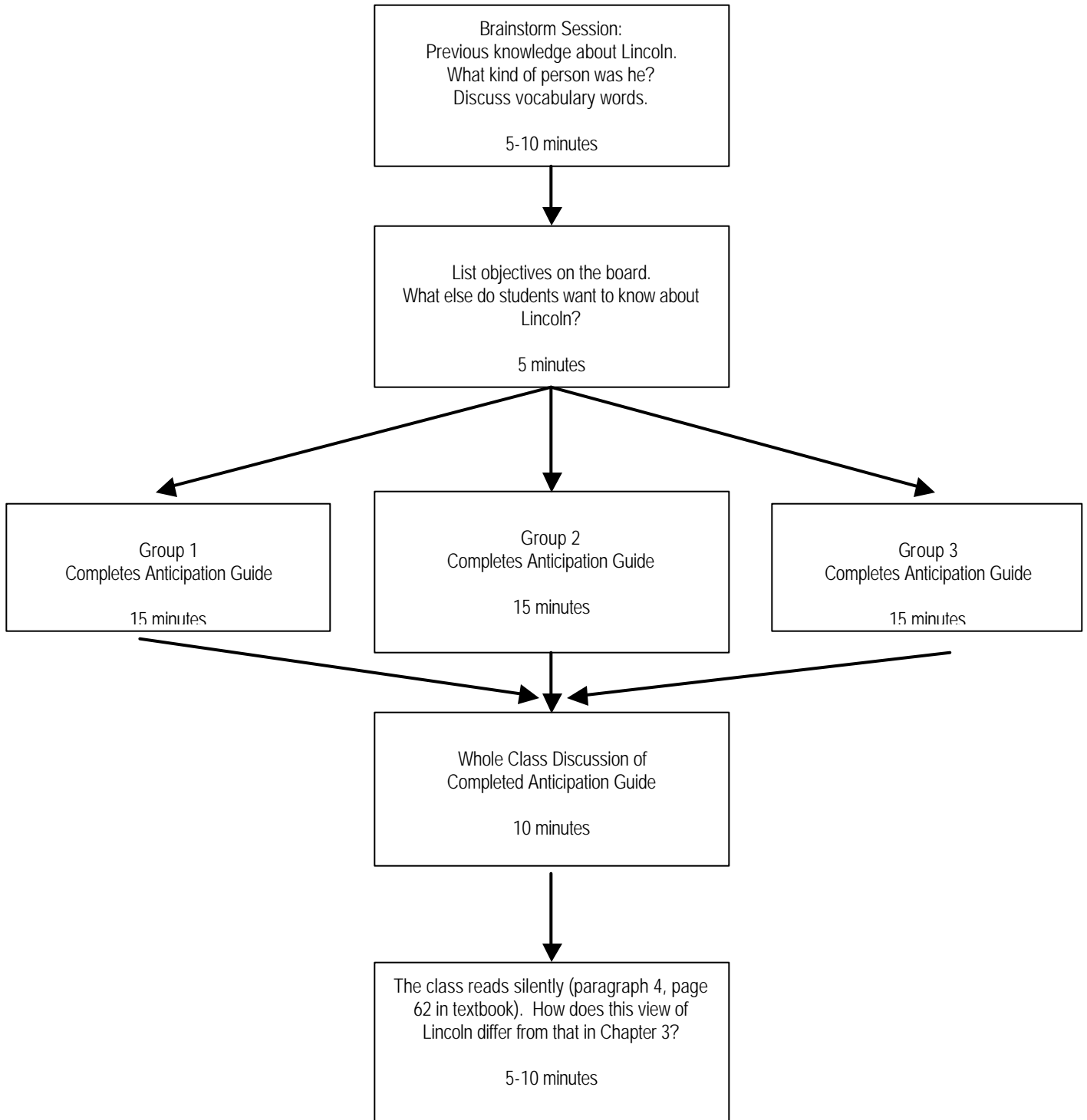
1. Teachers must present a letter from the teacher's principal requesting permission for the teacher to use the LSU Libraries. The letter must be on the school letterhead and signed by the teacher's principal*. The letter must be taken to the Library Office (Baton Rouge Campus, Middleton Library, 295) or the Circulation Desk (1st floor) for approval prior to privileges being granted.
2. Teachers must read and understand the LSU Libraries' borrowing policies and must sign an agreement to abide by these policies; this agreement includes meeting due dates and being responsible for any fines and fees accumulated.
3. Teachers will receive undergraduate library borrowing privileges, with the exception of Inter Library Loan Services. Teachers will be limited to ten outstanding items at any one time.
4. Teachers will be issued a mag-stripe card for borrowing materials and will be required to show a picture ID (such as a driver's license). The borrowing card is nontransferable.
5. Borrowing privileges will be for the academic year (August through May) or current summer session (June-July) or portion remaining at the time of application.

* Home-schooling teachers must present a letter signed by the Section Administrator, Home Study Program, Office of Education. Summer school teachers must present a letter signed by the summer school principal.

Appendix N

FLOW CHART EXAMPLE

Introductory Lesson on Abraham Lincoln



Appendix O

LIST OF AIDS AND MATERIALS

BASIC SUPPLIES

markers
colored pencils
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 and pieces
magnetic board and 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)

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 exercises

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 games
movement games
role playing
videos

INSTRUCTIONAL TECHNOLOGY

films/film clips
filmstrips
audio tapes
cassettes
CDs
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
microphones
scanner

Appendices

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 the students one problem and ask them to explain in their own words how they would solve it.
How Do You Feel?	Ask the 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 the students to list key concepts and vocabulary they learned about the lesson's topic. Check the depth and accuracy of knowledge.
Misconception Check	Ask the 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 the students with a partially completed outline of the lesson content. See whether they can complete the outline.
Memory Matrix	Make a chart that has rows and columns for organizing information: for example, science chart has mammals, birds, reptiles, etc., down the side; column headings are Characteristics, Scientific Name, Number of Species, etc., See whether students can fill in the chart correctly.
Muddiest Point	Ask the students to write down the most confusing concept or idea in the lesson.
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.

Appendices

Pro and Con Grid	Ask the students to list pros and cons of the concept studied, or give the students a mixed list of pros/cons and have the 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 WDWVWHW	Ask the students to tell in one sentence "Who did what to whom, when, where, how and why?"
Word Journal	First have the students summarize a reading selection in one word. Then have each student write why they selected that particular word.
Word Analogies	Have the students fill in part of a given analogy: for example, "Dickens is to the 19 th century British novel as -?- is to the 20 th century French novel."
Concept Maps	Give the 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. Model the procedure the first time you use it.
Invented Dialogues	Ask the students to create an imaginary conversation that illustrated the concepts learned in class: for 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 the students a sample problem or short example and the solution. They respond by naming or explaining the principle involved: for example, give students of an addition problem and then name the property involved, i.e., associative, commutative, etc.
Directed Paraphrasing	Have the students restate or summarize important concepts by imagining they are explaining it to a specific person or audience: for 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: for example, have a 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."

Adapted from Angelo, T.A., and Cross, K.P. (1993). **Classroom Assessment Techniques**. San Francisco: **Hossey-Bass**.

Appendices

Appendix Q

HOW DO WE WORK TOGETHER?

Directions: When you observe a student using one of the indicated skills, place the student's name in the box provided beside each skill.

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

Directions: When you observe a student using one of the indicated skills, place the student's name in the box provided beside each 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 one wishes to locate information on teaching reading appreciation in elementary classrooms. A review of the *Thesaurus of ERIC Descriptors* will indicate that the descriptors "literature appreciation" and "elementary education" to find the documents and articles that pertain to the subject should be used.

University libraries can provide you with access to the computerized ERIC database. Computer searching is much quicker and more efficient than manual searching. The reference librarian at the nearest university library is a very helpful resource when using the ERIC database.

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. One must determine whether the library subscribes to that particular journal. If not, the reference librarian can be of assistance in obtaining a copy 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. The reference librarian will be of assistance in explaining how to use a microfiche reader. Paper copies can then 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.
- ☐ Use multiple search strategies in ERIC; there are numerous descriptors that are synonyms; two articles that 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 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: _____

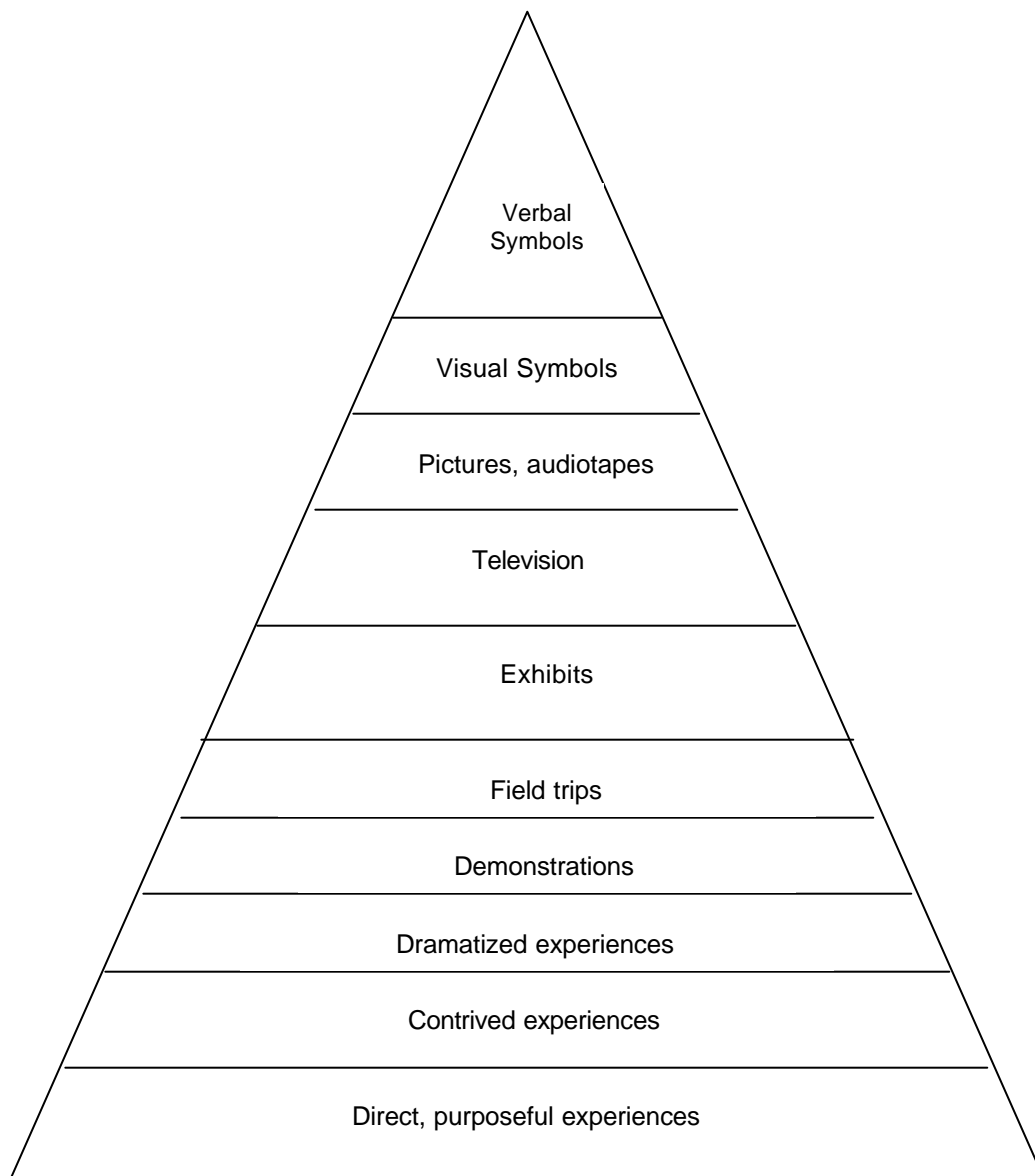
5. Was the teacher successful in maintaining the engagement of students who had been redirected?

Suggestions:

Appendix W

DALE'S CONE OF EXPERIENCE

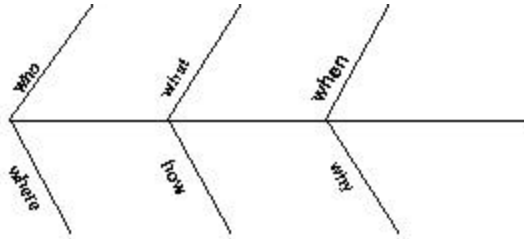
Dale's Cone of Experience can assist you in planning experiences ranging from **concrete** experiences (at the bottom of the model) to more **abstract** experiences (at the top of the model). Most concrete are *direct purposeful experiences*, which include hands-on learning activities such as using manipulatives or doing science experiments. Most abstract is information received through oral lecture, which often "*goes in one ear and out the other.*" The following chart was adapted from *Audiovisual methods in teaching* by Edgar Dale.



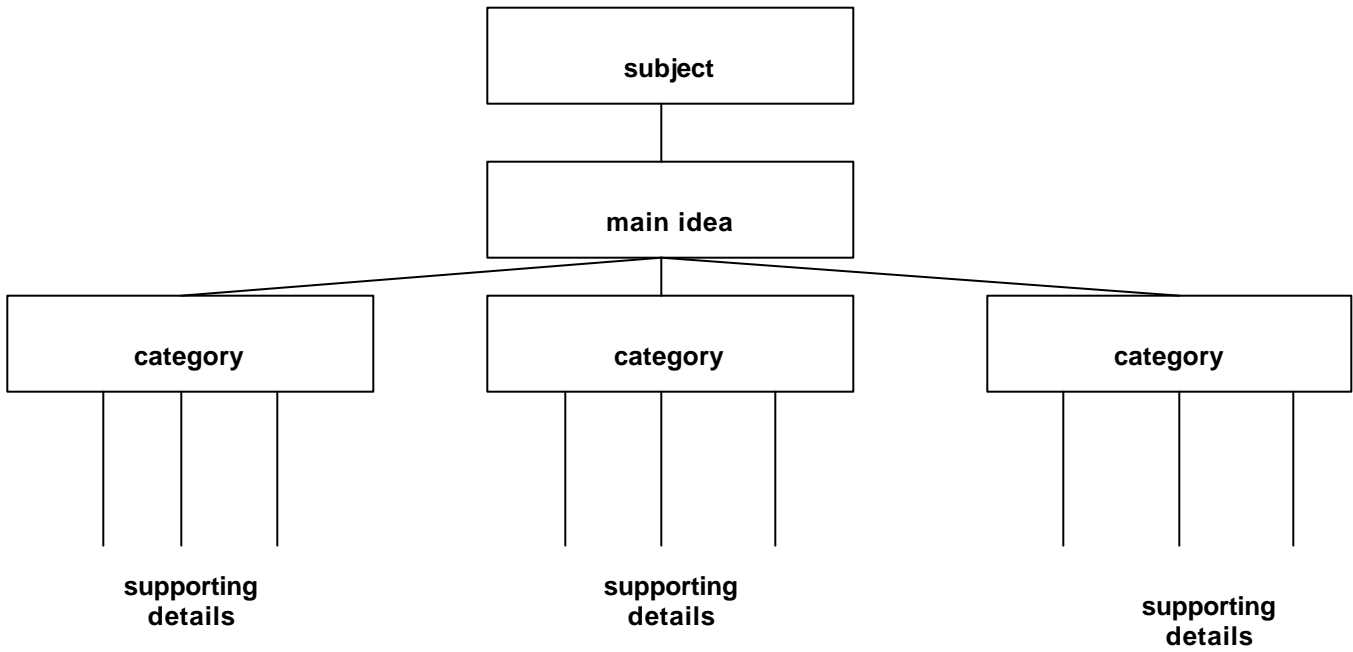
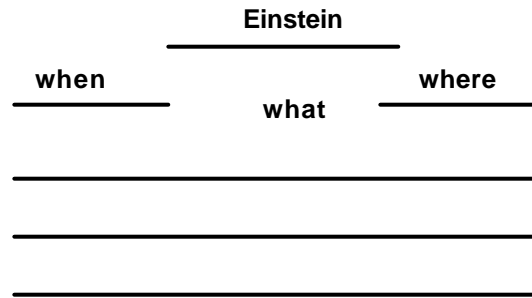
Appendix X

GRAPHIC ORGANIZERS

Herringbone Technique

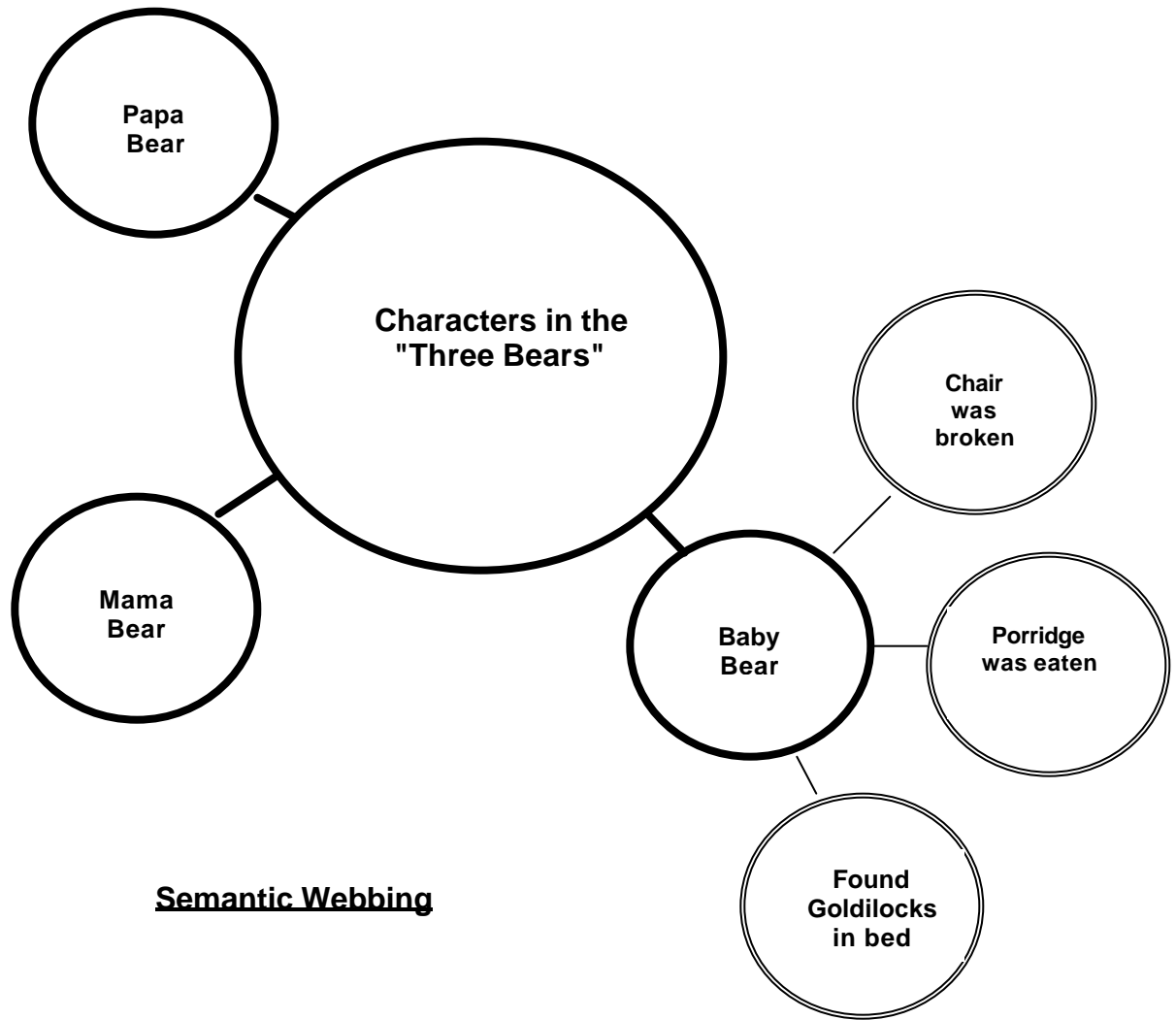


Listening Guide



Pyramid Diagram

GRAPHIC ORGANIZERS (CONTINUED)



Semantic Webbing

Appendix Y

PROFESSIONAL DEVELOPMENT PLANNING — AN EXAMPLE

Teacher's Name: *John Doe* **Position:** *6th grade—All Subjects*

Principal: *Jane Smith* **Date of Observation:** *November 14, 1999*

Components and Attributes	Objectives	Designated Activities	Completion Date	Assessment Methods	Assessment of Results
<i>III.C. 3 Higher-order thinking skills</i>	<i>Plan for more higher-order thinking skills activities in units of study.</i>	<i>Observe/plan a unit that uses higher-order thinking skills. (Refer to Strategies 1,3,5 in Strategies for Effective Teaching.)</i>	<i>Observation by Jan. 30 Unit plan by Feb. 15 Teach unit by March 15</i>	<i>Share ideas with principal in preobservation conference; principal will observe lesson(s) from unit.</i>	<i>John 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)</i>
<i>III.D.2. Uses assessment techniques effectively</i>	<i>Use assessment techniques other than unit tests to evaluate student progress.</i>	<i>Design two evaluations that are not written tests. Implement a portfolio evaluation system for six week. (Refer to Strategies 2 and 12 in Strategies for Effective Teaching.)</i>	<i>Two evaluations by Jan. 15 Use portfolio system in 4th grading period.</i>	<i>Evidence of the planned evaluations; plan for use of portfolios</i>	<i>John turned in copies of the planned evaluations (Strategy 2); completed written plan for portfolios and written summary of how it worked in the classroom. (Strategy 12)</i>

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 device ?pointing ?speech ?gestures and sounds ?sign language

2. To what areas of the house does your child have access?

?his/her bedroom ?other bedrooms ?bathroom ?living room ?family room
?dining room ?kitchen ?yard ?porch ?other_____

3. To what community environments does your child have access?

? grocery store ? discount store ? drug store ? mall ? fast food restaurant
? sit-down restaurant ? cafeteria ? movie theater ? video store ? library
?other_____

4. To what other environments does your child have access?

? relative's home ? friend's home ? before/after school care ? church ?other_____

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? _____

Appendices

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 use 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 telephone
- 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/tape player
- play appropriate games
- read/look at book/magazine
- go for a walk
- ride a bicycle
- dance
- draw
- go to a movie
- choose a desired activity
- other _____

Vocational Training:

- food service
- clerical
- janitorial
- housekeeping
- warehouse
- stock /pricing
- garden center
- other _____

Appendix AA

ECOLOGICAL INVENTORY

STUDENT: Jane Doe
DATE: September 15, 1999

TEACHER: Mr. Johnson

Domain: Community

Environment: Grocery Store (Winn Dixie)

Domain: Produce Aisle

ACTIVITY INVENTORY	STUDENT INVENTORY OF SKILLS	DISCREPANCIES	INSTRUCTIONAL STRATEGIES ADAPTATIONS
Activity: <i>Selecting Fruit</i>			
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 oral 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. Picked 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 oral prompt	Teach skill

Appendix BB

PARENTAL INVOLVEMENT VIDEOS

Diane Diggs, Publications
Center on School, Family, and Community Partnerships/CRESPAR
John Hopkins University
3505 North Charles Street
Baltimore, MD 21218
Phone: 410-516-8808

A Tale of Two Partnerships or Building Community: How to Start a Family Center In Your School

Films for the Humanities and Science
PO Box 2053
Princeton, NJ 08543
Phone: 800-257-5126

Latino Parents as Partners in Education

Latino children have the highest dropout rates in the United States. This video looks at how parental involvement helps increase the opportunities for and potential of Latino children.

Parent Involvement

This video examines techniques for encouraging parents to become more involved in their children's education. It makes some very specific suggestions. 1994 (22 minutes)

Insight Media
2162 Broadway
New York, NY 10024
Phone: 212-721-6316

Conducting Effective Conferences with Parents

This program offers suggestions about how to prepare and conduct conferences with parents. It considers what kind of questions to ask, what information should and should not be exchanged. 1998. (22 minutes). #TP93

Partnership with Parents

Young children benefit most from programs in which teachers and parents work together as partners. The program dramatizes the importance of the parent-teacher relationship for children and demonstrates how to establish and maintain positive communication. It also shows how to handle common problems teachers face when working with parents. 1989. (28 minutes)

Shared Decision Making

This video examines two school communities that involve parents, teachers, schoolboard members, and students working together to make decisions that result in better schools. 1994. (22 minutes)

Working With Parents: Home-School Collaboration

This video will help teachers understand the concerns and fears of parents. Parents explain what they want from parent-teacher conferences and ways to improve the exchange of information. The video provides specific suggestions for how teachers and parents can work together to create a positive learning environment, and discusses when counselors should be called upon to resolve an impasse. 1984. (30 minutes). #TP93.

Appendix CC

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Appendix CC (Continued)

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Appendix DD

ACKNOWLEDGEMENTS: PROJECT TEAM

On behalf of the original Strategies project team, the Department of Education staff from the Office of Quality Educators would like to thank the hundreds of teachers, preservice students, graduate students, parents, and principals who contributed their ideas to *Strategies for Effective Teaching*.

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