

JPAS
Jordan Performance Appraisal System
Professional Development Materials
Version 5.0

Jordan District Board of Education

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Revisions Completed by the Consulting Educators

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School District

Foreword

The Jordan School District Board of Education is committed to the effective delivery of high quality instruction to all students. As part of this process, the Board authorized the creation of an appraisal system to evaluate teacher performance. This evaluation system, JPAS, provides much more than an evaluation procedure. It offers support to teachers in their commitment to refine and enhance their teaching skills through the creation of a series of *Professional Development Materials*.

Available to all educators, these materials are primarily designed to assist classroom teachers as they work to master the intricacies of their profession. The development materials are directly linked to the specific areas identified in the evaluative section of JPAS. For each indicator included in the management portion of the JPAS, the reader will find pages for that indicator in this book. Activities and a variety of resources - videos, books, magazines, inservice - which focus on the critical aspects of each skill are available for each indicator. Easy to use and understand, the development materials are based securely in current educational research. This book concludes with an annotated bibliography of the references and resources as well as specific instructions as to where they are located.

The Professional Development Materials were researched by Dr. Floyd Stensrud and Dr. Jean Wollam; the book was edited and designed by Dr. Robert E. Wood. The project was under the supervision of the Joint Educator Evaluation Committee which included:

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Evaluation

Dr. Stensrud, Dr. Wollam and Dr. Wood are specifically grateful for the assistance of Denise Orme.

Version 5.0 includes revisions made by Jane Martain, JPAS Teacher Specialist and the
Jordan School District Consulting Educators

Because this manual is continually being updated, suggestions for activities and examples are always welcome. If you have an idea to include in this booklet, please send it, including the indicator for which the activity is intended to: **Human Resources Department - JPAS, at the Jordan District Office.**

Components of the Jordan Performance Appraisal System

The Jordan Performance Appraisal System is designed to help teachers provide high quality instruction to all students. Its purpose is to ensure that a valid, reliable and objective system exists to monitor teacher performance, to develop teacher skills and to assist teachers whose performance needs improvement. The intent of JPAS is to provide feedback which will lead to instructional excellence and to the implementation of organizational goals.

JPAS consists of four major components:

- An observation system which measures skills and techniques for 49 specific behaviors, called indicators. The indicators are listed on the observation sheet and in the JPAS Domains Document. Observers are given extensive inservice to understand the decision rules to measure whether a specific skill or technique has occurred.
- An interview system which measures educator skills and techniques that cannot be observed in a classroom visit. These behaviors are examined in an interview between the administrator and the teacher who will be required to present documents and work samples to show how these specific skills and techniques have been employed. These indicators are listed on the back of the observation sheet and in the JPAS Domains Document.
- A feedback report which will serve as a guide for a discussion between the administrator and the teacher about the teacher's performance. Additionally, it will show how an individual teacher compares to the District norm. Finally, it will direct teachers to professional development materials which can be used to enhance their classroom performance.
- Professional development materials are presented to all teachers in a manual which contains activities, books, videos, inservice classes and other materials which teachers can use to sharpen their instructional skills. Organized by domains, the indicators are grouped in subcategories, teachers will be able to match sections in the manual to the JPAS Feedback Report.

Table of Contents

DOMAIN I: MANAGING THE CLASSROOM

Engaging Students in Learning

Indicator 1	Students Off-Task	Subcategory I
Indicator 2	Interrupts/Obscures Instruction	Subcategory I
Indicator 3	Fails to Address Misunderstandings	Subcategory I
Indicator 5	Adjusts Instruction	Subcategory I
Indicator 7	Courteous Climate	Subcategory I
Indicator 12	Classroom Management	Subcategory I

Managing Student Behavior

Indicator 4	Fails to Respond Immediately to Disruptive Behavior	Subcategory II
Indicator 8	Responds Consistently to Behaviors	Subcategory II
Indicator 9	Applies Low-Key Tactics for Misbehavior	Subcategory II
Indicator 10	Identifies Initiators of Disruptive Behavior	Subcategory II

Managing Time and Routines

Indicator 6	Smooth Transitions	Subcategory III
Indicator 11	Use Management Routines	Subcategory III
Indicator 13	Minutes of Nonacademic Time	Subcategory III

DOMAIN II: DELIVERING INSTRUCTION

Presenting Instruction

Indicator 15	Explains Academic Concepts	Subcategory IV
Indicator 18	Emphasizes Important Points	Subcategory IV
Indicator 19	Reviews	Subcategory IV
Indicator 20	Pre-Assessment	Subcategory IV
Indicator 21	Advance Organizer	Subcategory IV
Indicator 22	Teaching/Learning Strategies	Subcategory IV
Indicator 23	Structure and Sequence Activities	Subcategory IV
Indicator 24	Energy and Enthusiasm	Subcategory IV
Indicator 25	Goals, Objectives and Expectations	Subcategory IV
Indicator 26	Instructional Delivery	Subcategory IV

Developing Thinking Skills

Indicator 14	Factual Questions	Subcategory V
Indicator 17	Illustrate Relationships	Subcategory V
Indicator 27	Higher-Order Questions	Subcategory V
Indicator 28	Wait-Time	Subcategory V
Indicator 29	Sustain Interactions	Subcategory V
Indicator 31	Problem Solving	Subcategory V
Indicator 32	Cause-Effect Analysis	Subcategory V
Indicator 33	Application Activities	Subcategory V
Indicator 34	Brainstorming and Use Ideas	Subcategory V

Coaching Performance

Indicator 16	Demonstrate Skills/Procedures	Subcategory VI
Indicator 30	Task-Oriented Peer Interaction	Subcategory VI
Indicator 35	Prepares Students for Activities	Subcategory VI
Indicator 36	Supervises Independent Practice	Subcategory VI
Indicator 37	Correctives	Subcategory VI
Indicator 38	Monitor Student Performance	Subcategory VI

DOMAIN III: INTERACTING WITH STUDENTS**Encouraging Participation**

Indicator 39	Student Participation	Subcategory VII
Indicator 41	Gets Student Attention	Subcategory VII
Indicator 42	Encourages Reluctant Students	Subcategory VII
Indicator 45	Student Demonstrations of Knowledge or Skills	Subcategory VII
Indicator 46	Practices Communication Skills	Subcategory VII
Indicator 49	Learning Environment	Subcategory VII

Providing Feedback

Indicator 40	Academic Feedback	Subcategory VIII
Indicator 43	Reinforces Desired Behavior	Subcategory VIII
Indicator 44	Acknowledges Learning Efforts	Subcategory VIII
Indicator 47	Guided Practice	Subcategory VIII
Indicator 48	Checks for Understanding	Subcategory VIII

DOMAIN IV: PLANNING**Structuring the Class**

Indicator 50	Rules and Consequences	Subcategory IX
Indicator 53	Assessment of Student Performance	Subcategory IX
Indicator 56	Plans for Substitutes	Subcategory IX

Preparing Instruction

Indicator 51	Learning Objectives	Subcategory X
Indicator 52	Varied Assessments	Subcategory X
Indicator 54	Differentiated Curriculum	Subcategory X
Indicator 55	Student-Directed Learning	Subcategory X

DOMAIN V: PROFESSIONAL GROWTH AND RESPONSIBILITIES**Enhancing Skills**

Indicator 57	Professional Development	Subcategory XI
Indicator 59	Co-Worker Cooperation	Subcategory XI

Maintaining Relationships

Indicator 58	Communication with Parents	Subcategory XII
Indicator 60	Administrative Requests	Subcategory XII
Indicator 61	Out-of-Class Duties	Subcategory XII

Bibliography

Domain I

Managing the Classroom

Managing the Classroom measures how teachers plan, manage and create a climate where instruction and learning are the focus.

Managing a classroom involves (1) keeping students thoroughly engaged in learning, (2) managing the behavior of all students and (3) organizing procedures to decrease non-instructional time.

The subcategories for **Managing the Classroom** are:

Engaging students in learning: Indicates how effective teachers create, maintain and adjust learning activities.

- keeping students on-task.
- avoiding interrupting or obscuring instruction.
- addressing misunderstandings immediately.
- adjusting instruction.
- creating a courteous climate.
- applying appropriate classroom management.

Managing student behavior: Indicates how effective teachers maintain decorum in their classroom.

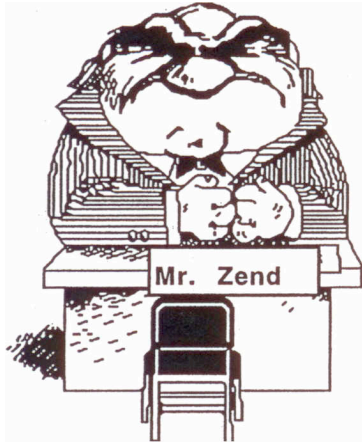
- responding consistently to student behavior.
- responding immediately to disruptive behavior.
- identifying initiators of disruptive behavior.
- using low-key tactics to promote positive behavior.

Organizing time and routines: Indicates how effective teachers increase instructional time.

- using management routines.
- guiding students through smooth classroom transitions.
- decreasing non-academic time.

Engaging Students in Learning

••••• Indicator 1 - Students Off-Task



Effective teachers keep students **on-task** because the more students are engaged in learning, the more they learn. The **difference** between mastery and non-mastery for a student needing remediation with a specific concept is equivalent to **an hour of extra instruction** every two weeks about six minutes per school day.

IDEAS/SUGGESTIONS:

1. Expect and promote appropriate behavior with short, direct comments that **name** students and tell them what they **should be doing**.
 - "Jack, I need your work in ten minutes."
 - "Mary and Laura, Look up here!"
2. Remind the students of posted **classroom rules** when they are off-task.
 - "Linda, if you have finished your assignment you can choose another activity, but don't bother Betty. Remember, we respect people who are busy working."
3. Clearly outline rules, expectations, objectives and instructional items for the day's lesson. Ask a student or students to repeat the directions you have stated.
 - Is the objective written on the board?
 - Are instructions clearly stated or clearly written for students to refer to?
4. Be specific and clear when presenting information to students to reduce potential for off-task behavior.
 - "While you're working on this assignment, you will stay in your seats and raise your hands for questions."
5. Check the **pace** of your lesson. Presenting information too slowly or too quickly can lead to off-task behavior. Review the **appropriateness** of your curriculum. Is it so easy students are finishing activities in a few minutes or so hard you are inundated with questions. Are you bored with the activities? If you are bored, the students are also probably bored.

WANT SOME MORE IDEAS?

Read:

Beyond Discipline. Alfie Kohn. 1996. Association for Supervision and Curriculum Development, ASCD

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Getting To Got It! by Betty K. Garner. 2007. Association for Supervision and Curriculum Development, ASCD

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- Using Group Contingencies to Improve Academic Achievement (Technical Assistance Manual).

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Watch:

Classroom Management with Pat Wolfe. One Video, 53 minutes plus a facilitator's manual.

Engaging Students in Learning

••••• Indicator 2 - Interrupts/Obscures Instruction

Effective teachers avoid any activity or speech pattern which interrupts instruction and disrupts the momentum of a class. They **avoid** indeterminate terms, choppy speech patterns and "uh." They **do not switch back and forth** excessively between activities, fragment lessons or **halt** instruction to deal with management issues.

IDEAS/SUGGESTIONS:

1. **Avoid** interrupting or obscuring instruction by:
 - referring to **irrelevant** stimuli.
 - using **vague** or indeterminate terms, e.g., pretty much, some, not many, not very, almost, could be, sometimes, somewhere.
 - using **redundancies** and **false starts**.
 - frequently **starting** and **stopping**.
 - correcting yourself **excessively**.
 - **stringing** questions together.
 - repeatedly using a **distracting** word or phrase, e.g., uh, ok, at this point in time.
2. Stay focused on the subject.
3. As much as possible, deal with interruptions prior to or at the end of the lesson. Do not leave the class **waiting**; one minute should be the absolute limit.
 - Confer with tardy students at the end of an instructional activity, not in the middle of a lesson.
 - Engage the class in an activity before talking with an individual.
4. Know when it is time to **move on** to another part of the lesson; avoid "going on and on" unnecessarily.
5. Check for student understanding to be certain that students know what they are **supposed to be doing** so you will not have to interrupt instruction to make clarifications.
6. When student interest wanes or misbehavior begins, be ready to **recapture** student interest.
7. **Preplan lessons**. Be prepared to present information in a logical order. Anticipate questions that students may ask.

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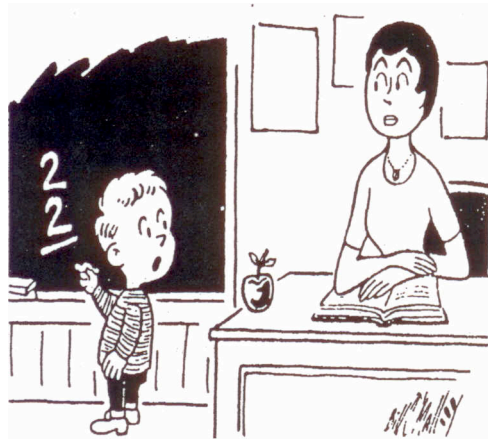
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Watch:

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Engaging Students in Learning

••••• Indicator 3 - Fails To Address Misunderstandings



Effective teachers **immediately** clarify students' concerns or **misunderstandings** about class procedures, activities, academic concepts or processes, always responding to opportunities for **supportive correction** of inaccurate responses.

Gee!! Teacher!! These metrics are a breeze!!

IDEAS/SUGGESTIONS:

1. Review relevant **past** concepts and skills before **beginning** instruction.
2. Use **clear** and **concise** language to introduce new concepts.
3. When giving directions, write only **one direction** per sentence on the board or state one step of the directions at a time to avoid confusion.
4. **Emphasize** important points **during** the lesson and **review** main ideas and subordinate ideas as you move through the lesson. Frequently **check** for student understanding.
5. Use **accurate** examples. If you discuss fractions with elementary students, use pies and objects that can be divided **visually**. Use **manipulatives** whenever possible to solidify concepts.
6. Elicit **frequent** responses from students by asking questions during demonstrations and lectures to verify understanding and clear up misconceptions.
7. Relate what is taught to a student's **real-life** experiences:
 - Provide students with materials to allow them to maintain a checking account when you are teaching money management or even when you are teaching related math concepts.

8. Have students work in pairs to explain the concept to each other and provide an example.
9. Use follow-up questions to **focus** on answers that students seem to misunderstand. Ask clear questions and give every student (don't forget the quiet ones) a chance to **respond** before you move on.
10. **Model** the skill that students are expected to perform.
11. Provide a sufficient amount of **guided** and **independent** practice that focuses on previously introduced skills in order to avoid misunderstandings.
12. Monitor the classroom by **moving about** to provide help when needed. Try not to spend more than 30 seconds with each child, but **always** be available to clear up confusion immediately.
13. Require students to **redo** inaccurate responses after the work has been completed. Homework must be **returned rapidly**.

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Engaging Students in Learning

••••• Indicator 5 - Adjusts Instruction

Effective teachers differentiate the curriculum **to match the learning pace** and level of students by (1) **dividing** students into groups to provide more direct teaching for remediation, (2) **revising** teaching strategies or (3) **reteaching** material. They give students opportunities to participate in activities tailored to meet their needs. They are also aware that to reach success, students should reach a correct response rate of 80 percent or higher.

IDEAS/SUGGESTIONS:

1. Organize your classroom into a **storehouse** of learning resources:
 - Reserve part of the room for **independent**, quiet study.
 - Plan other areas for **small-group** activities.
 - Characterize the area with **focused academic activities**, where children can explore things intellectually and move about physically.
2. Provide activities that are self-**selected**, self-**directed**, self-**paced**, and self-**corrected**.
3. Create **learning kits** and packages of relevant material that students can use on their own when studying a topic, concept or skill, including:
 - clear, specific instructions.
 - information source materials.
 - study guide questions.
 - self-correcting work sheets.
4. Create **learning centers** which contain multi-media materials which focus on a single topic, concept or skill.
5. Have back up materials and plans prepared for students who finish an assignment **early** and need additional work. Be careful to make sure it is not merely **busy work** that could be interpreted as a "**punishment**" for finishing early.
6. Make sure you have additional materials on hand if you need to **reteach** concepts to children who are having difficulty mastering a concept.
7. Consider **cooperative learning groups** since both high and low achievers can benefit, especially if all group members are held accountable for their portion of the activity. Higher achievers can assist lower achievers in finishing a task, a process which enhances learning for both.
8. Be willing to **revise** approaches and learning strategies if curriculum is causing too much frustration during the learning process.
9. Provide activities that allow for **active responses** between teacher and students or among students.

Subcategory I

WANT SOME MORE IDEAS?

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Engaging Students in Learning

••••• Indicator 7 - Courteous Climate

Effective teachers **listen and respond** to student questions, require that **students listen to each other**, encourage **cooperation** and model **courtesy**; they refrain from making any comment that is **personally demeaning** or **embarrassing** to a student.

IDEAS/SUGGESTIONS:

1. Develop a sense of community in your classroom and a sense of community within the school.
2. Use kind and considerate language when dealing with students.
 - INAPPROPRIATE: **Sarcasm** and **personal affronts**, inappropriate humor – any distasteful, stereotypical jokes or comments such as, "We just reviewed this material yesterday, Joe! Did you leave your brain home?"
 - APPROPRIATE: "Since we just reviewed this material yesterday, ask Steve in your group to help you better understand it. If you still need help, see me."
 - BEST: "That was difficult material that we reviewed yesterday. Let's talk about it during independent study time."
3. **Appropriate humor** helps create a courteous climate. Any comments or humor, etc. that would be accepted by any group of people are appropriate. Make sure you model acceptable humor so students will understand what is appropriate.
4. **Greet** students at the door with a **smile** as they enter. Call them by their **names**. Use please, thank you, and company manners regularly.
5. Make students feel **welcome** in your classroom rather than threatened. Make your classroom a safe **haven** for students.
6. **Listen** to what students have to say; you expect them to listen to you; extend them the same **courtesy**. Don't talk while they are talking; wait until they finish.
7. Help students realize that the climate in a classroom also depends upon how **they treat each other**; encourage them to **listen** to each other and to make **positive** comments about each other's work and to **avoid demeaning** and **humiliating** remarks about their classmates' abilities, clothes and appearance.

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Engaging Students in Learning

••••• Indicator 12 - Classroom Management



"Furthermore make sure your students understand the rule about not eating in class!"

Effective teachers establish **stable and predictable environments** decreasing the amount of behavior management required during instructional time. Time spent on managing student behavior decreases academic learning time.

IDEAS/SUGGESTIONS:

1. Set and teach **clear expectations** and practice them – what does it look like and sound like, examples and non-examples.
2. Address behavior that **diverts** student attention from an academic task.
3. Be certain your interventions stop the specific disruptive behavior **permanently** so you can avoid **switching abruptly back and forth** between instruction and discipline. "Boys and girls, who can remind the class where we put our completed assignments?"
4. Apply management procedures only when needed for **prevention; not punishment**. "Susie, I like the way you are waiting so patiently and quietly."
5. Reinforce appropriate behavior by providing a **model**.
6. Give explicit **explanations** of expectations that are **interwoven** in the delivery of instruction.
7. Preplan classroom strategies to accommodate all contingencies so you can **avoid being caught off-guard** by student behavior.
8. Be **consistent** in your application of rules and consequences.

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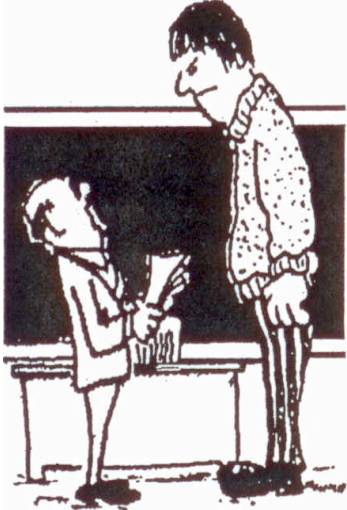
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Managing Student Behavior

••••• Indicator 4 - Fails to Respond Immediately to Disruptive Behavior



"Charles, you are lucky that we have this policy of 'no corporal punishment'"

Effective teachers **act immediately** when misbehavior disrupts learning activities. Effective classroom managers intervene early in the misbehavior cycle.

IDEAS/SUGGESTIONS:

1. Ignore misbehavior only if it is **likely not to persist**, if it is **not dangerous to others** and if giving attention to the behavior might **actually reinforce it**.
2. Be "**with-it**," aware of everything students are doing whether they are engaged in whole group, small group or individual work. Recognize when it is necessary to **intervene** quickly before minor problems become major distractions:
 - Arrange the classroom so you have an **unrestricted** view of the entire area.
 - Scan the classroom regularly to spot **potential** problems.
 - **Circulate** and **assist** students during independent study time. You will be more able to monitor students and maintain student engagement.

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Conscious Classroom Management. Rick Smith. 2004. Conscious Teaching Publications

The Everything New Teacher Book. Melissa Kelly. 2004; FW Publications, Inc.

Preventing and Solving Discipline Problems. Mark Boynton and Christine Boynton. 2005. Association for Supervision and Curriculum Development, ASCD

Seven Simple Secrets. Annette Breaux, Todd Whitaker. 2006. Eye On Education, Inc.
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The Tough Kid Book. G. Rhode, W. Jenson, and K. Reavis. (1992). Longmont, Colorado: Sopris West, Inc.

Utah's BEST Project (Behavioral and Educational Strategies for Teachers). Manuals by K. Reavis, W. Jenson, S. Kukic and D. Morgan (1996).

- Using Group Contingencies to Improve Academic Achievement (Technical Assistance Manual).

Teacher Smart, "On Task Behavior". George Watson, Center for Applied Research in Education, New York. Page 69

TGIF. Susan L. Fister and Karen A. Kemp, T4

Watch:

Assessing Instructional Methods (AIM) • Classroom Management.

Classroom Management with Pat Wolfe. One Video, 53 minutes plus a facilitator's manual.

Self Esteem with Frank Alessa (1992).

Succeeding with Difficult Students. Lee Canter and Marlene Canter.

Managing Student Behavior

••••• Indicator 8 - Responds Consistently to Behaviors



Effective teachers respond **consistently** to student behavior, demonstrating **fairness**. They reinforce following classroom rules and procedures.

"Let me give you some advice. Stop blowing your cool."

IDEAS/SUGGESTIONS:

1. Have a clear and consistent classroom management plan that allows you to effectively respond to student behavior.
2. Post positively stated rules and disciplines in the classroom.
3. Teach and reteach rules and procedures so that you and the students feel more **comfortable** enforcing them with all students. Modify as necessary to meet the needs of your classroom.
4. **Monitor** and enforce student behavior carefully so you can maintain consistency with all students.
4. Refer to established classroom rules **positively** to all students.
 - "Jim, please sit down. The rule is you must raise your hand and ask for permission before leaving your seat."
5. Avoid **sarcasm** or the unintentional **humiliation** of some students while allowing other students to escape consequences for similar actions.
6. Practice **patience** and try not to show emotional attachment to student misbehavior. Refer to the broken rule and **not** how the student has personally offended you.
7. Make responses to student misbehavior so **automatic** that all students **will not be confused** about **your** expectations. Consistently refer to **established** classroom procedures to remind students your responses are **not arbitrary**.

WANT SOME MORE IDEAS?

Read:

Beyond Discipline. Alfie Kohn. 1996. Association for Supervision and Curriculum Development, ASCD

Classroom Management that Works. Robert J. Marzano. 2003. Association for Supervision and Curriculum Development, ASCD

Discipline with Dignity. Richard L. Curwin and Allen N. Mendler. (2008). Association for Supervision and Curriculum Development.

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The Everything New Teacher Book. Melissa Kelly. 2004; FW Publications, Inc.

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Seven Simple Secrets. Annette Breaux, Todd Whitaker. 2006. Eye On Education, Inc.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

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Teacher Smart. George Watson. Center for Applied Research in Education.

The Ultimate Resource Book for Successful Behavior in Today's Schools. Bert Simmons.

Your First Year as a High School Teacher - Making the Transition from Total Novice to Successful Professional: by Lynne Rominger, Suzanne Packard Laughrea, Natalie Elkin. 2001. Prima Publishing

Watch:

Assessing Instructional Methods (AIM) •
Classroom Management

Catch Them Being Good with Pat Wolfe .

Effective Teaching for Higher Achievement. Part 1. 1983. Association for Supervision and Curriculum Development.

Helping Disruptive and Unresponsive Students. Diane Chelsom Gossen.

Managing Student Behavior

••••• Indicator 9 - Applies Low-Key Tactics for Misbehavior

Effective teachers use **low-key tactics** to control **routine** misbehavior. They focus on curriculum and activity rather than on behavior to maintain a productive classroom. They **circulate** through their room to reduce disruptive behavior and encourage participation. Tactics used promote positive behavior and are interwoven with the instruction.

IDEAS/SUGGESTIONS:

1. Plan varied curriculum activities to engage students and eliminate time for student misbehavior.
2. Ignore or use low key tactics to address behavior that is **not persistent or harmful** to others.
3. Look at the student **directly**.
4. Tap or touch a student's desk and **gesture** what you want the student to do.
5. Stop instruction and **wait** until you have the students' attention before continuing.
6. Stand by a misbehaving student.
7. Move next to a misbehaving student and "**in a quiet voice**," tell the student to stop the misbehavior:
 - "Bill, please stop talking."
8. Put **the student's name** in the middle of an instruction: •
"Let's look, John, at the next question."
9. Ask the student a **question** about the assignment or ask them to read the next question to the class.
10. Thank those students who are following the rules and sit around or next to the student who is misbehaving.
11. Give a misbehaving student an **alternative, positive behavior**:
 - distributing papers.
 - getting files.
 - collecting materials.
 - reading aloud.
 - answering a question.

12. Make sure you have an **unrestricted** view of the entire classroom, and scan the room regularly to spot **potential** problems.
13. **Circulate and assist** rather than sitting at your desk and having students come to you during independent study time.
14. Make "overlapping" a management technique which becomes **second nature** to your preparation and routines. "Overlapping" is engaging in **more than one activity at a time**:
 - Sign an attendance form while listening to a student's explanation.
 - While circulating through the class during independent study time, **privately** remind the misbehaving student of the **expected** behavior or class rule. Ask the student to restate the rule or procedure. Give **more explanation** if necessary.

WANT SOME MORE IDEAS?

Read:

Beyond Discipline. Alfie Kohn. 1996. Association for Supervision and Curriculum Development, ASCD

Classroom Management that Works. Robert J. Marzano. 2003. Association for Supervision and Curriculum Development, ASCD

Discipline with Dignity by Richard L. Curwin and Allen N. Mendler. (2008). Association for Supervision and Curriculum Development.

Discipline Survival Kit for the Secondary Teacher. Julia G. Thompson. 1998. Jossey-Bass

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The Everything New Teacher Book. Melissa Kelly. 2004; FW Publications, Inc.

Preventing and Solving Discipline Problems. Mark Boynton and Christine Boynton. 2005. Association for Supervision and Curriculum Development, ASCD

Seven Simple Secrets. Annette Breaux, Todd Whitaker. 2006. Eye On Education, Inc.

Teacher Smart - George Watson. Center for Applied Research in Education. On Task #35-61.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

The First Days of School. Harry K. Wong. Harry K. Wong Publishing. (2004). Pages 158-159.

Inspiring Discipline; A Practical Guide for Today's Classrooms. Merrill Harmin. Chapters 2 & 3.

Your First Year as a High School Teacher - Making the Transition from Total Novice to Successful Professional: by Lynne Rominger, Suzanne Packard Laughrea, Natalie Elkin. 2001. Prima Publishing

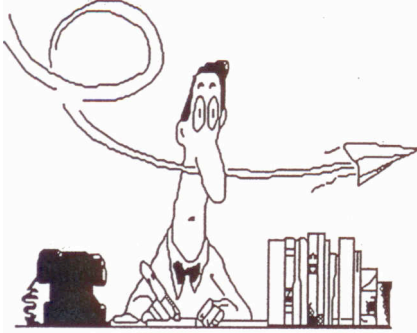
Watch:

Helping Disruptive and Unresponsive Students. Diane Chelsom Gossen.

Catch Them Being Good. Pat Wolfe.

Managing Student Behavior

..... Indicator 10 - Identifies Initiators of Disruptive Behavior



Effective teachers immediately identify the **actual initiators** of disruptive behavior to show **they know what is going on** in their classrooms; they cite specific offenders and rules that are being broken.

IDEAS/SUGGESTIONS:

1. Scan your room **frequently** to make students aware that you know everything that is going on in your classroom.
2. Mention a student's name during an activity **to gain the attention** of a disruptive student.
 - "While reading on page 92, Sally, be sure to look for the answer to the first question."
3. Move **closer** to misbehaving students.
4. Use a strategic seating arrangement to help keep disruptions to a minimum.
5. **Move around** your classroom during instruction and make eye contact with specific students.
6. Look directly at the misbehaving student and wait for **misbehavior to stop** before you continue instruction.

WANT SOME MORE IDEAS?

Read:

Beyond Discipline. Alfie Kohn. 1996. Association for Supervision and Curriculum Development, ASCD

Classroom Management that Works. Robert J. Marzano. 2003. Association for Supervision and Curriculum Development, ASCD

Discipline with Dignity. Richard L. Curwin and Allen N. Mendler. (2008). Association for Supervision and Curriculum Development.

Discipline Survival Kit for the Secondary Teacher. Julia G. Thompson. 1998. Jossey-Bass

Managing Your Classroom With Heart: by Katy Ridnower. 2006. Association for Supervision and Curriculum Development, ASCD

Conscious Classroom Management. Rick Smith. 2004. Conscious Teaching Publications

The Everything New Teacher Book. Melissa Kelly. 2004; FW Publications, Inc.

Preventing and Solving Discipline Problems. Mark Boynton and Christine Boynton. 2005. Association for Supervision and Curriculum Development, ASCD

Seven Simple Secrets. Annette Breaux, Todd Whitaker. 2006. Eye On Education, Inc.

The Tough Kid Book. G. Rhode, W. Jenson, and K. Reavis. (1992).

Longmont, Colorado: Sopris West, Inc.

Utah's BEST Project (Behavioral and Educational Strategies for Teachers). Manuals by K. Reavis, W. Jenson, S. Kukic and D. Morgan (1996).

- Reprimands and Precision Requests (Technical Assistance Manual).
- Using Group Contingencies to Improve Academic Achievement (Technical Assistance Manual).

Teacher Smart. George Watson. Center for Applied Research in Education .

. *Classroom Teacher Survival Book*. Ronald L. Partin. Center for Applied Research in Education.

The Ultimate Resource Book for Successful Behavior in Today's Schools. Bert Simmons.

Your First Year as a High School Teacher - Making the Transition from Total Novice to Successful Professional: by Lynne Rominger, Suzanne Packard Laughrea, Natalie Elkin. 2001. Prima Publishing

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Assessing Instructional Methods (AIM) •
Classroom Management

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Self Esteem with Frank Alessa (1992).

Succeeding with Difficult Students. Lee Canter and Marlene Canter.

Managing Time and Routines

••••• Indicator 6 - Smooth Transitions

Effective teachers orchestrate **smooth transitions** between tasks by giving students **clear directions** about closing the first activity, making necessary changes, then beginning the second activity. Clear transition procedures **save important instructional time** and reduce misbehavior.

IDEAS/SUGGESTIONS:

1. **Explain** the transition only when every student is listening.
 2. **Provide instructions** about what is to be done **before**, not during, the transition.
 3. **Post** the transition instructions prominently in the classroom.
 4. Explain exactly **what behavior is expected** during transitions and give a **time limit** to the students:
 - voice level
 - arrangement of desks
 - paper handling procedures
 - how to walk
 - one minute
- Continue to emphasize** the procedure and be **consistent** until it becomes a routine.
5. **Repeat instructions** to individuals who do **not** complete the transition **efficiently**.
 6. Have a student/students **model** the transition before the whole class moves.
 7. Before you record scores of assignments or tests, **start** students to work on **another activity**.
 8. Assign a student the role of **helper** within each group to carry out automatic, specific, pre-assigned routines.
 9. Have students perform activities as **single units** when they are related.
 - If the spelling and vocabulary words for the week are the same, concentrate on activities related to either spelling or vocabulary at a particular time.
 10. Don't leave one activity "**dangling**" while you switch to another.
 - After asking a student to open to a specific page and start reading, the teacher should not abruptly say, "Oh my, Jim isn't here today. Does anyone know if he is ill? I forgot to mark him absent."

11. After students begin a new activity, **avoid interruptions** like “Oh yeah, by the way...,” especially while they are completing seat work.

WANT SOME MORE IDEAS?

Read:

Beyond Discipline. Alfie Kohn. 1996. Association for Supervision and Curriculum Development, ASCD

Classroom Management that Works. Robert J. Marzano. 2003. Association for Supervision and Curriculum Development, ASCD

Discipline Survival Kit for the Secondary Teacher. Julia G. Thompson. 1998. Jossey-Bass

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Seven Simple Secrets. Annette Breaux, Todd Whitaker. 2006. Eye On Education, Inc.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Teacher Smart. George Watson. Center for Applied Research in Education.

Your First Year as a High School Teacher - Making the Transition from Total Novice to Successful Professional: by Lynne Rominger, Suzanne Packard Laughrea, Natalie Elkin. 2001. Prima Publishing

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Effective Teaching for Higher Achievement. Part 1. 1983. Association for Supervision and Curriculum Development.

Managing Time and Routines

••••• Indicator 11 - Use Management Routines

Effective teachers are **organized**. They **consistently** establish, teach, post, modify and reteach their **classroom routines and procedures**.

IDEAS/SUGGESTIONS:

1. Establish **routines** and clarify your **expectations** for:
 - participating in classroom discussion.
 - checking work.
 - using time when seat work is completed.
 - working in groups.
 - using materials or equipment.
 - getting teacher help.
 - turning in work.
2. **Practice** activities and time-saving procedures with students to make sure students know what you **expect**.
3. **Close one** activity before you **begin** the next one. Give **explicit** instructions that the students can easily follow.
4. **Monitor** students during transition; **remind** them what to do if they appear uncertain or **thank** them when they complete a procedure appropriately. **Do not turn your back** or **sit at your desk** doing other work, ignoring the transition.
5. Consistently **enforce, review**, and where appropriate, **modify** rules for daily routines.
6. Make your routines simple enough to be **posted clearly** in the classroom for constant reference.

WANT SOME MORE IDEAS?

Read:

The Art and Science of Teaching: Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

Beyond Discipline. Alfie Kohn. 1996. Association for Supervision and Curriculum Development, ASCD

Classroom Management that Works. Robert J. Marzano. 2003. Association for Supervision and Curriculum Development, ASCD

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Your First Year as a High School Teacher - Making the Transition from Total Novice to Successful Professional: by Lynne Rominger, Suzanne Packard Laughrea, Natalie Elkin. 2001. Prima Publishing

Watch:

Classroom Management with Pat Wolfe. One Video, 53 minutes plus a facilitator's manual.

Effective Teaching for Higher Achievement. Part 1. 1983. Association for Supervision and Curriculum Development.

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum Development.

Teaching Skillful Thinking. Tape 1: Issues in Teaching Thinking. 1986. Association for Supervision and Curriculum Development.

Inspiring Discipline; A Practical Guide for Today's Classroom. Merrill Harmin. Chapter 1.

Managing Time and Routines

••••• Indicator 13 - Minutes of Nonacademic Time



Effective teachers maximize the time students are engaged in academic tasks related to educational goals of the class. **Approximately 80% of class time** should be spent pursuing academic activities related to **measurable outcomes**.

IDEAS/SUGGESTIONS:

1. Keep transitions between classroom activities **brief and fluid**.
 - countdowns
 - songs
 - timer set for one minute
 - bell
 - watch the time and give voice signals
2. Avoid time when students are **not engaged in academic activity**. Non engagement enhances the potential for misbehavior.
3. Confront misbehavior **promptly** and consistently.
4. Manage **tardy students** at an appropriate time, not during instruction. Wait until students are actively engaged in seat work before conferring about tardiness.
5. Establish specific routines for working and what to do when work is complete to **avoid nonacademic situations** similar to the following:
 - excessive student socialization.
 - lengthy management routines.
 - disorderly or disruptive transitions.
 - extended disciplinary interruptions.
6. Attempt to spend 80% or more of class time in academic activities that relate to **specifically established educational goals**.
7. Make "**overlapping**" - your ability to engage in **more than one activity at a time** - a management technique which becomes second nature to your preparation and routines.

Overlapping helps you **begin** your class **promptly**:

Provide students with a **regular activity to complete** while you take roll; such as:

- a challenging math problem.
- vocabulary words to define.

- a topic for journal writing.
- a geography question of the day.
- Provide an **outline of the main points or activities of the day's lesson** (Advance Organizer) on the white board or on an overhead/document camera for students to copy as you take care of the role and other opening activities.
- Put a **brain teaser** on the board for students to begin immediately upon entering the class.
- Start with a **daily quiz** about the previous day's assignment when the late bell sounds. Take roll while the students work.
- Ask open-ended questions (**who, what, when, where, why and how**) at the bell for students to make notes about.

8. Use the time available at the end of class for productive activities:

- **Review** important information presented in the lesson during the last 5 minutes of class.
- **Grab** student attention about tomorrow's activities during the last five minutes of class.
- **Provide** time for students to summarize the day's lesson as you work with individual students at the close of class.
- **Avoid** telling students that they can chat with their friends until the bell rings.

WANT SOME MORE IDEAS?

Read:

Beyond Discipline. Alfie Kohn. 1996. Association for Supervision and Curriculum Development, ASCD

Conscious Classroom Management. Rick Smith. 2004. Conscious Teaching Publications

The Everything New Teacher Book. Melissa Kelly. 2004; FW Publications, Inc.

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Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

The Ultimate Resource Book for Successful Behavior in Today's Schools. Bert Simmons.

Watch:

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Domain II

Delivering Instruction

Delivering Instruction measures how teachers deal with knowledge and skills. It examines how they structure and present information to help students in developing thinking skills and how they monitor student acquisition of knowledge and skills.

The subcategories for **Delivering Instruction** are:

Presenting instruction which indicates how teachers organize and present curriculum and express learning expectations to students by:

- explaining academic concepts.
- emphasizing important points.
- reviewing and summarizing concepts or skills.
- maintaining energy and enthusiasm.
- integrating all elements of instructional delivery.
- employing pre-assessment.
- beginning with advance organizers.
- using teaching and learning strategies.
- stating or writing goals, objectives and expectations.
- structuring and sequence activities.

Developing thinking skills which indicates how teachers devise strategies to guide students in higher level thinking by:

- asking factual questions.
- asking higher order questions.
- allowing sufficient wait time.
- illustrating relationships.
- sustaining interactions.
- providing problem solving opportunities.
- engaging in cause-effect analysis.
- providing for application activities.
- prompting students to brainstorm and use ideas.

Coaching performance which indicates how teachers provide opportunities for students to practice newly acquired skills and how they help students improve their performance by:

- demonstrating skills and procedures.
- encouraging task-oriented peer interactions.
- preparing students for learning activities.
- supervising independent practice.
- providing appropriate correctives.
- monitoring student performance.

Presenting Instruction

••••• Indicator 15 - Explain Academic Concepts

Effective teachers explain academic concepts and accompany their explanations with **examples, non-examples, synonyms, comparisons, and contrasts**. The examples are most effective if they differ widely from the concept, and non-examples work best if they are similar in many ways to the concept.

IDEAS/SUGGESTIONS:

1. Provide a **definition** of the concept, including **all** rules and attributes that must be present.
2. Present **examples** before you present non-examples of the concept. It is easier for students to understand what a concept **is** than what it **is not**.
3. Provide a **wide range** of examples of the concept as students may make **hasty generalizations** if a variety is not presented. Begin with simple examples of the concept and proceed to more difficult, complex or unusual examples.
4. Provide non-examples of the concept that are **close in nature** to the concept. A concept may be **overgeneralized** if **close approximations** are not analyzed, discussed and eliminated.
5. You will be more effective in helping students learn a concept if you present **both examples** and **non-examples** at the **same time**.
6. Provide **very specific feedback** to students about the accuracy of their **understanding** of a concept. Precise and comprehensive information on why a student has accurately or inaccurately identified a concept is essential to the learning process.
7. Test students' understanding by providing additional examples that students must **categorize themselves** as positive or negative examples of the concept. Ask students to explain their reasoning for the categorization.
8. Have students **generate their own** examples of the concept.
9. Have students **verbalize** the **attributes** of the concept rather than merely provide an example as they are more likely to understand a concept if they have to explain it.
10. Include opportunities to use **manipulatives** or other **hands-on activities** to teach or reinforce a concept whenever possible. For example:
 - While teaching the concept of rhythms, you might ask students to **create a musical pattern** in four measures with a specific number of instruments. Before

this activity, you should have taught the class by example and modeling how to create a rhythm. Demonstrating a **step-by-step procedure** about creating a rhythm prepares students for the process they will go through to create their own:

- Break up the class into **cooperative learning groups**, allow students to choose an instrument, instruct the group to include only four beats per measure and let them create their own rhythm. For example:
- A **shop** teacher can teach the concept of slope through hands-on techniques:
- Present a unit on slope providing many **examples** that are practical to what The **class needs** to determine the slope of a walkway, roof and stairway. The unit should **also present correct principles** for determining angles. Students can then experiment by actually constructing what the plans call for, allowing them to **apply** the principles they learned in class. The instructions for the activity may be:
- "Here are the plans for constructing the forms and pouring the cement for a front door walkway leading down to the sidewalk. **Determine** what the slope of this walkway will be."

11. Use **Advance Organizers** to tell students what academic concepts they will be learning and why they will be learning them before instruction begins. A **clear explanation** of the nature of the assignment helps students **focus** on the **main ideas** and **order their thoughts** efficiently.

- A physical education instructor could organize information about the **concept** of rules and penalties that can occur in hockey games. For example, the teacher may say:
- "Today we are going to discuss penalties that might be called during hockey games. We will discuss the differences between minor and major penalties and describe ten minor penalties and five major penalties. At the end of the period, I will show you twenty slides and ask you to name the penalty illustrated that state whether it is major or minor."

WANT SOME MORE IDEAS?

Read:

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Reading, Thinking, and Concept Development. T. Harris and E. Cooper, eds. 1985. New York: College Entrance Examination Board.

Transformative Assessment. W. James Pophan. 2008. Association for Supervision and Curriculum Development, ASCD

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Watch:

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum Development.

Teaching Skillful Thinking. Tape 1: Issues in Teaching Thinking. 1986. Association for Supervision and Curriculum Development.

Presenting Instruction

..... Indicator 18 - Emphasize Important Points



"Do you think Ms. Willyon meant anything when she told us those rules were important?"

Effective teachers draw student attention to **important parts of a lesson**. Student achievement increases when teachers **repeatedly emphasize what is essential**.

IDEAS/SUGGESTIONS:

1. Use "**advance organizers**" to let students know **what they will be learning** before the actual instruction begins:
 - "Today we are going to discuss penalties that might be called during a hockey game.
We will discuss the **difference between minor and major penalties**. At the end of the period you will be asked to distinguish major from minor penalties from viewing the twenty slides I will show on the screen."
 - "In this part of the lesson we are going to identify and write out in complete sentences the **three main parts** of a paragraph."
2. During your classroom presentations:
 - **say** "this is important," "listen carefully," "get this," or "learn this."
 - **underline** important points on the chalkboard or overhead.
 - **highlight** important points by drawing or posting information.
 - **draw attention** to key points by repeating them throughout the lesson.
3. After instruction, **briefly review** - in a few, short sentences - the main points of the lesson:
 - "Today we learned that the **three parts of a paragraph** are the topic sentence, detail sentences and the tie-up sentence."
 - Ask "end-of-the-lesson" review questions which briefly allow you to check that **all the main points** have been learned.
4. Write lesson plans which:
 - State the **goals** of the lesson.
 - Focus on **completing one point** before you move to the next.
 - Progress in **small steps**, allowing you to check for understanding as you proceed from point to point.
 - Provide step-by-step **directions**.
 - Model **outcomes** by demonstrating how to follow the directions.
 - Organize material so that one point is **mastered** before the next is presented.
 - Avoid **digressions** from lesson objective.

WANT SOME MORE IDEAS?

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Association for Supervision and Curriculum Development.

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989.
Sopris West, Inc.

Watch:

Stimulation: Continuing Worthwhile Learning. R. Wlodkowski. 1983.

Presenting Instruction

••••• Indicator 19 - Reviews

Effective teachers frequently review and summarize important concepts and skills of a lesson. They involve the students in recalling or discussing the content. They present outlines at the beginning of the lesson and a **summary** at the end. When needed they summarize **mid-lesson** to emphasize important information. In addition, they provide **weekly and monthly reviews** to reinforce daily learning.

IDEAS/SUGGESTIONS:

1. Review material by asking questions or giving a quiz; then **examine** and **assess** student responses promptly.
2. Provide students an opportunity to peer edit/review **each others** homework and papers.
3. Assemble students in **cooperative study groups** to review materials.
4. Begin the class with a **review of yesterday's lesson** as a prelude to today's lesson. The review is particularly crucial if the information applies to subsequent learning.
5. Provide **weekly** and **monthly** reviews for students, in addition to daily reviews, to encourage and monitor **long term mastery** of concepts.
6. Use a review to **wrap-up each lesson** for the day, **pair share** key ideas, use an **exit slip** question. Restate and/or have students restate the **lesson objective** and **key ideas** learned.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Watch:

Effective Teaching for Higher Achievement. 2 Video Tapes. 1983. Association for Supervision and Curriculum Development.

Presenting Instruction

..... Indicator 20 - Pre-Assessment



*"I've got such an open mind
that nothing stays in it!"*

Effective teachers determine what skills and knowledge students **already possess** before introducing new concepts, materials or tasks. This helps prevent errors and misconceptions by assuring that students have mastered **critical prerequisite skills**.

IDEAS/SUGGESTIONS:

1. The assessment may take one of **many** forms, e.g., an anticipation guide, K-W-L chart, surview, technology based (clickers), an oral question/answer period, a written test, completion of a written assignment, and may be administered to the entire class, groups or individuals.
2. At the beginning of the year, reading comprehension tests can provide a valuable **assessment** about students' academic backgrounds and allow you to prepare **differentiated** activities for all students.
3. An **essay prompt** can offer valuable information about writing proficiency and allow you to **put less emphasis on** skills students have already mastered.
4. Begin each lesson with a **series of questions** you have designed to assess the knowledge of a class about the concept or skill. This information will help you to **begin at the most appropriate and effective point**.
5. A good habit to establish is a **class-wide review before tests**. This pre-assessment practice will enable to you to have **significant control** over the pass/fail rate of any examination. **Don't teach to the test**; just be certain students have mastered concepts you plan to evaluate. If the students have difficulty answering questions included in the review, reteach the material before administering the test.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

The Art and Science of Teaching; Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

Transformative Assessment. W. James Pophan. 2008. Association for Supervision and Curriculum Development, ASCD

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Making Sense: Teaching Critical Reading. A. Chapman, ed. 1993. College Board.

Reading, Thinking, and Concept Development. T. Harris and E. Cooper, eds. 1985. New York: College Entrance Examination Board.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc

Watch:

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum Development.

Presenting Instruction

••••• Indicator 21 - Advance Organizer

Effective teachers **begin** lessons with advance organizers that provide students with a **brief overview** of new material and help students **anticipate** what they will be learning. Or, they **preview** what is to come by introducing **general principles** of a new concept, offering **outlines** of the new material or asking thought provoking **questions**.

IDEAS/SUGGESTIONS:

1. Use "advance organizers" to let students know **what they will be learning** before the actual instruction begins:
 - "Today we are going to discuss penalties that might be called during a hockey game. We will discuss the **difference between minor and major penalties**. At the end of the period you will be asked to distinguish major from minor penalties from viewing the twenty slides I will show on the screen."
 - "In this part of the lesson we are going to identify and write out in complete sentences the **three main parts** of a paragraph."
 - "In this **power point** we will be previewing what we will be learning about..."
2. Provide an **overview** of the new material, relating it to previously learned material.
3. Provide a **preview** of the new material that includes general principles, an outline or questions that establish a learning set.
 - Here are five questions you will need to answer after we finish our discussion today. Let's take a few minutes to read the questions so you will know what to listen for during the discussion.

WANT SOME MORE IDEAS?

Read:

Classroom Instruction That Works. R. Marzano, D. Pickering, J. Pollock. 2001. Mc Rel

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Reading, Thinking, and Concept Development. T. Harris and E. Cooper, eds. 1985. New York: College Entrance Examination Board.

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

TGIF. Susan L. Fister and Karen A. Kemp. T9.

Watch:

Assessing Instructional Methods (AIM). • Academic Expectations
Subcategory IV

Presenting Instruction

••••• Indicator 22 - Teaching/Learning Strategies

Effective teachers use **specific teaching strategies** to help students process new information. These strategies include graphic organizers, study guides, outlines and cooperative learning. Effective teachers also teach students specific learning strategies. These strategies help students select, find, organize or integrate new information. These strategies include note taking, categorizing, mnemonics, verbal rehearsal, word associations, imagery links, self monitoring and key words.

IDEAS/SUGGESTIONS:

1. Use graphic organizers to help students **locate, select, sequence, integrate, and restructure** information; organizers appear in various formats:
 - **Comparison/contrast format** where students are expected to provide the appropriate **similarity** or **difference**.
 - **Sequential formats** where a **progression** of ideas or activities occur with students expected to fill in the **next** logical step.
 - **Diagram formats**: charts, maps, pictures, drawings, cartoons, or examples.
2. Use a variety of **study guides** which **focus** specifically on information being learned and are presented in **various formats** to help students master material:
 - An outline with main ideas **included** and subordinate ideas left **blank** for students to fill in during lesson presentations.
 - Factual or thought provoking questions.
 - Game answers where the question must be provided (Jeopardy).
 - Short quizzes which cover segments of a specific concept that are properly corrected and returned to students to serve as study sheets.
3. Develop a well-supervised **peer tutor** program to expand opportunities for **individualized** instruction and repeated practice in classrooms with large groups of students.
4. Become familiar with the principles governing **cooperative learning** so you can **facilitate** the creation of **effective** study groups:
 - Organize heterogeneous **cooperative study groups** which provide students with an alternate method of learning to reinforce teacher instruction. Students assume various roles and accept specific responsibilities within the group to insure the group's success which will be reflected in the success of each individual.
5. Employ the **vocabulary study strategy**:
 - Have students write the term to be learned on one side of a note card and write definitions and examples of the term on the other side. Give students
 - ten minutes at the beginning or the end of class to review, **either by themselves or in groups**, the terms and definitions for the particular relevant concept.

6. Help students discover **effective study techniques** for assimilating new **material** including such strategies as:

- self monitoring
- verbal rehearsal
- mnemonics
- word associations
- key words
- imagery links
- note-taking

7. View the **TRIP tapes** listed below, one of the smartest moves you can make.

WANT SOME MORE IDEAS?

Read:

Classroom Instruction That Works. R. Marzano, D. Pickering, J. Pollock. 2001. Mc Rel
Conscious Classroom Management. Rick Smith. 2004. Conscious Teaching Publications

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Getting To Got It! by Betty K. Garner. 2007. Association for Supervision and Curriculum Development, ASCD

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

The Power of Protocols, Joseph P. McDonald, Nancy Mohr, Alan Dichter, Elizabeth McDonald. 2007. Teachers College Press

Transformative Assessment. W. James Pophan. 2008. Association for Supervision and Curriculum Development, ASCD

Reading, Thinking, and Concept Development. T. Harris and E. Cooper, eds. 1985. New York: College Entrance Examination Board.

Making Sense: Teaching Critical Reading. A. Chapman, ed. 1993. College Board.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc ..

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

TGIF. Susan L. Fister and Karen A. Kemp. T5, T7, T9.

Watch:

Effective Study Skills. Video.

A Fresh Look at Cooperative Learning. 2 Videotapes. 1993. Educational Video Journal.

Teaching a Study Skills Program That Works (150 minute video plus 63 page manual).

Teaching Reading As Thinking. 1986. Association for Supervision and Curriculum Development.

TRIP Program: Translating Research Into Practice.

- Study Guides (Video Plus Manual).
- Vocabulary Practice Sheets (Video Plus Manual).
- Class Wide Peer Tutoring (Video Plus Manual).
- Constructing Graphic Organizers (Video Plus manual).
- Reading Strategies (Video Plus Manual).
- Cooperative Learning (Video Plus Manual).

Presenting Instruction

••••• Indicator 23 - Structure and Sequence Activities

Effective teachers provide a **logical structure and sequence** of lessons to ensure that students master prerequisite concepts before they move on in the curriculum. Teachers check to make sure they have given sufficient instruction **before** they give students guided practice or independent work activities. They always let students know **where they are in the lesson and why**.

IDEAS/SUGGESTIONS:

1. Use a **format** similar to the following, especially when introducing **new** material:
 - Structure the learning by proceeding in **small steps**, but at a **brisk** pace.
 - Present material so that one point is mastered **before** you move to the next point.
 - Give **detailed**, even redundant, instructions and explanations.
 - Provide **many** examples.
 - Ask **lots** of questions.
 - Provide **active practice**.
 - Offer **specific** feedback and correction.
 - Strive for a student **success rate** at or above **eighty percent**.
 - Divide seat work assignments into **smaller** assignments to **control** success rate.
 - Provide for **continued** student practice.

2. Make it a habit to tell students frequently **where you are** in the lesson. Briefly summarize **where you have been**, and quickly anticipate **where you are going** in the lesson. Keep students **fully informed** at all times.

WANT SOME MORE IDEAS?

Read:

Classroom Instruction That Works. R. Marzano, D. Pickering, J. Pollock. 2001. Mc Rel

Checking for Understanding. Douglas Fisher, Nancy Frey. 2007. Association for Supervision and Curriculum Development, ASCD

Conscious Classroom Management. Rick Smith. 2004. Conscious Teaching Publications

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Your First Year as a High School Teacher - Making the Transition from Total Novice to Successful Professional: by Lynne Rominger, Suzanne Packard Laughrea, Natalie Elkin. 2001. Prima Publishing

Watch:

Assessing Instructional Methods (AIM)

- **Curricular Congruence/Alignment**

Presenting Instruction

••••• Indicator 24 - Energy and Enthusiasm



Effective teachers are **energetic** and **enthusiastic** and display a clear **interest** in their subject matter.

"Now, now, Parker, you've just had a bad day. But surely you don't want to retire at 31."

IDEAS/SUGGESTIONS:

1. If **you** are enthusiastic about your subject and show this interest to your students, they will **absorb** your excitement.
 - **Never, never** fall into a rut and find yourself doing the same thing with the same notes, day after day or year after year.
 - Make sure you are **knowledgeable** about what you are teaching.
 - Be **creative** in your classroom presentations; always try new things.
 - Be **animated** when presenting a lesson.
 - Do the **unexpected**; be sure your students don't "psych you out."
 - Share relevant personal **anecdotes**, and encourage students to share their personal **experiences**.
2. Allow students to **feel successful** in the classroom. Strive for a student success rate in homework and seat work close to **one hundred percent**. Strive for a class average on tests which approaches **eighty percent**.
3. Enthusiasm frequently comes with the involvement of **both** the students and yourself in the lesson, **especially** if the lesson can be related to **personal experiences**.
 - If the lesson concerns great explorers, talk to students about doing things that present anxiety and fear of the unknown.
 - Asking students about their first few days at a new school or a new summer camp might begin to produce the feelings the teacher is trying to draw out to create **involvement** and **enthusiasm**.
 - "Why did you feel this way during the first few days at your new school?"
 - "Why are we uncomfortable when we do something for the first time?"
 - You can then proceed to broaden the discussion to examine the feelings of explorers as they traveled in unknown countries.

4. Keep students **off-guard** by doing unusual things to introduce new activities:
 - Set a **mood** for a lesson on discovering new worlds by darkening the room and hanging up a banner "The Sea of Darkness."
 - **Teacher:** "Let's pretend we are on the Pinta. We have been at sea for two months. It is now completely dark, and the only noise is the roar of the sea and the creaking of the boat. What will we run into in the darkness? What will our destination be like? Will there be any people? Will they be hostile?"

Similar questions in similar situations **stimulate** profitable discussion and help create student enthusiasm.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

Conscious Classroom Management. Rick Smith. 2004. Conscious Teaching Publications

Eager to Learn: Helping Children Become Motivated and Love Learning by R. Wlodkowski and J. Jaynes. 1990. Jossey-Bass Publishers.

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

The First Year Teacher- Teaching With Confidence (K-8). Karen Bosch. 1994.

The First Day of School. Harry K. Wong. (2004). Unit E.

Your First Year as a High School Teacher - Making the Transition from Total Novice to Successful Professional: by Lynne Rominger, Suzanne Packard Laughrea, Natalie Elkin. 2001. Prima Publishing

Watch:

Stimulation: Continuing Worthwhile Learning by R. Wlodkowski. 1983.

Presenting Instruction

••••• Indicator 25 - Goals, Objectives and Expectations



*"Did I learn something today?
My father will want to know."*

Effective teachers **explicitly** state the **goals, objectives** and **learning** expectations of a lesson and relate them to the learning activity. Focus on **one thought, point or direction at a time**.

IDEAS/SUGGESTIONS:

1. When you write long or short term goals, be sure to include a **daily objective** that you want students to achieve, including what you **expect** students to achieve and **how long** you think it should take students to reach that achievement.
 - **Goal:** When we complete this week's vocabulary unit, you will incorporate ten new words into your present vocabulary.
 - **Objective:** Let's begin by breaking up each word into its prefix, root and suffix to identify their individual meanings.
 - **Expectation:** By the end of this week, you will identify the meanings of new words by demonstrating competency of 80 percent or higher on a quiz and homework materials. To help you accomplish this, we will review the first five to seven minutes of each class.
2. There are very clear and precise **relationships among goals** (where you want to go), **instructional objectives** (what to do and how to get there) and **expectations** (how to know when you have arrived).
3. Once you have reviewed and selected them, **organize** your instructional objectives into units or lessons according to a **time line**. Then you can **focus on what you are teaching**, using words like "first," "second," "next" and "finally," for example.
 - Select goals and objectives from the core curriculum.
 - Use a "backwards design" model to plan lessons.
 - Write the daily objective and supporting activities on the board and refer to it throughout the lesson.

4. Match instructional **resources** and teaching **activities to objectives** and record this information in your **lesson plan**. After you have taught your lesson, you can **review** and **modify** your activities to **help** students reach your predetermined expectations. **Remember that we want students to succeed.**

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

The Art and Science of Teaching: Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Your First Year as a High School Teacher - Making the Transition from Total Novice to Successful Professional: by Lynne Rominger, Suzanne Packard Laughrea, Natalie Elkin. 2001. Prima Publishing

Watch:

Assessing Instructional Methods (AIM).

- Academic Expectations

Presenting Instruction

••••• Indicator 26 - Instructional Delivery



"Now that's what I call a well taught lesson!"

Effective teachers **integrate** all elements of instructional delivery including goals, expectations, questions, demonstrations and applications. They **relate** the lesson to objects, and throughout the lesson they **review** main ideas and subordinate ideas as appropriate, always **providing** clear directions.

IDEAS/SUGGESTIONS:

1. Review your **lesson plans** to make sure you:
 - Repeat **key points** and **instructions** and call attention to **main ideas**.
 - Give additional **explanations** and **examples** whenever necessary.
 - **Over-explain** and give more detail, especially for difficult points.
 - Don't leave a topic until students **understand** the concept.
 - **Structure and sequence** the material to increase clarity:
 - Teach the material in **small** steps.
 - Focus on **one element** at a time.
 - Check for **mastery** of Point A before you move to Point B.
 - Model a skill where possible **out loud**, showing students the thought process you use as you **work through** a problem.
 - **Emphasize transitions** between lesson parts.
 - **Check for understanding** by asking **clear questions** and making sure **all** students, including the more quiet ones, have a **chance to respond**.
 - **Reduce confusion** by avoiding **digressions** and **irrelevant** content.
 - **Review** the main ideas and subordinate ideas at the end of the lesson.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

The Power of Protocols. Joseph P. McDonald, Nancy Mohr, Alan Dichter, Elizabeth McDonald. 2007. Teachers College Press

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Your First Year as a High School Teacher - Making the Transition from Total Novice to Successful Professional: by Lynne Rominger, Suzanne Packard Laughrea, Natalie Elkin. 2001. Prima Publishing

Watch:

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum Development.

Developing Thinking Skills

••••• Indicator 14 - Factual Questions

Effective teachers ask factual questions which require students to describe, state or report facts; their questions concentrate on academic content rather than personal experience, and they ask three times more questions than less effective teachers.

IDEAS/SUGGESTIONS:

1. Ask factual questions for short, quick responses to make sure students are **familiar with material**:
 - "What were the names of Columbus's three ships?"
 - "Which ship survived the entire first voyage?"
2. Use factual questions as a review of material.
3. Use factual questions to build background knowledge.
4. Use factual questions as a **springboard** into higher level discussions where students are encouraged to think, react and analyze:
 - "What year did Columbus discover America?"
"Right! 1492! Why do you think somebody couldn't have discovered it in 1400?"

WANT SOME MORE IDEAS?

Read:

Becoming a Better Teacher. Giselle O. Martin-Kniep. 2000. Association for Supervision and Curriculum Development, ASCD

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc

Classroom Teacher's Survival Guide. Ronald L. Partin. The Center for Applied Research & Education. 1995. Pages 108-110.

The First Days of School: How to be an Effective Teacher. Wong. Chapter 22.

Watch:

Teaching Reading As Thinking. 1986. Association for Supervision and Curriculum Development. Subcategory V

Developing Thinking Skills

••••• Indicator 17 - Illustrate Relationships

Effective teachers help students gain a more profound knowledge of concepts by illustrating **relationships** in subject matter, especially by **making associations** and relating new ideas to **past knowledge and experience**.

IDEAS/SUGGESTIONS:

1. Illustrate relationships in subject matter by:
 - providing academic **examples**.
 - presenting previously learned material in a **new situation**.
 - discussing subject matter as it **relates to students' lives**.
 - explaining the subject matter in a context **beyond the school**.
2. Use current events to help students understand new concepts.
3. Use examples from stories you have read to the class to help students grasp complex ideas.
4. Use analogies between everyday events and new information (how the construction of protein is similar to constructing a building.)
5. Use art work to help students understand historical events.
6. Use objects students encounter daily to illustrate new math concepts.
7. Use a podcast, powerpoint, website or other technology to connect the learning to the real world.

WANT SOME MORE IDEAS?

Read:

The Power of Protocols, Joseph P. McDonald, Nancy Mohr, Alan Dichter, Elizabeth McDonald. 2007. Teachers College Press

Classroom Instruction That Works. R. Marzano, D. Pickering, J. Pollock. 2001. Mc Rel

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Transformative Assessment. W. James Pophan. 2008. Association for Supervision and Curriculum Development, ASCD

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Classroom Teacher's Survival Guide. Ronald L. Partin. Page 65.

Watch:

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum Development.

Teaching Skillful Thinking. Tape 1: Issues in Teaching Thinking. 1986. Association for Supervision and Curriculum Development.

Developing Thinking Skills

••••• Indicator 27 - Higher Order Questions

Effective teachers ask higher level questions that require students **to compare and contrast, evaluate, form opinions and classify information** - to encourage **greater student involvement** in classroom activities and to develop **thinking skills**.

IDEAS/SUGGESTIONS:

1. Use higher order questions when you want students to:
 - **compare** and **contrast**.
 - determine **cause and effect**.
 - give evidence to **support a hypothesis**.
 - **systematize** or **analyze** information.
 - develop criteria **to judge the merit** of problems, solutions, products or ideas.
 - support an **opinion** or **judgment**.
 - **integrate** information into different contexts or **generalize** across contexts.

2. Be sure students have enough background information to **respond successfully** to higher order questions.
 - If you ask why America couldn't have been discovered in 1400, for example, be sure:
 - to **provide** background historical, economic, social information.
 - **establish a procedure** by which students can research this information **independently**.

3. **Avoid** "yes-no" questions which lead to **guessing** and eliminate the opportunity for teachers to ascertain whether students understand the material.

4. **Incorporate student responses** into the discussion by making them part of a question:
 - "Andrew, what do you think Sarah was suggesting when she said ... ?"

5. Ask **process oriented** questions by having students **explain** their opinions or answers.

6. Provide wait time so all students have time to formulate answers, before calling on a student to respond.

WANT SOME MORE IDEAS?

Read:

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Worksheets Don't Grow Dendrites: by Marcia L. Tate. 2003. Corwin Press

The Power of Protocols. Joseph P. McDonald, Nancy Mohr, Alan Dichter, Elizabeth McDonald. 2007. Teachers College Press

Transformative Assessment. W. James Pophan. 2008. Association for Supervision and Curriculum Development, ASCD

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Making Sense: Teaching Critical Reading. A. Chapman, ed. 1993. College Board.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Thinking Historically. Tom Holt. 1990. College Board.

Toward the Thinking Curriculum. 1989. ASCD Yearbook.

Classroom Teacher's Survival Guide. Ronald L. Partin. The Center for Applied Research & Education. Pages 108-110.

Teaching and The Art of Successful Classroom Management. Harry Kraut. NEA Professional Library. A USA Pub. Inc. 1996. Pages 44-45.

Watch:

Improving the Quality of Student Thinking.

Teaching Reading As Thinking. 1986. Association for Supervision and Curriculum Development.

Developing Thinking Skills

••••• Indicator 28 - Wait Time

Effective teachers pause after asking a question - between **3-5 seconds** - to **encourage** students to work through the problem solving process; in fact, pauses this long are linked to reduced student confusion, **fewer** student interruptions, more detailed responses and **higher** student achievement.

IDEAS/SUGGESTIONS:

1. Employ **group alerting tactics** - ask a question before you identify someone to answer it - a technique which increases the anticipation of personal involvement by everyone in the class. Be sure you wait 3-5 seconds before calling on a student or the students to respond. This gives a student time to think.
2. Keep students on their toes so they will **always** be ready to respond:
 - In reading groups, for example, **change readers often** and ask questions at different times to keep students who are not reading, alert.
 - "Thanks for reading, Jill! Now who can tell us why Jeff made the decision to ignore his father's advice and spend all of his money on a new bike? **[Wait 3-5 seconds.]** John? Can you remember what Jeff said about that?"
3. Remember that wait time increases the ability of students to process what they know and answer appropriately.
4. Remember, the teacher remains quiet and expects the students to remain quiet until a student called on to answer. The teacher might use a signal or gesture to show that students need to think and wait.

WANT SOME MORE IDEAS:

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R.

Marzano. 1992. Association for Supervision and Curriculum Development.

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C.

Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Making Sense: Teaching Critical Reading. A. Chapman, ed. 1993. College Board.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke.

1989. Sopris West, Inc.

Classroom Teacher's Survival Guide. Ronald L. Partin. The Center for Applied Research &

Education. 1995. Page 108.

TGIF. Susan L. Fister and Karen A. Kemp. T12

Watch:

Improving the Quality of Student Thinking.

Assessing Instructional Methods (AIM)

- **Direct Instruction.**

Effective Teaching for Higher Achievement. 2 Video Tapes. 1983. Association for Supervision and Curriculum Development.

Developing Thinking Skills

••••• Indicator 29 - Sustain Interactions

Effective teachers sustain interactions with students by asking **follow-up questions** about the student's contribution or restating the student's response to elicit **continued participation** by a student.

IDEAS/SUGGESTIONS:

1. Respond to student answers so that **further** student response is **inevitable**.
 - **Teacher:** "I wonder why Queen Isabella picked Columbus to head the voyage to the new world. [Pause 3-5 seconds.] Paul?"
 - **Paul:** "Maybe she thought he could prove the world wasn't really flat."
 - **Teacher:** "Good point. **But weren't there others who felt the same way?**"
 - **Paul:** "Yes."
 - **Teacher:** Well then **what made him so special in the Queen's mind?** Paul?"
 - **Paul:** "She probably knew that he would discover America."
 - **Teacher:** "Good response, Paul. She put him in charge thinking he was the kind of person who might discover something unknown. Now I think we got some pretty good answers from those important questions, didn't we? **Let's list some questions that you feel are important to this topic and we'll try to answer them as a class.**"
2. Call on students who **seldom raise their hands** because they need the opportunity to interact with other students. Over a period of time such a practice will allow all students to feel more **comfortable** in class and encourage more student interaction.
3. Ask questions frequently because you allow students to **think and express themselves**; in addition, the practice shows students that **discussions are not quizzes** but an enjoyable way to **share** information.
4. Ask many open-ended and follow up questions. Show students that quick answers are less important than thoughtful expressions. Make sure students know that you and the class will benefit from listening to them.
5. Use various forms of **group work** to sustain student interactions; teachers must monitor the activity to make sure all students feel **comfortable, contribute** and are held **accountable**.
6. React to **spontaneous student comments** if they are relevant to the topic to sustain interaction and foster student enthusiasm.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

Classroom Teacher's Survival Guide. Ronald L. Partin. Page 109.

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Making Sense: Teaching Critical Reading. A. Chapman, ed. 1993. College Board.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Thinking Historically. Tom Holt. 1990. College Board.

Toward the Thinking Curriculum. 1989. Association for Supervision and Curriculum Development Yearbook.

Watch:

Improving the Quality of Student Thinking.

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum Development.

Teaching Skillful Thinking. Tape 1: Issues in Teaching Thinking. 1986. Association for Supervision and Curriculum Development.

Developing Thinking Skills

••••• Indicator 31 - Problem Solving

Effective teachers support students as they develop mastery in problem solving techniques. They "**coach**" them by posing problems, providing clues, then withdrawing as students become more proficient in using the process.

IDEAS/SUGGESTIONS:

1. Pose a problem; then **support** students through the problem solving process by:
 - providing **additional instruction**.
 - giving **cues** (either visual or oral).
 - **reframing** suggestions for arriving at a solution.
 - supplying **additional questions** to be considered.
 - **modeling** the appropriate procedure for resolving a problem.

2. Think through the process of solving a problem **out loud** for students to model and see how the process actually gives rise to solutions through logical, sequential **deduction** and rational **thought**.

3. Compliment a student's thought process even though the solution may not be accurate:
 - "Excellent! That never occurred to me!"

4. Use games such as "20 Questions" to show students how to narrow and focus in on a solution, especially if you think out loud while the game is going on.
 - **Teacher:** "Is the item we are looking for on the left side of the room?"
Student: "No, it isn't."
Teacher: "Good! Now I know it is on the right side of the room. Let's narrow it down a bit. Let's see. Jane is seated at the back of the room. Is it in front of Jane?"
Student: "No."
Teacher: "All right. Now I know that it is on the right side of the room and in back of Jane. "

 - **Teacher:** "I want someone to divide these fifteen pencils into groups of three. Frank, when we divide these pencils into groups of three, how many groups will we have?"
Student: "Five."
Teacher: "Five groups. All right; isn't that similar to what we had on the board yesterday? Look at these sentences. They are kind of similar, aren't they?"
Student: "They are backwards (referring to the two matched sentences on the board: $3 \times 5 = 15$ and $15 \div 3 = 5$)."
Teacher: "They are backwards. Do they remind you of anything else?"
Student: "Adding."
Teacher: "Adding and what?"

Student: "Subtraction."

Teacher: "Adding and subtraction. Can anyone give me two sentences that are like these? Remember, you don't have to use my same numbers; you can use your own if you like. Sally, why don't you give it a try?"

5. Encourage students to use the problem solving strategies you are teaching them to deal with real-life problems.

WANT SOME MORE IDEAS?

Read:

Classroom Instruction That Works. R. Marzano, D. Pickering, J. Pollock. 2001. Mc Rel

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Transformative Assessment. W. James Pophan. 2008. Association for Supervision and Curriculum Development, ASCD

Chi Square, Pie Charts and Me. S. Baum, R. Gable and K. List. 1987. New York: Trillium Press.

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

Models for Thinking: Activities to Enhance Modes of Thought. Thelma Epley. 1982. The National/State Training Institute on the Gifted and Talented.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Talents Unlimited. Inservice Training. Jordan School District.

Thinking Historically. Tom Holt. 1990. College Board

Toward the Thinking Curriculum. 1989. Association for Supervision and Curriculum Development Yearbook.

The First Days of School. Harry K. Wong. Harry K. Wong Pub. 1991. Chapters 21 and 24.

Classroom Teacher's Survival Guide. Ronald L. Partin. The Center for Applied Research & Education. 1995. Page 145.

Inspiring Discipline; A Practical Guide for Today's Classrooms. Merrill Harmin. Chapter 4.

Watch:

A Fresh Look at Cooperative Learning. 2 Videotapes. 1993. Educational Video Journal.

Improving the Quality of Student Thinking with Art Costa, Robert Sternberg, and John Bransford.

Developing Thinking Skills

••••• Indicator 32 - Cause-Effect Analysis

Effective teachers provide activities in which students think about possible **causes** or potential **effects** of an action. They encourage students to **predict the outcomes** of variable situations which result from **complex** cause-effect relationships.

IDEAS/SUGGESTIONS:

1. Use the discussion of cause-effect relationships to lead to the **analysis** of complicated problems, a higher order cognitive skill:
 - **Teacher:** "We have been discussing some of the causes of crime. We have said that crime is the result of certain conditions: loss of identity, rapid change, poverty. Let us now look at the effect of these conditions. We call it crime. What are the different types of crime? What do they cost society, both monetarily and socially?"
2. Incorporate cause-effect strategies into your plan to allow students to see your lesson objectives as part of a larger curriculum in which **one concept must be mastered** before the next one can be learned.
3. Have students determine, as far as materials are available, in a microbiology class, the **cause** of a particular epidemic such as the *hanta virus* or *e-coli*; then have them **determine** the **effects** of such viruses when they are untreated and the **effects** a particular treatment with medication will produce.
4. **Experiment** in a physical education class with the **benefits** of muscle-stretching before exercising rigorously as opposed to the **disadvantages** of not stretching at all. Students might then **draw conclusions** about life-long wellness skills and muscle strain and injury.
5. Construct a situation which allows social studies students to **determine** the effects of starvation arising from overpopulation and **propose** possible remedies.
6. Ask students to predict what characters in a story will do in the next chapter. Encourage them to support their predictions with facts from the story. After reading the chapter, have students evaluate their predictions and identify why they were correct or why they were not correct.

WANT SOME MORE IDEAS?

Read:

Classroom Instruction That Works. R. Marzano, D. Pickering, J. Pollock. 2001. Mc Rel

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Transformative Assessment. W. James Pophan. 2008. Association for Supervision and Curriculum Development, ASCD

Chi Square, Pie Charts and Me. S. Baum, R. Gable and K. List. 1987. New York: Trillium Press.

A Different Kind of Classroom: Teaching with Dimensions 6f Learning. R. Marzano. 1992.

Association for Supervision and Curriculum Development.

Models for Thinking: Activities to Enhance Modes of Thought. Thelma Epley. 1982. The National/State Training Institute on the Gifted and Talented.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Talents Unlimited. Inservice Training. Jordan School District.

Thinking Historically. Tom Holt. 1990. College Board

Toward the Thinking Curriculum. 1989. Association for Supervision and Curriculum Development Yearbook.

Watch:

A Fresh Look at Cooperative Learning. 2 Videotapes. 1993. Educational Video journal.

Improving the Quality of Student Thinking.

Teaching Reading As Thinking. 1986. Association for Supervision and Curriculum Development.

Developing Thinking Skills

••••• Indicator 33 - Application Activities

Effective teachers make learning activities **relevant** to students' lives and experiences and organize their instruction to reflect **student interests**.

IDEAS/SUGGESTIONS:

1. Consider how a skill you teach will be used **outside** the classroom. Choose activities that require students to **practice** the skill as it is used in their world.
 - When teaching percentages, have students practice finding the tax they would pay on typical purchases they make at the store.
 - Take **advantage** of all the student competitions which require students to **convert** classroom knowledge into an activity: Science Fair, Inventors Fair, Future Problem Solving, Creative Pursuits, Debate, VICA competition, FBLA competition, for example:
 - Collect specimens of rocks, insects.
 - Use math skills to measure household items.
 - Draw a map of your neighborhood.
 - Plan a party or a trip and plan a budget.
 - Plan a balanced menu including appropriate food groups.
2. Have **similar competitions** within your class; have debates, for example, or conduct a session of the House of Representatives or the Senate.
3. Take drama students to visit an **actual courtroom**; have them **describe** the various roles in this real life drama, **write** a screenplay for a TV series and then **produce** the play.
4. Study and research, through **computer simulation**, national and state park philosophy and management, land management, recreation theory, social systems, geography, ecological community theory and politics to determine **how to create a new park with a \$100 million budget**.
5. Use every opportunity possible to **shift** students from **passive consumers** of information to **active participants** in getting and using knowledge.
6. Ask First grade students to collect candy wrappers from their Halloween and produce a graph with them.

WANT SOME MORE IDEAS?

Read:

Classroom Instruction That Works. R. Marzano, D. Pickering, J. Pollock. 2001. Mc Rel

Chi Square, Pie Charts and Me. S. Baum, R. Gable and K. List. 1987. New York: Trillium Press

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Models for Thinking: Activities to Enhance Modes of Thought. Thelma Epley. 1982. The National/State Training Institute on the Gifted and Talented.

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Talents Unlimited. Inservice Training. Jordan School District.

Classroom Teacher's Survival Guide. Ronald L. Partin. The Center for Applied Research. 1995. Page 82.

Pitfalls and Pot Holes - A Checklist for Avoiding Common Mistakes of Beginning Students. NEA checklist. Series 1997. Pages 35-36.

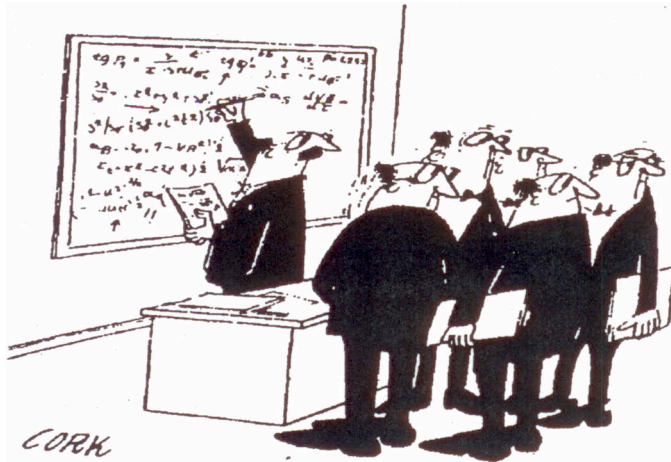
Watch:

A Fresh Look at Cooperative Learning. 2 Videotapes. 1993. Educational Video Journal.

Teaching Reading As Thinking. 1986. Association for Supervision and Curriculum Development.

Developing Thinking Skills

••••• Indicator 34 - Brainstorming and Use Ideas



Effective teachers encourage **innovation** and **creativity**, prompting students to brainstorm for ideas. The brainstorming activities can be **structured** - ideas written on paper - or **unstructured** - ideas called out by students. They use the diverse ideas generated by students in subsequent activities.

IDEAS/SUGGESTIONS:

1. Use "brainstorming" to give students an opportunity to **expand** their creativity to its ultimate limit:
 - Brainstorming is useful when you want students to create lists of possible **topics** for essays or journals, issues for discussion, solutions to problems or any activity which needs **quick and unfettered group participation**.
 - Brainstorming sessions must have a **time limit** (3-5 minutes is effective).
 - All responses must be accepted; **nothing constitutes a wrong answer**.
 - After the brainstorming session, **responses are evaluated** for **immediate** discussion and implementation or put away for future consideration. No idea is discarded as being ridiculous, since different situations may prove every response appropriate.
 - It is **critically important** to **use the Ideas** which students come up with in their brainstorming sessions.
2. General Brainstorming rules:
 - Generate as many ideas as possible. (Quantity, not quality.)
 - Delay evaluation until later.

- Encourage all ideas. (Zany and creative.)
- Build on to other's ideas.

3. Use brainstorming ideas to **begin a specific** activity:

- After helping a group of students choose a topic for a descriptive writing assignment titled "Walking Through the Woods," encourage them to **brainstorm** with their learning group to **imagine** descriptions of trees, plants, animal, leaves or insects they would see on their walk.
- Assign students to create a new playground activity with rules and boundaries, using brainstorming to come up with the procedures. Have them conduct a mock session on the playground to determine what works and what needs to be changed.
- Have a group of shop students brainstorm an idea for a new closet design and then have them actually build it.
- Allow music students to brainstorm what musical instruments they want to select to create specific rhythms. Then have them meet in a group to play the rhythms they have chosen.

WANT SOME MORE IDEAS?

Read:

Worksheets Don't Grow Dendrites: by Marcia L. Tate. 2003. Corwin Press

Chi Square, Pie Charts and Me. S. Baum, R. Gable and K. List. 1987. New York: Trillium Press.

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Models for Thinking: Activities to Enhance Modes of Thought. Thelma Epley. 1982. The National/State Training Institute on the Gifted and Talented.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Talents Unlimited. Inservice Training. Jordan School District.

Classroom Teachers Survival Guide. Ronald L. Partin. The Center or Applied Research in Education. 1995. Page 111.

Watch:

A Fresh Look at Cooperative Learning. 2 Videotapes. 1993. Educational Video Journal.

Teaching Reading As Thinking. 1986. Association for Supervision and Curriculum Development.

Coaching Performance

••••• Indicator 16 - Demonstrate Skills/Procedures

Effective teachers help students master skills and procedures by showing students **how to do** a task through **demonstrations and guided practice**, paper/pencil, using manipulatives, pictures or hands-on material.

IDEAS/SUGGESTIONS:

1. Give **clear explanations** of the thought processes which guide a demonstration you present to a class.
2. Take the students through the process **step-by-step**. Model what you expect from the students.
3. If the procedure is quite long and complex, **break the process into parts**; having students master one part at a time at first might be appropriate.
4. **Think out loud** as you take students through a process; failure to think out loud will hide a critical aspect of the procedure from students.
 - **Teacher:** Bill, what is the first thing we need to start a good essay?
Bill: A catchy introduction that will get the reader's attention.
Teacher: Right! Let's write a catchy introduction on the board. That's a good start, but it needs something else. I wonder what that could be, Jill.
Jill: It needs the two or three key points that the essay will explain.
Teacher: Okay! Examining all of the data we have gathered and analyzing the preliminary ideas about the subject we came up with, we should be able to decide what two or three main ideas we will discuss in the body of the paper.
 - The teacher continues to think out loud while demonstrating the skills and procedure necessary to write a clear essay. The students in this situation are not trying to second guess what the teacher is thinking but are actually **involved in the thought process with the teacher**.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Getting To Got It! by Betty K. Garner. 2007. Association for Supervision and Curriculum Development, ASCD

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

The First Days of School. How To Be An Effective Teacher. Harry K. Wong. Chapter 21.

Watch:

Assessing Instructional Methods (AIM).

Direct Instruction.

Effective Teaching for Higher Achievement. 2 Video Tapes. 1983. Association for Supervision and Curriculum Development.

A Fresh Look at Cooperative Learning. 2 Videotapes. 1993. Educational Video Journal.

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum Development.

Teaching Reading As Thinking. 1986. Association for Supervision and Curriculum Development.

Teaching Skillful Thinking. Tape 1: Issues in Teaching Thinking. 1986. Association for Supervision and Curriculum Development.

Coaching Performance

••••• Indicator 30 - Task-Oriented Peer Interaction

Effective teachers provide students with opportunities to work **cooperatively** with their classmates. Student understanding is enhanced when they **have to explain material** to someone else or when someone **besides** the teacher explains concepts.

IDEAS/SUGGESTIONS:

1. Following your instruction, have students **work in pairs or groups of three or four** on exercises taken from the **current lesson** accompanied by **teacher interaction**.
2. Before calling on an individual student to answer a question, allow all students to discuss with a partner what they think the answer is (pair-share).
3. Use the "**jigsaw**" approach to cooperative learning. Each student is given a part of a study guide to complete, for example, and becomes **responsible** to teach the other members of the group about that specific section. The **teacher** then conducts an **intense review** of the study guide when the jigsaw has been put together.
4. Watch the TRIP tape **listed below** about cooperative learning to explore SMARTS (Self-Motivational and Recreational Teaching Strategies) which present peer interaction activities in a **game format**.

WANT SOME MORE IDEAS?

Read:

Worksheets Don't Grow Dendrites: by Marcia L. Tate. 2003. Corwin Press

Productive Group Work: How to Engage Students, Build Teamwork and Promote Understanding. Nancy Frey, Douglas Fisher, Sandi Everlove. 2009. Association for Supervision and Curriculum Development, ASCD

*The Power of Protocols*_Joseph P. McDonald, Nancy Mohr, Alan Dichter, Elizabeth McDonald. 2007. Teachers College Press

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Making Sense: Teaching Critical Reading. A. Chapman, ed. 1993. College Board.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Cooperative Learning. Johnson Johnson.

Tribes; A New Way of Learning and Being Together. Jeanne Gibbs.

The First Days of School. Harry Wong. Chapter 24.

Watch:

A Fresh Look at Cooperative Learning. 2 Videotapes. 1993. Educational Video Journal.

TRIP Program: Translating Research Into Practice

- Class Wide Peer Tutoring (Video Plus Manual).
- Cooperative Learning (Video Plus Manual).

Coaching Performance

••••• Indicator 35 - Prepares Students for Activities

Effective teachers give students clear and complete **directions** or show **how** to complete assignments or activities. They **specify** the completion time or date and check to make sure students **understand** what to do.

IDEAS/SUGGESTIONS:

1. Use clear, **simple language** to state **directions** for the learning activity.
2. Call attention to **key components of the directions** by emphasizing them or repeating them.
 - "Remember to *circle* the correct answer."
 - "Don't forget that you have to *think of five new examples* to share with the class tomorrow."
3. Break directions down into steps. If there are more than three steps, put directions on the white board, a poster board, handout, or transparency for the students to refer to.
4. **Provide clear directions** on the assignment sheet (or a separate directions sheet) for students to refer to on their own or at home.
5. **Model the activity** by completing some samples of the assignment. If appropriate, show some examples of what a completed assignment might look like.
6. Have individual **students restate** the **directions** to you and the class to make certain they understand.
7. If directions are long or complex, have **students find a partner** and restate the directions to each other.
8. Complete one or two items of the assignment together and immediately correct them before asking students to work on their own.
9. Inform the students of the evaluation method that will be used.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992.
Association for Supervision and Curriculum Development.

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Getting To Got It! by Betty K. Garner. 2007. Association for Supervision and Curriculum Development ,
ASCD

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989.
Sopris West, Inc.

The First Days of School. Harry K. Wong. Chapters 7, 9, 15, and 22.

The First Year Teacher: Teaching with Confidence. Karen Bosch. Chapter 2.

Watch:

Assessing Instructional Methods (AIM).

- Academic Expectations.
- Academic Learning Time.
- Direct Instruction.
- Homework.

Coaching Performance

••••• Indicator 36 - Supervises Independent Practice

Effective teachers **walk past every student** to make sure the assigned work is being done and **inspect** individual papers frequently, but **do not limit** assistance to a few students. **Circulating** during seatwork and group work diminishes the opportunity for students to engage in **off-task behavior**. Moving around the classroom during independent practice also makes it **impossible** for students to finish their assignments as fast as they can with no regard to the quality of their work.

IDEAS/SUGGESTIONS:

1. Increase the **effectiveness** of student seat work by:
 - Spending more time **preparing** students for seat work through guided practice and increased lecture time.
 - Structuring seat work by **directing** students through the first few items.
 - Beginning seat work **directly** after guided practice.
 - Making seat work specifically **related** to the material provided in the guided practice and in the lecture.
 - Circulating throughout the room to provide brief **individual** explanations and offer specific help for difficult problems.
 - Providing **enough** explanation and detail during guided practice that further explanation during seat work is **not necessary**.
2. Use cooperative learning - students working in pairs or groups - to **enhance** the effectiveness of seat work and increase student **success**.
3. Hold students **accountable** for seat work **as soon as possible** after it is completed (the end of class or the beginning of the next class).

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

Getting To Got It! by Betty K. Garner. 2007. Association for Supervision and Curriculum Development, ASCD

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

The First Days of School. Harry Wong. Chapter 21.

Watch:

Effective Teaching for Higher Achievement. Part 1. 1983. Association for Supervision and Curriculum Development.

Subcategory VI.

Coaching Performance

••••• Indicator 37 - Correctives

Effective teachers respond to incorrect responses by **rephrasing** the question to **provide prompts** that **lead** students to the correct answer or by **briefly reteaching** the material for those who do not understand while they **maintain** the pace of the lesson.

IDEAS/SUGGESTIONS:

1. Offer a short "very good" or "fine" when engaged in guided practice, checking for understanding or any type of recitation activity. If the student appears confident in the answer, move on. If a student is hesitant but still correct, acknowledge by saying "Yes, that's right because ... " and then re-explain the process of how to reach the correct conclusion. This technique is "**process feedback**."
2. Correct errors **immediately** before they become a habit.
3. Giving students appropriate correctives lets them know **how they are doing** and how much **progress** they are making.
4. Restate and simplify questions, **reteach** the material or provide **hints** when a student has made a mistake. It is **improper** to provide the right answer and move to the next question without giving correction.
 - **Appropriate corrective:**
 - Teacher:** "Who can use the contraction *it's* correctly in a sentence?
[Pause 3-5 seconds.] Phil?"
 - Phil:** "The dog has run away from it's owner."
 - Teacher:** Phil, what does the contraction *it's* mean?
 - Phil:** "It is."
 - Teacher:** "Then do you agree with your example?"
 - Phil:** No, I shouldn't have shown possession; I should have made up a sentence with "it is" in it. It's a contraction."
 - **Inappropriate corrective:**
 - Teacher:** "Phil, use the contraction *it's* in a sentence."
 - Phil:** "The dog was chasing it's tail."
 - Teacher:** "No, it's a beautiful morning is a better example. Let's move on."
OR
 - Teacher:** "No. Does anybody else have a sentence?"
OR
 - Teacher:** "No. Lucy, why don't you give it a shot?"

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

Checking for Understanding. Douglas Fisher, Nancy Frey. 2007. Association for Supervision and Curriculum Development, ASCD

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Getting To Got It! by Betty K. Garner. 2007. Association for Supervision and Curriculum Development, ASCD

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Utah's BEST Project (Behavioral and Educational Strategies for Teachers). Manuals by K. Reavis, W. Jenson, S. Kukic and D. Morgan (1939).

- Using Overcorrection to Improve Academic Performance
Technical Assistance Manual.

TGIF. Susan L. Fister and Karen A. Kemp. T9.

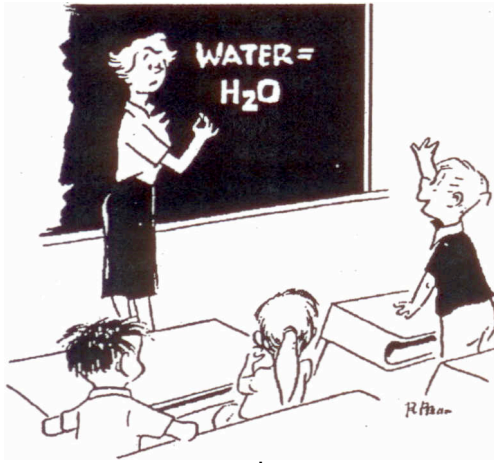
Watch:

Assessing Instructional Methods (AIM).

- Direct Instruction.

Coaching Performance

••••• Indicator 38 - Monitor Student Performance



"Miss Henshaw! You left out the chlorine!"

Effective teachers monitor and **actively** guide student acquisition of knowledge and skills by **prompting, elaborating on** or **reteaching** academic concepts based on student performance. Through monitoring student performance, teachers direct instruction to help **all students** achieve increased levels of performance and understanding.

IDEAS/SUGGESTIONS:

1. Monitor student understanding and performance by asking **specific** questions or asking students to summarize a particular point.
2. Hold students **accountable** for the completion of their work.
3. Use guided practice to check student learning. Ask questions and **circulate** while students work at their desks.
4. Regularly review student records, **test scores** and **assignment completion**, to ascertain potential long term **trends**, positive or negative.
5. Question students **individually**, especially students who appear to be having problems, and do not rely on class wide responses to determine student understanding.
6. Ask students to show you how to do a skill or explain how to complete a problem.
7. Make specific comments to students about their work.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992 .
Association for Supervision and Curriculum Development.

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas. Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

Getting To Got It! by Betty K. Garner. 2007. Association for Supervision and Curriculum Development , ASCD

Making Content Comprehensible for English Learners – The SIOP Model. Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Making Sense: Teaching Critical Reading. A. Chapman, ed. 1993. College Board.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

The First Days of School. Harry Wong. Chapter 21 - 22.

Watch:

Assessing Instructional Methods (AIM)

- Academic Learning Time:
- Homework:

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum Development.

Teaching Skillful Thinking. Tape 1: Issues in Teaching Thinking. 1986 Association for Supervision and Curriculum Development.

Portfolio Assessment. (2 - 30 minute videos).

Effective Teaching for Higher Achievement. Part 1. 1983. Association for Supervision and Curriculum Development.

Domain III

Interacting With Students

Interacting With Students measures how teachers encourage students to interact with the teacher in learning and how teachers give students feedback about their performance.

The subcategories for **Interacting with Students** are:

Encouraging participation which indicates how teachers include students in interactive learning and how they help students feel comfortable in the classroom by:

- promoting active student participation.
- getting student attention.
- inviting student demonstrations of knowledge or skills.
- encouraging reluctant students.
- helping students practice communication skills.
- sustaining a favorable learning environment.

Providing feedback which indicates how teachers give students information about their behavior, accomplishments and academic performance by:

- providing guided practice.
- checking for understanding.
- providing academic feedback.
- reinforcing desired behavior.
- acknowledging learning efforts.

Encouraging Participation

••••• Indicator 39 - Student Participation

Effective teachers promote **active** and **individual** student participation from the majority of their class. They pose **thought provoking** questions before calling on students and **randomly select** a variety of students to participate so that all students anticipate their personal **involvement** in the activity.

IDEAS/SUGGESTIONS:

1. Get a set of index cards or popsicle sticks. Write **each student's name** on a separate index **card or stick**, then pull names **at random** out of the deck to answer questions.
2. Have all students **write short responses** in a journal before calling on individual students to respond to a question.
3. Have a seating chart in front of you and **quickly check off** students who have responded so you can give other students an opportunity to answer.
4. Organize small groups which use **ordered turns** (each student in the group automatically follows another reading, reviewing, or critiquing). This technique does **not work** during **whole class** instruction.
5. Give students a **chance to ask questions** as part of your **normal** management routine. This procedure lets students know:
 - You have ideas and I want to know your viewpoint.
 - You have important questions, too.
 - We'll have an interesting discussion answering each other's questions.

Teacher: "Today I have several questions that I want to find answers for, and you probably have some questions that weren't answered in the reading. Let's deal with our questions first today."
6. Projects (especially those **initiated by students themselves**) stimulate student participation:
 - start a class newspaper.
 - write and illustrate their own books featuring subjects under discussion to share with another grade or class or their parents.
 - offer frequent brainstorming sessions for students to generate projects and ideas to use in class.

WANT SOME MORE IDEAS?

Read:

The Art and Science of Teaching: Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

Managing Your Classroom With Heart: by Katy Ridnower. 2006. Association for Supervision and Curriculum Development, ASCD

Eager to Learn: Helping Children Become Motivated and Love Learning. R. Wlodkowski and J. Jaynes. 1990. Jossey-Bass Publishers.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Teaching Tips 105 Ways to Increase Motivation & Learning. by Spence Rogers & the Peak Learning Systems' Team. 1999 Peak Learning Systems

Teacher Smart. George Watson. Center for Applied Research in Education. Reinforcement 2634. On Task 35-61.

Nuts & Bolts: Survival Guide for Teachers. Cindy Christopher. Pages 86-87.

TGIF. Susan L. Fister and Karen A. Kemp. T8.

Watch:

A Fresh Look at Cooperative Learning. 2 Videotapes. 1993. Educational Video Journal.

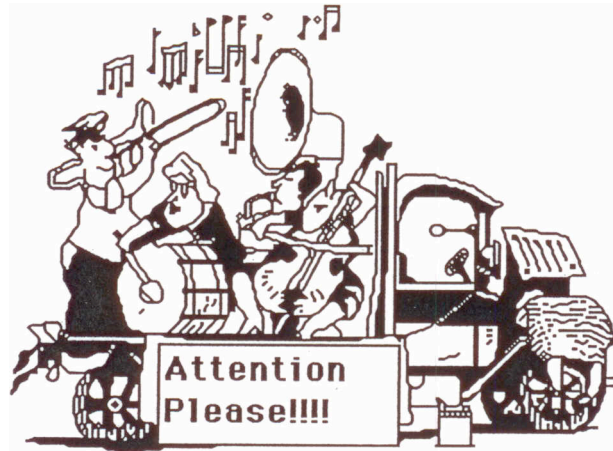
Stimulation: Continuing Worthwhile Learning by R. Wlodkowski. 1983.

Teaching Reading As Thinking. 1986. Association for Supervision and Curriculum Development.

TRIP Program: Translating Research Into Practice
• Cooperative Learning (Video Plus Manual)

Encouraging Participation

••••• Indicator 41 - Gets Student Attention



Effective teachers increase student learning by using a variety of **verbal** or **nonverbal "attention getters"** before they begin to give directions or teach new ideas.

IDEAS/SUGGESTIONS:

1. Use **verbal** attention getters to start your class:
 - "Look here!"
 - "Let's begin!"
 - "Everyone look at this!"
 - "All eyes up here!"Wait until you have gained the attention of the students before moving on.
2. Use **non-verbal** attention getters to start your class:
 - **Tap** the whiteboard with a marker.
 - Make **direct eye contact** with individual students.
 - Raise the palm of your hand as a **signal** for quiet and attention, while students also raise their hands as signals to others.
 - Have a "**countdown**" signal that shows you are **ready** to begin.
3. **Surprise** students by using new phrases or unusual requests to get your class's attention.
 - Instead of asking everyone to sit and be quiet, request, "Everybody in the room, stand up and watch me."
4. **Don't** shout or yell to get student attention. When teachers shout, students get the idea that it is all right for them to shout to get attention.

WANT SOME MORE IDEAS?

Read:

The Art and Science of Teaching: Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Teaching Tips 105 Ways to Increase Motivation & Learning. by Spence Rogers & the Peak Learning Systems' Team. 1999 Peak Learning Systems

Teacher Smart. George Watson. Center for Applied Research in Education. On Task 35-61.

Classroom Teachers Survival Guide. Ronald L. Partin. Center for Applied Research in Education. Pages 222-223.

Conscious Classroom Management. Rick Smith. 2004. Conscious Teaching Publications

Nuts & Bolts Survival Guide for Teachers. Cindy Christopher. Pages 90-91.

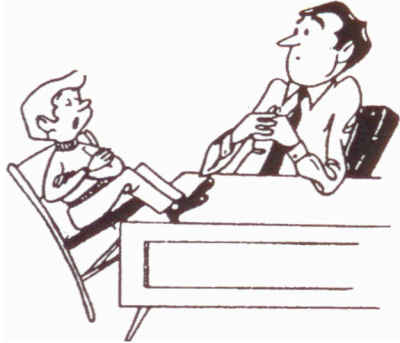
Watch:

Classroom Management with Pat Wolfe. One video (53 minutes) plus a facilitator's manual.

Stimulation: Continuing Worthwhile Learning by R. Wlodkowski. 1983.

Encouraging Participation

••••• Indicator 42 - Encourages Reluctant Students



Effective teachers encourage **reluctant** students to participate by recognizing those who are **not participating or volunteering** their comments and **patiently** soliciting their involvement in lessons **without embarrassment**.

"No I don't know what 'apathetic attitude' means, and I couldn't care less"

IDEAS/SUGGESTIONS:

1. Call on students who **do not raise** their hands to volunteer answers; don't neglect those who volunteer answers enthusiastically, but be sure that you let **all students** know their responses are **important** and **appreciated**.
2. Make your reaction to students' responses as **positive** as possible:
Teacher: "Josh, I appreciate your answer. But what we need to realize now is that the next step in this problem is to do what?"
Josh: "Oh, yeah; now we have to cross multiply."
Teacher: "Right. Would you please come to the board and show us how to cross multiply?"
3. Remember that **some** reluctant students may be **slower learners** and you might have to modify the way you ask questions **without** making it obvious what you are doing:
Teacher: "Sally, Can you tell me the reactants in the equation for photosynthesis?"
Sally: No answer
Teacher: "Do you remember what gas plants use to make sugar?"
Sally: "They use oxygen."

WANT SOME MORE IDEAS?

Read:

Discipline Survival Kit for the Secondary Teacher. Julia G. Thompson. 1998. Jossey-Bass

Activating The Desire To Learn. Bob Sullo. 2007. Association for Supervision and Curriculum Development, ASCD

Conscious Classroom Management. Rick Smith. 2004. Conscious Teaching Publications

Eager to Learn: Helping Children Become Motivated and Love Learning by R. Wlodkowski and J. Jaynes. 1990. Jossey-Bass Publishers.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

The Art and Science of Teaching: Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

Managing Your Classroom With Heart: by Katy Ridnower. 2006. Association for Supervision and Curriculum Development, ASCD

Teaching Tips 105 Ways to Increase Motivation & Learning. by Spence Rogers & the Peak Learning Systems' Team. 1999 Peak Learning Systems

TGIF. Susan L. Fister and Karen A. Kemp. T3.

Watch:

Assessing Instructional Methods (AIM).

-Academic Expectations.

A Fresh Look at Cooperative Learning. 2 Videotapes. 1993. Educational Video Journal.

Encouraging Participation

••••• Indicator 45 - Student Demonstrations of Knowledge or Skills

Effective teachers provide students with opportunities to participate in front of others to **share their knowledge or skills** through some type of demonstration or oral presentation.

IDEAS/SUGGESTIONS:

1. After a problem solving activity, have groups of students **present their best solution** in a skit to the rest of the class.
2. After students have studied a concept in class, have students come up with additional examples to present to the class in a **2-3 minute presentation**.
3. After students have studied a concept or process for homework, have a student explain the concept/process to other students **on the board**. Classmates can **modify or refine** the explanation when necessary by also going to the board to elaborate upon the concept/process.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

The Art and Science of Teaching; Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

Conscious Classroom Management. Rick Smith. 2004. Conscious Teaching Publications

Discipline Survival Kit for the Secondary Teacher. Julia G. Thompson. 1998. Jossey-Bass

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

The First Days of School. Harry Wong. Pages 245-266.

Classroom Teacher's Survival Guide. Ronald Partin. Center for Applied Research in Education. New York.

Watch:

Effective Teaching for Higher Achievement. 2 Video Tapes. 1983. Association for Supervision and Curriculum Development.

Encouraging Participation

••••• Indicator 46 - Practices Communication Skills



Effective teachers help students practice communication skills by designing educational activities which **require** students to **listen** to and **understand** their classmates. These activities allow students to become more **flexible** and **interactive** as they learn to understand the perspectives and ideas of others and to express their own ideas and feelings **clearly**.

IDEAS/SUGGESTIONS:

1. Have students practice communication skills by:

- identifying and stating others' needs.
- restating the main points of an idea expressed by another student.
- role playing.
- listing various ways to describe something, using similes or comparisons.
- Show and tell, Very Important Person, relating personal experiences,
- pantomimes.
- engaging in negotiating processes.
- maintaining eye contact while they speak.
- telling the class an answer using a complete sentence.
- preparing notes for oral presentations.
- defining an "audience" and deciding what kind of people will be listening to a specific presentation.
- discussing how different audiences interpret the same messages differently and deciding how difference might influence a presentation.
- using and interpreting "body language."
- introducing each other to the class.

2. Encourage students to use communication strategies when:
 - responding to another student's comment or idea during discussions.
 - letting a teacher know about a misunderstanding or problem.
 - working in cooperative learning groups.
3. Make your classroom a place where communications skills are necessary. Students will listen to each other more readily if they know their teacher listens to them. They will also respect other students' points of view if they are aware that they will receive similar courtesy from their teacher.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

The Art and Science of Teaching: Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

Teaching Tips 105 Ways to Increase Motivation & Learning. by Spence Rogers & the Peak Learning Systems' Team. 1999 Peak Learning Systems

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

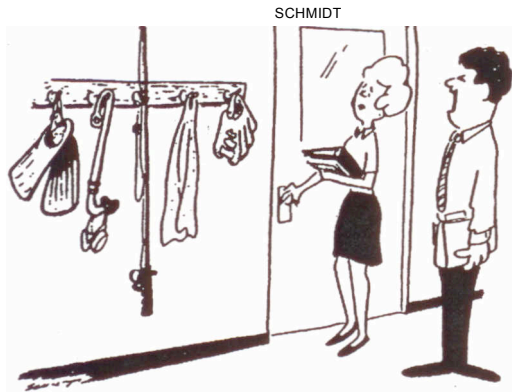
Classroom Teacher's Survival Guide. Ronald L. Partin. Page 134-145.

Watch:

A Fresh Look at Cooperative Learning. 2 Videotapes. 1993. Educational Video Journal.

Encouraging Participation

••••• Indicator 49 - Learning Environment



Effective teachers promote a positive learning environment by creating a classroom that is **safe** (the teacher does not embarrass students), **interactive** (the teacher maximizes student participation) and **positive** (the teacher is sensitive to the needs and feelings of students).

"Are you ever going to have fun trying to sustain a positive learning environment today!"

IDEAS/SUGGESTIONS:

1. Call students by **name**, listen **carefully** to what they say, **accept** their statements, **praise** their success and involve them in making **decisions**.
2. **Never** ignore, belittle, harass, shame or exclude your students.
3. Characterize your class by mutual **respect**, and **insist** that **students treat each other with respect** also.
4. Spend at least 50 percent of class time in **interactive** activities:
 - instruction/explanation.
 - discussion/questioning/review of assignments.
 - problem solving/brainstorming ideas/lab activity.
 - practice/drill.
 - cooperative learning.

WANT SOME MORE IDEAS?

Read:

Eager to Learn: Helping Children Become Motivated and Love Learning by R. Wlodkowski and J. Jaynes. 1990. Jossey-Bass Publishers.

Managing Your Classroom With Heart: by Katy Ridnower. 2006. Association for Supervision and Curriculum Development, ASCD

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Activating The Desire To Learn. Bob Sullo. 2007. Association for Supervision and Curriculum Development, ASCD

Teaching Tips 105 Ways to Increase Motivation & Learning. by Spence Rogers & the Peak Learning Systems' Team. 1999 Peak Learning Systems

The Art and Science of Teaching: Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

Classroom Teacher's Survival Guide. Ronald L. Partin. Chapter 1.

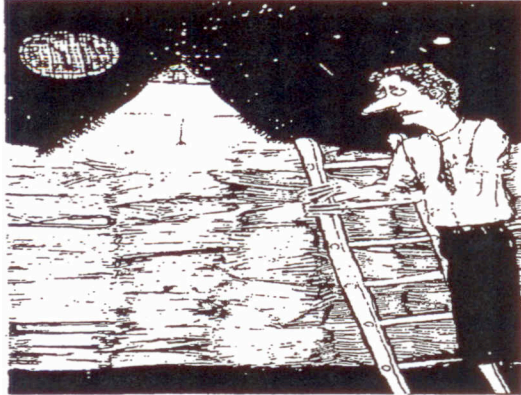
Positive Discipline In The Classroom. Page 2.

Watch:

A Fresh Look at Cooperative Learning. 2 Videotapes. 1993. Educational Video Journal.

Providing Feedback

••••• Indicator 40 - Academic Feedback



"Gladys, I've got to turn back fourth period essays tomorrow and the permission slips and the dittos for first period tests and ... Gladys! ... Gladys ... Honey?"

Effective teachers provide **specific** academic feedback, focused on content or student accomplishment, to help **hesitant** or **anxious** students discover correct answers or clarify facts and processes.

IDEAS/SUGGESTIONS:

1. Provide specific academic feedback, using a variety of responses by:
 - **acknowledging** correct answers and strategies, e.g., 'that's right, correct.
 - providing short statements to students who are **correct but unsure** of themselves, e.g., that's correct, good.
 - re-stating briefly the **steps used** to arrive at the correct answer.
 - acknowledging specific **strengths** of the response.
 - correcting **partially** correct or **incorrect** responses.
2. Provide **prompt** response to student work and suggest **appropriate** corrective measures:
 - When a student answers a question with confidence, a short "Fine" or "Very good" can be followed with another question. On the other hand, if a student hesitates yet still provides a correct answer, you can provide **process feedback** by saying, "Yes, that's right because ... "; then you can re-explain if necessary .
3. Use "sustaining feedback" to give students a second chance to correct an answer:
 - **Teacher:** Can I compare apples to beans? Fred?
 - Fred:** Yes, of course you can.
 - Teacher:** Yesterday we talked about similarities and differences between things that are alike and unlike each other. We discussed how fruits are different from vegetables. If we can think back to yesterday's discussion, Fred, what can you tell us about comparing apples to beans?
 - Fred:** Now I remember! An apple is a fruit and beans are vegetables. They are different and not similar.

Teacher: I appreciate that you were listening yesterday. You are right.

- "Sustaining feedback" gives students the chance to reason through answers on their own and figure out an acceptable answer **independently**. This technique takes **longer** than simply providing students with "terminal feedback."
4. Use "terminal feedback" to supply students with the correct answer by either **giving it yourself**, allowing **another** student to answer the question or letting someone **call out** the correct answer, especially when the pace of the lesson requires a correct answer immediately; otherwise, letting students come up with a correct answer is the **preferred** method.
 5. Use "process feedback" to explain to students the process for figuring out a correct answer, especially if they appear **hesitant** or **question** their answer:
 - **Teacher:** If we look at the problem $(2x + 3y)(x + y)$, how can we combine these into a single equation?
 - **Student:** By combining $2xx + 3yy$?
 - **Teacher:** Okay; when we cross multiply $2x \cdot x$, we get $2x^2$, and when we multiply $3y \cdot y$, we get $3y^2$. Rather than saying $2xx$, which is $2x \cdot x$, we say $2x^2$ and $3y^2$.
 6. **Tailor** feedback to the **kind of response you receive from a student**. Simple responses merely require a "yes"; more detailed responses require details about the strengths of the response.
 7. Review test data to identify **errors in understanding** by setting aside a **specific time** after a test has been completed and corrected. Teachers can discuss problems and allow students to see their **rationale** for deciding correct answers and can **eliminate** misunderstandings.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

Teaching Tips 105 Ways to Increase Motivation & Learning. by Spence Rogers & the Peak Learning Systems' Team. 1999 Peak Learning Systems

The Art and Science of Teaching: Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Classroom Teacher's Survival Guide. Ronald L. Partin. Pages 87-105.

Watch:

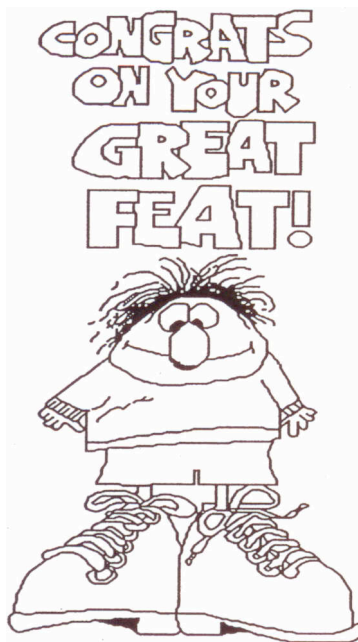
Assessing Instructional Methods (AIM).

- Academic Expectations.
- Direct Instruction.
- Homework.

Effective Teaching for Higher Achievement. 2 Video Tapes. 1983. Association for Supervision and Curriculum Development.

Providing Feedback

••••• Indicator 43 - Reinforces Desired Behavior



Effective classroom managers **give praise to reinforce appropriate behavior**. Such praise helps students know their appropriate behavior is appreciated, especially when teachers deliver praise in natural, genuine language that includes a description of the specific behavior being commended.

IDEAS/SUGGESTIONS:

1. Give **extremely consistent attention to students with poor work habits when they are working**, a technique that has resulted in double or triple time spent on work with a related increase in academic performance.
2. Praise what the student did, rather than the person. "Thank you. That was the correct procedure when you hear the bell. Please do the same thing each time you hear the bell" Rather than: "What good kids you are."
3. Use IFEEED:
 - **Immediately** reinforce after observing the positive behavior.
 - **Frequently** reinforce the students for positive behavior.
 - **Enthusiastically** deliver the feedback.
 - **Eye contact** should be made with the student(s) you are reinforcing.
 - **Describe** the behavior that is being reinforced.
4. Offer **individual** praise **privately** when appropriate.
 - "Bill, your behavior helped the rest of the students keep on task when we were working quietly today. Several students saw you working hard, and they started doing the same. Thank you."
5. Be cognizant of grade appropriate terminology for student praise and reinforcement.

WANT SOME MORE IDEAS?

Read:

The Art and Science of Teaching: Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

Conscious Classroom Management. Rick Smith. 2004. Conscious Teaching Publications

Discipline with Dignity. Richard L. Curwin and Allen N. Mendler. (1988). Association for Supervision and Curriculum Development.

Discipline Survival Kit for the Secondary Teacher. Julia G. Thompson. 1998. Jossey-Bass

Managing Your Classroom With Heart: by Katy Ridnower. 2006. Association for Supervision and Curriculum Development, ASCD

Teaching Tips 105 Ways to Increase Motivation & Learning. by Spence Rogers & the Peak Learning Systems' Team. 1999 Peak Learning Systems

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Classroom Teacher's Survival Guide. Ronald L. Partin. Pages 27-30.

The First Days of School. Harry Wong. Pages 165-166.

Watch:

Helping Disruptive and Unresponsive Students. Diane Chelsom Gossen.

Catch Them Being Good with Pat Wolfe.

Assessing Instructional Methods (AIM).

-Classroom Management.

Providing Feedback

••••• Indicator 44 - Acknowledges Learning Efforts



Effective teachers acknowledge or praise students' learning **efforts** because it is important that they learn academic success or failure is related to **hard work** and **not simply ability**.

IDEAS/SUGGESTIONS:

1. Initiate a class discussion about resources – i.e., tutors, teacher help, better organization that students can call upon to help them **deal with** setbacks in class. Ask students to **share examples** of how they successfully dealt with academic setbacks.
2. Discuss the value of **persistence** by examining the lives of well known figures who have persisted to complete important tasks. Ask students to **share experiences** in their own lives where persistence made learning payoff.
3. Make sure students know you **appreciate** how much **effort** they have expended to achieve success.
 - "You've been working hard!"
 - "See how all that extra effort paid off!"
4. **Change statements of praise** from teacher evaluation to student attribution.
 - NOT: "I'm proud of your progress this week."
 - BUT: "You must feel really good about the extra work you have put in to succeed this week."
5. **Praise** student or class **performance, effort or accomplishment** every chance you get.
 - "I realize that last evening's assignment was difficult, but I appreciate your effort to complete it. And now you know you can do something even when it is hard; knowing you can accomplish almost anything when you put your mind to it will help you all through your life. Well done!"

6. Have students **self evaluate** their performance. In a journal entry, informal essay or data tracker have students identify their **strengths** on a completed assignment and then evaluate what they would do **differently** in the future to improve their performance.

WANT SOME MORE IDEAS?

Read:

Discipline Survival Kit for the Secondary Teacher. Julia G. Thompson. 1998. Jossey-Bass

The Art and Science of Teaching: Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

Conscious Classroom Management. Rick Smith. 2004. Conscious Teaching Publications

Managing Your Classroom With Heart: by Katy Ridnower. 2006. Association for Supervision and Curriculum Development, ASCD

Eager to Learn: Helping Children Become Motivated and Love Learning. R. Wlodkowski and J. Jaynes. 1990. Jossey-Bass Publishers.

Teaching Tips 105 Ways to Increase Motivation & Learning. by Spence Rogers & the Peak Learning Systems' Team. 1999 Peak Learning Systems

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

First Days of School. Harry Wong. Chapter 22.

Nuts & Bolts Survival Guide for Teachers. Cindy J. Christophers. Pages 103-106.

Watch:

Assessing Instructional Methods (AIM).

-Academic Expectations.

Providing Feedback

••••• Indicator 47 - Guided Practice

Effective teachers follow the presentation of new material with guided practice to **check for student understanding**. Student success rates should approach **80** percent when they **practice new material** and above **90** percent when they **review**.

IDEAS/SUGGESTIONS:

1. **Supervise** students' **initial** practice on a specific skill by asking questions and responding, working through problems, and examining mastery of specific vocabulary words; in guided practice, **always** stand by to offer help and assistance.
2. Provide **prompts** to lead students to **proper responses**.
3. Allow nearly all students in the class a chance to respond **successfully** before you end guided practice.
4. Study the following scenario and adjust to fit your own needs:
Teacher: "Having discussed the three types of verbs (action, helping and linking) how do we distinguish an action verb from a helping verb? **[Wait 3-5 seconds.]** David?"
David: "Action verbs show something happening in the sentence and helping verbs don't."
Teacher: "Who can give us an example? [Teacher calls on a student who is not raising her hand.] Jill?"
Jill: "I don't know."
Teacher: "Jill, think of the subject doing something or showing some action in a sentence, maybe playing soccer [prompt]."
Jill: "Okay; the boy kicked the soccer ball."
Teacher: "What did the boy do, class?"
Class: "Kicked the ball [checking for understanding]."
Teacher: "Is *kicked* an action verb, John?"
John: "Yes."
Teacher: "Nicely done, Jill and class; We now see from Jill's example that the subject is showing action by kicking the ball. Now, what about helping verbs? Can someone give us an example showing how a helping verb is used?"

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

The Art and Science of Teaching: Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Watch:

Assessing Instructional Methods (AIM).

-Direct Instruction.

Effective Teaching for Higher Achievement. 2 Video Tapes. 1983. Association for Supervision and Curriculum Development.

Teaching Reading As Thinking. 1986. Association for Supervision and Curriculum Development.

Teaching Tips 105 Ways to Increase Motivation & Learning. by Spence Rogers & the Peak Learning Systems' Team. 1999 Peak Learning Systems

Providing Feedback

••••• Indicator 48 - Checks for Understanding

Effective teachers **periodically** check for student understanding of the content of a lesson in order to **adjust** pace and clarity of their presentations.

IDEAS/SUGGESTIONS:

1. Check for understanding through:
 - **questions**.
 - brief written exercises that are **immediately** corrected.
 - **choral** responses.
 - brief demonstrations by students of what was just presented.
 - discussion and review groups.
 - think, pair, share
 - thumbs up, to the side, thumbs down
 - use white boards to respond
 - ask "What **questions do you have?**"

2. You **cannot** successfully check for student understanding by:
 - asking **few** questions.
 - calling exclusively on **volunteers**.
 - asking "Are there any questions?"

3. Ask frequent questions either about the material or about other students' responses to help you stay in touch with the class's level of understanding.

Teacher: "After reading the chapter last night, can you name three signers of the Declaration of Independence, **[Wait 3-5 seconds.]** Bonnie?"
Bonnie: "John Hancock, Samuel Adams, Benjamin Franklin?"
Teacher: "What about Bonnie's answer, Alex?"

4. Collect student assignments **daily** or take frequent quizzes.

5. **Walk around** the room during instruction to monitor student understanding.

6. Encourage students to **check answers** with their neighbors.

7. At the end of a lesson, write the **main points** on the board and have students discuss the points in **small groups**.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

The Art and Science of Teaching: Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Classroom Teacher's Survival Guide. Ronald L. Partin. Pages 108-110.

Teaching Tips 105 Ways to Increase Motivation & Learning. by Spence Rogers & the Peak Learning Systems' Team. 1999 Peak Learning Systems

Watch:

Assessing Instructional Methods (AIM).

-Direct Instruction.

Effective Teaching for Higher Achievement. 2 Video Tapes. 1983. Association for Supervision and Curriculum Development.

A Note About Domains IV and V

Information for the first three domains is collected during two classroom observations. The evaluator records the behavior observed on a JPAS Observation and Interview Form. An interview is used to collect information about the teaching behaviors measured in Domains IV and V.

The easiest method for preparing for this interview is to use the JPAS Teacher's Folder to take notes on and organize examples of work which will satisfy the requirements of each indicator. The work samples are the basis for the discussion between you and your evaluator.

Work samples should be collected as you use them with your classes. The purpose of the interview is not to show your best unit or to produce a show piece but rather to provide an everyday example of how you fulfill the teaching behavior described by the indicator. Preparing for the interview should not be a burden. A simple, clearly organized demonstration of how you have satisfied each indicator is all that is necessary.

Domain IV

Planning

Planning measures how effective teachers organize and plan to manage behavior, deliver instruction and facilitate interactive learning.

The subcategories for **Planning** are:

Structuring the Class which demonstrates procedures teachers use to maintain decorum in their class, insure acceptable student performance and provide for continuity in their absence by:

- establishing classroom rules and consequences.
- monitoring student achievement.
- offering clear guidance to substitute teachers.

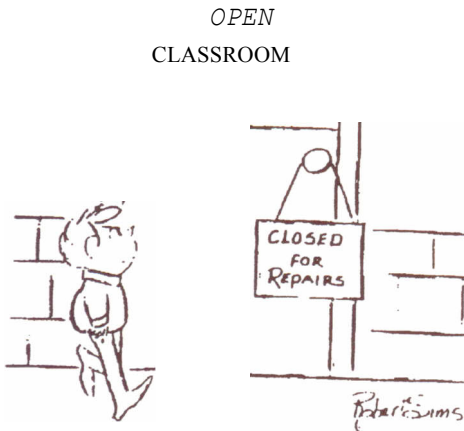
Preparing Instruction which shows the procedures teachers use to insure curricular goals and objectives are met, student progress is adequately assessed, individual differences are accounted for and opportunities are provided for students to have a say in their education by:

- linking learning activities to objectives.
- using a variety of assessment techniques.
- differentiating their curriculum.
- providing for student directed learning.

Structuring the Class

••••• Indicator 50 - Rules and Consequences

1.



Effective teachers establish classroom rules for **positive as well as negative behaviors**. They make sure students understand the rules and know that consequences will be applied **consistently** when rules are broken. Effective teachers know that disruptive behavior **decreases** when **clear** limits and standards are set for student behavior.

IDEAS/SUGGESTIONS:

1. Have rules posted on a **poster**, or a **list** of the **rules** or a **disclosure statement** of the rules for behavioral and academic expectations.
2. Post a **list of consequences** which correspond to rules, a **lesson plan** listing consequences and how they will be presented to students or a **disclosure statement** including consequences (academic consequences, for example, might be a deduction of points for late assignments.) Consequences for following the rules as well as breaking the rules should exist.
3. Include rules and consequences with:
 - **student signatures** indicating they have heard the rules and consequences.
 - a **signed disclosure statement**.
 - a **list of rules with student signatures**.
 - a **quiz** or **assignment** on rules and consequences which include a **student's name**.
 - a note from **parents acknowledging** that they have **discussed the rules** with their children including parent and student signatures.
 - a **check** by younger students' names to show they were **present in class** on a day rules were talked about.
4. At the beginning of the school year involve students in determining class rules.
5. Rules should prevent or encourage behavior by clearly stating student expectations:

- Limit rules to a number that you and the students can readily remember (no more than 5).
 - If you need more than five rules, do not post more than five at anyone time. Instead, replace an older rule with a new rule when one has become necessary. The rule you replaced can be retained as an "unwritten" rule which students are still responsible for.
6. Display rules with pictures for young or non-reading students, although it is not necessary for the teacher to show that students have seen the rules only that they have heard them.
 7. The best consequences are reasonable and logical. The consequences should follow from the behavior.

WANT SOME MORE IDEAS?

Read:

Conscious Classroom Management. Rick Smith. 2004. Conscious Teaching Publications

Discipline with Dignity. Richard L. Curwin and Allen N. Mendler. (1988). Association for Supervision and Curriculum Development.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Longmont, Colorado: Sopris West, Inc.

The Tough Kid Book. G. Rhode, W. Jenson, and K. Reavis. (1992). Longmont, Colorado: Sopris West, Inc.

Positive Discipline in The Classroom. Nelson, Lott, Glenn. 1997.

The First Year Teacher: Teaching With Confidence K-8. Bosch, Kersey. 1994.

Your First Year as a High School Teacher - Making the Transition from Total Novice to Successful Professional: by Lynne Rominger, Suzanne Packard Laughrea, Natalie Elkin. 2001. Prima Publishing

Watch:

Classroom Management with Pat Wolfe. One Video, 53 minutes plus a facilitator's manual.

Effective Teaching for Higher Achievement. Part 1. 1983. Association for Supervision and Curriculum Development.

Self Esteem with Frank Alessa (1992).

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum Development.

Teaching Skillful Thinking. Tape 1: Issues in Teaching Thinking. 1986. Association for Supervision and Curriculum Development.

Effective Teaching for Higher Achievement. 2 Video Tapes. 1983. Association for Supervision and Curriculum Development.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

The Art and Science of Teaching. Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

101 Answers for New Teachers and Their Mentors. Annette L. Breaux. 2003. EYE on Education

Making Sense: Teaching Critical Reading. A. Chapman, ed. 1993. College Board.

Never Work Harder than your Students & Other Principles of Great Teaching. Robyn R. Jackson. 2009. Association for Supervision and Curriculum Development, ASCD

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Watch:

Assessing Instructional Methods (AIM)

- Academic Learning Time
- Homework

Effective Teaching for Higher Achievement. Part 1. 1983. Association for Supervision and Curriculum Development.

Portfolio Assessment (2 - 30 minute videos).

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum Development.

Teaching Skillful Thinking. Tape 1: Issues in Teaching Thinking. 1986. Association for Supervision and Curriculum Development.

Structuring the Class

••••• Indicator 56 - Plans for Substitutes

Effective teachers provide **clear, written plans** of what should be done and prepares **specific activities** for a substitute to follow when a teacher is absent. In addition they make sure substitutes have access to their class **management** procedures and the name of a teacher who can **help**.

IDEAS/SUGGESTIONS:

1. Be prepared to show a **written plan** that provides a substitute with appropriate learning activities or shows the substitute **where to find** activities for a one day absence.
2. Include in your plan the **following items**:
 - Classroom **management** procedures and policies.
 - Names of **students in the class who can help** a substitute.
 - **Seating charts**.
 - Names of **teachers** a substitute can **ask for help** (alert those teachers, if possible).
 - Additional or **alternate** activities.
 - A daily **schedule**.
 - **Emergency** procedures and policies.
3. Prepare a **substitute folder** because the better you prepare your substitute the greater the possibility that when you return, you will find everything **in good order**. The folder should always contain a **contingency plan** in case an emergency absence makes it impossible for you to prepare current lesson plans.
 - Give the substitute an overview of the class and the instructional program.
 - The names of reading groups and the location of readers, or what math concepts can be reviewed and reinforced or current social studies topics under discussion with a **resource** for conducting an activity and **several class activities** in creative writing, vocabulary and comprehension.
4. Examine the **forms** on the next 5 pages and **adapt them** to fit your own situation.

Teacher's Guide for the Substitute

Class _____ Teacher _____

Team Leader/Department Head _____ Room _____

1. _____ and _____.

take attendance cards and lunch count to the office by _____ a.m.

2. Special school-wide activities for the day:

3. School times:

First Bell _____ Tardy Bell. _____

Recess _____ Lunch Period _____

CleanUp Bell _____ School Ends _____

4. The following students serve as lunch workers and are dismissed at:

5. The following students serve as lunch recess monitors:

6. The following teachers are available if you need any special help:

ELEMENTARY SUBSTITUTE CONTINGENCY PLAN

Class _____ Teacher _____

Date _____ update _____ update _____ update _____ update _____

Reading Groups

Name* _____ Book _____

Activities: _____

Name* _____ Book _____

Activities: _____

Math Groups:

Name* _____ Book _____

Activities: _____

Subject (Math, Social Studies, Science): _____

Activities: _____

Materials _____

Additional activities suitable for:

Class _____ Group _____ Topic: _____

Material: _____

Class _____ Group _____ Topic: _____

Material: _____

Special Programs (Remedial Reading, Speech, Gifted)

Student _____ day _____ time _____ Teacher _____ Rm _____

Student _____ day _____ time _____ Teacher _____ Rm _____

*See attached list of student names for each group.

SECONDARY SUBSTITUTE CONTINGENCY PLAN

Class _____ Teacher _____

Date _____ update _____ update _____ update _____

Period _____ Book: _____

Activities: _____

Period _____ Book: _____

Activities: _____

Period _____ Book: _____

Activities: _____

Period _____ Book: _____

Activities: _____

Period _____ Book: _____

Activities: _____

Period _____ Book: _____

Activities: _____

Special Programs (Remedial Reading, Speech, Gifted)

Student _____ day _____ time _____ Teacher _____ Rm _____

Student _____ day _____ time _____ Teacher _____ Rm _____

Student _____ day _____ time _____ Teacher _____ Rm _____

Preparing Instruction

Indicator 51 - Learning Objectives

Effective teachers **link** learning activities to specific **objectives**, more broadly defined student **outcomes** and instructional **assessment**. They make certain these goals and objectives are based on the **core curriculum** adopted by the **school**, the **district** or the **state**.

IDEAS/SUGGESTIONS:

1. Be prepared to show a copy of the **goals** and **objectives** from the State **core** curriculum that you have taught or are planning to teach in the current semester of school; an alternate would be a student **IEP** or **SEP**.
2. **Learning activities** should **correspond** to the goals and objectives shown above ;
Be prepared to show one of the following:
 - a **lesson plan** describing the activity and the objective it develops.
 - a **student assignment** showing the goal being met.
 - **handouts** or **work sheets** given to students.
 - a **description** of a student presentation.
3. Remember that a **goal** is a broad, **long-term aim**, and an objective is a **short-term step** necessary to reach a goal. Examples:
 - **Goal:** When we complete this week's vocabulary unit, you will incorporate ten new words into your present vocabulary.
 - **Objective:** Let's begin by breaking up each word into its prefix, root and suffix to identify their individual meanings.
 - **Expectation:** By the end of this week, you will identify the meanings of new words by demonstrating competency of 80 percent or higher on a quiz and homework materials. To help you accomplish this, we will review the first five to seven minutes of each class.

There are very clear and precise relationships among goals (**where you want to go**), instructional objectives (**what to do and how to get there**) and expectations (**how to know when you have arrived**).

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

101 Answers for New Teachers and Their Mentors. Annette L. Breaux. 2003. EYE on Education

Getting Results with Curriculum Mapping. Heidi Hayes Jacobs. 2004. Association for Supervision and Curriculum Development, ASCD

Never Work Harder than your Students & Other Principles of Great Teaching. Robyn R. Jackson. 2009. Association for Supervision and Curriculum Development, ASCD

Conscious Classroom Management. Rick Smith. 2004. Conscious Teaching Publications

Activating The Desire To Learn. Bob Sullo. 2007. Association for Supervision and Curriculum Development, ASCD

The Art and Science of Teaching: Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

WANT SOME MORE IDEAS?

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Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

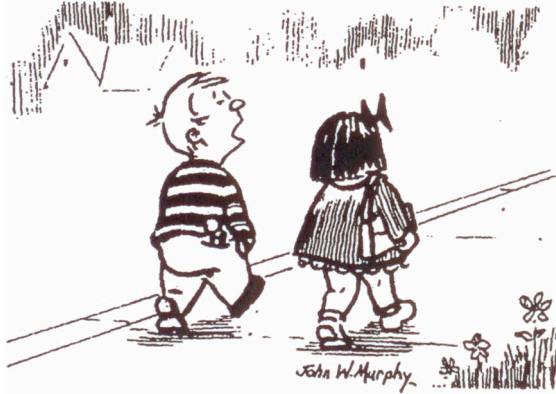
Watch:

Assessing Instructional Methods (AIM).

- Academic Expectations.

Preparing Instruction

Indicator 52 - Varied Assessments



"I learned one thing today - purple crayons don't taste like grapes."

Effective teachers use a variety of assessment techniques **appropriate to different** learning styles. They allow students to express what they know in different ways to gain a more **valid appreciation** of what they know. They also provide feedback to students about their work.

IDEAS/SUGGESTIONS:

1. Never rely on **one method** to assess student performance; **at least three** different types of assessment activities provide a more **accurate** picture at grading time:
 - research paper
 - tracking sheets
 - essays
 - student presentations
 - homework
 - individual student or group projects
 - factual tests
2. Be prepared to show a **variety** of assessment procedures.
3. Provide examples of student **feedback**, including **one** of the following:
 - a copy of an essay with **written comments** about the student's performance.
 - a written report showing class **participation points** for a week.
 - a chart or graph which shows a student's or a class's **performance**.
 - a copy of a test with errors **clearly marked**.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

Classroom Assessment for Student Learning: Doing It Right – Using It Well. Richard Stiggins, Judith A Arter, Jan Chappuis, Stephen Chappuis. 2006. Educational Testing Service

101 Answers for New Teachers and Their Mentors. Annette L. Breaux. 2003. EYE on Education

Activating The Desire To Learn. Bob Sullo. 2007. Association for Supervision and Curriculum Development, ASCD

Getting Results with Curriculum Mapping. Heidi Hayes Jacobs. 2004. Association for Supervision and Curriculum Development, ASCD

Becoming a Better Teacher. Giselle O. Martin-Kniep. 2000. Association for Supervision and Curriculum Development, ASCD

Never Work Harder than your Students & Other Principles of Great Teaching. Robyn R. Jackson. 2009. Association for Supervision and Curriculum Development, ASCD

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Watch:

Assessing Instructional Methods (AIM)

- Academic Expectations.
- Direct Instruction.
- Homework.

Preparing Instruction

Indicator 54 - Differentiated Curriculum

Effective teachers **adapt** and develop materials which are **appropriately matched** for **all learners**. They know that a differentiated curriculum engages more students in **meaningful activities**, provides more chances for **individualized work** and presents a wide **variety** of learning opportunities.

IDEAS/SUGGESTIONS:

1. Be prepared to show evidence of how you have varied requirements in the class to accommodate the **special needs** of students who are **accelerated** or **remedial** by including one of the following:
 - A student contract which **adjusts** student assignment requirements.
 - A grading sheet which **adjusts** the **amount** of work necessary to complete an assignment, providing accelerated students, for example, with an opportunity to explore higher order questions.
 - A student **SEP** (Student Education Plan) designed by home and school to meet special needs.
 - Evidence that you worked with special education to create an **IEP** (Individual Education Plan).
2. Include a unit guide sheet which shows how you have modified activities which seem appropriate to the majority of your students to provide projects with **varying degrees of difficulty** from which students can select.
3. Provide evidence of **cooperative learning activities** developed by the group to accommodate special needs.
4. If you have **difficulty adapting** and **modifying** your curriculum, study the following outline:
 - What are your **requirements** to succeed in class; how might these requirements be **difficult** for certain students?
 - What **demands** do you place on students?
 - How do you **expect** students to perform?
 - How do you **present** material to students?
 - Do you allow students **guided practice**?
 - *Do* you expect students to **demonstrate** their knowledge?
 - Determine how a specific student is **not meeting** your expectations.
 - Tentatively analyze **what might be causing** the failure and determine what specific academic and non academic skills the student needs.
 - Can you modify your classroom to help the **student succeed**?
 - Formulate a plan of action which makes **simple changes, one at a time**, and at the same time continues to **provide support** for the student.

- **Implement** the plan.
- **Evaluate** the plan and **make necessary changes**.

WANT SOME MORE IDEAS?

Read:

Adapting Instruction For the Mainstream: A Sequential Approach to Teaching. Judy W. Wood. 1984. Columbus: Charles E. Merrill Publishing Company.

Activating The Desire To Learn. Bob Sullo. 2007. Association for Supervision and Curriculum Development, ASCD

101 Answers for New Teachers and Their Mentors. Annette L. Breaux. 2003. EYE on Education

The Art and Science of Teaching: Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

Getting Results with Curriculum Mapping. Heidi Hayes Jacobs. 2004. Association for Supervision and Curriculum Development, ASCD

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Your First Year as a High School Teacher - Making the Transition from Total Novice to Successful Professional: by Lynne Rominger, Suzanne Packard Laughrea, Natalie Elkin. 2001. Prima Publishing

Watch:

Assessing Instructional Methods (AIM) - Academic Expectations

A Fresh Look at Cooperative Learning. 2 Videotapes. 1993. Educational Video Journal.

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum Development.

TRIP Program: Translating Research Into Practice

- Cooperative Learning (Video Plus Manual)

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- Subcategory X

Preparing Instruction

Indicator 55 - Student Directed Learning

Effective teachers provide opportunities for students to **direct** their **own** learning and to participate in **planning** and **designing** their own learning activities.

IDEAS/SUGGESTIONS:

1. Be prepared to show at least **one** of the following items:
 - a student **handout** which explains a student-directed project.
 - a lesson **plan** for a student-directed project.
 - notes about **directions** for a student-directed activity.
 - the **end product** of a student-directed activity.
 - a **contract** with a student which details student plans to meet a goal or objective.
2. Include information which shows how you facilitated or planned an **extended activity** where the students (as the entire class, groups, or individuals):
 - **developed** or **worked on** a project.
 - scheduled time/activities.
 - set **goals/priorities**.
 - **evaluated/managed** information and solutions.
 - presented student **projects**.
 - **anticipated** problems.
 - **evaluated** themselves or peers. (This does **not** include correcting other students' papers when the teacher is supplying the answers.)
3. Be prepared to show **evidence** of **specific student- directed** activities similar to the following examples:
 - Students "**role-play**" events - a Revolutionary War battle - or characters Martin Luther King, Jr. in jail in Birmingham - in history or from books to develop **leadership** skills and gain experience in **decision making** and its **outcomes** and **consequences**.
 - Students create a business to **learn** about supply and demand, sales, purchasing, deficit spending, budget management, advertising, inventory, consumer satisfaction.
 - The class elects a **student committee** to meet with and explore activities for a prospective lesson and gives it the **responsibility for developing some of the material**.
 - Students create an environmental project which **integrates** all the skills they learned in academic areas to plan, budget, advertise, and implement.

Subcategory X

WANT SOME MORE IDEAS?

Read:

101 Answers for New Teachers and Their Mentors. Annette L. Breaux.
2003. EYE on Education

Activating The Desire To Learn. Bob Sullo. 2007. Association for Supervision and Curriculum Development, ASCD

Chi Square, Pie Charts and Me. S. Baum, R. Gable, K. List. 1987. New York: Trillium Press.

Talents Unlimited. Inservice Training. Jordan School District.

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano.
1992. Association for Supervision and Curriculum Development.

Your First Year as a High School Teacher - Making the Transition from Total Novice to Successful Professional: by Lynne Rominger, Suzanne Packard Laughrea, Natalie Elkin. 2001. Prima Publishing

Watch:

Portfolio Assessment. (2 - 30 minute videos)

Domain V

Professional Growth and Responsibilities

Professional Growth and Responsibilities measures how teachers develop professional skills, communicate with parents and collaborate with colleagues.

The subcategories for Professional Growth and Responsibility are:

Enhancing Skills which indicates how teachers upgrade or maintain their skills by:

- taking part in professional development.
- collaborating with their colleagues.

Maintaining Relationships which provides teachers with the opportunity to show how their work goes beyond the classroom by:

- maintaining communication with parents.
- responding to administrative requests.
- performing duties outside the classroom.

Enhancing Skills

Indicator 57 - Professional Development



"I dread the school year ending. Now I have to go to school."

Effective teachers continually **improve** their teaching skills by keeping up to date with the latest research in order to **implement new ideas, methods** and materials in their curriculum.

IDEAS/SUGGESTIONS:

1. Be prepared to show one of the following at your interview; this participation must have occurred within the **past year**:
 - a record of a **conference** you attended.
 - a **degree** you earned.
 - a **book** or **article** you have read.
 - a record of a formal or informal **inservice** activity (informal inservice involves instructing other team members about something new at a team *or* department meeting).
 - a record of a **university class** you attended.
 - a record of a district **workshop** you attended.
 - a record of your **membership** in a professional **organization**.
2. Demonstrate **innovational techniques, methods** or **materials** based upon what you learned in a professional development activity:
 - a copy of **new materials**.
 - a **lesson plan**.
 - a student project.

WANT SOME MORE IDEAS?

Read:

101 Answers for New Teachers and Their Mentors. Annette L. Breaux. 2003. EYE on Education

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

Activating The Desire To Learn. Bob Sullo. 2007. Association for Supervision and Curriculum Development, ASCD

Classroom Assessment for Student Learning: Doing It Right – Using It Well. Richard Stiggins, Judith A Arter, Jan Chappuis, Stephen Chappuis. 2006. Educational Testing Service

Don't Smile Until December. Peggy Deal Redman. 2006. Corwin Press

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

The First Days of School: How To Be An Effective Teacher. Harry Wong. Chapter 5, Chapter 26.

Your First Year as a High School Teacher - Making the Transition from Total Novice to Successful Professional: by Lynne Rominger, Suzanne Packard Laughrea, Natalie Elkin. 2001. Prima Publishing

Watch:

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum Development.

Effective Teaching for Higher Achievement. Part 1. 1983. Association for Supervision and Curriculum Development.

Enhancing Skills

Indicator 59 - Co-worker Cooperation

Effective teachers collaborate **regularly** with their colleagues – other teachers, administration and non-certificated employees - and use **mutual support** as a means of improving student achievement. Cooperation includes the **sharing** of ideas, materials and methods; **participation** in solving school-wide problems, and the **development** of school goals that emphasize student achievement.

IDEAS/SUGGESTIONS:

1. Be prepared to show documents or a description of your **collaborative activities** with your colleagues. Include and be ready to discuss **one** of the following:
 - a note about a **jointly planned** activity.
 - a schedule which shows when you worked with **other teachers' classes**.
 - evidence of **departmentalization** in an elementary school.
 - minutes from a Professional Learning Community (PLC) meeting
 - materials you have **collected** for other teachers.
 - a copy of **jointly developed** curriculum materials.
 - a copy of material you used to **instruct** aides how to work with students.
 - a copy of a **behavior management plan** you developed with a **bus driver** to handle students on a bus.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

101 Answers for New Teachers and Their Mentors. Annette L. Breaux. 2003. EYE on Education

Don't Smile Until December. Peggy Deal Redman. 2006. Corwin Press

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

The First Days of School: How To Be An Effective Teacher. Harry Wong. Chapter 4.

Classroom Assessment for Student Learning: Doing It Right – Using It Well. Richard Stiggins, Judith A Arter, Jan Chappuis, Stephen Chappuis. 2006. Educational Testing Service

Watch:

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum Development.

Effective Teaching for Higher Achievement. Part 1. 1983. Association for Supervision and Curriculum Development.

Maintaining Relationships

Indicator 58 - Communication with Parents



Effective teachers inform parents about their child's educational progress on a **regular** basis. They include information about learning **objectives** and classroom **goals** to be met and indicate **where the child is** in relation to those objectives. They also enlist parental **assistance** to improve the behavior of **certain** students.

"Yes, we'll be serving cookies and milk in just a few minutes. Are there any other questions?"

IDEAS/SUGGESTIONS:

1. Tell parents when their child does something **well** or **praiseworthy**. Be prepared to show **one** of the following:
 - a copy of a **certificate, letter** or **note** sent home.
 - a telephone log which provides information about **whom you called**, the **date** of the call and the **reason** for talking to the parent.
 - a district approved electronic communication, initiated by the teacher.
2. Because parents should always be informed about possible problems, be prepared to show **one** of the following:
 - a copy of a **note** or a **deficiency report** you sent home.
 - a copy of a **behavioral contract** you, the **student** and the **parent** have signed.
 - a telephone log which provides information about **whom you called**, the **date** of the call and the **reason** for talking to the parent.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

101 Answers for New Teachers and Their Mentors. Annette L. Breaux. 2003. EYE on Education

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Your First Year as a High School Teacher - Making the Transition from Total Novice to Successful Professional. by Lynne Rominger, Suzanne Packard Laughrea, Natalie Elkin. 2001. Prima Publishing

Teacher Smart. George Watson.

The First Year Teacher. Teaching With Confidence. Harry K. Wong. Chapter 3.

Bright Ideas. A Pocket Mentor for Beginning Teachers. Mary C. Clement. NEA Checklist Series.
Pages 26-30.

Watch:

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum
Development.

Effective Teaching for Higher Achievement. Part 1. 1983. Association for Supervision and
Curriculum Development.

Maintaining Relationships

Indicator 60 - Administrative Requests



"If that's the principal, tell him
I'll phone him back after the
feast."

Effective teachers respond to administrative requests to resolve **parent concerns** in a timely and cooperative manner. They also make sure that important **written information** - grades, attendance, test materials - is provided to the appropriate individuals by established **deadlines**.

IDEAS/SUGGESTIONS:

1. Your folder should contain evidence showing how you responded to a **written request** by the **administration** concerning a **parent question** about your classroom activities or procedures:
 - a copy of a note you sent to a parent
 - a telephone log which provides information about **whom you called**, the **date** of the call and the **reason** for talking to the parent.
 - a district approved electronic communication
2. If you have established a **pattern** of not turning in information about grades, surveys, attendance or test materials, indicate in the interview you are aware of the problem and your plan to eliminate the problem.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992.
Association for Supervision and Curriculum Development.

101 Answers for New Teachers and Their Mentors. Annette L. Breaux. 2003. EYE on Education

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Bright Ideas: A Pocket Mentor For Beginning Teachers. Mary C. Clement.

Classroom Teacher Survival Guide. Ronald L. Partin. Chapter 2.

Teaching and The Art of Successful Classroom Management. Harry Kraut. Chapter 3.

The First Days of School. Harry Wong. Chapter 17.

Watch:

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum Development.

Effective Teaching for Higher Achievement. Part 1. 1983. Association for Supervision and Curriculum Development.

Maintaining Relationships

•••••Indicator 61 - Out-of-Class Duties

Effective teachers recognize their role as part of an **interdependent** school system and accept and perform their duties outside the classroom to establish a **safe** and **positive** environment for all students, including those whose environment outside of school **might not foster intellectual growth and responsibility**.

IDEAS/SUGGESTIONS:

1. You should only be concerned about this area if you have a pattern of having unexcused absences from required meetings or assigned duties over the past year. If such a pattern exists, indicate in the interview you are aware of the problem and your plan to correct it.

WANT SOME MORE IDEAS?

Read:

A Different Kind of Classroom: Teaching with Dimensions of Learning. R. Marzano. 1992. Association for Supervision and Curriculum Development.

Strategies and Tactics for Effective Instruction. Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

Watch:

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum Development.

Effective Teaching for Higher Achievement. Part 1. 1983. Association for Supervision and Curriculum Development.

Bibliography

These Printed Materials Are Available in the JPAS Library

101 Answers for New Teachers and Their Mentors: by Annette L. Breaux. 2003. EYE on Education
Offers effective teaching tips for daily classroom use.

- Generates instant impact on teaching and learning.
- Provides a collection of "thought provokers" and teaching tips for new teachers
- Stimulates and organizes interactive sessions between new teachers and their mentors.
- Supports and sustains master classroom teachers who need help mastering their roles as mentors.
- Offers common sense strategies for any teacher seeking to be more effective.

JPAS Library - District Office

The Art and Science of Teaching: Robert J. Marzano. 2007. Association for Supervision and Curriculum Development, ASCD

This book gives a broad overview for effective instruction. It addresses: the use of instructional strategies, the use of effective classroom management, and effective curriculum design.

JPAS Library - District Office

Activating The Desire To Learn: by Bob Sullo. 2007. Association for Supervision and Curriculum Development, ASCD

This book introduces a comprehensive theory of behavior that challenges the prevailing external control model. It presents accounts of schools that are based upon motivation from the outside.

JPAS Library - District Office

The Art of Focused Conversation: by R. Brian Stanfield. 2000. New Society Publishers.

Conversation has the power to solve a problem, heal a wound, generate commitment, bond a team, generate new options, or build a vision. Conversation can shift working patterns, build friendships, create focus and energy, and cement resolve. This book is a resource for all those working to improve organizational communications.

JPAS Library - District Office

Asking Better Questions: Norah Morgan/Juliana Saxton. 1994. Pembroke Publishers Limited

Good questions lead to better learning. This comprehensive analysis of teaching, questioning, and learning shows teachers how to give students more opportunities to ask questions and develop their questioning skills. Asking better questions provides teachers with all the background they need to function more effectively in their classroom.

JPAS Library - District Office

Becoming a Better Teacher: by Giselle O. Martin-Kniep. 2000. Association for Supervision and Curriculum Development, ASCD

Covers Curriculum design, authentic assessments, rubrics, and portfolios.

JPAS Library - District Office

A Better Beginning – Supporting and Mentoring New Teachers: by Marge Scherer. 1999. Association for Supervision and Curriculum Development, ASCD

This book examines the needs of new teachers and provides better support as they transition into the mentoring program. It provides ideas and suggestions for stronger communication with the mentor and helps new teachers be successful and thrive in their new job.

JPAS Library - District Office

Beyond Discipline: by Alfie Kohn. 1996. Association for Supervision and Curriculum Development, ASCD

Discusses building learning communities as a way of establishing classroom management and enforces why punishment/reward systems are ineffective.

JPAS Library - District Office

Bright Ideas. A Pocket Mentor For Beginning Teachers: by Mary C. Clement.. 1997 NEA Professional Library Publication.

The checklist in this publication, developed from tips by veteran teachers, are designed to increase a first year teacher's chances for success. Student teachers, beginning teachers, mentors, teacher supervisors, and even principals will find the tips in these checklists helpful and the suggested readings invaluable.

JPAS Library - District Office

Bringing Out the Best in Teachers. 1992. SAGE Publications

Finding out what it takes to create a willing and motivated teacher is the basis for this outstanding book that has already helped thousands of school administrators. The authors based their recommendations on interviews with more than 800 teachers who describe in detail what their principals do on a daily basis to influence and empower them. The book covers eight key leadership strategies, but it offers no simplistic solutions. Each chapter concludes with a set of recommendations based on successful experience.

JPAS Library - District Office

Change Forces: Probing the Depths of Educational Reform: By Michael Fullan. 1993. The Falmer Press

This resource provides clarity and insights for understanding and coping with the seemingly intractable problems of educational reform. Drawing on research from successful organizations in business as well as in educational systems, Change Force identifies eight basic lessons about why change is seemingly chaotic and what to do about it. The book brings together the moral purpose of education to produce better citizens regardless of class, gender and ethnicity.

JPAS Library - District Office

Checking for Understanding: by Douglas Fisher, Nancy Frey. 2007. Association for Supervision and Curriculum Development, ASCD

Covers use of oral language to check for understanding as well as questions, writing, projects and performances and assessments.

JPAS Library - District Office

Chi Square, Pie Charts and Me: By S. Baum, R. Gable and K. List. 1987. New York: Trillium Press.

The goal of this 120-page book is to get students interested in understanding and conducting real research.

The book presents an overview of historical, descriptive, qualitative, correlational, quasi-experimental, causal-comparative research and discusses the research process-research question, review of literature, hypothesis statement, research design, data collection, data analysis, and discussion of findings. Several chapters cover the statistical skills of frequency distribution, histograms, mean, median, mode, variability, range, standard deviation, scattergram, Hest, and chi square. Special features: lists of magazines for the lay reader that publish different types of research, addresses of businesses involved in research, structured activities that teach interviewing, research analysis of graphs, the scientific method, deductive reasoning, probability, and a detailed graphic organizer for managing the research. This book is for advanced high school students.

JPAS Library - District Office

Classroom Assessment for Student Learning: Doing It Right – Using It Well: by Richard Stiggins, Judith A Arter, Jan Chappuis, Stephen Chappuis. 2006. Educational Testing Service

The authors have presented ways to assess performance over a broad range of methods including:

1. Selected Responses
2. Written Responses
3. Performance
4. Personal Communication

Evaluation of Assessments including a CD and DVD of examples provides help in refining data for curriculum development.

Classroom Discipline - Problem Solver. By George Watson. 1998. The Center for Applied Research in Education

This practical resource gives teachers at all levels hundreds of tested techniques and guidelines for maintaining control and order in the classroom. These have been developed and refined in the crucible of the modern classroom by teachers just like yourself and are ready to help you solve problems and create the disciplined environment that students and teachers need for effective learning. Ideas in this resource help to create the disciplined environment we all need. The techniques, strategies, and concepts were chosen because they were very practical.

JPAS Library - District Office

Classroom Instruction That Works. By R. Marzano, D. Pickering, J. Pollock. 2001. Mc Rel

"Classroom Instruction That Works" presents research-based strategies that are shown to improve student learning and retention.

JPAS Library - District Office

Classroom Management that Works: by "Robert J. Marzano. 2003. Association for Supervision and Curriculum Development, ASCD

How does classroom management affect student achievement? What techniques do teachers find most effective? How important are school-wide policies and practices in setting the tone for individual classroom management? Marzano analyzes research and applies these findings to a series of "Actions Steps" - specific strategies that educators can use to:

- Get the classroom management effort off to a good start,
- Establish effective rules and procedures,
- Implement appropriate disciplinary interventions,
- Foster productive student-teacher relationships,
- Develop a positive "mental set,"
- Help students contribute to a positive learning environment, and
- Activate school wide measures for effective classroom management.

JPAS Library - District Office

Classroom Teacher's Survival Guide: by R.L. Partin. 1995. The Center for Applied Research Education.

The content for *Classroom Teacher's Survival Guide* is derived from experienced teachers' depositories for "all the things I wish I had known when I started" or "things I had to learn the hard way." This survival guide provides a smorgasbord of strategies and tips for solving the main problems faced by teachers: organizing and managing the classroom, achieving a working relationship with students and maintaining classroom control, working with other adults in the school community (including parents), developing competence as an effective instructor, and coping with the daily stresses of teaching. Teachers can learn from the mistakes and successes of veteran educators. This treasury of survival skills is not intended as a simple cookbook, but rather provides a range of practical options to be adapted by teachers to fit their unique classroom situations. These ideas and strategies are to be tested and modified to fit the grade level and specific need of the user.

JPAS Library - District Office

Coaching & Mentoring First- Year & Student Teachers: 2000. Eye on Education

This book offers an exciting first step for school systems and teacher mentors to help achieve a systematic approach to teacher induction and mentoring programs. It offers over 60 checklists, planning guidelines, and assessment tools to assist with the following steps.

- Implementing National Teaching Standards for New Teachers
- Learning and Refining the Mentoring Tasks
- Modeling Effective Teaching
- Observing and Coaching Performance
- Improving Conferencing Skills
- Delivering Feedback
- Teaching Diverse Learners
- Developing Professional Leadership

JPAS Library - District Office

Conscious Classroom Management: by Rick Smith. 2004. Conscious Teaching Publications

This resource details the thought processes that are critical to effective teaching. It clearly spells out the how and why with specific strategies for success. It includes chapters on positive connections, stress management, asking for help, holding our ground, teaching procedures, consistency, lesson design, intervention, rules and consequences, student misbehavior, teaching and learning.

JPAS Library - District Office

Differentiated Instruction - A Guide for Middle and High School Teachers: by Amy Benjamin. 2002. Eye on Education

This book explains ways in which differentiated instruction can work for middle and high school teachers. It demonstrates how to make classrooms more responsive to the needs of individuals with a wide variety of learning styles, interests, goals, cultural backgrounds, and prior knowledge. The purpose of the text and reflections is to make you think, discuss, question, apply new strategies, share effective practices, and improve what you already do well.

JPAS Library - District Office

A Different Kind of Classroom: Teaching with Dimensions of Learning: by R. Marzano. 1992. Association for Supervision and Curriculum Development.

Major chapters explain Acquiring and Integrating Knowledge (brainstorming, questioning, K-W-L, graphic organizers, mnemonic devices, guided and independent practice), Extending and Refining Knowledge (comparing, classifying, inducing, deducing, analyzing errors, constructing support, analyzing perspectives) and Using Knowledge Meaningfully (decision making, investigating, experimental inquiry, problem solving, invention). One of the last chapters includes motivational factors (self-regulation, goal setting and creative thinking). Very specific classroom application examples are provided, making this book an extremely valuable resource.

JPAS Library - District Office

Discipline with Dignity: by Richard L Curwin and Allen N. Mendler. (1988). Association for Supervision and Curriculum Development, ASCD

This book uses a three dimensional model of discipline emphasizing prevention, use of consequences (not punishment) when necessary, and conflict resolution strategies for unusually difficult problems. It includes sections on the development of effective rules and consequences, as well as an excellent analysis of the ineffective and effective use of praise. Other sections discuss creative discipline strategies for out-of-control students and how to avoid power struggles. The final chapter concludes with "Twenty Questions" (and answers!) about commonly encountered discipline problems in the school. This book provides a timely, current and humane approach to current discipline problems.

JPAS Library - District Office

Discipline Survival Kit for the Secondary Teacher: by Julia G. Thompson. 1998. Jossey-Bass

This is a practical guide to solving many of the behavior management problems that secondary teachers encounter each day. Develop a classroom climate where cooperative students can focus on positive behaviors rather than negative ones. Provides strategies, activities, tips, and tools that give solutions to many of the frustrating problems involved in managing student behavior. Specifically, to help create the kind of motivational environment where mannerly conduct and successful learning are present. Uses discipline practices that other teachers have found successful.

JPAS Library - District Office

Don't Smile Until December: by Peggy Deal Redman. 2006. Corwin Press

Addresses eight myths of teaching. Gives tools for building a positive classroom environment. Gives sound advice for developing respectful relationships with students. Tips for collaborating with colleagues, administrators and parents.

JPAS Library - District Office

Education and Public Health - Natural Partners in Learning for Life: by Jenny Smith. 2003. Association for Supervision and Curriculum Development, ASCD

This book provides insight into how schools and community public health agencies can work together to improve student achievement, behavior and health. Using examples from diverse communities, the author discusses the intersections between education and public health, keys to successful projects, and ways to connect to the curriculum.

JPAS Library - District Office

The Educator's Guide to Preventing & Solving Discipline Problems: by Mark Boynton, Christine Boynton. 2005. Association for Supervision and Curriculum Development, ASCD

This book focuses on preventing discipline problems. In it there are descriptions of effective classroom discipline parameters and structure. It covers building-wide discipline programs, can't miss strategies and consequences, as well as, challenging student strategies. This book provides practical, usable techniques for classroom management from mild to very difficult problems. It emphasizes proactive strategies that are intended to prevent problems. However, remediation and corrective strategies are discussed also.

JPAS Library - District Office

Educators Supporting Educators - A Guide to Organizing School Support Teams: by Margery B. Ginsberg, Joseph F. Johnson Jr., Cerylle A. Moffett. 1997. Association for Supervision and Curriculum Development

The authors provide practical advice on how to develop a pool of potential team members, organize a system of school support teams, coordinate teams with schools, and maintain communication with teams and team leaders. They illustrate the concept with a case study describing how the school support team works in a school.

JPAS Library - District Office

Enhancing Professional Practice: by Charlotte Danielson. 1996. Association for Supervision and Curriculum Development, ASCD

The framework for teaching described in this book is based on the PRAXIS III: Classroom Performance Assessments criteria developed by Educational Testing Service. This framework identifies those aspects of a teacher's responsibilities that have been documented through studies and research as promoting improved student learning.

JPAS Library - District Office

Enhancing Student Achievement - A Framework for School Improvement: by Charlotte Danielson. 2002. Association for Supervision and Curriculum Development, ASCD

According to this model, everything educators do to help their students learn must be based on what educators want, believe and know. The author provides her own framework for improving schools including curriculum, team planning and policies and practices affecting students. She offers guidelines on how best to implement the framework using action planning.

JPAS Library - District Office

ENVOY: A Personal Guide to Classroom Management: by Michael Grinder. 1995. Michael Grinder & Associates.

ENVOY stands for Educational Non-Verbal Yardsticks. This book presents non-verbal strategies for managing the classroom. Topics covered include: Getting Students Attention; Teaching, Transition to Seatwork; and Seatwork.

JPAS Library - District Office

The Everything New Teacher Book: by Melissa Kelly. 2004. FW Publications, Inc.

This guide describes how to

- Create a manageable schedule
- Handle classroom diversity
- Establish yourself as an authority and role model
- Evaluate schoolwork fairly
- Formulate engaging lesson plans

Offers help in increasing your confidence, connecting with students and dealing with the unexpected.

JPAS Library - District Office

The First Amendment in Schools: by Charles C. Haynes, Sam Chaltain, John E. Ferguson Jr., David L. Hudson Jr. and Oliver Thomas. 2003. Association for Supervision and Curriculum Development

The authors explain why we need to teach about the First Amendment in schools and discuss how the amendment applies to schools. The book answers questions about the rights and responsibilities of students, educators, and parents in a school community. It provides information about specific legal questions, core issues and resources.

JPAS Library - District Office

The First Days of School: How to Be an Effective Teacher: by H.K. Wong and R.T. Wong. 1998. Harry K. Wong Publications, Inc.

This book was written to help all teachers "jumpstart" by beginning school successfully. The book offers a myriad of ideas and techniques which have proved to be effective based on their use by many educators. -The book is divided into five units: Basic Understandings - what the three characteristics of an effective teacher are; Positive Expectations - How to set positive expectations for student success; Classroom Management; Lesson Mastery How to design lessons to help students reach mastery; The Professional - The importance of learning and growing as an educator.

JPAS Library - District Office

The First- Year Teacher-Teaching with Confidence (K-8): by K. Bosch, K. Kersey. 1994. NEA Professional Library.

The book is designed to help first year teachers by covering a range of topics identified as those most needed by first-year teachers. The book is divided into five chapters which are: What Do I Do First? How Do I Get Started?, How Do I Work With Parents?, How Can I Save Time?, and, How Do I Find the Year? A 3D-day management plan is outline that helps a new teacher establish an effective classroom management system? JPAS Library - District Office

First- Year Teacher's Survival Kit: by Julia G. Thompson. 2002. John Wiley & Sons Inc.

This book provides ready-to-use strategies, tools and activities for meeting the challenges of each school day. Some of the topics are: Becoming a valuable team player, connect with your students, design and deliver effective instruction, evaluate your students' progress & motivate them to succeed, make the most of your instructional time, classroom management through early intervention, handle behavior problems effectively, and stress management for educators.

JPAS Library - District Office

From Standards to Success: by Mark R. O'Shea. 2005. Association for Supervision and Curriculum Development

This is a guide for school leaders that offers a comprehensive protocol for meeting standards.

- Identify and analyze which standards are most important
- Select appropriate curriculum materials and resources
- Provide instructional planning time for teachers
- Create a benchmark-testing program
- Design effective professional development

JPAS Library - District Office

Fulfilling the Promise of the Differentiated Classroom: by Carol Ann Tomlinson. 2003. Association for Supervision and Curriculum Development, ASCD

Tomlinson examines how successful teachers handle the three interdependent elements of the differentiated classroom: the needs of students, the response of teachers and the use of curriculum and instruction to address learner needs. She illustrates how teachers manage the interaction of these elements to create meaningful ties to each child. The author provides a collection of surveys, handouts and guides to help teachers organize their efforts.

JPAS Library - District Office

Getting Results with Curriculum Mapping: by Heidi Hayes Jacobs. 2004. Association for Supervision and Curriculum Development, ASCD

This book offers a range of perspectives on how to get the most out of the curriculum mapping process in districts and schools on such issues as: preparing educators to implement mapping procedures, using software to create unique mapping databases, integrating decision-making structures and staff development initiatives through mapping, helping school communities adjust to new curriculum review processes, and making mapping an integral part of literacy training.

JPAS Library - District Office

Getting To Got It!: by Betty K. Garner. 2007. Association for Supervision and Curriculum Development, ASCD

This book focuses on cognitive structures, dealing specifically with why some students get it and why some students don't! At the end of every chapter this book gives suggestions for practice that are awesome. Cognitive Structures, Recognition, Memorization, Conservation of Constancy, Classification, Spatial/Temporal/Metaphorical Orientation/Thinking.

JPAS Library - District Office

A Handbook of Content Literacy Strategies – 125 Practical Reading and Writing Ideas: by Elaine C. Stephens & Jean E. Brown. 2005, second edition. Christopher – Gordon Publishers, Inc.

This book contains strategies to use in reading and language arts that address a component (pre-, during, post), literacy process (reading, writing, speaking, listening, viewing) and student organization for instruction. Strategies are listed and described, examples of applications are given, and forms are included.

JPAS Library - District Office

How to Handle the Hard to Handle Student: Resource Handbook 2000. by Appelbaum Training Institute

The chapters in this seminar-style book include:

- Handling Needs of Students
- Smart Approaches for Hard to Handle Students
- Building Community: Teaching Life Skills and Conflict Resolutions
- Handling Special Needs Students

JPAS Library - District Office

How to Help Beginning Teachers Succeed: by Stephen P. Gordon and Susan Maxey 2000 Association for Supervision and Curriculum Development, ASCD

These authors explore the reasons beginning teachers struggle and provide research-based plans for helping these new teachers make the most of their initial teaching years. They propose Beginning Teacher Assistance Programs as a practical strategy for success by pairing beginning teachers with mentors and a support team that may include school and district personnel, to improve skills, attitudes and fulfilling their potential as educators.

JPAS library - District Office

How to Make Presentations that Teach and Transform: by Robert J. Garmston and Bruce M. Wellman. 1992. Association for Supervision and Curriculum Development, ASCD

This is a guide to designing and delivering interesting and effective presentations for adult audiences. It covers five stages of a presentation and offers tips for executing each one. The book includes several active learning activities you can use to strengthen your presentations.

JPAS library - District Office

How to Thrive as a Teacher Leader: by John Gabriel. 2005. Association for Supervision and Curriculum Development, ASCD

Gabriel explores the responsibilities and rewards of teacher leadership, offering practical, positive advice about:

- Identifying leadership qualities and building a team,
- Enhancing communication and earning respect,
- Overcoming obstacles and implementing change,
- Energizing colleagues and strengthening morale, and
- Improving student and teacher achievement.

JPAS library - District Office

Increasing Student Learning through Multimedia Projects: by Michael Simkins, Karen Cole, Fern Tavalin and Barbara Means. 2002. Association for Supervision and Curriculum Development, ASCD

This book answers teachers' questions about enhancing student achievement through project-based learning with multimedia. It is a guide in helping students produce multimedia presentations as a way to learn academic content. The authors address teaching and learning issues central to successful technology projects, such as assessment, subject-area learning and connecting to the real world.

JPAS library - District Office

Making Content Comprehensible for English Learners – The SIOP Model: by Jane Echevarria, Mary Ellen Vogt, Deborah J. Short. 2008. Pearson Education, Inc.

Introduction to Sheltered Instruction – gives meaningful strategies and activities that integrate lesson concepts with Language Practice Opportunities.

JPAS library - District Office

Managing Diverse Classrooms: by Carrie Rothstein-Fisch, Elise Trumbull. 2008. Association for Supervision and Curriculum Development, ASCD

Discussing difference that need to be bridged as increasing populations of latino communities are mixed with European/American school cultures.

JPAS library - District Office

Managing Your Classroom With Heart: by Katy Ridnower. 2006. Association for Supervision and Curriculum Development, ASCD

This book provides compassionate suggestions for virtually all facets of interacting with adolescent learners and effective class management.

JPAS library - District Office

Mentoring Beginning Teachers: by Jean Boreen, Mary K. Johnson, Donna Niday, Joe Potts. 2000. Stenhouse Publishers

The authors offer mentoring models and strategies for working with beginning educators. The chapters include the topics: the need for mentoring, working with school administrators, mentoring recommendations, welcoming the beginning teacher, helping with classroom managements, encouraging professional development, and frequently asked questions.

JPAS Library - District Office

Mentoring New Teachers: by Hal Portner. 2003. Corwin Press, Inc.

Designed for school leaders, teacher mentors, prospective mentors and staff developers. This book includes step-by-step instruction that offers experienced teachers information for becoming skilled' at mentoring, how to inspire their new colleagues, and help them become better teachers.

JPAS Library - District Office

Motivating & Inspiring Teachers: by Todd Whitaker, Beth Whitaker, Dale Lumpa. 2000. EYE on Education

The educational leader's guide for building staff morale includes suggestions for the following topics: the role of the leader, understanding staff dynamics, building a shared vision, communication, supervision and evaluation, meetings, building morale, school environment, and the student-teacher link.

JPAS Library - District Office

Motivating Students and Teachers in an Era of Standards: by Richard Sagor. 2003. Association for Supervision and Curriculum Development, ASCD

This book is a guide for teachers, principals, and other instructional leaders to take positive steps to becoming more motivated and satisfied in the areas of competence, belonging, usefulness, potency and optimism. The author describes how these qualities contribute to every person's well-being and how to develop them in yourself and your students.

JPAS Library - District Office

Never Work Harder than your Students & Other Principles of Great Teaching: by Robyn R. Jackson. 2009. Association for Supervision and Curriculum Development, ASCD

Encourages reflection and purposeful planning to help teachers be more effective in the classroom. Every chapter has valuable tips and insights to help any teacher.

JPAS Library - District Office

The New Basics - Education and the Future of Work in the Telematic Age ; by David Thornburg. 2002.

Association for Supervision and Curriculum Development, ASCD

This book explores:

- The foundations of the future economy,
- The characteristics needed to succeed in the emerging world, and
- The changes we need to make in education to ensure that all students leave school prepared to face the challenges of a redefined world.

It provides an in-depth discussion of the skills necessary for professional success in the coming years, along with strategies on how to teach them in the classroom.

JPAS Library - District Office

New Teachers Handbook : Teachers Network. 1998

This resource benefits from the expertise and experience of forty-five teachers offering their words of wisdom and tried and true practice. They address classroom management, developing a productive career in education, becoming a professional, families as partners, and resources.

JPAS Library - District Office

Pitfalls and Potholes: A Checklist for Avoiding Common Mistakes of Beginning Teachers ; by B.A. Murray, K.T. Murray. 1997. NEA Professional Library Publication.

This booklet is loaded with practical advice for new teachers, including how to land a job, manage student conduct, get along with administrators, maintain personal priorities, and much more.

JPAS Library - District Office

The Portfolio Book - A Step-by-Step Guide for Teachers: by Elizabeth F. Shores & Cathy Grace. 1998. The Gryphon House, Inc.

This book provides portfolio assessment techniques in easy-to-manage steps. This text is unique in that it provides several major features in one book: portfolio assessment theory, practical, easy-to-use applications, a complete, usable set of handy forms, photos of items to include in portfolios, emphasis on family involvement, emphasis on teacher reflection

JPAS Library - District Office

Positive Discipline in the Classroom: by J. Nelsen, L. Lott, and H.S. Glenn. 1997. Prima Publishing.

Positive Discipline in the Classroom is a program that prepares children for responsible citizenship. It is a program that encourages the development of emotional intelligence and the important life skills and perception of capable people. In this book the importance of class meetings is emphasized. Although the program includes additional methods, teachers have discovered that class meetings teach essential skills and empower young people with a positive attitude for success in all areas of life: school, work, family, and society. Students learn social skills, such as listening, taking turns, hearing different points of view, negotiating, communicating, helping one another, and taking responsibility for their own behavior. They also strengthen their academic skills, perhaps without realizing it. During class meetings students learn oral language skills, attentiveness, critical thinking skills, decision making skills, problem-solving skills, and democratic procedures, all of which will enhance their academic performance. Many teachers find that the class meeting process exceeds curriculum goals for social studies, language development, and health and safety, because student involvement in problem solving means that students are no longer passive recipients of the teacher's knowledge. Active participation in the learning process leads to deeper understanding and promotes inner motivation and commitment to appropriate action.

JPAS Library - District Office

Powerful Learning: by Ron Brandt. 1998. Association for Supervision and Curriculum Development, ASCD

Drawing upon findings from psychology and brain research, Brandt describes conditions that promote learning and then provides examples of real schools to illustrate how those conditions apply to students in the classroom. He describes how organizations such as schools can learn to adapt and respond to changing circumstances.

JPAS Library - District Office

The Power of Protocols: by Joseph P. McDonald, Nancy Mohr, Alan Dichter, Elizabeth McDonald. 2007. Teachers College Press

Multiple delivering instruction strategies: Pair-share, jigsaw, Mars-Venus, final word, rich text protocol.

JPAS Library - District Office

The Principal Portfolio: by Genevieve Brown, Beverly J. Irby. 1997. Corwin Press, Inc.

This resource provides documentation of the complicated and situational work of principals on their campuses, and it promotes self-assessment and reflection essential for improving practice and transforming schools. The principal can facilitate the process of transforming schools and leading the faculty, staff, students, and community to levels of excellence. This book describes why a portfolio is needed, what is included in the principal portfolio, the principal portfolio for professional growth, evaluation and career advancement.

JPAS Library - District Office

Productive Group Work: How to Engage Students, Build Teamwork and Promote Understanding: by Nancy Frey, Douglas Fisher, Sandi Everlove. 2009. Association for Supervision and Curriculum Development, ASCD

Setting up research-based principles of cooperative learning with examples of different grade levels and disciplines. Includes sample forms and student examples.

JPAS Library - District Office

Put Reading First - The Research Building Blocks for Teaching Children to Read: by Bonnie B. Armbruster, Ph.d., Fran Lehr, Jean Osborn. 2001. The Center for the Improvement of early Reading Achievement (CIERA)

This guide, designed by teachers for teachers, summarizes what researchers have discovered about how to successfully teach children to read. It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

Each section defines the skill, reviews the evidence from research, suggests implications for classroom instruction, describes proven strategies for teaching reading skills, and addresses frequently raised questions.
JPAS Library - District Office

Reading, Thinking, and Concept Development: by T. Harris and E. Cooper, eds. 1985. New York: College Entrance Examination Board.

This book is not just for reading or English teachers. The emphasis is on comprehension strategies that can be taught by teachers in various disciplines. Chapters discuss such strategies as advance organizers, guided practice, reciprocal teaching and assessing prior knowledge.

JPAS Library - District Office

Real Teachers, Real Challenges. Real Solutions - 25 Ways to Handle the Challenges of the Classroom Effectively: by Annette L. Breaux and Elizabeth Breaux. 2004. Eye on Education, Inc.

This book helps new teachers and experienced ones find solutions to common classroom challenges. It shows how to:

- Get students to do what you want them to do
- Deal with disrespectful student behaviors
- Handle "I don't care" attitudes
- Deal with parents and difficult co-workers
- Solve other common teaching challenges.

JPAS Library - District Office

Setting Limits in the Classroom: by Robert J. Mackenzie. 1996. Prima Publishing

Written for teachers and childcare providers, this step-by-step guide shows how to:

- Set clear firm limits
- End classroom power struggles
- Encourage cooperation
- Teach problem-solving skills
- Establish a peaceful environment where learning can really happen

JPAS Library - District Office

School Improvement: Focusing on Student Performance: 1997 NSSE National Study of School Evaluations

This guide is designed to assist in developing and implementing a comprehensive plan for school improvement, tailored to address the unique learning needs of your students. It provides a data-driven and research-based framework for defining goals and objectives for improving student learning and for selecting and implementing strategies to improve organizational effectiveness.

JPAS Library - District Office

School Leadership that Works - from Research to Results: by Robert J. Marzano, Timothy Waters, Brian A. McNulty. 2005. Association for Supervision and Curriculum Development, ASCD

Based on analysis of 69 studies and a recent survey of more than 650 building principals, the authors have developed a list of 21 leadership responsibilities that have a significant effect on student achievement.

Readers will learn:

- specific behaviors associated with the 21 leadership responsibilities
- first-order change and second-order change and the responsibilities most important for each
- how to work smart by choosing the right work that improves student achievement
- the advantages and disadvantages of school reform models for improving student achievement
- how to develop a site-specific approach to improving student achievement
- a 5-step plan for effective school leadership

JPAS Library - District Office

Seven Simple Secrets: by Annette Breaux, Todd Whitaker. 2006. Eye On Education, Inc.

This book covers seven strategies/tools that all teachers must know to run a classroom. Planning, Classroom Management, Instruction, Attitude, Professionalism, Discipline and Motivation & Inspiration.

JPAS Library - District Office

Strategies and Tactics for Effective Instruction: Bob Algozzine and James Ysseldyke. 1989. Sopris West, Inc.

This book is organized into four sections: **Planning** Instruction, **Managing** Instruction, **and Delivering** Instruction and **Evaluating** Instruction, this resource lists literally hundreds of strategies with specific and practical classroom tactics to incorporate into the classroom. An **excellent resource** for teachers K-12.

JPAS Library - District Office

Succeeding With Difficult Students: by Lee Cantor, Marlene Cantor. 1993. Cantor & Associates

This book discusses specialized techniques for teaching students who challenge us everyday. It addresses reaching out to difficult students, meeting their needs, communicating and additional strategies to help these difficult students.

JPAS Library - District Office

Surviving Your First Year of Teaching - Guidelines for Success: by Richard D. Kellough. 1999. Prentice-Hall, Inc.

This handbook is for first-year teachers. Offering practical tips on everything from surviving your first day of school to tackling mounds of paperwork. Some of the topics include: Grading, attaining credibility with students" discipline, motivational Ideas, paper work, parent contacts, politics at school, reliability, sense of humor subject knowledge, transition, your first observation by an administrator.

JPAS Library - District Office

Teacher Smart! 125 Tested Techniques for Classroom Management & Control: by G. Watson. 1996. The Center for Applied Research in Education.

The tricks of the trade that teachers develop out of many years of experience can be very helpful to new Teachers and also to other veteran teachers. The book is a resource of such tricks. Each of the seven sections in this resource focuses on a different area of concern - behavior control, reinforcement and rewards, on-task behavior, neat and fun things to do in school, communication and professional ideas, self-esteem, and teacher and student protection. Each idea or concept within each section identifies a specific problem in the teacher's environment and offers a well-tested solution. More than half of these solutions include a form or chart that can be reproduced as many times as needed for an entire class, thus saving time as well as solving problems.

JPAS Library - District Office

Teachers' Messages for Report Cards: 1991. Fearon Teacher Aids

This English/Spanish guide contains suggestions and examples of teachers' messages to parents to accompany report cards. It is one means of maintaining proper working relationships between home and school. It is important that the message begin with a positive approach and be tactfully stated, concise, and grammatically correct. This book contains a list of suggested phrases covering almost every school situation.

JPAS Library - District Office

Teachers Wanted - Attracting and Retaining Good Teachers: by Daniel A. Heller. 2004. Association for Supervision and Curriculum Development, ASCD

Heller provides an insiders' view of the sources of the ongoing problem of attracting and retaining good teachers and offers powerful suggestions for resolving it. Drawing on national research as well as his own experience, this author offers practical insights into the changes that are essential to building a dynamic, intellectually challenging school environment that will attract and keep the most highly qualified teachers.

JPAS Library - District Office

Teacher to Teacher - A Guidebook for effective Mentoring: by Jan Fraser. 1998. Heinmann

This book is about the growth and change that can be achieved by both beginning and experienced teachers when they work with a mentor. It offers suggestions on:

- how to establish and nurture a positive mentoring relationship
- how to help protégées with classroom management
- with protégées need to know about learning in order to help students
- the role of reflection in teaching
- how to work with parents
- the importance of reading aloud to students
- the practice of peer coaching.

JPAS Library - District Office

Teaching and the Art of Successful Classroom Management: A How-to Guide for Teachers in Secondary Schools: by H. Kraut. 1996. NEA Professional Library.

Teaching and the Art of Successful Classroom Management (2nd edition), presents to the new secondary teacher a fundamental outline of the main tasks and responsibilities that he or she will encounter during his or her first year of teaching. While the book does not go into depth, it does successfully incorporate anecdotal and practical examples that guide the reader through these essential teaching activities. The topics in this book include: Establishing Classroom Operations; Classroom Management and Preparing to Teach; Maintaining the Class Record Book; The Daily Lesson; Developing the Lesson; Lesson Types; Teaching Across-the-Curriculum; Teaching Social Values; Testing; End-of-Term Evaluation; Classroom Discipline and Guidance; Evaluating a Lesson; Classroom Problems.

JPAS Library - District Office

Teaching Matters - Motivating and Inspiring Yourself: by Todd Whitaker and Beth Whitaker. 2002. Eye on Education, Inc.

Written to benefit teachers, principals, superintendents, professors and anyone else in the field of education. It will show you how to:

- rekindle the excitement of the first day of school all year long
- approach every day in positive way
- not let negative people ruin your day
- learn specific things you can do to have a great day at work
- fall in love with teaching all over again

JPAS Library District Office

Teaching the Tiger: by Marilyn P. Dornbush & Sheryl K. Pruitt 1995. Hope Press

A handbook for individuals involved in the education of students with attention deficit disorders, tourette syndrome or obsessive-compulsive disorder. Neurologically impaired students often cannot control their unpredictable, impulsive behavior. This book offers teachers and parents the tools they need to alter the environment and to teach.

JPAS Library - District Office

Teaching Tips 105 Ways to Increase Motivation & Learning: by Spence Rogers & the Peak Learning Systems' Team. 1999. Peak Learning Systems

Offers 105 ways to increase motivation & learning by:

- Effectively using visuals, seating, lighting, colors, space, walls and more
- Using do-able strategies for assessment, evaluation, rubrics, and grading that promote learning and commitment
- Building the three critical relationships for top achievement
- Meeting students' five basic needs for top performance in classrooms

JPAS Library - District Office

Teaching Tools for the 21st Century Pieces of Learning: by C. Coil. 1997.

Many teaching tools are presented in this book. The author introduces the tools and gives graphic examples of their implementation. There are flexible strategies and techniques for incorporating learning styles and modalities, multiple intelligences and Bloom's taxonomy. Included also is information to understand and manage cultural diversity, conflict as well as dealing with special needs and gifted students. Also included are chapters on technology and assessment. The chapters are organized with a series of questions outlining the information in the chapter. This is followed by background information on the topic. Finally, there are workbook type pages for curriculum planning and student activities. This book may not be ideal for a novice teacher, but would be excellent for someone who has had at least a little experience and would be able to connect their own activities to those suggested in the book. It could also be used effectively for a more experienced teacher who has sort of lost sight of their goals or objectives. It would help them to redefine and focus.

TOPICS

Teaching creatively

Inclusion

Taxonomy of educational objectives

Parent/teacher collaboration

cultural diversity

learning modalities

conflict

assessment

learning styles

gifted education

multiple intelligences

technology

JPAS Library – District Office

Test Better, Teach Better- The Instructional Role of Assessment: by W. James Popham. 2003. Association for Supervision and Curriculum Development, ASCD

Popham explores the links between assessment and instructional and provides a look at classroom and large-scale test construction, interpretation, and application. Featuring sample items, testing tips, and recommended resources.

Includes:

- The four types of instructional decisions that testing will illuminate.
- What you really need to know about measurement concepts like validity, reliability and bias.
- The advantages and disadvantages of various test formats and experience-based rules for creating great items in each
- The benefits of assessing student affect and guidelines for doing it in your classroom.

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TGIF: But What Will I Do On Monday?: by S.L. Fister and K.A. Kemp. 1995. Sopris West

The majority of the techniques contained in this book address instructional issues from the perspective of **skill deficits**. Skill deficits are defined as situations where the student does not possess the necessary skills to perform the task or behavior. The authors of this book believe that discrepancies in student performance should first be viewed as skill deficits or teaching opportunities. Hence, when a student is not performing, instructional strategies are recommended in the **teaching environment (T), the practice environment (G & I), or the measurement environment(F)**.

The instructional process has been divided into four components that educators address everyday (**T**: Teacher Directed Instruction, **G**: Guided Practice Activities, **I**: Independent Practice Activities, **F**: Final Measurement). Each component represents a separate section of the book and includes a compilation of questions that we have asked over the last fifteen years regarding students who were not encountering success in the classroom.

JPAS Library - District Office

Tools for Teaching - Discipline, Instruction. Motivation: by Fred Jones. 2000. Fredric H. Jones & Associates, Inc.

This book describes the skills of classroom management in detail.

- Building a Classroom Management System
- Exploiting Proximity
- Creating Independent Learners
- Raising Expectations
- Building Classroom Structure
- Setting Limits
- Producing Responsible Behavior
- Using the Backup System

JPAS Library - District Office

Total Leaders - Applying the Best Future-Focused Change Strategies to Education: by Charles J. Schwahn and William G. Spady. 1998. American Association of School Administrators

This book uses the insights of the most respected authorities to work in one simple leadership and change model that will strengthen leadership insights, performance, and effectiveness.

JPAS Library - District Office

The Tough Kid Book: by G. Rhode, W. Jenson, and K. Reavis. (1992). Longmont, Colorado: Sopris West, Inc.

This 120 - page book is one of the most **practical** guides to effective classroom management a teacher can find. Chapter 1 identifies the tough kid as the two to five percent of students who exhibit unusually resistant behavioral or academic deficiencies. However, many of the strategies, including developing classroom rules and structuring classroom space, can be used successfully with many students in a variety of classrooms. **Chapter 2** outlines the proper use of positive reinforcement, including extensive lists of appropriate classroom reinforcers and novel ideas for dispensing reinforcement-chart moves, magic pens, spinners, mystery motivators, grab bags and lottery tickets. **Chapter 3** explains precision requests, group contingencies, response cost, timeout, and in-school suspension procedures (teachers may want additional training in the last two), while **Chapter 4** briefly covers direct instruction, social skills training, public posting, home notes, contracting, and self management. The book is extremely **teacher friendly**, with clever, bold, easy-to-read graphics; clearly outlined steps for improving classroom management; abundant lists of resources, professionally prepared materials, and references.

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The Tough Kid Tool Box: by W.R Jenson, G. Rhode; H.K. Reavis. 1994-97. Sopris West.

The Tough Kid Tool Box serves to both complement and supplement *The Tough Kid Book*. *The Tough Kid Tool Box* parallels *The Tough Kid Book*, but gives additional in depth explanations and techniques that you can use in everyday situations. It is most efficient to first read *The Tough Kid Book* and then refer to *The Tough Kid Tool Box's* major sections. However, it is not absolutely necessary to read *The Tough Kid Book* before finding this book useful, since each of the tools provided is accompanied by step-by-step instructions.

JPAS Library - District Office

Transforming Schools - Creating a Culture of Continuous Improvement: by Allison Zmuda, Robert Kuklis, Everett Kline. 2004. Association for Supervision and Curriculum Development, ASCD

The store of a fictional school brings the ideas to life as the characters - a school principal, teachers, and district-level administrators - experience the shifts in thinking that are necessary to transform a school into a competent system. The six steps of continuous improvement are: Identify core beliefs, create a shared vision, use data to determine gaps between the current reality and the shared vision, identify the innovations that will most likely close the gaps, develop and implement an action plan, and endorse collective accountability.

JPAS Library - District Office

Transformative Assessment: by W. James Pophan. 2008. Association for Supervision and Curriculum Development, ASCD

How to use formative assessment to drive instruction.

1. Clarify for students the nature of the skill they're supposed to master.
2. Motivate students to master the target curricular.

JPAS Library - District Office

Troubled Families - Problem Children: by Carolyn Webster-Stratton and Martin Herbert. 1994. John Wiley & Sons Ltd.

This book offers a careful attention to, and elucidation of, the "collaborative process" in working with these oppositional, defiant, and conduct-disordered children and their families.

- Understanding the Problem of Child Conduct Disorders
- Introduction to Child Conduct Disorders and Overview of Treatment Approaches
- Parenting a Child with Conduct Disorders
- The Process of Assessing Families of Children with Conduct Disorders
- Helping Families with Children who have Conduct Disorders
- Parent Intervention Content: Typical Questions

JPAS Library - District Office

The Truth About Testing- An Educator's Call to Action: by W. James Popham. 2001 Association for Supervision and Curriculum Development, ASCD

Popham explores the destructive consequences of today's testing programs.

He provides:

- Advice for distinguishing between sound and unsound large-scale tests.
- Guidelines to help teachers maximize the instructional benefits properly constructed classroom tests can bring.
- Evidence-gathering strategies for teachers and administrators trying to survive and thrive in an accountability-driven environment.

JPAS Library - District Office

The 21st Century Mentor's Handbook - Creating a Culture for Learning: by Paula Rutherford. 2005. Just Ask Publications

This mentor's handbook provides many resources to help mentors promote the success and professional growth of new teachers. Resources included are:

- New teacher tools including needs assessments, self-assessments, and goal setting and reflection formats
- Tools for mentoring in a standards-based environment
- Tools for peer observation and data-driven discussions
- Mentoring calendar
- Mentor responses to challenges and concerns of new teachers
- Cross-references the highly acclaimed new teacher resource *Why Didn't I Learn This in College*:

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-Home Notes to Improve Motivation (Technical Assistance Manual).

Home notes are completed by the teacher and sent to parents to inform them of student progress. This system can improve academic achievement and classroom behavior. Nine steps are required to implement successfully this strategy. This eleven page manual not only outlines in detail these steps but also includes troubleshooting problems with solutions. The manual also includes sample home note forms that can be used by teachers in their classrooms.

-Reprimands and Precision Requests (Technical Assistance Manual).

This nine page manual includes several pages of trouble shooting suggestions and a case study for precision requests. Whereas a **reprimand** urges students to **stop** a behavior, a **precision request** is usually used to prompt a desired behavior. Reprimands are most effective when they are delivered in close proximity to students with a firm, unemotional voice and direct eye contact. Precision requests are followed by mild negative consequences if students do not comply.

-Teacher Praise (Technical Assistance Manual).

Teacher **praise** is probably one of the most effective and **under used** strategies for enhancing academic achievement and appropriate behavior. Proper use of contingent approval can improve time-on-task and academic grades as well as decrease disruptive behavior. This six page manual outline the **I-Feed-V rules** for administering praise (Immediately, Frequently, Enthusiasm, Eye contact, Describe the behavior and Variety). The manual includes cautions, case studies and troubleshooting examples.

-Using Group Contingencies to Improve Academic Achievement (Technical Assistance Manual).

Research indicates that properly employed group contingencies **effectively alleviate disruptive behaviors** such as out-of-seat, off-task, or excessive talking in class. Group contingencies also can help students' academic performance and **encourage** group cooperation. A group contingency is defined as "a system for the delivery of a contingency (**consequence**) to an entire group based upon the behavior of the individuals in the group." This eleven page manual explains a **six step** sequence to implement group contingencies. A trouble shooting section discusses how teachers can deal with student sabotage, accusations of unfairness and student failure. The last section includes **strategies** for dividing the class into teams (highly motivating) and dispensing reinforcement in novel ways such as spinners and classroom bingo.

-Using Overcorrection to Improve Academic Performance (Technical Assistance Manual).

Overcorrection (positive practice) requires students to engage in **correct behavior** over and over again. This strategy is effective for reducing spelling and oral reading errors and for learning simple math facts that need to be memorized. The manual discusses the **five steps** necessary to implement overcorrection properly. Manual concludes with a **troubleshooting** section as well as with references for further study.

JPAS Library - District Office

Visual Literacy - Learn to See. See to Learn: by Lynell Burmark 2002. Association for Supervision and Curriculum Development, ASCD

Because of television, advertising, and the Internet, the primary literacy of the 21st century will be visual. Our students must learn to process both words and pictures. This book examines the effect on education of a primarily visual world. It offers practical tips and strategies for powerful, effective presentations - by both teachers and students.

JPAS Library - District Office

When A Child Misbehaves: by A.M. Hofmeister. 1997. Published by A.M. Hofmeister.

This program is designed for parents, teachers, and other adults who work with children and want to change a child's behavior. The adult may want to know:

1. How to get a child to do something.
2. How to get a child to stop doing something.

This program is divided into two sections. The first section gives examples of how to teach a child to do something or to behave. The second section gives examples of how to teach a child to stop doing something or to stop misbehaving.

JPAS Library - District Office

Why Didn't I Learn This in College?- Teaching & Learning in the 21st Century: by Paula Rutherford. 2002. Just Ask Publications

Based on the belief that leading the learning is preferable to managing the learning, this book offers help with:

- Organizing a Productive Environment
- Orchestrating a Positive Environment
- Assessing Learning & the Instructional Program
- Implementing Instruction
- Planning Instruction
- Professionalism & Collegial Collaboration

JPAS Library - District Office

Worksheets Don't Grow Dendrites. by Marcia L. Tate. 2003. Corwin Press

Brainstorming, Graphic Organizers, Multiple Intelligences, Cooperative Learning and Reciprocal Teaching are topics covered in this book.

JPAS Library - District Office

Your First Year as a High School Teacher - Making the Transition from Total Novice to Successful Professional: by Lynne Rominger, Suzanne Packard Laughrea, Natalie Elkin. 2001. Prima Publishing

Learn how to create an atmosphere of cooperation, learning, and respect within your classroom.

- Create an attention-grabbing and interactive teaching environment
- Manage difficult students and unique teenager problems
- Communicate, educate, and have fun with your students
- Balance the demands of old-school administrators and pushy parents
- Fairly assess, grade, and evaluate students
- Develop effective and engaging lesson plans

JPAS Library - District Office

Videos Available in the District IMC

Videos are checked out through the Jordan School District IMC. Each Title is included in the District's media center video catalogue.

Catch Them Being Good with Pat Wolfe.

This set consists of three videos: (1) Reinforcement in the Classroom (72 minutes), (2) Reinforcement in the Classroom, Practice Tape with scenarios from elementary classrooms (40 minutes) and (3) Practice Tape 2 with scenarios from middle and high school classrooms (60 minutes). It focuses on appropriate use of reinforcement, praise, extinction and includes an excellent facilitator's manual/workbook.

Jordan IMC Catalog 8506

Classroom Management with Pat Wolfe. One Video. 53 minutes plus a facilitator's manual.

This video offers an **excellent overview** of classroom management and includes guidelines for room arrangements, methods for developing rules and procedures for the elementary and secondary classroom.

Jordan IMC Catalog 8506

Effective Study Skills. Video

This video focuses on three study skill strategies: **note taking, pre-reading, and the SQ3R method**. The note taking section explains the concepts of key phrases, main ideas and paraphrasing. An excellent section explains how individual presenters may signal important information (emphasizing gestures, changes in voice volume, speech tempo, long pauses may all identify important points). The pre-reading section explains scanning, underlining, highlighting, marginal notes and mapping of important concepts. The last portion of the video explains in detail the SQ3R method (**Survey, Question, Read, and Recite Review**).

Jordan IMC Catalog 9467

Effective Teaching for Higher Achievement. 2 Video Tapes. 1983. Association for Supervision and Curriculum Development.

The first video discusses **academic learning time** and **classroom management**. The information presented is research based and includes Jane Stallings. Sections conclude with classroom episodes that **demonstrate effective practice** as well as a panel of teachers who provide practical tips for implementing these strategies. Effective classroom organization and management are presented as keys to guaranteeing students more instructional time. Strategies discussed include **planning procedures, pacing presentations, monitoring student progress, and modeling/posting classroom rules**. Four methods for better transitions include getting students' attention, delivering clear instructions, asking students to repeat instructions and demonstrating procedures. Classroom management portion includes six **specific low key tactics** that positively influence student behavior: making eye contact, moving closer to student, using student's name, prompting rules, asking student to stop inappropriate behavior and informing students in advance of consequences of inappropriate behavior.

The second video focuses on **teacher expectations** and **quality instruction**. The importance of wait time is analyzed and **five strategies** for **extending wait time** and getting **more students involved** are presented. In addition, the video discusses six teaching steps for mastering a body of knowledge or skill: review, presentation, guided practice, feedback, independent practice and periodic review. As in the first video, this tape includes some **classroom demonstrations**.

Jordan IMC Catalog 7213

A Fresh Look at Cooperative Learning. 2 Videotapes. 1993. Educational Video Journal.

Two thirty-minute videos introduce teachers to the research and rationale for **cooperative learning**. The first video points out the five critical **attributes that distinguish cooperative learning from other group work**: 1) positive interdependence, 2) individual accountability, 3) promotive interactions, 4) interpersonal and small group training, 5) group processing. Instructional issues of appropriate content for using cooperative learning strategies, grading, and gifted learners are covered.

The second video discusses **practical implementation** of cooperative learning strategies - when Should teachers use cooperative learning? How many students should be in a group? What instructional strategies help teach trust building and interpersonal skills? How do teachers encourage group processing? The two videos serve as an excellent overview for teachers who are beginning their study of cooperative learning.

Jordan IMC Catalog 11213

Helping Disruptive and Unresponsive Students. Diane Chelsom Gossen.

This series contains two videos: Foundations for Developing Self Control (23 minutes) and The Tools of Reality Therapy (27 minutes). A guidebook accompanies this program on **reality therapy**.

Jordan IMC Catalog 11213

Improving the Quality of Student Thinking.

This excellent video focuses on teacher strategies that promote higher order thinking and problem solving skills in students. Leading learning theorists, including Art Costa, Robert Sternberg, and John Bransford discuss relevant research pertaining to thinking and problem solving. In addition, teachers demonstrate practical skills in classroom scenarios with students.

Jordan IMC Catalog 7199

Portfolio Assessment. (2 - 30 minute videos)

The **first 30-minute video** provides an **overview** of the portfolio concept-the **collection** of student work, student **self-evaluation** of their own work to be included in the portfolio, **reflection** time about what is being learned. The portfolio emphasizes the **process** of learning and the **improvement of skills** over time. The **second video** includes more specifics about the **purpose**, **selection** criteria, and process for **reflection** required for effective portfolio use. This resource discusses **electronic retrieval** methods, computer technology, teacher/student conferences and **parent involvement** for meaningful portfolio implementation.

Jordan IMC Catalog 11812

Self Esteem with Frank Alessa (1992).

These two 28 minute videos with accompanying guidebook cover the **pillars** of self esteem (self-acceptance, responsibility, connectedness, freedom, power, values, models, uniqueness, fun and risk) and make suggestions for everyday classroom activities that create opportunities for students to build their self esteem. The second video discusses effective **academic strategies** that also enhance self esteem: self evaluation, active listening, cooperative learning, peer tutoring, modeling options and problem solving.

Jordan IMC Catalog 11183

Stimulation: Continuing Worthwhile Learning. R. Wlodkowski. 1983.

This thirty-minute video offers suggestions about how to **excite** and **motivate students** about learning. Students attend to material better with positive group alerting cues, random selection of respondents, and heightening of the emotional value of the lesson. Variety can be achieved by shifting interaction from teacher/student to teacher/student and by using humor, stories, analogies, examples to illustrate a lesson. Based upon the research of Sadker and Sadker, the video suggests **strategies for encouraging more student participation**.

Jordan IMC Catalog 5965

Teacher and School Effectiveness. 1981. Association for Supervision and Curriculum Development.

This 20-minute video presents an overview of the teaching styles that produce **long-term academic** achievement, particularly in **basic skills**. Although a variety of studies are discussed, a synthesis of the research indicates that for basic skill development the following **eight teacher strategies promote academic achievement**:

1) high expectations for students, 2) monitoring of student progress, 3) orderly classroom climate, 4) materials at an appropriate level of difficulty, 5) use of praise, 6) efficient classroom management, 7) focus on academic learning and 8) leadership in reading and math instruction

Jordan IMC Catalog 7532

Teaching Reading As Thinking. 1986. Association for Supervision and Curriculum Development.

This thirty-minute video serves as an excellent **introduction to reading strategies** that can be Employed **across disciplines**. Research indicates that less than one percent of instructional time is spent on teaching students how to comprehend. The focus of this overview is that **active reading promotes thinking**. Strategies to employ **before** reading include previewing, calling up prior knowledge, and indicating purpose for reading. Strategies to employ **during** reading include self questioning, self assessment, note taking. **After** reading students may apply their new information; answer comprehension questions, summarize the author's meaning, and check previous predictions. Each section includes **classroom demonstrations and modeling** of these techniques.

Jordan IMC Catalog 7344

Teaching Skillful Thinking. Tape 1: Issues in Teaching Thinking. 1986. Association for Supervision and Curriculum Development.

Although this 3D-minute video does not demonstrate how to teach thinking, it is an excellent overview of **major issues involved in teaching thinking**. Various experts (Matthew Lipman, David Perkins, Robert Glaser, Robert Sternberg, and Lauren Resnick) provide explanations of the characteristics and attributes of thinking. The **controversy** of stand-alone thinking courses versus infusion of thinking skills in content courses is addressed. All experts agree that **thinking can be taught**.

Jordan IMC, Catalog 7344

TRIP Program: Translating Research Into Practice

The TRIP program consists of a series of video tapes and accompanying manuals. Each video provides an overview of a teaching or learning strategy, including critical attributes as well as classroom examples. Teaching strategies" are used by the teacher during presentations of content material related to what is presented, when it is presented, and how it is presented to promote effective processing of information.~ The manuals include detailed examples of the strategy in a variety of disciplines. The information can be modified for almost any grade level.

-Study Guides (Video Plus Manual)

This program elaborates on the five step process used to create study guides. In addition, the video explains the format for several types of study guides: standard, margins, prompts, cloze, word bank, multiple question, and split half. The manual includes many examples of study guides in these various formats.

- Vocabulary Practice Sheets (Video Plus Manual)

Vocabulary practice sheets help students gain fluency in vocabulary development. This video and manual describe a five step process for developing vocabulary practice sheets. See/Say, Think/Write, See/Write Practice strategies are explained with examples from science, English, Mathematics, history, and foreign language. The manual is filled with many excellent examples that can be adapted for most classrooms and grade levels.

- Class Wide Peer Tutoring (Video Plus Manual)

This program instructs teachers on how to use weekly competing teams, as well as peer tutoring, using two students working together in a reciprocal teaching process. Classroom organization and the system for awarding team points are explained. The program includes a variety of score card formats that can be used in the classroom.

• Constructing Graphic Organizers (Video and manual)

Graphic organizers arrange complex information in an ordered, visual format that enhances knowledge retention. Graphic organizer formats include Compare/Contrast, Sequence, Top Down, Bottom Up, Cause/Effect, Story Map, and Venn Diagram. Students can complete graphic organizers during a lecture, a cooperative learning activity or as homework.

• Reading Strategies (Video Plus Manual)

Reading strategies are taught by the teacher, but eventually used independently by students to process information. This video with detailed manual delineates three levels of strategic reading: **skimming**, **comprehension** and **scanning**. The 22 page manual is particularly valuable for including not only explanations of the strategies but also activity sheets for **teachers to practice the skill** before presenting it to students. One of the strength of the video is that each strategy is followed by a **classroom scenario** with a teacher demonstrating the strategy to students. Strategies include:

- **Skimming**: Key Concept Strategy
- **Comprehension**: SQ3R Method (survey, question, read, recite, review)
- **Scanning**: SR.I.SRV (survey, read, identify, search, read, verify)
- **Cooperative Learning (Video Plus Manual)**

This tape discusses one cooperative learning strategy called SMARTS (**Self Motivational and Recreational Teaching Strategies**). This technique can be used on any grade level and with any content area. In a game **format** students divide into teams of three to six, then answer a series of questions for game points. Students can choose questions in comprehension, reading, recall, analysis and remediation/extension. This video also includes a classroom demonstration showing students actively engaged in the process.

Jordan IMC