The Educators Book of Secrets:
164 Truths of Masterful Teaching

A Guide for Teaching the Next Generation of Teachers

Dr. Charles Kent Runyan

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5th Edition

About the Author

Charles Kent Runyan, Ed.D.

As a university professor at Pittsburg State University, Pittsburg, Kansas, Dr. Runyan teaches graduate and undergraduate courses in the Department of Teaching and Leadership in the College of Education. Known for developing and teaching such innovative graduate courses as *Current Teaching Practices, Trends and Issues, Methods for Secondary Teachers*, *Methods and Materials for Academic Literacy, Assessment for Effective Teaching*, *Methods of Research*, *Restructuring the American School*, *American Education for International Students,* *FUNdamentals of Teaching,* and *The Mentorship,* he also supervises student teachers in the public school system.

Active nationally, Dr. Runyan has been invited to present at over seventy national and international conferences in the United States, Canada, and Russia over the past three decades. He has appeared before such groups as the National Middle School Association, Association of Teacher Educators, American Association of Colleges for Teacher Education, International Mentoring Association, Academic and Business Research Institute, and the National Council of States. Dr. Runyan also served on the National Council of State's Classrooms for the 21st Century National Task Force. He is also a popular local presenter with over a hundred state or regional presentations to his credit. Regionally, he has appeared before the Midwest and Eastern Educational Research Associations, Kansas Effective Schools Conference, Missouri Principals Association, Kansas United School Administrators, Kansas Association of Teacher Educators, Kansas School Board Association, and numerous school districts. He especially likes doing Ed Camp Conferences for local school districts. In addition to being selected into Who's Who in America and being invited to become a member of Faculty Row, he has authored over 50 articles and papers, edited journals, and written several books. His latest book, *The Educator's Book of Secrets: 165 Truths of Masterful Teaching*, is used in two of his classes and is free for students. For his professional activities over the last twenty years, the National Association of Teacher Educators presented him the ATE Laureate Award at their 2016 national conference in Orlando, Florida.

Active in the state of Kansas, Dr. Runyan is involved in a number of endeavors that offer him a broad perspective. He has served as a North Central Outcomes Resource Specialist for eight different school districts and a KSDE folio reviewer for nine higher education institutions. He has served as president and a long-time chapter delegate for Phi Delta Kappa and was the recipient of the PDK Service Key Award. He has also served on many Kansas State Department of Education committees, most notably the KSDE's Mentoring Task Force, the Early Career Teacher Induction Task Force, and the Peer Assistance Task Force. From 1995 to 2001, Dr. Runyan was a crucial participant in the Kansas Goals 2000 Early Career Professional Development program, a joint effort between several universities, the Southeast Educational Service Center, and 68 school districts. Here, he trained mentors and early career teachers in nine monthly sessions located in four different locations throughout Kansas. Dr. Runyan also participated in developing a different vision for teacher training through alternative certification. He was a founding member of the Kansas City Teaching Fellows steering committee, sponsored by the Kauffman Foundation. From 2000 to 2010, he helped develop the courses as an instructor for the Kansas City Teaching Fellows, an innovative

alternative certification project. In 2006, he tried his hand at state politics and ran unsuccessfully for the Kansas State Board of Education.

At Pittsburg State, Dr. Runyan serves as a senior professor in the Department of Teaching and Leadership and was honored with the rank of University Professor in 2010. He has served on various university committees such as the Faculty Senate, Graduate Council, Grievance, Honors College, and University Promotion committees. In the College of Education, he has chaired numerous search committees and the Teacher Education Knowledge Base, Assessment, and various accreditation committees. Being an original founder and co-director of the Pittsburg State's Kansas Early Career Teacher Academy, he is most proud of his work in developing a multifaceted mentoring program for first through third-year teachers in southeast Kansas. From 2001 to 2016, Dr. Runyan trained all mentors for the Academy, helped the early career teachers start their careers, and coordinated the monthly academy sessions and banquets. For a number of years, he took the entire Academy to the spring Effective School Conference in Wichita, Kansas. During the 2012 to 2014 years, a Project Rural Grant added pre-service teacher candidates and cooperating teachers to the program. The Academy helped thousands of new teachers start their first years successfully.

Dr. Runyan is also involved with the community. He has served as the past-president of Pittsburg's USD #250 Board of Education, chairman of the board for the Kansas Teachers Credit Union, and board president of Crestwood Country Club. Enjoying the frustrating game of golf, he played on the Crestwood Kansas Cup team for several years and served on the Gene Bicknell Celebrity Charity Golf Tournament steering committee. Trying to relive his college days, he is elated that he can still play basketball once a week with the Geezers, a community basketball group. In 2015, he even returned to his college alma mater and played in the Marshall University Alumni basketball game, provoking a newspaper article written about his return.

As for his family, Dr. Runyan is most proud of his three grown children and wife.   His oldest son, Keith, is a Pittsburg State graduate. After owning his own landscaping design business, he presently works as the senior residential landscape designer for a large landscaping business in Kansas City; he is married with two remarkable children and always gets child-rearing advice from his father. His daughter, Jaime, a University of Kansas graduate, is an ER nurse and is the mother of three perfect grandchildren, Daniel, twins - Clara and Isaac. His youngest son, Scott, graduated from Kansas State University and is a web designer for a governmental website design firm in Manhattan, Kansas. He is married to a beautiful nurse, Kasey, and they have two awesome sons, Kooper and Owen. When Jaime and Scott were in college, they traveled with Dr. Runyan and other college students to tour Russia's educational system on two separate occasions. His wife, Linda, was his college sweetheart and is presently a retired National Board Certified 5th grade teacher who taught at George Nettels Elementary and several other elementary schools. She was West Virginia's 1989 Elementary Educator of the Year and a 2000 State Teacher of the Year semi-finalist in Kansas.

Before entering higher education, Dr. Runyan was Director of the Putnam County Beginning Teacher Induction Program in West Virginia and was an English classroom teacher for sixteen years, coaching basketball and golf for a number of years. He was an adjunct assistant professor at Marshall University for three years. While developing and implementing Putnam County's Induction Program, he taught West Virginia's first graduate course on "The Mentorship" at the West Virginia College of Graduate Studies. Dr. Runyan received his B.S. in language arts, an M.A. in school administration from Marshall University, and his Ed. D. in educational administration from West Virginia University.   While in college at Marshall

University, he played basketball, was a member of Sigma Alpha Epsilon, and served as a student senator. While at Marshall, he lost several friends in the nation's worst sports tragedy made into the 2006 movie "We Are Marshall."   His K-12 years were spent attending Marshall Lab school, an experimental laboratory school housed on the Marshall University campus.   With his father a university professor and his mother, an elementary teacher, he had no chance to enter any other field but education.

Acknowledgments

This electronic book was written for several reasons. First, it was written so students wouldn't have to pay exorbitant prices for a textbook that was out of date once it was published. Found on Pittsburg State's course delivery system (CANVAS), this free electronic book can be read on almost any electronic device or downloaded and printed from any printer. The text material can be easily updated every semester, and each section's Internet exploration sites can be frequently brought up to date. Second, it was written so that I could collect and put in one place all the ideas and strategies I've come across in nearly 40 years as an educator. It was rather fun! Organizing each section with a maxim, the "secrets," helped me tie each to a simple idea. Having heard or read most of these maxims throughout my career in one place or another, I apologize to any who may claim the quote if not properly cited.

Writing this book took more time than I thought. After two tries over the past seventeen years, I am getting closer to liking the result. Many people in my life influenced this book. As with everybody, my former role models and teachers played a significant part. Walter Smith, my 9th grade English teacher, who taught me to like writing, and Coach Jody Sword, my high school basketball coach, who taught me about winning and losing, are just two. With every year that passed, my students, both at Hurricane High School in West Virginia and Pittsburg State University in Kansas, influenced my philosophy and desire to learn more. The longer I taught, the more I realized I didn't know as much as I thought.

The most significant influences in my life revolve around my family. My father, Charles S. Runyan, a university professor, and my mother, Jean Jennings Runyan, an elementary teacher who started her career in a one-room school, were the templates for my life. Though deceased, they are the two books from which I still read. My brother, Greg, is an inspiration to me for he shows me how to overcome diversity, be flexible, and have fun with life. My wife, Linda, is a testament that one can get lucky and marry beyond one's station. She proofreads my life and shares my journey, good and bad. She is the beautiful music in my life. Our three children are our best work; they were the canvas on which God allowed us to paint every day. Boy, did it go by too fast! Though each is married with children of their own, I still see them in their pj's on Saturday mornings watching cartoons. Keith, Jaime, and Scott taught me the value of treasuring every day you have with those you love. Now, with the feet of grandchildren running through the house, we have another chance to add color to other canvases. To Madison, Ethan, and Daniel, Isaac, and Clara, and Kooper, and Owen, thank you for keeping me young and allowing me to wrestle again on the living room floor.

The Educator's Book of Secrets:
164 Truths of Masterful Teaching

Charles Kent Runyan, Ed.D.

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Basic Educational Questions

"Education is simply the soul of society as it passes from one generation to another."

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"What gets measured gets noticed; what gets noticed gets done."

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"Schools control the conditions for success."

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"The mission of the school is not to cover material, but for students to learn the material."

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"All students will learn and learn well given time."

Outcomes-Based Education

"Success is determined on the basis of outcomes."

"A school at the top of the mountain didn't just fall there."

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"We must educate our children today for a future we will not be around to see."

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"If you don't know where you're going, any road will get you there."

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"Time is the key to school success."

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"Learning is a matter of time."

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"Don't count the days, but make the days count."

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"Teach on your time, correct on theirs."

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"To teach is to touch a life forever."

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"Safety first; above all things, a parent expects their child to come home at least as good as they sent him."

"Learning should not be measured by seat time."

Alternative Schools

"Every school is differentiated by the sheer character of their leaders, the innate beliefs of their teachers, the personal needs of their students, and the politics of the community."

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"Organized learning has no one single mold, but can have many effective structures fashioned by the essential nature of the local community ."

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"Extensive intelligence plus noble character are the true goals of education. High test scores are not enough."

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"No human being has to know everything, but each must become someone early in his existence."

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"We are what we repeatedly do every day. Character is not a performance in a play, but a daily habit."

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"Today's preparation determines tomorrow's achievement."

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"They know enough who know how to learn." Henry Adams

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"To be conscious that we are thinking is to be conscious of our own existence."

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"United we stand; divided we fall - unity is strength."

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"Immediate survival needs have priority over schooling."

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"Student success is a ladder that cannot be climbed with your hands in your pocket."

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"The more personal the assessment, the more beneficial."

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"Don't always tell me what I'm doing wrong; tell me what I do right."

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"Teachers shape futures, one child at a time."

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"Teachers change lives."

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by

Charles Kent Runyan, Ed. D.

Chapter I: Introduction

"Masterful teachers and fully functioning schools are the keys to a healthy society's future."

Ever since organized schooling became essential to societies, finding the secrets to teaching the youth was a journey undertaken by a host of stakeholders interested in their future. As time passed, numerous curricula, instructional methods, assessment systems, management techniques, and school structures came and went. Societies valued certain concepts more than others and often vacillated between what was important and what was not. Whatever the society or time in history, however, the teacher was always the pivotal player in the education of its youth, a significant part of the formula for defining the maturation of its young and establishing the supremacy of the next generation.

In America, over the past hundred years, the organized public school was the stage in which the nation banked its hopes for a brighter future. In this universal school concept, teachers practiced their trade on a stage respected for its all-inclusive nature and potential value to the nation. Established by each state constitution, America valued the concept of local control in the establishment, financing, and organizing of its schools. Over time, various structures, financing apparatuses, and curricula were established, implemented, and assessed from state-to-state. As the decades passed, change was the only constant. Today, just as in times past, the call for changing the American school is echoing from many directions. These voices from politicians, business leaders, parents, and other educational stakeholders are reverberating off the walls of today's schools, creating an atmosphere for change unparalleled in education for the past five decades. Characteristics of these outcries are demands for increased student equity, international competitiveness, curriculum revision, greater accountability, higher test scores, and a host of other issues. But unlike a mere echo, these unfading clamors for changing the school are moving beyond mimicking rhetoric and simplistic tinkering to putting together various ideas and techniques that individually are not new, but when selectively combined, fit into an organized strategy for changing the entire system. All over the nation, schools are tinkering with, revising, and, in some cases, genuinely restructuring, the way education is delivered.

In this current change, there is, again, just as in times past, a common filament that binds most all efforts together, the individual teacher. It is this truly gifted man or woman, one who stands taller than most of those making decisions, who plants seeds of learning in each of our young people every day, who serves as the bedrock for molding the future of our nation. The longer a society continues to advance, the more it realizes the massive power and value of truly gifted and dedicated teachers. When societies begin to decline in prominence, the self-absorption of the controlling generation devalues the need for universal education, creates a caste

system of intellectual status, and devalues, even demonizes, the primary providers of universal public education. History time and again shows us this. The more mature a vibrant society gets, the more it should realize the capacity of the fully-functioning schools to grow, reinforce, cherish, and fashion their society. The more mature the nation becomes, the more it should value its quality teachers and schools and help them fashion environments that just don't talk the talk but walk the walk.

History of Research Defining Good Teachers and Schools

"Masterful teachers have no simple definition."

In America over the past eighty years, researchers have tried to find the answers to describing a genuinely masterful teacher and a fully functional school. Typically, it seemed that teaching was a profession in search of research to support what it did. In the mid-1900s, the changes in what was taught came from society's demands, and the instructional changes came from curriculum changes promoted by business or politics. It appeared that it was always the celebrated educational leaders of the period that led specific classroom and school-level changes based only on intuition or opinion. In essence, research seemed to be responsible for few educational changes during the 1900s. It was merely a matter of who took the stage to lead a change at a particular time (Slavin, 1989).

From a simplistic perspective, it could be claimed that four phases characterize the history of research on teaching (Kauchak and Eggen, 2003). The first two concentrated on the teacher. First, from the 1940s to the 1960s, over 10,000 studies focused on personality traits. Was there a relationship between the teacher's human characteristics to a student's learning? Here, few generalizations were found. (Today, however, enthusiasm, warmth, empathy, high expectations, knowledge of the subject matter, and teaching techniques have been found to make a difference in student achievement (See Chapter V: Affirmative Teacher Orientations). The second research period, from 1960 to 1970s, focused on how the teacher taught, that is, on the methodology. Was there a relationship between teaching models and student achievement or attitudes? Again, few generalizations came out of this decade of research. Today, however, researchers have shown correlations with specific models in certain situations that may lead to increased learning and satisfaction (See Chapter VI: Student-Centered Active Instruction).

The next two research periods focused on the school. From 1970 to the 2000s, researchers focused on school variables and student backgrounds to determine the effect on student achievement. Was there a relationship in what the school did to student learning? Here, in 1966, the Coleman Report, which surveyed over 650,000 students in 4,000 schools, summarized the findings and concluded that:

> Schools bring little influence to bear on a child's achievement that is independent of his background and general social context, and that very lack of independent effect means that the inequalities imposed on children by their home are carried along to become the inequalities with which they confront adult life at the end of school.

In reaction to the idea that schools made no difference in a child's academic achievement and that it was primarily the child's socio-economic level that impacted academic success, the fourth round of research, from the 1970s to 2000, focused on the specific school conditions that could lead to student achievement. In essence, was there a relationship in particular school activities to student learning? From this, the Effective Schools movement was born. Researchers found specific school-level actions that had a positive correlation with student achievement. These actions were grouped under seven correlates (See Chapter II: Effective Schools Movement) and were called the Effective Schools Correlates:

- positive school climate
- high expectations
- academic focus
- frequent monitoring
- strong instructional leadership
- high time-on-task
- home-school relations

From this line of research, Ron Edmonds, one of the original Effective School's researchers, concluded:

> "We can, whenever, and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven't done it so far." Ron Edmonds

Today, researchers are concentrating on a fourth focus, teacher-student interactions in the classroom connected to higher student achievement. In essence, is there a relationship between specific teacher actions and student achievement? Here, a number of links between teacher actions and student achievement have been found and verified through research. (See Chapter VI: Student-Centered Active Instruction.) Despite eighty years of research, the educational researchers are still searching for qualifiable as well as quantifiable definitions of an effective teacher and school.

The Masterful Teacher

"Masterful teachers are artists who orchestrate the science of teaching."

Over the decades, many different schemes ranging from national programs to local university teacher training curricula were proposed and implemented in an attempt to define the science of teaching and develop the art of teaching in each potential teacher. Although numerous staff development programs promised academic rewards and valuable outcomes that would help teachers make each child's academic experience better, some were discovered to be passing fads, easy "fixes," or get-success-quick schemes that failed to deliver as promised. Those programs that successfully stood the test of time seemed to share common traits or "truths" about the dispositions and skills that produced the best teachers. As the profession explored its past, listened to its former students, reviewed the research, and observed the true masters of the craft, certain truths about the essential qualities of the best teachers became apparent; the truly masterful

teachers were artists who orchestrated the science of teaching.

In the noblest of all professions, we found that our communities had always been blessed with many caring, competent, and committed teachers. We witnessed, daily, what it is like to be an unpretentious teacher who makes a difference, really one child at a time, one day at a time. Through our observations, we have come to describe a masterful teacher as one who truly believes and lives the belief that every child will learn, that every child is gifted and that sometimes we fail to value that capacity. We have learned that to be effective, a masterful teacher has to understand that learning is a matter of time and style, that success breeds more success, and that every child should be viewed not as he/she is but as he/she could be. And...we found more to describe the ideal teachers, the quintessential persona of our youth's guide.

To be remembered even as the years pass, these ideal teachers care and have the capacity to believe that they are the most significant single predictor of what happens in the classroom. To be influential, they know that the quality of each child's future is in direct proportion to their commitment to excellence and that they have to think more than others think is possible. The very best have found that they have to teach more than the pages of the book, to cover a curriculum that is not always defined by objectives or tests. To be significant in their students' lives, they have to stimulate amazement, for they know that enduring understanding begins with wonder; that they have to be real, to teach with wisdom, truth, and vision in the here and now, to inspire a vision of the future better than the reality of today.

As we watch the truly "gifted" teachers in the real sense of the word, we noticed that they believe "I Can" is more important than "IQ," for they have watched pass from too many classrooms the failure of uninspired genius. These gifted nonconformists realize that the most significant lessons that can never be erased are those that teach children to see and believe in themselves. They understand that children learn what they live and thus strive for an atmosphere of fairness, trust, and acceptance, so in the classroom, each student learns to appreciate, have faith, and find love in the world. We learned that the extraordinary teachers had no easy definition but could be depicted by their actions.

Though their patience is often worn thin by a sometimes indifferent world characterized by criticism, disrespect, and budget cuts, the truly dedicated teachers spend their time daily painting a brighter world and strive every day to turn a puzzle into a solution. Every day, they battle the influences of poverty, neglect, and abuse on many of those who sit in front of them. They overcome with their own money and time the daily obstacles put before them. It is to them, the great educators throughout history who left their mark and changed for the good of the lives of their students, that the title "teacher" should be granted.

Our classrooms are full of these talented teachers who possess the character and talents that allow them to make a difference. In a perfect world, these would be our most treasured people, for we entrust them with our greatest gift. It doesn't take much time for a judicious society to realize the value of an exceptional teacher. For a little of them walks with every child, a part of them lives in each child as each grows older and raises their own children. The influence of a special teacher is noticed as the future unfolds for a part of them will live in every conversation, in every advancement. They will live in every home and walk with every parent. Teachers

would be valued because they have the capacity to live well past their transitory life and to make a lasting change in the world. They are our real artists.

Some people come into our lives and quickly go...
Some stay for a while and leave footprints on our
hearts, and we are never, ever the same.
So it is with a masterful teacher!
Anonymous

The Fully Functioning School

"Championship schools draft #1 draft picks."

Just as it was with our masterful teachers, over the decades, certain truths became clear as to the characteristics of schools and classrooms in which all children were being prepared to fully function in an ever-changing society. In those schools that successfully stood the test of time, there seemed to be common traits, again, common truths, that separated the orientation from passing trends, easy Band-Aids, or get-rich-quick schemes. These fully functioning schools truly orchestrate the science of teaching through their artists on an everyday basis.

In the schools that parents praise, that students find comfortable, and that communities support, there are masterful teachers who hold the prevailing attitude that learning is more than test scores, that every child has unlocked potential, that the school is a community of discovery, and that parents and teachers together hold the keys to each student's success.

So what is a fully functioning school? In the genuinely ideal school, there is a belief that to build a school, every teacher in that school has to be a great teacher, that the team is only as strong as the weakest link. In these schools, it is imperative that administrators attract and retain the best and brightest educators; that, just as in the business and sport's world, the highest salaries attract the high performers who have a proven track record in winning. In these exceptional schools, there is a prevalent belief that to be the best, the board of education has to make a commitment to attract and keep the best. It has become obvious that to indeed have high expectations for each student, a school needs each classroom staffed with a highly talented teacher, an individual who has high expectations for him or herself. It has also become obvious that an extraordinary school requires each classroom to be occupied with a skilled tactician who has the experience needed to relate to each child and vary the learning methods, so each student reaches his potential. Just like medical doctors, these experienced teachers know their trade and have the experience to deal with the unexpected, the situations where all doesn't go right. It is rare that anyone with a college degree, with little or no pedagogical training or experience, can enter a classroom and effectively master the environment and efficiently inspire learning in a large and diverse group of students. Just as most parents would not consent to an untrained surgeon operating on their child, so do the communities of these exceptional schools. It is also illogical to think there is no correlation between money and excellence. With rare exceptions, "you get what you pay for." To honestly attempt to be an exceptional school, monetary resources are essential to long-term success. To fill classrooms with fantastic teachers and to keep them

involved in quality skill development takes money. In essence, in an ideal world, high expectations require high talent and high expenditure of resources.

Second, in the "ideal blueprint" schools, teaching to the whole child takes precedence over preparing students for the next state test. Educators in these schools understand that true education is more than taking tests. In the fully functioning school, authentic formative assessments collected overtime on the defined curricula serve as a much more reliable method in judging a child's preparedness. Educators in exceptional schools view high-stakes, norm-reference testing as valuable input to an assessment, but believe that too many variables affect a single-day test to make a viable summative judgment: they know that learning is too complex to be measured with paper and pencil; that test construction simplifies a curriculum to low-level outcomes, and that test preparation time and money are better spent in other areas. They realize that there are no future jobs in filling in ovals! Though one method of assessing success, the focus and value of the truly successful school are not totally defined by an Adequate Yearly Progress (AYP) score, but rather by how the school visibly demonstrates the achievement of curricula outcomes to both the students and parents. Great schools are much more than a bunch of excellent test scores.

Third, in model schools, parents are real partners. They and the community understand that they have a shared responsibility in the total education of their children. Just as schools need highly passionate, dedicated, and competent teachers who give their hearts every day, schools also need to have parents who love their children and are a guiding force in their lives, and who offer their children a sense of security and support. Schools that fulfill their missions have parents who teach respect and culturally accepted interaction skills; who help set high expectation about hard work and effort in school; and who instill the values of honesty, tolerance, and perseverance, for they know how imperative these values are in their child's future happiness and success. In essence, fully functioning schools realize that the parent's income has less to do with student success than parental involvement and that the caregivers need to spend the time required to fulfill the parent's vital role. To protect and advance its greatest resource - children - every community with an excellent school has a parent population that has realized its educational system's preeminence and has shown respect for its mission and teachers.

Lastly, there are visionary leaders in these fully functioning schools, a success-oriented atmosphere, and an innovative structural time for students to explore themselves and their curricula. Very few schools have been known to consistently remain on the top of the hill without an individual who gives direction, emphasis, and support to the school's mission and teachers. Significantly few schools have successfully developed a success-oriented atmosphere without manageable class sizes that allow for the targeted support services needed to fulfill the individualization necessary to treat each child differently. Few schools have succeeded unless they provided sufficient structured time (varying differently among children), engage students in meaningful learning activities that make learning fun and allow them to show mastery over the intended curricula. In essence, fully functioning schools are complex enterprises with leadership, low teacher-student ratios, and sufficient learning time.

Essentially, in those ideal schools where every child is considered more than a test score,

there are masterful teachers who have certain traits and skills that nurture not only intellectual but also moral and social development; they illuminate the whole child. It is from the examination of these schools and teachers that this text will organize the exploration. Derived from ordinary observations, over 160 "secrets" will be featured. Sometimes a statement rings with such profound truth that, when you read it, it instantly becomes part of your teaching philosophy. So it is with the secrets. In each of these secrets (highlighted in red typeface, italicized, and set off with quotation marks), there is an honesty in the observation that it calls for it to be considered in the theater of teaching.

To offer an organized framework for viewing the various educational truths surfacing in our fully functioning schools and being manifested in our masterful teachers, a six-part model will be used to illustrate their interrelatedness. As each of the school variables become stable and natural, the combined effect becomes more significant than the sum of each separate effort. Set in a change-oriented educational environment, the six areas discussed will be the supportive school structure, a nurturing educational climate, affirmative teacher orientations, a success-oriented management system, student-centered active instruction, and focused multidimensional assessment. Within each of these domains and leading each section will be one of the "secrets" or general truths that synthesize the content. These domains and their major truths are all oriented towards meeting the educational demands of the 21st century and providing equitable student success. Let's begin!

Change-Oriented Educational Environment
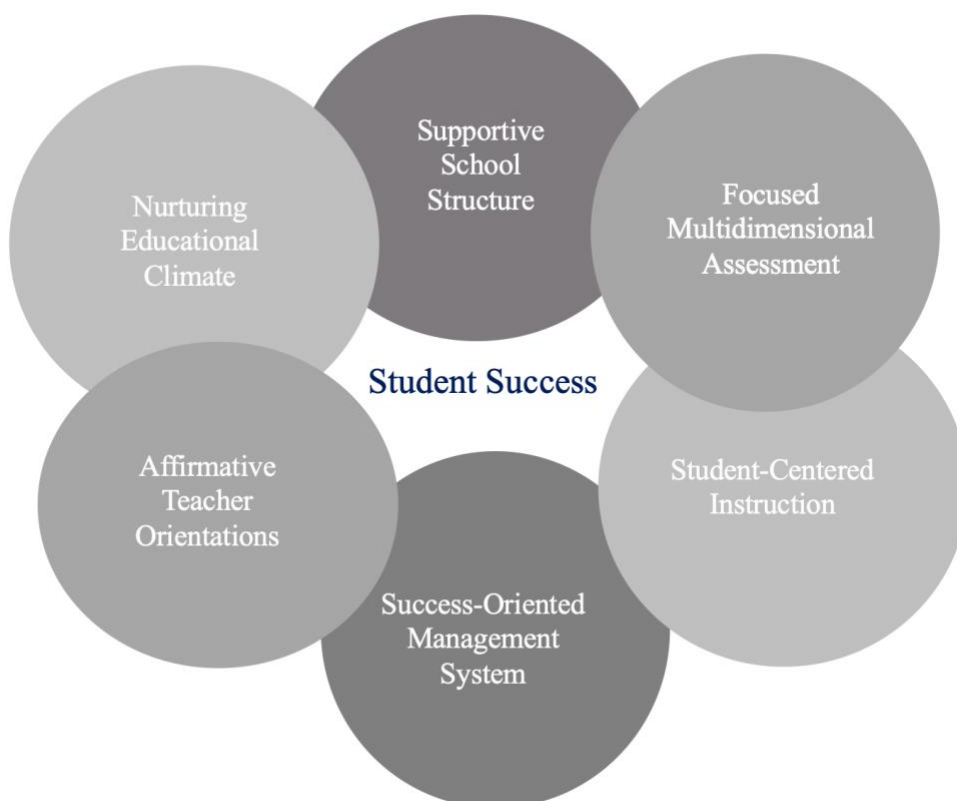
Chapter II: Change-Oriented Educational Environment

"We cannot direct the wind, but we can adjust the sails." Dolly Parton

Social Transformation

The American school is moving towards a new metamorphosis in an educational environment surrounded by profound societal and educational changes. America itself is undergoing a significant transformation from an industrial, centralized society to an informational, decentralized society. It is shifting from a national business-as-usual economy to a more accountable, global economy. It is redefining family, poverty, and opportunity and examining its use of technology and natural resources. The nation is finding vast changes in its ethnic distribution, income levels, and family structures - all altering the general nature of the children who come to school. Society is being frightened by its children's pregnancy rates, drug addiction, homelessness, poverty, nutrition, health care, and lack of adult supervision after school. As a result of the concern about the impact of these changes on students, American educators, politicians, and parents are reexamining perceptions of educational opportunity, student performance, and the role of the school. In its awakening, it is finding definitional consensus on the exact problems difficult to acquire, and, until such consensus is found, it will be difficult to agree on solutions. Because of a number of interwoven reasons - an unsystematic American bureaucracy, poor dissemination of information, cultural and religious diversity, and simply because Americans have come to expect multiple options instead of either/or choices - there have developed few, if any, communally held views about education. However, one thing is certain; America is changing and is not the same as it was fifty years ago.

Changing Society

"The only constant is change." Heraclitus

Throughout history, societies have undergone constant change. Contemporary America is no exception. As illustrated below, the movements have been varied and in numerous spheres.

Societal Shifts

Past		Future
Industrial Society	to	Informational Society
Centralized Society		Decentralized Society
National Economy		Global Economy
Family		Individual
Top-Down Society		Bottom-up Society
Business as Usual		Greater Accountability
Printing		Telecommunications
Either/Or		Multiple Options
Party Politics		Issue Politics
Resource Exploitation		Resource Conservation

Conclusion

The only constant is change.

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Because of these pervasive shifts, schools in America are at a critical crossroads. New economic and globalization shifts continue to challenge the basic industrial-era assumptions about schools. Still, far too many of the present schools are factory models, with students who punch in from 8:00 to 3:00 Monday through Friday, and passively sit in rows in buildings resembling factories. As new developments in all aspects of society, a new learning culture will continue to develop, forcing teachers to reexamine their pedagogical relevance seriously.

American has also seen the characteristics of the generations change over the last century, many times influencing the educational system.
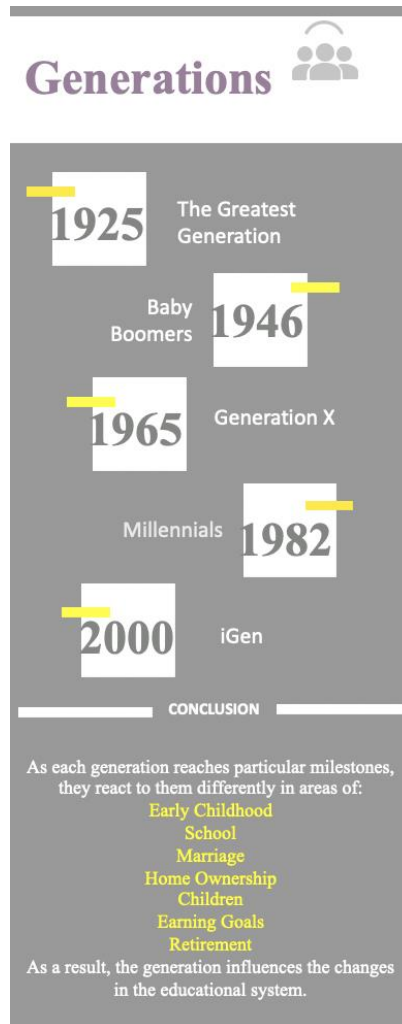
The Greatest Generation – Born 1925 -1945 Known as the "Silent-Greatest Generation or Traditionalist"
   • Formed by war and the great depression
   • Devoted to loyalty, service, conservatism, and Idealism
   • Defined by family and "old fashion values"

Baby Boomers – Born 1946 – 1964 Known as the "Me Generation"
   • Formed by rock and roll, drugs, JFR assassination
   • Were lavished by parents and are self-centered, impatient
   • Define themselves by work and possessions

Generation X – Born 1965 - 1981 Known as Gen X
   • Formed by technology, cable TV, space shuttle disaster
   • Raised by absentee parents and are very independent, divorce, skeptical
   • Define themselves by individuality, don't want to work for "the man"

Millennials – Born 1982 – 2000 Known as Gen Y
- Formed by 9/11 attack, Y2K, school shootings
- Defined by social media and careers before marriage

iGen – Born 2000 – Present - Known as the Screeners
- Formed by recession, terrorism, pandemic
- Defined by technology

According to Smith and Clurman in Rocking the Ages, as each generation reached particular age milestones, they reacted to them differently: early childhood - school - marriage - parenthood - homeownership - children - peak earning goals - empty nest - retirement - and, as a result, influenced the educational system.

Changing American Family

"School success begins at home."

Most all great teachers have realized the importance of the home environment in providing the foundation for success in the classroom. These nurturing home environments begin with family composition. According to the Federal Interagency Forum on Child and Family Statistics 2010, the family character is continuously changing. In 2009, 70 percent of children lived with two parents, 26 percent with one parent, and 4 percent with no parents. Among children living with two parents, 88 percent lived with two married parents. For those children living with one parent, 79 percent lived with their single mother. For those children living with neither parent, 52 percent lived with a grandparent. Only six percent of all children ages lived with a parent or parents who were cohabiting. The American family is changing, but there is no common educational agreement that any particular composition plays a more significant role in student achievement than others. For current census data on the American family visit U. S. Census.

Changing Children

"Every child is born wanting to achieve."

Every experienced teacher knows that each child, whether born rich or poor, gifted or those struggling to overcome one or more disabilities, wants to achieve in life, to be someone special. However, some children have more obstacles to overcome. In this changing society, not all are positive for American children. Each day in America:

- 4 children are killed by abuse or neglect.
- 5 children or teens commit suicide.
- 9 children or teens are killed by firearms.
- 32 children or teens die from accidents.
- 78 babies die before their first birthdays.
- 202 children are arrested for violent crimes.
- 377 children are arrested for drug crimes.
- 964 babies are born at low birthweight.
- 1,210 babies are born to teen mothers.
- 1,240 public school students are corporally punished.
- 2,175 children are confirmed as abused or neglected.
- 2,222 high school students drop out.
- 2,060 babies are born without health insurance.
- 2,692 babies are born into poverty.
- 4,435 children are arrested.
- 4,498 babies are born to unmarried mothers.
- 18,493 public school students are suspended.

For more detailed information on America's children, visit [The Children's Defense Fund](#).

The demographic data are clear; fewer children are entering American schools. Since the 1960s, according to the Federal Interagency Forum on Child and Family Statistics (2010), children have been decreasing as a proportion of the total population. In 2009, children made up 24 percent of the population, down from a peak of 36 percent at the end of the 1964 baby boom generation. Children are forecasted to remain a relatively stable percentage of the total population through 2050.

When viewed as a diverse group, these children entering the American school will continue to grow more diverse, racially, and ethnically. In 2023, according to the Federal Interagency Forum on Child and Family Statistics (2010), less than half of all children are projected to be "White, non-Hispanic." By 2050, 39 percent of U.S. children are projected to be Hispanic (up from 22 percent in 2009), and 38 percent are projected to be "White, non-Hispanic" (down from 55 percent in 2009).

When viewed economically as a group, a large percentage of our children will continue to come from poor home environments. In 2008, according to the Federal Interagency Forum on Child and Family Statistics (2010), 19 percent of all children ages (14.1 million) lived in poverty, an increase of 1 percent from 2007. Those in poverty included White (10 percent), Black children (35 percent), and Hispanic children (31 percent). The percentage of related children living in poverty also increased from 18 percent in 2007 to 19 percent in 2008. For children in married-couple families, the percentage living in poverty increased from 9 percent in 2007 to 10 percent. Among Hispanic children in married-couple families, 22 percent lived in poverty, an increase from 19 percent. Eight percent of related children (5.9 million) lived in extreme poverty, defined as living in a family with income less than one-half of the poverty threshold. This percentage was the highest since 1998.

It is argued by some reformists that a formula for trouble exists when students are exposed to more poverty, violence, sex, and drugs than the previous generation, yet are perhaps more worldly than that of the previous generation. Until schools pay attention to these types of shifting conditions, society will not understand its own needed changes and, as a result, not begin to deal with the root causes of poverty, health-care, housing, transportation, job training, and social welfare bureaucracies. When the public's level of knowledge and frustration reaches a critical mass, the issues become political and fixable. Until both education and society work together, schools will have a hard time trying to "fix" the wrongs in society and truly make a big difference.

Changing Knowledge Base and Job Market

"Schools can't teach everything. Information is changing too fast for students to know everything; the most important thing to know is how to learn."

Not only is the nation not the same as it was fifty years ago, but the future holds an even greater probability of change, especially in the world's knowledge base and job market projections. The world is a rapidly changing place, and our children entering school today will live and work in a world very different from their parents.

The world's knowledge base is growing at exponential rates. For example, it is proposed that in the 1800s, the world's knowledge base was doubling about every 100 years. From 1910

to 1960, it was estimated to double every 50 years. Today, it is estimated it will double every 18 months. It is even projected that when our first-grade student of today reaches adulthood, the world's knowledge base will be doubling every 35 days!

Just as the knowledge base will always be changing, the job market will also consistently be in a state of flux. It is projected that 90 percent of today's kindergartners will be employed in jobs that presently do not exist and that job retraining will occur every three years. It is projected that as America continues in the new millennium, there will be no jobs that do not require post-secondary training and that 80 percent of those jobs will not be attained with a four-year degree. It seems that the life-long job will become relatively infrequent. An individual can expect to change jobs a minimum of ten times and change careers at least three times in a lifetime, with at least two of these involuntary changes. Whatever the scenario, it seems evident that today's schools are preparing children for a future still undefined. Since information and the job market will be consistently changing, it will be imperative that schools prepare the next generation to learn how to learn and change.

Changing Technology

"Today's student is a digital learner."

Perhaps one of the most explosive aspects of modern American society is the rate of technological growth. Today's student is a digital learner. With constant access to technology, it is only natural that this next generation of students will expect their schools to possess learning technologies. Because of this and other reasons listed below, there is a need for a new technology-supported pedagogy:

Equity: The next great educational divide will be the extent to which a child has early access to technology. In many communities, there is a wide disparity in the resources available to families. Providing low Social Economic Status (SES) students with the technology tools that equip them to compete with children from more affluent homes where technology is commonplace is a significant reason for a new pedagogy.

Thinking Skills: Technology provides opportunities for acquiring problem-solving skills that support thinking processes. Either through instructional software designed to teach problem-solving or through the use of computer tools to accomplish a task, learning technology naturally supports the thinking process, especially as we look to the future.

Motivation: Because of the patient, self-pacing nature of computer-based instruction, the technology-supported instructional pedagogy tends to stimulate motivation and build self-confidence. Because students can usually direct and pace the learning, they find increased interest in the class activities and find a sense of pride in their capabilities.

Future Skills: Because most future jobs will require technical knowledge, the natural use of technology in the schools will provide a seamless, natural development of skills needed for a future workforce.

Technology holds great promise to dramatically change how schools are structured. In schools that adopt a new technology-supported pedagogy, instructional times and learning disciplines can be reexamined for rearranged blocks of time and curriculum integration. Classrooms and materials can further be examined for the way physical classrooms are structured and teaching resources used. Rows of seats and individual textbooks could soon disappear in schools that walk the technology walk.

Future Trends

"The future is ending every day."

Numerous futurists have identified dozens of long-term trends that will possibly constrain the way America educates its children. What follows are some broad trends likely to affect education, directly or indirectly, as identified by the Education Commission of the States:

- Increasing dominance of technology in the economy and society
- Expanding education throughout society, throughout a person's lifetime
- Declining middle class; a widening gap between the "haves" and "have-nots"
- Increasing metropolitanization/suburbanization
- Growth of service-sector employment
- Rise of knowledge industries and knowledge-dependent society
- Increase in corporate conglomerates and mergers
- Increasingly global economy
- Shifts in traditional nuclear family; more single-parent families
- Increasing personal and occupational mobility
- Growing demands for accountability in the use of public funds
- Increasing concern over privacy
- Increasing privatization of government services.

These long-term trends are widely recognized by the general public and form the basis for projecting specific current directions.

Emerging Future Tendencies

Demographic	Technological
Economic	Political
Social	Educational
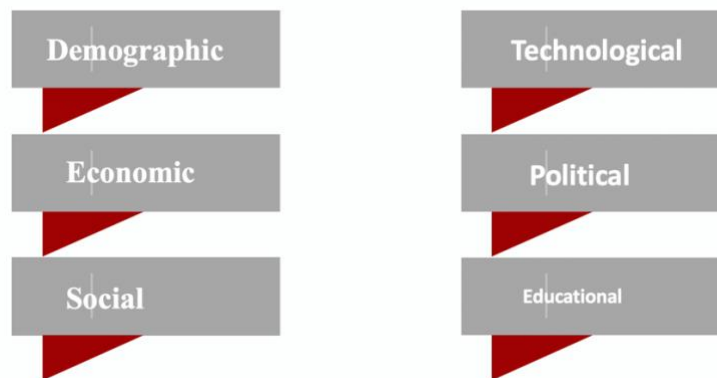
Common emerging tendencies include:

Education Trends
- Competition among schools for students, educators, and funds is increasing.
- Calls for education accountability at all levels are increasing.
- More school districts and states are contracting for education services.
- The demand for education professionals is rising.

Demographic Trends
- "Minority" students are beginning to form the student majority.
- School segregation is increasing.
- Disproportionate numbers of women and children are filling the ranks of the poor.
- The number of senior citizens is growing.

Technological Trends
- Investments in technology infrastructure and equipment for schools are expanding.
- Technology is increasingly being used to change what happens in the school.

Economic Trends
- Wealth is becoming concentrated in a shrinking elite.
- The unemployment rate does not reveal the extent of employment problems.
- The demand for technically skilled workers is high.

Political Trends

·   The call for public accountability is increasing as taxpayers question the spending habits of the government.
·   The federal government is continuing to develop power.
·   Distrust in the federal government is rising.
·   Unions are seeking new ways to be effective.

Social Trends

·   Consumer behavior is becoming driven by a desire to self-differentiate.
·   More Americans are espousing the principles of simplicity and community while self-differentiating.
·   Nonprofit organizations are playing an increasingly important role in providing social services.
·   New social ills are revealing the dark side of progress.

Watch the video Did You Know - 2028 for an interesting perspective on how the world is changing and how the changes will affect education.

Whatever the changes are in society, family, children, knowledge base, jobs, or technology, it is evident that the public school system will need to change with the times or become irrelevant. Today, perhaps more than ever, American public schools need to address and accommodate the various changes before they are replaced with another structure or system.
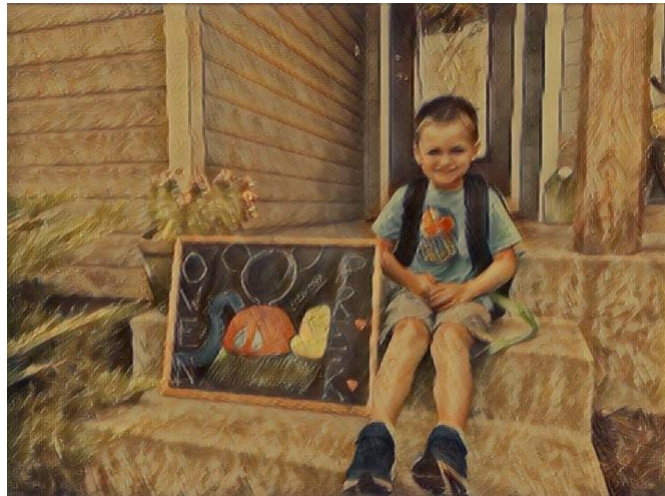
Chapter II (B) Educational Transformation

Educational Transformation

"Who dares to teach must never cease to learn."

As societies have changed throughout history, educational philosophers have promoted a wide variety of ideas to motivate political and educational reform to address these changes. Protests about schools seemed common as the decades passed, but successful, long-lasting reforms were rare. There were shifts in the way teachers talked about teaching and in the way they viewed educational success. There were frequent changes in student textbooks, frequent changes in journal articles promoting the newest effort, and frequent changes in staff development. Often, every time the superintendent went to a conference, a new in-service would follow. As time passed, the experienced teacher recognized the cyclic nature of the constant change and would say, "This too will pass." However, those teachers that wanted to make a difference with every child recognized that they had never to stop learning: that the more they knew, the less they realized they knew.

Philosophical and Issue Debate

"Reforms are rare; efforts are common."

As the decades passed, philosophical debate often framed the issue dialogue. Superficially, reformers could be pigeonholed by their political and educational orientation.

Philosophical	Political	Educational
Idealist		
Essentialist	Conservative	Traditionalists
Realist		
Romanticists		
Progressive		
Pragmatist	Liberal	Progressive
Humanist		
Reconstructionist		

As the philosophical debates went back and forth over the decades, as various perspectives appeared in the journals and news shows, the real school system didn't change much. The public schools were like a rock sinking to the bottom of the pond, not moved much by the prevailing current. For an overview of different educational philosophies, visit Wikipedia.

Basic Educational Questions

"Education is simply the soul of society as it passes from one generation to another."

  Throughout the history of civilization, at times of encompassing and dramatic social change, societies have re-evaluated their educational systems' aims and methods. Today, as before, social and educational leaders are re-examining the basic educational questions. Today, as before, social and educational leaders are re-examining the basic educational questions philosophically debated by all societies:

1. **What should be taught?**
2. **How should it be taught?**
3. **How should it be evaluated?**
4. **Which children should be taught?**
5. **Who should be in charge of deciding?**

Basic Educational Questions

Today, as before, social and educational leaders are re-examining the basic educational questions philosophically debated by all societies.

Basic Educational Questions

Curriculum — What should be taught?
Instruction — How should it be taught?
Assessment — How should it be evaluated?
Students — Which children should be taught?
Administration — Who should be in charge of deciding?
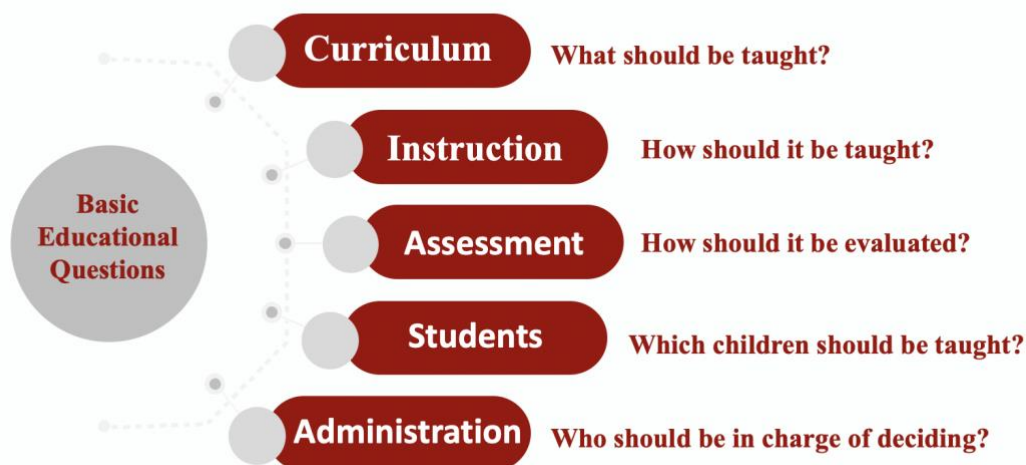
  Present reforms, as they have been throughout history, are honest attempts to make changes toward one philosophical view or another. This vista each reformer believes will provide the best opportunity for all in society. Each, perhaps unconsciously, understands that what they do to educate their young will define them, that education defines the soul of their generation as it passes to the next generation. Reformers offer several rationales, many times based on arguments of quality, quantity, equity, fairness, or even restoration of past standards. They come in various forms, from those who believe that schools can be conventionally rearranged, to innovation tinkerers, system reformers, and even "deschoolers" who believe compulsory schooling should be abolished. Developing from these reform discussions is a redefinition of the role of the teacher and the school, a definition that is beginning to center on equitable student success in meeting the demands of the 21st century.

<u>Real-World Issue Questions</u>

"Human history becomes more and more a race between education and catastrophe."
H.G. Wells

Underlying this reform discussion is a series of issues framed by practical, real-world questions. Though gyrating around the above five philosophical questions, current arguments are shaping education's conversation and the restructuring efforts. These questions are forcing educators and the public to examine the gray areas impinging upon past beliefs and moving teachers to new ways of thinking and doing things. Today, all over America, educators, politicians, and parents are trying to find consensus on numerous questions.

1. Are online classes an effective means of teaching?
2. What American social programs offer the most promise in helping American children succeed in school?
3. What characteristics does a truly restructured school possess?
4. Have schools really changed over the past three decades?
5. What would define today's "basics" in education?
6. Is there "equity" in educational opportunity for American children?
7. Should there be a national curriculum?
8. Would a national testing program make the American educational system more effective?
9. Should test scores be used to evaluate teachers?
10. How should teachers be evaluated?
11. Are teachers as good as they used to be?
12. Are vouchers good for public education?
13. What choices should parents have to optimize the quality of educational services?
14. Should parent-teacher associations (PTA's) be allowed to fund school positions?
15. Is the National Education Association (NEA) or the American Federation of Teachers (AFT) beneficial to American education?
16. Does No Child Left Behind (NCLB) offer a quality blueprint to educating all children?
17. Has the influence of business been good for schools?
18. Do un-graded or multi-aged schools provide a better structure for educating young children?
19. Do year-round schools provide a viable option for quality education?
20. Do charter schools provide a better road for student success?
21. Has the privatization of educational systems led to higher quality education?
22. Has "Block Scheduling" realized more significant student achievement?
23. What is "excellence" in education?
24. Does class size make a difference in academic achievement?
25. Is recess obsolete?
26. Do students misbehave more today than they used to?
27. Is retention good for students?
28. What role should schools play in keeping children healthy?
29. Can virtue be taught?
30. What is the effect of media on the educational experiences of children?
31. Will technology replace textbooks?
32. Has the influence of technology been beneficial to schools?
33. Should parents have the right to home school their children?
34. Should gifted education be redefined?
35. Has tracking been a beneficial practice in American education?

36. Can educators stop sexual harassment or bullying in schools?
37. Is norm-referenced testing an unfair assessment?
38. Has criteria-referenced testing led to higher student achievement?
39. Is National Board Certification a passing fad?
40. What is the best thing education can do to attract future teachers?
41. How can we increase the retention rates of teachers?
42. Is alternative certification good for the teaching profession?
43. Should mayors be involved in the public school system?
44. Do school administrators need to have teaching experience?
45. How should public schools be financed?
46. Should the Bible be taught in public schools?
47. Should Intelligent Design and/or Creationism be part of the science curriculum?
48. What educational legal issues need additional judicial scrutiny?
49. What idea holds the most promise for creating a safer school environment?
50. Should schools increase their commitment to fighting obesity?
51. What is missing in the public conversation about education?

These questions offer an argumentative framework for viewing the various national restructuring efforts and analyzing issues associated with current efforts. Answering and exploring the gray areas can provide a healthy debate that can lead to an appropriate change in a system, school, or classroom.

Frequently, various reform efforts are for naught. The enormous overload of uncoordinated action and a constant barrage of time demands create a drain on the forces needed to maintain continuous improvement. In most schools, reform fails for a combination of reasons (Fullan and Brown, 1992). Schools that fail in changing tend to:

- have a faulty idea of how change occurs, and misunderstand resistance;
- underestimate the complexity of the problems and solutions;
- have a preoccupation with superficial symbols of reform (task forces, etc.) rather than substance;
- use unrealistic timelines to attempt a quick fix;
- lose critical people to burnout or transfer;
- undergo policy change; and
- lack systemic staff development.

Schools that succeed in reforming tend to hold certain beliefs. For example:

- change is learning and loaded with uncertainty,
- change is a journey, not a blueprint,
- problems are friends,
- change is resource-hungry, requiring additional efforts,
- change requires the power to manage, implement, and communicate,
- change is systemic, focusing on all elements and culture of a school system; and
- all large-scale change is implemented locally.

In essence, school reform usually does not occur through wishful thinking or legislation. It finds its roots in knowledge, thoughtful discussion, and the consequences of a host of issues.

<u>Goal Diversification</u>

"What is popular is not always right; what is right is not always popular."

Riana Nelson

In this atmosphere of societal and philosophical change, reformers present a wide array of diverse goals and ideas on a national, state, and local level. Many times, reforms that were widely popular at the time did not always lead to positive results, and sometimes reforms that were not largely supported eventually led to positive outcomes.

Federal Reforms - Goals 2000 and NCLB

"What gets measured gets noticed; what gets noticed gets done."

Nationally, numerous associations from the 1990 National Governors' Conference to the Council for American Private Education has set forth goals for education. These goals are usually broad in nature. These national reforms offered goals capable of being measured and assessed. Realizing that *what gets measured gets noticed, and what gets noticed gets done*, it set specific, quantifiable directions for educators. For example, derived from a 1990 Governor's Conference, there were eight goals proposed by President Bush and later endorsed by President Clinton.

Goals 2000

1. By the year 2000, every child will start school ready to learn.

2. By the year 2000, the high school graduation rate will increase to at least 90 percent.

3. By the year 2000, American students leaving grades four, eight, and twelve will have demonstrated competency in challenging subject matter including English, math, science, history, and geography; and every school in America will ensure that all students learn to use their minds well so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

4. By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

5. By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6. By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

7. The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

8. Every school will promote partnerships that will increase parental involvement and participation in promoting children's social, emotional, and academic growth.

Though idealistic, these goals helped shape much of the educational debate over the 1990s and set the stage for another round of federal goal setting. To read the Goals 2000: Educate America Act visit <u>H.R. 1804: Goals 2000 - Educate America Act</u>.

In 2002, President Bush signed into law No Child Left Behind (NCLB). It supported outcomes-based education and strove to get each state to set high standards and measurable

goals. Though it did not call for a national achievement standard, to receive federal funding, it required each state to develop an assessment system that measured progress on these goals in specific grades. Simply, the act wanted "to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind." The legislation had five major directions:

No Child Left Behind

1. **Increased Accountability**: NCLB strengthened Title I accountability by requiring states to implement statewide accountability systems covering all public schools. These systems must be based on challenging State standards in reading and mathematics, annual testing for all students in grades 3-8, and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years.

2. **More Choices for Parents and Students:** The local school systems have to give students attending schools identified for improvement or corrective action the opportunity to attend a better public school. This could include a public charter school within the school district. The district also must provide transportation to the new school.

3. **Greater Flexibility for States, School Districts, and Schools:** New flexibility provisions included authority for states and local boards to transfer up to 50 percent of the funding they receive under four major state grant programs to any one of the programs or to Title I. The covered programs include Teacher Quality State Grants, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools.

4. **Reading First:** The act implemented the Reading First State Grant program, which made six-year grants to the states, which, in turn, made competitive sub-grants to local schools. Local recipients administered screening and diagnostic assessments to determine which students in grades K-3 were at risk of reading failure, and provided professional development for K-3 teachers in the essential components of reading instruction.

5. **High-Quality Teacher:** The new law implemented the Improving Teacher Quality State Grants program that focused on using practices grounded in scientifically based research to prepare, train, and recruit high-quality teachers. The new program gave states and local boards flexibility to select the strategies that best meet their particular needs for improved teaching. In return for this flexibility, local boards were required to demonstrate annual progress in ensuring that all teachers teaching in core academic subjects are highly qualified.

No Child Left Behind is much debated. Supporters claim it linked state standards with assessments, improved test scores in reading and math, increased the quality of education by requiring continuous improvement, increased accountability at the school level, narrowed the class and racial gaps in performance, gave parents educational options, and increased federal funding. Opponents claim it has forced unrealistic goals, narrowed the curriculum to only testable standards, punished school systems even if they continued to improve, set up state systems of competitive comparison that produced manipulations, unrealistically tests ESOL and special education students, cut instructional time for history, art, music, and foreign language, facilitated military recruitment, increased segregation, and set a new level of federal involvement in schools. Whatever the argument, it is clear that the legislation has influenced the practice of the American school. More detailed information can be found at No Child Left Behind.

In 2015, President Obama signed the Every Student Succeeds Act (ESSA). This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA). ESSA includes provisions that will help to ensure success for students and schools. According to the ESSA website, below are just a few of the critical attributes. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.

- For the first time, requirements require that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.

- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.

- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.

- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.

- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

For more specific information, check https://www.ed.gov/essa

State Reforms- Kansas QPA

<p style="text-align:center;color:red;">***"Schools control the conditions for success."***</p>

On a state level, State Boards of Education set their own statewide visions, policies, and directives that implemented NCLB initiatives and looked to the future. These state directions vary somewhat in intensity and implementation, using different terminology sometimes to mean the same thing.

In Kansas, Quality Performance Accreditation (QPA) served as the vehicle to initiate the statewide vision. This strategic plan moved Kansas schools and communities towards restructuring, using principles from both the Effective Schools and Outcomes-Based Education movements. The effort's primary focus is to produce students who can live, learn, and work in a global society. Adopted in March of 1991, Quality Performance Accreditation (QPA) served as the vehicle towards helping schools address school improvement, accountability, and individual student performance at the building level. Commonly called QPA, this outcomes accreditation process focused upon the areas of:

1. School improvement through effective school principles.
2. High standard of academic performance through an integrated curricular approach.
3. Human resource development, staff training, and retraining.
4. Community-based programs and the learning community concept.

Within each of these four focus areas, ten outcomes of school improvement were designated. For each of these ten outcomes, standards of acceptable levels of excellence and indicators of the standard's status were also outlined. However, because of the broad nature of the standards and their indicators, Kansas schools, in essence, have been empowered to determine their standards and indicators to support their restructuring efforts. The original ten outcomes related to school improvement were:

Original QPA Outcomes

1. Teachers, principals, board members, and all other educational staff establish high expectations for student learning and provide continuous monitoring of student achievement.

2. Schools have a primary mission to prepare the learners to live, learn, and work in a global society.

3. Teachers, principals, board members, and other educational staff demonstrate that students are actively engaged in learning in an orderly and safe environment.

4. Schools have instructional leadership, which results in improved student performance.

5. Students communicate effectively to live, learn, and work in a global society.

6. Students think creatively and solve problems necessary to live, learn, and work in a global society.

7. Students work effectively both independently and in groups to live, learn, and work in a global society.

8. Students have the physical and emotional well-being necessary to live, learn, and work in a global society.

9. Staff development results in increased staff knowledge and new or enhanced instructional skills that result in increased student success.

10. The school and community collaborate to create a learning community.

Centering on these ten outcomes, QPA also suggested a process schools could follow to organize their school improvement endeavors. Eight cyclical steps were outlined, indicating the significant activities each school should address in the school improvement process. These steps were:

1. Readiness
2. Needs Assessment
3. District/School Mission Statements and Exit Outcomes
4. Development of the School Improvement Plan
5. Implementation of School Improvement Plan
6. Evaluation
7. Reporting
8. Monitoring

Because various school improvement models already existed that contained similar action steps, different school districts adopted specific school improvement models to help them through the process. Six commonly mentioned models were:

1. North Central Association - Outcomes Accreditation
2. McREL A+
3. Deming
4. "I.D.E.A."
5. Effective Schools
6. Onward to Excellence

In 1993, the state board revised the plan, clarified some of the language, and reduced the outcomes to eight. There were now three process outcomes (the district's responsibility) and five

student outcomes (what students are expected to be taught and master). The following were the outcomes:

<center>1990's QPA Outcomes</center>

Process Outcome 1: Each school and district will implement and practice effective schools principles and procedures, as evidenced by the following standards:

    A. Establish and maintain high expectations.
    B. Continuously monitor student learning/achievement.
    C. Provide a safe and orderly environment conducive to learning.
    D. Have instructional leaders who pay particular attention to teaching and learning which results in improved student performance.
    E. Have a broadly understood academic focus and school mission that prepares students to live, learn, and work in an international community.

Process Outcome 2: Each school and district will work collaboratively with its community to create a learning community, as evidenced by the following standards:

    A. Each school will have a broad-based site council that is responsible for providing advice and counsel.
    B. Show a commitment to school readiness.
    C. Integrate social services with school services.
    D. Offer opportunities for lifelong learning.
    E. Commit adequate resources.

Process Outcome 3: Each school and district will demonstrate effective staff development, as evidenced by the following standards:

    A. Develop and implement an ongoing staff development plan aligned with the mission, academic focus, and school improvement plan.
    B. Support district school missions and improvement plans as evidenced by staff participation in staff development activities.
    C. Demonstrate teachers' skills in effective instructional strategies.
    D. Demonstrate student successes.

Student Outcome 1: All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

    A. Read and comprehend a variety of resources.
    B. Communicate clearly, both orally and in writing, for a variety of purposes and audiences.
    C. Use mathematics and mathematical principles.
    D. Access and use information.

Student Outcome 2: All students will demonstrate effective communication, as evidenced by the following standards:

    A. Analyze, summarize, and comprehend what is read in all subject areas.
    B. Write and orally communicate for clear articulation, analysis, conceptualization, synthesis, and summarization of information.

Student Outcome 3: All students will demonstrate complex thinking skills in academic and applied situations, as evidenced by the following standards:

    A. Apply problem-solving skills.

B. Find information; process, analyze, and synthesize it; and apply it to new situations.
C. Use creative, imaginative, and divergent thinking to formulate and solve problems and to communicate the results.

Student Outcome 4: All students will demonstrate the necessary characteristics to work effectively both independently and in groups, as evidenced by the following standards:

A. Work collaboratively in teams.
B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome 5: All students will demonstrate physical and emotional well-being, as evidenced by the following standard:

A. Have the knowledge, skills, and behaviors essential to living a healthy and productive life.

In 2005 another round of QPA regulations went into effect. The school improvement plan was now a "multi-year" school improvement plan with the length determined by the school. There was no state review. An external technical assistance team selected by the school, but not affiliated with the school, determined the number of visits. State assessments, local assessments aligned with state standards, participation rate, attendance rate, and graduation rate were examined. The levels of accreditation were now Accredited, Accredited on Improvement, Conditionally Accredited, and Not Accredited. The annual accreditation cycle is determined by assurances on an annual report and AYP/state assessment data. The easiest way to think of the new system is with a mathematical sentence: Quality + Performance = Accreditation.

Reflecting the influence of No Child Left Behind, this version of QPA has 11 Quality Criteria (QC) and seven (eight for high schools) Performance Criteria (PC). Status on those criteria determines accreditation status.

<div align="center">Quality (QC)</div>

QC 1 requires a multi-year school improvement plan that includes a results-based staff development plan.

QC 2 requires an external technical assistance team. In the new system, each school has the flexibility to select people that they believe will best help them meet their goals.

QC 3 states that each school must have locally determined assessments aligned with state standards.

QC 4 requires formal training for all teachers regarding state assessments and curriculum standards.

QC 5 requires that 100% of teachers assigned to teach in areas assessed by the state or described as core academic subjects for ESEA/NCLB must be fully licensed and endorsed for their assignments. 95% or more of all other faculty must be fully licensed and endorsed for their assignments.

QC 6 requires that each school meet the KSDE requirements regarding staff, minimum enrollment, student credit, interscholastic athletics, and athletic practice.

QC 7 requires graduation requirements that include at least 21 credits: 4 English language arts, 3 history/government, 3 science, 3 mathematics, 1 physical education, 1 fine arts, and 6 electives.

QC 8 requires that curricula are available that allow each student to meet the regent's qualified admissions program and state scholarship program. This does NOT require all students to take those curricula.

QC 9 requires all schools to offer programs and services in language arts, mathematics, science, history/government, physical education, including health and human sexuality, fine arts, computer literacy, services for students with special learning needs, library services, and counseling services.

QC 10 requires all secondary schools to offer programs and services in industrial/technical education (including vocational agriculture), family and consumer sciences, business, and foreign language.

QC 11 requires local policies that ensure compliance with all other accreditation regulations and state laws.

The Quality Criteria were monitored through assurances on the QPA Annual Report. Schools that were accredited on improvement have, for two consecutive years, failed to meet one or more of the performance criteria for all students assessed OR one or more of the performance criteria for any subgroup assessed OR three or more of the quality criteria. Those schools must, at the least, be assigned a technical assistance team from KSDE. Schools that were conditionally accredited have, for three consecutive years, failed to meet one or more of the performance criteria for all students assessed OR four or more of the quality criteria. These schools must also have a KSDE technical assistance team. Schools that are not accredited have, for five consecutive years, failed to meet one or more of the performance criteria for all students assessed or four or more of the quality criteria.

Whatever the formal process used, over the years, QPA and Kansas Can have changed the concept of accrediting Kansas schools according to outcomes rather than inputs; this is, what is produced rather than what is used. Since September 1995, all Kansas school districts have been participating in QPA. This participation focused schools on the knowledge, skills, attitudes, and behaviors that students will need to live, learn and work in a global society. It has empowered local communities to establish their exit outcomes through collaborative efforts with teachers, administrators, parents, community members, and the Board of Education. It has focused staff on aligning the educational program to these exit outcomes, so there are a common focus and mission.

Locally, county and district school systems have developed their mission statements, policies, structures, and curriculum guides that define their focus for the 21st century. Many times, these local endeavors were developed under the guidance of the state department of education.

In 2015, the Kansas Board passed another accreditation process called Kansas Can and announced a new vision for education in Kansas, where Kansas leads the world in the success of each student. According to the KSDE website, this new vision for education calls for a more student-focused system that provides support and resources for individual success and will require everyone to work together to make it a reality. The vision asked all school districts to make Kansas a leader in the world in each student's success.

The outcomes to be measured are:

- Social/emotional growth measured locally

- Kindergarten readiness

- Individual Plan of Study focused on career interest

- High school graduation rates

- Post-secondary completion/attendance

The goal is to have all successful Kansas high school graduates have the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to succeed in postsecondary education, attain an industry-recognized certification or in the workforce, without the need for remediation. The most up-to-date, detailed information is on the KSDE Web site

Now, in 2015, with Kansas Can, the state will be striving to make every child successful through an accreditation process. To acquire more specific information, check http://www.ksde.org/

Thus, just as in Kansas, the American school is evolving in an environment beset with social transformation, philosophical debate, and goal diversification. Slowly schools are transforming around general principles offering a vehicle for change. When viewed as a whole, all three levels (national, state, and local) have helped to develop a smorgasbord of educational goals, policies, and structures to answer the basic educational questions associated with the education of society's youth. Thus, set in this change-oriented educational atmosphere, schools are looking for answers and, in this search, are tinkering with, revising, reforming, and some restructuring themselves.

National Educational Reform Efforts

"The mission of the school is not to cover material, but for students to learn the material."

Within this diverse regulated educational environment, two significant reform efforts provided order and direction in the present structuring of the American schools - the Effective Schools movement and Outcomes-Based Education (OBE). Both these reform movements moved the schools from covering the material (inputs) to students learning the material (outputs). It was no longer a matter of what the school had (low teacher-student ratios, new textbooks, superior library, etc.) but how well students did (test scores, graduation rates, attendance ratios, etc.).

Effective Schools Movement

"All students will learn and learn well given time."

Defining an effective school as one in which "all the students learn the intended curriculum," the Effective Schools movement originally proposed five correlates to help reform schools:

1. Positive School Climate
2. High Expectations
3. Emphasis on Academics
4. Frequent Monitoring
5. Strong Instructional Leadership

Later added:

6. High Time on Task
7. Home-School Relations

These five correlates and the additional two, rather detailed in their individual characteristics and all supported by research, provided a broad focus for school reform in many school districts.

Briefly summarized, a positive school climate evolves from a commonly agreed-upon school purpose and is characterized as safe, orderly, business-like, conducive to learning, and free from bodily harm. High expectation is defined as expectations, which reflect a school-wide belief that all children can learn and the staff can assist all students in learning. Emphasis on academics reflects the staff commitment to the idea that (outcomes-based) learning is the school's primary purpose and that student achievement takes priority over activities. Frequent monitoring focuses on a firm commitment to thorough and frequent monitoring of student performance, staff performance, and program effectiveness. Lastly, strong instructional leadership emanates from the principal and gives direction, emphasis, and support to the school's instructional program. These five correlates, the research behind them, and the general practices that developed out of them helped established throughout the nation a working definition of an "effective" school and, for many years, set the bar for our present schools.

Effective Schools Correlates

The five correlates, with the two added later, each have specific indicators that correlate with schools where all students are learning the indented curriculum.

Positive School Environment	Frequent Monitoring
High Expectations	Time on Task
Emphasis on Academics	Home-School Relations
Strong Instructional Leadership	
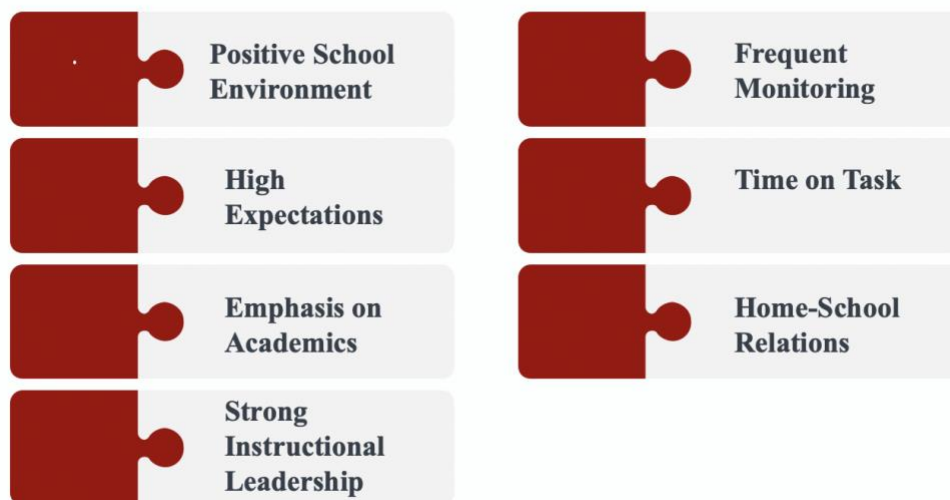
More specifically, the five correlates with two added later and their specific indicators as proposed by the early researchers such as Ron Edmonds, Wilbur Brookover, and Larry Lezotte could be outlined as:

Effective School Correlates and Indicators

Positive School Climate - evolves from a commonly agreed-upon school purpose and is characterized as safe, orderly, business-like, conducive to learning, and free from harm.

- The school has an agreed-upon written philosophy and goals that are commonly held, provide the focus for the school activities and are communicated to parents and staff.
- The school has a safe and orderly environment.
  - It functions in an orderly, business-like manner.
  - Written standards exist for student behavior.
  - Students are informed of school's standards.
  - Parents are informed of discipline policies.
  - Staff is consistent in administering standards.
- The staff, students, and parents feel positive about the school as a place for working and learning.
  - Staff has a caring attitude toward students.
  - Students have a positive attitude toward learning.
- The building is well maintained, attractive, and reflects school pride.
  - Building is attractive, neat, and clean.
  - Repairs are made in a timely fashion.
  - Graffiti is removed quickly.
  - Offices, classrooms, hallways reflect pride.
  - Student work and awards are displayed.
- There is a spirit of cooperation within the school that is reflected through open communication among staff, students, and the community.
  - Information is communicated to parents in a variety of ways.
  - A variety of opportunities is available for parents to get involved.
  - Ease of communication exists between staff, parents, and students.
- There is an ongoing commitment among staff to school improvement.
  - Annual activities are initiated, which improve instructional effectiveness.
  - Staff members are willing to invest time to support improvement activities.

High Expectations - a climate of high expectations for success, which reflects a belief that all students can learn and attain mastery of the essential school skills. The staff has the belief that they have the capability to help all students reach mastery.

- School has performance expectations that are understood by all staff, parents, and students.
- Staff has a common belief that expectations can be fulfilled.
- Staff has behaviors that convey high and equal expectations for all students.
- Systems exist for recognizing the achievement of expectations.

Emphasis on Academics - a school-wide emphasis that learning is the primary purpose of the school and that student achievement takes priority over other activities.

- Learning outcomes are identified, which provide the basis for common curriculum.
- Teaching activities align with learning outcomes and student assessment.
- Instruction is focused, well-managed, and includes elements of effective instruction.
- Organization, policies, and procedures reflect a school-wide emphasis on academics.
- There is cooperative staff planning to increase effectiveness.

Strong Instructional Leadership - leadership, usually emanating from the principal, which gives direction, emphasis, and support to the school's instructional program.

- Administrative expertise in curriculum and instruction.
- Regular administrative classroom observation.
- System for ongoing, school-based staff development.
- Utilization of time, material, and personnel to enhance academic performance.
- Good working relationship between school and community.

Frequent Monitoring - school commitment to thorough and frequent monitoring of student performance, staff performance, and program effectiveness.

- Assessment items aligned with instruction and learning outcomes.
- Assessment used for diagnostic and remedial purposes.
- Grading and promotion related to mastery of learning outcomes.
- Assessment data used to modify curriculum and instruction.

Opportunity to Learn and Student Time on Task - In an effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class, teacher-directed learning activities.

Home-School Relations - In an effective school, parents understand and support the school's basic mission and are given the opportunity to play an essential role in helping the school achieve this mission.

   Thus, the Effective Schools movement is being used as a research-oriented vehicle to change the American school. It, perhaps more than anything, has helped in fostering a shift from such commonly held educational beliefs.

Belief Differences

There are specific differences in beliefs between trational schools and Effective Schools.

Traditional Schools	**Effective Schools**
1. Students are naturally lazy.	1. All students want to succeed
2. Schools are custodial in nature.	2. Schools are for teaching and learning
3. Some students must fail.	3. All students can and will learn.
4. External factors determine learning.	4. Teachers cause learning
5. Change is an event based on fads.	5. Change is a process for improvement
6. 6. Success is determined based on compliance.	6. Success is determined based on outcomes..

In an Effective School there was significant effort made to shift staff and students' attitudes to commonly held specific beliefs:

1. People are naturally lazy.

2. Schools are custodial in nature.
3. Some students must fail.
4. External factors determine learning.
5. Change is an event based on fads.
6. Success is determined based on compliance.

to more success-oriented beliefs:

1. All people want to succeed.
2. Schools are for teaching and learning.
3. All students can and will learn.
4. Teachers cause learning.
5. Change is a process for improvement.
6. Success is determined based on outcomes.

Just as the correlates helped in developing a research-based foundation for school change, this belief system helped lay the foundation for a personality change. For more information, visit Effective Schools.

Outcomes-Based Education

<p style="text-align:center">"Success is determined on the basis of outcomes."</p>

Historically, accompanying the Effective Schools movement was a drive towards examining what should come out of the school rather than an analysis of what goes into the school - outputs rather than inputs. This orientation, Outcomes-Based Education (OBE), suggested that schools should define and focus on what skills, attitudes, and knowledge they want their students to leave with and work towards these ends. "*Ready, Aim, Fire"* makes more sense than what schools commonly do in "*Ready, Fire, Aim*." Over the past several decades, this orientation developed schools which had eight orientations.

Outcomes-Based Education

OBE suggests that schools should define and focus on what skills, attitudes, and knowledge they want their students to leave with and work towards these ends.

Mission Statement	Criteria-Referenced Testing
Exit Outcomes	Advancement Based on Performance
Scope and Sequence of Objectives	System of Program Improvement
Instructional Variation/Reteaching	System of Data Collection
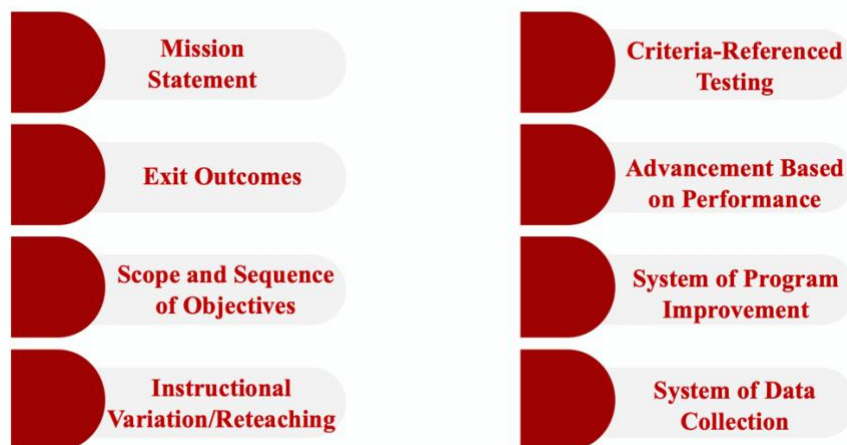
These orientations were the focus of staff development and school change over a period of years:

1. Future-Oriented Mission Statements
2. Defined Exit Outcomes
3. Scope and Sequence of Objectives
4. Instructional Variation with Reteaching
5. Criteria-Referenced Testing on Outcomes
6. Student Advancement Based on Performance
7. System of Program Improvement
8. System of Data Collection

As viewed by William Spady (1988) in the *High Success Program on OBE*, the following components constituted the operational meaning of Outcomes-Based Education and were used to guide new initiatives in several states to redirect school accreditation criteria and procedures:

Outcomes-Based Education Characteristics and Indicators

Mission Statement: A collectively endorsed mission statement that reflects staff commitment to:

- Achieving learning success for all students on Exit Outcomes essential to their future success as students and adults; and
- Implementing conditions and strategies that maximize all students' opportunities for success on these outcomes.

Exit Outcomes: Clearly defined, publicly-derived exit outcomes that:

- Directly reflect the knowledge, competencies, and orientations needed by positive, contributing adults; and
- All students successfully demonstrate competencies before they leave school.

Scope and Sequence Curriculum: A scope and sequence curriculum framework of Program, Course, and Unit Outcomes that:

- Is derived directly from the Exit Outcomes;
- Integrates knowledge, competence, and orientations across domains of learning; and
- Directly facilitates the Exit Outcomes.

Instructional Variation and Reteaching: A system of instructional variation and decision-making that consistently:

- Assures successful demonstration of all Unit, Course, and Program Outcomes for all students;
- Makes needed instruction available to students on a timely basis throughout the calendar year;
- Employs a rich diversity of methods and strategies that encourage all students to be successful; and
- Deliberately provides more than one uniform, routine chance for students to succeed, even after regular reporting periods and semesters have ended.

Criterion-Referenced Testing: A consistently applied system of assessments, performance standards, student credentialing, and reporting that:

- Is tightly aligned with all outcomes;
- Encourages students to attain high-performance levels;
- Documents what students can do whenever they are able to do it;

- Enables students to demonstrate and receive full credit for improved learning; and
- Avoids invidious comparisons among students.

Student Advancement Based on Performance: A system of instructional placement, grouping, and eligibility enables student advancement through the curriculum based on successfully demonstrating essential performance for units or courses.

System of Program Improvement: An ongoing system of program improvement that expands:

- Staff vision of goals and modes of operations;
- Staff accountability for the results of their decisions and practices;
- Staff capacities for effective leadership, performance, and change; and
- Structures that both encourage staff collaboration and support effective program implementation.

System of Data Collection: A database of outcomes for all students and other key indicators of school effectiveness that will be used and updated regularly to improve the conditions and practices that affect student and staff success.

Outcomes-Based Education asked schools "*to design down and deliver up;*" that is, to set the goals for graduation, construct a curriculum delivered from kindergarten to 12th grade. It asked educators to develop the learning materials to fit their goals. No longer were textbook companies controlling what was taught in the American school.

With the Effective Schools and Outcomes-Based movements, the national educational scene over the last two decades provided an atmosphere of change and diversity but, at the same time, defined its efforts around more research-focused, outcomes-based orientations. For a critique of Outcomes-Based Education, visit The Dilemma of Defining Outcomes-Based Education.

Though there is much good news about American education, there is still much to be done. The view of the genuinely enlightened school should celebrate the good which it accomplishes and devote itself to the solving of the bad, whatever it may be.

Chapter III: Supportive School Structure

Chapter III(A) Vision to Time Usage

"A school at the top of the mountain didn't just fall there."

It takes hard work and innovation to be a fully functioning school. The most visible indicator of educational change in America is the transformation occurring in the structure of the school. A number of organizational and structural changes are evolving: alternative, charter and private for-profit schools; school-to-work programs; and even homeschooling alternatives. Educational institutions are experimenting with ungraded elementary schools, restructured middle schools, student-centered secondary schools, magnet schools, virtual schools, and satellite learning centers.

Supportive School Structure

The most visible indicator of educational change in America is the transformation occurring in the structure of the school. .

Mission Vision
Mission Statement and Exit Outcomes

Integrated Curricula
Integration, mapping, and deletion

Bully and Harassment Policies
Policies and programs for positive student interactions

Shared Decision Making
Collaborative staff interaction, and development

Safe School Management
Equipment. policies, procedures

School Structure

Functional Time Usage
Planning, teaching, year-long schools, block scheduling, Saturday schools

School Structure Options
Alternative, charter, private, school-to-work, and home schools

Schools are also seriously examining the use of time - altering time structures to create calendars that provide for teacher planning, reflection, action research, individualized student help, and higher student time-on-task. Schools are changing the school day and year with such strategies as year-round schools, block scheduling, or Saturday schools. To provide a more focused teaching structure, numerous educational systems are curriculum mapping, reorganizing their instruction and assessment around their vision and what they want their students to be like when they graduate. Schools are even providing teacher-student continuity, rendering structures that maintain the same teachers for students over the years.

To create various types of supportive structures, fully functioning schools are also examining their missions, curricula, and how they make decisions. They are moving more to collaborative and teamed models of interaction. There is a focused effort to develop the knowledge, attitudes, and skills of all those involved in the educational process to reach these ends. These organized efforts are all attempts to unify and address the educational mandate derived from a shared educational vision.

Mission Visions

"We must educate our children today for a future we will not be around to see."

A shared educational vision drives the efforts of most structural change in today's most successful schools. Those schools truly restructuring are attempting to provide the attitudes, skills, and disciplines students need to live, work, and learn in a global 21st-century society. To do this, they are developing visionary mission statements and exit outcomes that define themselves in relation to what they believe, what they know, and what they want their school to be like. They are focusing on the living, learning, and working skills and values students need for productive and fulfilling participation in an evolving, multicultural, global society.

Mission Statement

"If you don't know where you're going, any road will get you there."

To clearly state their vision and plot a route to get them there, schools are constructing meaningful mission statements to define their destinations. A mission statement usually states the purpose of the organization, defines the organization's chief function, justifies the organization's existence, identifies those who are served, and identifies learner outcomes. It should always strive to answer the questions:

1. What is the purpose of the school?
2. What is the primary function of the school?
3. Why does the school exist?

Exit Outcomes

"If you aim at nothing, you get nothing."

Without a target, it is hard to hit the bull's eye. Exit outcomes usually accompany the mission statement and are a series of statements that describe the knowledge, skills, and attitudes that all students should successfully demonstrate prior to leaving an educational system. They provide a target. A basic example is:

A student graduating from Runyan USD 000 prepared to be a twenty-first-century adult will:

1. have the ability to communicate;
2. have skills, attitudes, and practices to develop and maintain physical and emotional well-being;
3. have a desire to be a life-long learner;
4. be able to solve problems & think creatively; and
5. have a sense of responsibility.

A more elaborate example:

To prepare students to live, function, and contribute to an ever-changing society, Runyan public school students will demonstrate:

1. an ability to communicate through reading, writing, speaking, and listening;
2. positive personal qualities and habits for physical and mental health;
3. skills in human interaction and communicating through nonverbal channels;

4. capabilities in creative, critical, and analytical thinking skills;
5. respect for the environment and civic responsibility;
6. skills in using technology as a tool for learning;
7. a willingness to participate in lifelong learning;
8. awareness of various peoples and cultures of the world.

Schools are defining their purpose and restructuring their school and curriculum around their mission statement and exit outcomes. Educators are learning that to be accountable to their community, they need to clearly define themselves and develop assessment systems that measure what they taught. At the same time, they realize that they can't possibly teach everything since the world's knowledge base is continually changing. It is imperative to teach a child to think, not to teach them exactly what to think but to be able to use their intellect to think creatively and solve problems.

Integrated Curricula

"Education is not a grade in a class or test score; it is a process of understanding the world, a never-ending integration."

To reach their visions, many schools are also unfolding integrated, comprehensive, outcomes-based curricula that emphasize both basic skills and knowledge and higher-order skills in creative thinking, problem-solving, critical thinking, cooperation, and citizenship. The fully functioning school realizes that true education is a process of helping the child understand and operate in his world. To meet this end, value-centered programs are being initiated and institutionalized. Student-centered curriculum additions such as at-risk and self-esteem programs are helping schools personalize education. Values, drugs, sex, career, and family education are being connected to the curriculum to address societal changes.   Multicultural, global and environmental curricula foci are being incorporated to lift students' lives beyond the local community. Curricula are being adjusted to increase the use of technology and live in a future technological society. Though math and reading are being given priority in a NCLB testing environment, they are being integrated within all the curriculum areas whenever possible. At times, however, especially in struggling elementary schools, structured, researched-based math and reading programs are compressing or deleting other programs of study such as the social sciences and the arts. In essence, even in a high-stakes testing environment, fully functioning schools are reexamining what to teach and where to teach it and are being guided in their endeavors by a shared vision to integrate as much as possible.

Curriculum integration is a method of reexamining what is taught and how it is delivered. In an effort to make connections across the disciplines, educators are striving to deal with bodies of knowledge in a more holistic manner, one where learning is a natural process, not isolated in a single discipline or class period. It seems to make sense that if the school's mission is moving towards developing students to handle themselves in a diverse 21st century, it would seem logical that skills such as reading, writing, speaking, thinking, problem-solving, and creating would cross subject areas and need to be relevant to the student's present world.

Curriculum Integration Design Options

"Teaching is great because we cooperate."

To integrate the curriculum, teachers have several curriculum integration design alternatives. As outlined in the Association for Supervision and Curriculum's (ASCD) "Integrating the Curriculum," Jacobs (1989) believes these integration options may coexist:

Curriculum Integration

To integrate the curriculum, teachers have several curriculum integration design alternatives.

Parallel Disciplines Design
Teachers sequence lessons to correspond with lessons in other disciplines

Multidisciplinary Design
Teachers in related disciplines work together to investigate a theme, unit, etc.

Interdisciplinary Design
Teachers from all disciplines work together in periodic units or courses

Integrated-Day Design
Teachers design the curriculum for the day primarily on a theme, unit, etc.

Field-Based Program
Teachers design a learning environment and create the curriculum out of their students lives.

Parallel Disciplines Design - teachers sequence lessons to correspond with lessons in other disciplines; the content of the discipline does not really change, only the order. For example, when the social studies teacher covers the Civil War, the English teacher will cover *The Red Badge of Courage*.

Multidisciplinary Design - teachers in related disciplines work together to investigate a theme or issue in a standard unit or course. For example, the Social Studies, Language Arts, and Science teachers work together to teach a unit on the Civil War.

Interdisciplinary Design - teachers from all disciplines work together in periodic units or courses of study; these units are usually of a short duration - a few days, week, or semester. For example, all teachers in the 8th grade will center on the theme of Acid Rain for two weeks.

Integrated-Day Design - teachers design the curriculum primarily on the themes, problems, questions, and interests emerging from the child's world. This approach is seen mostly in preschools and kindergarten programs.

Field-Based Program - students live in the school environment and create the curriculum out of their day-to-day lives. For example, students interested in buildings might study architecture and intern with a practicing architect. This is the most integrated program because the student's life is synonymous with school.

Curriculum Mapping and Integration Process

"Effective schools see the big picture."

In schools that are mapping and integrating their curricula, common sense, and imagination are characteristic of a successful process. Curriculum mapping is a system that thematically aligns curriculum, instruction, and assessment.   It is a technique that asks staff to explore the primary elements of any curriculum:

1. What is taught?
2. How instruction occurs?
3. When instruction is delivered?

Most mapping systems are usually web-based and constructed by teachers. Being server-based, larger school districts typically will use an in-house program like FileMaker Pro to host their own system, while smaller districts will use web-based companies like Rubicon.   A successful curriculum map will:

- help identify seams and gaps;
- identify repetition within scope and sequence;
- allow vertical alignment of assessments, content, and methods across years or grade levels;
- support horizontal alignment of assessments, content, and methods between subjects;

A well-constructed mapping system helps staff and parents to understand what is taught and when it is taught in any subject or grade level. It provides a chronological outline of objectives and a structure for teachers to reflect upon and adjust their lessons during the school year, so the most essential material is taught. If done well, it assures that all state testing material is introduced, taught, and mastered before testing occurs. Curriculum mapping is most successful when it is:

- network or web-based and is available to all faculty anywhere at any time.
- constructed so all computers can view and use the system.

- easily updated by any teacher or administrator.
- capable of storing and linking to websites, videos, or other media that support lessons.
- capable of linking faculty and provide for discussion groups.
- aligned with the district's goals, mission, and testing standards;
- searchable by subject, grade level, course, assessment, teacher, objectives, time (day or month), instructional methods, and lesson content

Curriculum mapping can promote curriculum integration. The process helps teachers in identifying and coordinating areas where interdisciplinary units can be taught. Jacobs in Getting Results with Curriculum Mapping *(2004)* and Mapping the Big Picture recommends that teachers can create multidisciplinary units by:

- discovering when students are studying various units in their disciplines through curriculum mapping and using a calendar to show when and what is taught in each discipline over each year;
- aligning subjects that mutually benefit from concurrent teaching;

- eliminating subject repetition from year to year;
- identifying possibilities for multidisciplinary or interdisciplinary units of study;
- targeting units that lend themselves to performance-based assessment;
- developing a pilot unit with specific evaluation procedures, budget, timelines, and teacher responsibilities.
- implementing and monitoring the pilot.

As evidenced, curriculum mapping and integration are not just putting disciplines together. It is a process of negotiation, of teachers deciding how each will be involved, and identifying what connections can be drawn across subject areas. It moves teachers to not only view curriculum from a horizontal approach (what each discipline teaches at a single grade level) but from a vertical perspective (what each discipline teaches at every grade level). It is a supplement to the discipline-based curriculum and does not have to be all or nothing in design. It requires communication, cooperation, and planning to prevent unnecessary repetition and curriculum gaps. In essence, it is another one of the ways educators are responding to the challenges of developing a supportive school structure.

Curriculum Deletion

"Teach less better."

Accompanying the curriculum mapping and integration efforts, there is an honest attempt to delete the outdated curriculum. In working with the curriculum, educators are finding that they can no longer teach everything; in a high-stakes testing environment, they need to teach less better. Thus, much of today's curriculum rewriting deals with curriculum deletion.

In examining curriculum development during the 1900s, it is evident that schools were given more and more responsibility to teach different curricula yet had not been given increased time to handle the additions adequately. During the early 1900s, health, vocational education, and physical education, as well as various practical arts, were added to the American public school's curricula. During the mid-1900s, foreign language, as well as driver, sex, consumer, career, drug, parent, character, and keyboarding education were added. In the 1970s and '80s, special education was mandated, and early childhood education became a focus. Added also to the curricula were self-esteem, bilingual, stranger, and abuse education. In the 1990s, computer, multicultural, AID's and gang education became curricula additions. Presently, in the second decade of the new millennium, technology and mandated testing curricula seem to dominate the integration movement. With all these curricula additions, little was taken out over this same period. With the school day and school year remaining virtually unchanged over the past fifty years, schools are at a point where they must decide what is most important in defining an "educated" child. Thus, schools are using their mission statements and exit outcomes to delete the "junk" and to rewrite the curriculum to best prepare their young people for the 21st century. With this curriculum revision, the "basics" are constantly being reexamined.

Shared Decision Making

"Stake it to change it."

The redefinition of the school's mission and curriculum is helping schools restructure for the 21st century and changing how schools basically make decisions. Increased attention is being paid to the power of communication in facilitating the process of change. Shared decision-making structures with school-based budgeting, team-based staffing, peer evaluation,

and parental advisory committees are finding success in their united efforts to create a learning community. If schools want to change honestly, they are involving those that have to implement the change in the initial decision making.

Collaborative Staff Interaction

"No teacher should be an island."

Collaboration and increased professional interaction are becoming common in fully functioning schools. Collaboration in many schools takes the form of teacher teaming, peer coaching, beginning teacher mentoring, home partnerships, and community volunteer programs. The idea of pulling everyone together towards the school's vision requires the removal of the traditional top-down hierarchy of control. The fortunate school has found that inviting and engaging everyone in the development and ownership of the school is essential. No teacher can be an island among others.

Teacher Teaming

In teaming, teachers tend to share their expertise and develop more of a sense of belonging, empowerment, and synergy. There are typically four possible collaborative teaming models.

Interdisciplinary	Teaming with teachers within the same disciplines
Intradisciplinary	Teaming with teachers across multiple disciplines
Grade level	Teaming with teachers within the same grade levels.
Multigrade level	Teaming with teachers across multiple grade levels

For example, to help create the conditions needed to implement curriculum and instructional change, schools are manipulating time structures to allow for teacher teaming. In teaming, teachers tend to share their expertise and develop more of a sense of belonging, empowerment, and synergy. There are typically four possible collaborative teaming models.

- **Interdisciplinary** - teaming with teachers within the same disciplines.
- **Intradisciplinary** - teaming with teachers across multiple disciplines.
- **Grade level** - teaming with teachers within the same grade levels.
- **Multigrade level** - teaming with teachers across multiple grade levels.

The decision to team should be made by the teachers, for it is those self-chosen teams that usually have the most significant impact on students. Teaming will take patience, training, and time. The serious schools that are committed to lasting change provide training for staff members. The training builds in each the skills to problem solve, find consensus, and interact in a constructive fashion. In these schools, teamwork works!

Focused Staff Development

"Change is always personal. Most teachers want to improve, not change."

Too many times, educational leaders forget that change is resistant and that it is personal. For most individuals, there needs to be a recognizable reason to change, or it is resisted. Focused staff development with systematic staff development programs and individualized Staff Development Plans (SDP) are offering a vehicle to move teachers through the stages of change. This focus on career growth is specifically designed to result in greater professional collaboration and, ultimately, student success. Simply, when staff development is focused on long-term growth, it can impact the quality of change and the educational community's commitment.

School systems are no longer providing inservice or training on every "hot topic" that is introduced at a national conference or appears in an educational journal. Fully functioning schools have learned that by merely providing a one-day inservice and offering no follow-up, most efforts will soon prove fruitless. Going from one practice to another only leads staff to acquire a "this too will pass" attitude about trying new techniques. The attitude that *you don't have to be sick to get better* is essential for perpetuating a climate of constant improvement. Those schools that are not improving are beginning to die.

Beginning Teacher Development

"Teaching is a profession that eats its young."

Far too many beginning teachers are learning to teach in isolation. They are placed in situations and climates not conducive to developing effective skills in teaching. They find themselves in school systems full of unfamiliar routines, habit-bound faculties, and evaluation by surveillance. Far too many beginning teachers swim the channels of today's classrooms and negotiate the complicated currents of the tasks of teaching alone. This causes too many to become frustrated and accept the course of least resistance. For too many beginning teachers, the perception that they are Cinderellas who were magically outfitted as master teachers when they earn their college degrees causes too many to be placed in demanding positions not wanted by other teachers; the result is a harsh reality. For too many beginning teachers, the traditional idea that one has to learn to either sink or swim has caused them to swim ashore and leave the profession.

 Over the decades, statistics show that the field of education does not retain their early career teachers. Estimates from thirty years ago indicated that up to 30 percent of America's beginning teachers left the profession within two years, and nearly 50 percent left after four years (Schlechty & Vance, 1983). In the 1990s, as more school systems initiated formal induction programs, 95 percent of those receiving support during the initial years remained in teaching after three years (Colbert and Wolf, 1992). After five years, 80 percent of supported teachers remained (Odell and Ferrar, 1992). Those not supported saw the same dismal 1980's statistics.

 In Kansas, 37 percent of all Kansas teachers leave the field within five years, and 42 percent leave the field within seven years (Kansas State Department). Though better than the 1980's rate of attrition, many of our best and brightest, those most sellable in the market place, are still leaving the profession. With this a high attrition rate, there is another reason for a

potential future shortage of teachers in Kansas. With 51 percent of all Kansas teachers being over 45, there will be a large demand for new teachers within twenty years (Kansas State Department). Once the 2011 economic downturn improves, it could be projected that there will be larger than normal retirement numbers when those that put off retirement are considered. With the expectation that demand will exceed the supply within the next decade, it is imperative that beginning teachers be given the foundation and climate to perform and stay in the classroom.

Though a number of states and local school systems have developed induction programs of one sort or another, they are too few or insufficiently comprehensive enough to meet beginning teacher needs. Too many new teachers are still learning to swim on their own with "the teacher down the hall will check on you" programs; too many are simply being evaluated and offered remedial help with little concern for the expressed needs of the teacher. Too many programs are simply another layer of evaluation, a deficit model that sees the beginning teacher as one who lacks specific skills and sees its role as that of correcting any particular problem areas.

To keep our beginning teachers swimming, some developmental induction programs have found positive success in our schools. These programs see the beginning teacher as one who has a set of skills and, as a result of the program, develops, extends, modifies, or refines these skills. These needs-based developmental induction programs root their orientation and assistance on the perceived needs of the individual teacher, not the sole evaluation of a principal, mentor, or supervisor. Diverse induction components that allow the first-year teacher to express his own concerns offer a number of vehicles to meet these needs. Effective induction programs will enable the beginning teacher to develop creative teaching ideas and new, personalized ways of making a difference with students. In essence, those induction programs that are making a difference take the position that to really improve, one must first see a need and have a desire to improve.

Developmentally, needs-based induction concentrates not only on orientation and development of strengths but on the situational personal and professional concerns of first-year teachers. An effective induction program tries to identify and meet the instructional and non-instructional individual needs of beginning teachers, not just to give them a dose of standardized pedagogy and evaluate their mastery of the "golden rules." The program tries to develop personal strengths and ideas to help change education for the better and does not stifle first-year teachers' creativity and idealism by legislating dependency on accepted methods and materials. Meeting the individual personal and professional needs of first-year teachers enhances the chances of retaining and developing effective professional personnel who strive to master the art of teaching. Giving a voice to the professional ideas of beginning teachers dignifies, humanizes, and creates committed professionals.

Teacher Developmental Stages

As teachers move through their years of teaching, they often generate concerns in a developmental sequence, even though there are identifiable situational differences.

Survival
Establishing Structures

Acquiring supplies and establishing room layout
Knowing school policies, norms, and culture
Building collegial staff relationships
Establishing classroom procedures and routines
Setting rules and reinforcing them to gain the respect of students
Expanding subject matter knowledge
Lesson planning for high time on task
Coping with evaluation, other's opinion, and fear of failure
Knowing parents and opening lines of communication

Mastery
Developing the Science

Using various models of teaching correctly
Acquisition of innovative techniques, activities, and ideas
Asking classroom questions effectively and providing review and practice
Providing timely assignment feedback and furnishing grade justification
Clear direction giving, illustration, and transitions
Identifying learning styles, characteristics, and needs of the class
Providing sponge activities to keep students busy
Managing time pressures

Impact
Developing the Art of Teaching

Being novel, vivid, and varied in teaching strategies
Achieving equity in monitoring, questioning, feedback
Showing high expectations for every student
Motivating all students to succeed
Striving to meet the individual academic, emotional, and social needs of students
Developing consistency in enthusiasm, fairness, and humorous disposition
Being a role model who shows empathy, warmth, and respect to each student

As they move through the first year of teaching, beginning teachers seem to generate concerns in a developmental sequence. If left unexplored, these concerns could ultimately become major dissatisfactions that could influence the quantity and quality of instruction. Basically, it seems our beginning concentrate on similar strokes as they swim through the waters. Fuller and Brown (1975) cite three stages of concern development - Survival, Mastery, and Impact. The first stage centers on survival. Here, the beginning teacher centers on adequacy and survival as a teacher: class control, being liked by students, supervisors' opinions, and the fear of failure. The second stage is described as the mastery stage and deals with concerns of mastering the teaching tasks. The beginning teacher focuses on time management, instructional materials, and working with too many students. The third stage deals with impact. The beginning teacher focuses on recognizing the social and emotional needs of students, fairness, and tailoring content to individual students.

Numerous other researchers have examined the developmental stage differences of teachers. From these theoretical frameworks, the developmental stages of teachers as they relate to effective teacher training outcomes have been operationalized in a unique instrument called the Teacher Needs Assessment Questionnaire (TNAQ). The TNAQ is a 49-item instrument that identifies professional needs based on the teacher's perception of importance, the extent of mastery, and desire to improve. This instrument was developed over ten years through eight different statistical studies with over 1000 teachers. Eight national presentations at various conferences have exposed the instrument to external evaluation, and several journal articles have publicized its use (Runyan, 1993, 94, 95, 96). It was used in the Kansas Teachers Academy to show quantitative professional progression for early career teachers. The early career teachers, both individually and as a group, are tracked as they move through the stages of survival, mastery, and impact. Using as a basis the Fuller and Brown stages - survival, mastery, and impact - the program researchers assigned each of the 49 TNAQ items to one of the three stages - Establishing Structures (Survival), Developing the Science of Teaching (Mastery), and Cultivating the Art of Teaching (Impact) - to establish a theoretical framework.

Based on each individual teacher's perception, the Academy uses the 49 items to collect data on the beginning teachers' development, tracking their movement through the stages. Using

the theoretical stage framework, the program strives to move each teacher from a survival mentality to making an impact on every child. With the help of a mentor teacher and monthly Academy support sessions, the beginning teacher's needs level lessens and usually approach those of the mentor. Characteristics of each stage are listed below.

Establishing Structures (Survival)

- Acquiring supplies and establishing room layout
- Knowing school policies, norms, and culture
- Building collegial staff relationships
- Establishing classroom procedures and routines
- Setting rules and reinforcing them to gain the respect of students
- Expanding subject matter knowledge

- Lesson planning for high time on task
- Coping with evaluation, other's opinion, and fear of failure
- Knowing parents and opening lines of communication

Developing the Science of Teaching (Mastery)

- Using various models of teaching correctly
- Acquisition of innovative techniques, activities, and ideas
- Asking classroom questions effectively and providing review and practice
- Providing timely assignment feedback and furnishing justification for grades
- Clear direction giving, illustration, and transitions, so classroom activities move smoothly
- Identifying learning styles, characteristics, and needs of the class
- Providing sponge activities to keep students busy
- Managing time pressures

Developing the Art of Teaching (Impact)

- Being novel, vivid, and varied in teaching strategies
- Achieving equity in monitoring, questioning, and feedback
- Showing high expectations for every student and motivating all students to succeed
- Striving to meet the individual academic, emotional, and social needs of students
- Developing consistency in enthusiasm, fairness, and humorous disposition
- Being a role model who shows empathy, warmth, and respect to each student

The researchers found over the years that as teachers move through their years of teaching, they often generate concerns in a developmental sequence, even though there are identifiable situational differences. If left unexplored, these concerns ultimately become major dissatisfactions that influence their personal and professional lives and stagnate their development. Evidence also exists that some teachers enter a fourth stage of development not yet explored by the TNAQ - **Overcoming Burnout (Plateau Redefining).** This stage is a mixture of false security ("I know it all."), of apathy ("It's not that important."), and burnout ("The effort is not worth it.") For a research background on the TNAQ visit Mentoring: Aim and Assess.

Using the TNAQ from time to time throughout a career could help teachers in all phases

of their career to better understand why they do what they do. These stages tend to cycle as teachers reach different milestones in their careers. Teachers are always somewhere on the continuum at different depths as they change subjects, students, administrators, schools, or go through various life events.

Functional Time Usage

"Time is the key to school success."

In schools trying to make a difference, time is one of the most challenging and troublesome problems. The constraints from time lock, where not another minute can be found to do something new, fosters frustration. At its worst, not having enough time to fulfill the school's mission can have negative consequences on the behaviors of the student body, the psychological well-being of the staff, and the relationships with parents. Over the decades, the continual adding of curricula, the time demands of high stakes testing, and the political move to "teach more with less" have combined to stretch the rubber band to the breaking point in many school districts. In this environment, efforts to save time have generally created more time demands and even eliminated the "downtime" needed to pause and reflect.

Time Strategies for Collaborative Planning

"Coming together is a beginning; keeping together is progress; working together is success."

With the fully-functioning schools involving teachers in the decision making of the school, a new understanding of school time is needed. In planning, designing, and implementing a fully functioning school, time management is a dilemma that needs a solution. When staff is designing and implementing one new system while maintaining another, the most crucial resource for improvement will be time. In restructuring the minutes of the school day, several time strategies can be used to find schools extra time (White & Castle, 1995).

Staff Development Time Strategies

Freed-up Time: Strategies that allow time out of the school day for teachers to complete tasks. For example, substitutes or administrators cover classes so teachers can meet; teachers' team, allowing one to be freed; early release for staff to discuss items as a group; year-long extra planning periods for project coordinators; college student teachers or parents to cover classes; special assemblies prepared by parents, businesses, older students to free staff for meetings; and "off-site" learning experiences planned to free part of the staff.

Restructured Time: Strategies that alter the traditional time calendar, school day, or teaching schedule. For example, adding time to the first four days of the week to release early on the fifth (banked time); creating a first period before students arrive, allowing staff a common time; and adding time to four days and dismissing before lunch on the fifth.

Common Time: Strategies that allow common planning times for staff or teams of teachers. For example, all team teachers in the middle school have common planning times; each individual discipline in the high school has an expected planning time, and each grade level in the elementary school has a standard planning period.

Better-Used Time: Strategies that redesign staff development time to allow for

individual activities. For example, consolidating central office inservices to allow for more teacher planning days; using newsletters to cut down on faculty meetings; initiating a management council to handle administrative affairs usually accomplished in faculty meetings; using bulletin boards, computer email, or pass-and-read folders to disseminate information; and using "schools within a school" groupings of students and teachers to provide for more flexibility in scheduling time.

Purchased Time: Strategies in which additional teachers are hired to reduce class size, increase planning periods, or pay extra for additional time. For example, using a substitute bank for teachers to use for a committee meeting or additional time worked; using grant money to pay for monthly release time; using staff development funds for planning time in the summer by paying teachers stipends; holding mini-retreats or faculty retreats during the summer for planning; employing two teachers (who are heavily involved in restructuring) to share one teaching assignment, and giving teachers inservice credit for developing new programs on their own.

Though there are possible strategies that deal with the time dilemma, they only work on the edges of the problem and don't necessarily solve the problem. The majority of the time needed for a committed effort will come out of the teachers' lives. The most significant factor in a school restructuring is how the time is used and who controls it. For a brief overview of the need for quality staff development time, read the article *Finding Time for Staff Development*.

Classroom Time

"Learning is a matter of time."

When examining how classroom time is used, Stallings and others in *The Economics of Classroom Time* (2003) found that the school day in the 1990s had little student academic learning time. When classroom time is examined as a year, it is clear that part of the answer to school reform should lie not only with increasing staff development time but also with increasing the actual academic learning time of each student.

Estimated Use of Classroom Time in a School Day and Year

	Hours in the Day	Hours in the Year
Total Available Time	6.0	1080
Attendance Time	5.4 - 6.0	970
Allocated Time	4.75	855
Instructional Time	2.0 - 4.0	360 - 720
Engaged Time	1.5 - 3.5	270 - 430
Academic Learning Time	.6 - 1.5	108 - 270

In a typical class in the 1990's American school, it was found that 50 percent of the teacher's time was spent monitoring, 26 percent organizing, 12 percent off task, and only 12 percent in active instruction. Increasing the school day will do little good for student achievement if student "engaged time" is not addressed in the restructuring efforts. Thus, over the last two decades, much staff development and teacher evaluation effort has increased and measured actual classroom academic learning time that the student was engaged in learning and the teacher teaching the intended curriculum. For a discussion on active learning and time, read the article Active Learning.

Year-Long Schools

"Time is the school in which we learn. Time is the fire in which we burn."

Restructuring time from a yearly perspective has yielded several positive options for making better use of school time. The year-long school is one such scheduling innovation that seems to work in the right situations. Here, many claim that the schedule reduces teacher burnout because of frequent vacations and practically eliminates review time because students were never out of school for longer than a month. Possible opt ions exist for holding school all year long:

Year-Round Schools

Restructuring time from a yearly perspective has yielded several positive options for making better use of school time. .

45-15 Plan	1	Rotation of 45 instruction - 15 vacation days .
60-20 Plan	2	Rotation of 60 instruction - 20 vacation days
90-30 Plan	3	Rotation of 90 instruction - 30 vacation days
45 Day Choice	4	45-day instruction with students and teachers choosing which sessions they will attend

Option #1 – (45-15 plan) rotation of 45 instruction – 15 vacation days with an additional week of vacation in winter and spring.

Option #2 – (60-20 plan) rotation of 60 instruction – 20 vacation days.

Option #3 – (90-30 plan) rotation of 90 instruction – 30 vacation days

Option #4 – 45-day instructional sessions with students and teachers choosing which four sessions they will attend.

For more information on year-round schools, visit the National Association for Year-Round Education.

Block Scheduling

"Don't count the days, but make the days count."

One popular time restructuring idea developed over the last two decades involved increasing classroom blocks of time. Block scheduling in the secondary school allowed students and teachers more time to spend in intensive study with the same teacher. For example, middle

school students could spend four hours with the same team of teachers. On the secondary level, a 90-minute block of time is scheduled for each class on alternating days, with classrooms returning to a regular 50-minute schedule on Fridays. Longer scheduled class times required various teaching strategies to increase the student "engaged" time. Since learning time is limited, regardless of the structure, it was important that the increased time engaged students from bell-to-bell. Therefore, most effective educators tried to use at least three distinct teaching episodes in the block to keep the interest of the class.

Saturday Schools

"Teach on your time, correct on theirs."

The use of non-calendared time is also being tried to reteach or to involve students in extra programs. Saturday Schools and after-school programs are being used to provide time for students to relearn material, complete missed work, retake tests, serve additional time for school infractions, or further enrich the learning experience. Whatever the reason for using non- calendared time, non-traditional instructional time is being reexamined to no longer serve as an enemy of progress but rather an ally.

Bully and Harassment Procedures

"To teach is to touch a life forever."

Teachers make the most significant impact on children when they teach them how to live. Bullying and harassment among students are certainly not new. However, it was not until the early 1990s that it was made the object of systematic research after several media reports brought it to the nation's attention. A broad definition of bullying is when a student is repeatedly exposed to unwelcome actions or aggression on the part of one or more other students. These negative actions can take the form of physical contact, verbal abuse, spreading rumors, rude gestures, or excluding the student from a group. It entails an imbalance in strength between the two students, what experts call an asymmetric power relationship. More specifically:

Physical bullying is when a student uses physical force to hurt another student by taking belongings, extorting money, hitting, pushing, shoving, kicking, punching, or holding them down.

Verbal bullying is when a student uses words to hurt another student by threatening, taunting, intimidating, insulting, sarcasm, name-calling, teasing, slurs, graffiti, put-downs, ridicule., making faces, staring, giving the evil eye, eye-rolling, and spitting.

Friendship bullying is when a student disrupts another student's peer relationships by leaving them out, gossiping, whispering, spreading rumors, giving the silent treatment, ostracizing, or scapegoating.

Cyberbullying is when a student uses cell-phones, text messages, emails, instant messaging, chats, blogs, and social networking sites to bully another student by sending threatening or insulting texts, posting false information or personal pictures, using another student's email or IM name to send messages that make the student look bad, creating a web page devoted to putting down another student, or forwarding a text or email that was meant for someone else's eyes only.

Teachers typically try to settle bullying conflicts by assuming that each child has equal responsibility. They may model negotiation, overlooking the imbalance of power between the

children. They may even try to "toughen up" the bullied student by encouraging them to "stand-up" to the bullying child. But if the problem is harassment, these strategies may not be enough. The long-term consequences of bullying for victims include a more significant risk of depression, anxiety, and loneliness. Prepared teachers have prime opportunities to teach their children healthy interaction behaviors when they address bullying in a positive fashion. They have a management plan for handling bullying and harassment with several essential bullying prevention guidelines. They

- Don't ignore the problem! Leaving kids alone to deal with bullying doesn't make them tougher; it makes them more vulnerable.
- Look for the signs of harassment because children may be too emotionally overwhelmed or frightened to tell.
- Work with other school colleagues directly so that everyone can become more aware of the problem.
- Take steps to make the harassment situation and classroom safe.
- Seek help from a mental health professional if necessary.

In schools that have effective prevention programs, the components usually include:

Program Development: An effective bullying program is developed as a joint effort. It is comprehensive and based on goals that correspond with the school's culture and community. To develop ownership, the program is the responsibility of students, parents, teachers, administrators, and the community.

Staff Development: All faculty, staff, and students must learn what bullying is, how to prevent it, and what to do when they witness a bullying incident. The members of the support staff who see students throughout the day – such as bus drivers, custodians, and food service workers – all participate in the training.

School Program Structures: Various procedures are institutionalized to identify and handle incidences of bullying:

- teen court, peer mediation, and "crime stopper" programs are ways for students to get involved in solving conflicts before they become violent;
- questionnaire surveys, reporting tip lines, and school conference days are used to identify incidences;
- adequate supervision during break times are scheduled to provide adult supervision;
- scheduled educational teacher discussion groups are used to access progress and review procedures;
- a coordinating leadership committee oversees and monitors the school's program;
- classroom rules against bullying and class meetings with students and parents of the class are familiar places to discuss the rules and monitor success;
- serious talks with bullies and victims as well as with parents of the involved students are held when an incident occurs; and
- development of individual intervention plans is used when problems persist.

Bullying can become a pervasive problem in schools, but with a suitable intervention program, it is possible to considerably reduce bullying and harassment incidences. An effective anti-bullying program can be implemented relatively quickly and without significant cost; it is primarily a question of changing attitudes, knowledge, behavior, and routines in school life.

Safe School Management

"Safety first; above all things, a parent expects their child to come home at least as good as they sent him."

Above all other tasks, providing a safe environment is the primary responsibility of any school. Parents send their children to school expecting that they will come home the way they sent them, or, hopefully, even better. They do not expect them to be physically or psychologically harmed.

Schools have always been involved with the health and wellness of their students through health and physical education classes, along with breakfast and lunch programs. They employed school nurses and athletic trainers to specifically perform safety functions. Schools have always used IEP's, facility safety audits, and Internet control programs to help provide safe learning environments. However, with increases in childhood obesity, mental and emotional disturbances, and public health issues, schools are finding it hard to keep up with providing effective programs to help combat all the various issues.

To provide a safe school environment, administrators are combining physical security measures, such as metal detectors and guards, with effective counseling to help students control anger and solve problems nonviolently. But to provide a more comprehensive safe learning environment, schools are planning for almost every incident. Typical of the kinds of safe school measures found in fully functioning schools are outlined below:

- Natural surveillance, natural access control, and territoriality as a means to improve school security.

- School door locking options and the limitations imposed on them by building and fire codes.

- Earthquake basics, preparing for an earthquake, reducing nonstructural hazards, seismic upgrading, and appendices on nonstructural dangers, and schools as post-earthquake shelters.

- Emergency management standards for school use and lists standards recommended by FEMA's National Incident Management System (NIMS).

- Information needed for managing school buildings, grounds, occupants, and rescue, and recovery personnel during and after a crisis.

- Preventing or mitigating flood damage, preparing for and responding to flood emergencies, recovering from a flood, and schools as post-flood shelters.

- Access control measures for controlling access to school buildings and grounds.

- Evacuating and sheltering students with special needs and disabilities.

- School safety and security measures that may be implemented at little or no cost and without the use of complex technology.

- Mass notification system and current notification devices.

- School safety and security assessments and for planning, funding, and implementing safety and security improvements.

- Current access control, surveillance, weapons detection, communications, alarm, and emergency notification system technologies.

- Security technology consultants and systems integrators.

- Understanding, preparing for, and coping with weather emergencies, including severe thunderstorms, lightning, tornadoes, hurricanes and storm surge, flooding, and extreme heat and cold.

- How a building catches fire, determining your school's risk, creating a survivable space, importance of maintenance, the fire-resistant school, meeting code requirements, related flood and mudslide risks, and an appendix on wildfire response.
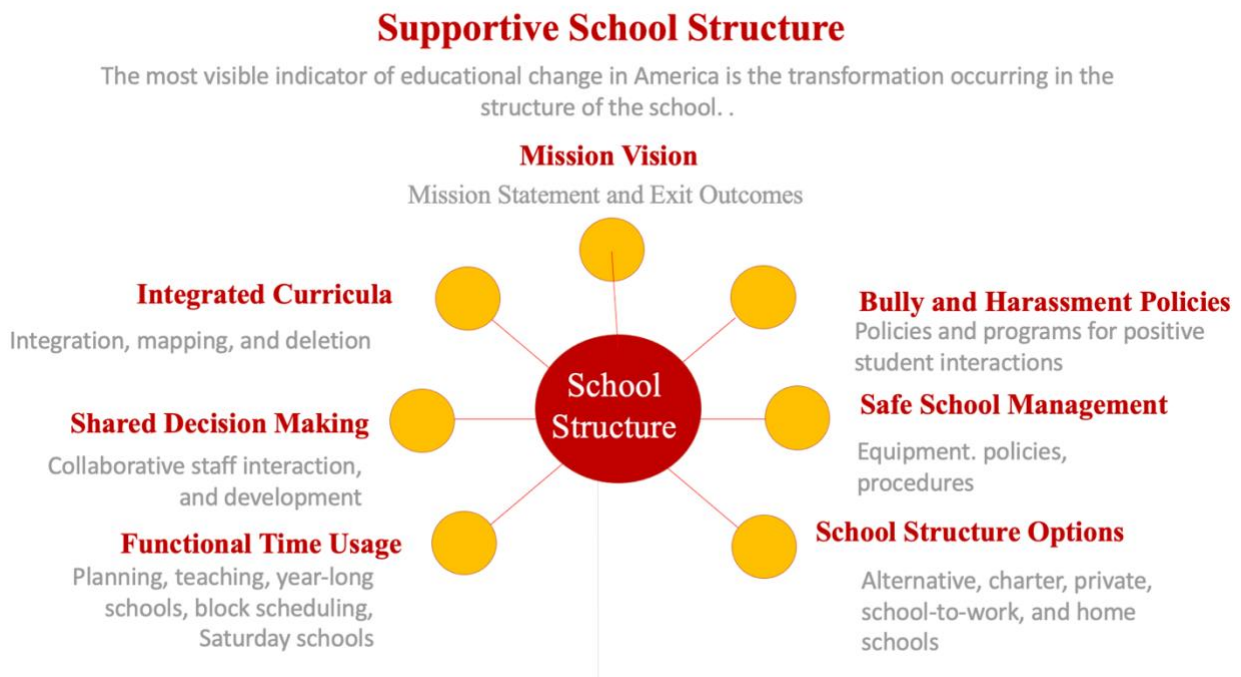
Keeping children safe is a complex and encompassing endeavor. The supportive schools are integrating and structuring what is taught around a shared vision, and the school community is working together to structure enough time to teach that vision. Above all things, it is providing a safe, harassment-free environment in which students learn.

Chapter III: Supportive School Structure

Chapter III (B) School Options

      This section will examine the various school structures in America as they explore ways to organize their schools to prepare their children for the 21st century. Having previously examined the diversity in school missions, curricula, decision-making, instructional time, and safety guidelines found in the American school, the various school structure options will now be examined.

Supportive School Structure

The most visible indicator of educational change in America is the transformation occurring in the structure of the school. .

Mission Vision
Mission Statement and Exit Outcomes

Integrated Curricula
Integration, mapping, and deletion

Bully and Harassment Policies
Policies and programs for positive student interactions

School Structure

Shared Decision Making
Collaborative staff interaction, and development

Safe School Management
Equipment. policies, procedures

Functional Time Usage
Planning, teaching, year-long schools, block scheduling, Saturday schools

School Structure Options
Alternative, charter, private, school-to-work, and home schools

School Structure Options

"Learning should not be measured by seat time."

      There are many different ways children learn, and education can successfully exist in non-traditional settings. Learning does not have to occur only during defined school calendars while sitting in a classroom. Different types of schools are finding success throughout America as communities transform the way they educate their children. Alternative schools, charter schools, and private for-profit schools are finding a residence in the educational culture. School-to-work programs, satellite learning centers, homeschooling, and hybrid schooling are moving education out of the four walls of the traditional school. In most, they are finding that learning does not have to be measured by seat time.

With the development of technology and the forced closing of schools due to a pandemic, a number of forced changes are occurring that is perhaps setting the stage for a paradigm shift in the way learning is housed
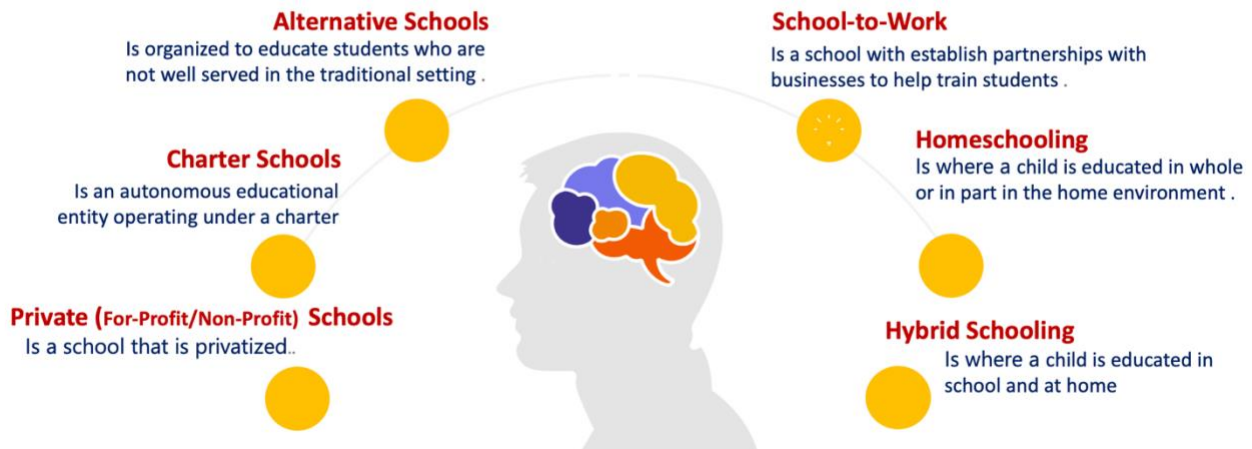
School Options

There are many different ways children learn, and education can successfully exist in non-traditional settings. Learning does not have to occur only during defined school calendars while sitting in a classroom.

Alternative Schools
Is organized to educate students who are not well served in the traditional setting .

School-to-Work
Is a school with establish partnerships with businesses to help train students .

Charter Schools
Is an autonomous educational entity operating under a charter

Homeschooling
Is where a child is educated in whole or in part in the home environment .

Private (For-Profit/Non-Profit) Schools
Is a school that is privatized..

Hybrid Schooling
Is where a child is educated in school and at home

Alternative Schools

"Every school is differentiated by the sheer character of their leaders, the innate beliefs of their teachers, the personal needs of their students, and the politics of the community."

Every school is essentially different. By the sheer character of the leadership, the teachers' innate beliefs, the personal needs of its students, and the politics of the community, each school is by its intrinsic nature not the same. In America, the idea that there are alternative ways to educate children perhaps began with John Dewey's "progressive education" during the 1930s. The emergence of many different alternative schools began in earnest during the '70s, with more than 150 different types of alternative schools found today (Barr, 1981). They run the gamut from "back-to-basics" schools to those where the student determines what is to be studied. Raywid (1991) classifies three types of alternative schools.

Alternative School Types

Type I - schools offering popular innovations that are organized in new ways, such as magnet schools; they often have high parental and teacher involvement in the school's governance.

Type II - schools that offer a second chance to students who have attendance problems or are disruptive in the traditional setting.

Type III - schools that are remedial in purpose and designed to help students with academic or social/emotional problems succeed.

Whatever the type, the alternative school is organized to educate students who are not well served in the traditional setting. When they are successful, they tend to have common characteristics (Raywid, 1991):

Characteristics of Alternative Schools

1. They are small and operate as a community.
2. They are designed to make learning novel and worthwhile.
3. They are designed by those who operated them.
4. They take their character from the interests of the teachers who created them.
5. They are staffed by teachers who chose to be there.
6. They have students who chose to be there.
7. They are relatively free from district interference.
8. They have continuity of leadership.

Considered equivalent forms of alternative education, charter schools, private for-profit schools, and homeschooling are established throughout America as viable options. School-to-work programs and year-round schools are also often mentioned as alternative structures for educating students. For more detailed information on alternative schools in the form of a U.S.

Charter Schools

"Organized learning has no one single mold, but can have many effective structures fashioned by the essential nature of the local community."

In 1997, just 11 states, beginning with Minnesota in 1991, had passed laws permitting the creation of autonomous public schools. Kansas initially passed legislation in 1994. Now, most states allow for charter schools. In its purest form, a charter school by definition (Mulholland & Bierlein, 1995) is "*an autonomous educational entity operating under a charter, or contract, that has been negotiated between the organizers, who create and operate the school, and the sponsor, who oversees the provisions of the charter, like the state department of education*." The organizers could be teachers, administrators, parents, businesses, or any combination; the sponsors could be state or local boards of education or even local public authorities. The charter itself addresses various aspects of the school, such as its administrative and instructional plan, assessment techniques, and financial arrangements. The schools are often formed using existing personnel and facilities but could be a completely new operation.

Once chartered, the school is a legally independent operation that can control its own finances, select its own staff, contract for outside services, and sue or be sued. As stipulated in the contract, they are freed from most, if not all, district or state regulations such as teacher certification, bargained agreements, curriculum requirements, or other such regulations that would inhibit innovation and the obtaining of the specified educational results set in the charter. If the school does not achieve the specified results, mismanages its affairs, or fails to attract students, the school's contract is not renewed.

This type of restructured American school offers several benefits in that it:

1. enhances educational choice options;
2. permits true decentralization;
3. focuses on results, not inputs;
4. remains a public school;
5. offers new professional opportunities for teachers; and
6. fosters a more market-driven education system.

Though variations exist in each charter, several contract areas have created the most political discussion - sponsorship options, legal autonomy, funding formulas, and teacher employment protections. By the very nature of the school's development, political compromise is a must in developing a charter school. If there were such a thing as an ideal charter school, void of political considerations, it would contain several elements (Kolderie, 1993). The successful charter school:

Elements of A Successful Charter School

1. has a variety of individuals and groups organizing, sponsoring, and operating the school;
2. possesses at least one other public authority besides the local school board supporting the charter school;
3. is a discrete legal entity;
4. embraces the ideals of the typical school in that it is nonsectarian, tuition-free, nonselective, nondiscriminatory, and accountable to a public body;
5. is held accountable for performance;
6. is exempted from state and local laws and regulations except those related to health, safety, and nondiscrimination practices;
7. is a school of choice for students and teachers;
8. receives the full operating funds appropriate to its student enrollment; and
9. allows teachers to have the option to work as employees, owners, or subcontractors.

As with other vehicles for transforming the American school, the charter school should be well thought out. Its creation and direction should involve parents, teachers, and the community. In Kansas, pursuant to L. 1994 s72-1903 et seq., a detailed description with supporting documentation is needed for the following key elements:

Kansas Charter Elements

1. the educational program of the school, including the facilities that will be used to house the program;
2. the level of interest and support on the part of the school district employees, parents, and community;
3. program goals and measurable pupil outcomes consistent with achieving the goals;
4. how pupil performance in achieving the specified outcomes will be measured, evaluated, and reported;
5. the governance structure of the school, including the means of ensuring accountability to the board of education;
6. qualifications to be met by persons employed by the district for assignment to the charter school;
7. procedures that will be followed to ensure the health and safety of pupils and staff;
8. criteria for admission of pupils, including a description of the lottery method to be used if too many pupils seek enrollment in the school;
9. manner in which annual financial and program audits will be conducted;
10. pupil suspension and expulsion policies, to the extent that there is a deviation from district-wide policies;
11. manner of pupil participation in the Kansas assessment program;
12. terms and conditions of employment in the charter school;
13. the way in which contracts of employment and status of certificated employees who participate in the operation of the school will be dealt with upon non-renewal or revocation of the charter, or upon a decision by any such employees

to discontinue participation in the operation of the school;
14. school district policies, the state board of education rules and regulations, and statutory requirements from which a waiver is sought to facilitate the operation of the school, and the reasons such waivers are being requested; and
15. the proposed school budget.

By clearly defining all aspects of the school, allowing time for discussion of options and consensus to develop, and providing adequate staff training and planning, the charter school offers a possible avenue for change.

Private For-Profit Schools

"Competition, by nature, leads to winners and losers."

Another trend providing options for educating America's children represents a significant philosophical change in the concept of universal public education. The proponents of privatization argue that education should be seen as for the "private" good rather than for the "common" good and that parents, as consumers, should control the system as autonomous customers.

The "schools of choice" movement where parents are free to choose the school of their choice within local parameters and the "voucher system" where parents are given a voucher (tax dollars) to shop around for education are both movements that hold that competition would force schools to get better. This belief is creating much public discussion and generating options unheard of before in American education.

Perhaps the best known and first big test for school privatization occurred in Baltimore with Education Alternatives, Inc. (EAI). In 1992, Baltimore signed a contract with EAI to manage 180 schools for five years, receiving the average per-pupil expenditure for each enrolled student. In 1995, after three years, an independent study found no test gains and increased spending, which led to the contract being terminated (Williams & Leak, 1996).

What should be learned from the resurgence of free-market ideas and the resulting privatization of public education? First, there is discontent among some sections of the public with American public education, and second, alternative philosophies about schooling are being developed. For public school educators to ignore both of these would be folly. For more information on for-profit schools, visit Edison Schools.

School-to-Work

"Real-world experience is the best teacher."

The School-to-Work Opportunities Act, signed by President Clinton in 1994, has encouraged the development of programs that establish partnerships with local businesses to connect what is learned in school with the world of work. Each system must offer work-based learning with work experience and mentoring, while at the same time, it must have school-based learning that provides the basic educational curriculum.

The legislation sets high academic and occupational skill standards to train students for competitive, high-skill jobs or to further their education. The U.S. Labor Secretary's Commission on Achieving Necessary Skills (SCANS) report outlined the basic skills and

competencies needed "to hold a decent job and earn a decent living." For more information on the SCANS report, visit *What Works in Schools* by the U. S. Department of Labor.

SCANS Standards

The basic skills are:
* Reading, writing, arithmetic, listening, and speaking.
* Creative thinking, decision making, problem-solving, and reasoning.
* Responsibility, self-esteem, sociability, self-management, and integrity.

The basic competencies are:
* Identifies, organizes, plans, and allocates resources.
* Participates as a member of a team, teaches others new skills, serves clients, exercises leadership, negotiates, and works with diversity.
* Acquires and evaluates information, organizes and maintains information, interprets and communicates information, and uses computers to process information.
* Understands complex inter-relationships.
* Works with a variety of technologies.

This type of alternative schooling takes education outside the school walls to provide for the American Dream. Each student has the academic and occupational skills to be a productive worker and lifelong learner. Proponents of this type of education believe that unfocused, general education at the secondary level does not presently permit participation in this dream.

Homeschooling

"Parents have the greatest influence over a child's education."

The most rapidly growing form of alternative education is homeschooling, in which the child is educated in whole or in part in the home environment. The decision to educate at home is made for several reasons, most having to do with religious, academic, social, or family concerns. It is estimated that over 3 percent of the total school-age population is being taught at home. As this occurs, schools are grappling with a number of questions.

Homeschooling Concerns

* What curriculum should homeschooled children follow?
* What is the method(s) of evaluating homeschooled educational progress?
* Who is responsible for assessing educational progress?
* How do homeschooled children show they have met state or district educational requirements?
* Can homeschooled students attend schools part-time?
* How far do schools open the doors to homeschooled children? Should materials be provided by the public school for the homeschooled child?
* To what extent do schools provide home services? Should schools provide special education services to homeschooled students?
* Should extracurricular activities be open to homeschooled students?
* Can homeschooled students band together to form teams and compete against other schools?
* Should the parents who teach in the homeschool have a certain educational

level or special training?
* Do homeschooled children miss out on the social aspects of public education?

In Kansas, families may legally homeschool their children without district assistance. Kansas statutes do not mention homeschooling; however, this alternative form of education falls under compulsory attendance and private school law. With the growing popularity of homeschooling, it is evident that it isn't just for political conservatives and religious fundamentalists. It provides a way for parents to take responsibility for educating their children the best way they know how. Questions remain. However, it would profit schools to look for ways to accommodate this alternative form of education.

Hybrid Schooling

With the 2000 pandemic closing schools in the Spring of 2000 and affecting the next year, a number of new educational structures were quickly developed to keep students learning. With most school systems not designed to teach when schools are closed, they lacked the structures, equipment, and technology to sustain effective teaching. A number of parents and teachers felt that the disruption to at-home learning affected children's educational progress and developmental skills. Some even claimed the crisis widened the existing socioeconomic disparities and grew the educational inequities.

With students and educators navigating an unprecedented experience, new interactions were explored to use distance learning as a primary path to learning. Developed by members of the Council of State Science Supervisors with Creative Commons Attribution (2020), suggestions for structuring digital learning were promoted.

Learning experiences should look MORE like:

Flexible goals and structures for learning
- extended time for learning and reflection
- use of commonly available materials
- purposeful selection of learning targets
- students exploring their interests
- meaningful, manageable tasks and projects
- opportunities to learn without the use of devices or the internet

Purposeful teacher-student interactions
- providing opportunities to connect with teachers and peers virtually,
- providing coaching and positive feedback,
- engaging students in learning and reflection with their families and communities, and
- encouraging self-reflection on what students do to learn.

Authentic learning in the home setting
- connecting learning to household activities, like cooking, fixing things, or gardening
- asking students to identify relevant problems in their lives and engage in design cycles to address them
- allowing students to deeply explore the learning of interest through investigation to build understanding and practice over time

Learning experiences should look LESS like:

An attempt to recreate school at home
- assuming a strict "school day" schedule
- requiring unique materials (e.g., lab or materials not commonly found at home)
- pacing with the planned scope and sequence
- assigning readings to stay "caught up"
- using a packet of worksheets and busy-work
- having all learning experiences happen virtually

Teacher-centered instruction
- virtual lectures/classes that all students synchronously attend
- teachers delivering information and assignments
- teacher instruction and feedback as the primary mode of facilitating learning

Assignments to "get through" content
- emphasizing memorizing content or "checking off" tasks on lists
- asking students to solve contrived or hypothetical problems or complete design projects that value form over function
- trying to cover content through a volume of activities or skipping from topic to topic

In essence, when schools closed, many schools moved to more flexible, teacher-student interactive, authentic home learning. Many school districts considered how materials or approaches would be used to:

- Support flexible scheduling and limited technology access.
- Engage students in meaningful explorations, investigations, or sense-making.
- Encourage students to engage in activities that already happen in their homes with materials that families already have, so families do not need to purchase additional supplies.
- Help students make explicit connections to their interests and identities.
- Invite family members to be a partner in student learning.
- Provide students with choices for how they engage, what they investigate, or how they demonstrate learning.
- Support students in self-reflection related to content and process to support their learning.
- Exercise sensitivity when referencing the current pandemic as a possible phenomenon to investigate.

As schools and teachers used the 2020 summer to get organized for face-to-face and digital learning at home, there developed a closer tie to teaching to the intended curriculum. Some school districts paid teachers to place their curriculum material and assessments online to parallel what was taught in the class. Others had teachers teach their classes face-to-face and stay-at-home students at the same time using the same material. There was a wide variety in how schools opened the 2020/2021 school year.

As school districted moved forward to fashion viable learning systems, most school districts had to consider the:

- unequal access to technology in their communities,
- diverse responses staying at home during the pandemic,
- responsibilities learners hold as part of their commitment to learning,
- access to safe and supportive learning spaces, and
- access to peers or adult support in learning.

It was from these considerations that change was forced. Before COVID-19 disrupted the schools and forced children to open their laptops and learn from home, the school day was a rite of passage that followed the same factory model structure for generations. Before the pandemic, teachers delivered lessons from kindergarten to 12th grade from start to finish in a brick and motor room. They gave tests, assigned projects, and then gave grades from A to F. This was a one-size-fits-all approach that underwent a forced change as school systems dealt with off and on face-to-face classes and at-home online learning.

Options to Face-to-Face

In higher education and public schools, educational systems experimented with five types of classes to keep their content-specific course structure primarily intact.

01 Face-to-Face Tech-Enhanced — Classes that utilizes online technology to support learning

02 Hybrid or Blended — Classes where online course activity replaces at least 50% percent of required face-to-face meetings

03 Hyflex — Classes where instruction is delivered online either synchronously during scheduled class time or asynchronously via of a learning management system

04 Online — Classes where instruction is 100 percent online, delivered through a course management system,

The one clear response to the closing of schools demonstrated that technology could play a part in re-examining the basic educational questions:

> What should be taught?
> How should it be taught?
> How should it be evaluated? -
> Which children should be taught?
> Who should be in charge of deciding?

In higher education and public schools, the educational systems experimented with five types of classes to keep their content-specific course structure primarily intact.

Face-to-Face – classes where students and teachers meet together at specified times. All teaching, material distributed, and assignment collection are handled during class time

Face-to-Face Tech-Enhanced - classes that utilize online technology, such as a learning management system, to support teaching and learning. Here, the syllabus and other content material are provided online as a repository for students. Online assignments and dropboxes for their submission are also usually utilized.

Hybrid or Blended Courses - classes where online course activity replaces at least 50% percent of required face-to-face meetings using an online management system for the other.

Hyflex – classes where instruction is delivered online either synchronously during scheduled class time or asynchronously via of a learning management system. Usually, the course will be split into smaller groups and required to attend on-campus on assigned dates and watch online when not attending face-to-face.

Online - classes where instruction is 100 percent online, delivered through a course management system, and utilizes synchronous/asynchronous communication tools with students.

The push for change is nothing new. For years, schools have been exploring new transformative approaches to K-12 education. More so than ever, the focus will now center on going beyond face-to-face classes and online lessons to evolve public education into new paradigms. The question now, as it has always been, how will schools rethink education?
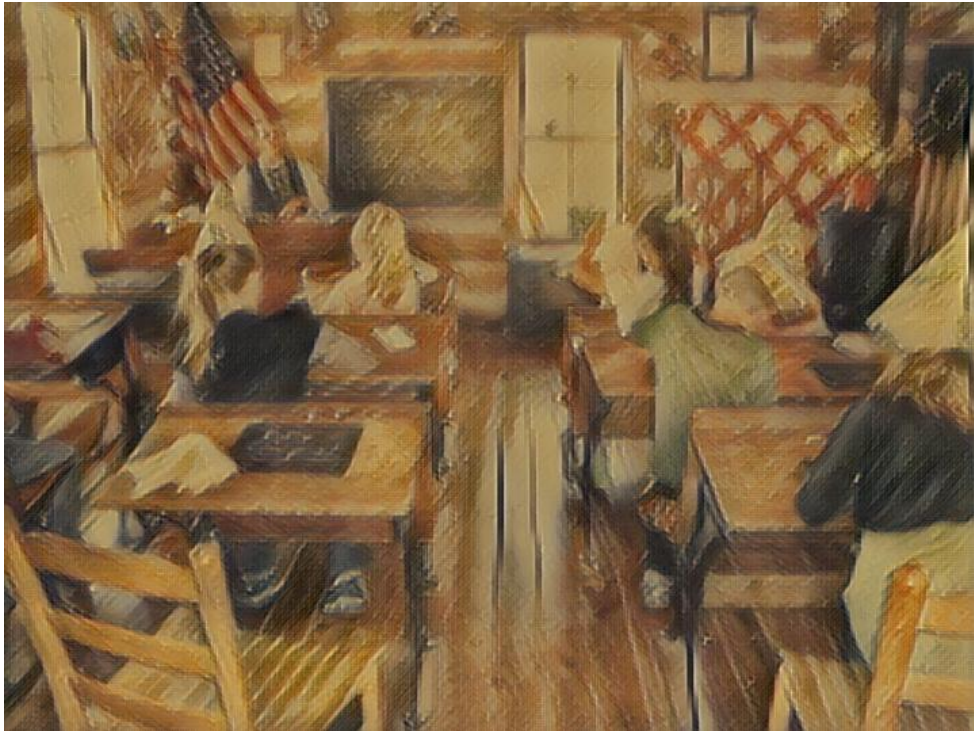
Chapter IV: Nurturing School Culture

"All kids all the time."

Nurturing school environments begin the idea that each child is important, will graduate, and will become the poster child for the school's vision. Ron Edmonds, one of the founders of the Effective Schools movement, once said it differently:

> *"We can, whenever, and wherever we choose, successfully teach all children whose schooling is important to us. We already know more than we need in order to do this. Whether we do it must finally depend on how we feel about the fact we haven't done it so far."* Ron Edmonds

Accompanying this philosophical change are structural changes in the fully functioning school. One key element of any school's restructuring campaign is administrative and faculty commitment to maintaining an optimal level of concern for each student and providing appropriate diagnosis and direction for students in danger of not succeeding. A second path to creating an affirmative school culture is developing programs and institutional practices that promote character development, thinking skills, awareness of other cultures, and is technology rich. A third is a focus on providing a environment where students are grouped for optimum learning experiences. Lastly, bringing the school together is a positive leadership attitude and focus on change, consensus building, and innovation (even when it involves risk). All these elements mesh together to form a pervasive, nurturing climate in which every child can and will thrive.

Nurturing School Climate
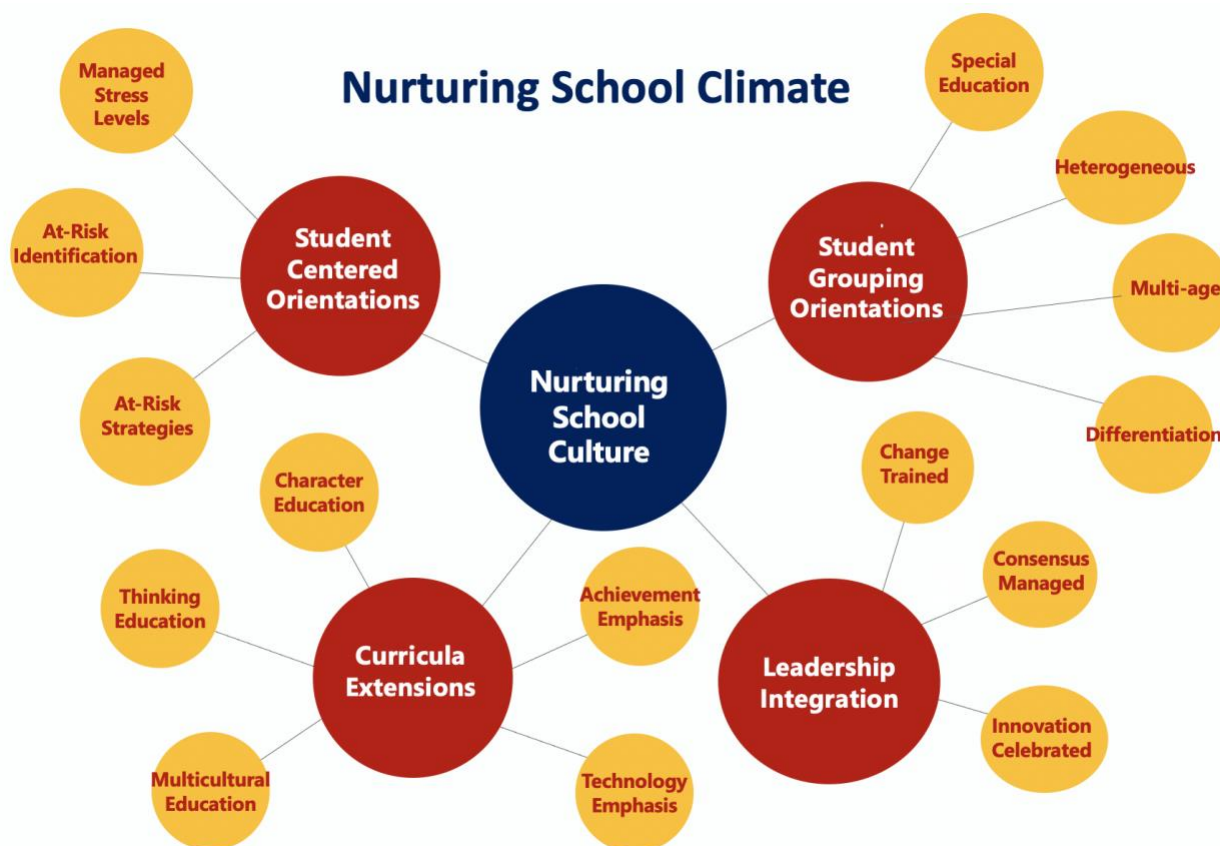
Student-Centered Orientations

"Believe in each child's undiscovered possibilities."

A positive faculty attitude toward students is creating more significant equity in student success, fashioning positive, orderly, and safe environments in which all children have the best opportunity to learn. Believing that learning is a matter of time, fully functioning staffs are acquiring the conviction that all their students will learn the intended curriculum at meaningful levels given sufficient time and motivation. Staff development programs such as Teacher Expectation - Student Achievement (TESA) were used in the 1980s in many schools to refine the instructional skills which promote equitable student performance. "Mastery learning" and "mastery teaching" were institutionalized in the 1990s in an effort to maximize the probability that there is an equitable instructional opportunity within the instructional process. In the 2000s, differentiated instruction that fostered individual learning plans for each child was promoted.

Suitable Stress Levels

"Appropriate stress promotes optimal performance."

In becoming more student-centered, fully functioning schools are paying greater attention to the effects of stress on student performance and to the factors that identify at-risk students. It has long been known by coaches that humans require a certain level of pressure to be present to achieve optimum performance. Successful coaches have always known that as the level of stress rises, so does the performance level - up to a certain point beyond which the performance begins to deteriorate. For each child, and under different conditions, that level differs. Coaches, as well as influential teachers, identify these conditions and levels in each child to achieve optimum performance for each child.
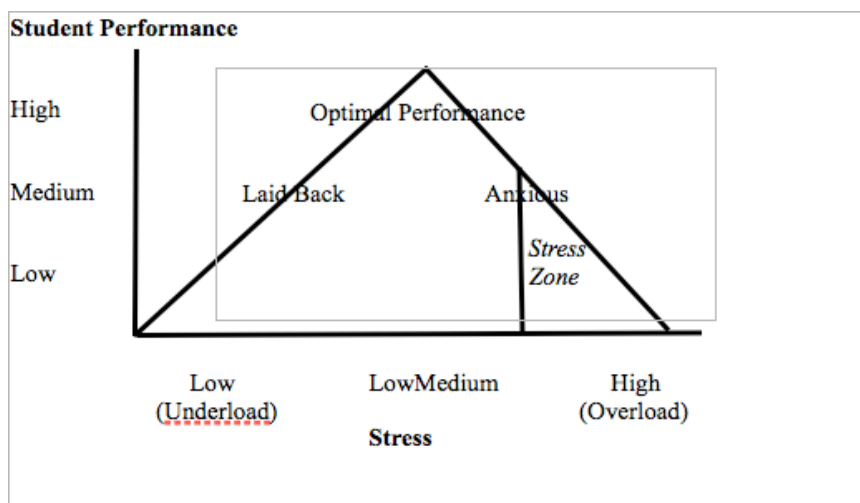
One early system of identifying the effects of stress on a child uses life experiences. The Social Readjustment Rating Scale developed by Holmas and Rane (1967) projects the psychological and physical probabilities of a student being at risk based on what happens in his or her life. Identifying school children's behavioral and physical symptoms that could affect achievement, the instrument involves assigning points to stressors and deriving a score to predict the effect.

Stress Factors

Stress	Points	Stress	Points
Parent dies	100	Parent's divorce	73
Parents separate	65	Parent travels in job	63
Close family member dies	63	Personal illness/injury	53
Parent remarries	50	Parent fired from job	47
Parents reconcile	45	Mother goes to work	45
Change in health of family	44	Mother becomes pregnant	40
School difficulties	39	Birth of sibling	39
New teacher or class	39	Change in financial condition	38
Illness of close friend	37	Starts new activity	36
Change in number of fights	35	Threatened by school violence	31
Theft of personal possessions	30	Changes home responsibilities	29
Older siblings leave home	29	Trouble with grandparents	29
Outstanding achievement	28	Moves to another city	26
Move to another part of town	26	Receives or loses a pet	25
Change in personal habits	24	Trouble with teacher	24
Change in hours	20	Move to new house	20
Changes in new school	20	Changes in play habits	19
Vacation with family	19	Changes with friends	18
Attends summer camp	17	Changes sleeping habits	16
Change in family get-togethers	15	Changes eating habits	15
Changes amount of TV viewing	13	Birthday party	12
Punished for not telling truth	11		

Total 150 to 300 = An excessive amount of energy is being used for readjustment; a greater than average chance child will evidence psychological symptoms.

Total 300 and greater = An extreme amount of energy is being used for readjustment; a good chance child will develop physical symptoms.

When a number of the above stress indicators come together at a certain point in a child's educational career, he/she could be considered "at-risk." The term "at-risk" is a broad one that has been given a variety of meanings. However, most educators generally understand this term to include students at risk of failing to complete school.

At-Risk Identification and Strategies

"Every child is usually at risk at some time in their life."

It has always been hard for teachers to truly "get to know" their students because of class sizes and possible teacher misconduct accusations that could arise from familiarity on too personal a level. The concept of "professional distance" is always hard to define, specifically given the different developmental levels and environmental situations of the teacher-student relationship. Thus, easily observed indicators of low grades, disruptive behavior, and social-economic status have been the common default barometers for identifying at-risk students.

At-Risk Identification

"All students want to succeed; a losing attitude is not endowed at birth."

Despite the "nature vs. nurture" debate, a losing attitude is never inherited but is a product of the environment. In the nation's most extensive study ever conducted on at-risk students, Phi Delta Kappa (Frymeir, 1992) found in their examination of over 21,000 students

that *only one child in five had no risk evident in their lives*, that one out of four students had three or more risk items, and one student out of ten had five or more risk items operating in his or her life every day. In short, risk is common and is everywhere.

The incidence of risk was found to be reasonably uniform among various age groups. For example, several characteristics were found:

1. Older children are more at risk than younger children.
2. Blacks are more at risk than whites.
3. Hispanics are more at risk than Asians.
4. Boys are more at risk than girls.

The study also concluded that if a student was at risk in one area, he/she was very likely to be at risk in many other areas; that children who fail often fail in everything they do; and that "children who hurt, hurt all over."

At-Risk Identification

The PDK study identified 34 items that clustered together into five factors that either correlated with, contributed to, or caused the risk of failing in life or school .

Class **1** **Personal Pain**

Class **2** **Family Tragedy**

Class **3** **Family Socioeconomic Status**

Class **4** **Family Instability**

Class **4** **Academic Failure**

More specifically, the study identified 34 items that clustered together into five factors that either correlated with, contributed to, or caused the risk of failing in life or school. The five factors and their indicators were:

Personal Pain
> Student had been suspended from school.
> Student had attempted suicide.
> Student had been involved in a pregnancy.
> Student had sold drugs.
> Student had used drugs.
> Student had used alcohol.
> Other family members used drugs.

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Parents drank excessively or were alcoholics.

Student had been arrested.

Student had been physically or sexually abused.

Family Tragedy: Within the last year -

A parent was sick.

A parent died.

A parent lost his or her job.

A friend died.

A student was seriously ill or in an accident.

A sibling died.

Family Socioeconomic Status

Student's father was unemployed or held an unskilled laborer's job.

Student's father had not graduated from high school.

Student's mother was unemployed or held an unskilled laborer's job.

Student's mother had not graduated from high school.

Parents had a negative attitude toward education.

English was not the language spoken in the home.

Family Instability

Student did not live with birth mother and father.

Student moved frequently.

Student changed schools frequently.

Student's parents divorced last year.

Academic Failure

Student got low grades in school.

Student failed courses in school.

Student had been retained in a grade.

Student is overaged in grade.

Student had excessive absences.

Student had low self-esteem.

Student had been referred to special education.

Student has low scores (below the 20th percentile) on standardized reading tests.

If a child answered yes to more than one item in each of the five areas listed above, he/she could be identified as at-risk. In examining these variables and five factors, the study further concluded that:

1. Personal pain is caused by family tragedy, family socio-economic situations, and family instability. Students who experience personal pain tend to come from families with more instances of family tragedy, low socio-economic levels, and less family stability.

2. Academic failure is caused by the first four factors - personal pain, family tragedy, family socio-economic situation, and family instability. Students who experience academic failure tend to experience more personal pain and come from families with a higher incidence of family tragedy, lower family socio-economic levels, and less family stability.

For the complete study, visit the [ERIC document](#).

At-Risk Instructional Strategies

<p align="center">***"To teach all students the same, you have to teach them differently."***</p>

The study also examined the school's reaction to at-risk students. Teachers' attempts to help a student in school are closely related to the degree they see risk as evident; in other words, students who are more at risk get more "school effort" than students who are less at risk. Teachers also employ a more significant number and more varied instructional strategies with students who are more at risk than those who are less at risk. Thirteen instructional strategies were found to be useful in helping students who were assessed to be at greater risk of academic failure:

special teachers	smaller classes
computerized instruction	referral to special education
lower track courses	individualized instruction
flexible scheduling	tutoring
extra homework	extra parental involvement
extra instruction in basic skills	referral to other special services
special instructional material	

In total, it could be concluded that risk is evident in each individual child. Out-of-school problems affect in-school problems, and a young child found to be at risk in one particular area is likely to be at risk in other areas. Thus, it is imperative that schools continue to search for "what works" for each student, rethink educational practices that don't work, and develop improved ways to use time, material, and teaching methods. Separating students according to risk is not the appropriate focus of a fully functioning school, for it is no more reasonable than separating students according to race, sex, or intelligence. However, various programs and initiatives hold promise for helping all students, not just those who are at risk: TESA, mastery learning, peer counseling and peer tutoring, alternative instruction, and interagency coalitions housed in the school.

Efficient Student Grouping Orientations

<p align="center">***"The goal of a teacher, as it is with a parent, is to enable the child to get along in life without them."***</p>

Throughout our daily lives, we are continually moving in and out of one group or another. Success in our interactions with family, friends, work, church, and almost all of our life's activities will depend on how well we work in a group. Fully functioning schools understand this and explore various grouping ideas in numerous realms. Not only are grouping strategies giving students multiple experiences in handling themselves in diverse groups, but grouping structures are also helping increase student engaged time. Grouping arrangements of identified students, ages, and interests have received much attention as a means of making instructional practices more student-centered.

Special Education Grouping

<p style="text-align:center">*"I CAN is more important than IQ."*</p>

Taking seriously the idea that "all students will learn," fully functioning schools support and encourage appropriate inclusion practices for exceptional students. These schools have seen too many times the unmotivated genius and have come to believe that the "I can" attitude is many times as important as intelligence. Helping foster this attitude for the exceptional child has been the appropriate placement in the regular classroom. Inclusion is commonly described as a philosophical and programmatic orientation toward placement in the "least restrictive environment" regardless of the student's categorical label. Many different terms have been used to describe the inclusion of students with disabilities in regular classrooms (Rogers, 1993).

> **Mainstreaming**: the selective placement of special education students in one or more regular education classes. This model assumes that the student should keep up with the work assigned.

> **Inclusion**: the commitment to educate each child, to the maximum extent appropriate, in the school and classroom he/she would otherwise attend. This model involves bringing support services to the child and requires only that the child benefits from being in the class.

> **Full Inclusion:** the belief that instructional practices and technological supports are presently available to accommodate all students in the classroom they would otherwise attend. This model has special education services delivered generally in the form of training and technical assistance to the regular classroom teacher.

The [National Education Association](#) (2011) cites five important items as essential to any inclusion program:

1. A full continuum of placement options and services. Placement and services must be determined for each student by a team that includes all stakeholders and must be specified in the Individual Education Plan (IEP).

2. Appropriate professional development, as part of normal work activity, of all educators and support staff associated with such programs. Appropriate training must also be provided for administrators, parents, and other stakeholders.

3. Adequate time, as part of the regular school day, to engage in coordinated and collaborative planning on behalf of all students.

4. Class sizes that are responsive to student needs.

5. Staff and technical assistance that is specifically appropriate to student and teacher needs.

The concept of inclusion has become such a value-laden idea that few would oppose the concept; however, the problematic situation of resources in many American schools has created much debate over how to see it implemented. What remains for the fully functioning school is to decide how an inclusion program can effectively promote a normalized educational experience for students with disabilities, knowing that the most critical component of inclusive programming is extensive cooperation and collaboration between regular education, special

education, and administrators. For more information on inclusion and special education, visit the [National Association of Special Education Teachers](#) and [The International Association of Special Education](#).

Heterogeneous Grouping

"The foundation of future learning is the ability to listen and learn from others."

Students are also being heterogeneously grouped with cross-age and task grouping replacing ability grouping. Both are efforts to reflect equitable expectations and provide model-rich opportunities to learn from others in a diverse group. It is apparent, as we look to the future, that the foundation of learning in a modern world will depend significantly on one's ability to interact with diverse populations and to learn from others. A prime example of heterogeneous grouping can be found in most cooperative learning models where there is mixed ability grouping with high-achieving and low-achieving students working together. Much success in student achievement and motivation has been found with these grouping models.

Multi-age Grouping

"Educational grouping by age makes less sense than grouping by performance."

One of the most revisited practices of structuring the elementary classroom is multi-age grouping, bringing back memories of the one-room school. Numerous schools are recapturing the advantages of multiple-age children in their classrooms. Not to be confused with combination classes in small enrollment situations, the multi-aged classroom offers mixed-aged classes that could span from two years to perhaps three or four years. Elementary arrangements could vary such as:

Typical Multi-Age Grouping Patterns

PK-K, K-1, 1-2, 2-3, 3-4, 4-5,
PK - 1, 1-2, 2-3, 3-4, 4, 5
PK-K, 1-3, 4, 5
PK-K, 1-3, 4-5

Most research studies done on multi-age grouping over the last 30 years have found that:

Characteristics of Multi-age Grouping

1. The wide range of competencies in the mixed-age group provides students with opportunities to develop relationships and friendships with others who match their interests, needs, and learning styles.

2. Such grouping minimizes competitive pressure, and thus discipline problems are substantially reduced.

3. Since most young children are not equally mature in areas of development at a given time, mixed-aged grouping can be an effective strategy for dealing with different rates of growth.

4. As a child interacts with other children at different cognitive maturity levels, intellectual growth is stimulated.

5. Vertical grouping allows the students to have the same teacher for more than one year, allowing for continuity.

6. Grouping compels teachers to organize learning activities and curriculum so that individuals and small groups can work on different tasks. (Katz, 1993)

In the final analysis, the ungraded, multi-aged classroom offers a flexible organizational structure for establishing a quality classroom environment which: 1) plans for and recognizes a wide range of student abilities: 2) provides for different rates of progress: and 3) adjusts for individual emotional and social needs.

Differentiated Instruction

"Student learning does not develop haphazardly; it is an outcome of the teacher's expectations and behavior."

In an ideal teacher's world, every child would learn the same way at the same time. In this perfect world, whole-class instruction would be simple; all students would be on the same page and learn the same material simultaneously. However, in the real world, every child is different. Each has his or her own avenues of acquiring, processing, constructing, and making sense of ideas, skills, and attitudes being taught. Each has his/her own style and time demands in learning. Differentiated instruction helps teachers operate more effectively in the real world.

The concept of differentiated instruction is defined by Tomlinson (2001) as a process by which a teacher ensures "that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that student's readiness level, interests, and preferred mode of learning." It makes sense that if a teacher could match the learning and assessment environment more closely to each student's learning style, discipline problems would be reduced, and more students would be successful. Differentiated instruction does not necessarily have an individual learning plan for every student; it attempts to provide various instructional methods and assessment techniques that best facilitate each child's learning environment in the classroom. These methods could include a pretest, a blend of whole-class, group, and individual instruction, a use of numerous approaches to practice the material, and a variation in documentation that the material was learned. Differentiated instruction puts the student in the middle of planning, where teachers tailor the teaching and adjust the material to the student rather than expecting the student to modify himself or herself to fit the instruction. For a teacher, it requires that he/she knows how each student learns best and has a repertoire of instructional strategies to help each student maximize the learning experience. By integrating constructivist, learning styles, multiple intelligences, and brain development theories, differentiated instruction helps the American school effectively make the shift from homogeneously grouped classes to the heterogeneously grouped classrooms with varied levels of learners.

RtI

"Theories and goals of education don't matter much if you don't consider how each student learns."

Leading the charge for differentiated instruction on a national level, Response to Intervention (RtI) was promoted as a process to benefit all children, not just identified special education students. RtL is the process of providing targeted instruction and interventions matched to a student's performance, with the teacher and school frequently monitoring levels of

achievement to make decisions about instruction. This system highly values the use of data to:

- make decisions about the effectiveness of both classroom and remedial instruction;
- identify academic and behavioral problems early;
- make decisions about eligibility for special programs; and
- determine individual education programs.

Several states have used several policy documents like NASDSE's, *Response to Intervention: Policy Considerations and Implementation* (Batsche, et al., 2005) to develop a blueprint for implementation. Each individual state-developed plans to provide concrete guidance to schools. The individual documents were usually broad in scope, allowing varied implementation flexibility. However, several specific practices were recommended:

- the school building be the unit of change;
- district-level supports be present to support building-level implementation; and
- state-level supports be present to support district and building level implementation.

As the concept spread from state-to-state, the implementation of RtI in practice typically proceeded through three stages:

- consensus-building where RtI concepts were communicated broadly, with the need for RtL taught to and discussed by the staff;
- structure building in which schools visited successful sites of implementation and then constructed their own design; and
- design implementation, where the school's structures and supports are implemented to institutionalize RtI practices.

For more information on how RtI was fashioned, read the article *Response to Intervention: Blueprints for Implementation* for an even more complete discourse.

MTSS

For the state of Kansas, RtI took the name of MTSS, Multi-Tiered System of Supports. Kansas's Multi-Tiered System of Supports (MTSS) is "a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each Kansas student to achieve high standards."

Typically, each school system individually designs a three-tiered system to help every child learn the core curriculum (reading, math, and behavior). Tier 1 involves all students learning the core curriculum, with ample time set aside for uninterrupted instruction. Progress is monitored at least three times a year with a universal assessment tool. Tier 2 involves those students needing supplemental interventions in addition to the core curriculum instruction. Usually, at least thirty minutes of instruction is set aside for small group instruction, with progress monitored at least twice monthly. Tier 3 involves those students needing even more intensive interventions, usually one-on-one for 15 to 30 minutes, with progress monitored daily or weekly.

To operationalize the plan, schools typically organize into teaching teams to monitor and

implement the support system. Title I and special education teachers, counselors, librarians, and principals are usually involved in the team support structures. Individual teachers usually monitor their at-risk students daily (Tier 3), strategic students weekly (Tier 2), and benchmark students monthly (Tier 1). The teaching team meets every 10 to 30 days to change groups, discuss interventions, change interventions as needed, and plan for all groups for the following time period. If progress monitoring indicates that a change needs to be made before the monthly meeting, that change is discussed informally among teachers. Successful implementation of MTSS requires constant monitoring. For more detailed information on MTSS, visit the Kansas Muti-Tier System of Supports.

Kansas Multi-Tiered System of Support (MTSS)

Behavior
- Student centered planning
- Customized function-based interventions
- Frequent progress monitoring to guide intervention design

Academics
- More intense supplemental targeted skill interventions
- Customized interventions
- Frequent progress monitoring to guide intervention design

Few

Some

- Supplemental targeted function-based interventions
- Small groups or individual support
- Frequent progress monitoring to guide intervention design

- Supplemental targeted skill interventions
- Small groups
- Frequent progress monitoring to guide intervention design

All

- All students, All settings
- Positive behavioral expectations explicitly taught and reinforced
- Consistent approach to discipline
- Assessment system and data-based decision making

- All students
- Evidence-based core curriculum & instruction
- Assessment system and data-based decision making

KSDE - July 2007 Draft

Differentiated Strategies

"Every child is important in the scheme of academic success."

It makes sense for teachers to design lessons that target all students' learning needs in their class. Many might say a fully functioning school system should be judged by the way it handles its weakest and its truly gifted who are bored silly with jumping through the "hoops" of the schools. Students, who don't get the material and find it undemanding, find ways - sometimes not constructive – to occupy themselves. The old days of teaching to the average student are long gone. Who is average anymore?   Several popular vehicles for differentiating instruction are:

- teaching and assessing in all nine of Howard Gardner's Multiple Intelligences;
- teaching and assessing to all three learning modalities - auditory, visual, and spatial;
- teaching to different learning styles using formalized programs - True Colors, Dunn's

Learning Styles Index, Left and Right Brain Dominance, etc.;

- using Marano's nine instructional strategies consistently;
- using interest surveys, scaffolding, or Socratic questioning;
- using a layered curriculum or tiered instruction;
- developing learning contracts or individual projects;
- offering students choices in tasks to complete using such things as tic-tac-toe extension menus, choice boards, dinner menus, etc.;
- adapt Curry/Samara curriculum models, teaching strategies, and assessment rubrics;
- modify worksheets using three or more versions; and
- using technology for "early finish" students to further explore related topics while other students participate in extra practice opportunities.

Emphasized Curricula Extensions

Schools moving to fashion a nurturing school environment are also focusing on integrated curricula extensions, which provide for a broader education than the three Rs. Furnishing emphasis on values and character, teaching each student to be problem solvers and critical thinkers, and presenting material through a multicultural perspective combine to form a pervasive goal of delivering a more practical curriculum for the next decade.

Character / Values Education

"Extensive intelligence plus noble character are the true goals of education. High test scores are not enough."

To develop comprehensive learning environments conducive to success in the future, schools are revisiting values education. Historically, values revered by society have always been taught in American public schools. In its beginning, the American school taught religious values with strong right and wrong messages through the McGuffey Reader. In the 1920s, ethics instruction or "character education" promoted such virtues as honesty, self-control, patriotism, responsibility, and friendliness. Believing that values were relative and personal, educators in the 1960's encouraged "values clarification" that helped students understand their values, no matter what they were. In the 1970s, especially in drug and sex education classes, the belief was that if students were taught to make intelligent choices, they would make the right ones (Nazario, 1999). In the 1990s, the adoption of the "America 2000" national goals aimed to teach students the responsibilities of citizenship, have the schools free of drugs and violence and provide a disciplined school environment conducive to learning. During this decade, more attention was given to the values that schools should promote. Today, though the emphasis on meeting testing standards is ever-present, schools still strive to teach values and good character through various formal and informal programs. More than ever, "The Teacher's Prayer" is being invoked in the American school and serves as the calling for the masterful teacher.

Teacher's Prayer

I want to teach my students how
To live this life on earth,
To face its struggles and its strife
*And to improve their worth*
Not just the lesson in the book

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Or how the rivers flow
But how to choose the proper path
Wherever they may go
To understand eternal truth
And know the right from wrong
And gather all the beauty of
A flower and a song
For if I help the world to grow
In wisdom and in grace
Then I shall feel that I have won
And I have filled my place
And so I ask your guidance,
God That I may do my part
For character and confidence
And happiness of heart.

Core Values

"No human being has to know everything, but each must become someone early in his existence."

The identification of consensus values lies at the heart of most values education programs. These are lists of values or character traits the community supports. One of the typical starting points is the Aspen Declaration, the product of the 1992 Aspen Summit Conference, which lists six commonly accepted values:

- respect
- responsibility
- trustworthiness
- caring
- justice and fairness
- civic virtue and citizenship

Aspen Core Values

Responsibility
Caring
Trustworthiness
Respect
Citizenship Civic Virtue
Fairness Justice
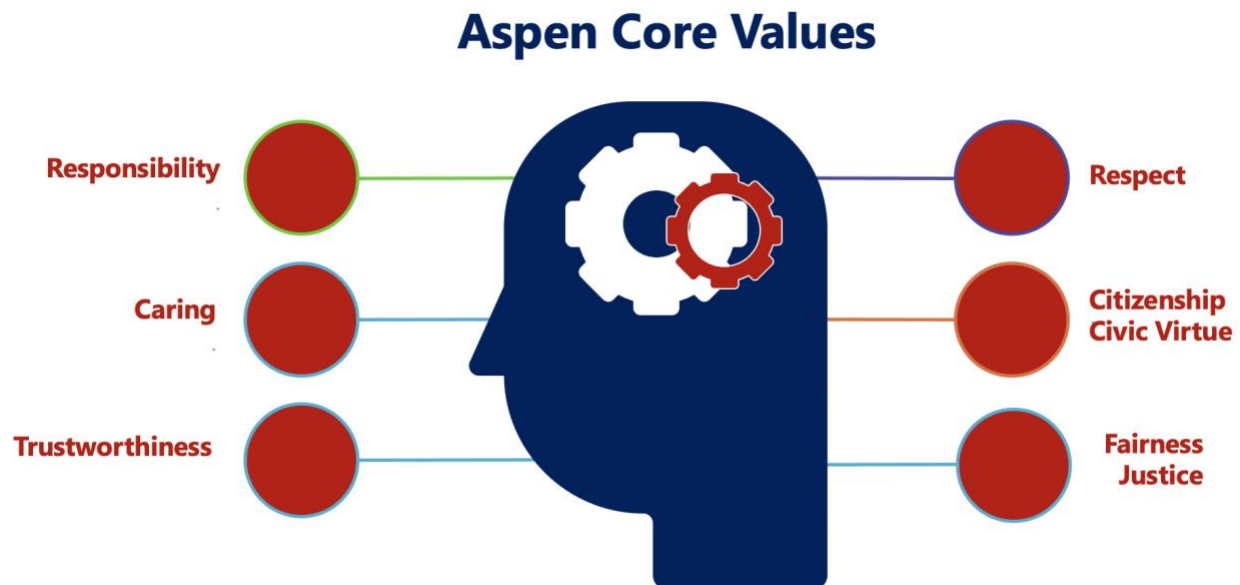
Expanding upon these ethics, the most extensive study conducted on values was completed by Phi Delta Kappa in 1996. Surveying parents, teachers, and students throughout America, the Core Values Study made several interesting conclusions:

1. The values that teachers think are important for children to learn today are remarkably similar to values that educators thought young people should learn 60 years ago: For example:

   • Democracy is right. Authoritarianism is wrong.
   • Honesty is right. Dishonesty is wrong.
   • Responsibility is right. Irresponsibility is wrong.
   • Freedom of speech is right. Restricting freedom of speech is wrong.
   • Courtesy is right. Discourtesy is wrong.
   • Tolerance is right. Intolerance is wrong.
   • Freedom of worship is right. Restricting freedom of worship is wrong.
   • Respecting the law is right. Violating the law is wrong.
   • Integrating schools is right. Segregating schools is wrong.

2. Educators and non-educators alike think that the home is the primary agency for developing values in the young, but school and church both have an important role to play.

3. Adolescents' values are not "perfect," but they are generally better than teachers think they are.

4. The discrepancy between what values are being taught in schools and what should be taught, as reported by educators, is considerable. Schools are not doing nearly as well in teaching values, as most educators who respond thought they should be doing.

For further research of the Kappa study, read *Core Values: After Three Years of Study What Do We Know*.

Community Service Programs

"We are what we repeatedly do every day. Character is not a performance in a play, but a daily habit."

A popular method of addressing values education is requiring community service before graduation. This notion that young people should improve themselves and their surroundings is not new, but redefining the classroom to a larger community provides a positive vehicle for establishing relevant "learning laboratories" closely linked to community needs. Research from previous programs points to several guidelines for ensuring the success of community service programs in the school (Nathan & Kielsmeier, 1991):

1. Community support for the program is essential.
2. Integrating service programs into the curriculum ensures that the learner outcomes and means of supervision and reflection are clearly articulated.
3. Students need to have a say in which projects they will participate.
4. Students need to have a chance to reflect, preferably in writing, on their experience.

5. Students need to be given recognition for their participation.

       This kind of experiential learning has proven to be useful in developing self-esteem and a sense of belonging and allows students to actively practice the concepts they read and learn about in the classroom. In our current school system, educators believe that not only is it important to develop character, but that character is better developed through experience - not in a seat in the classroom. They think that only in the crucible of experience, through daily interactions, will students internalize what it means to care, to be fair, to be trustworthy, to be those things the community believes defines the human character. They are acknowledging that children truly learn what they live.

Children Learn What They Live

If a child lives with criticism, he learns to condemn.
If a child lives with hostility, he learns to fight.
If a child lives with ridicule, he learns to be shy.
If a child lives with shame, he learns to feel guilty.
If a child lives with tolerance, he learns to be patient.
If a child lives with encouragement, he learns confidence.
If a child lives with praise, he learns to appreciate.
If a child lives with fairness, he learns justice.
If a child lives with security, he learns to have faith.
If a child lives with approval, he learns to like himself.
If a child lives with acceptance and friendship, he learns to find love in the world.

To a much greater extent than before, several of today's fully functioning schools are incorporating values into their policies and curriculum. They are more strongly promoting "safe" values such as honesty, perseverance, respect, cooperation, responsibility, and less- accepted values such as cultural respect, self-esteem, and concern for all types of others. They are more closely attuned to remembering the "Twelve Rules for Success."

Twelve Rules for Success
Marshall Field

Remember:
The value of time
The success of perseverance
The pleasure of working
The dignity of simplicity
The worth of character
The power of kindness
The influence of example
The obligation of duty
The wisdom of economy
The virtue of patience
The improvement of talent
The joy of originating.

Schools that look to provide a nurturing school climate are developing environments that help identify, discuss, and teach fundamental ethical and character-building values necessary for social progress in the future.

Thinking Education

Schools are also focusing on teaching children to be thinkers. With numerous national reports pointing to the need for a workforce who can solve problems and think critically, schools are developing curricula and instructional models that promote active learning through creative and critical explicit thinking skill development.
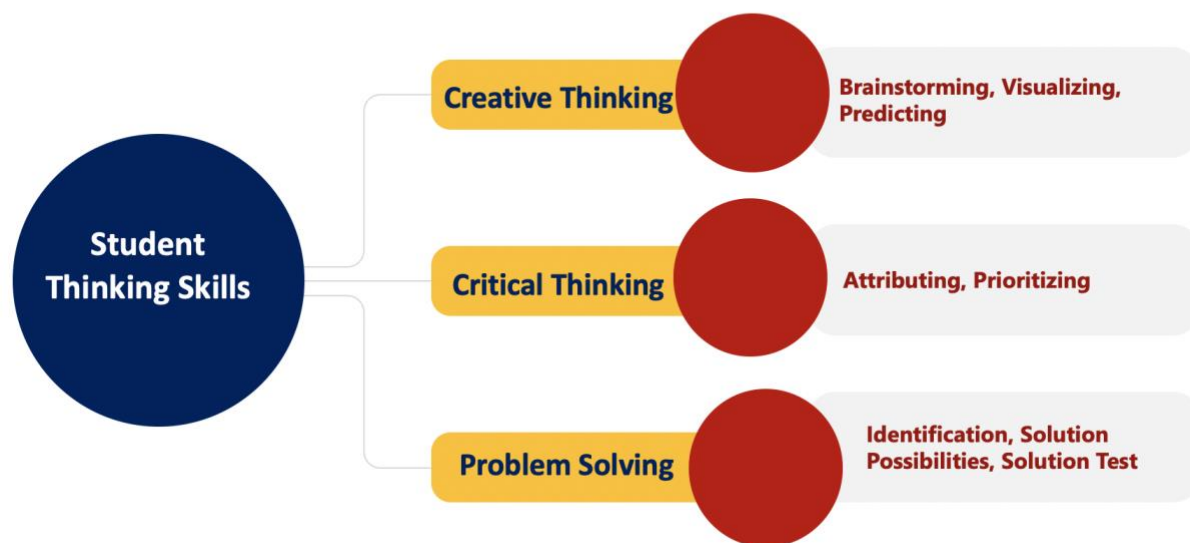
Creative and Critical Thinking Programs

One such early thinking skills program, Phi Delta Kappa's FACETS, incorporates creative and critical thinking strategies as well as problem-solving methods. Creative thinking in this program incorporates synthesis and focuses on three skills - brainstorming, predicting, and visualizing. Critical thinking focuses on two skills - attributing and prioritizing. Using these thinking skills, the program thus provides strategies for problem identification and solving. The definition of these skills, their process steps, and how they come together for problem-solving are found below.

Facets Thinking Skills

Phi Delta Kappa's FACETS, incorporates creative and critical thinking strategies as well as problem-solving methods to teach thinking skills.

Student Thinking Skills

Creative Thinking — Brainstorming, Visualizing, Predicting

Critical Thinking — Attributing, Prioritizing

Problem Solving — Identification, Solution Possibilities, Solution Test

FACETS Thinking Skill Identification and Teaching Process

Creative Thinking: the creative mind visualizes, forecasts, and generates ideas; brainstorming, visualizing, and predicting are the primary skills.

Brainstorming - finding and listing ideas; used to produce a fluent and flexible list of ideas; teaches students that ideas of others can trigger new thoughts.
- **F**orm a fluent list with many ideas in a short time.
- **A**ccept all ideas with no criticism.

- **C**ombine ideas by association.
- **E**ncourage craziness.
- **T**hink visually with detailed images.
- **S**tick with it for lulls are followed by ideas.

Visualizing - imagining, picturing, seeing; used to sort out confusion by forming a concrete picture; teaches students that problems can be more easily analyzed when mentally viewed.
- **F**orm a mental image of the final goal.
- **A**dd to image using senses, colors, and shapes.
- **C**hoose a first step.
- **E**stablish the steps mentally.
- **T**ake out the roadblocks.
- **S**ee the final goal as a detailed picture.

Predicting - forecasting, guessing, anticipating, making sound predictions; teaches students to sort through information to determine what is relevant and associate the data with their own experiences and knowledge to make a calculated guess.
- **F**ocus on the facts or inferences.
- **A**ssociate data with past experiences/knowledge.
- **C**alculate clues.
- **E**xamine various possibilities.
- **T**ake a guess.
- **S**tate reasoning for prediction.

Critical Thinking: the critical mind analyzes, compares, and chooses; attributing and prioritizing are the main skills.

Attributing - finding characteristics, traits, likenesses; used to classify data; teaches students to determine attributes of objects or ideas in order to distinguish or find similarities.
- **F**ocus on the concept or item.
- **A**nalyze characteristics, traits, or concepts.
- **C**onnect ideas.
- **E**xplicit characteristics are defined.
- **T**est the specific characteristics.
- **S**tate the critical attributes.

Prioritizing - ranking, selecting; used to rank choices; teaches students to set guidelines for choice.
- **F**ocus on choice.
- **A**gree on criteria.
- **C**onstruct a list of choices.
- **E**valuate and confirm the first and last choice.
- **T**hink about middle choices.
- **S**elect and order choices.

Problem Identification and Solving: using creative and critical thinking skills for decision making.
- **F**ocus on defining the problem. 77

- **A**nalyze possible causes.
- **C**onnect real cause to a problem situation.
- **E**stablish a feasible solution (s).
- **T**est the solution (s).
- **S**elect the best solution.

Metacognition Programs

"To be conscious that we are thinking is to be conscious of our own existence."

In teaching metacognition (thinking about thinking), teachers are developing problem solvers who find order in a problem and then consider the thinking skills and strategies needed to solve it. In these "thinking" schools, students are taught explicit thinking skills and problem-solving methods. For example, math, reading, or writing may follow slightly different process approaches, but the learning of these processes is perhaps more important than the knowledge retained. By designing content area lessons across the curriculum, which require experiences based on problem-solving, these schools strive to develop problem solvers who can transfer learned strategies to academic and real-life situations.

Multicultural Education

"United we stand; divided we fall - unity is strength."

Because American society's diversity has significantly increased during the past twenty years and will continue to do so, schools are increasingly moving towards more multicultural environments and curriculums. Much like values education, the multicultural perspective strives to teach the fundamental values that will allow people to work and live together with tolerance and respect. Common goals usually found in multicultural studies are for students to:

1. Develop positive attitudes toward different racial, ethnic, cultural, religious, and handicapped groups.
2. Understand the interdependence that exists in a pluralistic society.
3. Understand that racial and ethnic diversity can be a source of strength.
4. Develop core values (including tolerance, respect for others' opinions, sense of responsibility for the common good, and readiness to participate in civic life) that enable people to work and live peaceably.
5. Enhance their self-concept and cultural identity by appreciating their cultural heritage.

Since America is a "shared culture" with numerous traditions, beliefs, and cultural backgrounds, the common culture of most communities offers daily contact with different races and ethnic origins. Our schools are simply a microcosm of America, for they reflect our pluralistic culture, and they must demonstrate that diversity is to be respected and is a source of strength in our country. Kids and school populations come in all colors. Thus, more and more schools see the value in developing environments and curricula that promote a multicultural perspective. Understanding seems to be the shortest distance between peoples. Visit the National Association for Multicultural Education for a wide variety of materials.

Achievement Emphasis

"A true education is more than providing seat time."

A well-defined faculty focus on student achievement is also moving schools toward

increased monitoring and success building techniques. This achievement emphasis creates an environment where what is taught is monitored, and individual student success and improvement are rewarded. Believing that "what gets measured gets done," schools are collecting, analyzing, and using various types of school data to help them amend programs and judge achievement.

Believing that success breeds success, fully functioning schools are also adopting extrinsic award programs that recognize students for improvement and high achievement. They become advocates for children by becoming more involved in the out-of-school environment. Restructuring schools are building a more solid base for motivating student success.

School Achievement Programs

"Success breeds success; losing begets losing."

Programs such as "Renaissance" provide incentives for student grade improvement over the school year. This program, financed by local businesses, provides Gold, Blue, Red, and White awards to students based on levels of achievement. The qualifications for each level are:

Gold - All A's for the semester; no disciplinary referrals; no ISS/OSS or detentions.

Blue - All A's and B's for the semester; no disciplinary referrals; no ISS/OSS.

Red - GPA above 2.0; one disciplinary referral; no ISS/OSS.

White - Raise GPA .25; one disciplinary referral, one ISS; no OSS.

The incentives vary for each level but include such items as free t-shirts, rings, exam retakes, choice parking places, bumper stickers, video rentals, meals, admission to functions, discounts at stores, reimbursements for college exams like the ACT, eligibility for drawings of cars, and other such items.

Classroom Motivational Techniques

"For a student, life without success is like being in prison."

In building an achievement-oriented classroom environment, many teachers provide recognition for good work through several motivational strategies from as simple as **"five-second celebrations"** to semester-long ticket programs leading to an end of the year auction where students can bid on items using their earned tickets. Several examples of simple activities that take little time but provide the positive strokes all students need could be:

- **Standing O** - Each student stands and forms an O by raising arms overhead for a "Standing Ovation."
- **Pat on the Back** - Students give themselves or their neighbor (or both) a friendly pat on the back.
- **One-Minute Celebration** - Distribute one balloon to each student. Instruct students to inflate the balloon and hold it until all balloons are inflated. On a signal from the teacher, all students release their balloons simultaneously.
- **Double-Clam Clapper** - Students raise both hands to shoulder height. Repeatedly touch fingers to thumb to stimulate clam shells opening and closing.

These, as well as others, are quick strategies to build rapport and enhance the feelings of accomplishment. Because they are spontaneous, friendly, and silly, they fit students of all ages.

Common motivational rewards used by teachers from various grade levels typically give special recognition, issue uncommon privileges, or make available fun activities or games. These motivational efforts should fit the maturity level of the student and could include:

Recognition
- Work displayed in-room or business
- Work displayed to principal
- Recognition in the school newspaper
- Stickers
- Candy
- Certificate
- Note or telephone call to parents
- First in line
- Special job
- Special lunch seating
- Picture displayed
- Coupons for later raffle
- Marbles in a jar with special award when full
- Special T-Shirt award
- Peer tutoring

Special Privileges
- Free time
- Lunch with teacher, parent, or principal
- "Student of the Week" Award with special privileges
- "Sit-Where-You-Want" day
- Outside playtime
- Notes used on test

Fun Activities
- Class breakfast
- DVD (G - PG) Movies
- Popcorn party
- Sing-a-long time
- Outside game time
- Computer time
- Lunch dance
- Field trip
- Skating or bowling party
- Limo ride
- Special guest
- Culture day
- Special day event (crazy hat, clash, book character, etc.)
- Parent-Teacher cookout or picnic
- Carnival

Gaming
- Computer games (Jeopardy, Who Wants to Be a Millionaire, etc.)
- Class Bingo
- Class spelling baseball
- Class intramural event
- Board games
- Faculty contest (pie in the face, cut beard, etc.)

Locus for Child Advocacy

<p align="center">*"Immediate survival needs have priority over schooling."*</p>

Because of the impact of the new social realities on the lives of children and their families, many restructuring schools are taking on a new role as the center of social services for children. Because of poverty, violence, changes in family structure, lack of health care, and a host of other reasons, an increasing number of children are at risk. In 1987, the Elementary School Center proposed a plan that asks schools to serve as the locus of advocacy for all children (Shedlin, 1990). This child advocacy role means that schools accept responsibility for mobilizing available resources and generating new ones as needed to meet the needs of the children they serve. Schools would act as advocates, ombudsmen, or brokers to help meet needs and protect their students' rights.

Over the last several decades, school communities that wanted to address academic success for every one of their students looked to address the student's personal needs. To assume this child advocacy role, schools began changing systemically. Coalitions or compacts of individuals and groups, spearheaded by the schools, found ways to work together to provide services that met the "survival" and "thrival" needs of the students. Typically, a school-based Child Advocacy Steering Committee formed which identified student needs, rank-ordered them, received comments from a community-based Child Advocacy Committee; together, the two committees' members decided which community entities were in the best position to meet the most critical needs (Shedlin, 1990). Sometimes these community services were relocated to the school or provided on school premises. Knowing that, above all things, teachers are entrusted with each student's physical and psychological safety, schools are trying to address more of the non-school environments.

Presently, many child advocacy programs have expanded to include neglected children and child abuse.

Technology-Rich Emphasis

<p align="center">*"High tech, high teach! "*</p>

Because of the ever-present and ever-changing technology, society is placing greater demands on its populace's "technology literacy" to be successful in life and work. This reliance is also reflected in our schools. Just as in society, an ever-widening gap is developing between upper socio-economic students who have access to and can effectively use technology and those that do not. To equalize this gap, numerous programs are being adopted to get more technology into the classroom.

A review of research, data, and case studies published within the past five years conducted by the International Society for Technology in Education (ISTE) and the Consortium

for School Networking (CoSN) confirms that technology use in education:

- improves student achievement in reading, writing, and mathematics;
  improves school efficiency;
- improves learning skills;
- helps meet the needs of all students by individualizing learning;
- promotes equity and access; and
- improves workforce skills.

The types of technology used in high-tech schools vary by grade level. Secondary schools that are fortunate enough to acquire laptops for every student take learning to a whole new learning dynamic. Students can store all their textbooks and class material and submit assignments electronically. However, in 2011, most high-tech schools usually have:

- **Personal Computers:** individual computers for each student or classroom sets for individual student access.
- **Smart Boards** or Mimio Boards: display boards that allow interactive lessons where a teacher can manipulate the presentation and show PowerPoints, videos, worksheets, etc.
- **Digital Visual Presenters** (ELMO): projection equipment that allows direct display of material, experiments, worksheets, student work, etc.
- **Wireless Tablets** - wireless hand-held tablets that allow the teacher to draw, annotate, manipulate images, and interact with multi-media resources and applications from any area of the classroom.
- **Classroom Sound Systems** - a "sound field" system that allows a teacher's voice or educational media to be heard clearly throughout the classroom.
- **Classroom Response Systems** (Clickers) - individual student clickers that provide a mechanism for students to participate anonymously by creating a "game approach" in answering teacher questions.
- **Class Websites**: classroom or individual teacher websites that communicate to parents/students the communication avenues, class expectations, teaching schedule, management system, assessment procedures, and any needed information for successful completion of the year.
- **Digital Cameras**: cameras to take pictures and movies of student projects, presentations, trips.
- **DVDs**: equipment to show educational movies and pictures
- **Teacher Cell Phones**: phones that would allow emergency calls and deaf student communication through texting.
- **IDLs**: access to an Interactive Distance Learning classroom within the school that allows the class to interact with other classrooms or distance learning locations.
- **Safe Lock Doors** - "smart" doors that control entry and exit throughout the school through cards or other automation.
- **Educational software**:
  - Productivity: student grading and communication with parents - PowerSchool, etc.
  - Drill - individual student remediation, practice, or extension - Reader Rabbit, Math Blaster, Jump Start, etc.
  - Teaching: lesson construction, mapping, and housing - PowerPoint, Keynote, etc.

- Gaming: review and practice games.
- Assessment: individual student testing - Accelerated Reader (AR) tests, test banks, state assessments administration, electronic portfolios, etc.
- Management: graphic design programs, poster construction, teaching aid development.

For more ideas on how technology can be used in the classroom, visit 4teachers Teach with Technology website.

       In these high-tech schools, teachers strive to develop innovative instructional applications for the technology. Through systematic staff development, teachers first become comfortable with the new equipment or software, then explore practical classroom applications as they become comfortable. Time is a significant factor for quality to develop. It takes time to sift through the various sites to find quality, usable lesson plans, PowerPoints, videos, or rubrics to use in the classroom. It takes time to explore the various programs available on the Internet and learn to use them with students. It takes time to pilot and assess the technology usage to see if it fits the instructional objectives. Though it is time-consuming, technology usage can effectively supplement all levels of instructional objectives. For example:
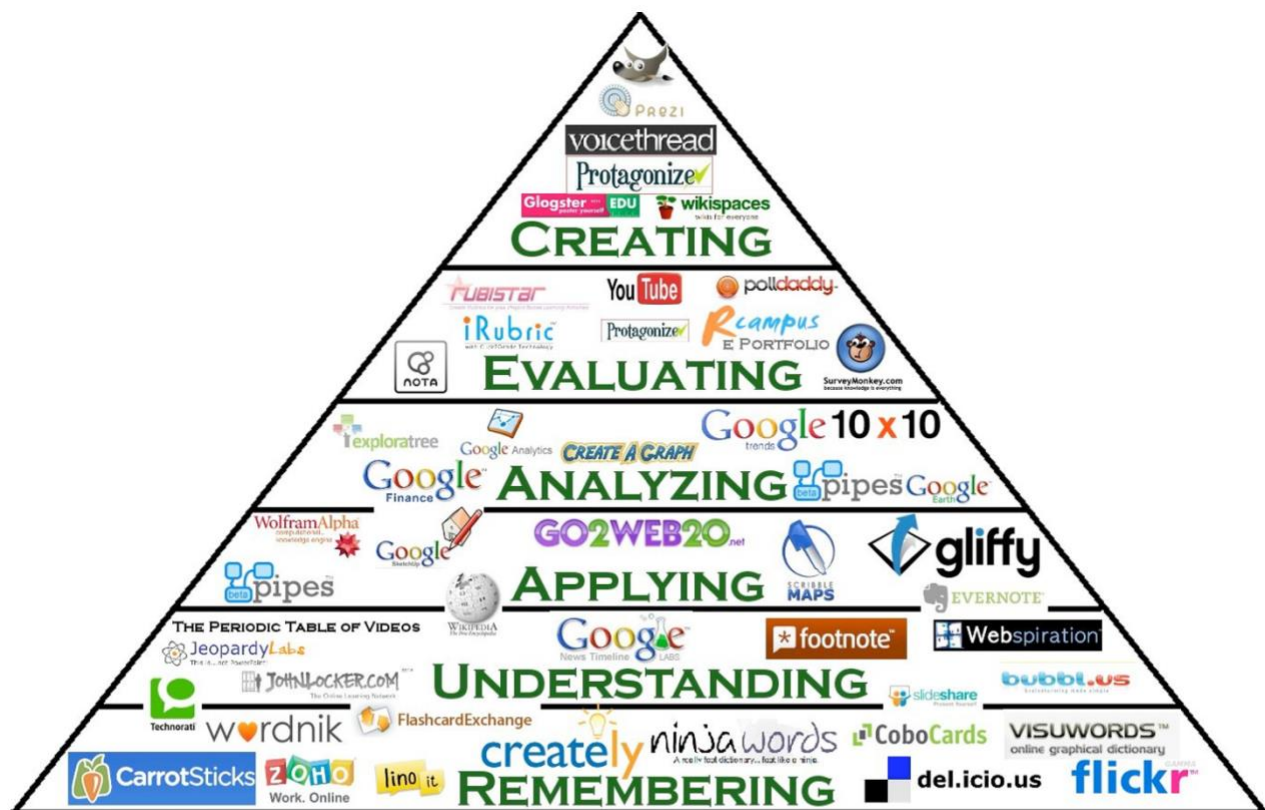
Above, Samantha Penny aptly illustrates how various Internet available programs could be used to cover all levels of Bloom's Taxonomy.

Leadership Integration

"Student success is a ladder that cannot be climbed with your hands in your pocket."

       Just as there is a renewed emphasis on the child and the use of technology in the

classroom, there is also a new emphasis on staff leadership. Administrators and faculty in fully functioning schools are now exercising better leadership, paying greater attention to the scope and sequence of instructional programs, and devoting significant attention to improving instruction quality. There is an attitude in fully functioning schools that each staff member is responsible for the mission of the school, and if change is to happen, it is up to each individual to make it happen.

The more traditional methods of perceiving leadership are slowly giving way to the idea that the school does not always behave in a predictable manner and that the old ways of dealing with change usually are non-productive. This perception is perhaps best illustrated in an old Indian adage which holds that "you have to get out of the saddle when the horse is dead." Too many schools continue to ride a dead horse and provide leadership by:

1. buying a stronger whip;
2. switching riders;
3. riding longer;
4. appointing a committee to study the horse;
5. visiting another site that rides more effectively;
6. increasing standards; and
7. comparing how the horse was ridden ten years ago.

Schools that become fully alive find that effective leadership is usually determined from below, with those that live the effort. Leadership in a fully functioning school is more than committees and further study. It is sometimes effort and struggle. Teddy Roosevelt wisely said:

> *It's not the critic who counts... It's not the man who points out how the strong man stumbled... Credit belongs to the man who really was in the arena, his face marred by dust, sweat, and blood, who strives valiantly, who errs to come short again, because there is no effort without error and shortcoming. It is the man who actually strives to do the deeds, who knows the great enthusiasm and knows the great devotion, who spends himself on a worthy cause, who, at best, knows in the end the triumph of great achievement. And, who, at worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and cruel souls who know neither victory or defeat.*

In those schools where teachers love to teach and students love to attend, there is a pervasive attitude that things will happen - that the staff will make it happen, rather than let it happen. Leadership is also understanding the power of perseverance. Calvin Coolidge is quoted as saying:

> *Nothing in the world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb.*
> *Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent.*

Leadership is also a commitment to quality and success. William A. Foster once said:

> *Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution. It represents the wise choice of*

alternatives. Success is never an accident; the difference between a successful person and others is not a lack of strength, not a lack of knowledge, but a lack of commitment.

In these schools, where there is leadership integration, there is a commitment to change. Leadership, by its sheer definition, means change. Leadership IS the pursuit of excellence. Vince Lombardi, a national symbol of determination, said:

The quality of a person's life is in direct proportion to their commitment to excellence. For it is commitment that transforms promise to reality and is the stuff character is made of. Excellence is the daily triumph of integrity and can only be attained if you... care more than others think is wise; risk more than others think is safe; dream more than others think is practical; and expect more than others think is possible.

Lastly, authentic leadership in the fully functioning school is derived from an intrinsic moral purpose where teachers have a "fire in their belly" and see themselves as doers. They know the difference between a winner and a loser.

The Winner vs. The Loser
Author Unknown

The winner is always part of the answer;
The loser is always part of the problem.

The winner always has a program;
The loser always has an excuse.

The winner says, "Let me do it for you;"
The loser says, "That's not my job."

The winner sees an answer for every problem;
The loser a problem for every answer.

The winner sees a green near every sand trap;
The loser sees three sand traps near every green.

The winner says, "It might be difficult, but it's possible;"
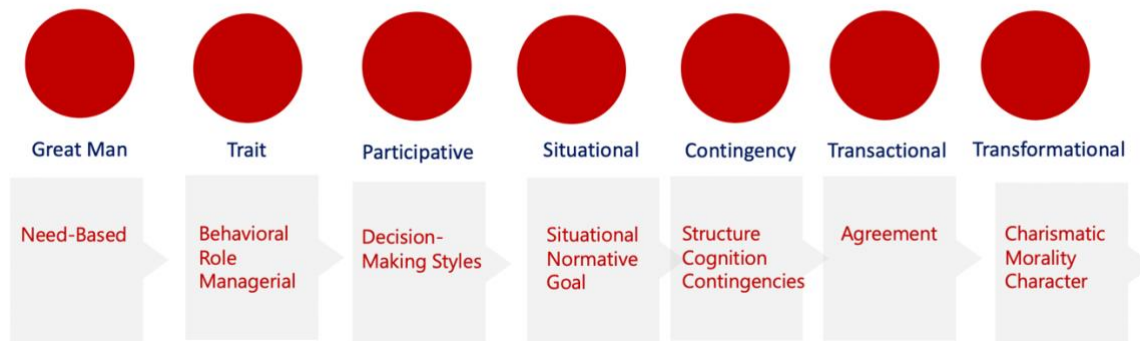*The loser says, "It may be possible, but it's too difficult."*

Thus, leadership is a central focus of the fully-functioning school. It permeates the school and is diffused throughout the support staff, teachers, administrators, and even students and parents. There is a pervasive attitude among staff that "If it is to be, it is up to me."

Leadership Theories

Leadership Types

Marketing is the study and management of exchange relationships. Marketing is the business process of creating relationships with and satisfying customers.

Great Man	Trait	Participative	Situational	Contingency	Transactional	Transformational
Need-Based	Behavioral Role Managerial	Decision-Making Styles	Situational Normative Goal	Structure Cognition Contingencies	Agreement	Charismatic Morality Character

Theories of leadership are rather diverse and have developed over time in various situations.As compiled by ChangingMinds, there are numerous leadership models found in American school administration. Here are some of the main ideas.

Great Man Theory "Great" leaders will arise when there is a great need.

Trait Theory Leaders are born with specific traits and skills that propel them into leadership positions.

Behavioral Theories Leaders learn specific traits and skills to become leaders.

Role Theory Leaders develop from role expectations.

The Managerial Grid Leaders balance concern for people and production.

Participative Leadership Leaders seek to involve participants in decision-making.

Lewin's leadership styles Leaders are either autocratic, democratic, or laissez-faire in style.

Likert's leadership styles Leaders are either exploitive authoritative, benevolent authoritative, consultative, or participative in style.

Situational Leadership Leaders consider the situation and its numerous variables and forces when making decisions.

Hersey and Blanchard's Situational Leadership Leaders adapt their style to the maturity of the followers: telling, selling, participating, and delegating.

Vroom and Yetton's Normative Model Leaders use one of five decision-making procedures to maximize decision quality and acceptance.

House's Path-Goal Theory of Leadership Leaders clarify a path (goal), remove roadblocks, and increase rewards along the path.

[Contingency Theories](#) A leader's ability is contingent on situational factors: leadership style, behaviors of followers, and situational factors.

> [Fiedler's Least Preferred Co-worker (LPC) Theory](#) A leader's ability is contingent on relationships, power, and task structure.

> [Cognitive Resource Theory](#) A leader's ability is contingent on cognitive abilities, stress, and experience.

> [Strategic Contingencies Theory](#) A leader's ability is contingent on problem skills, actor centrality, and uniqueness of skill.

[Transactional Leadership](#) Leaders create clear chains of command, role descriptions, and rewards and punishments.

> [Leader-Member Exchange (LMX) Theory](#) Leaders maintain their position by exchange agreements (routinization) with in-group and out-group members.

[Transformational Leadership](#) Leaders are inspirational, enthusiastic, and energetic and have a vision and passion to achieve great things.

> [Bass' Transformational Leadership Theory](#) Leaders are charismatic and are transformational when they have moral character, visionary ethics, and provide morality in the process.

> [Burns' Transformational Leadership Theory](#) Leaders associated with a higher moral purpose create a mutual process of raising one another to higher levels of morality and motivation

> [Kouzes and Posner's Leadership Participation Inventory](#) Leaders have specific traits (honesty, competency, etc.) and model the way, inspire a vision, challenge the process, enable others to act, and encourage the heart.

For more information on leadership theory, visit [Leadership Theories](#). To take an online personal leadership style test visit [Your Leadership Legacy](#).

Change Trained

> *"Change is a journey, not a blueprint; you discover solutions as you go."*

To develop a change-oriented school, the staff must understand that change occurs in stages and affects areas such as "concern," "usage," and "emotion." As did Larry Lezotte, they may even believe that when changes happen, the emotional impact is similar to the stages of grief that Elisabeth Kubler-Ross associated with a loved one's death.

<u>**Stages of Change**</u>

Stages of Concern ([Concerns-Based Adoption Model](#))

1. **Awareness** - little concern about involvement
2. **Informational** - interest in learning more
3. **Personal** - questions about demands, costs, adequacy, etc.

4. **Management** - concern about organization, schedule, efficiency
5. **Consequence** - concern over relevance, the effect on students
6. **Collaboration** - concern over coordination/cooperation
7. **Refocusing** - concern over changes, modification, alternatives.

Changes Associated with the Levels of Use

1. **Non-Use** - no involvement, knowledge
2. **Orientation** - acquiring, exploring information
3. **Preparation** - material, skills prepared through inservice, study
4. **Mechanical Use** - step-wise attempt to master tasks to implement
5. **Routine** - stabilized use of innovation, little innovation
6. **Refinement** - varies innovation to increase the impact on students
7. **Integration** - combines innovation, colleagues
8. **Renewal** - reevaluates the quality of innovation

Emotional Stages of Change (Elisabeth Kubler-Ross Grief Cycle**)**

1. **Denial and Isolation** - There is no problem or need to change.
2. **Anger** - Why is this happening?
3. **Bargaining** - What is the least we have to do?
4. **Depression** - Why have we not seen much change?
5. **Acceptance** - Institutionalized.

Kubler-Ross Emotional Stages of Change

Change is much like going through a grief and emotional stages

Denial	Anger	Bargaining	Depression	Acceptance
There is no problem or need to change.	Why is this happening?	What is the least we have to do?	Why have we not seen much change?	Institutionalized Just do it.
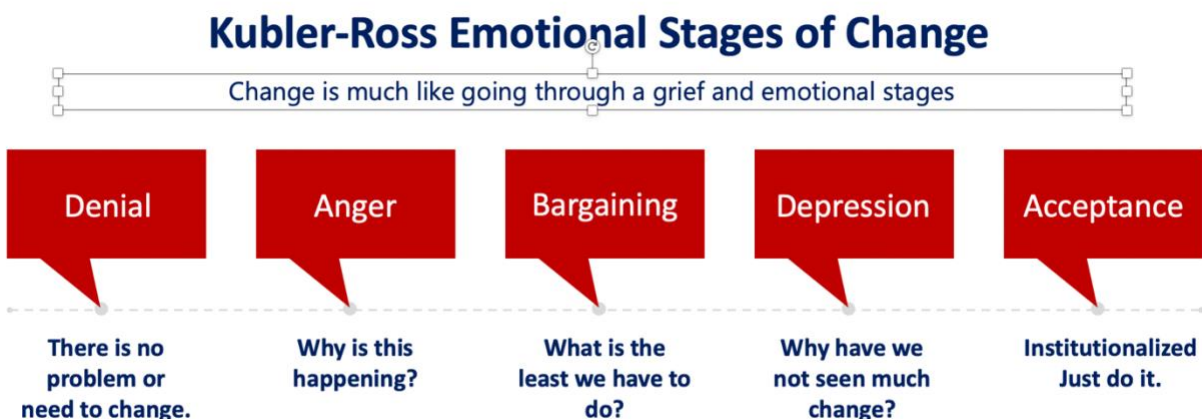
In the fully functioning school, every person serves as a change agent. As a whole, schools are either stuck, moving, or in between when effecting change. Assuming that the system never truly knows what it is doing at any given time, teachers in a partially functioning school practice politics by carving out their niche in changing and making a difference with kids. Though change may occur in stages and at different rates with different teachers, it is perhaps the attitude about change that best predicts the difference made with each child. The quest for excellence is a lifelong process in fully functioning schools. As Charles Swindol writes:

The longer I live, the more I realize the impact attitude has on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think, say, or do. It is more important than appearance, giftedness, or skill. It will make or

break a company...a church...a home. The remarkable thing is we have a choice everyday regarding the attitude we will embrace for the day. We cannot change our past...we cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude... I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you. We are in charge of our attitudes.

The characteristics of change in a bureaucracy can be illustrated with several analogies and maxims. When you think about it, *the only person who cries for change is a baby.* With a baby, when the diaper is dirty or wet, the infant wants it changed. So, too, should it be with schools. *Baby Philosophy: If it stinks, change it!* If a school is not functioning, it should be changed. In those situations where the smell is rotten, there is a greater urgency to change. Again, so is it with schools: *The amount of energy to change is directly proportional to the amount of stink in the school.* Thus, in those schools where the community perceives their schools as "not stinking," there is little mandate to waste a diaper. For those babies that really had a "blowout," a bath and change usually follow. Here, in reconstructing the "blowout" school, it is suggested *When washing the baby, don't throw the baby out with the bathwater.* Typically, in poorly functioning schools, not everything needs to go. Firing all the teachers or closing the entire school without viable alternatives do little but perpetuate the need to change as the years pass.

The characteristics of change on a personal level can also be illustrated with several maxims. Personal adjustment to change has much to do with individual flexibility and attitude. When confronted with the need to change, one cannot always control every element. The Serenity Prayer gives good advice: *Lord, grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference.* Just as one has to understand what can be changed, so, too, should one understand that finding a positive outcome or lesson to be learned is often related to attitude. *Change is mandatory; growth is optional.* Those that learn from and survive change are flexible and look for the positives. *Blessed are those that are flexible, for they will never be bent out of shape* seems to be so true in the typical school day. Sometimes it seems that no lesson goes precisely as planned. Just as a tree, if you don't bend with the wind, you'll be toppled. Going beyond mere survival, though, if one is to benefit from changes, it takes a positive, change-oriented perspective. *People can alter their lives by altering their attitudes.* In essence, all things are different before they become easy and much depends on attitude.

Managed by Consensus

"No one can do everything, but everyone, together, can do something."

Schools that support a favorable climate for change understand change and have techniques that help in the decision-making process. They seem to have a step-by-step process for the "way things are done around here." They sense problems, define them, and derive solutions. Using various techniques to arrive at a staff decision, they decide the solutions through consensus. They understand that no one person can do it all, but everyone can do something together. Several possible processes are:

Consensus Group Techniques

Fist of Five- the facilitator asks every member to indicate how he feels on a scale of fist to five.

Fist - That's a dumb idea, will work against it.
One finger - I don't agree, but won't work against.
Two fingers - Not my first choice, but I'll try it.

Three fingers - I'm neutral.
Four fingers - It's a good idea and will work for it.
Five fingers - It's a great idea, and I'll be a leader in implementing it.

Spend a Buck- the group examines a master list of statements achieved through brainstorming; each member is given so much money to spend on items; members spend money on one choice or distribute among many; results are tallied, with items receiving the most money rising to the top of the list.

ABC - the group examines a master list of statements; members give an A, B, or C grade to each item; each member's rating is recorded on a flip chart; leader tallies results; items with most A's and B's rise to the top of the list.

Top and Bottom - the group examines a master list of statements; members silently list their top three and bottom three choices from a master list; each states their choices; leader records on the chart; top choices are considered for consensus.

Consensus Grid - group brainstorms a list of potential problems/issues; group discusses each; each member rank orders the decisions/issues; each ranking is entered on a consensus grid, and sums of individual rankings are computed; the sums are rank-ordered to get consensus ranking.

Innovation Celebrated

"A mistake is proof someone is doing something."

Finally, school orientations towards risk-taking and problem-solving are permitting faculty to experiment and move towards techniques that help all students succeed. Purposely developed is an atmosphere that fosters visionary innovators and retrains professional practitioners. There is celebration in the halls when innovative programs show success and positive arms around a shoulder when invention fails. There is an adventurous attitude among administration and staff that "nothing ventured means nothing gained" and that a mistake is proof that someone was trying to do something. Much like a turtle, restructuring schools are making progress by sticking their necks out. They are becoming more open to change and focusing on an atmosphere that is student-centered, success-oriented, and conducive to instructional excellence.

To promote staff risk-taking, administrative leaders will often promote critical ideas that set a tone for handling the precariousness and unpredictability of change.

- *A setback is a setup for a comeback.*
- *Don't be afraid to go out on a limb; that's where the fruit is.*
- *If you want the rainbow, sometimes you have to put up with the rain.*
- *Never let yesterday's disappointments overshadow tomorrow's dreams.*

Not only are schools becoming more adventurous, but classroom teachers are also asking students to consider curricula in a new light, fostering critical thinking and problem-solving. Teachers are challenging students to be autonomous thinkers and to tackle complicated dilemmas with the determination to unravel mysteries. Guillaume Apollinaire, a French poet, wrote:

Come To The Edge

The teacher said to the students,
 "Come to the edge;"
They replied: "We might fall."
The teacher again said:
"Come to the edge,"
And they responded: "It's too high."
"Come to the edge," the teacher demanded.
And they came,
and the teacher pushed them, and they flew.

In essence, schools are working to establish and maintain nurturing educational environments and cultures focusing on student success.

A Teacher's Prayer
(Author Unknown)

Lord,
Enable me to teach with wisdom,
for I help to shape the mind.
Equip me to teach with truth,
for I help to shape the conscience.
Encourage me to teach with vision,
for I shape the future.
Empower me to teach with love,
for I help to shape the world.
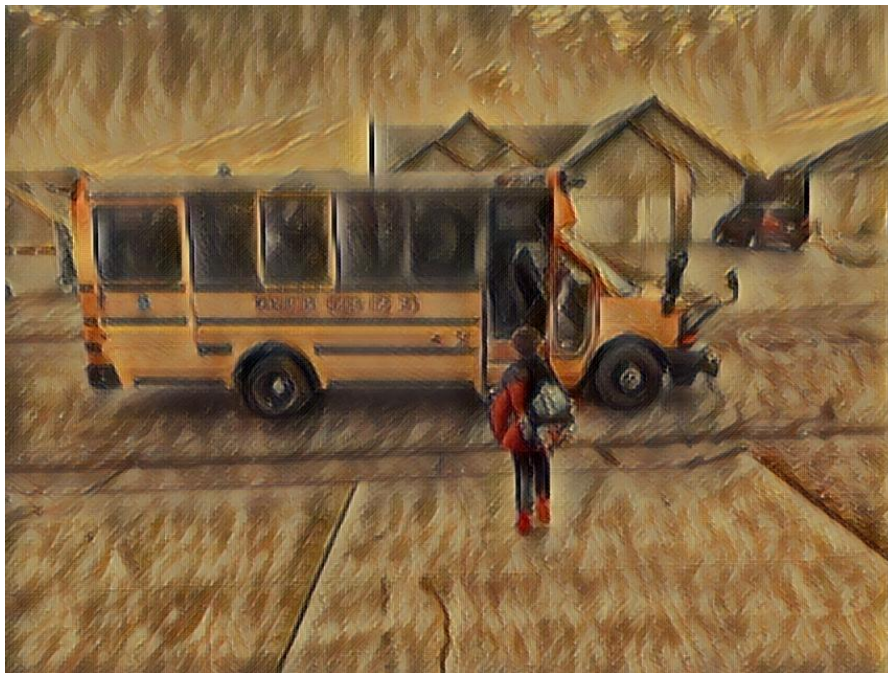
Chapter V: Affirmative Teacher Orientations:
The Art of Masterful Teaching

"Effective teachers are neither born nor made, but they may be developed."

Masterful teachers develop over time. There is no single template or hereditary ingredient that miraculously produces a great teacher; excellent teaching simply comes from perfecting specific attributes and skills through constant reflection and experimentation.

Important in establishing an effective school is the character of people who interact in it on a daily basis. Within each fully functioning school, several affirmative teacher orientations characterize the collective whole. First, the characteristics of warmth, empathy, and enthusiasm in the teacher are critical in providing the human infrastructure needed to educate young people. Second, in creating classrooms that promote high expectations for all, it is paramount that the characteristic of high self-expectation is present in each teacher.
Finally, the atmosphere of fun and enjoyment in learning is critical to a child's ability to develop a life-long appreciation of learning. Creating such an atmosphere should be a target for every teacher throughout every classroom. In essence, the staff must believe that teaching should be pleasurable; must understand that practical guidance begins in the heart; and that each teacher in the school should continuously endeavor to become a more caring, competent, and committed mentor for every child walking through the schoolhouse door.

Numerous studies illustrate the importance of individual human characteristics that define a "good" teacher. Typically, good teachers are described as caring, supportive, good listeners, dependable, honest, moral, good communicators, adaptable and flexible, and collaborative with parents and colleagues. When it comes to a teacher's professional demeanor, effective teachers were often described as knowledgeable about their subject, business-like, dependable, goal-oriented, and organized. So what are the crucial characteristics of a masterful teacher?

In delineating a masterful teacher, one who is an artist in using the science of teaching, many different indicators are offered by various teacher training institutions to define the dispositions and skills needed to fulfill the demands of the classroom effectively. Representative of these delineations is Pittsburg State's knowledge base. A caring, competent, and committed teacher:

1. Is dependable and punctual.
2. Maintains a consistently pleasant, positive, and professional demeanor.
3. Believes that all students can learn and that, as a teacher, he/she can make a significant contribution to their learning.
4. Understands and respects a diverse student/parent population and has a goal to help all children learn respect for the traditions and cultures of others.
5. Promotes a classroom environment that is characterized as caring, responsive, and supportive to all students.
6. Complies with written laws and policies regarding confidentiality in handling personal information about students, parents, and personnel.
7. Knows and complies with school policies and shares in the general responsibilities and duties associated with teaching (e.g., attendance, discipline, hall duty).
8. Attends various student activities to build a caring relationship with students.
9. Is willing to ask for help and advice from and build collaborative relationships with colleagues to share teaching insights and coordinate learning activities for students.
10. Knows how to establish ongoing two-way communication with parents to support student

progress and conduct effective parent-teacher conferences.

11. Communicates fluently using appropriate and grammatically correct oral and written language.
12. Sets goals and directions that demonstrate the desire for lifelong learning (e.g., in-service, peer collaboration, professional reading).
13. Demonstrates a desire to continually acquire knowledge and skills in emerging educational technologies.
14. Seeks to implement the recommendations from evaluations of his/her personal performance.
15. Participates in self-evaluation and reflection to enhance competence in instructional effectiveness.
16. Conveys high expectations that all students will succeed and learn.
17. Models cheerful, supportive, enthusiastic behaviors that convey a caring, equitable attitude towards all students.
18. Develops positive rapport with students by being empathic, firm, fair, and appropriately friendly.
19. Listens carefully to all students then responds in a professional manner.
20. Seeks to stimulate positive work ethics, self-efficacy, and cooperation in all students through daily interactions.
21. Utilizes learning activities and personal role modeling to develop enthusiastic learning attitudes, respect for learning, and positive values in students.
25. Selects materials and activities consistent with the objectives of the lesson and the students' prerequisite skills, attention span, and learning styles.
27. Reflects an understanding of learning theory and knowledge of human development in planning for developmentally appropriate instruction.
28. Structures lesson planning to allow for individualization, reteaching, and alternative assessment so all students could meet the objectives.
29. Conducts class with poise, confidence, and enthusiasm.
31. Insures that lesson materials and information are professionally displayed and accessible to all students.
32. Communicates clearly to all students the objective and purpose of each lesson.
34. Makes the lesson relevant and meaningful for all students by relating it to real-world situations.
36. Uses suitable teaching strategies to accommodate learning styles.
37. Incorporates individualized strategies for students with special needs (e.g., English as a second language, learning disabled, behaviorally disordered).
39. Encourages participation from all students through effective questioning strategies (e.g., equal distribution, level variation, adequate wait time, probing and clue giving, and appropriate correctives and feedback).
40. Provides opportunities for all students to apply or practice knowledge and skills learned successfully.
52. Teaches tolerance by example and by design, striving to develop a classroom atmosphere that recognizes the value of all people regardless of their uniqueness.
55. Establishes, teaches, and reinforces classroom expectations, rules, routines, and procedures fairly and awareness of cultural attitudes.
61. Develops and communicates to students and parents a fair evaluation system that respects the legal rights of all involved.
65. Makes changes in instruction based on feedback from multiple classroom assessment sources.
66. Uses multiple methods of assessing and evaluating student performance.

No matter what key characteristics define a teacher, these distinctive descriptions tend to explain the science of teaching, the pedagogical knowledge base that all should know, be able to do, and believe. However, the genuinely masterful teachers use the art of teaching skillfully to actualize the science of teaching.
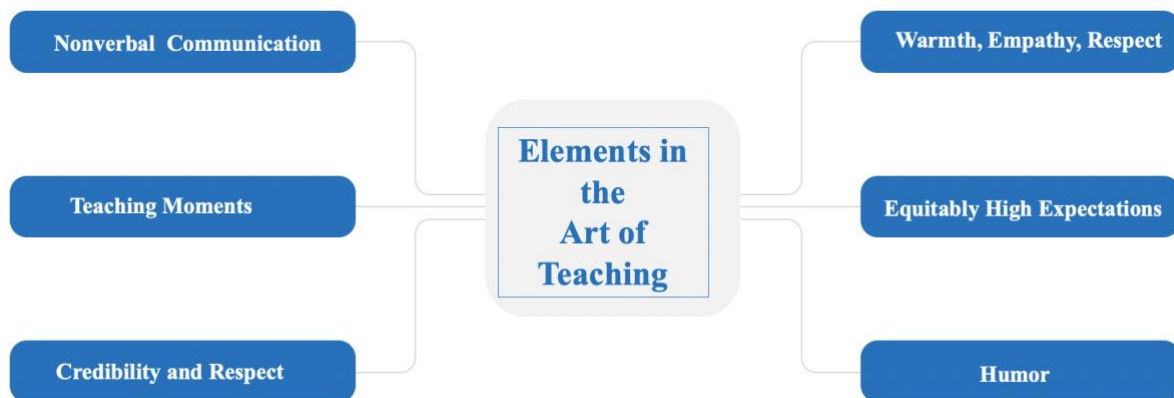
The Art of Teaching

"The very best teachers are artists who use the science of teaching to create a uniquely beautiful learning environment."

Webster's New Riverside Dictionary defines an artist as one who uses "the activity of imagination and skill to create beautiful things." So it is with teachers. The masterful teacher, the one whom students warmly remember long after they have left the classroom, is the one who uses the pedagogy of teaching to orchestrate memorable lessons. The best teachers are maestros who put notes together that create melodies that sing in kids' heads. The great lessons are those tunes that students can't get out of their heads. The great teachers see the classroom as their stage; every day, they produce a play, equipped with a script and props; and like actors, they use spontaneity and creativity to create an experience for the audience. This performance strives to captivate and engross each audience member to respond personally as the action proceeds. Many of the talented teachers are sometimes more artist than scientist; they not only select best practices from their toolbox to fit the particular teaching situation, perhaps, more importantly, they modify the tools individually to accommodate different learning approaches. They use the art to keep each student active and engaged, and they use their time with each student to build a trusting relationship balanced by a professional distance. In essence, they integrate the intended curriculum with a practical curriculum that relates the material to students' lives.

The Art of Teaching

The application of the science of teaching constitutes the art of teaching. The personalization of each specific teaching technique, the aptitude to know when to use each, and the unique manner in which each is implemented comprise the art of teaching .

Nonverbal Communication

Warmth, Empathy, Respect

Teaching Moments

Elements in the Art of Teaching

Equitably High Expectations

Credibility and Respect

Humor

In more simple terms, the application of the science of teaching constitutes the art of teaching. The personalization of each specific teaching technique, the aptitude to know when to use each, and the unique manner in which each is implemented comprise the art of teaching. Simplistically, the science is what teachers do; the art is how they do it.
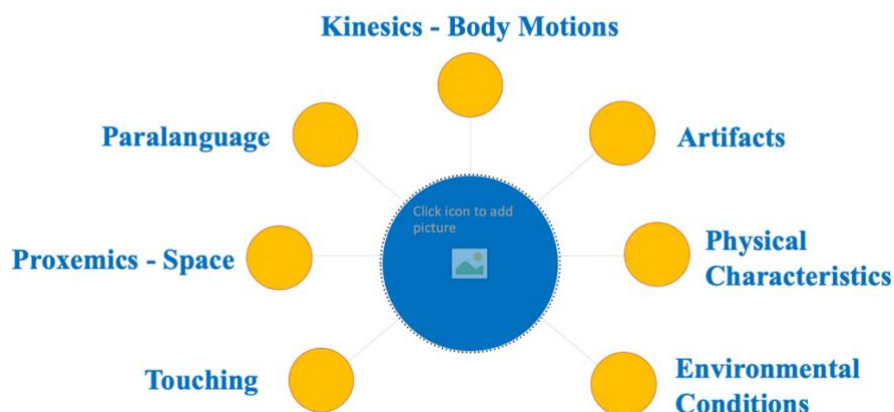
Vivid Use of Nonverbal Communication

"It's not what is said, but how it is said, that is remembered."

Many would claim that the art of teaching is primarily manifested through nonverbal channels. Most all serious communication is done through those forms of communication that do not use words. Some estimate that 60 to 90 percent of all human communication is done through nonverbal avenues. Some even claim that we are not a very verbal lot; that if you record every word said in a 24-hour period, an average individual's tape, playing one word right after another, would only last six to eight minutes. Also, in closer examination, it would be found that most of the verbal communication on the tape was "junk," simple stuff we say every day like "How are you?" It is not so much what we say but how we say it that counts. (Fast, 1988)

Nonverbal Communication Domains

The art of teaching is primarily manifested through nonverbal channels. .

Kinesics - Body Motions
Paralanguage
Artifacts
Proxemics - Space
Physical Characteristics
Touching
Environmental Conditions

A masterful teacher interacts with a unique array of impressionistic nonverbal conveyances that define his or her teaching style. These uniquely characteristic forms of interacting are typically novel and distinctive; they consistently define how they communicate to the class. These original and different communication avenues in the masterful teacher are full of vigor and freshness, evoking lifelike images that are heard, seen, or felt long after the interaction. Like a painter, the artistic teacher relies on nonverbal communication channels to fashion the interaction's vividness. To be more specific, the nonverbal domains usually associated with the art of teaching are:

<u>**Nonverbal Domains in the Art of Teaching**</u>

Body Motions (Kinesics) - gestures, facial expressions, eye behavior, posture, and body movements.

Paralanguage - voice qualities and vocalizations.

Space (Proxemics) - the use of space and the concepts of territory.

Touching - physical contact and its role in human interaction.

Artifacts, Physical Things, and Environmental Conditions - objects or things that act as nonverbal stimuli and serve as a catalyst for human interaction.

Let's explore each domain for specific examples of how these areas of communication can help define the teacher's art.

Kinesics

"Facial expressions, gestures, and eye contact are the theatrics that bring teaching alive."

The artist uses facial expressions, gestures, and eye contact to make the teaching novel and vivid. Using kinesics, the science of studying body movements - facial expressions, gestures, and postures - over time, the masterful teacher develops unique and distinctive body mannerisms that fit his personality and relate to the age, intellectual capacity, and cultural backgrounds of the students. Some even claim that after years in the classroom, the teacher tends to assimilate these kinesthetic mannerisms into their everyday personal communication. For example, in talking with the spouse, an elementary teacher will begin to use the same simple syntax, fluctuating tonality, and demonstrative facial expressions to communicate. To develop their craft, these teachers pay particular attention to the distinctive way they use:

Emblems -gestures that substitute for words or phrases
Illustrators - gestures that reinforce verbal messages
Affect Displays - facial expressions that show emotions
Regulators - nonverbal acts that control the flow of communication
Adaptors - nonverbal acts that release physical tensions (Fast, 1988)

Proxemics

"The use of space sets the territories of the classroom."

The artist uses classroom space to establish a personalized environment and set the atmosphere for his or her work. The science of proxemics is basically how people use and respond to space. There is an inborn drive for all people to have and defend a territory, just like a dog has his "yard," a bird his nest, a dad his chair, a student his desk. Each individual operates in distinct territories and reacts in different ways when their space is invaded. Each student has a(n):

Intimate Zone (within 1.5 feet): This zone is reserved for telling secrets, comforting others, and courtship. When a teacher invades this zone, it usually involves the establishment of dominance, that the teacher is in control.

Personal Distance (typically 1.5-4 feet) This zone is the spacing teachers use when talking to students. It produces little tension but requires individual attention.

Social Distance (about 4-12 feet apart) In the classroom, this distance is useful for monitoring seat work, working with cooperative learning groups, or impersonal interactions. At farther distances, the teacher can do other small tasks as communication occurs and not be rude.

Public Distance (beyond 12 feet) In the classroom, this is reserved for lectures and class discussion. Here, scanning the classroom to make eye contact with every child is important.

Depending on the situation and the amount of time within the zone, when teachers enter the student's intimate zone, the intrusion usually arouses tension, anger, defenses, and lowers self-assurance. The zones differ among students and are generally regulated by population traits,

personal relationships, setting, physical traits, personality, and topic.

Since density or crowding has an overwhelmingly negative effect on human behavior, it is vital that teachers construct classroom environments where each student has his own space and is not crowded. Small class sizes make a difference in setting a positive atmosphere. (Fast, 1988)

Paralanguage

"The teacher's voice can make a lesson sing or croak."

The artist uses his voice to produce a lesson that is stimulating and melodious, compelling the listeners to want to sing along. Paralanguage deals with how something is said, and the nonverbal vocal cues are surrounding what is said. Voice qualities make a big difference in setting the tone of the classroom. In fact, the younger the child, the more he or she makes judgments about the teacher's personal relationship based on how it is said rather than what is said. Each of the voice qualities below helps establish the tone, mood, or atmosphere of the classroom:

> **Pitch** - highness or lowness of voice
> **Speed** - how rapidly or slowly one speaks
> **Volume** - loudness or softness
> **Quality** - nasality, cracking, huskiness
> **Articulation** - clarity of speech
> **Pronunciation** - use according to local pronunciation

Each of us has met people we like to listen to, people who captivate us by their voice. Ministers are noted for their spellbinding use of paralanguage. During a fiery sermon, they vary the pitch and articulation to highlight key phrases. To get to the heart of the address, they vary the speed, going faster and faster, then all of a sudden, they stop to slowly call attention to the essence of the message. They continue to gradually raise the voice level as they make point after point until a crescendo is reached and a long pause underlines the keywords. Great teachers are much like ministers in that they use their voices to highlight the message and captivate their students.

Touching

"Touching sends powerful messages."

The artist understands the importance and appropriateness of touch in orchestrating the classroom. Tactile communication involves actual physical contact and is controlled by culture, gender, and age. For example, in greetings, age often determines the appropriate practice. Adults usually shake hands or hug close friends. High school students will give high fives or knuckle-pounds, while middle school students usually hit one another. Female students typically value touching more, and women teachers usually touch their students more; males, whether children or adults, typically use touch to indicate power or dominance (Fast, 1988). As a general rule, elementary teachers can appropriately hug their children at appropriate times, while secondary teachers are usually advised not to touch beyond proper greetings.

Touching can send powerful messages. We all can identify people we like to be touched by and people we can't stand to be in contact. For those we like, there is a warmness in the touch; a message of sincerity is sent by the place, the length, and the assertiveness of the contact. For example, in a job interview, personnel directors can read much about the interviewee's nervousness by the warmth, sweatiness of the palms, and firmness of the handshake.

Artifacts

"Dress for success, for the apparel oft proclaims the man." Shakespeare

The masterful teacher dresses for success. Just as policemen, judges, and doctors all wear apparel signaling their status or occupation, so should a teacher. Being a professional, teachers should look the part. Their clothing and artifacts should send the message desired. Just as an actor dresses for the part, so does a teacher. Artifacts are objects which can be manipulated to act as nonverbal stimuli. Artifacts such as jewelry, perfume, glasses, and clothing communicate age, gender, status, role, socioeconomic class, group membership, and personality communicate perceptions to the students. For example, students will make judgments about the mood of the teacher as soon as he or she enters the classroom based on the colors of the clothing. As Shakespeare said, "The apparel often proclaims the man." So, too, is it with teachers.

Physical Characteristics

"Memorable teachers have a special persona."

The memorable teachers understand and appropriately blend their human physical characteristics into their teaching persona. Physical characteristics are human attributes that remain unchanged during an interaction. These characteristics include:

Body Shape
Height and weight
General Attractiveness
Skin and Hair Color
Body Smell

The masterful teacher uses his or her physical characteristics, nonverbal communication traits, and personality to create a memorable, one-of-a-kind persona. This unique persona is novel and vivid in the student's eyes and ears, remembered throughout the years. For an interesting perspective on three body types (ectomorph, mesomorph, or endomorph) and their particular personality tendencies, visit Sheldon's Body Personality.

Environmental Factors

"Classrooms define the teacher."

Masterful teachers sculpt a uniquely inviting classroom environment conducive to learning. They use the walls to build a print-rich classroom, the student desk arrangements to optimize learning interactions, and the front of the classroom to stage the instruction with few distractions. These environmental factors are the physical elements in the classroom that drive interaction and affect the teaching. Classroom environmental factors include:

Student Desks and Tables
Architectural Style
Wall and Ceiling Decorations
Room Color
Lighting and temperature
Noises

By controlling the environment, the teacher communicates the atmosphere desired. By arranging the furniture, colors, lighting, and other factors, the teacher can set the stage for maximum learning.

In summary, establishing unique and novel ways of communicating nonverbally is perhaps one of the most critical aspects of the teacher's art. Accompanying these communication characteristics is also the establishment of certain human dispositions.

Teaching Moments to Develop the Whole Child

"The ultimate goal of any great teacher is to help create a masterpiece in each child. "

The art of teaching involves more than just teaching from a textbook, more than just getting kids to do well on a test. Like a musician or artist who strives to create a fully expressive masterpiece, a great teacher's ultimate goal is to create a fully functioning child. Using teachable moments, virtues can be planted, watered, and allowed to blossom on their own. So, too, it is with the ideal teachers. The art of teaching invites them to create a living work in each child, a masterpiece that will be displayed in behavior and appreciated over the years. Though not every child responds in the real world, any great teacher's goal is to make a personal difference with each child.

In this focus of developing a complete child, of teaching a second curriculum, the art of teaching really defines itself. It is here that teachers use their skills to instill in each of their progenies the greatest lessons of all, virtues needed to live a fulfilling life. A masterful teacher uses "teachable moments," unplanned times in instruction when events trigger opportunities to digress from the lesson to teach the second curriculum. These timely lessons often make a more lasting impression than the planned lesson, for they are generated from inherent interests or curiosity and related to real life. Sometimes these moments can cover days. Teachable moments also can occur individually outside of instruction. If one pays attention to students' feelings, some of the most teachable moments can occur singly with a student. If a student is upset, an arm around the shoulder and a few consoling words create an opportunity to share experiences and teach the second curriculum. Teachable moments begin when you enter the schoolhouse door and ends when the last student leaves.

So what defines this second curriculum? What are the qualities the fully-functioning child should internalize and then recognize in their daily lives? Most every great teacher sees each of their students as one of their own. They want each to grow up with a character that would make them proud. For my youngest son's 21st birthday, my wife and I gave him no tangible gifts but twenty-one character lessons worth remembering. Just as my father passed on these general truths to me, so, too, did I want to convey them to my children. Thus, from a parent's perspective, I would consider these as twenty-one character lessons worthy of being goals for the ideal teacher's second curriculum.

<u>**21 of Life's Lessons**</u>

1. **Persevere During Hard Times**

   Realize the power of perseverance during the rough times in life. Nothing can take the place of persistence. Wealth will not; intelligence will not; talent will not. The world is full of unsuccessful people with all these things. Persistence alone is the supreme factor in getting what you want and overcoming the "boo-boos" in life.

2. Model Integrity

Recognize in your life the true human heroes who influence by example. Just as the best and most beautiful behaviors in people cannot be touched, they come from the heart, from constant example. Select with care those who inspire you, for you most likely will someday inspire others in the same way, especially your children. Learn to control anger and frustration. It has the capacity to scare and destroy families. Be slow and deliberate when hostility begins to rear its headcount to ten and come back another day. In all respected people, the modeling of integrity is always the best sermon.

3. Accept Who You Are

Everything in life works when you accept that you are in the process of becoming; that with each succeeding birthday, you will be different than you were before; that with each passing year, life's lessons will shape how you command your existence. Realize that you were born for a destiny greater than you presently dream.

4. Don't Worry, Be Happy

Life is too brief to take too seriously. Seek humor in all things, for this is one of nature's greatest gifts. So long as you can laugh, you will never be poor, for all things will then be reduced to their proper size. Happiness is not the absence of problems, but your ability to deal with them. By seeing the glass as always half full, you will always have something to drink, and your life will be lengthened. Remember, one is not truly alive until he can laugh at himself, and, being a human, you will never cease to be amused.

5. Value Time

Remember that time is all you have in this world that is of value. First, spend it with people you love, for it is only here that any of life's wealth is built. It is the quality of your time with people that counts, not the quantity. Second, use your time wisely to reach your goals. Today's preparation determines tomorrow's achievements. With every minute, be enthusiastic in all that you do and choose a job you love so you will never have to work another hour in your life. By knowing the joy of work well done and keeping the company of people you treasure, you will go to bed each night knowing that all is well in your world.

6. Carry High Expectations

Keep in mind that those who really venture to live never cease to dream. The great are launched from high self-expectations and expect of themselves more than others think is possible. Realize early in life that you control the conditions for success; that, if it is to be, it is up to you. As it is in putting a golf ball or making a free throw, believing leads to doing. Understand the power of expectation and your undiscovered possibilities.

7. Possess Character

As you play the game of life, may you grow in wisdom, grace, and honesty. Understand that those things come from knowing who you are, doing what is right in all things, and making each decision by an internal set of rules. As you define your nature, remember, if you don't stand for something, you'll typically fall for anything. As you define your character, keep in mind that it is easy to make decisions when you know your values. Know the worth and strength of moral character. No legacy is any greater than a good character.

8. Be Imaginative

Seek imagination through the eyes of your childhood; you were blessed with creativity. Understand that all of life's joys are simple and are found in the ignored. There is an elegant dignity in unadorned things taken for granted. Each person, once stretched by creativity, never

regains his original limited perception. Look beyond the surface, for in imagination, there is knowledge and wonder.

9. Make Time to Play

Never forget to play, for adulthood is no fun without a good time here and there. When you get old and parent others, wrestle with your children, let them beat you in games, and rub their backs at night as you put them to bed. Read them stories with monsters and magical kingdoms; tickle their sides; build them forts; gently hold their hands when they are scared and hug them when they hurt. Make time to play with the people you love for the heart can recall the warmth and fun of days past. Remember all these things as your own children grow, for the purpose of parenting is to leave yourself in others' hearts as they learn to live without you.

10. Learn Something Every Day

In your travels, know that the face of real knowledge is glimpsed through the authentic experience of those you encounter. You can ace school and still flunk life if you don't risk experiencing and believe that you can do more than others think is possible. Experience our world every day by learning about life. One of the secrets to success is to become wise before you get old. We all face three significant decisions in life: *With whom are you going to live your life? What are you going to live your life doing? For what are you going to live your life?* Only you can answer these questions; but, it would be wise to learn your lessons early in life and take control of your decisions, not leaving them to chance or the course of least resistance.

11. Show Compassion

Surround yourself with people who sing the songs of compassion for all living things. It is through empathy and warmth that we define the truly good people of the world, and it is they who you will help make your life warm with kindness. When you were born into this world, you cried during your first moments; when you die, may you have lived your life so that your world of encounters cries at your passing. There is an eternal power in kindness.

12. Wrap Yourself in Another

Retain in your character the idea that no person is an island, that you were not meant to be alone in life. Fall in love with another and grow old together, adjusting to and assisting your travel partner in reaching both your dreams side by side. How strong your life together becomes depends on how deeply you care to help another through changes. Too many are continually striving for success, fame, or comfort when all they need to be happy is someone to love.

13. Show Courage in Competition

Life is one great competition. It is sometimes not fair or even understandable. Learn early that it is how you play the game that counts; that the harder you work, the luckier you get; that it takes courage to play intensely; that each success builds upon another; that each loss sometimes hurts. As you face each challenge, see each difficulty as a stepping stone rather than a stumbling block; with each failure, a lesson to be learned; with each win, a chance to play again at a higher level. Life's success is not always about winning each game or building a perfect win column, but how you approach the game. In the game of life, come to play.

14. Do Your Best in Everything

Excellence is never achieved by chance or coincidence. The quality of your life will be directionally proportional to your commitment to doing whatever you do to the best of your ability. Life is much like golf; failure to make the putt is never the fault of the club; to improve your putt, improve yourself. Life is the same. Strive for excellence, but don't fear missing a putt. If you never miss, you're not far enough from the hole. In doing your best, failure can be a success if you learn from it and go on.

15. Make Close Friends

To have a friend is to be a friend; it is a present in which you give your life. Make and keep quality friends. With friends, your world will always be wealthy.

16. Do Good in the World

With your past as a footing, work to make the world a better place. At the end of life, remember: it will not be the commentator who is rewarded; the victory will not go to the man in the gallery. The credit will belong to the one who played the game, who got dirty, lost, and got up again and again. In all worthy endeavors, there is no effort without some hurt. The real victory in life will go to the one who played for the good in life, who grappled for a worthy cause. Fight for the good in the world.

17. Show Respect for All

Respect all living things, for, in our world, love is the only thing that you can get more of by giving it away. Understand that people and love come in all colors; that when you disrespect others, you show your own weaknesses. A major mark of a person is the respect he/she shows to those who can be of no possible value to him. You will get to pass through this life only once. Make it count.

18. Moderation in All Things

Life is good when there is balance. In all things, moderation. Whether it is drinking, eating, playing, too much of a good thing detracts from true happiness. Life is full of quick escapes; have the strength to walk away from easy exits.

19. Overcome the Storms

As much as you may try, you can never avoid the streams in life. However, in the middle of every storm, there lies opportunity and challenge. If you can adjust the sails and put up with the rain, you'll sail the rough sea and see the rainbow. Always remember that the challenge of life is to overcome; that you can't be afraid to face tough decisions or, at times to take big steps. This is where character is built - challenges are simply opportunities in work clothes.

20. Know Money's Value

With money, remember that business success is getting what you want; but happiness is liking what you get. To be without some of the things you want is an indispensable part of happiness. So often, the display of money is a result of one's need to show off; a person content with life can afford to project a modest image. Your money will come and go, but remember that the important things in life are not bought. As you look back upon your life, you will find that the moments when you really lived were not paid for in dollars.

21. Cherish Your Family

Be appreciative to those that gave you life, love, and support when you didn't have the means. Talk with them often, for someday, a part of your library will be lost with their passing. Know that there is no more binding love than that of a parent and child - it is a love without end. Those who share your childhood as brothers and sisters, keep them also near, for they are part of who you are. No one else in the world, as they do, also contains your nature. Never forget, even over time and distance, that family is all that remains when the rest is washed away.

For truly masterful teachers, teaching is a calling, a summons to do something more than teach reading, writing, and arithmetic. They use their craft, their time with children, not only to teach a program of study but to pass on a more significant curriculum. Those teachers who will be talked about around dinner tables in years to come are those who used their art to teach more

than they were supposed to teach!

> *"One hundred years from now, it will not matter what kind of car I drove, what kind of house I lived in, how much money I had in my bank account, nor what my clothes looked like, but the world may be a little better because I was important in the life of a child." Forest Witcraft*

Credibility and Respect

<p align="center">*"Student respect begins with teacher respect."*</p>

Being credible and worthy of trust is the cornerstone for teachers in building respect and effectiveness. Credibility exists in the eyes of the beholders and begins with the first impression: feelings mainly derived from nonverbal channels. Regardless of the teacher's credentials, a teacher is only as credible as the student believes he or she is. So how does a teacher develop credibility?

Most students do not want to waste time. To gain their respect and enhance your credibility, successful teachers usually provide answers to three basic questions during the first couple of days of class:

1. **Why should I listen to you?**
2. **Why do I need to learn what you are teaching?**
3. **Do you mean what you say?**

Experienced teachers answer these questions early in the first few weeks of class, for they know respect and credibility must be earned!

To help lay the foundation for credibility and respect, masterful teachers understand the importance of developing rapport with each student, of making a connection of mutual understanding and concern. Playing a part in this relationship is setting a "professional distance." Here, it is understood that the teacher is not a friend; that an emotional separation exists between the teacher and student. Professional distance is, quite simply, keeping the relationship at arm's length to avoid the appearance of impropriety. With many beginning secondary teachers not much older than some of the students, simple, innocent behavior could sometimes become misconstrued. Maintaining a professional distance allows certain types of reasonable physical contact between teachers and students. Especially at the elementary level, an innocent hug, a pat on the back, or a helping hand may be just what is needed for a student to feel unique and ready to learn. It has never been illegal to touch a student, but caution and common sense should be observed. For any teacher, it is worth remembering some common sense rules to help set a professional distance:

- Have students address you as Mr. Mrs. Ms. or Coach
- Never be alone with a student.
- Never take a student(s) home.
- Never respond to flirtatious behavior, comments, or written messages.
- Never call students at home or email (unless it is class-related and a procedure for all students).
- Stay away from off-color jokes, sarcasm, or unacceptable language.
- Be aware of touching students in appropriate ways at appropriate times.
- Avoid becoming Facebook friends with present students.

To develop a rapport with students in appropriate ways, teachers strive to build connections and relate to their students each day. It is in these daily interactions, before, during, and after class, that students develop an understanding that they belong, are important, and are valued.

- Know their names and address them by name from the first day of class.
- Give each a personal welcome each morning.
- Ask about the weekend, siblings, or family events.
- Inquire about the last athletic game, band concert, dance lesson, etc.
- Go to after school events to watch them perform.
- Listen to them with genuineness when they share something.
- Ask what is wrong when they look troubled.
- Send a complimentary note home.
- Personalize lessons using student names and situations as examples.
- Be honest in addressing misbehavior; discuss how the student understands that changing behavior is in their best interest.
- Focus on correcting the misbehavior, not the character of the child.
- Praise their efforts when they work hard.
- Be respectful and smile often.
- Ask them to help you solve problems or complete tasks.
- Use their good behaviors or work as examples to others.

Each day that passes, the building of rapport is like building a brick home, one brick at a time. The home becomes stronger as each brick is laid.

Warmth, Empathy, Enthusiasm

"How high you climb depends on how much you care."

It has been said that *a teacher touches a child's life forever*, but it is also true that *a child touches a teacher's life forever*. Certain human characteristics in teachers, such as warmth, empathy, and enthusiasm, have always been vital indicators of memorable teachers, but they also seem to foster the educational aura of the fully-functioning school. There appears to be a shared belief among staff that the level of student success is somewhat proportional to the level of care, concern, and enthusiasm shown by school personnel to each young individual.

As teachers mature over their teaching career, many come to the realization that students basically *don't care how much you know until they know how much you care.* - *Theodore Roosevelt.* Some of the best student-teacher relationships are developed in the first couple of years in a teacher's career because he or she is working hard to connect with students.
Despite their instructional weaknesses, students respect them because they care.

As teachers mature over the years, just as parents, they also learn that the foundation to understanding is the ability to listen. To develop authentic empathy and show genuine warmth, a teacher has to listen, lending an ear to the hidden meanings to understand the real message. It's a relatively simple formula for success with students. The more a teacher listens, the more a student perceives he/she cares; the more a teacher cares, the more it is reciprocated. As it is in most endeavors in life, it could even be said that caring is a two-way street.

Equitable Expectations

"If you treat me as I am, you reinforce my limitations; if you treat me as I could be, you help me become what I can be."

The idea that student achievement and behavior will conform over time to the teacher's expectation is being taken seriously and has led to teachers making a more conscious effort towards showing high expectations for all students. As proposed by Brophy and Good in *Looking Into Classrooms*, educators are realizing the powerful effects of the "Pygmalion Effect".

The Pygmalion Effect

The teacher expects specific behavior and achievement from each particular student.

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Because of these different expectations, the teacher behaves differently towards different students.
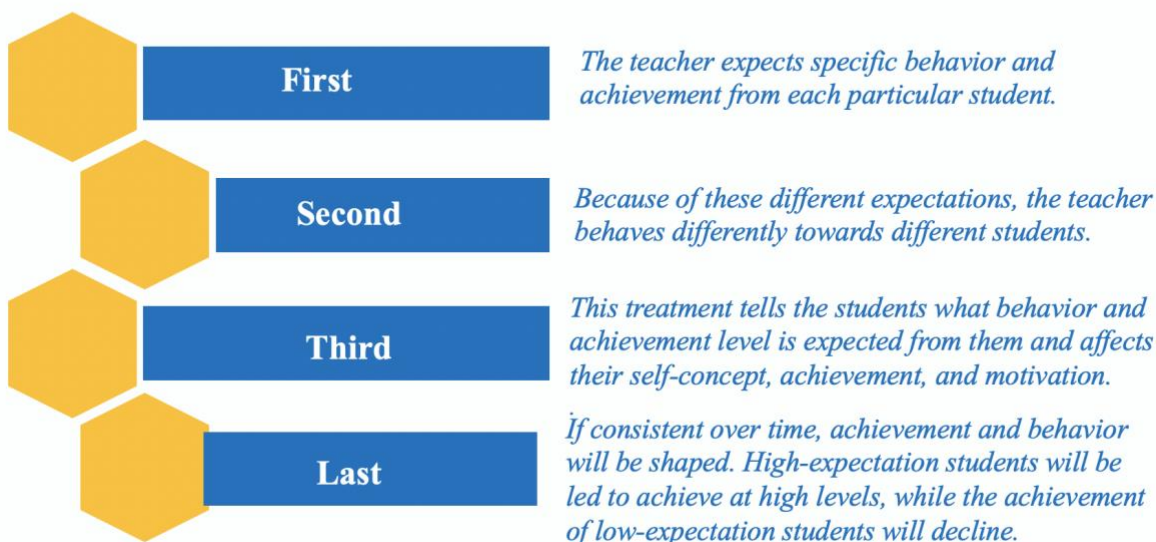
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This treatment tells the students what behavior and achievement the teacher expects from them and affects their self-concept, achievement, and motivation.

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If this treatment is consistent over time, it will shape their achievement and behavior. High-expectation students will be led to achieve at high levels, while the achievement of low-expectation students will decline. With time, student achievement will conform more and more closely to the behavior originally expected of them.

Pygmalion Effect

The Pygmalion Effect is the idea that student achievement and behavior will conform over time to the teacher's expectation.

First — *The teacher expects specific behavior and achievement from each particular student.*

Second — *Because of these different expectations, the teacher behaves differently towards different students.*

Third — *This treatment tells the students what behavior and achievement level is expected from them and affects their self-concept, achievement, and motivation.*

Last — *If consistent over time, achievement and behavior will be shaped. High-expectation students will be led to achieve at high levels, while the achievement of low-expectation students will decline.*

To use this "Pygmalion Effect" to their advantage, educators are paying more attention to the sources of bias in their behaviors. They are guarding against lowered expectations, which could possibly come from biased perceptions of the student's:

Sources of Bias in Expectation

Gender	**Race**	**Permanent records**
Social-economic status	**Appearance**	**Oral language**
Neatness	**Halo effect**	**Negative lounge talk**
Poor behavior	**Grouping**	**Seating position**

Keeping these potential biases in mind, masterful teachers concentrate on equitable classroom behaviors, working to communicate their expectancy of success to every child, whether they be high or low achievers.

To overcome potential biases, masterful teachers practice specific efforts that usually involve:

Ways to Communicate Equitable Expectations

- Making a conscious effort to call on all students with **equal distribution of questions**.

- Allowing **adequate wait time** (5 seconds) for each student.

- Delving for answers by **rephrasing questions**, clue giving, or giving more information for each student.

- Giving all students an opportunity to practice their thinking skills on **higher-level questions**.

- Offering positive **feedback** or sincere praise to students' answers - either affirmative or corrective.

- Paying **equal attention** to all students with eye contact, smiling, and gesturing.

- Being **sensitive** to each student's emotional needs.

- **Seating** students so that low achievers are not always in the back of the room.

- Showing **equal interest** in the lives and experiences of all students.

Every day the masterful teacher strives to call on every student, gives them adequate wait time to answer, and keeps them on the hook by rephrasing and probing until they get it right. They never answer their own questions. The impartial teacher expects all students, whether high or low achievers, to answer the upper-level questions, not just asking lower-level questions to low-achieving students. They know that they send unconscious messages when they consistently ask only the slow student's easy questions. These teachers don't praise every quick answer, knowing that too much praise becomes cheesy, but sincerely reward effort and struggle. They strive to pay equal attention to all, showing an interest in each student's life. They greet each other at the door and vary the seating patterns, so each has a chance to sit in the "A" seats. By consistently showing high expectations for every child, teachers are more capable of becoming "The Great Teacher."

The Great Teacher

"The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires."
William Ward

When expectations are equitable, *high student achievement is not a wish; it is a natural consequence of high self-expectations and skill development.* To help others, teachers need to expect more of themselves and spend the time necessary to develop the skills to distribute questions equally, wait five seconds, provide appropriate correctives, and pay equal attention to

every student. These skills do not come naturally. To be able to fulfill expectations, teachers need to expect that they can unlock the potential in every student. *I'm not what I think I am; I'm not what you think I am; I'm what I think you think I am, - Charles Cooley.* is in the back of each teacher's mind when he or she interacts each day with each student. Masterful teachers understand they have a powerful position and can help define the aspirations of another. They know simply that *it's not a kid's aptitude but the attitude that will determine his altitude*; that is, much of their job is to instill the powerful expectation of perseverance. These teachers have the expectation that they will make every student successful. On the first day of class, their instructions are simple: *You do your best, and I'll do the rest.*

Equitable Expectations

Masterful teachers concentrate on equitable classroom behaviors, working to communicate through their actions the expectancy of success to every child, .

Equal Distribution of Questions — Making a conscious effort to call on all students

Wait Time — Allowing adequate wait time (5 sec) for each student

Delving for Answers — Rephrasing questions, clue giving, or giving more information for each student.

Higher-Order Questioning — Giving all students an opportunity to practice their thinking skills

Equitable Feedback — Offering feedback to students' answers - either affirmative or corrective.

Equitable Attention — Paying equal attention to all students with eye contact, smiling, and gesturing

Sensitivity and Interest — Being sensitive to each student's emotional needs and lives

Seating — Seating students so that low achievers are not always in the back of the room

Numerous schools are also training staff to use high expectation nonverbal behaviors that, when consistent, set high expectations and encourage all students. One program developed by Phi Delta Kappa in the 1980s was TESA (Teacher Expectations and Student Achievement). The training program was an approach that strove to narrow the achievement gap between genders as well as between white and minority students by training teachers to use fifteen classroom strategies. It held that a teacher's expectations strongly influence students' effort and performance. The training heightened a teacher's awareness of perceptions of classroom interaction with students and gave each an insight into how those perceptions affect the expectations of students. The strategies fell into three categories:

- **Teacher management of "response opportunities":** equitable distribution of response opportunities, individual helping, response latency, delving, and higher-level questioning.

- **Teacher feedback**: affirmation of correct performance, praise, reasons for praise, listening, and accepting feelings.

- **Personal regard**: proximity, courtesy, personal interest, touching, and desisting.

Humorous Attitude

Masterful teachers understand the powerful effects of humor and laughter in the classroom. They know that most everybody is attracted to fun things; that in enjoyable classrooms, they can reap more learning benefits. Early research tends to show that laughter has several effects on the classroom (Walter, 1994).

Laughter heals the body by reducing stress.

Laughter has a therapeutic value. It relaxes the muscles, slows the heartbeat, and lowers blood pressure. Laugher stirs the inside and gets the endocrine system moving, which is beneficial in alleviating disease. Laughter also relieves boredom, tension, guilt, depression, headaches, and backaches.

Laughter reduces classroom tensions.

Teachers and students experience a great deal of stress while undergoing daily classroom routines. Laughter tends to prevent a "hardening of attitude" and help students be more capable of "rolling with the punches."

Laughter increases creativity and motivation.

With the reduction of stress and tension, there is more energy left to learn and create. Much humor merely is divergent thinking and, as such, would tend to foster the freedom to think creatively.

Laughter reduces discipline problems.

Because aggression is released in a positive, guiltless manner with laughter, discipline in the form of negative reinforcement is less needed. When students are free to laugh, they tend to lose the need for attention that frequently leads to disruptive behavior. When teachers are free to laugh, they tend to view student behavior differently and don't sweat the small stuff. As a result, both teachers and students feel more camaraderie and are less likely to be confrontational.

Laughter creates a happier, longer life.

Laughter releases the body's natural painkilling hormones that can reduce pain, make the eyes sparkle, and get the brain to work more effectively. Laughter also relaxes the body, and when the body is relaxed, the vista broadens, and one can see things missed before.

Laughter will increase feelings of self-esteem.

Happiness and self-esteem are closely related. Laugher allows an alternative to worrying about daily frustrations.

Laughter might help in losing weight.

Being good physical exercise, laughter exercises the heart, improves circulation, and eliminates excess air in the lungs.

Since the benefits of using a balanced amount of laughter in the classroom are positive, the effective teacher tends to use several techniques in bringing humor into the classroom environment. Ten strategies for establishing a humorous environment are:

1. Share humorous stories from his/her own experience.
2. Learn to appreciate class clowns as allies who can brighten the most boring of days.
3. Laugh at their own mistakes instead of blaming others or making excuses.
4. When appropriate, use humor to deflect a problematic, confrontational situation.
5. Obtain humorous books and read them to class.

6. Talk about funny T.V. shows or movies.
7. Have students bring funny pictures or stories in newspapers or magazines.
8. Have students write funny stories or plays.
9. When appropriate, wear funny clothes to break the routine or set the mood.
10. Commit to developing a humorous outlook on life.

Education is too important to take too seriously. For teachers who strive for a balance of academics and humor, certain principles of conduct are innately instilled in the students that sit in the classroom. Teachers who make a difference in establishing a positive, entertaining classroom climate tend to use humor appropriately. They train the class to know when and how to be funny. They foster an atmosphere that has an amusing temperament but does not ridicule, scorn, or mock. They understand that *the day goes the way the corners of the mouth go*, so they watch for ways to bring the comical side of learning into the classroom. They look for times to model finding humor in their own mistakes, for they know that well-adjusted individuals can laugh at themselves, that *you first grow up when you can laugh at yourself*. They know the those who can laugh at themselves will never cease to be amused, a trait that will serve each child well later in life.

Mandino (2007) in <u>The Greatest Salesman in the World</u> captured the concept of the importance of humor and laughter in:

I Will Laugh at the World

I will laugh at the world. No human creature can laugh except man. Trees can bleed when they are wounded, and beasts in the field will cry with pain and hunger, yet only I have the gift of laughter, and it is mine to use whenever I choose. Henceforth, I will cultivate the habit of laughter. I will smile, and my digestion will improve; I will chuckle, and my burdens will be lightened; I will laugh, and my life will be lengthened, for this is the great secret of long life, and now it is mine.

I will laugh at the world. And most of all, I will laugh at myself, for man is most comical when he takes himself too seriously. Never will I fall into this trap of the mind. For though I will be nature's greatest miracle, am I still a mere grain tossed about by the winds of time?

I will laugh at the world. And how can I laugh when confronted with man or deed which offends me so as to bring forth my tears or my curses? Four words I will train myself to say until they become a habit so strong that immediately they will appear in my mind whenever good humor threatens to depart from me. These words passed down from the ancients will carry me through every adversity and maintain my life in balance. These four words are: THIS TOO SHALL PASS.

I will laugh at the world. For all worldly things shall indeed pass. When I am heavy with heartache, I shall console myself that this too shall pass; when I am puffed with success, I shall warn myself that this too shall pass. When I am strangled in poverty, I shall tell myself that this too shall pass; when I am burdened with wealth, I shall tell myself that this too will pass. Yea, verily, where is he who built the pyramid? Is he not buried within the stone? And will the pyramid, one day, not also be buried under the sand? If all things shall pass, why should I be of concern for today?

I will laugh at the world. I will paint this day with laughter; I will frame this night in song. Never will I labor to be happy; rather will I remain too busy to be sad. I will enjoy today's happiness today.

I will laugh at the world. And with my laughter, all things will be reduced to their proper size. I will laugh at my failures, and they will vanish in clouds of new dreams. I will laugh at goodness and it will thrive and abound. And so long as I can laugh, never will I be poor. This, then, is one of nature's greatest gifts, and I will waste it no more.

Thus, affirmative staff orientations involve the caring human characteristics of warmth, empathy, and enthusiasm in daily interactions, the consistent exhibition of high expectations for

every student, and the promotion of humor and fun throughout the day. These all combine to form a positive school atmosphere.

Chapter VI: Student-Centered Active Instruction

VI(A) Lesson Planning Using Technology

*"Aim to excite; active over passive learning."*

The methods in which fully functioning schools go about their business are undergoing change and experimentation. All across America, schools are investigating and developing innovative strategies, sometimes flying by the seat of the pants. At the same time, they are focusing on effective research-based practices - all to find strategies that work to accomplish their shared mission.

Again, just as in times past, school leaders are revisiting the five basic educational questions and looking for answers.

1. **What should be taught?**
2. **How should it be taught?**
3. **How should it be evaluated?**
4. **Which children should be taught?**
5. **Who should be in charge of deciding?**

These five questions are fashioning schools that provide various instructional practices that best fulfill the questions' answers. Originating from a defined philosophical view, different school types (charter schools, alternative schools, private schools, online schools, and for-profit schools) are offering a vista that each think will provide the best opportunity for their select group of students.

Constant Education Questions

1 What should be taught?

2 How should it be taught?

3 How should it be evaluated?

4 Which children should be taught?

5 Who should be in charge of deciding?

just as in times past, school leaders are revisiting the five basic educational questions and looking for answers.
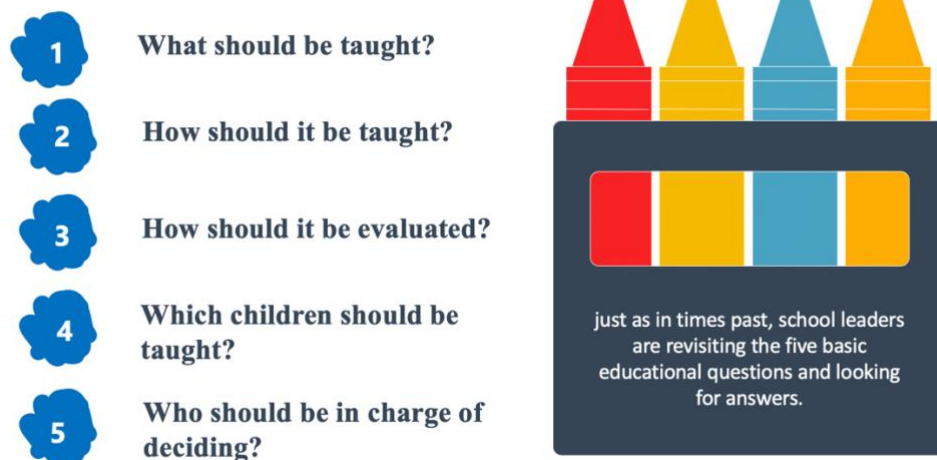
As schools wrestle with answering these five questions, they offer a number of rationales, many times based on arguments of:

- **quality** - It's not ranked high enough, prepared well enough, or excellent enough compared to...
- **quantity** - It's not doing enough compared to...
- **equity** - It's not proportionate or not being treated the same as compared to...
- **fairness** - It's not fair or is bias towards...
- r**estoration of past standards** - It's not as good as it used to be.

The philosophy of these reforming schools is fashioned from viewpoints held by individuals with an array of beliefs, from those who believe that schools are fine to those that believe that the public school concept should be abandoned. These viewpoints include:

- **conventionally rearranged** - public schools just need some minor adjustments to fulfill the mission
- **innovation tinkerers** - public schools need new changes but are satisfactorily fulfilling the mission
- **system reformers** - public schools need major restructuring to be able to achieve the mission
- **de-schoolers** - public schools should be abolished because they cannot, even with restructuring, fulfill their mission.

In whatever the school, there seem to be basic tenets and student-centered active instructional practices common in any environment providing powerful schooling.

Dynamic Instructional Laws

"What the teacher does is just as important as what he teaches."

When asked what they teach, secondary teachers will usually give answers based on their discipline: "I teach math, science, language arts, etc." The elementary teacher usually answers, "I teach students." One is content centered, the other child-centered. To every teacher, both are important. How a teacher teaches is just as important as what is taught. Both content and method complement each other. Effective methods of instruction follow basic tenets or laws which, when harmonized, form an instructional philosophy that directs practice and makes a lasting impression on those exposed.

Dynamic Instructional Laws

The Law of Equity: "*All students will learn and learn well given time*."

The Law of Performance: "*How high you climb depends on how deeply you care*."

The Law of Effect: "*Success breeds success.*"

The Law of Expectation: "*If you treat me as I am, you reinforce my limitations; if you treat me as I could be, then you help me become what I can be*."

The Law of Planning: "*If you aim at nothing, you get nothing*."

The Law of Scholarship: "*Information is changing too fast for kids to know everything; the most important thing to know is how to learn*."

The Law of Enlightenment: "*Tell me, I forget; show me, I remember; involve me, I understand.*"

The Law of Comprehension: "*Learning is a matter of time and style.*"

The Law of Exercise: "*Perfect practice makes perfect*."

The Law of Evaluation: "*Test what you teach; teach what you test.*"

The Law of Conduct: "*The greatest single predictor of student behavior is teacher behavior.*"

The Law of Control: "*People can't play the game if they don't know the rules*."

The Law of Reinforcement: "*If you want it, teach it; if you want to keep it, reinforce it.*"

The Law of Command: "*Say what you mean and mean what you say*."

The Law of Authority: "*Modeling is the best sermon*."

The Law of Labor: "*Work smarter, not harder*."

The Golden Rule: "*Catch kids being right*."

Though instruction strategies and techniques vary among teachers and across subject areas, these basic tenets hold true in the classrooms where students are being taught successfully.

Well-Developed Lesson Planning

"Planning is done in a seat, teaching on the feet."

Planning plays an integral part in a teacher's security, confidence, and effectiveness. The amount of planning and the detail provided in the plans are affected by several factors:
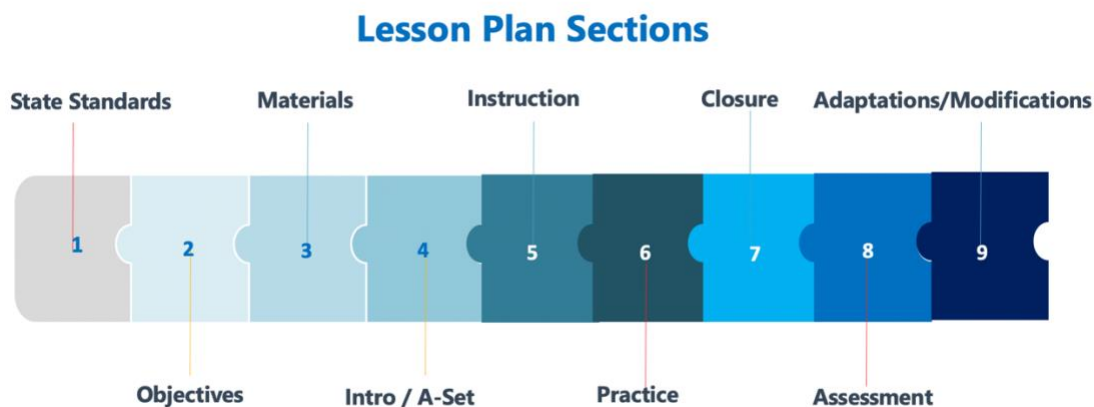
- **Teacher** - the years of experience and personality of the teacher
- **Students** - the level and maturity of the students
- **Learning Context** - the curriculum, text, materials, and assessments
- **Time** - the planning time available

Planning plays an integral part in their success of new teachers. Planning detail, even down to the specific questions that will be asked in each lesson, is sometimes necessary to provide depth. Time estimates help with pacing. Verbally practicing the lesson or cognitively rehearsing the experience helps develop smoothness and makes it easier to forecast difficulties with implementation. Often, with little planning, the beginning teacher will suffer the "neophyte disease" and teach everything they know in the first half of the class, racing through the lesson without checking to see if anybody is getting the material, then have the other half to ad-lib. Detailed lesson planning gives the teacher confidence and security.

Lesson Plan Format

"Teachers plant the seeds of learning."

Typically, when lesson plans are not provided by the textbook or the school's curriculum, effective teachers strive to develop lessons that plant the seeds of learning. They strive to teach to the objective but at the same time try to stimulate interest, inspire wonder, or make students curious about what is to be learned. A well-developed lesson plan usually contains nine sections.

Lesson Plan Sections

State Standards — Materials — Instruction — Closure — Adaptations/Modifications

1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9

Objectives — Intro / A-Set — Practice — Assessment

Teachers usually follow several simple steps to plan a lesson:

1. **Subject:** The first thing to consider is what topic you want or need to teach. The topic should be developed based upon your curriculum standards and the time you have to teach it. Having your lesson plan correctly aligned with standards helps assure that your students are taught what your school district requires.

2. **Goal and Objectives:** To make sure your lesson plan will teach exactly what you want, you need to develop clear and specific objectives. Objectives are not activities that will be used in the lesson plan, but things that the student will learn, be able to do, or believe. To make objectives more meaningful, curricula often include broad goals or state standards and then narrow objectives for the lesson. The goals are typically state or national standards if the subject has no state standards. The specific objectives follow to illustrate how the goal or standard will be achieved.

3. **Materials:** To teach the objectives, you will need to decide what materials you will use. Here, the more novel, vivid, or exciting the material, the greater the possibility of maintaining student interest. Be specific here to make sure you will have everything needed.

4. **Introduction**: Many effective lessons start with a way to lead into the lesson plan and develop the students' interest in learning the topic. Several formats will call this the Anticipatory Set.

5. **Instructional Procedures**: Next, you will need to develop the step-by-step procedures that will be performed to reach the objectives. These don't have to involve every little thing the teacher will say and do, but they should list the relevant actions the teacher needs to perform.

6. **Practice:** To help students process the material, practical lessons usually provide time for independent practice. These could be not just worksheets but a host of other projects. Usually, depending on the age of the students, teachers plan for in-class practice as well as homework.

7. **Closure**: Just before moving on to the assessment phase, teachers have some sort of closure for the

lesson plan. Just as you began the instruction with an interest building activity, you close with an activity to determine if students are ready for evaluation.

8. **Assessment:** Here, you decide how to assess the objectives. The key to developing your assessment is to make sure that the assessment specifically measures whether the objectives were reached or not. In good teaching, there is a direct correlation between the objectives and the assessments.

9. **Adaptations and Modifications:** Here, you list specific adaptations or modifications for students with learning disabilities or individual differences.

Though various formats like cooperative learning will add other sections, at a minimum, lesson plans will usually contain the objectives, materials, instructional activities, and evaluation techniques needed to successfully complete the session. For more detailed information in writing a good lesson plan, read _10 Steps to Develop a Quality Lesson Plan_.
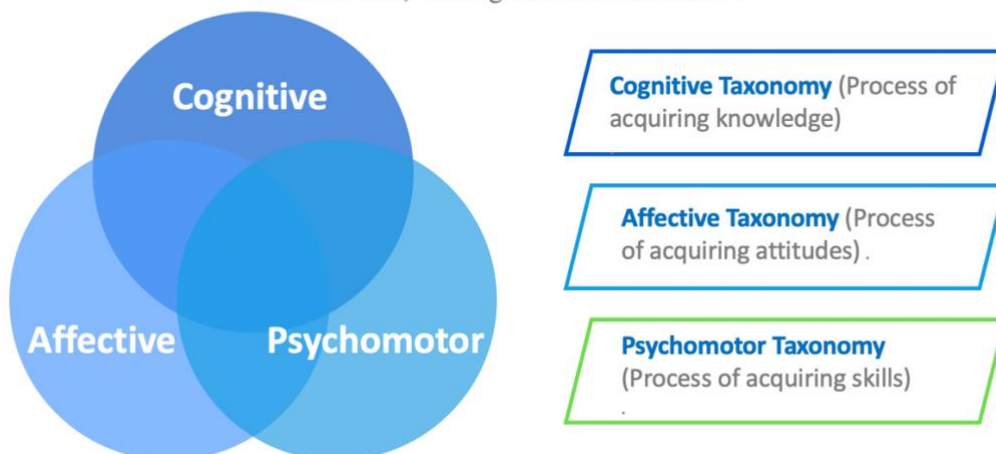
Lesson Objectives

"Teach to the objective."

Lesson objectives form the basis for what is taught in the classroom. Most educators use Bloom's Taxonomy of objectives to divide educational objectives into three domains - cognitive, affective, and psychomotor. Within each of these taxonomies, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. Effective educators strive to focus on teaching to all three domains, creating a more holistic lesson.

Lesson Plan Objective Taxonomies

Educational objectives are usually found in three domains - cognitive, affective, and psychomotor. Within each of these taxonomies, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. Effective educators strive to focus on teaching to all three domains, creating a more holistic lesson .
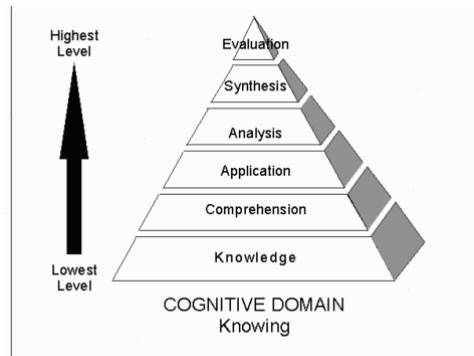
Cognitive

Affective   Psychomotor

Cognitive Taxonomy (Process of acquiring knowledge)

Affective Taxonomy (Process of acquiring attitudes) .

Psychomotor Taxonomy (Process of acquiring skills) .

Cognitive Domain

Cognitive Taxonomy (Process of acquiring knowledge)

Knowledge: remembering of previously learned material; recall; bringing to mind.
Terms: defines, describes, identifies, lists, matches, names.

Comprehension: grasping the meaning of material; interpreting, explaining or summarizing; predicting outcome and effects or estimating future trends. Terms: convert, defend, distinguish, estimate, explain, generalize, rewrite.

Application: ability to use learned material in a new situation; apply rules, laws, methods, theories. Terms: changes, computes, demonstrates, operates, shows, uses, solves.

Analysis: breaking down into parts; understanding organization, clarifying, concluding.
Terms: distinguish, diagrams, outlines, relates, breaks down, discriminates.

Synthesis: ability to put parts together to form a new whole. Terms: combines, compiles, composes, creates, designs, rearranges.

Evaluation: ability to judge the value based on criteria; ability to support judgment with reason.
Terms: appraises, criticizes, compares, supports, concludes, discriminates, contrasts, summarizes, explains.

Affective Domain
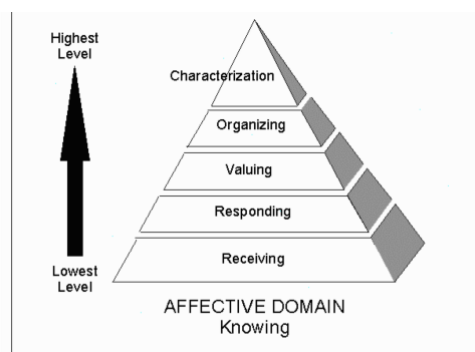
Affective Taxonomy (Process of acquiring attitudes)

Receiving: Awareness, willingness to hear, selected attention. Example: Listens to examples of trust in the story. Keywords: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, replies, uses.

Responding: Active participation on the part of the learners; attends and reacts to a particular phenomenon. Examples: Participates in class discussions on trust. Gives a presentation on trust. Questions new ideas, concepts, models, etc., to fully understand them. Knows the rules and practices them. Keywords: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.

Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to a more complex state of commitment. Valuing is based on the internalization of a set of specified beliefs. Examples: Demonstrates belief in trusting others. Is sensitive towards individual and cultural differences. Keywords: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.

Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values. Examples: Recognizes the need for balance between trust and responsible behavior. Accepts responsibility for one's behavior. Keywords: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.

Internalizing Values (Characterization): Students have a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and, most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of personal, social, and emotional adjustment. Examples: Shows trust in others when working in a group. Displays a professional commitment to thrusting others on a daily basis. Values people for what they are, not how they look. Keywords: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

Psychomotor Domain

Psychomotor Taxonomy

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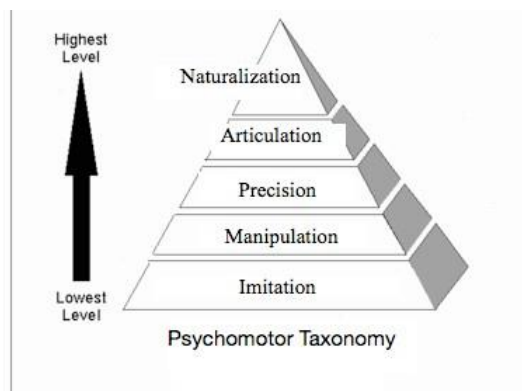
Psychomotor Taxonomy (Process of acquiring skills)

Imitation: Observing and patterning behavior after someone else. Performance may be of low quality. Example: Copying a work of art.

Manipulation: Being able to perform specific actions by following instructions and practicing. Example: Creating work on one's own, after taking lessons, or reading about it.

Precision: Refining, becoming more exact. Few errors are apparent. Example: Working and reworking something so that it will be "just right."

Articulation: Coordinating a series of actions, achieving harmony and internal consistency. Example: Producing a video that involves music, drama, color, sound, etc.

Naturalization: Having high-level performance become natural, without needing to think much about it. Examples: Michael Jordan playing basketball, Nancy Lopez hitting a golf ball, etc.

Bloom's taxonomy was revised in 2001 by one of Bloom's former students, Lorin Anderson. Many educators have traded in the "old" version for the newer rendering. In this version, all the nouns were changed to verbs, with the highest two levels changing places.

Remembering: Retrieving, recalling, or recognizing knowledge from memory. Verbs used could be define, duplicate, list, memorize, recall, repeat.

Understanding: Explaining the knowledge or constructing meaning. Verbs used could be classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase.

Applying: Using the knowledge in a new way. Verbs used could be choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch.

Analyzing: Breaking the knowledge into parts or determining how the parts relate. Verbs used could be appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

Evaluating: Making judgments about the knowledge. Verbs used could be appraise, argue, defend, judge, select, support, value, evaluate.

Creating: Putting the knowledge together to form a new pattern, structure, point-of-view, or product. Verbs could be assemble, construct, create, design, develop, formulate, write.

Whatever the domain or level, each lesson plan will use one or more objectives to focus instruction. All effective teachers *teach to the objective*. For more specific information on levels of objectives, visit Bloom's Taxonomy of Learning Objectives.

Types of Objectives

"Begin with the end in mind."

To *teach to the objective*, teachers typically *begin with the end in mind*. That is, they first decide what it is they exactly what the student to know, believe, or be able to do and then design the instructional strategies to reach that end. In the 1950s' Ralph Taylor suggested that objectives be written to show the behavior desired from the student and the content they would learn. In writing lesson plan objectives, there are two types of formats usually found.

Gronlund's Learning Outcomes: Here, the objective is stated as an observable outcome. It states what the student will learn, be able to do, or believe after the lesson is taught and usually starts with. *The student will be able to...*

Examples:

1. *The student will be able to define terms in his own words.*
2. *The student will be able to identify the meaning of the term in context.*
3. *The student will be able to differentiate between proper and improper use of the term.*
4. *The student will be able to distinguish between two similar terms by meaning.*
5. *The student will be able to write an original sentence using the term.*

These types of objectives allow a curriculum to be written as general goals with the freedom given to the teacher to decide how and at what level students will perform the learning.

Mager's Objectives: Here, it is again written as an observable outcome but states concisely what the students will do, under what conditions, and at what level of performance. These objectives state the performance, the conditions, and the criteria.

Performance -The behavior that learners are expected to perform. It should be measurable and observable. It describes what the learner will be doing when demonstrating mastery of an objective.

Conditions - The description of the circumstances under which the performance will be carried out. It also includes a description of what will be available to learners when they perform the desired behavior.

Criterion - The description of the criteria for acceptance of a performance as sufficient, indicating mastery of the objective. In other words, how well must it be done? Stating the criterion lets learners know how well they will have to perform to be considered competent. There are two main ways to define a criterion of acceptable performance: speed and accuracy.

Examples:

1. *Given six primary colors, the student will be able to identify five.*
2. *From the required list of 10 words, students will spell correctly 9 of them.*

3. *From the foul line, the student will make 6 out of 10 baskets.*

These types of objectives allow a curriculum to be written as programmed instruction and mastery learning, where the conditions and criteria for mastery are set. For more detailed information on writing these two types of objectives, read *Writing Learning Objectives*.

Lesson Plan Banks

<p style="text-align: center;">*"Work smarter, not harder."*</p>

Today, there are numerous places teachers can acquire lessons to fit their objectives. First, school systems are housing their lesson plans on specific websites that offer various plans to teach the intended curriculum. Here, teachers can access the banks for lessons, materials, assessments, or media organized by the school system's curriculum standards. Second, textbooks are also offering a vast array of lesson plans complete with worksheets, videos, PowerPoints, and test banks. Why reinvent the wheel when it is already created? *Work smarter, not harder.*

The Internet is also full of lesson plans and teaching material sites, often more creative than the curriculum or textbook sites. Here, usually organized by grade level and subject area, thousands of usable lesson plans, PowerPoints, and other material are available. Though there is "junk" found in these sites, several "jewels" can be found if one doesn't give up on the first search. Teachers should never have to write a lesson plan again if they knew where to look. Highly rated sites include:

Lesson Plans: http://www.lessonplans4teachers.com/
http://www.lessonplanspage.com/
http://teachersnetwork.org/lessonplans/
http://www.eduref.org/Virtual/Lessons/
http://school.discoveryeducation.com/lessonplans/
http://www.lessonplanz.com/
http://www.theteacherscorner.net/lesson-plans/
http://www.teach-nology.com/teachers/lesson_plans/

PowerPoints:
http://www.nebo.edu/misc/learning_resources/ppt/
http://www.teacherspayteachers.com

Having detailed lesson plans that teach the school's curriculum is crucial in providing meaningful learning experiences. When exploring all that is available through textbooks, curriculum guides, and Internet sites, teachers have such a diversified collection of ideas; all they have to do is modify available plans to fit their specific teaching situations.

Technological Instructional Application

<p style="text-align: center;">*"Computer literacy equips one for an information society."*</p>

Schools of the future are using technology to teach, reinforce, and expand the curricula.

Technology is a valuable tool in integrating lessons across content fields to enrich the program of study. Its use creates technology-assisted learning opportunities that enrich and integrate the curriculum across broad spectrums. Interactive television and cable news broadcast explicitly designed for the classroom have been in place for decades as ways for schools to acquire and present current information. School and teacher websites are springing up every day to increase communication with parents and the community. With wireless Internet access systems now in place in almost every school, teachers are expanding their classroom to the entire world. With the information highway now at their disposal, teachers have literally at their fingertips various teaching tools to do almost anything instructional needed to bring a classroom alive. With the addition of SmartBoards, Zoom, Google Classroom, professionally done instructional videos, and learning management systems, instruction has taken on a whole new avenue of presentation.

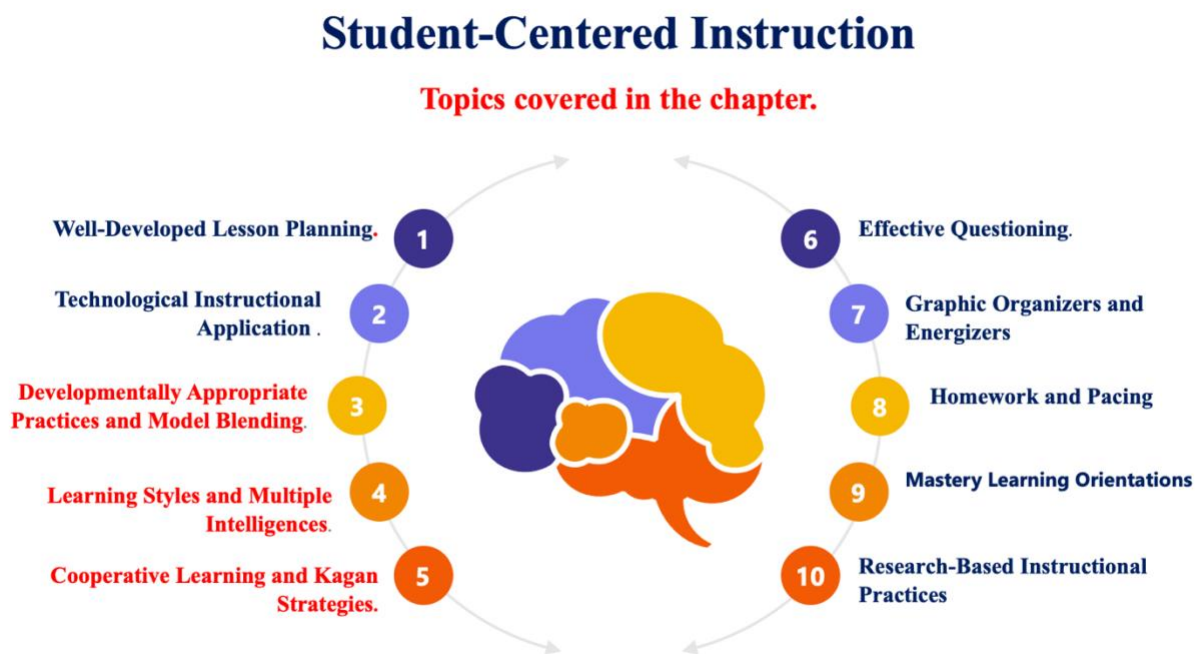As these technology tools continue to expand, teachers are developing a technology-rich educational experience, mixing face-to-face and digital learning. To help add the "bells and whistles" to their classrooms, consider doing a Goggle search for free technology sites; they are being added every month. Though time to explore, acquire, and develop all that is available is always an issue, the possibilities are many.

Chapter VI: Student-Centered Active Instruction

Chapter VI (B): Learning Styles and Models

Lesson planning is a crucial component of student-centered active instruction. Planning to the districts, state, or national standards that the school district identifies as defining the curricula sets the instruction goals. Using these goals, lessons are planned to cover lesson objectives that meet the goals. To help in the planning, teachers can use many technological instructional tools to assist in the planning. Also, to provide student-centered active instruction, there a number of other critical elements identified.

Student-Centered Instruction

Topics covered in the chapter.

1. Well-Developed Lesson Planning.
2. Technological Instructional Application .
3. Developmentally Appropriate Practices and Model Blending.
4. Learning Styles and Multiple Intelligences.
5. Cooperative Learning and Kagan Strategies.
6. Effective Questioning.
7. Graphic Organizers and Energizers
8. Homework and Pacing
9. Mastery Learning Orientations
10. Research-Based Instructional Practices

Developmentally Appropriate Practice

"Kids tend to learn the things they experience."

In part to balance and meet the demands of getting all students at proficient testing levels, students are being viewed as developing human beings, especially in the early years of their education. The term "developmentally appropriate practice" was first coined by the National Association for the Education of Young Children in 1987. Today is an umbrella term used to describe an approach to education that sees the child as a being in the process of developing. According to the [Griffin Center for Inspired Instruction](#), these practices have four central characteristics:

Characteristics of Developmentally Appropriate Practice

Age-Appropriate - Teachers consider the social, cognitive, physical, and emotional development of their students to design classroom environments, plan lesson activities, choose materials, and assess learning.

Individually Appropriate - Teachers consider each child's unique pattern of development to provide classroom experiences that allow a child to grow at his or her own pace and to move ahead successfully.

Meaningful Learning Experiences - Teachers provide active learning experiences that allow for direct sensory involvement on topics that are personally interesting. For example, students write their own books, conduct real experiments, or manipulate objects.

Invested/Responsible Learners - Teachers share responsibility and decision making with students. For example, students are given the responsibility to make decisions about curriculum content, activities, and assessment.

In essence, developmentally appropriate practices ask teachers to combine their knowledge of child development, their personal understanding of each child, and the significant educational outcomes to structure a classroom geared to allowing success for each child.

Instructional Model Blending

"The artist paints using many different colors."

Just as an artist uses many different colors to create beautiful works of art, so do teachers mix and match different models to create memorable lessons. To provide various active orientations to instructing students, a number of approaches have found success in teaching memorable lessons and have found their place in the science of teaching pedagogy. Instructional models, such as direct instruction and cooperative learning, are designs that help teachers move from passive to active learning. Questioning and graphic organizers are being promoted to foster more significant student achievement. These and many other strategies form the toolbox for many a great teacher. Mixed together, a host of research-based instructional ideas can provide for a novel, vivid, and exciting instructional practice.

General Models

"Great teaching comes in many different packages."

The most direct route to teaching success is developing skills at using proven strategies. Over many years numerous models of teaching have found favor with teachers and teacher educators. Partnering, group investigation, role-playing, inductive and deductive teaching, memorization, lecture, direct instruction, discussion, inquiry learning, simulations, and non-directive teaching, among others, have served teachers well. Instructional models have been a standard method used by teacher trainers to provide a straightforward step-by-step procedure for teachers to reach specific learning outcomes. To meet today's classroom demands, a teacher needs a repertoire of instructional approaches to meet a wide range of objectives and learning styles. A teacher who utilizes a variety of instructional approaches is more likely to reach all students in the classroom. The models presented in the fourth edition of **Instruction: A Models Approach** (2003) by Gunter, Estes, and Schwab serve as an excellent overview of various models available. Below are some of the most useful models.

Concept Attainment: Through a series of positive and negative examples, students define the concept and determine its essential attributes.

1. Select and define a concept
2. Select the attributes
3. Develop positive and negative examples
4. Introduce the process to the students
5. Present the examples and list the attributes
6. Develop a concept definition
7. Give additional examples
8. Discuss the process with the class
9. Evaluate

Concept Development: Students learn to group data based on perceived similarities and then to form categories and labels for the data.

1. List as many items as possible
2. Group the items
3. Label the items by defining the reasons for grouping
4. Regroup items or groups under other groups
5. Synthesize the data by summarizing data and forming generalizations
6. Evaluate students' progress by assessing their ability to generate a wide variety of items and to group those items flexibly.

Inquiry: Learners take a puzzling situation and follow a scientific process for problem-solving that leads to the generation of a hypothesis.

1. Select a problem and conduct research
2. Introduce the process and present the problem
3. Gather data
4. Develop a theory and verify
5. State the rules and explain the theory
6. Analyze the process
7. Evaluate

Synectics: Various versions of the synectics model use group interaction to stimulate creative thought through metaphorical analogies.

1. Describe the topic
2. Create direct analogies
3. Describe personal analogies
4. Identify compressed conflicts
5. Create a new direct analogy
6. Reexamine the original topic

Classroom Discussion: This model guides the planning and selection of questions to be used in classroom discussions. Both students and teachers learn to identify different levels and types of questions.

1. Read material and prepare the questions
2. Plan and cluster the questions
3. Introduce the model to the students

4. Conduct the discussion
5. Review and summarize the students' observations
6. Evaluate the discussion

Vocabulary Acquisition: This model presents a technique for teaching vocabulary through the history of language and word derivation rather than through the memorization of lists.

1. Pretest knowledge of the words critical to content
2. Elaborate upon and discuss invented spellings and hypothesized meanings
3. Explore word families
4. Read and study
5. Evaluate and posttest

Resolution of Conflict: A model that provides precise questioning techniques for exploring and studying feelings as students explore the thoughts and behavior of individuals involved in conflict situations.

1. List all facts pertinent to the conflict
2. Make inferences about how the persons involved were feeling and why
3. Propose and defend resolutions
4. Decide which resolution is best and give reasons
5. Describe similar experiences the students may have had
6. Describe the feelings of those involved
7. Evaluate their handling of the conflict
8. Explore alternatives
9. Draw conclusions
10. Evaluate

Memory: Various models can help students improve their memory skills. These models have students link to an association, a position on a location, a motion, or features in a face.

1. Select the items to be memorized
2. Organize the material
3. Prepare associations
4. Explain the process and present the associations to the class
5. Practice developing associations
6. Evaluate

For a more detailed review of these and other models, read the online text Models of Teaching Methods. For even more complete discussions on various models, see:

Gunter, M. A., Estes, T. H., & Schwab, J. H. (2003). *Instruction: A models approach.* Boston: Allyn & Bacon.

Joyce, B., Weil, M., & Calhoun, E. (2008). *Models of teaching,* Boston: Allyn and Bacon

Bacon. Freiberg, J & Driscoll, A. (1999). Universal Teaching Strategies, Boston: Allyn and Bacon.

Mastery Teaching - The Hunter Model

"Tell them what you're going to tell them; tell them, and tell them what you told them."

A very popular model of direct instruction developed by Madeline Hunter has found success across broad subject areas and grade levels in fostering student learning. The following model can be found in Madeline Hunter's (1994) "Planning for Effective Instruction: Lesson Design" in *Enhancing Teaching*.

Hunter Direct Instruction Model

A common eight-step direct instruction model..

#	Step	Description
1	A-Set	Student attention gained
2	Objective and Purpose	Students told what they will learn & why
3	Instruction	Teacher-led instruction
4	Modeling	Teacher-led modeling
5	Check for Understanding	Teacher finds out what they know
6	Guided Practice	Student practice with teacher present
7	Independent Practice	Student practice without teacher
8	Closure	Lesson summarized

Sometimes called Mastery Teaching, the model usually follows eight steps. The specific steps in the model are:

Anticipatory Set

"Stimulate amazement for all knowledge begins with wonder."

The anticipatory set results from an activity that occurs during the time that students are physically arriving or mentally "shifting" gears from the activity just finished. It elicits a mental readiness or "set" for the content of the ensuing instruction. Here, the teacher uses stories, imaginary situations, or other attention-getting devices to gain the students' interest. See *Student Participation Energizers* in Chapter VI (C) for numerous possible strategies.

Objective and Purpose

"Tell kids what they have to do so they can work to get there."

This step involves the teacher communicating to the students what they will know and be able to do by the end of instruction and why that accomplishment is important, useful, and relevant. Here, the teacher focuses on what the students need to know so they can work to get there.

Instructional Input

"Say it, write it, do it."

Here, students acquire new information about the knowledge, process, or skill they are to achieve. The teaching methodology can be discovery, discussion, reading, lecture, observing, or other techniques as long as students obtain the knowledge or skills needed to complete the objectives.

Modeling

"If you can see it, you can copy it."

"Seeing" what is meant is the key here. Learners are given several examples modeled by the teacher to perceive the process or product they are expected to acquire or produce.

Checking for Understanding

"An error doesn't become a mistake until you don't correct it."

In this step, the teacher checks for the students' possession of essential information and observes students' performance to ensure they exhibit the skills to achieve the instructional objective. With this model, added attention is given to the power of questioning and checking to see if students understood the material presented in class. Asking the class if there are any questions is not a sound check for understanding. A number of methods to increase the active participation of students have found more success. These methods could be used to assess if students are ready for guided practice, to see if students understood directions, or to summarize material before moving to new information. Possible methods to check for understanding with sample spoken examples are:

Discuss with A Partner - "Share with your partner three guidelines to keep in mind when writing an expository paragraph. You have one minute."

Write Questions - "Write one question about what we have just been studying. Try it out with your partner. If he can't answer it, pass it to me. At the end of the period, I'll answer all questions that have been turned in."

Brainstorm - "On scratch paper, jot down as many terms as you can think of that are related to the topic we began studying yesterday. In five minutes, we'll discuss these."

Finger Signals - "The three kinds of rock formations are listed on the board by number. I'll say a characteristic of a certain rock formation; you put up the appropriate number of fingers for the one being described."

Thumb Signals - "I'll read several statements about the digestive process. If the statement is true, put your thumb up. If it is false, put your thumb down. If you're not sure, put your thumb to the side."

Unison Response - "We'll check the answers to the worksheet together. I'll say the number of the question, then all of you respond with the answer on your paper. If the response is clear, we won't need to discuss that question. If it's garbled, we'll stop to

clarify. Everyone will participate and use a quiet voice."

Cross/Uncross Arms - "If you agree with Kent's opinion, cross your arms."

Flash Answers in Groups - "We've talked about the three branches of the federal government. Each of your groups has three cards, each one representing a different branch of the government. I'll read a governmental duty. As a group, decide which branch of government would be responsible for that duty and hold up the correct card."

Flash Cards - "You've made flash cards for this week's vocabulary words. Practice them with a partner for ten minutes. Then we'll have our quiz."

Individual Chalkboards - "Using your chalkboard, do the problem (4x5)(2x6)=X. When you are finished, hold up your chalkboard." (or) "You have 30 seconds. On the count of three, hold up your chalkboard for me to see the answer."

Whole-Class Questions with Wait Time - "Which were the three Axis countries during World War II? (Pause) I can tell you're thinking. I can see five hands, six, eight. Let's see, I think I'll call on Kent." (or) "I want you to think about what change would make your school a better place. I'll call on someone in about one minute."

See *Student Participation Energizers* in Chapter VI (C) for other possible strategies.

Guided Practice

"Practice does not make perfect. Practice makes permanent. Perfect practice makes perfect."

Students practice their new knowledge or skill under direct teacher supervision. The teacher is present to help with questions so that "Perfect practice makes perfect."

Independent Practice

"It's not the amount of homework, but the frequency of it that counts."

Students practice without the availability of the teacher. Here, students should not be given homework unless the teacher is relatively sure they can complete at least 80 percent of the problems correctly. It does no good to practice the material incorrectly.

Closure

"End with the big picture."

The lesson is reviewed and summarized. What did students learn today? Here, some creative closure activities could be used. (See *Student Participation Energizers* in Chapter VI (C) for numerous strategies.)

The direct instruction model is an efficient model to teach material yet keep the student involved in the learning process.
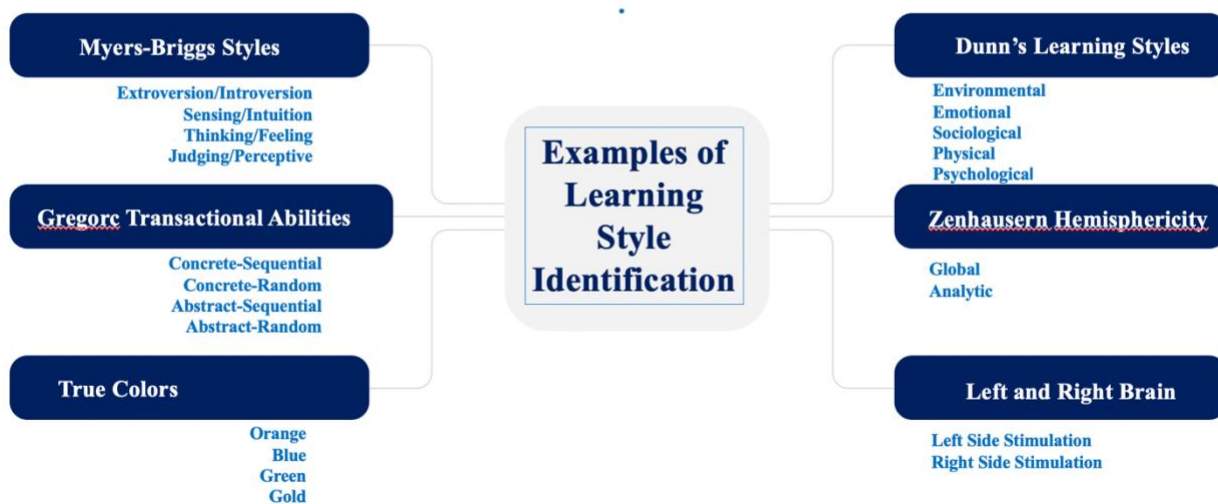
Learning Style Instruction

"Learning is a matter of style"'

Educators have always known that kids learn in different ways but didn't always have a research-based framework for understanding differences in learning styles. Educators for many years often described learning styles through four senses: visual, verbal, tactile, and psychomotor - seeing, listening, writing, and doing. However, over the past thirty years, learning styles and ways to individualize learning have been reinvestigated and integrated into various ways into instructional practices. All were efforts to help provide a more personalized learning experience to each student. Today, learning style identification is being used by teachers to give them specific windows to individualize instructional strategies. Learning styles are defined as the cognitive, affective, and physiological traits of learners as they interact in the classroom environment. These styles fall between I.Q., which differentiates people in terms of mental abilities, and personality, which differentiates according to personality types. In fully functioning schools, learning styles are centering on the preferred ways learners have for processing and organizing information and for responding to environmental stimuli.

Learning Styles

Students tend to learn best when the instruction and learning context match their learning styles. Over the years, researchers have approached learning styles in various ways, so now there are numerous rating scales available to educators to identify a particular perspective on how students learn.

Examples of Learning Style Identification

Myers-Briggs Styles
Extroversion/Introversion
Sensing/Intuition
Thinking/Feeling
Judging/Perceptive

Gregorc Transactional Abilities
Concrete-Sequential
Concrete-Random
Abstract-Sequential
Abstract-Random

True Colors
Orange
Blue
Green
Gold

Dunn's Learning Styles
Environmental
Emotional
Sociological
Physical
Psychological

Zenhausern Hemisphericity
Global
Analytic

Left and Right Brain
Left Side Stimulation
Right Side Stimulation

Students tend to learn best when the instruction and learning context match their learning styles. Over the years, researchers have approached learning styles in various ways, so now there are numerous rating scales available to educators to identify a particular perspective on how students learn.

Myers-Briggs Style Comparison

The Coors Temperament Sorter has been used to identify leanings towards four paired orientations. Called the Myers-Briggs Style Comparison, these four different pairs (with three sample descriptors for each) are:

Myers-Briggs Style Comparison

Extroversion (E)	**Introversion (I)**
Sociability	Territoriality
Breadth	Depth
Extensive	Intensive

Sensing (S)	**Intuition (N)**
Experience	Hunches
Past	Future
Realistic	Speculative

Thinking (T)	**Feeling (F)**
Objective	Subjective
Impersonal	Personal
Critique	Appreciate

Judging (J)	**Perceptive (P)**
Settled	Pending
Decisive	Tentative
Closure	Open options

By identifying combinations (such as ESTJ), teaching and learning behaviors are characterized. For a further detailed discussion on the instrument, visit The Myers & Briggs Foundation. To take an online test, visit What's Your Myers-Briggs Personality Type.

Gregorc Transaction Ability Inventory

Anthony Gregorc (1979) developed the Transaction Ability Inventory, which categorized learning preference patterns. These patterns suggest that people learn in combinations of dualities:

Gregoric Learning Style Preference Patterns

Concrete-sequential (structured, methodical, deliberate)

Concrete-random (intellectual, logical, rational)

Abstract-sequential (emotional, perceptive, psychic)

Abstract-random (intuitive, instinctive, impulsive).

Each of these styles of learning carries with it specific, observable behaviors as to how people functioned and related to the world. According to Gregorc, it is essential to match the instructional materials and methods to the individual learning preferences. For more detailed information, visit Gregoric Associates.

True Colors

Educational consultants are creatively using personality research to develop simple, easy to understand approaches to identify core personality colors. True Colors uses forty different personality traits grouped in four sets of ten statements to identify four teaching styles:

<div align="center">**Personality Colors Teaching Styles**</div>

Orange (unstructured discipline, spontaneous, hands-on)

Blue (nurturing, instructional variety, individualized)

Green (disciplined, discussion, thinking stressed)

Gold (firm discipline, lecture, traditional content)

Identifying these core colors allows staff to understand themselves and their students better. For an online test and more information, visit True Colors Test.

Dunn's Learning Styles

Rita and Kenneth Dunns' Learning Styles (1979) model is being used in some schools to best match instruction to a student's style of learning. Grouped around five stimuli, specific elements are being assessed in the Learning Style Inventory (LSI) to develop an individual learning style profile. These stimuli and accompanying elements associated with establishing the student's optimal learning environment are:

<div align="center">**Dunns' Learning Styles**</div>

Environmental - Sound, Light, Temperature, Room Design

Emotional - Motivation, Persistence, Responsibility, Structure

Sociological - Learning by Self, Pair, Peers, Team, Varied, Need for Adult

Physical - Perceptual (Auditory, Visual, or Tactile), Food Intake, Time (Morning or

Afternoon), Mobility

Psychological - Global or Analytic, Hemispherical, Impulsive or Reflective

For more information, visit Dunn and Dunn's Online Learning Community.

Zenhausern Hemisphericity

Brain research is yielding additional ways of understanding how individuals process and organize information and environmental stimuli. The Zenhausern Hemisphericity Profile is used to determine a dominant hemisphere of either global or analytic Hemisphericity and even attempts to identify the degree of dominance. Sample behavioral characteristics are:

<div align="center">**Zenhausern Global or Analytic Hemisphericity**</div>

Global - likes working with others, needs a big picture, reads for the overall idea and skips details, likes team competition, likes humor, hard to take feedback, sees relationships.

Analytic - works alone, remembers details, likes independent projects, wants

feedback, concentrates on the task at hand.

Left and Right Brain

Brain research is also yielding orientations to learning based on left- or right-brain dominance. Susanne Richert is using brain research in developing her Maximizing Potential Model, a research-based experiential approach to designing instructional programs. Creating a whole-brained learning matrix, the teacher is challenged to create a safe learning environment where developmentally appropriate learning can occur. Of interest are the left and right brain stimulation polarities:

Left and Right Brain Polarities

Left Side Stimulation	Right Side Stimulation
Verbal Learners	Visual-Spatial Learners
Ordering and Sequencing	Random Exploration
Copying and Filling In	Drawing
Planning	Dreaming
Improving Known	Inventing
Non-Fiction	Fiction
Separating	Synthesizing
Details/Facts	Patterns and Concepts
Math, Physics, Chemistry	Art, Music, Humanities
Right Eye Movers	Left Eye Movers

For more left/right brain information and online test, visit Learning Styles. There is newness, excitement, and rejuvenation in teachers as they begin to march to a different instructional drummer's beat. For a more detailed research discussion, read http://www.singsurf.org/brain/rightbrain.php
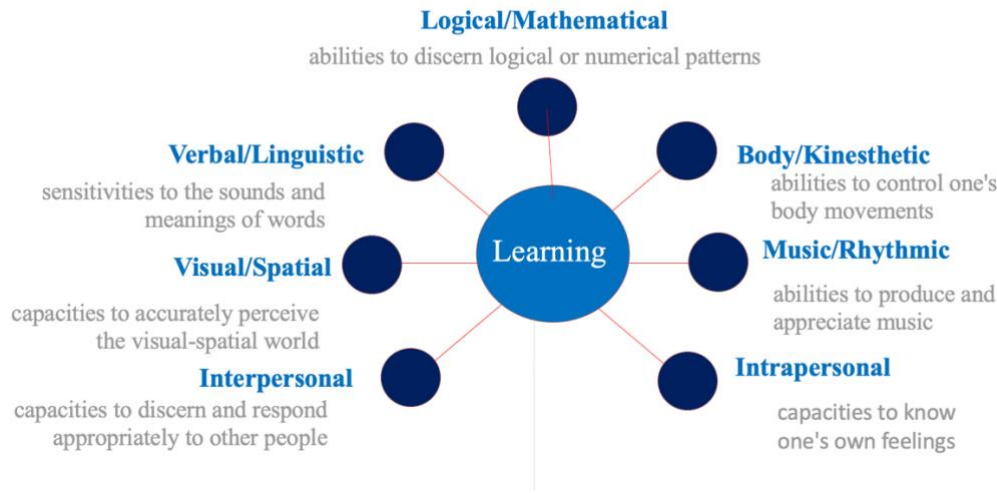

Multiple Intelligences

"All children are gifted... some just open their package sooner than others."

Traditionally, schools have considered students successful if they excelled in verbal and mathematical areas. It could be argued that there are students who do not excel in these abilities but shine in other things - that these students fall through the cracks of the traditional American school yet may be quite intelligent in other areas. To enable all students to succeed, schools are thus beginning to teach to and assess for multiple intelligences, not just verbal and mathematical intelligences.

Multiple Intelligences

Each student has different and independent ways of learning.

Logical/Mathematical
abilities to discern logical or numerical patterns

Verbal/Linguistic
sensitivities to the sounds and meanings of words

Visual/Spatial
capacities to accurately perceive the visual-spatial world

Interpersonal
capacities to discern and respond appropriately to other people

Learning

Body/Kinesthetic
abilities to control one's body movements

Music/Rhythmic
abilities to produce and appreciate music

Intrapersonal
capacities to know one's own feelings

Defined by Howard Gardner (1989) and later developed by David Lazear (1991) in *Seven Ways of Knowing*, the idea was proposed that each of us have different and independent ways of learning. The notion that each of us has multiple "intelligences" differed from the concept that we had one general intelligence factor. The idea that students had seven intelligences changed the educational paradigm and helped redesign various instructional practices and assessments. Today, these have been expanded to nine intelligences, with the Existentialist Intelligence usually not included in educational discussions.

Multiple Intelligences Types and Definitions

Logical/Mathematical - the ability to discern logical or numerical patterns and handle long reasoning chains.

Verbal/Linguistic - sensitivity to the sounds, rhythms, and meanings of words; sensitivity to language's different functions.

Visual/Spatial - capacity to accurately perceive the visual-spatial world and modify or manipulate one's initial perceptions.

Interpersonal - capacities to discern and respond appropriately to other people's moods, temperaments, motivations, and desires.

Body/Kinesthetic - abilities to control one's body movements and to handle objects skillfully.

Intrapersonal - knowledge of one's own feelings, strengths, weaknesses, desires, and the ability to draw upon this knowledge to guide behavior.

Musical/Rhythmic - abilities to produce and appreciate rhythm, pitch, timbre, and appreciation of musical expression forms.

Naturalistic - the ability to easily recognize and classify plants, animals, and other things in nature.

Existential - the sensitivity to think about or question life, death, and ultimate realities.

Teaching to and developing assessment systems that allow students options to show they learned the material involves a battery of strategies and techniques.

Musical	Interpersonal	Intrapersonal	Naturalistic
singing	partnering	journal writing	reading outside
rapping	peer editing	evaluation questions	identifying insects, plants, animals
humming	sharing	individual study	using a microscope
playing background music	group work	personal goal setting	dissecting
patterns	peer teaching	individual projects	going on a nature walk
form	conflict mediation	log keeping	studying the stars
playing instruments	discussing	independent reading	watching animals, birds, etc
tapping out poetic rhythms	cross-age tutoring		collecting rocks, leaves, bugs, etc
rhyming	study group		
	brainstorming		

Verbal-Linguistic	Logical-Mathematical	Visual-Spatial	Body-Kinesthetic
storytelling	logic games	Graphing	experiments
retelling	coding	Photographing	class activity
speaking	sequencing	making visual metaphors	creative movement
debating	problem-solving	making visual analogies	field trips
presenting	critical thinking	mapping stories	skits
reading aloud	predicting	Illustrating	dramatizing
dramatizing	measuring	using charts	using cooperative groups
bookmaking	collecting data	using organizers	dancing
researching	experimenting	Visualizing	manipulatives
listening	solving puzzles	mind mapping	physical experiment
process writing	classifying	visual puzzles	tracing
writing journals	using money		

For a multiple intelligence, self-test visit Multiple Intelligences Worksheets.

To use multiple intelligences in-class assessments, again, several authentic evaluations could be considered. For each, the teacher could develop a rubric to precisely define and rate the activity requirements. A brief listing of assessment ideas might include:

Multiple Intelligence's Assessment Ideas

Linguistic

- write journal entries
- take oral exams or essay tests
- create poems, plays, or short stories
- write a short story
- create a cartoon series
- debate issues or ideas
- interview others on the topic

Logical/Mathematical

- science lab or experiments
- logic problems and games
- analogy to explain the concept
- graphic organizer

Bodily/Kinesthetic

- write and perform a play or skit
- build models to show what they learned
- make puzzle cards
- hands-on material to demonstrate concepts

Visual/Spatial

- create collages, murals, and posters
- illustrate their ideas using maps, charts, and graphs
- make a video or PowerPoint slide show
- draw, paint, sketch, or sculpt
- invent a board or card game

Interpersonal

- stage a classroom debate
- work collaboratively to brainstorm and prepare a project
- teach someone else the material
- do a service project
- use the Internet to collaborate with others

Intrapersonal

- identify their academic strengths and weaknesses
- think of personal goals and give progress reports
- self-assessments of own work

Musical

- identify and explain patterns in music or poetry
- write new lyrics to familiar melodies or to compose a new song on the material

    ☐   rap or sing a ballad about concepts

    ☐   explain how the music in song is similar to the subject

Naturalist

    ☐   write how the material affects the environment

    ☐   keep an environmental journal and to share their observations

    ☐   draw or photograph natural objects to relate the material to nature

    ☐   care for pets, wildlife, gardens, or parks

    ☐   lead classmates on a nature walk to point out interesting plants and animals

For teachers who develop their lesson plans, they typically follow a simple format:

Multiple Intelligence Lesson Plan

Topic:
Cognitive, Affective, and/or Psychomotor Objectives:
Anticipatory Set:
Instruction:
Exploratory Activities (Each with Assessment Rubrics or Grading Criteria):

    Verbal-Linguistic:
    Visual-Spatial:
    Mathematical-
    Logical: Bodily-
    Kinesthetic:
    Interpersonal:
    Intrapersonal:
   **Musical:**
    (Naturalistic):
    (Existential):

Closure:
Assessment Procedures on Objectives:

Teachers who adopt the MI model as a primary method of instruction usually assess their students and illustrate the results on an MI pie. That is, they identify the primary intelligences used in processing information and which intelligences need development. Usually, there will be various proportions for each intelligence. It usually is the goal of the MI classroom to get each child to be able to use any of the intelligences when needed

What would your pie look like? For an online MI assessment visit, *What Is Your Learning Style.* For more books on Howard Gardner's work, visit *Howard Gardner: Hobbs Professor of Cognition*.
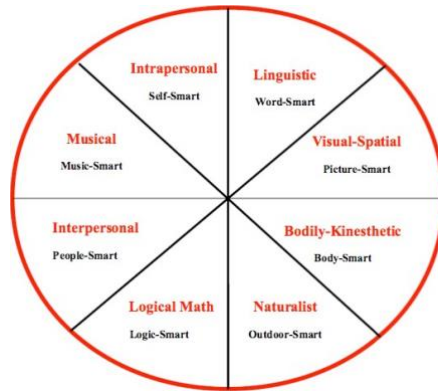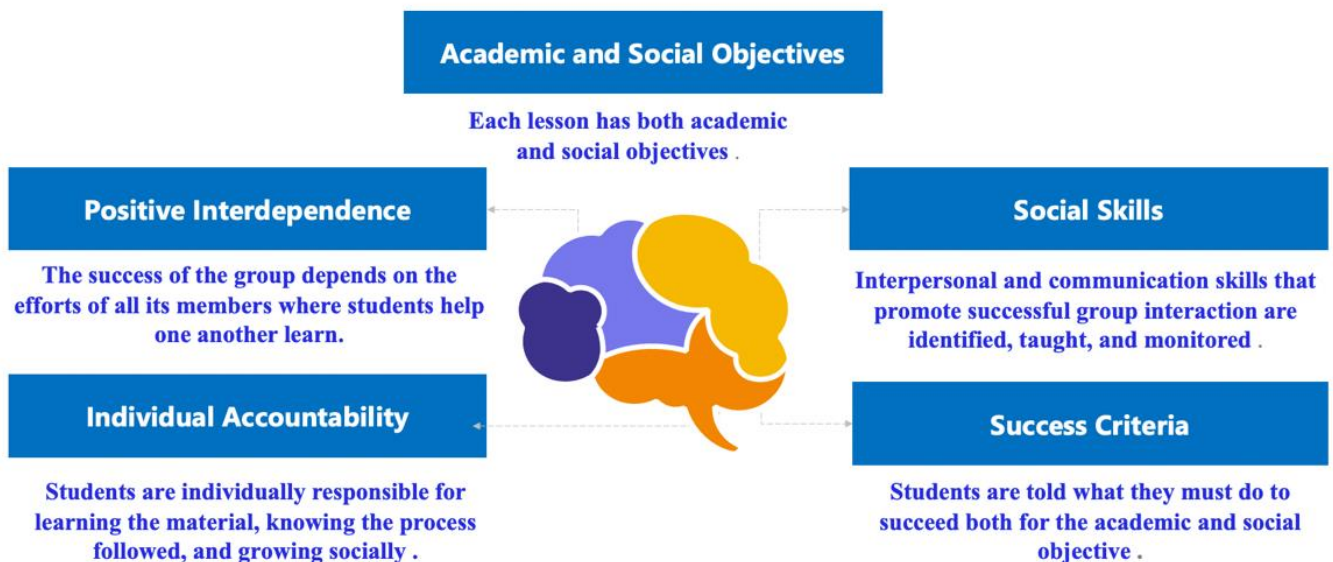
Cooperative Learning

"Learning to cooperate; cooperating to learn."

Another popular research-based model, cooperative learning, is finding success in increasing student achievement, self-esteem, school enjoyment, motivation, attendance, and multicultural respect. Defined as *students working together in heterogeneous teams to learn the material and to help others learn*, cooperative learning has developed into many forms. Several effective models in use are Learning Together, Student Teams-Achievement Division (S.T.A.D.), Teams-Games-Tournaments (T.G.T.), Jigsaw, Team Assisted Individualization (TAI), Cooperative Integrated Reading, and Composition (CIRC).

Cooperative Learning Elements

Academic and Social Objectives

Each lesson has both academic and social objectives .

Positive Interdependence

The success of the group depends on the efforts of all its members where students help one another learn.

Social Skills

Interpersonal and communication skills that promote successful group interaction are identified, taught, and monitored .

Individual Accountability

Students are individually responsible for learning the material, knowing the process followed, and growing socially .

Success Criteria

Students are told what they must do to succeed both for the academic and social objective .

Key Elements

As proposed in Johnson and Johnson's *Learning Together (2000)*, there are certain common cooperative learning elements found in most cooperative learning models:

Common Cooperative Learning Elements

Academic and Social Objectives - Each lesson has both academic and social objectives.

Positive Interdependence - The success of the group depends on the efforts of all its members. Interdependence techniques promote a caring environment where students help one another learn. "Sink or swim together; all for one, one for all; we instead of me."

Individual Accountability - Students are individually responsible for learning the material, knowing the process followed, and growing socially.

Social Skills - Interpersonal and communication skills that promote successful group interaction are identified, taught, and monitored.

Success Criteria - Students are told what they must do to succeed both for the academic and social objective.

The practical goals of preparing young people to work together for the common good can be fostered through this instruction model. In many cooperative learning classrooms, you will notice posters with sayings such as:

- *"A pound of sincerity is worth an ounce of sarcasm."*
- *"Kind words are few and short, but their meanings echo on forever."*
- *"Agree to disagree - disagree with ideas, not people."*
- *"If we are to reach real peace in this world, we shall have to begin teaching cooperation to the children"* - Gandhi

The masterful teachers, who strive to teach to the whole child, strive to teach not only the academic objectives but also social objectives.

Steps in Lesson Construction

"Snowflakes are one of nature's most fragile things, but just look at what they can do when they stick together."

In developing cooperative learning lessons, the Association for Supervision and Curriculum Development proposes five steps to construct a lesson plan:

Steps to Lesson Construction

1. Identify a lesson appropriate for cooperative learning.

2. Make organizational decisions on group size, group assignment, room

arrangement, materials, and use of individual roles.

3. Establish objectives and tasks by setting the academic and social objectives, structuring positive interdependence, individual accountability, identifying expected social behaviors, and establishing success criteria.

4. Plan for monitoring and processing, which is either formal or informal, teacher-directed, or student-directed.

5. Plan for evaluating the effectiveness of the lesson.

S.T.A.D. and T.G.T.

"Cooperation instead of competition: cooperate with others, compete with yourself."

More specifically, individual models like those proposed by Robert Slavin (1990) have certain distinct features. For example, S.T.A.D. is characterized by four steps:

S.T.A.D.

Teach - Teacher provides direct instruction, perhaps using the Hunter model.

Team Study - To review, students work in heterogeneous, teacher-selected groups to master the material. Here, team rules are established that guide positive student behavior.

Test - Students take an individual test.

Team Recognition - Individual and team scores are figured on the basis of improvement, and teams are recognized with a good team, great team, and super team awards.

T.G.T. proposes four steps but replaces the test with a tournament where students practice material in a competitive game.

Jigsaw

"He who teaches learns twice."

Another model, Jigsaw, a less teacher-directed model, have students teaching students with the five steps. Here, everyone learns:

Jigsaw

Read and Study - Students receive expert topics, read their assigned material, study, and prepare to teach their group. In advanced groups, topics are given out with no material provided, and students are left to search for information.

Expert-Group Discussion - Students with the same expert topics meet to discuss them in groups. Optional discussion outlines for each topic are sometimes provided. Discussions revolve around the material, organization of material, and methods of

presenting.

Team Report - Experts return to their teams to teach topics to teammates. If time is given, experts could quiz the group on the material.

Test - Students take individual quizzes, write essays, or give oral reports covering all topics.

Team Recognition - Team scores are computed based on individual improvement, and recognition is given through certificates, newsletters, bulletin boards, or other rewards.

T-Charts

"Cooperation is doing with a smile what you have to do anyway."

In most all classrooms which effectively use cooperative learning, a **T-Chart** is used to define and illustrate the social skills being taught. To build a T-Chart, the teacher:

T-Chart Construction

1. Draws a large T and writes the name of the social skill above the top line and labels the left side "Looks Like" and the right side "Sounds Like."

2. Asks the class to brainstorm what the behavior would look like and then sound like if it was present in class.

3. The behaviors are written on the chart and posted in the classroom so they can be referred to after each cooperative learning lesson.

An example of a typical T-Chart for active listening might be:

Example T-chart

Looks Like	I	Sounds Like
	I	
Leaning forward	I	*"I understand that..."*
Taking notes	I	*"Mary, tell me more about..*
One mouth moving	I	*"Do we all understand?'*
Sitting still and quietly	I	*Paraphrasing what others said*

Lesson Plan Format

To develop lesson plans that teach to the cooperative model, the following lesson plan is a typical structure:

Combined S.T.A.D. and T.G.T. Lesson Plan Format

Academic Objectives:
Social Objectives:
Materials:

Anticipatory
Set
Instruction:
Team Study:
>**Group Size:**
>**Method of Assigning Students to**
>**Teams: Positive Interdependence**
>**Techniques: Time Estimates:**
>**Social Skill Monitoring**
>**Technique: Social Skill**
>**Processing Technique:**

T.G.T. Activity:
>**Tournament Table Homogeneous**
>**Assignments: T.G.T. Questions:**
>**Time Estimation of**
>**Tournament: Method of**
>**Figuring Points: Team**
>**Recognition:**

Individual Test:
Team Recognition for Team Test Results:
>**Method of Determining Base**
>**Scores: Method of Giving**
>**Improvement Points: Criteria for**
>**Success:**
>**Type of Team Recognition:**

 Closure

Group Roles

"Cooperate with others; compete with yourself."

To understand group behavior on an even larger scale, teachers are examining in some detail the group process and the roles individuals play in them. Here, the desire is to develop the various skills needed to function effectively in whatever groups the child will find in the future. A focus on group processes teaches students how different human beings relate to each other and how to observe and analyze the interaction in any given group. The knowledge needed to observe and analyze the group interaction is called "group cognition." Since all of life is spent in one group or another (the family, school, class, workgroup, friends, etc.), observing, analyzing, and effectively interacting in a group will increase the probability of success later in life.

Several researchers believe that working effectively in a group is a learned set of skills, and when these skills are used in a group, it functions effectively. Reaching goals, maintaining good working order, and adapting to changes in the environment are often mentioned. Understanding the roles each plays is an integral part in group cognition. Possible roles identified in groups in **Strategies for Cultural Change** (1997) by the Context Institute could be:

Types of Group Roles

Task Roles - roles related to the task the group has decided to undertake with the purpose of facilitating and coordinating group effort.

 Initiator: proposes tasks, goals, or actions; defines group problems, suggesting a procedure.

Information Seeker: asks for factual clarification; requests facts pertinent to the problem being discussed.

Opinion Seeker: asks for a clarification of the values pertinent to the topic under discussion; questions values involved in alternative suggestions.

Informer: offers facts; gives expressions of feelings; gives an opinion.

Clarifier: interprets ideas or suggestions; defines terms; clarifies issues before the group; clears up confusions.

Summarizer: pulls together related ideas, restates suggestions; offers a decision or conclusion for the group to consider.

Reality Tester: makes a critical analysis of an idea; tests an idea against some data to see if the concept would work.

Orienter: defines the group's position with respect to its goals; points to departures from agreed-upon directions or goals.

Maintenance Roles - roles oriented toward the function of the group as a group and are actions designed to alter or maintain the group's way of thinking and to strengthen, regulate, and perpetuate the group as a group.

Harmonizer: attempts to reconcile disagreements; reduces tension; gets people to explore differences.

Gatekeeper: helps to keep communication channels open; facilitates the participation of others; suggests procedures that permit sharing remarks.

Consensus Tester: asks to see if the group is nearing a decision; sends up a trial balloon to test a possible solution.

Encourager: is friendly, warm, and responsive to others; indicates by facial expression or remark the acceptance of others' contributions.

Compromiser: offers a compromise that yields status when his idea is involved in a conflict; modifies in the interest of group cohesion or growth.

Standard Setter: expresses standards for the group to attempt to achieve; applies standards in evaluating the quality of the group process.

Follower: goes along with the movement of the group; passively accepts ideas of others; serves as an audience in group discussion and decision.

Self-Oriented or Blocker Roles - roles directed toward the satisfaction of the participant's individual needs, as opposed to the needs of the group; and are therefore often dysfunctional to the group process.

Aggressor: deflates others' status; attacks the group or its values; jokes in a barbed way.

Blocker: disagrees and opposes beyond reason; resists stubbornly the group's wish for personally oriented reasons; uses a hidden agenda to thwart the movement of the group.

Dominator: asserts authority or superiority to manipulate the group or individual members; interrupts others' contributions; controls by means of flattery or other forms of patronizing behavior.

Playboy or Playgirl: makes a display of his/her lack of involvement; abandons the group while remaining physically with it; seeks recognition in ways not relevant to the group task.

Recognition Seeker: works in various ways to call attention to himself; boasts; reports on personal accomplishments; struggles to prevent his being placed in an inferior position.

Help Seeker: attempts to call forth sympathy from the group through expressions of insecurity, personal confusion, or self-deprecation.

Special Interest Pleader: speaks for the "small person," the "grassroots," usually cloaking his own biases in the stereotype which best fits his individual need.

Avoidance Behavior: pursues other subjects to avoid commitment; prevents the group from facing up to controversy.

By playing one or more of the task or maintenance roles and being conscientious of self-oriented roles that hinder group effectiveness, individuals can learn to function in and accomplish goals in groups.

Kagan Strategies - Spontaneous Grouping

"Two heads are better than one."

Quick, spontaneous grouping techniques have long been popular with teachers who like to reinforce the material in a social atmosphere. Several techniques that allow quick classroom group work are:

Buzz 22: two students discuss a topic for two minutes

Buzz 66: six members of a group discuss a topic for six minutes.

Number Heads: each child is given a number in each group of four students; the teacher asks a question and allows the group to confer; then the teacher calls a number; the student from each group assigned that number is then allowed to answer.

These simple and quick techniques allow students to focus on a particular topic, gather the best thinking, and put the material in their own words. The Kagan models are popular strategies being used by teachers looking for effective techniques to involve all students, especially ESOL students. The various methods allow for cooperation in reaching a common goal, individual responsibility to complete the learning, equal participation, and simultaneous interaction where at any one moment, half the class is overtly active in naming answers.

Think, Pair, Share: Here, a problem is posed; students think alone about the question for a specified amount of time; then form pairs to discuss the question with someone in the class, usually a teammate. During the share time, students are called upon to share with the class as a whole. A timer is often used to count down the time remaining.

Numbered Heads Together: Here, a teacher poses a question; think-time is given; then the teacher says, "Heads Together." Pupils lean into the center of the table to decide upon the answer. When they all know the answer, they sit down. When all teams are down, a spinner or special dice is used to choose a number. One pupil from each team assigned that number must pick up the whiteboard and pen to write the answer and stand up. This must be done in silence. Give a signal, and each team shows you their answer at the same time. A team point can be awarded for each right answer.

Showdown: Here, a pile of questions is put on each team's table. (These could be prepared question cards or question cards the pupils have made for other teams.) The No. 1 student in the group picks the top card and reads the question. The other team members write the answer on paper or a mini whiteboard. When all team members are finished and have given the 'ready' signal (thumbs up), the question master calls "showdown," where the pupils reveal their answers. The question master then congratulates those with the right answer and

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coaches those with the wrong answer.

Rally Robin: The involves partnered students taking turns in sharing information. Student One says a word or an idea, then Student Two, then back to One again, and so on. Round Robin is used for getting pupils thinking about a topic that they might not have covered for a while, or useful to start a lesson by recapping what they remember.

Round Robin: Here, students take turns on a team by sharing oral or written form information. Information is shared, taking oral turns, or passing a piece of paper as students add a different idea each time. This can be played as a "just a minute" style game or until the student pauses or hesitates when the next pupil starts talking. The winner is the pupil talking at the end of the time or the last one standing.

Rally Coach: Here, partners take turns, one solving a problem while the other coaches. One student, the coach, has the question cards together with the answers on the reverse. The coach asks their partner the question and the first time also tells them the answers. The second time around, the coach does not tell them the answers but gives them clues if they need them. It's good to have a mixture of questions that summarize previous lessons and some new information.

Quiz, Quiz, Trade: Here, each student has a question card with the answer on the other side. (The pupils can make the cards themselves) Students put their hands in the air to indicate they don't have a partner. Each then wanders to find a partner and asks the question. The partner answers and asks his/her question. Partners swap cards and put their hands in the air to find another partner. This is ideal at the end of a topic or lesson.

Find the Fib: Here, students write three statements on the material, one of which is false. Each student then reads statements allowing teammates to discuss statements. Teammates guess which is the fib. Excellent end of lesson activity or could be used to break up a lesson.

Roving Reporter: As groups work on projects independently, one member from each group visits another team to ask the other team-specific questions and report on what they are doing. The roving reporter then returns to their team and shares the information.

Appointment Clocks: Here, students sign-up for review partners on a clock face. On the teacher's signal, students will get the signature of a one o'clock partner, then a two o'clock, etc. During future classes, the teacher can partner students by asking them to work with a specific "o'clock" partner. It is important students keep the clock with their materials they always bring to class.

For more information on Spencer Kagan and his various strategies, visit his site, [Kagan](#).

Cooperative learning and direct instruction are two prominent examples of how teachers employ instructional models to restyle practices in the classroom. These methods, as well as others such as the Kagan strategies, are providing numerous models to enhance a teacher's instructional repertoire. Ways of applying knowledge through learning projects are also going beyond the old traditional lecture and test approach. Often these learning projects involve several disciplines. Practice and homework are also receiving particular attention, with frequency and correctness being emphasized. Motivating instructional techniques are also being discussed and are focusing on stimulating student interest. All over America, teachers are reaffirming that student-initiated learning begins with wonder and that to overcome the "magnetic butt

syndrome," students need to be dynamically engaged. Masterful teachers comprehend the power of active learning and use every strategy at their disposal to involve all students in their learning.
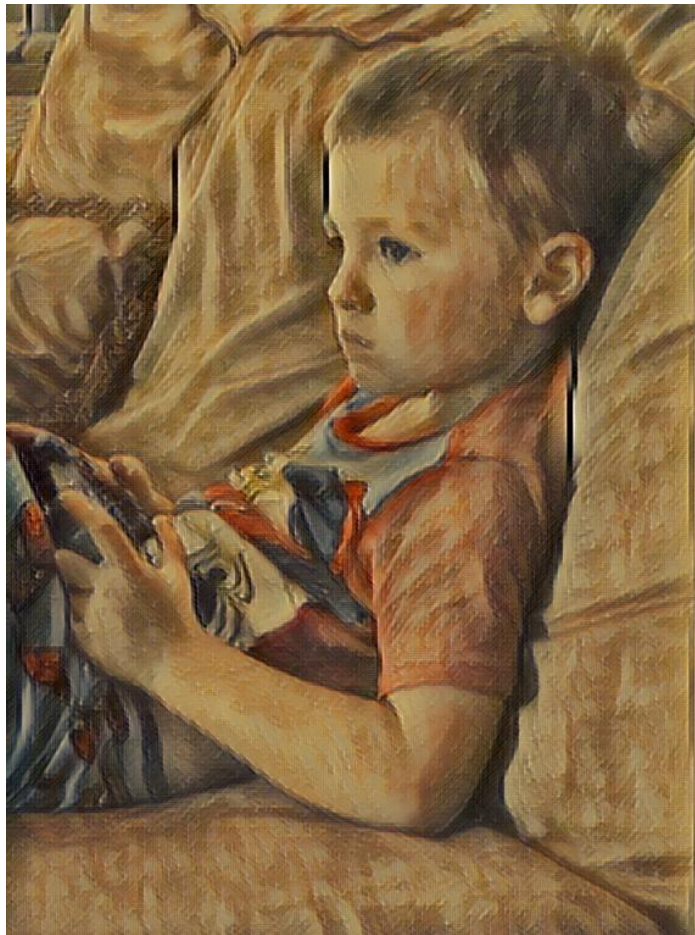
Chapter VI: Student-Centered Active Instruction

Chapter VI (C): Questioning to Research-Based Practices

Now that we examined lesson planning, the use of technology in planning, and developmentally appropriate practices, we gained a broad view of student-centered instruction. We also examined, more specifically, various ways to implement a student-centered approach to teaching by using learning styles, multiple intelligences, cooperative learning, and various teaching models like the Hunder Direct Instruction model. Now, let's examine particular teaching functions that make for effective student-centered instruction.

Student-Centered Instruction

Topics covered in the chapter.

Well-Developed Lesson Planning. 1

Technological Instructional Application . 2

Developmentally Appropriate Practices. 3

Learning Styles and Multiple Intelligences. 4

Cooperative Learning and Kagan Strategies. 5

6 **Effective Questioning.**

7 **Graphic Organizers and Energizers**

8 **Homework and Pacing**

9 **Mastery Learning Orientations**

10 **Research-Based Instructional Practices**

Effective Questioning

"All students, all the time."

A successful teacher, in blending various models of instruction, knows the power of effective questioning. No matter what the model, several vital behaviors are research has found to be effective in questioning. Powerful questioners usually:

1. ask a high number of questions to keep all students on-task;

2. try to achieve an **equal distribution** of questions so all students participate during each class period;

3. provide correctives and positive **feedback** to student answers;

4. use questioning techniques such as rephrasing, clue giving, or probing to obtain a correct response when a student does not correctly answer;

5. use the student **name after a question** is asked instead of before;

6. provide **adequate wait time** for a response (5 seconds); and

7. **mix levels** of literal, interpretive, and applied questions to develop higher-
order thinking skills.

Teachers spend several years perfecting these skills because they don't come easy. For numerous innovative questioning, strategies visit Making Connections.

Questioning

There are keys to effective questioning!.

1 Number of Questions
Ask a **high number** of questions to keep all students on-task .

2 Equal Distribution
Try to achieve an **equal distribution** of questions so all students participate .

3 Feedback
Provide correctives and positive **feedback** to student answers .

4 Probing
rephrasing, clue giving, or probing to obtain a correct response

5 Name after Question
Use the student **name after a question** is asked instead of before .

6 Wait Time
Provide **adequate wait time** for a response (5 seconds .

7 Mixed Question Levels
Mix levels of literal, interpretive, and applied questions .

Bloom's Questioning Levels

"Wait, and they will answer."

Bloom's taxonomy is being used to write objectives and construct questions to help format and organize questions towards the higher-order thinking processes. For example, Rosemary Herendeen (2004) of La Habra City School District developed the following organizational scheme for questions following Bloom's taxonomy.

KNOWLEDGE (Recalling information)

Where did...What was...Who was...When did... How many...

COMPREHENSION (Understanding, meaning)

Tell me in your own words...What does it mean...

Give me an example...Describe...Illustrate...

APPLICATION (Using learning in a new situation)

What would happen if...Would you have done the same
as...If you were there, would you...How would you solve this...

ANALYSIS (Ability to see parts and relationships)

What things would you have used...What other ways could...
What things are similar/different...Outline the...
What part is most exciting/funny/sad...

SYNTHESIS (Conclusion is reached using information)

What would it be like...Design a ...Pretend you are...
What would happen if...Write a different ending...

EVALUATION (Judgment made based on criteria)

Would you recommend...Select the best...Why do you think...
Was it good or bad...Do you like...

Using Bloom's levels as a basis, a teacher can build a lesson question bank by first asking the lower-level questions to check the basic knowledge and comprehension levels and then move to upper-level questions to explore the concept by applying, scrutinizing, blending, and evaluating it. In the question bank, you provide an array of questions, starting simple and building!

Questioning Levels

Using Bloom's levels as a basis, a teacher can build a lesson question bank by first asking the lower-level questions to check the basic knowledge and comprehension levels and then move to upper-level questions to explore the concept by applying, scrutinizing, blending, and evaluating it.

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge
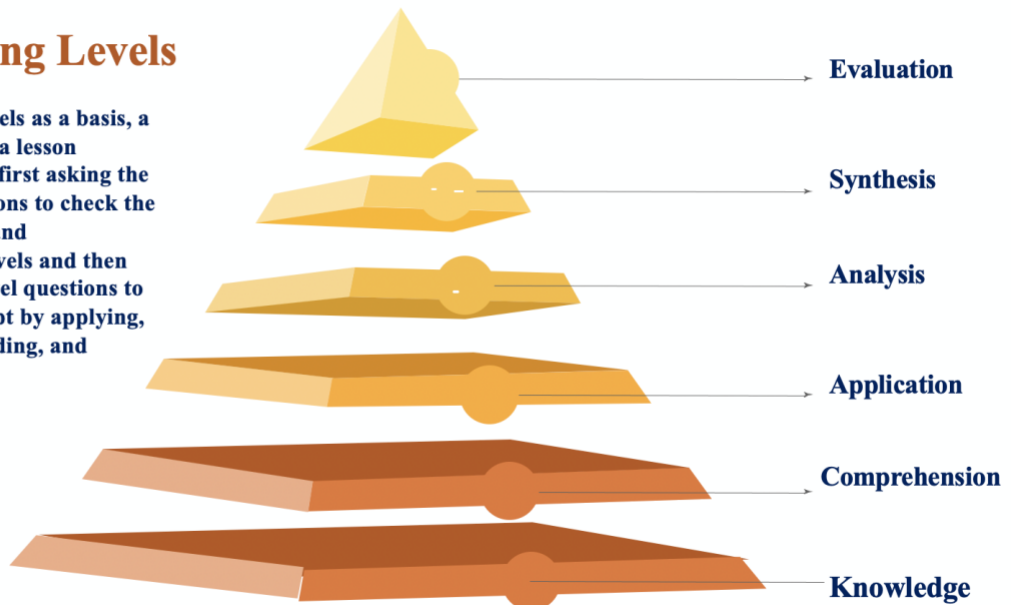
Creative Questioning

Another way of using questions is to generate different alternative, creative ways of teaching the subject or reviewing the material. Several of the below idea-spurring questions could get students to think creatively:

Adaptation: What else is it like? What other ideas does this suggest? Does this offer a parallel? What could we copy or emulate?

Modification: What would happen if we changed the meaning, form, shape, color, motion?

Magnification: What if we added more time? What if it was stronger, longer, or thicker? What if multiplied?

Minification: What if it was smaller, lighter? What if it was less frequent?

Substitute: Who else? What else? What would be another ingredient, process, power, or approach?

Rearrange: What if we transposed? How about the opposite? Reverse the roles? Turn the other cheek?

Combine: What would happen if we blended or combined?

Asking students to take alternative perspectives helps develop their divergent thinking, a thinking process that is a significant part of developing creative thinking and problem-solving skills. More specifically, divergent questioning can also be used throughout the lessons to channel students' thoughts to move the lesson along.

Lesson Beginning
- What do you think would happen if...
- What do you know about....
- If you had a chance to ...
- What would you predict if...
- What would be the first step in...
- How would you plan to....

Lesson Development
- Does this sound right to...
- How does this relate to...
- How does this affect...
- What examples can you think of that...
- What would you plan to do if...
- How are these the same (different) as...
- I wonder if...
- How would you feel if...
- What might happen if...
- What other ways could...

- What conclusions would you reach if...
- What was the main idea found in...
- What is your opinion on ...
- What other possibilities are there about...
- What do you think comes next...
- How could it be done differently...
- What was the most difficult part...
- What did you learn about...

Questioning is a central vehicle in teaching, motivating, and diagnosing the knowledge, attitudes, and skills defined in the objective. When teachers combine these types of questions with such questioning skills as equal distribution, wait time, and corrective feedback, higher success rates are usually observed.

Graphic Organizers

"Tell me, I forget; Show me, I remember; Involve me, I understand."

Diagrams that help students see how concepts or words are related are also an important part of active instruction. These diagrams provide a verbal and visual structure for new ideas and identify or classify significant relationships. They organize prior knowledge and represent the main ideas in an orderly and visual manner. The graphic organizers are usually placed on the whiteboard or SmartBoard to provide a schema for previewing, connecting, or summarizing material. They come in various shapes and patterns such as:
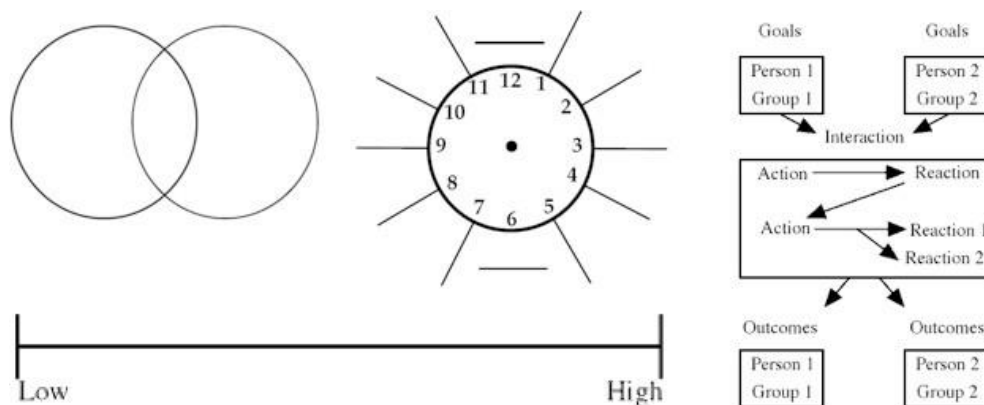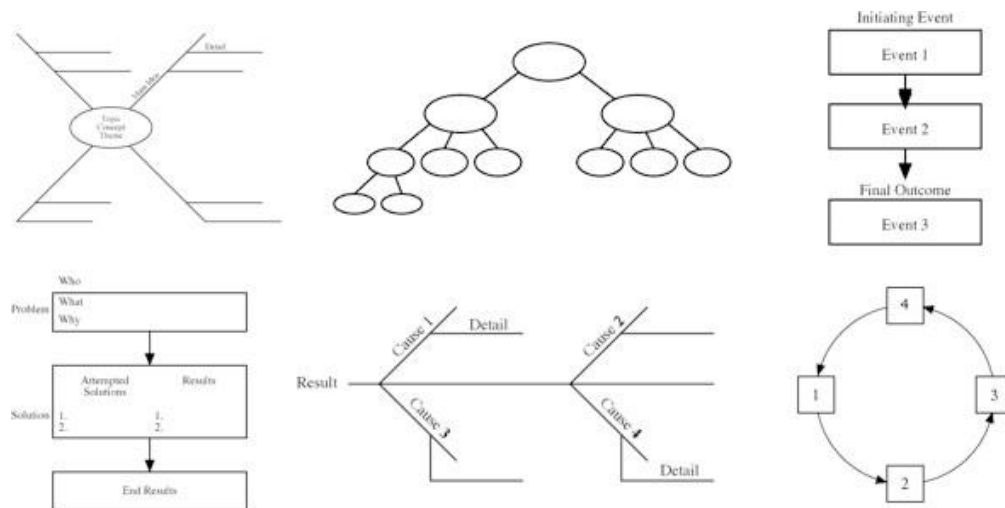
For various printable graphic organizers that can be downloaded, visit Graphic Organizer Downloads or Education Place, or Teacher Vision.

Student Participation Energizers

"If energetic teaching was a crime and you were arrested for being a teacher, would there be enough evidence to convict you?"

No matter what model of instruction a teacher uses in a particular class period, there are times when he or she will need to get the class reenergized or will need to change the mode of teaching in an effort to invigorate the atmosphere. The following are short strategies that a teacher could use to kick-start the class. Some seem to work better to start class, some in the middle of the lesson, and some to close. Each trigger interaction with the material being taught through direct experiences. These activities were compiled by Dr. Darla Mallein, Emporia State University. They came from several sources, "Short Takes for Active Student Participation" and Summarization in Any Subject: 50 Techniques to Improve Student Learning by Rick Wormeli (2005 ASCD) and Bring Learning Alive! The TCI Approach for Middle and High School Studies (2004) by the Teachers Curriculum Institute.

Beginning Class Activities

Advance Organizer: An Advance Organizer helps to organize new material by outlining, arranging, and sequencing the main idea of the new material based on what the learner already knows. Advance Organizers use familiar terms and concepts to link what the students already know to the new information presented in the lesson, which aids in transforming knowledge and creatively applying it in new situations. This process helps to embed the new information into long-term memory. For example, students might look at pictures of tornadoes and the destruction they leave behind before starting a unit on tornadoes.

Analogies: Before students learn about a new concept, ask them to explore a situation in their lives that is analogous to a circumstance or event they will be studying. Example: How was the conflict between the North and the South like a rivalry between siblings?

Anticipation Guide: Write five controversial statements about the day's topic. Ask students to agree or disagree with each statement. Students read the text (or an article) to find support for their position.
Hold a class discussion or debate based on the answers to this activity.

Comparing Personal Experiences with Key Concepts: Students answer questions relevant to their lives or᾿ relate personal experiences that foreshadow key themes of the upcoming lesson.

Free Write: Ask students to brainstorm everything they know about a topic for a specific time. Students shouldn't worry about grammar, punctuation, or spelling, but rather the topic at hand.

Graffiti Brainstorming: The teacher prepares several large sheets of chart paper with a question or problem written at the top of each one. Students are divided into groups, and each group is given one of the chart papers and a different colored marker. Groups brainstorm answers to each question before passing the paper onto the next group. After all groups have responded to each of the "posters" and are in possession of the poster they began with, they are asked to summarize the main ideas or highlight the top three answers their group agrees are the best and then share those responses with the rest of the class. (**Variation: Carousel brainstorming**: Post chart paper around the classroom and let groups get up and move from one chart to the next to record their answers.)

Making predictions: Students make predictions about the topic they will be studying in class (e.g., what, why, how _____ or when certain events might have occurred). Example: "Given what you already know about _____, predict _____."

Problematic Situation: The teacher confronts students with a problem for which they can pose solutions. The problem and their suggested solutions are tied to the topic of the lesson.

Provocative Propositions: Students respond to a provocative proposition that introduces a key theme or concept that will be explored in the upcoming lesson. Example: Students draw a figure and label qualities of a good leader before studying a great leader such as Alexander the Great.

Respond to Music: Students record initial responses to music related to the activity or lesson. For example, they might describe the tone, connect the lyrics to content themes, or record their sensory responses.

Beginning Class Activities and/or Closure Activities

Four Corners: This strategy is especially useful in social studies or English class, where students encounter a controversial issue. The teacher states a situation or dilemma, then asks students to go to one of four corners of the room marked Strongly Agree, Agree, Strongly Disagree, Disagree. Once they are in their corners, the students exchange their opinions or reasoning; and then summarize their reasoning to present to the rest of the class.

Inside-Outside Circles: Organize students into groups of six, with three persons standing with their backs touching and facing out, and three persons forming a circle around them, facing inward toward the person in the center. The teacher directs each pair to exchange information related to previously taught material. The teacher then asks the persons in the center to rotate, face a new partner, and then choose a different topic for exchange.

Journals: These are usually written in narrative form, are subjective, and deal more with feelings, opinions, or personal experiences. Journal entries are more descriptive, longer, open-ended, and more free-flowing than logs. They are often used to respond to pieces of literature, describe events, comment on reactions to events, reflect on personal experiences and feelings, and connect what is being studied in one class with another class or life outside of the classroom.

K-W-L (Know-Want-Learn): This is a type of chart or matrix that helps students activate their prior knowledge, develop goals for interest for a topic or unit, and monitor their learning. Students complete a chart that contains the following columns, (1) "What do I already KNOW about the topic? (2)" What do I WANT to learn about the topic?" and (3) "What did I LEARN about the topic?"

Learning Logs: These consist of short, objective entries. They are brief, factual, concise, and impersonal. They may contain math problem-solving entries, observations of science experiments or questions about lectures or readings, lists outside of readings, homework assignments, or anything else that lends itself to keeping records.

Mind Map: Students brainstorm main ideas related to a central topic or concept. In the center of the page, they write the name of and illustrate the central concept with a recognizable image. Around the central image, they draw images or symbols to represent the main ideas. The main ideas are connected to the central topic/concept with branches, arrows, or spokes. Keywords that describe the main idea are written on each of the branches, arrows, or spokes. Mind maps can be turned into outlines when finished.

Think/Pair/Share: Ask students a question and give them time to think of an answer to that question. Then ask them to pair up with a partner to compare or discuss their responses. Randomly call on a few students to share their answers with the whole group.

Respond to Visual Images: Students respond to an image that will be used later in the lesson by sketching the image, answering questions about the image, or predicting what

they think is happening.

Roundtable: Divide the class into small groups of four and give each group one sheet of paper and four different colors of felt-tip markers or pens. Ask the students a question related to the day's topic that has many possible answers (e.g., "Name all of the items in your home which were not invented 25 years ago."). Each group member takes a turn writing down an answer on the sheet of paper, passing the paper to his or her left after recording an answer. All group members sign the paper with the writing utensil they were given so the teacher can tell how much each student contributed to the roundtable discussion. When time is up, groups take turns sharing their answers until all ideas have been shared. To prevent ideas from being repeated, tell groups to star similar items on their lists so they don't repeat them when it is their turn to share.

Sunshine Wheel: Use this "graphic organizer" when brainstorming. As ideas are generated, students record them along with the "rays of sunshine" that give this organizer its name. For example, students may brainstorm the attributes of a concept like "conflict" by writing down the words that come to mind when they think about conflict. As they brainstorm, they write one idea on each "ray" of sunshine.

"**What If?" Sketch**: Given a particular situation, students draw a sketch that shows what might happen next, or what would happen if some key event did not happen, or if some fundamental idea did not exist.

"**What would you do?" Scenarios**: Students assume the roles of famous leaders and discuss what they would do in a given situation. For example, if they were President Abe Lincoln or even General Robert Lee at Gettysburg, what would they have said differently or responded to the address?

Word Associations: Prior to studying a new unit or concept, the teacher asks the students to write down five words that occur to them when they think of a specific event, a period of history, influential person, etc. After writing down their ideas, students share their responses and elaborate on their thinking relative to the new concept or topic to be taught.

Word Association Task: Select a word or phrase that represents the main idea of the new topic. Make sure to pick one that will stimulate students' prior knowledge. Have the students write the term on a piece of paper and direct them to write down as many words or phrases as they can think of in the allotted time. This information can be used to gauge the students' prior knowledge before heading into the unit.

Word Splash: A Word Splash is simply a collection of critical terms, which may or may not be familiar to students, selected from a reading, a chapter in a textbook, or an article which students are preparing to read. The selected terms are displayed randomly and at angles on a visual (SmartBoard or whiteboard). Students are asked to brainstorm and

generate complete statements (not just words or phrases) that predict the relationship between each term and the broader topic. Once statements are generated, students turn to the printed material, read to check their predictive statements' accuracy and revise where needed.

"You are There": Students record their responses to a scenario that introduces a vital theme of the upcoming content. For example, before studying Lincoln's assassination, the students might pretend to be audience members at Ford's Theater on the night President Lincoln was shot.

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Closure Activities

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3-2-1: At the end of an explanation or demonstration, pass out index cards and have each student write down three important terms or ideas to remember, two ideas or facts they would like to know more about, and one concept, process, or skill they think they have mastered.

Alphabet Soup: At the end of an explanation or demonstration, give each student a different letter of the alphabet and ask them to think of one word or idea beginning with that letter that is connected to the topic just concluded. They must write a complete sentence using that word or phrase.

Commercial Breaks: Divide the class into teams. Each team is assigned a topic, or they choose one. Each team is responsible for developing an impromptu television commercial. The point of the commercial is to review the content. This can also be done with partners or by individuals.

Draw A Picture: At the end of a segment of teacher-directed instruction, ask students to work in pairs to create a graphic summary of how they would organize the information, reach a conclusion, or interact differently based on the demonstration that was just provided.

Exit Slip: Pass out a printed "ticket" about the size of a half sheet of notebook paper. Ask each student to jot down interesting facts or additional questions about the topic that was just explained or investigated in some way (number determined by the teacher). Students have to share a fact or question before they can leave for the day.

Free Write: Students write down everything they remember from class; how the topic made them feel, what they thought as the topic was discussed, what it reminded them of, or anything else that comes to mind related to the day's topic.

Gallery Walk: Students display posters or products they created during class, and students walk around the room to view their peers' work. Comment sheets are placed at each "station," and students leave positive feedback or questions for the groups (or

individuals could display completed projects). The teacher signals when groups rotate to the next group's poster or product. After all are viewed, students return to their poster or product and discuss common ideas they recorded and any questions or comments made about their product.

Key Word Summarizing: Students are given key words from a passage they read in class or heard in a lecture. Students write a short paragraph using the words. Connections between terms should be obvious from the paragraph.

Note to a friend: At the end of an explanation or demonstration, pass out a sheet of paper and ask students to write a note to a friend explaining the process, rule, or concept they have just learned.

Numbered Heads Together: Students are grouped by teams. Each team member numbers off so that each member has a number. After working jointly together, the teacher asks a question or presents a problem. The students must jointly agree on the correct answer. The teacher selects a team and calls a number at random. The student with that number must answer the question and briefly explain why that answer is correct. If the group has not been able to come up with an answer that all agree to, the team must "pass" until it is called upon again. Numbered Heads can be especially useful when reviewing large "chunks" of material or in helping students prepare for a test.

P-M-I (Plus, Minus, Interesting Question): After students have read, heard, or viewed the material, they reflect upon it by answering the following questions: In terms of what you have just heard, seen, or read, what did you find to be a plus (P), a minus (M), or an interesting (I) question or comment?
Working individually, the students process the information they have seen, read, or heard by answering the questions (or answering sentence stems the teacher provides; e.g., "I agree with the main ideas for the following reasons   ").

Stand up and Share: Following a group discussion, each team makes sure that all their team members have an idea to share. All students stand up. As each person shares, he or she sits down. Anyone in the room who has the same idea or a similar idea sits down also.

For other ideas, visit Short Takes for Active Participation.

Homework

"Learning does not take place in preset blocks of time."

Though an area of controversy among educators, a common component of any school

with high expectations is increased amounts of homework. Learning does not just occur at school. Partly because society is demanding more and partly because of the expanded curriculum, homework is being viewed as an essential supplement to instruction for upper elementary and on up the grade levels. Though research on homework has yielded ambivalent results, it makes sense that in many cases, memory retention would increase with independent practice at home. It also seems logical that if handled not as punishment, homework could contribute to helping students become independent learners.

The students' age, the community, the school's goals, and the subject matter influence the types and amount of homework. However, to establish homework as a useful supplemental instructional practice, several guidelines are suggested:

Homework Guidelines

1. Gain the support of parents by communicating the homework policy.
2. Provide a reason to students for each homework assignment and strive to make it relevant, novel, and creative.
3. Make sure students can successfully complete the assignment by previewing the assignment, providing a clear structure for accomplishing the task, teaching the strategies required for completion, and presenting a model of a successful effort.
4. Post the assignment on the board and check to see if students have the needed materials and understand the timelines, evaluation procedures, and knowledge required for successful completion.
5. Check each homework assignment in some way, correcting mistakes and re-teaching where necessary.

To make homework a critical component of a teacher's repertoire, several critical attributes should be followed:

Critical Attributes

1. The goal is to gain student mastery of the material.
2. Homework is related to the material - not new material.
3. Homework is not used as punishment.
4. Homework should be 90% correct.
5. Homework assignment is short (Elementary K-3 = none; Elementary/Secondary 4-12 = 20 minutes)

Homework Attributes

Mastery
The goal is to gain student mastery of the material .

Practice
Homework is related to the material - not new material .

Not Punishment
Homework is not used as punishment

Somewhat Easy
Homework should be 90% correct .

Brief
Homework assignment is short (Elementary K-3 = none; Elementary/Secondary 4-12 = 20 minutes)

As mentioned above, if homework is assigned, it is essential to correct mistakes, provide feedback, and be included in the student's overall assessment. Possible methods of handling homework could consist of:

Homework Grading Procedures

1. Teacher graded, recorded in the grade book, and feedback provided when returned.
2. Student assistant or para graded, recorded in the grade book, and feedback provided when returned.
3. Teacher or student assistant or para graded using selected homework samples, recorded in the grade book, and feedback provided when returned.
4. Student self-checks own paper, and answers are discussed as checked, recorded in the grade book.
5. Give credit for completion of homework, review answers that students find difficult in class.
6. Collect homework at random intervals, teacher graded, recorded in the grade book, and feedback provided when returned.
7. No homework is graded, but quizzes are used to check for material in homework.
8. No homework is given.

When students are absent, a wise teacher has a make-up procedure that applies to all students. Some possible policies might include:

Missing Homework Procedures

1. Homework is to be handed in on time. If the student has a scheduled absence (vacation, school activity, etc.), he/she must make arrangements to hand in the assignments before leaving. If absent on the day of the assignment, the work is due upon return. When absent, it is the student's responsibility to come in and get the assignment the next day before or after school and complete it before the next class period. Any work not completed will result in a zero. (Here, students do not have the opportunity to at least get some points for the assignment.)

2. For each day the homework assignment is not submitted, the grade for the assignment will be reduced one letter grade until the fifth day. After that, grading

will start at the maximum points for an F. (Here, students have the opportunity to get some points for the assignment.)

3. The first time homework is not completed, a verbal warning is given, and the grade lowered with a "Letter of Parental Notification" sent home; the second time, the grade is lowered, and a call made to the home; the third time, the grade is lowered and after school detention given. The grade is reduced by half when submitted late.

4. When making up homework due to absences, the student has one day more than the number of days absent to complete work. That is, students who are absent for two days have three days to make up the homework.

5. Students with late or missing assignments will be required to attend lunch detention. On the second day of lunch detention with the assignment incomplete, the student will be assigned after school detention and must stay at school until the assignment is complete. The parent must provide transportation.

6. Homework missed will be left to the teacher's discretion depending on the extenuating circumstances.

7. When a student is suspended, assignments and tests missed during the suspension will (not) be made up. (This is usually a policy set by the school.)

A wise teacher also has a procedure for notifying each student of the missed assignment when they are absent:

Homework Notification Procedures for Absences

1. Assignment put in a student folder to be retrieved upon return.
2. Assignment posted in front of the class for the student to retrieve upon return
3. Homework Notification Form is given to the student upon return
4. Assignment is listed on the website or emailed to the student
5. It is the student's responsibility to ask the teacher about the assignment.

When used appropriately, homework should serve as a valuable tool in the instructional arsenal of a teacher. For research on homework, read *Research Spotlight on Homework*.

Pacing

"Quality over quantity or quantity over quality."

One of the most significant challenges for a teacher is pacing - how fast or slow the lesson proceeds. When teachers gear the pace to the slowest students, the quicker students become bored and less material is covered. When teachers gear the pace to the fastest student, more material can be covered, but the slower students are often left behind. If you teach to the average child, the question becomes: Who is the average child, and how fast does he learn? So what is it - quality over quantity or quantity over quality?

Pacing can be considered in two ways. Curriculum pacing is concerned with the rate at which progress is made through the curriculum.[19] Lesson pacing is concerned with the pace at

which a teacher conducts individual lessons. Balancing these two is a problem for most teachers. Do you teach it all and risk leaving some students behind? Or do you make sure all students master the material and risk not teaching the entire curriculum? Again, quality over quantity, or quantity over quality.

So, how do you maximize learning where every student is progressing at their own pace? One fundamental principle is not to let students control the pace. The "locus of control" is with the teacher. Kids tend to take the course of least resistance and will usually take more time than they need. Second, always put kids on the clock. Set quick but reasonable time limits on each assignment. Setting time estimations in lesson plans and adjusting as the lesson is taught is a common effective practice. Using timers or orally counting down the times helps students focus their efforts. Third, modify tasks for the fast and slow learners by designing worksheets with different levels. Here, teachers could modify the requirements or provide another time to finish for slower learners while providing challenging options for the faster students. Fourth, err on the side of a quick pace. There is a high correlation between slow pace and misbehavior. As it is in speed reading, the faster one goes up to a certain point, the more one has to concentrate. So it is with teaching and learning. Lastly, scan the classroom for nonverbal signs of boredom and, when needed, pick up the pace with a novel strategy involving more interaction.

Moving from less effective to most effective, several verbal strategies can help control the pace:

Student Control of Pacing
- "I am waiting for everyone to finish."
- "Eyes on me when you have finished."
- "Raise your hand when you're finished."

Teacher Control of Pacing
- "You have five minutes to do the first four problems."
- "You should be halfway finished by now."
- "You have two minutes left."
- "If you finish early, you should..."
- "If you are not finished, you should..."

Several management skills also affect the pace by regulating the classroom environment. As teachers gain experience, these skills become more effective in regulating and maintaining a learning setting conducive to a quick pace.

Momentum - keeping a sufficient pace without fragmentation or over dwelling on the content.

Smoothness - lesson continuity without flip-flops, distractions, or intrusions.

With-it-ness - scanning the classroom every 5 to 10 seconds to keep track of all activities and assess individual student involvement with the lesson.

Orchestration - keeping the lesson pace going while addressing student and management concerns without interfering with instruction.

Overlapping - doing more than one thing at a time by handling multiple tasks quickly and without affecting the instructional pace

Pacing Skills

A **Momentum**
Keeping a sufficient pace without fragmentation or over dwelling on the content. .

B **Smoothness**
Lesson continuity without flip-flops, distractions, or intrusions .

C **With-it-ness**
Scanning the classroom every 5 -10 seconds to keep track of all activities and assess student involvement

D **Orchestration**
Keeping the pace while addressing management concerns without interfering with instruction .

E **Overlapping**
Doing more than one thing at a time by handling multiple tasks quickly and without affecting the pace .

Mastery Learning Orientation

"Learning is a matter of time."

With its re-teaching and enrichment loop, Mastery Learning is also finding a strong foothold in the fully-functioning school's outcome-based instructional practices. Believing that *all students will learn and learn well given time*, schools are setting levels of mastery and moving students through the curriculum, developing innovative ways to re-teach, assess progress,
and enrich. As outlined by Thomas Guskey (1985) in ***Implementing Mastery Learning,*** the process is one of:

Instruction → Test → Enrichment → Instruction
Reteach---->Retest
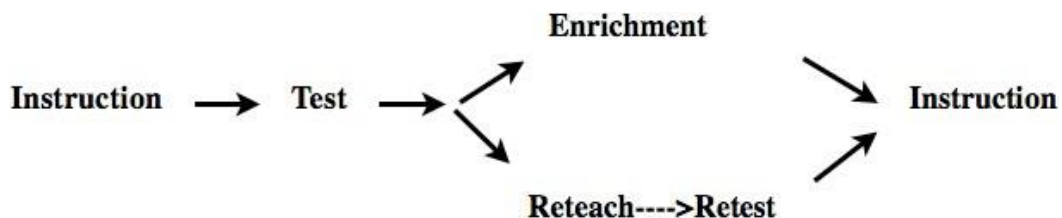
Suggested in this method of teaching are several fundamental assumptions that fit well into most of the schools' mission statements and the master teacher's belief systems:

Mastery Learning Assumptions

1. Nearly all students can learn equally, or nearly equally, most all school objectives.
2. Learning, not teaching, should be the primary focus of the school.

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3. Most school learning can be specified in terms of measurable performance.
4. The goal of schools is to assure equality of educational outcomes as well as equality of educational opportunity.

In implementing Mastery Learning, several key points are suggested concerning the specific components in the process. The formative tests should:

Characteristics of Tests

1. Be precise, clear, and simply stated;
2. Require minimal time;
3. Include "spiraling" items; and
4. Match learning objectives.

The re-teaching and correctives should teach the same material differently and provide students with a successful learning experience. Possible corrective activities could involve the use of:

Corrective Activities

1. Course textbook,
2. Alternative textbooks, materials, or workbooks
3. Academic games,
4. Small study group sessions,
5. Individual tutoring,
6. Learning kits,
7. Learning centers and laboratories, and
8. Computer-assisted instruction.

The enrichment activities should enrich and extend the student's learning. They should be challenging, rewarding, and exciting learning opportunities. Without a "fun" element in the activity, there may be little incentive for students to do their best on the first formative test. Possible enrichment activities could involve the use of:

Enrichment Activities

1. Guest speakers
2. Field trips
3. Special projects and reports
4. Games, problems, and contests
5. Advanced computer-assisted instruction
6. Peer tutoring
7. Development of practice exercises for fellow students
8. Development of skill-related media materials

Using this concept of Mastery Learning, classroom teachers are individually readjusting their unit plans to provide for the time and materials needed to re-teach within their classrooms or are teaming to share responsibilities in conducting enrichment and corrective activities. Whole schools have even developed innovative methods of institutionalizing the re-teaching loop by fashioning after-school programs, conducting Saturday schools, or setting designated school times for re-teaching to occur. These days, instructional practices are showing an

increased emphasis on active learning and are becoming more focused on student achievement.

## Research-Based Instructional Practices

"Greatness in teaching is not doing extraordinary things, but doing ordinary things well."

In examining our best teachers, history shows us that exemplary teaching is many times merely doing ordinary things exceptionally well. In the book *Classroom Instruction That Works*, Robert Marzano shines a research light on those everyday things.

Through reviewing hundreds of studies, he shows in quantitative terms several strategies that make a difference in student achievement gains expressed as percentile gains:

1. **Identifying similarities and differences** (45 percentile gain)
2. **Summarizing and note taking** (34 percentile gain)
3. **Reinforcing effort and providing recognition** (29 percentile gain)
4. **Homework and practice** (28 percentile gain)
5. **Nonlinguistic representations** (27 percentile gain)
6. **Cooperative learning** (27 percentile gain)
7. **Setting objectives and providing feedback** (23 percentile gain)
8. **Generating and testing hypotheses** (23 percentile gain)
9. **Cues, questions, and advance organizers** (22 percentile gain)

Marzano's Effective Instructional Practices
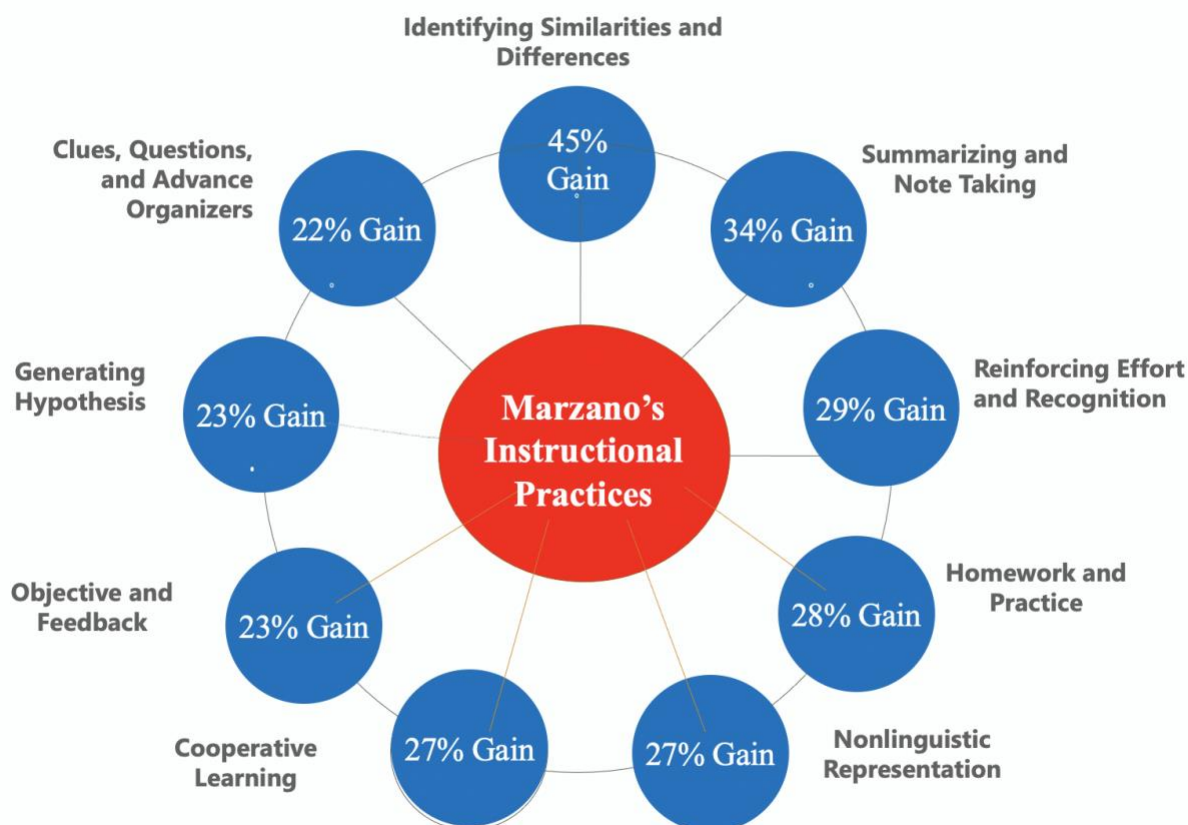
Master teachers have always found these strategies effective:

Identifying Similarities and Differences: Teachers have always found that one effective avenue to teach complex concepts is to break the concept into similar and dissimilar characteristics, allowing students to understand concepts by analyzing them in a more simple, comparative way. Here, teachers either present similarities and differences, accompanied by discussion, or simply ask students to identify similarities and differences through graphic organizers or Venn diagrams.

Summarizing and Note Taking: Teachers also understand that just taking notes is only half the learning task. Students need to process the notes by summarizing and organizing the material. This promotes greater comprehension by asking students to get down the basic material and analyze the subject, showing what's essential and how it is organized. This requires substituting, deleting, and providing a basic structure of the information presented. Research shows that taking more notes is better than taking fewer notes, though verbatim note-taking is ineffective because it does not allow time to process the information.

Reinforcing Effort and Providing Recognition: Great motivators know that effort and recognition are always connected. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort. Both symbolic and tangible recognition is most effective if they are contingent on achieving a goal, and if it is made personal.

Homework and Practice: Practice is always a key to mastery. Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework should vary by grade level, have minimal parental involvement, and always be reviewed with feedback.

Nonlinguistic Representations: There is more to teaching than just verbally telling students. According to research, knowledge is stored in two forms: verbal and visual. The more students interact with both forms, the more opportunity they have to put it in long-term memory. Nonlinguistic representation has been shown to not only stimulate but also increase brain activity. Incorporating words and images using symbols as well as using physical models and physical movement to represent information have all been part of a great teacher's repertoire.

Cooperative Learning: Two heads have always been better than one. Research shows that organizing students into cooperative groups yields a positive effect on overall learning. To be effective, groups are small, heterogeneously selected, and used at specific times when it best fits the objectives. The instructional design includes positive interdependence, group processing, social skill instruction, face-to-face interaction, and individual and group accountability.

Setting Objectives and Providing Feedback: Teaching to the objective has always been a focus for good teachers. Objectives provide students with a direction for their learning and should not be too specific but cover what they need to succeed. Involving students in writing the objectives help them personalize their learning. Feedback on progress is also a key to understanding. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes - connected to the objective, corrective in nature, timely and specific. Rubrics are useful tools that help teachers provide such feedback.

Generating and Testing Hypotheses: Stimulating wonder is a key to motivating a student's learning. Research shows that a deductive approach (using a general rule to make a prediction) works best. Whether a hypothesis is induced or deduced, students should clearly explain their assumptions and conclusions. For example, what would you predict would happen if all the public schools were all privatized? Or, for example, construct an ideal public school with no increase in costs. This task generates questions and hypotheses about what may or may not work.

Cues, Questions, and Advance Organizers: Cues, questions, and advance organizers, when used before the lesson, help students use what they already know about a topic to lead the way to further learning. Research shows that these tools should focus on what is important and are most effective when presented before a learning experience.

For more information acquire Marzano, R. J., Pickering, D. J., and Pollock, J.E., (2001) *Classroom Instruction That Works*. Alexandria, VA: ASCD.

Bridging the Art and Science of Teaching

"Teaching is both an art and a science."

One of the best ways to assess your success at bridging the art and science of teaching is to video-tape yourself and evaluate the episode. By watching yourself, you can see and hear how you are artistically implementing the science of teaching. Though you may be initially overly critical, you can witness how you are establishing a novel and vivid persona. See the glass as half full as you view your episode, and target only one or two observations for improvement. Use the below questions to frame your analysis.

Professional Demeanor

Did you look and act like a teacher? What conveys that impression? What elements about yourself did you like best? Did you speak effectively in complete sentences? Did you notice any junk words like "OK" or "uhh"? What attitudes, values, and human characteristics were communicated through nonverbal channels or modeling? Did you see a pleasant, positive, and professional person? Was enthusiasm shown? How would you assess your assertive demeanor? Would you say you saw a caring, competent, and committed teacher? What observations indicated this? Overall, did you see yourself as a professional educator?

Classroom Management

Were you happy with the level of control you saw or heard on the tape? What displeased you? What evidence of a positive learning climate did you see? Was the sound level conducive to learning? Identify the rules and procedures evident in the class. Did you seem to have an orderly and functional environment? What control techniques did you use to reinforce the rules or procedures of the class? Was it evident you were using a discipline hierarchy? (What control techniques did you use that maintained instruction, disrupted instruction, or used outside involvement?) Did you "say what you meant, and mean what you said?" Were you consistent in enforcing rules in the least disruptive manner ("smoothness")? What behaviors did you have to correct? What student behaviors did you seem to miss ("with-it-ness")? Were you able to do two things at once ("overlap")? Did you ever ignore a disruptive behavior or use humor to correct it? Did you ever point out a positive behavior to correct the negative behavior? Was the physical environment functional, and did it

allow for orderly student or teacher movement? What policy or procedures seem to be working well? Which might you change? To what extent did student involvement help maintain momentum? Overall, was it a well-run class?

Lesson Construction

Did you communicate the objective of the lesson to the students in everyday language? Did you review yesterday's key concepts to show a connection? Was there an anticipatory set? Was modeling, checking for understanding, transitional devices, guided practice, independent practice, or closure provided? Which seemed effective? Were your lesson objectives met? How were these objectives assessed? Were you proud of any part of the lesson that provided a creative experience? Did you use multiple instructional strategies - cooperative learning, multiple intelligences, learning styles, etc.? Were any other disciplines integrated into the lesson? Did you seem to be knowledgeable about your subject matter? Did you provide enough examples, illustrations, or applications for your key points? Was there any re-teaching of material or individualization in the lesson? Overall, did the lesson effectively teach all the students the objective(s)?

Teaching Strategies

What specific teaching strategies seemed effective in meeting the objective? Which elements might you modify? Were the teaching strategies appropriate to the level of the student? Did you see evidence of "emphasis" where you highlighted important lesson information? In what ways did you relate the lesson to the lives of students? Was there a "focus" to the lesson that maintained student attention to what they should know, be able to do, or feel? Was there a brisk "pace" that led to high engaged time? What transitions did you use between teaching points? How was "feedback" given to students? How was "closure" accomplished? Were there any times where "language clarity" and "connected discourse" could be improved? Did you seem poised, confident, and enthusiastic in your teaching? Were materials professionally displayed or presented? Were there any times when you showed flexibility or creativity in your teaching strategies? Overall, did you provide focused, varied, and active instruction?

Time on Task

Were the students kept busy from bell to bell? Was there any time where no learning was taking place? What caused any downtime where nothing happened? If needed, what might you do to increase the students' active learning time? What percentage of time were students engaged in mastering the lesson's objectives? What percentage was involved in "housecleaning" chores? What percentage were students off task? Were any effective "sponge" activities used at the beginning or end of class to keep students busy? Were there any procedures that seemed useful in handling everyday tasks? Which ones perhaps need monitoring more closely? Did you scan well by looking up and around every 15-20 seconds? Were there areas in the classroom or specific students you did not monitor? Overall, did you have high time-on-task concerning the lesson's objectives?

Questioning and Praise

Were you pleased with the questions you asked? Was the level of questions varied (Bloom's Taxonomy - knowledge, comprehension, application, evaluation, synthesis, or analysis)? Were open-ended, prompting, and repetition questions used? Was "wait time" used to give students time to think? How were student names used in questioning? Did all students participate in answering (equal distribution)? Were

your responses to the questions specific, based on performance, and informative? Suggested questions to help in analysis:

    A. Was there a high frequency of questions? How many questions did you ask?
    B. Did you achieve equal distribution? Which students were left out of the questioning?
    C. Did you give kids time to think? What was the average wait time after each question?
    D. Did you "keep kids on the hook"? Did you rephrase or probe after each incorrect response?
    E. How many questions did you answer yourself?
    F. Did you mix up your questions?
    G. What percentage of questions was literal, interpretive, and applied?

Were you pleased with the positive comments made to the class and individual students? Were they dispensed frequently and consistently? How many positive comments were made? After questioning, did you offer praise for all questions or did you discriminate – correct, correct but hesitant; incorrect and careless; or incorrect and lacking knowledge? Were any comments overused? Were any positive nonverbal messages sent to individual students? Overall, did you show that you expected all students to pay attention and participate in answering questions?

Directions

Were you pleased with how you gave directions to students? Was the number of directions given at one time developmentally appropriate for your students? Did you provide both written and verbal directions? Was the board used for assignments? Did you check for understanding? Did you use the phrase, "Are there any questions?" after direction giving? What was the success rate of students following the directions? Did you ever have to repeat giving the directions? If so, why? Overall, were you clear and concise in your directions?

Evaluation

How did you evaluate the students' attainment of the objectives? Were there multiple methods by which each student could show he/she had mastered the material? At the beginning of the lesson, did you tell students what they would have to do to be successful? How did you assess your progress in teaching the objectives as you proceeded through the lesson? Throughout the lesson, did you help them focus on the key points that would be evaluated? How was repetition built into the lesson? Did you find yourself re-teaching at any point? Did you accommodate or modify for identified students? Did any of your teacher aides (paraprofessionals) play a part in the lesson evaluation for identified students? Was their involvement appropriate? Overall, did students learn the lesson's objective(s)?

Nonverbal Communication

Do you feel you positioned yourself well in the class? Were there any students closer to you than others for a significant length of time? Did you ever use proxemics to control students? What teaching areas did you establish? Do you feel there were any times when movement was instrumental? How well did you use your eyes to control behaviors? Were there any students whom you did not look at? Whom did you look at the most? Did you gesture to illustrate points? Did your facial expressions help in creating enthusiasm and show emotion? Were your vocal pitch, volume, and articulation all developmentally appropriate for the age of the students? Did you use speed and volume to develop a mood, keep attention, or generally make

the lesson vocally interesting? Did you come across as a warm and empathetic person? Did you use silence to communicate? What did your physical characteristics (height, weight, dress) say about you to students? Did any physical elements (desks, colors, temperatures, sounds, etc.) in the classroom impinge upon your teaching? Did any student artifacts (clothing, glasses, perfume, etc.) cause any disruption? Was there congruency between your verbal and nonverbal messages?
Overall, what message did you send to students about yourself?

Classroom Atmosphere / Relationship with Students

In your opinion, how would you describe the classroom atmosphere during your lesson ("feeling tone")? Were there any teachable moments? Was there specific evidence of student cooperation, sharing, or caring? How did you verbally or nonverbally show concern for students? Was there evidence of a business-like or positive attitude towards learning? How did you show high expectations for each of your students? Were there any students that you treated differently? Did you attentively listen when students talked with your class? What enthusiastic behaviors struck you as influencing your students' behavior? How did you see yourself as a role model for your students? Overall, what atmosphere did you set for your class?

Notice that most of these questions cover both the art and science of teaching and synthesize much of what we have examined so far in this text.
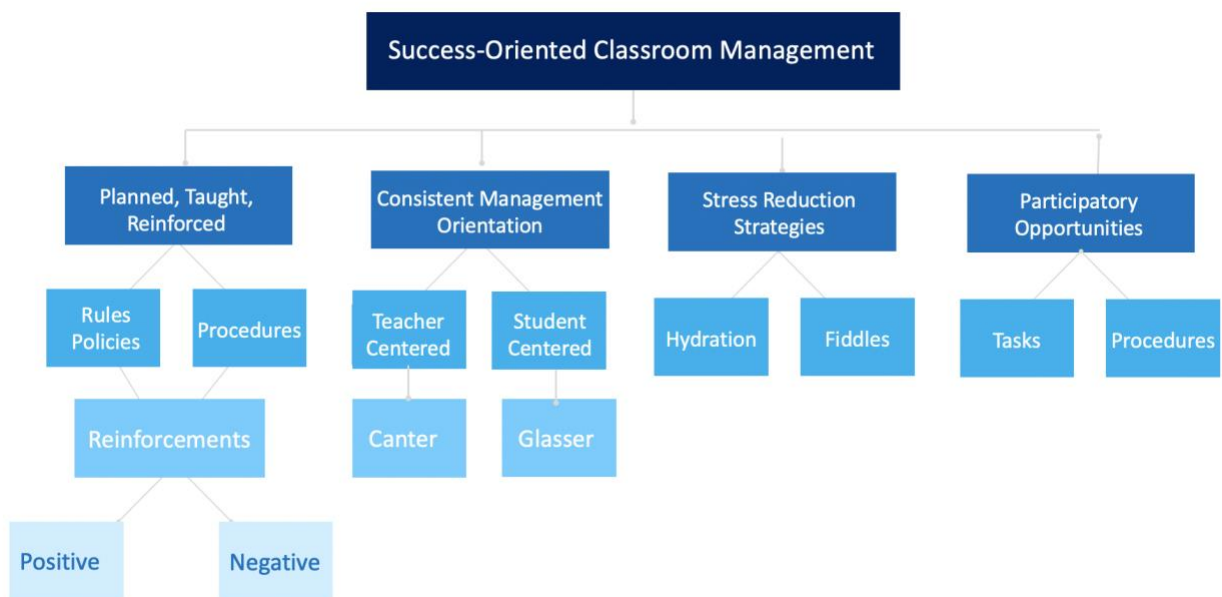
Chapter VII: Success-Oriented Management Systems

"The greatest single predictor of student behavior is teacher behavior."

  There is a direct correlation between what a teacher does to manage the classroom and academic success. How a student behaves in class is directly related to what the teacher does to structure the classroom procedures and how they are reinforced. *The greatest single predictor of student behavior is teacher behavior.*

Classroom Management Chapter Topics

Success-Oriented Classroom Management

- **Planned, Taught, Reinforced**
  - Rules Policies
  - Procedures
  - Reinforcements
    - Positive
    - Negative
- **Consistent Management Orientation**
  - Teacher Centered
    - Canter
  - Student Centered
    - Glasser
- **Stress Reduction Strategies**
  - Hydration
  - Fiddles
- **Participatory Opportunities**
  - Tasks
  - Procedures

  To foster a classroom conducive to learning and student success, the effective teacher plans, implements, and maintains a management system that moves students towards appropriate, independent decision making. The goals of such programs usually encompass increasing student achievement, student responsibility, student attitude, parental awareness, and teacher effectiveness. Though the management systems' specifics vary from teacher to teacher, there seem to be a number of common tenets frequently preferred by those who flourish. Each effective system has policies, rules, and procedures that are planned, communicated to students and parents, taught, and reinforced both positively and negatively.

Planned Management System

"Planning is done at the seat; decisions are made on the feet."

  In planning the management system, most teachers realize they must have a clear idea of the classroom procedures and expected student behaviors that provide for an effective learning environment. In fashioning the system, most successful teachers take time to explore the current research and theoretical underpinnings to select and support their chosen practices. Common in this planning is three conventional tenets. First, prearranging and organizing the classroom for productive and stimulating activity sets a task-oriented environment. Secondly, carefully planning a system of rules and procedures makes it easier to communicate, teach, and

consistently reinforce the expectations to students and parents. Finally, planned consequences and incentives help support the expectations and allow teachers to easily *say what they mean and mean what they say*. These tenets are all designed, institutionalized, and uniformly accepted by each staff member before the school year begins.
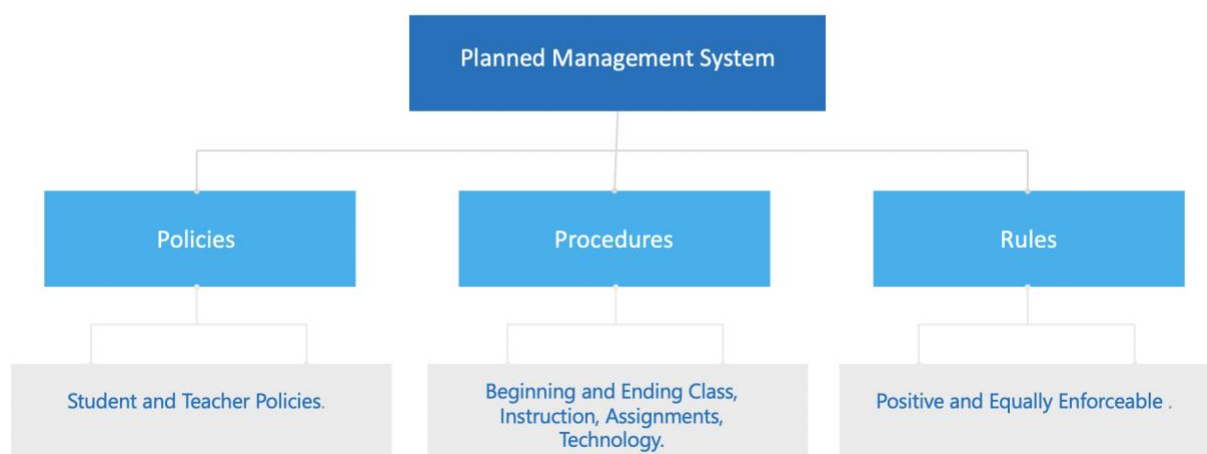
Communicated and Taught System of Policies, Procedures, and Rules

"Modeling is the best sermon."

To implement an effective classroom management system, successful teachers believe that policies, procedures, and rules must be taught and that they should be clearly explained with rationales, definitions, and examples. Just as with any academic material, these rules should be rehearsed and periodically reviewed. They should be posted and sent home to parents. There is also a common belief among skilled teachers that students should be taught procedural skills such as completing assignments, participating in discussions, and exercising other social behaviors needed to succeed academically.

Planned Management System

To implement an effective classroom management system, successful teachers believe that policies, procedures, and rules must be taught and that they should be clearly explained with rationales, definitions, and examples .

Planned Management System

| Policies | Procedures | Rules |

Student and Teacher Policies. | Beginning and Ending Class, Instruction, Assignments, Technology. | Positive and Equally Enforceable .

Policies

"A teacher's job is to provide opportunities for success; establishing policies and procedures is the first step."

Knowing the school's policies before it starts and having well-developed plans for standard classroom procedures is vital for a beginning teacher. Y*ou can't play the game if you don't know the rules.* A teacher can't expect students to "behave" if they can't precisely define what is expected. A vital indicator of a fully functioning school is that each staff member of that school has participated in developing school policies, knows them by heart, and consistently reinforces them when going about daily activities. The student policies are typically decided by the school's staff and administration, approved by the Board of Education, and published in the student handbook sent home to parents. In Kansas, as it is in most states, teacher policies are usually negotiated system-wide, approved by the Board of Education, and printed in the school

system's teacher manual. Below are common areas frequently defining student and teacher policies.

Common School Policy Areas

Student Policies

School Rules for Students	School Discipline Procedures
Attendance Policy	Accidents/Injury
Medication	Fire Drill Procedures
Tornado Procedures	Intruder Procedures
Withdrawal and Transfer	Homework
Textbook Distribution	Fund Raising
Early Departures	Tardiness
Cafeteria Regulations	Student Hall Conduct Use of
Profanity or Tobacco	Student Dress Code
Display of Affection	Assembly Behavior Standards
School Off Limits	Bus Loading and Routes
Student Grievance Process	Corporal Punishment
Breakfast Program	Medical or Dental Help
Clothing Help	Tutoring Help
Student Handbook	Computer Internet Usage
Cell Phone Usage	Personal Water Bottle
Active Shooter Procedures	Bullying and Harassment
Zoom Etiquette	Laptop Care
Mask Usage	Social Distancing

Teacher Policies

Personal, Professional, and Sick Leave	Parking
District Mail Delivery System	School Calendar
Use of School Telephone	Master Teaching Schedule for All Staff
Use of Educational Records	Progress Reports (When and How)
Grade Cards (When and How)	Field Trip Procedure
Classroom Parties	Collection of Student Money
Emergency Plans	Supply Requisitions Referral
Procedure	Teacher Dress Codes Teacher
Evaluation Schedule	Teacher Evaluation Criteria
Teacher Evaluation Procedures	District Tenure Policy
Use of Classroom Volunteers	Lesson Plan Formats
Grade Book Format	Homeroom Register (If Required)
Faculty Committees	Hall, Playground, Lunchroom, Bus Duty
PTA/Parent-Teacher Conferences	Computer Usage
Facebook / Twitter Postings	Tattoo Displays
Working from Home Policies	Covid / Flu Sickness Policy

Procedures

"If you want it, teach it; if you want to keep it, reinforce it."

Because each teacher is different, unlike school policies, classroom procedures vary from teacher to teacher. The child's age, subject matter, location, and the general demeanor of the teacher all impinge upon the procedures established in each classroom. What is important is that the procedures are explained, taught, and consistently reinforced so that students know "the game."

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Common Classroom Procedures

Beginning Class:

Entering the Classroom	Before Bell Activity
Roll Call, Absentees	Students Leaving Early
Tardy Students	Behavior During PA Announcements
Behavior Before the Bell Rings	Warmup, Routines, or Sponge Activities
Procedure for Distributing Supplies	Job Chart
Laptop Computer Usage (On/Off)	Computer Screen Positioning
Tattling	Masking and Social
Distancing	

Instructional Activities:

Student Movement In and Out of Room	Student Contact With Teacher
Desk Signal for Student Attention	Student Talk During Discussion
Teacher Questioning of Students	Student Talk During Seat Work
Harassment or Bullying	Improper or Dirty Language
What Students Do When Finished	Students Turning Papers Into Teacher
Returning Evaluated Papers To Student	Monitoring All Students

Technology Usage

Computer Usage Supervision	Smart Board Etiquette
Internet Site Restrictions	File Download, Upload, and Deletion
Damage Penalties	Storage Procedures
Use of Non-Educational Games	Impolite or Abusive Language
Using Copyrighted Materials	Email and Chat Room Restrictions
Illegal Uses	Screen Positioning
Computer Shutdowns	

Ending the Class:

Putting Supplies Away	Dismissing the Class
Assigning Homework	Hallway Monitoring

Assignment Policies:

Heading Papers	Use of Pen or Pencil
Writing on Back of Paper	Neatness
Incomplete Work	Late Work
Missing Work	Retesting or Rewriting

Assignment Procedures:

Posting of Assignments	Posting of Missed Assignments
Explanation of Evaluation Criteria	Reteaching of Unmastered
Material Retesting of Unmastered Material	

Evaluating Procedures:

Procedure for Exchange of Papers
Student Procedures for Marking
Papers
Explanation to Student on How Grades Will Be Determined
Explanation to Parent on How Report Card Grades Will Be
Determined Procedure for Recording Grades
Procedure for Providing Student Grade Up-dates
Parental Notification of Student Successes or Difficulties

The classroom's physical environment, subject matter, and student characteristics will affect the

procedures established for each of the above. What works for one teacher may not work for another. For example, three common procedures illustrate the diversity in methods:

Attention Signals: Getting the quick attention of the class is one of the most critical procedures for regulating the flow of instruction. Attention signals that work best have some form of student response and are always followed immediately with instruction. Saying "I'll wait until all are quiet." is usually a poor method because it puts students in charge. In any of the actions below, the teacher should teach the behavior and assimilate it into the normal classroom repertoire.

Actions:
- Move to the teaching stage, front and center, with "ready" body language signaling attention.
- Place hand up with palm showing and have each student copy.
- Turn lights off for a second.
- Touch ear to listen, eye to watch, or lips to stop talking.
- Start talking quietly to nearby listening students and let others catch on.

Voice:
- Use phrases like: "Eyes on me," "Freeze," or" Attention Please."
- Count down: "5, 4, 3, 2, 1."
- Sing a jingle like "Hocus pocus, everybody focus." or "1, 2, 3 eyes on me."

Sounds:
- Clap using a rhythm with students copying.
- Snap fingers in a pattern with students copying.
- Using a bell, chime, or gong.
- Whistle using novel devices like a train whistle or bird call.
- Whistle using a coaches' whistle where one blow means to stop action, two to stop immediately, three to stop and run to you.

Students Responses to Questions: Deciding how students will answer questions is also important in regulating communication flow. Several questioning methods have historically been shown to help establish an orderly tone in the classroom; however, depending on the subject and the student's developmental level, some can be less effective in fostering student engagement and feedback. With digital learners, it is important to give every student an opportunity to respond often in every discussion. Moving from least effective to most effective, teachers should strive to establish procedures for responding to questions during the first ten days of class:

Disorderly and Ineffective
- the teacher will ask the question and answer his or her own question.
- the teacher will ask a question, and answers will be blurted out.

Orderly (Orderly but fosters low student engagement and minimal feedback on what the class knows. Here, in a class of 25, a student only gets to answer on average 1 in every 25 questions.)

- the teacher will ask a question, and students will raise their hands to answer.
- the teacher will ask the question, and the teacher will wait until most hands are raised with expressions like: "I've got five hands up; who else knows?"
- the teacher will ask a question and calls on one student at random (here, a teacher can draw from a jar a stick with each student's name on it to achieve equal distribution and randomness).

Orderly and Effective (Orderly and fosters high student engagement and feedback. Optimally, questioning methods requiring universal responses - those questioning techniques requiring all students to attempt to respond to the questions - should be used 60 - 80 percent of the time.) The teacher uses:

- hand signals with thumbs up for true and down for false.
- finger signal with each finger identifying answer 1, 2, 3, 4, 5 places on board.
- choral or unison response on a signal.
- individual whiteboards where the student writes an answer and holds up in the teacher's signal.
- clickers where students enter the answer and tallies are displayed on the SmartBoard or TV screen.
- partnering where students share answers within a given time limit.

Finishing Early: Deciding what students will do if they finish early is another essential procedure to keep students busy from bell to bell. Again, strategies will vary by grade level and subject area. Common procedures, moving from least effective to more productive, are:

- remain quiet.
- check your work.
- color a picture.
- read a book or magazine.
- complete a journal entry.
- answer the day's riddle or logic puzzle on board.
- complete a sponge activity.
- work on an individual project assigned in the unit.
- use a computer to explore the lesson's objective.

Whatever the procedure, a clear plan of action needs to be decided before the teacher begins the first day of teaching.

Rules

"Kids can't play the game if they don't know the rules."

In addition to comprehensive procedures for carrying out tasks in the classroom, masterful teachers establish clear rules for student behavior. Though classroom rules sometimes vary from subject to subject in the secondary school and from grade level to grade level in the elementary school, the rules should meet three criteria: 1) they should be needed; 2) they must be applied equally to all students; and 3) they must be enforceable. Several common examples could be:

Junior and Senior High

1. Bring all needed materials to class.
2. Be in your seat and ready to work when the bell rings.
3. Respect and be polite to all people.
4. Do not talk or leave your desk when someone else is talking.
5. Follow directions the first time they are given.
6. Respect other people's property.
7. Obey all school rules.

Elementary School

1. Always do your best.
2. Listen when the teacher or someone else is talking.
3. Raise your hand if you have something to say.
4. Get along with your neighbors.
5. Work quietly at your desk.

Each rule should be written in a positive statement whenever possible and be broad enough to cover the several possible variations of the behavior. Effectively integrated policies, procedures, and classroom rules form a smooth basis for both teacher and student behavior during the instructional day. The idea is simple - tell kids exactly what they have to do so that they can live up to your expectations.

Reinforced Active Learning Environment

"Say what you mean and mean what you say."

One of the major keys in developing respect and reinforcing rules and procedures is to be a "man of your word." Just as in parenting, teachers who *say what they mean and mean what they say* are taken seriously. Those teachers who begin class by telling students to get quiet five or six times are not in control. Teachers or parents in control only tell their children once, then use another technique (such as a pause). If the second technique doesn't work, then another, more negative strategy is used. In every instance, the directive is accomplished. If you are consistent over time, students will begin to realize that you "mean business" and will comply. When you have to tell a class five times to get quiet, they are in control.

In maintaining an active learning environment, there is consensus among the best teachers that the most viable teaching vehicles are classroom activities and academic tasks that are novel, vivid, and exciting. They believe in activities that engage students in active learning. There is also an attitude that the best way to motivate behavior is through providing opportunities for student success - that teachers try *to catch kids being right*.

Common Types of Misbehavior

For the effective teacher, the management of the system revolves around cutting the probability of misbehaviors that keep students from learning. They realize that misbehavior takes numerous forms and can be both socially as well as culturally influenced (Charles, 1992). Common types of misbehavior include:

Aggression - physical and verbal attacks by students on the teacher or other students.

Immorality - acts such as cheating, lying, and stealing.

Defiance of Authority - where students refuse to do what the teacher tells them.

Class Disruptions - talking loudly, calling out, walking around the room, clowning, etc.

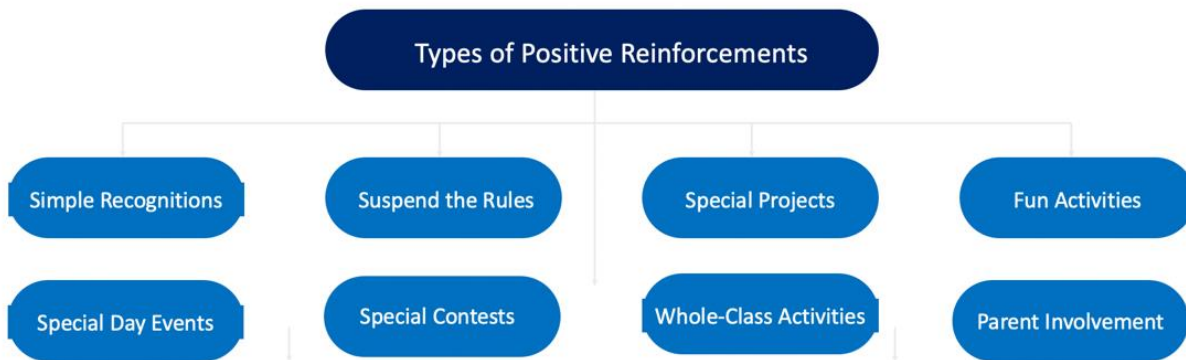**Goofing Off** - fooling around, not doing assigned tasks, daydreaming, etc.

A broad perspective on child behavior and awareness of practical motivations for controlling inappropriate behavior are both critical in preventing and managing undesirable behavior at school.

Motivational Rewards

<div align="center">

"One can attract more bees with honey."

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One of the best ways to reinforce the management system is to highlight compliance with the expectations. For example, when students perform as instructed, a litany of rewards from small to large can be drawn upon to positively reinforce and motivate the behavior. Not too surprisingly, the old advice *Don't smile until Christmas!* is replaced in the fully functioning school with *Give every kid a smile, every day.* To these teachers, it makes sense that if the teacher doesn't smile till Christmas, neither will the students.

Types of Positive Reinforcements

Types of Positive Reinforcements

- Simple Recognitions
- Suspend the Rules
- Special Projects
- Fun Activities
- Special Day Events
- Special Contests
- Whole-Class Activities
- Parent Involvement

External incentives are used to develop intrinsically motivated normal behavior. *One can genuinely attract more bees with honey.*

Motivational Rewards

(Mid-continent Regional Ed. Lab.)

Simple Recognition

Happy-gram	Special job	Certificate	First in line
Stickers	Teaching others	Attention	Pat on back
Telephone parent	Note to parent	Specific praise	Smile
Special lunch table	Picture displayed	Work displayed	Talent show
Hobby display	Peer tutoring	Talk to a younger class	
"I Got Caught Being Good" T-Shirt Award		Taking work to show principal	
Good behavior coupons-raffle		Work displayed at a business	

Suspend the Rules

Free time	Special privileges	Gum in class	Shirttail day
Lunch out	Outside playtime	Crib notes for test	Hat day
Sit-where-you-want day		Mascot travels to room	
Write on hands to show last year's teacher		Take work to the principal	

Special Projects

Making books	School newspaper	School t-shirt	Food drive
Helping projects	community mentors	Adopt-a-grandparent	

Fun Activities

Films / VCR's	Reading corners	Field trip	Party
Lunchtime dance	Carnival	Computer time	Plays/skits
Sing-a-longs	Outside game time	Special Guest Day	Concert
Skating party	Lunch with teacher	Parent Day luncheon	A surprise
Change classrooms			

Special Day Events

Crazy Hat Day	School Colors Day	T-Shirt Day	Costume Day
Friendship Day	Clash Day	Book Character Day	Color Day
Everyone Compliment Someone Day		Random Acts of Kindness Day	

Special Contests

Bingo	Spelling baseball	Teams-Games-Tournament Games	

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| Faculty contests | Jeopardy | Student of the Month | Intramurals |
| Interschool competition | Computer games | Design a flag, insignia, newsletter | |

Whole-Class Activities

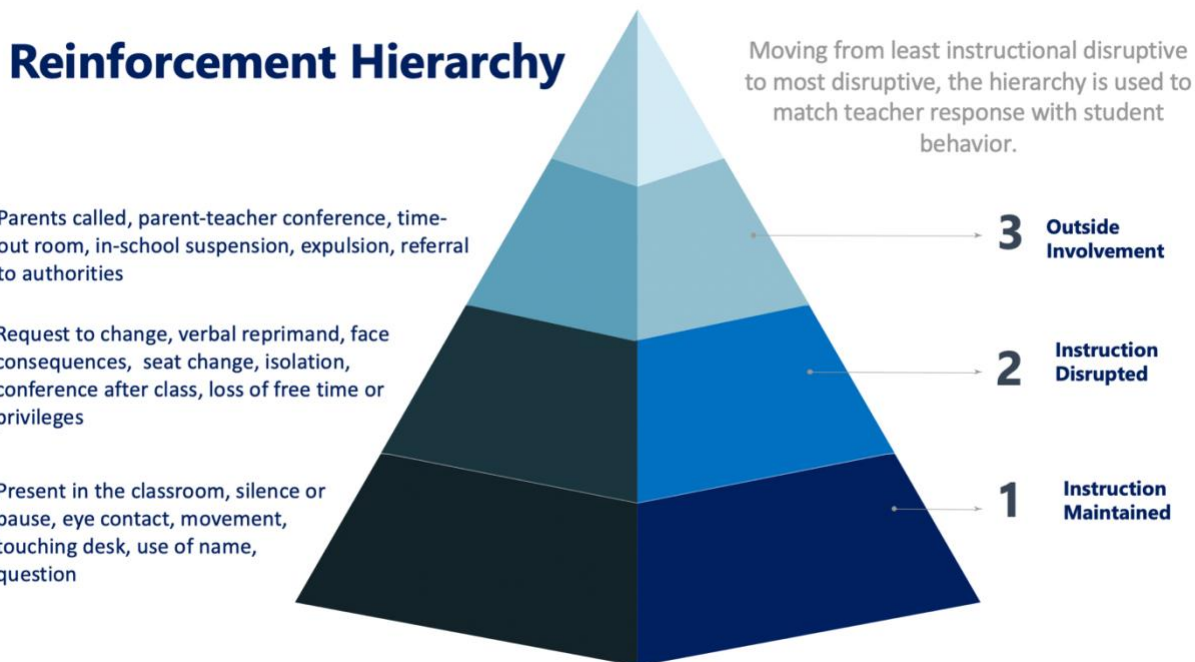| Field Day | Culture Day | Art feasts | Board work |
Popcorn party	Class breakfast	Book clubs	Read-a-thon
Review teams for tests		Free after school movies	
Birthday Club		Grade-level lunch with the principal	

Parent Involvement

| Parent luncheon | Phone call home | Parent-teacher cookout | |
| Happy note | Volunteer program | Ask Mom/Dad for information | |

Any of these actions could be used to reward a class or individual student for the successful completion of an activity or compliance with a rule or procedure. Important in using these rewards is consistency in rewarding only those behaviors that are important in reinforcing an active learning environment. In the past, the word "discipline" was often used in place of classroom management. For the masterful teacher, "discipline" is "teaching" not "punishment."

Reinforcement Hierarchy

<p style="text-align:center">"It's not how a teacher reinforces it, but how the student receives it."</p>

No matter what positive reinforcements are utilized, in the real world, students misbehave even for the best of teachers. When student misbehavior occurs, a management hierarchy of teacher and administrative interventions from the least disruptive to most disruptive should be used quickly to match the behavior to the consequence. These should be consistent and fair but always focused on maintaining task involvement conducive to learning and teaching.

Reinforcement Hierarchy

Moving from least instructional disruptive to most disruptive, the hierarchy is used to match teacher response with student behavior.

Parents called, parent-teacher conference, time-out room, in-school suspension, expulsion, referral to authorities

3 Outside Involvement

Request to change, verbal reprimand, face consequences, seat change, isolation, conference after class, loss of free time or privileges

2 Instruction Disrupted

Present in the classroom, silence or pause, eye contact, movement, touching desk, use of name, question

1 Instruction Maintained

It is common to find teachers perfecting and using an individually developed discipline hierarchy of teacher reactions to student misbehaviors. Moving from least instructional disruptive to most disruptive, the hierarchy is used to match teacher response with student behavior consistently. A common negative reinforcement hierarchy might include:

Reinforcement Hierarchy

Instruction Maintained

1. Teacher present in the classroom.
2. Teacher uses silence or pause.
3. Teacher makes eye contact with the misbehaving student.
4. Teacher moves close to disturbance.
5. Teacher touches student on shoulder.
6. Teacher uses the name of the student while talking.
7. Teacher calls on a student to answer the question.

Instruction Disrupted - No Outside Involvement

9. Request made to change behavior.
10. Verbal reprimand given to the student.
11. Choice is given to the student to change behavior or face a consequence.
12. Student moved to a different seat.
13. Student isolated within the room.
14. Student told to "see me after class."
15. Free time is taken away.
16. Privileges or eligibility for activity denied.

Outside Involvement

18. Parents called to gain help in changing behavior.
19. Parent-teacher conference held to develop an action plan.
20. Exclusion from class either to the office or time-out room.
21. In-school suspension.
22. Out-of-school suspension.
23. Expulsion from school.
24. Referral to juvenile authorities.
25. Incarceration.

In this hierarchical arrangement of responses, when misbehavior occurs, the teacher uses a lower-level technique then moves up the hierarchy using a different one each time. Not everyone is used in sequence. The more the teacher gets to know each child, the more he/she will know which techniques work best. *It's not how a teacher reinforces it, but how a kid receives it* that counts. If a student likes in-school suspension, why keep using it as a punishment? Different techniques work for different kids.

In a fair response hierarchy, there are numerous choices. Let's say, for example, a male student talks while the teacher is talking. A pause and glance his way may be the first response to get him to stop. If he continues, the teacher may next use a simple verbal desist, "Kent, let's get quiet." If he still persists, a choice may then be given, "Kent, next time you talk, you'll move over here." Later on in class, if he proceeds to talk, he is moved to the selected seat. If he still persists, "Kent, see me after class." (In waiting till class ends, the teacher has time to cool down and think about an appropriate correction. Also, when the student doesn't have an audience, he/she will be more open to correction.) If the misbehavior continues, the teacher continues to move up the hierarchy. The key in this method is not repeating the same corrective over and over; each time a different strategy in the hierarchy is used. In the effective use of a hierarchy, the teacher:

1. Moves up the hierarchy each time there is an infraction, never using the same one twice.
2. Is never hostile or emotional, just assertive.
3. Doesn't argue with the student in front of the class.
4. Is not deflected from the directive but is like a broken record repeating the corrective. ("Move over here." "But, Sally was talking, too. Why don't you punish her?" "Move over here.")
5. Carries through on each directive (if you say you will move him next time, you move him next time.)

Whatever the motivational rewards or discipline hierarchy developed by each teacher, the primary purpose of the management system is to foster a classroom conducive to learning and student success. It is with this idea that the teacher plans, implements, and maintains a class management system that moves students towards appropriate, independent decision making within a positive learning environment.

Theoretical Management Orientations

"No one can sustain or motivate learning through constant punishment and failure."

Over the years, different theoretical orientations have been popular. Standing the test of time, these theories run from laissez-faire to assertive. They start with non-directive orientations, in which the student is in charge, to the directive, which the teacher has full control. In the middle of the continuum, more collaborative models balance control, giving students more structured choices. Many teachers will pick bits and pieces from each model to put in their management bag of tricks

Management Orientation Continuum

Over the years, different theoretical orientations have been popular. Standing the test of time, these theories run from laissez-faire to assertive.

Laissez-Faire
Non-Directive
Student-In-Charge

Sid Simon.

Collaborative
Structured Choices
Student-Teacher

William Glasser
Fred Jones
Harry Wong
Jim Faye
Alfie Kohn

Authoritative
Directive
Teacher-In-Charge

Lee Canter
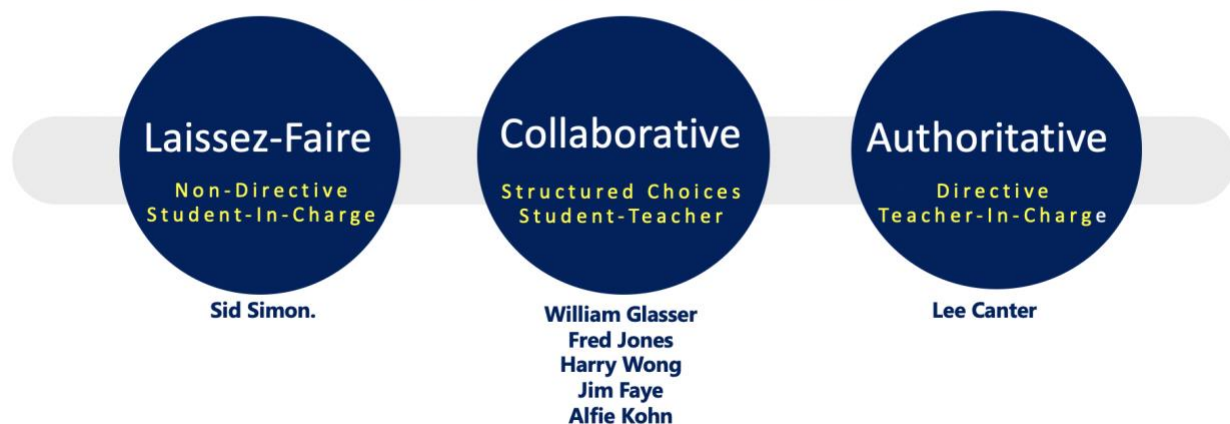
To explore in-depth each of these orientations, visit:

Sid Simon, **Values Clarification**
William Glasser, **Control Theory**
Fred Jones**, Positive Discipline**

Jim Faye**, Love and Logic**
Alfie Kohn, **Beyond Discipline**
Harry Wong, **The First Days of School**
Lee Canter, **Assertive Discipline**

These orientations offer various management tools that teachers could put in their toolbox to use in the right situation. Let's consider several, starting with the most directive.

Assertive Discipline

"Be consistent and fair: treat all students the same."

A classroom without consistent and fair consequences for misbehavior is doomed to chaos. Throughout the history of schooling, numerous teachers have experienced significant difficulty in controlling undesirable classroom behavior. Lee and Marlene Canter (*Assertive Discipline*, 2001) introduced the concept of assertive discipline in the 1970s as a tool to assist educators in running an organized classroom environment where the teacher is in charge. Modified over the years, several key concepts comprise their management conception:

1. Dismiss the thought that there is any acceptable reason for misbehavior. (Biologically based misbehavior may be an exception.)

2. Decide which rules you wish to implement in your classroom. Devise four or five rules that are specific and easily understood by your students.

3. Determine negative consequences for noncompliance every time a student misbehaves. Choose three to six negative consequences from your "discipline hierarchy," each of which is more punitive or restrictive than the previous one. These will be administered if the student continues to misbehave. Don't continue punishing if talking with the youngster after class might help to defuse the situation.

4. Determine positive consequences for appropriate behavior. For example, along with verbal praise, you might also use raffle tickets or fake money for later drawings or auctions, positive notes home to parents, group rewards for individual good behaviors, marbles placed in a jar and party held when full, writing an alphabet letter on the board for each good behavior; and when at z a reward is given.

5. On the first day of school, conduct a meeting to inform the students of the program. Explain why rules are needed. List the rules on the board, along with the positive and negative
consequences. Throughout the year, review the rules and consequences.

6. Have the students write the rules and take them home to be signed by the parents/guardians and returned. Attach a message explaining the program and requesting their help.

7. Throughout the year, consistently use these assertive discipline techniques below:

    a. **Directive Statements:** Communicate your displeasure with a student's misbehavior, but then be sure to tell the student what he or she should be

doing. For example, consider: "Kent, please put the pencil down on the desk and pass your paper forward." Notice that the teacher told the student exactly what to do. Be sure to emphasize your directions by using eye contact, hand gestures, and the student's name.

b. **Positive Recognitions:** Recognize and quickly respond to appropriate positive behavior. Quick action will encourage the students to display the desired behavior more often. Be aware that some students may need to be reinforced quietly or non- verbally to prevent embarrassment in front of peers.

c. **Broken Record Technique:** When a student tries to deflect his behavior, use the "broken record" technique. Continue to repeat your command (a maximum of three times) until the student follows your directions. If directions are not followed at that point, the sequential list of penalties is implemented. Do not be sidetracked by the student's excuses.

d. **Positive Repetitions**: Learn to use the "positive repetitions" technique. As a way to repeat your rules so that all students know what to do, use "positive repetitions" of your rules. Here, you repeat the directions as positive statements to students who are complying with your commands. "Kent raised his hand to be recognized. Thank you."

e. **Proximity Praise**:   The teacher praises students near those in close proximity who are doing the correct thing, instead of just focusing on the misbehaving students.

f. **Proximity Control**: The teacher moves toward misbehaving students or invites the misbehaving student into the hallway to "talk" in order to avoid embarrassment in front of peers.

g. **Teach Expected Behaviors:** If kids don't presently possess desired classroom behaviors, teach them! This instruction involves more than just giving commands. For most children, the teacher may need to teach and demonstrate each behavior and then role-play the actions of the responsible behavior.

Positive Management

"Catch kids being right."

To effectively manage today's classrooms, Frederic Jones (*Positive Discipline*, 1987) proposed a more collaborative and affirmative classroom management approach. This positive approach is based on three assumptions:

1. Children need to be controlled to behave appropriately.
2. Teachers can achieve control through nonverbal cues and movements to increase physical proximity to the students.
3. Parents and administrators can be used to gain control over student behavior.

The five critical components of positive discipline are:

1. **Limit Setting**: The teacher uses specific actions to control the students' natural behaviors and prompt them back to work. Important in these actions are that they do not cut into instructional time. To do this, teachers need to develop:

   a. **Eyes in the back of your head**: The teacher is visually and mentally aware of all that is occurring in the classroom. In a gym class, positioning may be important so the teacher can see and hear all that is happening at all times. The classroom arrangement or position in the gym is vital, so all can be surveyed. *See everything, but don't correct everything.*

   b. **Stop instruction to disciplin**e: The teacher corrects any misbehavior, even during instruction. *Discipline comes before instruction.* This teaches students that they will not get away with inappropriate behavior, even during instruction.

   c. **Turn, look, and say the misbehaving student's name**: The teacher turns to the student, looks him or her in the eye, assertively addresses the student by name, and redirects the misbehavior. If the student does not comply, further intervention follows.

   d. **Walk to the edge of the student's desk**: The teacher utilizes the power of proxemics by walking slowly to the student's desk while maintaining eye contact. Upon arrival, the teacher should remain expressionless and not respond verbally even if "back talk" occurs.

   e. **Prompt:** The teacher uses a nonverbal prompt to change behavior. For example, the teacher could turn the student's textbook to the appropriate page. If this is successful, the teacher moves on or, if not, continued intervention is pursued.

   f. **Palms**: The teacher uses a close distance by placing the palms down on the student's desk for optimum proximity control.

   g. **Camping Out in Front:** Here, the teacher stands in front of the student's desk until compliance is achieved. Staring eye contact but a relaxed nature complements the action.

   h. **Camping Out from Behind:** Here, the teacher maintains proximity control from behind the student when necessary.

   i. **Moving Out:** Once the student is back on task, the teacher can move out in a controlled process.

2. **Responsibility Training:** The teacher teaches the expectant behaviors with emphasis on limit-setting to stop inappropriate behavior and keep students on task. This training is often used as a system for instilling positive cooperation in the classroom.

3. **Preferred Activity Time (PAT):** The teacher uses a time-based incentive plan to teach responsibility and cooperation. Students become responsible for earning their

free, fun, or high- interest learning time. They are also responsible for dealing with the consequences of running out of time.

4. **Omission training (OT)**: The teacher develops a discipline system for students with chronic behavior problems. Here, the teacher continues to use limit-setting for minor situations but takes the student out of the PAT system to develop an alternative omission training system for the individual student. The critical points in OT are to:

    a. Remove the student from responsibility training, so the misbehavior does not continue to hurt peers.

    b. Permit the student to earn bonus points for the class.

    c. Challenge the class to help with the success of the difficult student.

    d. Gradually phase out the omission training process.

5. **Backup System:** The teacher develops a backup discipline system for the chronic problem student if omission training doesn't work. Here, a backup system can be used with:

    a. Level 1: Small Backup Responses
- ear warning
- private meeting
- quiet time
- quiet and private conversations

    b. Level 2: Medium Backup Responses
- time out
- public warning and threats
- being sent to the hall
- detention after school
- loss of privilege
- parent conférence
- lowering student's grade/assigning extra work

    c. Level 3: Large Backup Responses
- sending a student to the office
- office referral system
- corporal punishment

Control Theory

"To treat all students the same, you have to treat each of them differently."

"There are few things more unfair than the equal treatment of unequals." In his book *Control Theory* (1998), William Glasser provides a method that treats each child differently so the teacher can treat them the same. "We are far too concerned with discipline, with how to

'make' students follow rules, and not enough concerned with providing the satisfying education that would make our over concern with discipline unnecessary." (Glasser, p. 12).

Glasser believes that all classroom misbehavior behavior is a choice and that choices to misbehave are based on meeting basic and universal needs. These needs are:

1. Survival
2. Love and Belonging
3. Freedom
4. Fun
5. Power

He maintains that 95 percent of all classroom behavior problems are students attempting to fulfill their need for power. The most important is the need to be loved and belong since Glasser feels that having a close relationship with each student is essential to meeting any other needs. Thus, he lists the seven habits that teachers should have in interacting with students:

1. Supporting
2. Encouraging
3. Listening
4. Accepting
5. Trusting
6. Respecting
7. Negotiating differences

Glasser also discusses the seven deadly habits that tend to stifle the development of a close personal relationship:

1. Criticizing
2. Blaming
3. Complaining
4. Nagging
5. Threatening
6. Punishing
7. Bribing or Rewarding to Control

When dealing with misbehaving students, Glasser suggests that teachers employ the methods of *Reality Therapy*. The fundamental principle of this approach is to avoid past actions and force the student to respond to what they are doing, what need they are fulfilling by doing it, and what they will do to correct this behavior.

1. Behavior is a matter of choice. A teacher's job is to help students make good choices.

2. Students make behavioral choices based on how they believe the results will meet one of their needs. If bad behavior gets them what they want, they will make bad choices.

3. The teacher must show they care about the student and want them to make good choices.

To help students make good choices, it is suggested the teacher:

1. Establish rules.

2. Stress the student's responsibility for his or her own behavior.

3. Accept no excuses for misbehavior but provide suitable alternatives to correct.

4. Enforce reasonable consequences for misbehaviors that help meet a need being expressed. The consequences of good behavior should be satisfying to the student.

Reinforcement is not a part of Glasser's overall approach, as he feels any consequence of an action, whether positive or negative, should be the natural one instead of teacher-given. If a teacher were to interfere, this would be letting "the student off the hook." The use of punishment is also dismissed as effective management because of its inability to provide the student with responsibility. In place of punishment, the teacher asks the student to identify the need not being met and develop a plan to meet the need in an appropriate way. Often, the teacher will also look for ways to help alter the classroom environment to meet the need, which may lead to an individual contract. When the need is met, the misbehavior disappears. In essence, *to treat all kids the same, you have to treat them differently.*

Glasser's method of confronting students about their behaviors through meeting needs is often done through "individual contracts" and "class meetings." During these meetings, students and the teacher sit in a circle to talk through individual and classroom problems. The teacher leads the class through three possible types of meetings. There are open-ended, educational/diagnostic, and problem-solving meetings, all of which allow the students to confront others about problems they see in a mature and calm manner. At the end of the meeting, the teacher and students should have a plan agreed upon by all, just like the contract created in the teacher-student situation.

Harry Wong Classroom Management Plans

<p style="text-align:center"><em style="color:red">"The first ten days determine the rest of the year."</p>

Harry Wong in the **_First Days of School_** (1997) provides an easy-to-read manual aimed at helping all beginning teachers effectively start their school year. In the area of management, Wong simplifies the keys to effective classroom management in practical, simple terms. Consider these as possible great pieces of advice:

1. The first few days of school will determine your success for the rest of the year. You will either win or lose your class in these days.

2. The most important factor that must be established during the first ten (10) days of school is consistency.

3. Classroom management is the number one factor that leads to student achievement.

4. Stand at the door and greet the students.

5. Never let students sit where they want. Give each student a seating assignment and a seating chart.

6. Get the students to work as soon as they enter the class.

7. There must be a schedule, sponge work, and a lesson objective or assignment posted in a consistent location when students enter the room.

8. Effective teachers have a classroom management plan ready on the first day of school to structure and organize the classroom and teach it to their students.

9. The lack of procedures and routines and the lack of a plan that organizes a classroom for success create discipline problems.

10. Discipline refers to creating behavior. Procedures refer to getting things done.

11. Discipline has penalties and rewards. Procedures have no penalties or rewards.

12. Effective teachers manage their classrooms. Ineffective teachers discipline their classrooms.

13. Student achievement is directly related to how the teacher establishes classroom procedures in the first ten days of school.

14. The effective teacher spends much of the first week of school teaching students to follow classroom procedures in order to organize the classroom for learning.

15. The three steps to teaching a procedure are: teach, practice, and reinforce.

16. Students get low grades because of the failure to know what procedures to follow and what objectives to learn or do.

17. Classroom management is those practices and procedures used to manage a classroom so that learning can take place.

18. Students' risk of failure increases when there is a lack of classroom structure.

19. All effective classrooms have a series of procedures and routines.

20. With procedures in place, teachers have time to devote to the art and science of teaching.

The Master Teacher

"Focus on the behavior, rather than the person."

A discipline model developed by The Master Teacher Corporation out of Lawrence, Kansas, offers a complete step-by-step guide for handling 117 different student behaviors. Located on the Internet at You Can Handle Them All, they provide a useful management tool for parents and teachers to handle over a hundred misbehaviors at home and school. For each student behavior, the website defines the behavior by providing examples, lists the effects the behavior has on the teacher and other students, reveals the primary causes of the behavior, overviews the primary and secondary needs not being met, and gives lists of modifications, procedures, and strategies a teacher can take to correct the behavior. Visit the site at Behaviors at School.

Primary Causes of Misbehavior Attention
 Power
 Revenge

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Self-confidence

Primary Needs Being Revealed Hunger
Thirst
Sexuality
Rest
Air
Escape from pain
Elimination of waste

Secondary Needs Being Revealed
Gregariousness
Aggression
Affiliation
Inquisitiveness
Achievement
Power
Status Autonomy

In using this orientation, developing a detailed management plan for an individual student might include several steps.

Identify Behavior: Here, before you can try to change a student's behavior, you must correctly identify the specific behavior. The identification should be specific - the talker, the cheater, the bully, etc. Given 124 different behavior types on the website, choose a proper behavior type after reading the exhibited characteristics listed to make sure it fits your situation. Pinpointing what the student does and says is vital because it will allow you to proceed through the process of changing the unacceptable behavior to an acceptable behavior.

Understand Effects of Behavior: Understanding the effects of the behavior is the next step. Here, it is essential to point out how the behavior affects you, your students, and the learning environment. If you take the time to observe the effects of the behavior, you'll find it easier to pursue workable solutions designed to bring about constructive change.

Identify Needs Not Being Met: To change a behavior, you need to identify what is motivating the misbehavior - what need is not being met. Here, you hypothesize the cause of the misbehavior by identifying the primary and secondary needs being revealed. This will help in selecting what approaches should be chosen to help meet these needs.

Identify Actions to Correct Misbehavior: Here, you select the methods, procedures, or strategies that best meet the needs not being met and fit the child with whom you are working. For instance, you might select one or two suggestions to implement as your first attempt. Later, you might consider other suggested ideas. If problems persist, seek help from other colleagues or parents.

Avoid Common Mistakes: Often, our solution to misbehavior is to react to the behavior personally rather than professionally. Here, it helps to identify common

mistakes teachers make with this behavior so that you can avoid going down the wrong road.

To construct a written management plan, it is suggested that a teacher find answers to the following questions:

1. What is the **specific behavior** you have identified?
2. What are the **specific characteristics of the behavior**?
3. What are the **effects** of your student's behavior on you and the class?
4. What is the hypothesized **cause** of the misbehavior?
5. What are the hypothesized **primary needs** being revealed?
6. What are the hypothesized **secondary needs** being revealed?
7. What are the **strategies or procedures** that might help meet those needs?
8. What are any **common mistakes** you plan to avoid?

For this situational approach to handling specific behaviors in your classroom, visit You Can Handle Them All. (www.disciplinehelp.com)

Stress Reduction Tools and Hydration

"Don't sweat the small stuff."

Allowing students to play around with "fiddles" or "fidget toys" at their desks can be a useful learning aid for many children, especially ADHD students. Such objects can give kinesthetic learners something to do with their hands in a quiet and mindless manner. They actually fiddle while they learn. They help the brain's "processor" to organize sensory inputs and have shown to be suitable for children with sensory processing disorders. Some experts claimed that those students who "doodle" retain more information than non-doodlers. These "fidget toys" serve the same function, giving students something to do with their hands while they absorb class material.

Specifically, "fiddles" are any small, manipulative object that doesn't make much sound but can be handled by rubbing, pulling, twisting, realigning, turning, or just generally manipulated in the hands quietly while the student is at the desk.

Also helping students to stay focused and ready for learning is proper hydration. Here, the elementary teacher will often provide a reusable bottle or a plastic bottle of water for each desk and expect the student to keep it filled every day. Often cited in the research is the need for water in the operation of the brain. Recent research suggests that mental performance can fall by 10 percent when students are thirsty. Improper hydration could also add to sluggishness, headaches, and irritability. Some researchers claim that children should drink up to eight glasses of water a day and that frequent small intakes of water are better for learning than limiting drinks to breaks and lunchtimes.

Participation Opportunities

"Don't do anything that kids can do for themselves."

In structuring growth-oriented classrooms, teachers are looking for ways to involve students in the classroom's functioning and decision-making. The degree of involvement may vary according to such variables as age, students' sophistication, and time allotted to a task. But there are numerous ways teachers can empower students to manage their classrooms. In elementary classrooms, a job chart with weekly jobs for each student makes all feel equally important. For example, as proposed in the FACETS: Facilitating Active Learning Using Creative Explicit Thinking Skills (1994) program, jobs could include:

Empowering Classroom Management Tasks

Scrap Patrol - circulates and directs at cleanup time
Supervisor - circulates at dismissal and excuses when ready
Teacher Assistant - keeps track of things the teacher puts down
Paper Passer - passes out all papers
WhiteBoard Maintenance - erases and washes chalkboard
SmartBoard Boss - oversees the SmartBoard usage for the day
Captain Sparkle - keeps sink and counters clean
Messenger - takes notes and materials to other teachers
Computer Controller - turns on and off; monitors schedule
Hall Patrol - makes sure coats are hung, boots neat, etc.
Greeter - stands at the door and greets students, guests
Sign Maker - makes all needed posters, signs for classroom
Announcer - announces all daily schedules, announcements
Line Leader - leads and directs lines to events
Pollution Control - checks student desks
Kid Catcher - writes down assignments for absentees
Botanist - cares for plants
Shelf Patrol - keeps classroom shelves straightened
Juice Person - marks tickets, gets milk, juice
Joker - selects, pre-approves with the teacher, and tells a joke for the day
Poet - practices and reads a poem each day
Riddler - selects and tells a riddle each day
News Reporter - shares a news story each day
Job Chart Manager - rotates jobs on Friday afternoon
Substitute - fills in for absent student
On Vacation - no job for the week

As students get older, they can become more involved in curriculum decisions and set goals and directions for their own learning. Holding a class meeting during the first days of school is an excellent way to develop the year's procedures, rules, and reinforcements. Here, depending on their maturity, students could be given an opportunity to construct workable rules and reinforcements for the year. *Kids tend not to break the things they own.*

Whatever management system is developed over time, the masterful teacher will always be looking for new ideas to motivate, always trying new strategies to make each moment a learning moment. That is what a teacher does.

<u>What Is A Teacher</u>
Anonymous

He's the guy next door.
She's the woman with the nice yard.
They're the folks like you and me, with mortgages,
blisters, and unfulfilled dreams.
Yet they stand taller than most of us.
They are teachers.
They put it all on the line when the bell rings.
A teacher is at once the most fortunate and the least
fortunate of persons.
He's the man who treasures education
because he has seen too much ignorance.
She's the genial lady because she has
seen too much of the awesome power
of violence and fear.

They are people responsive to a child's laughter or tears.
He's a man who appreciates the simple pleasures of
life... hot coffee in the morning before the first bell...
the smile of accomplishment on a student's face...
the thanks of a parent who knows, really knows, what he's done.
She's a woman who loves the challenges each and every day
brings... the spark of understanding which turns a puzzle into a
truth...
the proud display of work well done.
They enjoy the camaraderie of others dedicated to the enlightenment of mankind.
They don't preach the brotherhood of man.
They live it.

# Chapter VIII: Focused Multidimensional Assessment

"Test what you teach, teach what you test."

Great teachers don't play guessing games with assessment; they consistently test what they taught and provide a number of avenues for students to show what they learned. Criteria-based reference testing, authentic or performance assessment, student portfolio assessment, non-graded narrative summaries, and diplomas or promotion based on mastery are all potential elements of a quality assessment system. In the classroom, teachers are focusing on valid, systematic, and practical approaches to measuring student progress, techniques which can answer the question "*Has the student learned what was intended?"*

With No Child Left Behind requiring schools to show continuous progress in reading and math scores, the various norm-referenced and criteria-referenced testing systems used by schools are creating a high stakes atmosphere surrounding assessment. With the Common Core State Standards Initiative coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO), there is also a serious move to establish common national standards in all states. Adopted by Kansas, these standards are scheduled to be reflected in the 2015 Kansas state assessments.

Fully functioning schools are not only aligning their assessment system with their state's standards and core national standards, but they are going even further. They are aligning their curricula with their own community-developed mission statements and exit outcomes, looking for ways to show their community that they are authentically assessing what is taught and effectively teaching what will be assessed.

Focused Multidimensional Assessment Chapter Topics
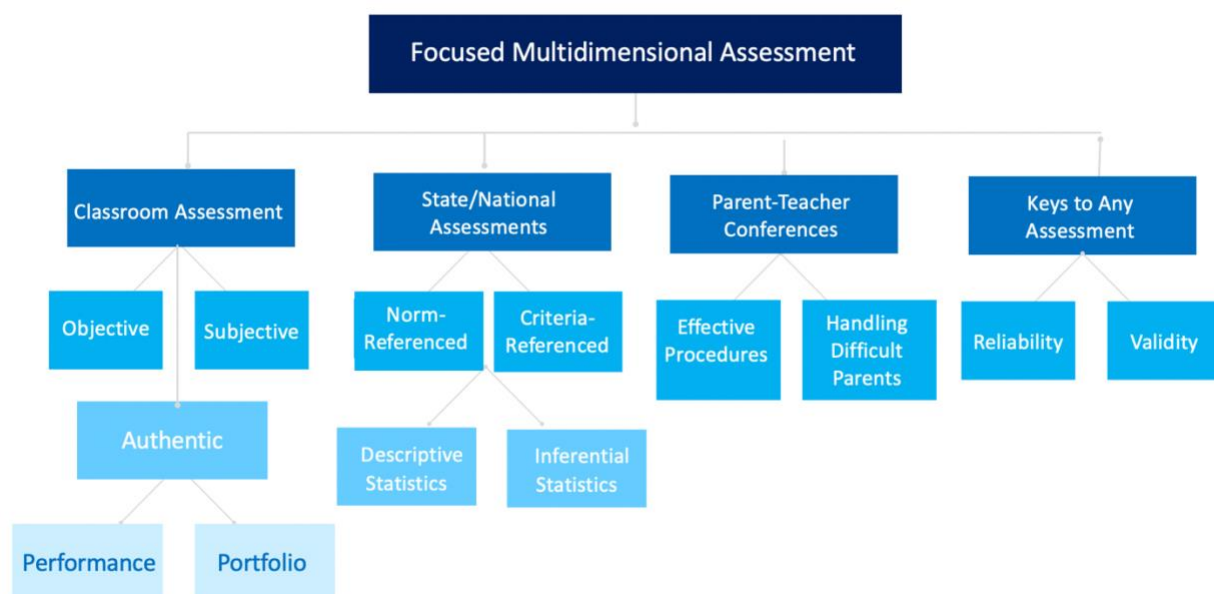
Common in these directions is a strong emphasis on crafting high-quality standards and assessments that are research-based, rigorous with international compatibility, and aligned with

college and job-market expectations. Revisiting Bloom's taxonomy of educational objectives (knowledge, comprehension, application, analysis, synthesis, and evaluation), schools are realizing that they can't teach everything, but they can develop life-long learners with specific thinking skills. Thus, emphasis is being placed more on developing and assessing the thinking skills of analysis, synthesis, and evaluation. It is in this area that educators are finding the biggest assessment challenge.

Keys to Good Assessment

"All assessments are a perpetual work in progress."

To develop any sound assessment system, teachers give attention to how well their assessments measure the objective's obtainment. Effective assessments are reliable and valid. The difference between reliability and validity is sometimes hard to define precisely. Reliability estimates the consistency of your measurement, or simply the degree to which an assessment measures the same way each time it is used, under the same conditions, with the same subjects. On the other hand, validity involves the degree to which the assessment measures what it is supposed to: more simply, the accuracy of the measurement. Measurements of reliability and validity serve a purpose in summative testing, but are less significant in formative assessments.

Reliability

"No test is good enough to be 100 percent reliable."

Some have said that statistics is the only science that enables different experts, using the same calculations, to draw different conclusions. The only way a classroom teacher can honestly approach a reliable test without statistical analysis is to *teach what you test, and test what you teach*. In the statistical realm, reliability is the stability of your measurement or the degree to which an assessment measures the same each time it is given under the same condition with the same students. In short, it is the repeatability of the measurement. A measure is considered reliable if a student's score on the same test given twice is similar. It is only expressed as an estimate. There are two ways that reliability is usually estimated: test/retest and internal consistency.

Test/Retest: This is the more conservative method to estimate reliability. Here, the central concept is that a student should get the same score on the first test as he/she did on the second test. The two main components of this method are as follows:

- give the test two separate times for each unit;
- compute the correlation between the two tests.

Internal Consistency: This estimates the reliability by grouping questions in the test that measures the same concept. Here, the teacher writes two sets of three questions that measure the same objective. After collecting the responses, run a correlation between those two groups of three questions to determine if the test is reliably measuring mastery of the concept.

The primary difference between the two methods of reliability is that while test/retest involves two administrations of the measurement instrument, internal consistency involves only one administration of that instrument.

Validity

"You can make all 'A's' on tests, but still flunk life."

For a teacher, validity is the extent to which a test measures what it claims to measure. It is vital for a test to be valid in order for the results to be accurately applied and interpreted. Validity isn't determined by a single statistic, but by a body of research that demonstrates the relationship between the test and the behavior it is intended to measure. Simply, were we right to make conclusions about the test?

Conclusion validity: This examines the extent to which the test actually measures what the test says it would do; to what extent is the teacher's test measuring the objectives?

Internal Validity: This examines if there is a relationship between the program and the outcomes. Is the relationship causal?

Construct validity: This examines if there is a relationship between the test's construction and the actual results.

**External validity**: This refers to the ability to generalize the results of a study to other settings.

For more detail, read Reliability and Validity. For more detailed information on the two types of statistics, visit Descriptive Statistics and Inferential Statistics.

Classroom Multidimensional Assessment

"The feeling students experience from genuine achievement is the single most important motivation in human behavior."

To allow for multidimensional assessment and provide a more authentic evaluation of a child's knowledge, skills, and attitudes, educators in fully functioning schools use authentic or performance assessments. Emerging over the past two decades, these alternative forms of evaluation tried to match more closely the tasks which the students were asked to do in the classroom. Until the 1980s, standardized tests were used primarily for the purpose of student tracking, grouping, and selection for special programs. For the most part, these tests did not match the curriculum. In the 1900s, as federal directions in Goals 2000 called for more accountability, the purpose of testing shifted to one of comparing student performance and increasing student achievement. Today, with No Child Left Behind, schools and teachers are being "graded" by the public, with quality being judged by meeting Adequate Yearly Progress (AYP). It is a period of "high stakes" testing for teachers and schools.

Types of Classroom Assessments
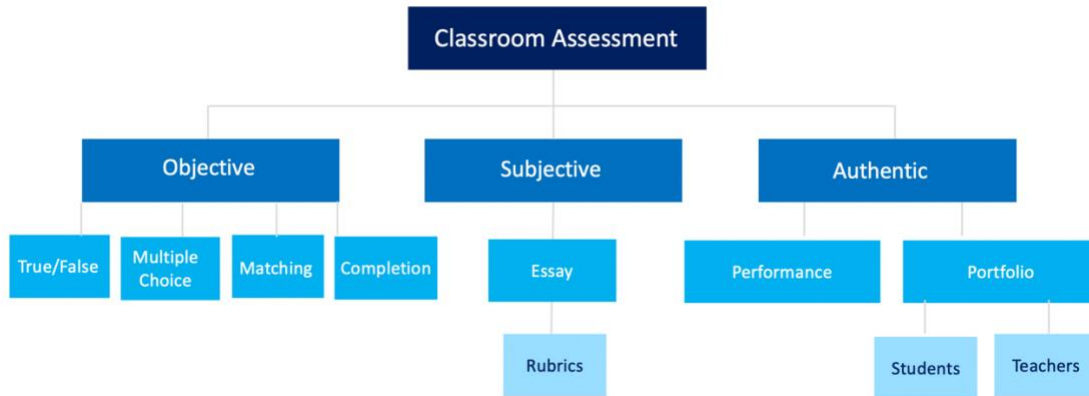
Besides the various state testing programs, teachers use numerous assessment tools to paint a complete picture of student progress.

Objective Paper and Pencil Assessments

"Success is never final; failure is never permanent."

One of the most traditional assessment systems, especially in the secondary classroom, involves paper and pencil quizzes and tests to measure the lesson or unit objectives. These assessments commonly comprise true and false, matching, multiple-choice, short answer, and essay questions. Each has unique purposes, strengths, weaknesses, and keys to construction:

True/False

Best Used For:
- lower-level content knowledge.
- thinking with two logical responses.
- clearing up misconceptions.

Pros:
- helps to simplify large amounts of content.
- students answer quickly.

Cons:
- easy and quick.
- with a 50-50 chance, guessing could be possible.
- low reliability.

Keys For Use:
- do not use complex sentences with one central idea.
- do not try to trick the student with double negatives.
- do not use specific words: *never, none, could, might, can, may, sometimes, generally, some, few, only, all, always.*
- do not focus on a trivial detail or directly copy from readings; make students think.

Matching

Matching Question Categories:
- causes matched with effects.
- parts matched with larger units.

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- problems matched with solutions.
- terms matched with definitions.
- phrases matched with other phrases.

Best Used For:
- lower-level content knowledge.
- comprehension level.

Pros:
- forces student to compare and contrast possible answers.
- can cover a lot of material.

Cons:
- time-consuming.
- weak in assessing higher-order thinking skills.

Keys For Use:
- write clear directions for matching.
- make all responses short and ensure that each question has a matching answer.
- put answers in a logical order.
- put all items on a single page.

Multiple Choice

Multiple Choice Categories:
- question completed with the right answer.
- incomplete statement finished correctly.
- situation completed with the best answer.

Best Used for:
- upper-level thinking skills: application, synthesis, analysis, and evaluation levels.

Pros:
- good reliability with reduced guessing.
- versatile and can cover a large amount of material.
- requires little writing for the student.

Cons:
- skill needed to construct good multiple-choice questions.
- creativity needed to come up with plausible incorrect responses.

Keys for Use:
- opening line should be simple and present a single problem (a student should be able to answer before reading the alternatives).
- construct distinctively different responses and make each plausible
- present at least four alternatives in logical or numerical order.
- don't try to trick with wording or double negatives
- avoid "all of the above" and "none of the above."
- place correct answer at random.

Short Answer

Best Used for:
- upper-level thinking skills: application, synthesis, analysis, and evaluation.

Pros:
- simple to construct.
- emphasizes "who," what," when," and "where" in material.

- direct recall needed to provide answer, requiring more study.
- guessing minimized.

Cons:
- overemphasizes the memorization of facts, names, dates, etc.
- questions, if written poorly, may have more than one correct answer.

Keys for Use:
- best to write as a direct question with only one answer.
- stay away from writing as an incomplete statement with a blank.
- do not use more than two blanks within a question.
- with definitions, have student supply the definition (requires more student knowledge).
- with math or number, indicate the degree of precision/units expected.

Subjective Paper and Pencil Assessments

Subjective assessment is commonly comprised of essay questions or written papers. Each has unique purposes, strengths, weaknesses, and keys to construction

Essay

Essay Categories:
- extended response: freedom allowed in response.
- restricted response: parameters set for responses.

Best Used For:
- application, synthesis, and evaluation levels.

Pros:
- forces the ability to organize knowledge, express opinions, show originality.
- easy to construct and lowers guessing.
- could stimulate further exploration.

Cons:
- evaluation is subjective, thus lowering reliability.
- takes time to complete and evaluate.
- limits the amount of material tested, thus decreasing validity.

Keys for Use::
- write a straightforward task for the student to complete in answering the essay question, e.g., "compare," "analyze," 'evaluate."
- provide students reasonable time limits for thinking and writing.
- construct rubrics to evaluate essay responses.
- Avoid providing too many choices as to which questions to answer (not all objectives will then be assessed).
- Best to read one question at a time, evaluating each all at the same time.

Test Writing Keys

"No single test score can be considered a definitive measure of a student's knowledge."

Classroom tests are only a snapshot of what the student knows, believes, or can do at a specific moment in time. It is never totally conclusive; no paper and pencil test is ever precise enough to render a definitive determination. The purpose of a test is not to trick a student but to determine if he or she has mastered the lesson's objectives. A practical test gives the teacher an

indication of what the class has learned or not learned, so the teacher knows what to correct, stress, and/or strengthen. Effective testing is not using a test to sort students; it does not add test questions not covered in the lesson just so the teacher can have a standard distribution of grades. That doesn't make a teacher tough, just unfair. "Academic rigor" should never be defined by a significant number of "F's" but by the objectives' scope and level. Derived from the Georgia Assessment Project (1990), several keys serve as good test writing recommendations:

- Give students clear and concise directions at the beginning of the test.
- Make the test cumulative, in that material learned from previous tests, applies to all new tests.
- Be concise and direct in the question; avoid irrelevant materials.
- Avoid trivial questions and answers.
- Avoid questions that ask for value judgments (unless teaching rhetoric and evaluating persuasive techniques).
- Darken, underline or italicize qualifiers such as "not," "except," and "only."
- A negative question is less confusing if "except" is used instead of "not."
- Use the same format for all distracters and answers in multiple-choice questions.
- Place all correct answers randomly throughout the test.
- Try having the student explain why a true or false statement is false so that he/she must think through the answers and not just guess.
- Make the distracters plausible. Answers that are true, but not for the question, are a good form of distractors.
- Test student skills by using visuals (maps, graphs, charts, reading, timelines, etc.) in every test.
- Add a little humor to the test. It lightens some of the stress and makes the test not so overwhelming.
- Whenever possible, use the formats of your state tests.

Authentic and Performance Assessments

"Feedback is more valued when it is embedded in authentic experiences."

Often in the past, the public school system was evaluated by the number of new things it was doing, rather than concerning itself with whether it was doing any of them well. Today, assessment is taking more of a center stage. Now, it is primarily used to determine what the student has learned, to improve instruction, and to assess the school's learning process. It allows educators to document that students are graduating with more than just the basic skills. It allows teachers to document that their students can think creatively, work cooperatively, solve problems, and become life-long learners. The multidimensional assessment techniques found in assessing what students have learned strive to assess a broad-based, process-oriented repertoire of skills, knowledge, and attitudes. These innovative assessment techniques take various forms and names:

Multidimensional Assessment Forms

1. authentic assessment
2. performance-based assessment
3. portfolio assessment
4. process assessment

Effective teachers plan, teach, then adjust. To identify the adjustment needed, they frequently assess. They know that the more frequent the assessment, the higher the achievement. Successful teachers often employ various strategies to examine student performance directly. They help move assessment from traditional reproduction of knowledge to use of knowledge to derive meaning, from one right answer to showing what was learned, and from testing in isolated subject areas to multiple approaches crossing subject disciplines. The overall attempt is to match significant learning outcomes, instructional programs, and assessment strategies. For example, an innovative assessment system could employ:

Multidimensional Assessment Strategies

- **Videotaped activities** that document the learner's accomplishment of defined outcomes over the years.

- Written **journal entries** that illustrate development towards higher-order school outcomes.

- Written **essays**, assessed through holistic scoring procedures, which document improvement over time.

- Action **research projects** that ask students to hypothesize and conduct individual research.

- **Artistic** or **musical projects** which unite curriculum disciplines.

- **Criteria-referenced tests** that illustrate progress on exit outcomes.

- Student **profiles**, constructed through student self-assessment or teacher descriptions, which describe the student's progress.

- Oral and multimedia **presentations** made to panels of faculty, community members, or students.

- **Technology projects, exhibits, models, slide shows, staged debates,** or other strategies that can teach the student outcome.

- **Cooperative group projects** that may take a week or more to complete and require students to solve a real-life problem with all available resources, including computers.

In fully functioning schools, students are demonstrating what they have learned without always filling out ovals on an answer sheet. They are being assessed not only on basic facts but often the skills and attitudes defined by their community as essential for success in the 21st century. With authentic assessment, students are being asked to help assess their learning, and parents (as well as the larger community) are being informed of the meaningful learning in which their students are engaged.

Portfolio Assessment

"The more personal the assessment, the more beneficial."

One particular example of authentic assessment that holds great promise for moving from a testing culture to an assessment culture is the student portfolio. Believing that children demonstrate different kinds of intelligences in ways not necessarily associated with traditional modes of assessment, portfolio assessment usually involves:

Portfolio Development Process

1. **identifying** specific class **outcomes** to be assessed through the portfolio;

2. **setting standards** for each goal;

3. **selecting student material** or activities that would indicate the standards, and

4. **developing** a method of **evaluation** for the contents.

In many schools, each student has a portfolio that represents work across domains. Each student maintains the portfolio all year long and has frequent conferences with the teacher concerning progress. At the end of the year, the portfolios are summarized by the teacher in written descriptions of the child's learning based on that year's curriculum objectives. The portfolios are, then, either passed on to the next teacher, kept in the school archives, or given to parents.

Students aren't the only ones whose performance is assessed through portfolios. Teacher portfolios are used many times to gain certification or promotion. Organized under the traditional domains of professionalism, relationships, planning, instruction, management, and evaluation, possible artifacts for a teacher include:

Professionalism: Artifacts that illustrate specific attitudes and behaviors towards a commitment to a dependable and professional demeanor, an underlying belief system that all students can learn, specific efforts that foster collaborative/caring relationships, and attitudes that foster life-long learning.

__ Personal History	__ Reflections on Professional Characteristic s
__ Teaching Philosophy	__ Student Performance Evaluations
__ Code of Ethics	__ Credentials (Letters of Reference, etc.)
__ Presentation of Philosophy	__ Professional Goals
__ Personal Photo	__ Website Address
__ Field Evaluations	__ Self-Evaluations
__ Extra-curricular Activities	__ Community Involvement
__ Examples of Collaborative	__ Sample of Action Research
__ Written Communication Examples	__ Presentations or Publications
__ Workshop Documentation	__ School Board Meeting
__ Professional Development Log	__ Professional Reading List
__ Journal Article Reflections	__ Parent-Teacher Conference Notes
__ Professional Development Experiences	

Relationships: Artifacts that illustrate specific attitudes and behaviors indicating a caring relationship with students, a positive rapport developed

through enthusiasm, high student expectation, empathy, and promotion of learning that extends beyond the classroom.

__ Case Study of Particular Student	__ Extra-Curricular Activities
__ Performance Evaluations in Field	__ Mentoring Experience
__ Reflections Student Relationships	__ Experiences with Diverse Students
__ Personal Student Philosophy	__ Self-Evaluations
__ Student Evaluations	__ Student Behavior Logs
__ Classroom Newsletters	__ Letters from Parents or Students
__ Teaching Diverse Populations Plan	__ Videotapes of Classroom Interaction

Planning: Artifacts that demonstrate specific attitudes and behaviors which denote a strong knowledge base, an understanding of learning theory, an approach to outcomes-based instructional planning, an integrated lesson design, and a variety of instructional strategies that provide opportunities for all students to learn.

__ Daily Lesson Plans	__ Unit Plans
__ Original Teaching Materials	__ Special Ed Modifications /Accommodations
__ Reflections Instructional Planning	__ Examples of Instructional Technology in Planning
__ Examples of Mastery Learning	__ Reteaching and Enrichment Activities in Planning
__ Scope and Sequence of Objectives	__ Original Learning Modules or Curriculum Created
__ Support Staff References	__ List of Technology Abilities
__ Bibliography of Content Resources	__ IEP Construction Example or Reflection on IEP
__ Curriculum Modifications for Gifted Students, ESOL, etc	

Instruction: Artifacts that demonstrate specific attitudes and behaviors which provide active student-centered instruction characterized by clarity, variety, and flexibility.

__ Lessons Showing Instructional Variation Used in Field
__ Lessons Showing Interdisciplinary / Thematic Examples
__ PowerPoints or Lessons Showing Technology Integration
__ Teacher Work Sample
__ Videotapes of Classroom Instruction with Reflection
__ Reflections on Instruction
__ Field Evaluations from Colleagues or Principal
__ Self-Evaluations
__ Student Evaluations
__ Photos of Student Projects

Classroom Management: Artifacts that demonstrate specific attitudes and behaviors that promote an orderly, safe classroom environment conducive to learning by providing clear rules and procedures which are taught, monitored, and consistently reinforced.

__ Classroom Management Plan with Rules and Reinforcement Techniques	
__ Classroom Policies and Procedures	__ Reflections on Classroom Management
__ Classroom Organization	__ Videotape of Classroom Instruction
__ Introductory Letter To Parents	__ Examples of Positive Reinforcement
__ Field Evaluations	__ Self-Evaluations
__ Student Evaluations	__ Student Behavior Logs
__ Example of Seating Charts	__ Classroom Facilities Plan

__ Certificates of Completion for Special Management Workshops

Evaluation: **Artifacts that demonstrate specific attitudes and behaviors which establish fair expectations, provide for multiple assessment opportunities, monitor progress in a timely fashion, provided feedback through multiple means, and collaborate with others to meet the needs of all students.**

__ Student Test Scores   __ Rubrics
__ Parental Communication Examples __ Student Communication Examples
__ Reflections on Evaluation   __ Documentation of Record Keeping Software
__ Documentation of Special Services
__ Assessment Modifications or Accommodations for LD, ESL, Gifted, etc.)
__ Multiple Assessment Examples (Authentic or Alternative Assessments)

Rubrics

"Tell kids what they have to do to be successful so they can work to get there."

To provide an assessment focus both for the student and the teacher, rubrics are used to evaluate any authentic project. Rubrics typically consist of a checklist of items. For each of the items, there are usually an even number of points measuring levels of completion. Two-point rubrics would indicate that the student either did or did not perform the specified task. Four or more points in a rubric are more common and indicate the degree to which a student performed a given task. The scoring is criterion-based; that is, the rubric contains criteria for acceptable performance that are meaningful, clear, concise, unambiguous, and credible - thus helping with inter-rater reliability. The rubric's checklist should follow the objectives of the lesson, illustrating what the student should do or show. Useful rubrics assess only those directly observable behaviors, what a student did rather than what he or she is thinking.

Multidimensional rubrics tend to be useful in providing feedback to the student. Holistic rubrics require raters to give a single score based on the overall quality of the project. A multidimensional rubric provides a more concise assessment of expected or actual performance. A transparent rubric system contains precise scoring criteria, examples illustrating each scoring point, an abbreviated one-page version of the scoring criteria for reference during actual rating, and a form for recording scores. When using rubrics, students should be fully aware of the scoring rubric's content, and meaning before the project is started. They should understand each level's required performance's descriptive meaning so they can self-assess themselves before submission.

When constructing rubrics, it is suggested one shy away from using simplistic scoring systems. For example, in a five-point scale of "excellent, good, fair, poor, and unacceptable," it is unclear what "excellent, good, fair, poor, and unacceptable" behavior means. The measurement is in the eye of the beholder and could result in an unfair assessment with low inter-rater reliability. Also, the student will have no clear idea of how performance can be improved. Second, it is best to stay with a four-point or six-point scale. With five categories and a poor definition of expected performance, raters tend to choose the middle assessment if uncertain. With a four-point scoring system, assessors will at least have to come down on one

side or the other. Using a four-point frequency scale of "regularly, sometimes, rarely; and never" is somewhat stronger but still has weaknesses. Here, at least the student has an idea of how to improve the performance. If not done frequently enough, then the student must do more of it. Unfortunately, quality teaching rarely depends on the frequency of performance; rather, it most frequently depends on the quality of the performance. A rubric that describes the performance tends to have the strongest inter-rater reliability.

HyperStudio/Powerpoint Appearance and Content : Chapter Presentation

CATEGORY	4	3	2	1
Scope of Topics	All parts of the chapter are completely covered - Research Background, Classroom Application, and Practical Examples.	All parts of the chapter are basically covered but lacking comprehensiveness - Research Background, Classroom Application, and Practical Examples.	All parts of the chapter are covered but one - Research Background, Classroom Application, and Practical Examples.	Not all parts of the chapter are covered - Research Background, Classroom Application, and Practical Examples.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Effectiveness	Presentation includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Presentation includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Presentation is missing more than two key elements. It would make an incomplete study guide.	Presentation is lacking several key elements and has inaccuracies that make it a poor study guide.
Use of Graphics	All graphics or material are attractive (size and colors) and support the theme/content of the presentation.	A few graphics or material are not attractive but all support the theme/content of the presentation.	All graphics or material are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics or material are unattractive AND detract from the content of the presentation.
Cooperation	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.

For an online rubric creation tool, visit RubiStar.

Six Trait Analytical Writing Assessment

"Don't always tell me what I'm doing wrong; tell me what I do right."

An excellent example of a curriculum area that has undergone a radical change in rubric assessment is writing. Developed over the 1980s, process writing began to emerge as an effective method of teaching written communication. The steps of process writing involve:

Prewriting - Drafting - Conferencing - Editing - Revising - Publishing

Students were to spend time in each school day expressing their thoughts, feelings, and experiences in writing. Teachers were to use trade books as a model of quality and encourage students to think of themselves as authors. Here, the emphasis was on composing and not teaching isolated skills such as recognizing the parts of speech. Advocates argued that the traditional grammar approach spent too much time on ditto sheets and circling the correct verb rather than the process of writing. In evaluating the writing, students, as well as teachers, were to assess through a process approach starting at an emergent level.

One of the best process models of evaluating student K-12 writing was adopted by the Kansas Board of Education. Known as the Six Trait Analytical Model, it provides a matrix for assessing six traits of writing, each on a five-point scale. The traits are:

Ideas and Content - Organization - Voice - Word Choice - Sentence Fluency - Conventions

For each of these traits, teachers and students are trained to evaluate compositions (using a rubric with a 1 - 5 rating scale) that provides specific indicators for each trait:

<u>Six Trait Writing Rubric Headings</u>

1 - Beginning: searching, exploring, struggling, looking for a sense of purpose or way to begin.

2 - Emerging: moments trigger the reader's questions; ideas are buried within the text.

3 - Developing: writer begins to take control, begins to shape ideas; writing gains definite direction, coherence, momentum, and sense of purpose.

4 - Maturing: more control, writer has the confidence to experiment.

5 - Strong: Writer in control, skillfully shaping and directing the writing, evidence of fine-tuning.

Adapted as a method of evaluating student writing in all grade levels and in all content areas throughout the state, the rating scale allows for a standard method for all teachers to assess student compositions. The six traits model allows for a unified curriculum that can start in the early grades and continue throughout the student's educational career. The Six Trait Analytical Model served as the vehicle for the state writing assessment in Kansas.

Today, the Kansas Department of Education provides a series of rubrics to help Kansas teachers evaluate different types of student writing using a specific rubric for different grade levels. For example, a high school narrative assignment could be evaluated by a specific rubric:

State of Kansas Multidisciplinary Performance Task - High School Narrative

High School Narrative	Student's Response...			
PL:	**4**	**3**	**2**	**1**
Plot and Characters	☐ Effectively establishes a setting and a narrator/character(s) OR maintains a setting and a narrator/character(s)	☐ Adequately establishes a setting and a narrator/character(s) OR maintains a setting and a narrator/character(s)	☐ Unevenly or minimally establishes a setting and a narrator/character(s) OR unevenly or minimally maintains a setting and a narrator/character(s)	☐ Shows little or no attempt to establish a setting and a narrator/character(s) OR shows little or no attempt to maintain a setting and a narrator/character(s)
	☐ Effectively establishes or maintains a point of view	☐ Adequately establishes or maintains a point of view	☐ Unevenly or minimally establishes or maintain a point of view	☐ Shows little or no attempt to establish or maintain a point of view
Development	☐ Effectively uses dialogue and/or descriptions to develop characters and/or situations	☐ Adequately uses dialogue and/or descriptions to develop characters and/or situations	☐ Unevenly or minimally uses dialogue and/or descriptions to develop character(s) and/or situations	☐ Shows little or no attempt to use dialogue and/or descriptions to develop character(s) and/or situations
	☐ Effectively uses precise words and phrases, details, and sensory language to convey vivid pictures of characters, events, and setting	☐ Adequately uses precise words and phrases, details, and sensory language to convey vivid pictures of characters, events, and setting experiences and events	☐ Unevenly or minimally uses precise words and phrases, details, and sensory language to convey vivid pictures of characters, events, and setting	☐ Uses few or no precise words and phrases, details, and sensory language to convey vivid pictures of characters, events, and setting
Sequencing	☐ Purposefully uses grade-appropriate temporal words and phrases to signal event order	☐ Uses some grade-appropriate temporal words and phrases to signal event order	☐ Uses few grade-appropriate temporal words and phrases to signal event order	☐ Does not use any grade-appropriate temporal words or phrases to signal event order
Introduction and Conclusion	☐ Includes an effective and grade-appropriate introduction and conclusion	☐ Includes an adequate and grade-appropriate introduction and conclusion	☐ Might include a grade-appropriate introduction or conclusion, but one or both are weak	☐ Does not include an introduction or a conclusion
Conventions	☐ Is readable with most grade-level conventions used correctly and may use them creatively to enhance the message; minor mistakes do not impede the reader's ability to understand the writer's meaning	☐ Is readable with most grade-level conventions used correctly; mistakes do not affect the reader's ability to understand the writer's meaning	☐ Is readable but some errors in grade-level conventions negatively impact the reader's ability to understand the writer's meaning	☐ Is nearly unreadable due to pervasive errors in grade-level conventions

Kansas State Department of Education
www.ksde.org
Career, Standards and Assessment Services

Career, Standards and Assessment Services | Kansas State Department of Education | Landon State Office Building | 900 SW Jackson Street, Suite 653 | Topeka, KS 66612-1212 | (785) 296-5060

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Sept. 2014

As a whole, effective instruction and assessment may be hard to define precisely. However, schools in the process of being the best they can be are looking for techniques that accurately reflect student achievement, strategies that move students from passive to active learning, and techniques that provide the highest probability that all students will learn, even during the assessment process.

A Student's Prayer
Anonymous

Now I lay me down to rest.
A pile of books on my
chest. If I should die
before I wake,
That's one less test I'll have to take.

Parent-Teacher Conferences

"Teachers and parents together make a winning team."

Parent-teacher conferences can be an essential part of the continuing success of each child. However, they can be stressful for the teacher as well as the parents. With proper planning and organization, teachers find that laying the groundwork for a productive relationship can build a partnership in the child's best interest. Most research studies have illustrated that parental involvement is the most essential factor in a student's success in school. Masterful teachers understand this and work in collaboration with the parent. Typically, for many parents, however,

this collaboration is limited to attendance at parent-teacher conferences and checking at home to see if homework was completed, especially in elementary and middle schools.

Parent-Teacher Conference Steps

A useful parent-teacher conference takes planning and usually follows a developmental pattern that, hopefully, leads to collaboration.

01	02	03	04
Set the Stage	**Greeting**	**Provide Feedback**	**Conclusion**
Dress professionally, prepare classroom, have grades calculated, and prepare suggestions for possible parental help	Meet at door, positive greeting, icebreaker, and let parents cover their agenda	Cover course structure, child's social behavior, academic performance, strengths, and weaknesses	Develop a plan of action if needed and summarize discussions

A useful parent-teacher conference takes planning and usually follows a developmental pattern that, hopefully, leads to collaboration. It is suggested that the teacher include the child in the conference, if possible. If there is a need to critique him or her on behaviors, performance, or study habits, he or she is right there, ready to help make a plan to correct. If there are only positives, it's great for the child to hear the praise! The following steps typically comprise a good parent-teacher conference:

Introduction - Setting the Stage

1. Dress professionally.
2. Prepare a classroom that is:
   a. barrier-free, comfortable, and permits equality.
   b. conducive to open communication with needed books, student materials, and student work on display and ready to use as illustration.
3. Have student grades calculated with missing assignments or excellent work ready for discussion or display.
4. Gather suggestions for correcting specific misbehaviors by consulting behavioral modification information.

Steps in the Conference

1. Meet the parent at the door with a positive ice-breaker. Try to:
   a. use positive body language - smiling and eye contact.
   b. shake hands to show acceptance.
2. Let parents cover "their agenda" first. Listen to all of what the parent says, explicitly and implicitly, specifically and implied. Do not get defensive if criticized.
3. If appropriate, provide an overview of your class that is free of educational jargon. Cover:
   a. course goals and structure.
   b. characteristics of their child's class.
   c. assignments and evaluation procedures.

4. If appropriate, provide feedback that is free of educational jargon on their child's:
    a. social behavior.
    b. academic performance.
    c. successes.
    d. strengths and weaknesses.

Conclusion - Gaining Parental Support

5. If appropriate, develop a plan of action with the parents that may include:
    a. actions to be taken in steps with time limits.
    b. responsibilities (who will do what?).
    c. activities parents could do at home.
    d. next meeting or method of communication - telephone, notes home, visits, etc.
6. Summarize conference and part on a positive note.

When parents, for whatever reason, feel a teacher has "hurt" their child, parental instincts take over. They are on a "mission" to protect their most prized possession and correct the wrongs done to them. Furious parents can do a lot of damage, whether or not there's any basis for their anger. Sometimes, they inappropriately bypass the teacher and vent to the principal, superintendent, or a board member. Sometimes, they discuss the difficult encounters with other parents, grinding the "rumor mill" until it has become an exaggerated issue. Here, the teacher's reputation suffers. Sometimes, parents hold the concern in and let it fester. Hopefully, upset parents start first to vent with the teacher so that, even if they show up angry, the teacher can turn the encounter into an opportunity for everybody—parents, kid, and the teacher—to do better.

When handling angry parents, success depends on moving from confrontation to problem-solving. Though that may not always be possible, there are only four possible outcomes to a hostile parent conference:

- Conversion to your point of view
- Compromise
- Understanding or respect each other's point of view
- Continued hostility or criticism

At times parents displace their anger because of other things going on in their lives and take it out on a teacher. In that case, there are some situations where a teacher can do very little but let them vent. When a parent uses profanity or threatening language, it is imperative to end the conference immediately and rescheduled it either when both parties have "cooled off" or when the principal can attend.

Handling Critical Parent

At times parents displace their anger because of other things going on in their lives and take it out on a teacher. In that case, there are some situations where a teacher can do very little but let them vent.

1	2	3	4	5
Listen	Define Criticism	Respond to Criticism	Clarify Position	Refocus on Joint Effort

By following specific conferencing techniques, a teacher can significantly improve the chance of moving beyond the venting.

Steps in Facing A Critical Parent

1. Listen
    a. Show interest through attending skills.
    b. Access level of feeling and emotion.
    c. Listen for "hidden agendas."
    d. Decipher the specific problem or criticism.
    e. Ignore inappropriate references to other people.
    f. Cease conference if the parent becomes abusive or too emotional. Either meet at a later date or call in the principal or a peer.

2. Define the specific criticism or problem.
    a. State criticism or problem as you have heard it.
    b. If unclear, use reflective listening techniques by responding with reflective statements instead of questions.

3. Focus on responding to problem or criticism.
    a. Be mindful of differences in parents' cultural and intellectual backgrounds.
    b. Evaluate the emotional climate in fashioning a response.
    c. Keep in mind all the reasons (some having nothing to do with you) that the parent is upset.
    d. Avoid considering comparisons, side issues, and exceptions.
    e. Focus your comments on what you can control.
    f. Decide if it would be appropriate to ask for suggestions.

4. Respond to criticism or problem
    a. Restate the criticism or problem, so the parent knows you understand correctly and acknowledge the concern.
    b. Respond positively to the opposite point-of-view.
    b. Clarify your position and support it with specifics: Observations, experiences, records, etc.
    c. Avoid long answers and professional jargon.
    d. Move towards common ground (if present).

5. Re-focus the discussion on what "you and I" can accomplish.

For more detailed information, visit Parent-Teacher Conference Resources.

National / State Assessments

"Testing is the first step in turning the invisible into the visible."

No Child Left Behind (NCLB) helped usher in a testing culture, which has led to assessment-driven reform, standards-based assessment, assessment-centered accountability, and high-stakes consequences. This testing culture is based on the belief that public education should establish what every student should know and be able to do. Students should be tested against a fixed yardstick, rather than against each other or sorted into a bell curve. By mandating that each state develop its own curriculum standards and test each child on these standards, many believe that teachers will have a target at which to aim. If taught effectively, all students can achieve at a level of proficiency on these standards if there is a target. In the effort to meet these NCLB's directives, most state achievement tests that were developed were criterion-referenced. A criterion-referenced test (CRT) provides a score measuring a level of achievement on a specified subject matter. The objective is simply to see whether the student has learned the material. In other words, a predetermined level of acceptable performance is developed, and students pass or fail by achieving or not achieving this level.

National and State Assessments
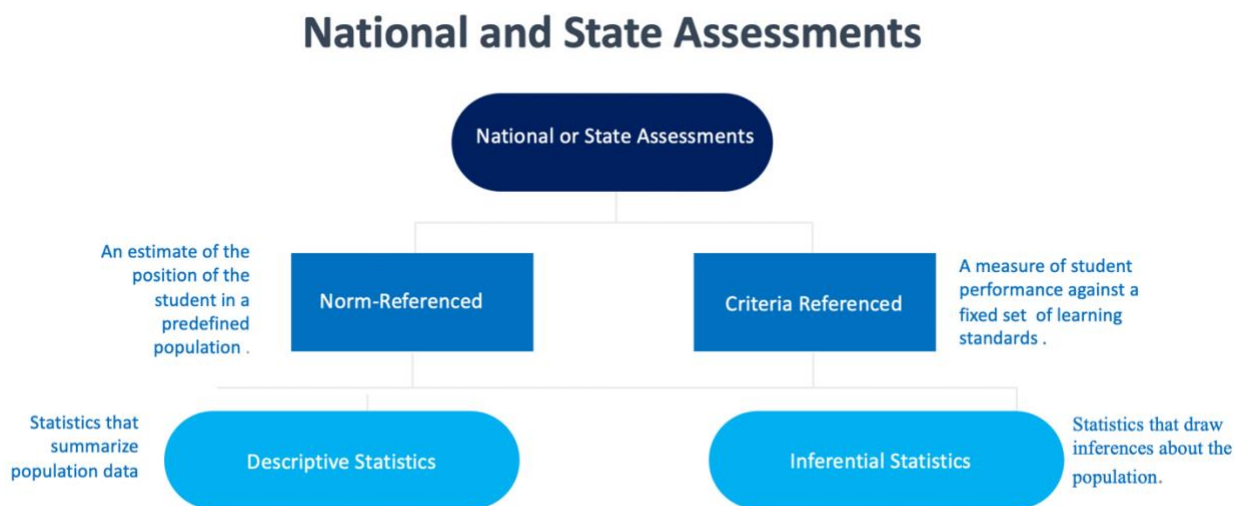
With each state creating its own curricula, developing its own tests to assess the curricula, and setting its own proficiency level, many critics claim that it is hard or impossible to make comparative judgments about the effectiveness of instruction nationwide. Thus, over the past two decades, a movement developed to define a core national curriculum. With the Common Core State Standards Initiative coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO), common national standards were developed for state adoption. As of 2011, forty-three states have adopted the standards. The common core standards presently include:

1. English Language Arts (reading, writing, language, and speaking and listening),
2. Literacy in History/Social Studies, Science, and Technical Studies,
3. Mathematics

Adopted by Kansas, these standards were reflected in the 2015 Kansas state assessments. For more detailed information, visit Common Core State Standards Initiative.

Norm-referenced and Criteria-Referenced Testing

"The primary purpose of a norm-referenced test is to sort kids; a criteria-referenced test to show what a kid knows or doesn't know."

Tests that set goals for students based on the average student's performance are **norm-referenced** tests (NRT). A norm-referenced test is a type of assessment that yields an estimate of the position of the tested individual in a predefined population. This estimate is derived from the analysis of test scores and possibly other relevant data from a population sample. That is, this type of test identifies whether the test-taker performed better or worse than other test-takers, but not whether the test taker knows either more or less material than is necessary for a given purpose. Most college entrance exams and nationally used school tests use norm-referenced tests. The Scholastic Aptitude Test (SAT), Graduate Record Exam (GRE), and the Wechsler Intelligence Scale for Children (WISC) compare individual student performance to the performance of a normative sample. Test-takers cannot "fail" a norm-referenced test because each test-taker receives a score that compares the individual to others that have taken the test. Percentiles or stanines are the usual methods of measurement. For a critique on norm-referenced tests and criteria-referenced tests, read *Fair Tests*.
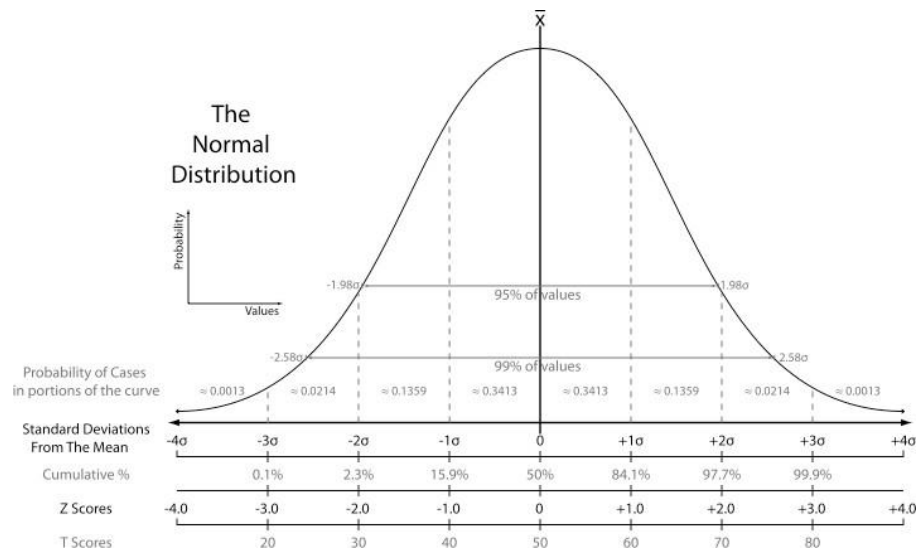
Tests that are designed to measure student performance against a fixed set of predetermined criteria or learning standards is a **criteria-referenced** test (CRT). That is, they measure what students are expected to know and be able to do at a specific stage of their education. In elementary and secondary education, criterion-referenced tests are used to evaluate whether students have learned a specific body of knowledge or acquired a specific skill set.

Descriptive and Inferential Statistics

"Statistics prove nothing."

In interpreting test data, it is useful to understand statistics - the science of collecting, organizing, and interpreting data. Application of statistics to teaching usually begins with the population - the individuals to be studied. For practical reasons, in national or state studies, a chosen subset of the population called a "sample" is studied rather than every individual. Once a sample (that is representative of the population) is determined, data are collected for the sample members in an observational or experimental setting. This data can then be subjected to statistical analysis, serving two related purposes: description and inference. Descriptive statistics summarize the population data by describing what was observed in the sample, numerically, or graphically. Numerical descriptors include mean, median, mode, and standard deviation and are usually used for continuous data. Frequency and percentage are more useful in terms of describing categorical data. In analyzing test data, a normal distribution of scores is commonly used to visualize the results. More probability density will be found the closer one gets to the expected (mean) value in a normal distribution. The scales usually include standard deviations, cumulative percentages, percentile equivalents, Z-scores, T-scores, or stanines (standard nines).

A normal distribution usually looks like this: 210

The Normal Distribution

Standard Deviations From The Mean	-4σ	-3σ	-2σ	-1σ	0	+1σ	+2σ	+3σ	+4σ
Cumulative %		0.1%	2.3%	15.9%	50%	84.1%	97.7%	99.9%	
Z Scores	-4.0	-3.0	-2.0	-1.0	0	+1.0	+2.0	+3.0	+4.0
T Scores		20	30	40	50	60	70	80	

Probability of Cases in portions of the curve: ≈0.0013, ≈0.0214, ≈0.1359, ≈0.3413, ≈0.3413, ≈0.1359, ≈0.0214, ≈0.0013

95% of values (-1.98σ to 1.98σ)
99% of values (-2.58σ to 2.58σ)

Inferential statistics use patterns in the sample data to draw inferences about the population. These statistics account for randomness. These inferences may take the form of:

- hypothesis-testing - answering yes/no questions about the data;

- estimation - estimating numerical characteristics of the data;

- correlation - describing association within the data; and

- regression analysis - modeling relationships within the data

A popular inferential statistic that often causes confusion in education is correlation. Statistical analysis often reveals that two variables of the sample population tend to vary together as if they were connected. For example, a study of test scores that also looks at family income might find that poor students tend to have lower test scores than affluent students. The two variables are said to be correlated; however, they may or may not be the cause of one another. The correlation phenomena could be caused by another variable, a previously unconsidered phenomenon. For this reason, it is impossible to infer the existence of a causal relationship between the two variables. Correlation does not imply a cause and effect relationship. For a complete online textbook of statistics, read **StatSoft: Electronic Statistics Textbook.**

Chapter IX: Conclusion: The Future

"Schools are four walls with tomorrow inside."

As America continues to develop as a nation, it is logical to assume the various debates about education will continue around the five basic questions: *What should be taught? How should it be taught? How should it be evaluated? Which children should be taught? Who should be in charge of deciding?* Knowledge bases, instructional practices, state tests, organizational and financial structures, and leadership will come and go.

The Future

As America continues to develop as a nation, it is logical to assume the various debates about education will continue around the five basic questions:

What should be taught?
How should it be taught?
How should it be evaluated?
Which children should be taught?
Who should be in charge of deciding?

✓ Future Legal Trends

✓ Future Need for Public Education

✓ Future Educational Trends

✓ Future School Trends

✓ Future Challenges

Future Educational Legal Trends and Present School Law

"The law helps shape the schools."

To clarify our present school system and lead it into the future, the federal and state courts have played and will continue to play an important role. Many educational issues have been settled through judicial rulings that helped set the precedence for school behavior. The present laws or judicial rulings have answered numerous questions:

1. Should teachers only report child abuse when they can support the charge of mistreatment?
2. In child abuse reports, are teachers immune from slander and libel suits?
3. Can teachers be held liable for sexual harassment or even bullying between students?
4. Can teachers be held liable for a student's suicide?
5. Can the school discipline any student arrested off school grounds and after school hours?
6. Can schools randomly drug test all students for illegal drugs?
7. Must a student who brings a whittling knife onto school grounds be expelled for not less than a year?
8. Can a student be strip-searched if it is done by a teacher of the same gender?
9. Can a student's locker be searched when there is "just cause?"
10. Does a drug dog "hitting" a locker give school officials "just cause" to search a locker?
11. May teachers keep a student's personal property if it has caused a class disturbance?

12. In Kansas, can a teacher spank a child even though the child or the parent does not consent?
13. Is putting a student in a dark closet for punishment considered assault and battery?
14. Can teachers reduce grades to discipline students?
15. Can a special education student be punished because of his handicap?
16. Is mass punishment acceptable where the teacher punishes the innocent with the guilty?
17. Can a student's earned credit for a class be denied for low attendance?
18. Can a non-custodial parent see their child's permanent records without a court order?
19. Can teachers perform first aid on students?
20. Can teachers give medications to students in their classrooms if they have the parents' permission?
21. Can medicines only be given if there is written parental permission, the doctor's prescription on the bottle, and dispensed by the school nurse or designee?
22. Can teachers be sued for talking about students in public?
23. Can teachers get in legal trouble for allowing students to pass back graded papers?
24. Is signed written permission required for a teacher to take a student on a field trip?
25. Does obtaining written parental permission for a field trip legally protect a teacher from suits of negligence?
26. Are teachers liable for sending a student on errands off school grounds?
27. Must schools allow a girl to try out for a boy's team?
28. Can parents exempt their children from going to school even when they are less than 16 years of age?
29. Can a "homeschooled" child play on the local high school's football team if he lives in the district and can make the team?

30. Can students voice religious or political opinions in class even if they are un-American or are critical of the school?
31. Can a teacher teach "Creationism" in place of scientific theory if he/she strongly believes in the theory?
32. Are students allowed to pray in class?
33. Can a coach lead his team in prayer before a game?
34. Can a school have students study the Bible as religion, allow religious clubs to meet, or invite religious speakers to classes?
35. Can teachers celebrate Christmas in their class as long as it does not promote religious devotion?
36. Can teachers assign literary pieces with obscene words?
37. Do schools have to teach in a child's native language?
38. Must students with unique learning problems be provided with a special learning program designed to fit their needs?
39. Must all identified children in need of specialized services have an IEP and be placed in the "least restrictive environment?"
40. Must schools provide accommodations to children who do not meet IDEA categories or standards but have learning difficulties?
41. Can schools require teachers to individualize their class material to include special children?
42. Can school districts separate students by race in establishing schools or classes?
43. Can superintendents hire a teacher when he/she verbally commits the job to them?
44. Can a teacher's certification be revoked for taking another job after signing a contract?
45. Can a tenured teacher be dismissed without a reason?
46. Can a tenured teacher be dismissed for misspellings, lack of class control, or complaints from parents if there is a pattern of behavior established?
47. Can an untenured teacher be dismissed without a reason?
48. Are tenured teachers guaranteed their room assignments or grade level?
49. Can teachers be dismissed for promoting a political candidate in class?

50. Can teachers wear political buttons and circulate petitions on school grounds?
51. Can teachers take several months of leave to care for a newborn child?
52. Do teachers have a right to dress as they like?

All of these questions and many others have been answered by the courts and set the precedence for present and future educational behavior.

Educational law is dynamic and continuously evolving to meet today's schools' needs. One can only wonder what the courts will decide on issues of the future. With evolving technologies and the move towards different educational structures and delivery systems, the courts will face new challenges. With the continued development of new state statutes and federal regulations, there will be an endless supply of legal issues. It is likely that the courts will continue to play an essential role in providing solutions to new and evolving issues as they emerge in the coming years. Some possible topics might include:

- **Technology** - issues dealing with emails, acceptable Internet usage, software filters, electronic textbooks, copyright establishment and infringement, social networking websites, and student free speech in cyberspace.

- **Privatization and School Choice** - issues dealing with vouchers, charter schools, alternative schools, homeschooling, virtual schools, vendor contracts, and public funds used in religious schools.

- **School Finance** - issues dealing with equitable taxation, definition of quality education, distribution of public funds to nonpublic schools, school tuition, and special fees.

- **School Governance** - issues dealing with school boards' power, mayoral control, state and federal involvement, and a quality teacher and school definition.

- **Federal School Involvement** - issues dealing with a national curriculum, national testing, and federal involvement in educational funding.

- **Student Achievement** - issues dealing with high stakes testing, home school assessments, definitions of student disability, and academic honors.

- **School Safety** - issues dealing with harassment, violence, drugs, student rights, safe facility, and equipment.

- **Student Health** - issues dealing with obesity, health records, contagious disease, and accommodations for health issues.

- **Equity and Educational Access** - issues dealing with age, sexual orientation, immigrant rights, and socio-economic discrimination.

- **Religion** - issues dealing with free speech, teaching the Bible and evolution.

However, evolving from the arguments over these questions, pro and con, will come a fundamental question "Do we still need public education?" In questioning the very value of public schooling, civil debate, as time unfolds, will turn to significant experiments with schools of choice, educational vouchers, privatization, homeschooling, or some other plan of shift funding and responsibility to the private sector. More than ever before in America's history, the cornerstone to American democracy, free and equal education for every child, will come under

serious attack.

Future Need for Public Education

"The whole people must take upon themselves the education of the whole people and be willing to bear the expense of it." John Adams, U.S. President, 1780

As the dialogue advances, it will be imperative that public school educators be advocates for publicly supported schools and believe in their worth. As a proponent, teachers, administrators, and board members will have to champion the idea that public schools (Phi Delta Kappa):

Benefits of Public Schools

1. have the responsibility to educate all children to achieve basic democratic goals;
2. prepare young people to become responsible citizens;
3. improve social conditions;
4. promote cultural unity;
5. help people become economically self-sufficient; and
6. enhance individual happiness and enrich personal lives.

Advocates for public schools will also argue that only through consistent public funding of public education will all children have the American dream opportunity. They will hold that the education of each child is a vital public interest and should be a shared responsibility. Backers for public schools also will assert that the goals of public funding should:

1. dispel inequities in education, and
2. ensure a basic level of quality among schools.

As education continues its evolution, it would profit educators to examine future reforms to ensure they will improve schools without undermining the essential concept of a system for public schooling. In the future, for every idea being promoted as a solution to the problems of the American school, educators should ask:

Litmus Test for School Reform Efforts

1. Will this reform prepare all Americans to become responsible citizens or benefit only some citizens?
2. Will it improve social conditions or exacerbate social ills?
3. Will it promote cultural unity or sharpen divisions within our society?
4. Will it help all people become economically self-sufficient, or will it leave some citizens out of the economic mainstream?
5. Will it enhance happiness and enrich the lives of many individuals or only a few?
6. Will it dispel inequities in education or aggravate them?
7. Will it ensure a basic level of quality among all schools or will it aid only some schools?

In essence, the historical reasons for creating public schools are still valid. For America to ensure a quality educational future, it must ensure a quality system for public schooling. Just as our founding fathers believed in public education, so must we:

"Above all things, I hope the education of the common people will be attended to; convinced that on this good sense we may rely with the most security for the

preservation of a due degree of liberty." Thomas Jefferson, U.S. President, 1787
*

"The good education of youth has been esteemed by wise men in all ages as the surest foundation of the happiness both of private families and of the commonwealths." Ben Franklin, 1749

Future Educational Trends

"Teachers shape futures one child at a time."

So what does the future hold? What will it really be like? Will these experiments in restructuring the American school produce the desired results? What is known is simply that there are things in the past that cannot and should not be things of the future. Marvin Cetron and Margaret Galye, in *"Educational Renaissance: 43 Trends for U.S. School,"* list numerous examples of critical trends and likely developments in education. Among the most interesting:

<u>**Future Trends**</u>

Education in General

* Education will be a significant public-agenda item as we move through the 21st century.
* Education will continue to be viewed as the key to economic growth.
* Technology, coupled with flexible home, work, and learning schedules, will provide more productive time for schooling, training, and working.
* There will be a growing mismatch between the labor force's literacy and the competency required by the jobs available.
* The mismatch between workers' skills and tomorrow's jobs' requirements will be most significant among the best jobs, where educational demands are most significant.

Students

* The number of public-school enrollments in the United States will increase.
* One million young people will drop out of school annually, at an estimated cost of $240 billion in lost earnings and forgone taxes over their lifetimes.
* The number of students at risk of dropping out of school will increase as academic standards rise and social programs intensify.

Teachers

* The growing proportions of minorities in the general population and the student population are not reflected among teachers.
* Most states will implement alternative routes to certification to solve teacher shortages, especially in the sciences, math, and special education.
* There will be a return to teacher laboratories or development schools, as university programs develop a new vision for schooling from the ground up.
* There will be a larger number of district-grown teachers where districts sponsor former graduates in teacher education programs.

Curriculum and Instruction

* Lifelong learning will generate a birth-to-death curriculum and delivery systems.

* A core curriculum for all students will emerge as parents, teachers, and business leaders debate what is important to learn and change as the decades pass.
* The curriculum will reflect thinking globally. Technology, foreign language, and bilingual instruction will become necessary to prepare students for a worldwide marketplace and communication.
* Virtual learning platforms will help shape and limit the development of curriculum.

School Restructuring

* School reform efforts will continue to improve elements of the educational system. However, without a national philosophy that stresses reform and the commitment to fund it, American schools will continue to decline compared to other industrialized nations.
* The emphasis on school reform and restructuring will continue, but with little improvement of national averages on standardized tests.
* The "back-to-basics" movement will be superseded by a "forward-to-the-future-basics" movement, which will include the use of telecommunications technologies, together with other advanced scientific knowledge and technical skills for problem-solving
* Flexible school scheduling will result in more learning time for students.
* Centralized control of curriculum and achievement standards will continue, but decentralization of school and classroom management will increase.
* New systems of school governance will be explored. Educational bureaucracies, local school boards, and other regulatory agencies will lose power as a second wave of reforms occurs.
* Equity issues will become the major problems faced by policymakers. Educational equity will be redefined not in terms of access but in terms of expenditures.

Future Schools

So, again, what does the future hold for the American school? The public school has basically changed little over the past 80 years or more. Of course, technology has changed some things, but still, the basic premise remains the same – the teacher is the primary factor in the education of the nation's children. Not many changes have upset the status quo of doing things.

So, what will the future American school be like? As technology changes almost every day, what will it allow educators to do? Will the economy allow for some amazing things? What will schools look like in 50 years? To offer a blueprint, those restructuring the American school will have to answer the fundamental questions associated with the basic components of today's school.

The Ideal American School

Leadership Structure – Who will make the significant decisions for your school?

Physical Layout – How will the physical building be arranged?

Staff Characteristics/Development Opportunities – Who will staff the school, and how will they be trained?

Students – How will students be selected and organized in the school?

Mission – What will be the mission of the school?

Curricula – What will be taught?

Assessment- How will the curricula be assessed?

Instruction – What will be the primary instructional characteristics of the school?

Parental Involvement – What role will parents play in the school?

School Assessment – How will the effectiveness of the school and teachers be monitored and evaluated?

Just as we have argued for thousands of years, schools of the future will again reconsider the fundamental educational questions:

What should be taught?
How should it be taught?
How should it be evaluated?
Which children should be taught?
Who should be in charge of deciding?

Future Challenging Endeavors

"Teachers change lives."

So what can be said of the effort to fashion a fully functioning school for the 21st century? If history is any indicator, most schools will simply tinker and change incrementally, failing to truly restructure for the 21st century. They will oversimplify and fail to address the underlying issues associated with substantial change. They will undertake thoughtless change, simply adopting practices because they are hot topics on the educational scene. Others will be doomed to failure simply because the school cannot overcome the lack of community reaffirmation of the importance of public education. Some will experience failure because they cannot locally overcome the root causes of poverty, neglect, and social dysfunction. Some will simply lack the sustained will needed to change.

For those schools which do succeed in effectively restructuring for the 21st century, they will mark the decade and set the agenda for future educational evolution. Their redefining of the American school will, no doubt, grow out of mandate, anger, or the voice and will of one who has a vision. Whatever the final definition, the fully functioning school assumes, America will see the torch passed to a new understanding of how it will educate its youth.

Whatever the future holds, establishing a fully functioning American school will be a challenging endeavor that will refashion various known strategies and rearrange them in such a way as to change the entire system. It will also be an enterprise of innovation and redesign. It will be a progressive process of redefining what is taught, how it will be taught, and how it will be evaluated. It is not a question of whether change will occur, but rather a question of whether we will help shape that change.

Whatever history records, may it be said that teachers always worked to leave a positive mark on all children, touching and changing each child's life for the better - lifting each pair of

fresh, young eyes to a future which the present generation can only imagine. May there always be in the classroom, not a test preparer, but an artist who everyday orchestrates the tools that make a difference in a child's life! May there be a Jean Thompson in every child's life.

The Last Day of School
by Roy Exum

It seems that there was a lady named Jean Thompson, and when she stood in front of her fifth-grade class on the very first day of school in the fall, she told the children a lie.

Like most teachers, she looked at her pupils and said that she loved them all the same, that she would treat them all alike. And that was impossible, because there in front of her, slumped in his seat on the third row, was a boy named Teddy Stoddard.

Mrs. Thompson had watched Teddy the year before and noticed he didn't play well with the other children, that his clothes were unkept and that he constantly needed a bath. Add to it the fact Teddy was just unpleasant.

It got to the point during the first few months that she would actually take delight in marking his papers with a broad red pen, making bold X's and then marking an "F" at the top of the paper biggest of all.

Because Teddy was a sullen little boy, nobody else seemed to enjoy him either.

Now at the school where Mrs. Thompson taught, she was required to review each child's records and - because of things - put Teddy's off until the last. But when she opened his file, she was in for a surprise.

His first-grade teacher wrote, "Teddy is a bright, inquisitive child with a ready laugh. He does his work neatly and has good manners...he is a joy to be around."

His second-grade teacher wrote, "Teddy is an excellent student and is well-liked by his classmates, but he is troubled because his mother has a terminal illness and life at home must be a struggle."

His third-grade teacher wrote, "Teddy continues to work hard, but his father doesn't show much interest, and his home life will soon affect him if some steps aren't taken."

Teddy's fourth-grade teacher wrote, "Teddy is withdrawn and doesn't show much interest in school. He doesn't have many friends and sometimes sleeps in class. He is tardy and could become a problem."

By now, Mrs. Thompson realized the problem, but Christmas was coming fast. It was all she could do, with the school play and all, until the day before the holidays began, and she was suddenly forced to focus on Teddy Stoddard on that last day before the vacation would begin.

Her children brought her presents, all in gay ribbon and bright paper, except for Teddy's, which was clumsily wrapped in the heavy, brown paper of a scissored grocery bag.

Mrs. Thompson took pains to open it in the middle of the other presents, and some of

the children started to laugh when she found a rhinestone bracelet, with some of the stones missing, and a bottle that was one-quarter full of cologne.

But she stifled the laughter when she exclaimed how pretty the bracelet was, putting it on, and she dabbled some of the perfume behind her other wrist.

At the end of the day, as the other children joyously raced from the room, Teddy Stoddard stayed behind, just long enough to say, "Mrs. Thompson, today you smelled just like my mom used to."

As soon as Teddy left, Mrs. Thompson knelt at her desk, and there, after the last day of school before Christmas, she cried for at least an hour.

And on that very day, she quit teaching reading and writing and spelling. Instead, she began to teach children.

And Jean Thompson paid particular attention to the one they called Teddy.

As she worked with him, his mind seemed to come alive. The more she encouraged him, the faster he responded, and, on days that there would be an important test, Mrs. Thompson would remember the cologne.

By the end of the year, he had become one of the smartest children in the class, and...well, he had also become the "pet" of the teacher who had once vowed to love all her children exactly the same.

A year later, she found a note under her door, from Teddy, telling her that of all the teachers he's had in elementary school, she was his favorite.

Six years went by before she got another note from Teddy. And then he wrote he had finished high school, third in his class, and she was still his favorite teacher of all time.

Four years after that, she got another letter, saying that while things had been tough at times, that he'd stayed in school, had stuck with it, and would graduate from college with the highest of honors. He assured Mrs. Thompson she was still his favorite teacher.

Then four more years passed, and yet another letter came. This time he explained that after he got his bachelor's degree, he decided to go a little further. That she was still his favorite teacher, but that now his name was a little longer. And the letter was signed, "Theodore F. Stoddard, M.D."

The story doesn't end there. You see, there was yet another letter that spring. Teddy said that...well, that his father had died a couple of years ago, and he was wondering...well, if Mrs. Thompson might agree to sit in the pew usually reserved for the mother of the groom.

You'll have to decide yourself whether or not she wore that bracelet, the one with several rhinestones missing.

But I bet on that special day, Jean Thompson smelled just like...well, just like she smelled many years before on the last day of school before the Christmas holidays began.

So, it is left to you to fashion the future definition of a masterful teacher and fully functioning school of the future.