MARYLAND ACADEMY FOR TEACHER EDUCATION

Foundations of Curriculum and Instruction

Curriculum Guide

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Course Description

This course explores curriculum delivery models in response to the developmental needs of all children. Emphasis is placed on the development of varied instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will explore basic theories of motivation that increase learning. Students will participate in guided observations and field experiences to critique classroom lessons in preparation for developing and implementing their own. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship.

Course Content Standards

Students will:

1. Evaluate instructional strategies appropriate for diverse student needs and learning styles.
2. Utilize instructional technology to meet student and professional needs as guided by the Maryland Teacher Technology Standards.
3. Identify research practices in teaching and evaluate their appropriateness for various instructional situations.
4. Identify social skills needed to perform well in a group.
5. Identify classroom behaviors that help or hinder the learning process.
6. Prepare long-term and short-term instructional plans including their area of teaching interest.
7. Develop appropriate assessments to evaluate student progress.
8. Propose possible classroom management plans that increase student productivity and decrease student disruption.
9. Observe and critique classroom teachers in multiple grade levels and subjects for appropriate instructional practices and classroom management procedures.
10. Refine their philosophy of education with consideration of the social, cultural, historical, political and philosophical influences that affect the development and change of curriculum.
11. Design lessons under the supervision of a mentor teacher that address diverse student needs and learning styles and incorporate theories of motivation learning.
12. Participate in instructing small and large groups of students under the supervision of the classroom teacher.
13. Explore the ways teachers engage in continued professional development.
Unit Content Outline

The following units comprise the central topics for Foundations of Curriculum and Instruction. The length of each unit varies from eight to fifteen instructional days and each unit is accompanied by student observation/participation experiences.

REVIEW Key Ideas from Previous Courses: Human Growth and Development and Teaching as a Profession

UNIT 1 Goals and Objectives of Instruction

UNIT 2 The Effective Teacher

UNIT 3 Teaching Style

UNIT 4 Motivation: Basic Theories

UNIT 5 Effective Schools

UNIT 6 Understanding Learners

UNIT 7 Planning for Instruction – Unit Planning

UNIT 8 Planning for Instruction – Lesson Plans

UNIT 9 Direct Instruction Teaching Strategies

UNIT 10 Indirect Instruction Teaching Strategies

UNIT 11 Questioning Strategies

UNIT 12 Cooperative Learning and Collaborative Learning

UNIT 13 Classroom Management

UNIT 14 Assessing Learners

UNIT 15 Professional Development
COURSE CONTENT OUTLINE

REVIEW
REVIEW OF KEY IDEAS IN PREVIOUS COURSES:
HUMAN GROWTH AND DEVELOPMENT AND
TEACHING AS A PROFESSION

Recall key ideas learned in previous courses: Human Growth and Development and Teaching as a Profession
Review/discuss content outline for the Curriculum and Instruction course
Brainstorm additional knowledge and skills students would like to gain from this course

UNIT 1
GOALS AND OBJECTIVES OF INSTRUCTION
Aims versus goals versus objectives
Types of objectives
Societal, cultural, historic, political and philosophic influences that affect the development and change in education

UNIT 2
THE EFFECTIVE TEACHER

What is an effective teacher?
Five key behaviors contributing to effective teaching
Helping behaviors related to effective teaching

UNIT 3
TEACHING STYLE

The teaching continuum
Five basic teaching styles

UNIT 4
MOTIVATION: BASIC THEORIES

Intrinsic motivation
Extrinsic motivation
Role motivation plays in the instructional process
UNIT 5  EFFECTIVE SCHOOLS

What research tells us about effective schools

UNIT 6  UNDERSTANDING LEARNERS

Individual differences and multicultural education
Multiple intelligences
Students with exceptionalities – special needs, gifted and talented
Heredity v: environment
Impact of SES on learning
Improving achievement among low SES students
Effects of peer group on learning
Effect of social context on learning
Teacher bias
Culturally responsive pedagogy—adaptive teaching

UNIT 7  PLANNING FOR INSTRUCTION: UNIT PLANNING

Purpose and importance of long range planning
Who develops unit plans, when are they developed and how frequently are they revised?
What are the component parts of a unit plan?
What is a resource unit?
How can unit plans be of help to teachers?

UNIT 8  PLANNING FOR INSTRUCTION: LESSON PLANS

Purpose and importance of daily lesson plan
Lesson plans versus unit plans
Teacher as decision maker
Elements of a lesson plan
Lesson plans, class management, and discipline

UNIT 9  DIRECT INSTRUCTION TEACHING STRATEGIES

What is direct instruction and when is it appropriate?
What are some examples of direct instruction?
Presenting and structuring
Guided student practice
Feedback and correction
Independent practice
Other forms of direct instruction

UNIT 10  INDIRECT INSTRUCTION TEACHING STRATEGIES

The cognitive process – constructivism
Comparing direct instruction with indirect instruction
Advance organizers
Use of the scientific method
Examples and non-examples
Use of questions to probe and extend thinking
Use of student ideas
Student self evaluation
Use of group discussion
Examples of indirect instruction lesson plans
Pros and cons of direct instruction versus indirect instruction

UNIT 11  QUESTIONING STRATEGIES

Tools to encourage thinking
Purpose of questions
Convergent versus divergent questions
Structuring, soliciting and reacting, the most basic sequence
Bloom’s levels of questions
Strategies:
  - Wait time
  - Probes
  - Praise
  - Soliciting
  - Redirect
  - Pupil participation
  - Rhythm
  - Language (cultural)
Problems in using questions

UNIT 12  COOPERATIVE AND COLLABORATIVE LEARNING

What is cooperative learning and collaborative learning?
Why cooperative learning is important
Five steps to establishing a cooperative task structure
Team-oriented cooperative learning activities
  - STAD
UNIT 13  CLASSROOM MANAGEMENT

Types of power teachers have
Four goals of student misbehavior
Stages of student group development
Three types of classroom climate
Establishing rules and procedures
Problems with effective classroom management
  Monitoring student behavior
  With-it-ness
  Making transitions
  Giving/explaining assignments
  Bringing closure
Preparing a plan for your first day
Systems of classroom management
  Humanist
  Applied behavior analysis
  Classroom management tradition
  Verbal versus non-verbal cues
Punishment
Parent/teacher disciplinary conferences
Culturally responsive teaching and class discipline and management

UNIT 14  ASSESSING LEARNERS

Norm-referenced tests versus criterion-referenced tests
Test blueprint
Objective test items
  True/False
  Matching
  Multiple choice
  Completion/fill-in
Essay test items
  Extended response essay
  When to use essay tests
  Suggestions when constructing essays
  Advantages and disadvantages of essay tests
  Criteria for scoring essays
Packaging the test: suggestions
Validity and reliability
Marks and marking systems
Standardized achievement tests
The Maryland School Assessment plan (MSA)
The High School Assessments (HSA)
Assessing learner performance with portfolio assessment
  Purpose
  Types of portfolios

UNIT 15  PROFESSIONAL DEVELOPMENT

Developing/refining your portfolio using INTASC Standards
Criteria for Standard Professional Certificates (SPC) and
  Advanced Professional Certificates (APC)
Masters degree versus masters equivalency
Salary and benefits
Role of teacher unions and professional organizations
Career opportunities in the teaching profession

Teach-Acad-Gls-Stand-Outline-3-15-06
Maryland Academy for Teacher Education

Foundations of Curriculum and Instruction

Review of Key Ideas in "Human Growth and Development" and "Teaching as a Profession" Courses.

Objectives

Students will:
1. Recall key ideas learned in the Human Growth and Development and Teaching as a Profession courses.
2. Review units and content outline for Foundations of Curriculum and Instruction course.
3. Describe the value of ideas learned in these two previous courses.
4. Develop a list of additional knowledge and skills they would like to obtain from this course.
5. Analyze this review activity as an example of a lesson plan.

Teaching Suggestions:

Step 1 -- Group Activity. -- Organize the class into groups of four with half of class focusing on the Human Growth and Development course and half of the class on the Teaching as a Profession course. Using class notes from these courses, their portfolio, and chart paper and marking pens, develop a list of at least 10-12 key ideas learned in these courses. For each group teacher appoints a group leader, a recorder and a presenter. After fifteen minutes, have each group presenter share ideas on chart paper. Post chart paper around room after activity.

Discussion questions:
1. Have we overlooked anything?
2. What have you learned in previous courses that you feel especially good about?
3. What do you want to know more about as this course progresses?

Step 2 -- Share with class Handout: "Content Outline for Curriculum and Instruction Course." Teacher reviews handout and highlights key ideas.

Discussion question:
1. Debrief today’s class as a good example of a lesson plan. Good example? Not so good example? Why? Why not?
Materials & Resources:
- Class notebooks from Human Growth and Development and Teaching as a Profession courses
- Portfolio
- Handout: Content Outline for Curriculum and Instruction Course

1 Goals and Objectives of Instruction

Objectives:

Students will:
1. Describe the difference between aims, goals and objectives
2. Give examples of societal, cultural, historic, political and philosophical influences that affect the development and change in curriculum.
3. Explain how curriculum guides utilize goals and objectives.
4. Explain the difference between general and behavioral/performance objectives.
5. Give examples of general and behavioral/performance objectives.
6. List the three components of a good behavioral/performance objective.
7. Explain the difference between a cognitive, an affective and a psychomotor objective.
8. Write examples of cognitive, affective and psychomotor objectives.
9. Examine a school system curriculum guide and list its component parts.
10. Select a unit topic in their subject field and develop at least a dozen instructional objectives for the unit.

Teaching Suggestions:

Step 1 — Prior to class, have students examine a school system curriculum guide. (See Observation/Participation Activity — “The Curriculum Guide”).

Discuss
- How is the curriculum guide organized?
- Who writes these guides?
- When and where are they written?
- How is content decided?
- What is a “unit” and how long do units generally last?
- What information is in the curriculum guide to help the teacher?
- What are the parts of the curriculum guide?
- What are the parts of the unit?

Step 2 — Have students read pp. 79-81 in Borich and using Table 3.1 (p. 80) describe the differences between aims, goals and objectives. Discuss Figure 3.2 on p. 84 of Borich in terms of societal, cultural, historic, political and philosophical influences that affect the development and change in curriculum.

Step 3 — Have students critique the list of societal goals on p. 83 of Borich. Are these worthy goals? Explain why or why not. What goals would you add to the list? Using
the local newspaper and television news broadcasts, are there any political goals evident? Give several examples of societal changes which have impacted on what is taught or what needs to be taught (e.g., technology).

**Step 4** – Explain the difference between a “general” and a “behavioral/performance.” Teacher illustrates with examples on chalkboard or overhead projector. Using handout: “Banks and Their Services,” have students work in pairs to convert objectives to behavioral/performance objectives. Using the same handout, label the objectives cognitive, affective and or psychomotor.

**Step 5** – Working in pairs, have students write the objectives for today’s lesson plan. State the objective in behavioral/performance terms.

Discussion questions:
1. Are the objectives clear?
2. What evidence do we have that students have learned?
3. Was their closure (summary) on the objectives either during or at the end of class?
4. Are there any suggestions you might make to improve the lesson?

**Homework** – With the approval of your instructor select a unit topic in your subject field and develop a list of at least a dozen cognitive objectives, two affective objectives and two psychomotor objectives.

**Step 6** – Summary Discussion:
1. What would be the objective(s) for today’s class?
2. Can you state this objective in “general” terms?
3. Can you rewrite this objective in “behavioral/performance” terms?
4. How does this tell us if students have leaned?

**Materials and Resources:**
* Borich text, pp. 79-81
* Borich text, Table 3.1, (p. 80)
* Borich text, Figure 3.2 (p. 84)
* Handout: Banks and Their Services
* School System Curriculum Guide

2. **What Makes an Effective Teacher?**

**Objectives:**

Students will:
1. Identify qualities of good teachers they have had in past years.
2. Describe five key teacher behaviors that contribute to effective teaching.
3. List and discuss five helping behaviors related to effective teaching.
4. Describe teaching behaviors that are not effective.
5. Write an essay describing the kind of effective teacher they want to be.
Teaching Suggestions:

**Step 1** – **Think/Pair/Share** – Ask students to think back to good teachers they have had and list what it was that made them “good.” Share ideas with a classmate and build a master list. Teacher leads discussion and places key ideas on chalkboard or overhead projector.

**Step 2** – Teacher **mini-lecture/discussion** on five key teacher behaviors contributing to effective teaching. Students read Borich text, pp. 8-9 in advance for homework.

**Step 3** – In class have students skim read Borich, text, pp. 18-25 (having also read for homework) identifying the five helping behaviors related to effective teaching.

**Questions:**
1. Do students see any of these behaviors exhibited by their current teachers?
2. How do these behaviors contribute to effective teaching?

**Step 4** – Have students **rank order** these behaviors giving reasons why.

**Homework** – Using key ideas discussed today, write a one page essay entitled “The Kind of Effective Teacher I want to Be.”

**Materials & Resources:**
- Borich, pp. 8-9; 18-25

### 3. Teaching Style

**Objectives:**

Students will:
1. Define the term “teaching style.”
2. Describe the “styles” of teachers they had in previous years
3. Explain the “Teaching Continuum.”
4. Locate each “teaching style” on the “Teaching Continuum”
5. Write a brief, one page essay on “Where I See Myself on the Teaching Continuum, and Why.”

**Teaching Suggestions:**

**Step 1** – Ask students to **define** the term “style.” Have students **reflect** on teachers they have had in past years and the “styles” they demonstrated. In **pairs**, have students **share** their ideas with a classmate.
Step 2 – For homework prior to class have students read pp. 52-57 on “Teaching Style” from Reed. Discuss reading and Table 2-2 on p. 52, listing and describing the five teaching “styles.”

Step 3 – Teacher introduces “Teaching Continuum” using handout on “Teaching Continuum,” and explaining the continuum. Next, teacher has students place each of the five “teaching styles” on the “Teaching Continuum,” explaining why located there. Discuss.

Step 4 – Have students place a previous year’s teacher on the continuum, explaining why they fit there. Discuss.

Step 5 – Ask selected students (at least 4-5) to volunteer to place themselves on the continuum, explaining why.

Homework – Write a brief, one-page essay entitled “Where I See Myself on the Teaching Continuum and Why.”

Materials & Resources:
- Handout: “Teaching Continuum”

4. Motivation: Student and Teacher

Objectives:

Students will:
1. Define extrinsic and intrinsic motivation
2. Give examples of extrinsic and intrinsic motivation, particularly as used by their teachers.
3. Discuss the pros and cons of extrinsic and intrinsic motivation.
4. Describe the most effective types of extrinsic and intrinsic motivation used by teachers.
5. Using specific examples, explain how extrinsic and intrinsic motivation is used by teachers.

Teaching Suggestions:
Step 1 -- Working in pairs have students recall from their Human Growth and Development course the two major types of motivation (extrinsic and intrinsic). Define each term.

Step 2 -- In pairs and using examples from their own lives, have students list at least five examples of extrinsic and intrinsic motivation they have experienced. Discuss with students volunteering responses and teacher listing ideas on chalkboard.

Discussion questions:
1. Which type of motivation lasts longest?
2. Which type of motivation builds toward the other type of motivation?
3. Which type(s) of motivation should teachers use and why?
4. List appropriate extrinsic and intrinsic approaches to motivation that teachers should consider using because they are most effective.
5. Can extrinsic and intrinsic motivation be applied to teachers in their personal and professional lives? Give examples

Materials & Resources
- Text used with Human Growth and Development course
- Class Notebook from Human Growth and Development course

5. Effective Schools

Objectives:

Students will:
1. Describe characteristics of effective schools.
2. Describe the characteristics of ineffective schools.
3. State results of research on effective schools.
4. Describe the pros and cons of effective schools research.
5. Evaluate their school in terms of effective schools research.

Teaching Suggestions:

Step 1 -- In groups of 3-4 have students discuss and attempt to define what makes a public school "effective." Have students define term "effective." Have groups share ideas with whole class and teacher records key ideas on chalkboard or overhead projector.

Step 2 -- Teacher distributes Handout: "Summary of Effective Schools Research and Opinions, 1979-1994" (from Reed pp, 194-195). Have students read and discuss in pairs. How does your school rank in terms of these ten characteristics?

Discussion questions:
1. Which of these 10 research characteristics are most important?
2. Which are least important?
3. What are the pros and cons of effective schools research?
4. How does your school rank in terms of these 10 characteristics?

**Step 3** -- **Teacher mini-lecture/discussion** on some limitations of effective schools research, using handout: “Limits on Research.”

- Research mostly on urban schools, not suburban or rural.
- Mostly correlational research (low to high) – “tends to…”
- Often based on standardized test data.
- Research data on only select few teachers in each school; thus, limited generalization.

**Materials & Resources**

- Handout: Limits on Research

### 6. Understanding Learners

**Objectives:**

Students will:
1. Explain the term “individual differences.”
2. List ways people differ.
3. Explain why teachers need to be aware of individual differences.
4. Give examples of adaptive teaching.
5. Describe the two major approaches to adaptive teaching.
6. Explain Gardner’s “multiple intelligences.”
7. Explain Socio-Economic Status (SES) and how it impacts on learning.
8. Explain the teacher’s role in improving achievement among low SES students.
9. Define “peer group” and its effect on learning.
10. Explain ways teachers can constructively use “peer group.”
11. Explain ways teachers respond differently to low versus high achievement students.

**Teaching Suggestions:**

**Step 1** -- **Question** – What does the term “individual differences” mean? What are some ways people differ (physically, intellectually, socially, emotionally)? Teacher lists on chalkboard.

**Step 2** -- **Directed Reading Activity** – **Read for purpose** pp. 39-42 in Borich text.

**Questions to Discuss:**
1. Why do teachers need to pay attention to individual differences?
2. What is adaptive teaching?
3. What are the two major approaches to adaptive teaching?
4. What are the benefits of adaptive teaching?
5. Give some examples of adaptive teaching used by your teachers.

Step 3 -- Examine Table 2.1, Gardner’s Multiple Intelligences (p. 47 in Borich text)
Questions:
1. Which type of intelligence(s) best describes yourself?
2. Select a family member or friend. Which type of intelligence best fits him/her?
3. Which type(s) are recognized by your school? By your school district?

Step 4 -- Directed Reading Activity (in Borich text, pp. 52-54) – Effects of Home and Family on Learning
Questions:
1. What is SES (Socio-Economic Status)?
2. Why is SES important in learning?
3. What is the teacher’s role in improving achievement in lower SES students?

Step 5 -- Brainstorm in Pairs -- What is “peer group” and what is its effect on learning? How can teachers use peer group in positive ways? What are ways teachers can constructively use peer group in the classroom (see Borich p. 65)?

Step 6 -- Brainstorm: How do teachers respond differently to low versus high achievement students (e.g., bias)? (see Borich p. 71). Can students give any examples of teachers who have exhibited these behaviors? How do students feel about these behaviors?

Step 7 -- Read pp. 362-364 in Borich. Have students list at least four different strategies for promoting good classroom management with students who are at risk. Discuss. Next, have students read pp. 394-396 in Borich and define “culturally responsive teaching” and describe ways teachers can manage a classroom with culturally diverse students. Discuss. Ask students to describe methods their teachers use that are culturally responsive to student diversity.

Materials & Resources:
- Chapter 2, Borich. Understanding Your Students
- Borich pp. 362-364 and pp. 394-396

7. Planning for Instruction – Unit Planning

Objectives:

Students will:
1. List and explain the component parts of a curriculum guide.
2. Describe who develops curriculum guides and when they are written.
3. Explain how teachers use curriculum guides for instruction.

**Step 1** -- Complete Observation/Participation Activity – The Curriculum Guide before class meets. With the assistance of your mentor teacher examine the curriculum guides available in your school.

Questions:
1. Are curriculum guides available in other subject areas, besides your area? If so, what areas?
2. What is a resource unit?
3. List the various units in this curriculum guide.
4. Who develops these curriculum guides and when?
5. How frequently are they revised?
6. Is there a sequence of guides from grade-to-grade? If so, list this sequence.
7. What is used if there is no curriculum guide?

**Step 2** -- Select one unit in your subject field to examine in detail.

Questions:
1. List the various units in this curriculum guide.
2. What materials and suggestions are available in this unit?
3. What is the unit’s introductory activity?
4. Can you think of another activity to begin the unit? Describe it.
5. Describe an interesting developmental activity in the unit.
6. To what extent does this unit allow teachers to engage students in active learning?
7. How might this unit’s activities be characterized by type (e.g., teacher-centered, student-centered, cognitive, affective, psychomotor)? Give an example of each.
8. How does this unit relate to students’ life outside of school (i.e., relevance)?
9. What is the unit’s culminating (ending) activity? Does the activity fit this purpose?
10. Could a student with a culturally diverse background relate to this unit? Explain.
11. Would you want to teach this unit? Explain.

**Step 3** -- Distribute and Discuss Handout: “Unit Plan Format.” How close does this handout reflect what you have seen in your schools curriculum guide and the unit plan format in the curriculum guide?

**Homework:** -- Using the “Unit Plan Format” and working with a classmate in your subject field (e.g., math, English, social studies, science), outline a 2-3 week unit using the categories on the handout. You will want to visit your subject-field bookroom, the Web, your school library and perhaps the public library to help you identify materials and resources. Students have **two weeks** to work on this project.

**Materials & Resources:**
8. **Planning for Instruction – Lesson Plans**

**Objectives:**

Students will:
1. List and explain the component parts of a daily lesson plan.
2. Explain the four key planning decisions a teachers make.
3. Observe teachers and identify the parts of a lesson plan in the teacher’s lesson.
4. Explain the difference between cognitive, affective and psychomotor objectives.
5. Construct cognitive, affective and psychomotor objectives.
6. Describe assessment strategies used in a lesson plan.
7. Explain the difference between formative and summative evaluation.
8. Construct motivational activities for a lesson plan.
9. Construct transitions between activities in a lesson plan.
10. Describe the purpose and location of key questions in a lesson plan.
11. Explain the purpose of a lesson summary/closure.
12. Explain the importance of a lesson safety valve.
13. Describe the conditions most appropriate for the use of homework with a lesson plan.

**Teaching Suggestions:**

**Step 1** -- Prior to Class Complete Observation/Participation Activity – The Lesson Plan. Discuss activity questions, with students describing what they learned, and with teacher listing key ideas on chalkboard or overhead projector.

**Step 2** -- First, review component parts of a lesson plan. Next, distribute Handout: “Lesson Plan Organizer.” Does this handout differ from what you observed (how organized, categories, etc.). If so, how?

**Step 3** -- Discussion Questions:
1. What type of objectives should be in a lesson plan?
2. Why is assessment of objectives important in a lesson plan?
3. How should objectives be made evident to students?
4. For what period of time is a lesson plan developed?
5. What is formative and summative evaluation?
6. What is the purpose of drill, recall, or motivational activities at the beginning of a lesson?
7. Give some examples of motivational activities used by your teachers.
8. What is a transition activity (or statement) and what is its purpose?
9. What is the value of a lesson plan having these three categories of lesson
If development (teacher—student—time)?

10. What is the purpose of key questions and where are they generally located in the lesson plan?
11. What is the purpose of a safety valve?
12. What is the purpose of homework?
13. When is homework best used by teachers? Give examples.
14. When is homework inappropriately used by teachers? Give examples.

**Step 4** -- Using sample lesson plans in Borich p. 152-155, analyze history, math and/or science lesson plans in terms of the following:
1. How does the Borich structure of a lesson plan compare/contrast with the Handout: “Lesson Plan Organizer?”
2. Are there any new components?
3. Are there any missing components?

**Step 5** -- Prior to Class Complete Observation/Participation Activity – Homework.

**Discussion Questions:**
1. What is the purpose/value of homework?
2. How frequently should homework be given?
3. What type of homework is best? Why?
4. How can a teacher provide for individual differences in homework?

**Materials & Resources:**

- Borich, Chapter 4, pp. 110-157.
- Handout: Lesson Plan Organizer
- Observation/Participation Activity – “The Lesson Plan”
- Observation/Participation Activity – “Homework”

9. **Direct Instruction Teaching Strategies**

**Objectives:**

Students will:
1. Recall the definition of the “Teaching Continuum” by diagramming it on the chalkboard.
2. Define “direct instruction” and list its sequential steps.
4. Explain when the use of “direct instruction” is most appropriate.
5. Cite examples of “direct instruction” used by their teachers.
6. Explain why lesson structuring is important.
7. Explain the steps of “guided practice,” and its value.
8. Define and give examples of prompts, modeling, and “independent practice.”
9. Analyze a lesson plan for “direct instruction” elements.

Step 1 -- Recall the “Teaching Continuum” studied several weeks ago, place it on the chalkboard, and have students locate the following on the continuum: student-active involvement and student-passive involvement.

Step 2 -- Read Borich pp. 164-184, Direct Instruction Strategies and answer the following questions. Teacher leads discussion.
   Questions:
   1. What is direct instruction?
   2. By what other name is direct instruction known?
   3. What are the sequential steps in direct instruction?
   4. When is direct instruction appropriate?
   5. Discuss Figure 5.3 in Borich (p. 168) “Direct Instruction Sequence for Mastery Learning,” and explain how the diagram fits the steps of direction instruction.

Step 3 -- Teacher led lecture/discussion based on reading above
   Questions:
   1. Do any of the teachers you have observed use the direct instruction method?
   2. Do any of your current teachers use direct instruction?
   3. Why/how is lesson structuring valuable for learners?
   4. What is the value of guided practice?
   5. What is a prompt?
   6. What are different types of prompts?
   7. What is modeling and explain its value?
   8. What is feedback and the use of correctives?
   9. What is the value of independent practice?

Step 4 -- Analyze the sample lesson plan “Grammar” on p. 189 of Borich. How does this sample lesson use the direct instruction structure? How effective is it in terms of student learning?

Step 5 -- First, have students brainstorm ways teachers can promote student engagement. Next, using Borich p. 191, discuss the ways teachers can promote student engagement.

Materials & Resources:
- Reading, Direct Instruction Strategies, in Borich, pp. 164-184.
- Figure 5.3 (p. 168) in Borich “Direct Instruction Sequence for Mastery Learning.”
- Sample Direct Instruction Lesson Plan on “Grammar” in Borich p. 191
- Borich, Chapter Five: Direct Instruction Strategies.
10. **Indirect Instruction Teaching Strategies**

**Objectives:**

Students will:
1. Recall the “Teaching Continuum” and locate student-active instruction and student-passive instruction on the continuum.
2. Analyze lessons and describe ways they differ in terms of student-active and student-passive instruction.
3. Describe the characteristics of indirect instruction.
4. Analyze lesson “Example of Indirect Instruction” and identify the indirect instruction elements.
5. List and explain the seven types of indirect instruction strategies.
6. Create lesson ideas involving indirect instruction strategies.

**Teaching Suggestions:**

**Step 1** -- Recall the “Teaching Continuum” and locate student-active and student-passive instruction on the continuum.

**Step 2** -- Read Borich p. 197-200 about Mr. Robbins and Ms. Greer’s lessons.

**Questions:**
1. Describe ways these two lessons differ.
2. Which lesson is an example of direct instruction? Explain.
3. Which lesson is more indirect? Explain.
4. What are the characteristics of indirect instruction?

**Step 3** -- Examine “Example of Indirect Instruction” (Borich pp. 206-209)

**Questions:**
1. Is Marty’s lesson on different economic systems a good example of indirect instruction? Why? Why not?
2. What are the benefits of this type of instruction?

**Step 4** -- Examine Figure 6.4, “Some Indirect Instruction Functions,” (Borich p. 207).

**Question:**
1. How many of these indirect instruction strategies did Marty use in his lesson? Give specific examples.

**Step 5** -- Skim read Borich pp. 210-227 and have students identify seven types of indirect instruction strategies, explaining how each strategy is “indirect.”

**Step 6** -- Activity: Working in subject area pairs have students identify one example of a lesson that employed a direct instruction strategy and one lesson that employed an indirect instruction strategy. Have pairs outline lessons on chart paper and present to class – for explanation and for critique by class.
Discussion Question:
1. How can each of these approaches to instruction (direct and indirect) be valuable to teachers?

Step 7 — Activity: Examine Table 6.2, “Sample Events Under the Direct and Indirect Models of Instruction.”

Questions:
1. What elements make the lesson direct instruction?
2. What elements make the lesson indirect instruction?

Materials & Resources:
- Borich, Chapter Six: “Indirect Instruction”
- Handout: Teaching Continuum

11. Questioning Strategies

Objectives:

Students will:
1. Explain the purpose of questions.
2. Differentiate between convergent and divergent questions.
3. Describe research on convergent and divergent questions.
4. Explain the importance of question sequence.
5. Describe the six levels of questioning in the taxonomy of questions.
6. Develop a sequence of questions on a topic in their subject field.
7. Write questions scaled to the levels of questioning in the taxonomy of objectives.
8. Explain the following questioning strategies: probes, wait-time, pupil participation, and language.
9. Describe common problems teachers experience in questioning and how these problems could be corrected.

Teaching Suggestions:

Step 1 — First, complete Observation/Participation Activity, “Questioning.” To be integrated into unit activities.

Step 2 — Question: From your observation of teachers, what is the purpose of questions?

Step 3 — Read Borich pp. 240-242 and discuss the following:

Questions:
1. What are convergent and divergent questions?
2. Give examples of convergent and divergent questions.
3. What does research say about convergent and divergent questions?
4. What is the importance of questioning sequence?

Step 4 -- Activity: Examine Table 7.3, "A Question Classification Scheme," in Borich pp. 247. First, quickly review Observation Activity on Questioning.

Questions:
1. What different kind of questions did the teacher ask? (easy, hard, thinking)
2. What are the six levels of questions in the taxonomy of objectives?
3. If we organize questions by lower level through higher level, which levels are lowest and which levels are highest?

Step 5 -- Activity: Have students skim the Handout: "Levels of Questioning." How does each example fit the category? Explain.

Step 6 -- Activity: Practice -- Working in pairs select a unit topic (e.g., Causes of the Civil War) and develop a sequence of questions from knowledge through evaluation. Have students put their question sequences on either chalkboard or chart paper. Discuss.

Step 7 -- Read Borich text pp. 254 – 262. Discuss the following questioning strategies: probes, wait-time, pupil participation, and language, giving examples of each.

Step 8 -- Brainstorm: Ask students to think about teachers they have had in recent years. What kinds of problems with questioning have you seen?

Step 9 -- Skim read Borich pp. 262-267 and list additional problems teachers have with asking questions. Discuss examples one, two and three on p. 263.

Step 10 -- Summary Questions:
1. What different types of questioning strategies does your mentor teacher use?
2. Are there any questioning problems frequently observed? If so, what solutions might you suggest?

Materials & Resources:
- Borich text, Chapter Seven, "Questioning Strategies."
- Handout: Levels of Questioning
- Observation Log: "Questioning"

12. Cooperative Learning and Collaborative Learning

Objectives:

Students will:
1. Explain the value of students working in groups.
2. Explain the difference between cooperative learning groups and collaborative learning groups.
3. Describe research results on use of cooperative learning groups.
4. List and explain the five steps for establishing a cooperative learning structure.
5. Explain and differentiate among the following cooperative learning groups: STAD, TGT, Jigsaw I, Jigsaw II, TAI, and other cooperative learning groups.
6. Participate in a cooperative learning activity (Jigsaw I) and explain the various steps to the process.
7. Identify the use of cooperative learning activity (Jigsaw I) and explain the various steps to the process.

Teaching Suggestions:

Step 1 - Discussion question: What is the value of working together in groups? What is the difference between a cooperative learning group and a collaborative learning group?

Step 2 -- Reflecting on your classroom observations, list several ways teachers have used groups? Which are cooperative learning groups? Which are collaborative groups? Explain.

Step 3 -- Activity -- Examine Figure 9.1, “Model of Cooperative Learning,” (p. 312). What are the research results related to cooperative learning? Discuss.

Step 4 -- Read Borich pp. 314-327, prior to class.
Questions:
1. What are the five steps to establishing a cooperative learning task?
2. Do any of your teachers use these five steps with their groups? Give examples.

Step 5 -- Cooperative Learning Activity Directions -- Using the Borich text, pp. 327-331, organize students into the following six Jigsaw I groups: STAD, TGT, Jigsaw I, Jigsaw II, TAI, and “other” groups. Each group has a person who takes responsibility for one of these topics. The six “experts” meet as a group to research, discuss and build knowledge of their topic. Once task is completed, each person returns to the original group and teaches their topic to the group. Students are tested (assessed) on understanding of each topic.

Step 6 -- Summary Discussion:
1. What is the value of these cooperative learning strategies?
2. Have any of your teachers used cooperative learning activities?
3. How well do they work?
4. Did they enhance academic achievement? Self esteem? Collaborative skills?

Materials & Resources:
13. Classroom Management

Objectives:

Students will:
1. Identify techniques teachers use in managing a classroom and disciplining students.
2. Describe the five types of power teachers have.
3. Explain which type of power works best for teachers.
4. Describe the four stages of group development and ways teachers can promote group development.
5. Identify and describe class climate.
6. Analyze discipline incidents and class management problems and suggest solutions to problems.
7. Develop a behavior management plan.
8. Develop a classroom management plan for the first day of classes.
9. Describe common errors of beginning teachers and solutions to these problems.
10. Describe the four goals of student behavior/misbehavior.
11. Design student discipline/misbehavior incidents.
12. Discuss the pros and cons of the humanist and applied behavior modification approaches.
13. List effective ways for working with parents when students misbehave.

Teaching Suggestions:

Step 1 -- First, Complete Observation/Participation Log on “Discipline and Class Management.” Discuss

Step 2 -- Read Borich, pp. 340-341,
Discussion Questions:
1. What are the five types of power teachers have?
2. Which two types of power work best for teachers?

Step 3 -- Read Borich, pp. 342-345, and Table 10.1, “Important Questions About Group Development.”
Questions:
1. What are the four stages of group development?
2. What can a teacher do to promote group development?
Step 4 -- Activity -- Given the 3 types of classroom climate in Table 10.2 in Borich p. 349, and working in pairs, have students describe the “climate” in at least two classes they have together. What category climate is evident in each class?

Step 5 -- First, Complete the Observation/Participation log “Discipline.” Discuss at least 4-5 student logs. What can we conclude?

Step 6 -- Discuss -- What is a Behavior Management Plan? What should be its component parts? Activity -- Working in pairs and having students use information from class observations and information in Figure 10.3 and Figure 10.4, develop a Behavior Management Plan with the following sections – Rules related to:
- classroom conduct
- violating rules
- academic work
- responding and speaking out
- homework
- getting class started
- getting out of seat
- finishing assignments early
- dealing with books, pencils and class materials
- dismissal

Step 7 -- Read Borich, pp 354-361, “Problem Areas in Classroom Management” and explain each of the following terms:
- monitoring student behavior
- with-it-ness
- making transitions
- giving/explaining assignments
- bringing closure
- safety valve

Give examples.

Step 8 -- Activity -- Have students brainstorm ideas for what they will do regarding classroom management on their first day as a teacher. Teacher lists ideas on chalkboard or overhead projector. Discuss.

Step 9 -- Activity -- Divide class into six groups of five students each. Give two groups the Handout: “Common Errors of Beginning Teachers” and two other groups the Handout: “Ten Ways to Create Discipline Problems.” Have students read the Handout and circle the six most important ideas. Discuss within group. Have each group share ideas with entire class, recording them on the chalkboard or overhead projector.

Question:
1. What are the most frequently repeated ideas (problems)?
2. What conclusions can we draw about discipline and class management?
Step 10 -- Teacher lecture using Handout: “Four Goals of Student Behavior/Misbehavior.”

Step 11 -- Working in pairs read the eight “Discipline Incidents” on Handout. Discuss your reaction to each incident. Teacher leads discussion and focus on key ideas/solutions to each Incident.

Summary Discussion:
1. How typical are these type of discipline incidents?
2. How does variety enter into teachers’ response to discipline incidents?

Step 12 -- Activity -- Divide students into pairs and have them design typical discipline incidents, as on the Handout just used. Share with class and discuss.

Step 13 -- Discuss the following quote by Thomas Aquinas, Thirteenth Century scholar: “Just because I disagree with you, does not mean I dislike you.” What are the implications of this quote for teachers? School administrators? Parents? Friends?

Step 14 -- Using Handout: “Managing a Classroom to Prevent Problems,” review the Handout. What suggestions would you add to improve this list?

Step 15 -- Discuss chart in Borich, p. 386, “Examples of Moderate and Severe Misbehavior and Teacher Response.”

Step 16 -- Read Borich, pp. 371-387,

Questions:
1. What are the key ideas and methods of the following approaches to classroom discipline?
   - The Humanist Tradition (Ginott)
   - The Applied Behavior Tradition (Glasser, Skinner,)
   - The Classroom Management Tradition
2. What are the pros and cons of each approach?

Step 17 -- Activity – Brainstorm how teachers typically interact with parents and parents interact with teachers (and the school)’. Teacher lists key ideas on chalkboard or overhead projector.

Questions:
1. How effective are these approaches listed on the chalkboard/overhead?
2. How could these approaches be improved?
3. Have you ever been present at a parent/teacher conference? How did you feel about this?
4. Was the conference productive? Explain.

Step 18 -- Examine the two lists on p. 392 of Borich, where there are two lists of four bullets each dealing with parent conferences. Could you add anything to these lists? Discuss.
Step 19 -- Review the “Three Aspects of a Culturally Relevant Classroom” on p. 396 of Borich text. Can we add any additional suggestions to this list?

Materials & Resources:
- Borich Chapter Eleven: “Classroom Order and Discipline.”
- Observation Log: Classroom Management.
- Observation Log: Discipline
- Handout: “Common Errors of Beginning Teachers.”
- Handout: “Some Thoughts Concerning Discipline.”
- Handout: “Ten Ways to Create Discipline Problems.”
- Handout: “Four Goals of Student Behavior/Misbehavior.”
- Handout: “Four Types of Attention.”

14. **Assessing Learners**

Objectives:

Students will:
1. List the varied ways teachers assess student learning and describe the pros and cons of each.
2. Describe the difference between a norm-referenced test and a criterion-reference test and the role of each in the assessment process.
3. Develop a test blueprint.
4. Describe the four types of objective test questions.
5. Describe the value and appropriateness of essay questions/tests.
6. Design an essay question test.
7. With the assistance of the mentor teacher help design a unit test.
8. Explain the purpose of portfolio assessment and the different types of portfolios.
9. Describe how the typical teacher organizes a grade book.
10. Describe the Maryland School Assessment program (MSA) and the Maryland High School Assessment (HSA)

Teaching Suggestions:

Step 1 -- **Activity** -- Organize students into groups of three. Have them select three of their high school teachers and list the varied ways these teachers assessed student learning. Teacher lists student ideas on chalkboard or overhead projector.

Questions:
1. Which approaches seem to be used most frequently?
2. Which approaches are your favorite? Why?
3. Which are your least favorite approaches? Why?
4. Why is student assessment necessary?
5. Is there any other form of assessment than student assessment?
Step 2 -- With the assistance of your instructor, interview selected teachers and school administrators regarding the purposes and procedures of the Maryland School Assessment (MSA) program and the High School Assessments (HSA). Discuss the following:

Discussion questions:
1. How are these two programs similar and different?
2. What are the consequences connected with each of these programs?
3. How do these assessment programs relate to “No Child Left Behind” (NCLB)?
4. How is your school implementing whichever program is appropriate?
5. How are other schools in your school system (examine at least two other schools) being judged in terms of these assessments?
6. As a student how do these tests affect you and your teachers?

Step 3 -- Read Borich, pp. 401-404. What is the difference between a norm-referenced test and a criterion-referenced test? What is the value of each?

Step 4 -- Examine the “Test Blueprint” on p. 405 of Borich. What is the value of a Test Blueprint? Discuss.

Step 5-- Read “Objective Tests” in Borich pp. 406-415, and examine Table 12.1 on pp. 414-415. What are the four types of objective tests?

Step 6 -- Pairs Activity -- Construct a chart featuring the four types of objective test questions and their advantages and disadvantages. Discuss.


Discussion Questions:
1. When are essay questions best used?
2. What are the advantages and disadvantages of essay questions? Essay tests?

Step 8 -- Pairs Activity -- Have students design an essay test question for the unit they are currently taking and apply the criteria for scoring in Borich, p. 419. Share test questions with whole class.

Step 9 -- Pairs Activity -- With the help of your mentor teacher design a unit test composed of the following:
- 10 True and False
- 10 Matching
- 10 Multiple Choice
- 10 Completion/Fill-In
- Choice of 2 Essay Questions

Once completed share your test with another pair of students and each pair critique the other’s test.

Step 10 -- Read “Portfolio Assessment” in Borich, 457-459, and discuss the following:
Questions:
1. What is portfolio assessment?
2. What are the different types of portfolios?
3. What is the purpose of portfolio assessment?
4. How does one decide what to put in the portfolio? Who decides?
5. What are “rubrics” and who creates them?
6. What are the “logistics” involved in creating a portfolio?
7. What should be in a portfolio for this course?

Step 11 -- Teacher Lecture/Discussion on Developing Report-card Grades and the Teacher’s Grade Book. First, have students survey at least 3 teachers asking them for the categories in their grade book used for determining grades. Share ideas with class. Compare and contrast with your mentor teacher’s approach? Does the school district have required elements for determining grades?

Materials & Resources
- Borich Chapter Twelve: “Assessing Learners: Objective and Essay Tests.”
- Borich, Chapter Thirteen: “Performance and Portfolio Assessment.”
- Observation/Participation Activity: “Assessing Student Learning”
- Chart: Types of Objective Test Questions – Advantages and Disadvantages
- Student Portfolio

15. Professional Development

Objectives:
Students will:
1. Refine their Portfolio based on reflection and additional learning in this course.
2. Describe the criteria necessary for a Maryland Standard Professional Certificate (SPC).
3. Describe the criteria necessary for a Maryland Advanced Professional Certificate (APC).
4. List and explain the different types of tests teachers must take to be certified.
5. State the difference between a Masters Degree and a Masters Equivalency.
6. List benefits available to public school teachers in Maryland.
7. Describe the similarities and differences in teachers’ unions (e.g., Baltimore Teachers’ Union) and professional associations (e.g., Baltimore County Public Schools).
8. Describe career opportunities in the teaching profession.

Teaching Suggestions:

Step 1 -- Organize students into groups of three and have them examine each other’s Portfolios, making suggestions for improvement. Afterward, teacher leads discussion and puts student suggestions on chalkboard of overhead projector. Portfolios are due at
the end of the course when a Portfolio Review will take place with teacher and school administrators serving as reviewers.

**Step 2** -- Have students read Handout: "Teacher Certification in Maryland and U.S.". Next, list criteria for a Maryland Standard Professional Certificate (SPC) and for a Maryland Advanced Professional Certificate (APC).

**Questions:**
1. What are the major differences between these two types of certificates?
2. Which Certificate requires a Masters Degree or a Masters Equivalency?
3. What are the renewal provisions for each of these certificates?
4. What kind of tests do teachers in Maryland have to pass in order to be certified? How do these tests differ?
5. What is the difference between a Masters Degree and a Masters Equivalency?
6. Which of these two do school system Human Resources Departments prefer teachers have?
7. What is a Resident Teacher Certificate (RTC) and how long is it valid?
8. What is a Provisional Certificate?

**Step 3** -- Organize students into groups of five and have each group survey all the teachers teaching on one grade level (e.g., all 10th grade teachers), determining the following:
- number of teachers with Standard Professional Certificates (SPC)
- number of teachers with Advanced Professional Certificates (APC)
- number of teachers on Resident Teacher Certificates (RTC)
- number of teachers on Provisional Certificates

**Step 4** -- Have each group report the results of their survey with teacher making a chart on chalkboard or overhead projector. Discuss. Is the situation in their school similar or different than the situation in other schools (ask your teacher)?

**Step 5** -- Have the faculty member who is the Baltimore Teachers' Union representative visit class and describe the similarities and differences in the two organizations and the pros and cons of membership in each organization.

**Step 6** -- Teacher distributes Handout: "Thinking About a Career with Baltimore County Public Schools." Have students read and discuss, with teacher clarifying items on the handout.

**Step 7** -- Have a school administrator visit the class as a speaker. Ask him/her to talk about how administrator certification is different than teacher certification and why that is necessary. Have him/her discuss the role of the school administrator. Also, ask him/her to discuss career opportunities in the teaching profession. Allow students an opportunity to discuss their questions with the school administrator.
FOUNDATIONS OF CURRICULUM AND INSTRUCTION

Observation/Participation Activities

1. Looking at Students and the School
2. Using Student Information
3. Shadow Study
4. Discipline
5. Classroom Management
6. Questioning
7. Curriculum Guides and Unit Plans
8. The Lesson Plan
9. Homework
10 The Teaching Continuum
11. Grades/Report Cards
12. Students with Special Needs
13. Small Groups
14. Educational Resources Activity
15. Microteaching Activity
16. Microteach Self-Evaluation

T-Acad-List-Obs-Part-Act
Observation/Participation Activity

Looking at Students and the School

As you observe in classrooms and the hallways watch the students.

- What do they look like?

- What do they wear?

- How do they act?

- What seems to influence how they act?

- What appears to interest them (in class and outside of class)?

- Describe them.

- What evidence of peer group do you see? How does it work?

- Note the culturally diverse nature of the student and faculty.

- Visit your school guidance counselor to check your perception about the culturally diverse nature of the school and the school community.

- Compare what you see in your classroom with the school overall.

* What have you learned?
Observation/Participation Activity

Using Student Information

Ask your mentor teacher to help you gain access to the “permanent file” of an anonymous student. These are generally located in your school Guidance Office. If it is impossible to gain access to the “permanent file,” even with the assistance of your mentor teacher, arrange to interview a guidance counselor to gather the information below.

- What standardized tests were given?

- What were the results?

- Assuming this was your student, analyze the test results in terms of implications for selection of materials, grouping and teaching strategies.

- What other information is kept in the students’ file?

- Can students and parents access this “permanent file?”

- Again, assuming this is your student, how could you use this information as you interact with the student in the classroom?

- Under what circumstances has your mentor teacher made use of the information from this “permanent file?”

- What are some of the advantages and disadvantages to using this information in the “permanent file?”

- What have you learned about the student’s “permanent file” and how it can be of assistance to teachers?

T-Acad-Obs-Stud-Info
Observation/Participation Activity

Shadow Study

With the assistance of your mentor teacher identify a section of his/her students and arrange with these teachers to observe their class for 3 consecutive class periods (for example, class periods one through three). Script out the teacher's lesson plan, and, as you observe, answer the following:

- How do these teachers settle the class down and begin class?
- Are there similar/different approaches used by each teacher? Explain.
- What classroom rules/procedures does each teacher have?
- How effective are these procedures?
- How does each teacher deal with student lateness? What procedures are most effective?
- Are there any discipline or classroom management problems? If so, how do teachers address these problems? Are their approaches similar/different?
- Does the class behave differently one teacher to the next? Explain.
- Do teachers use mostly student-active instruction or student-passive instruction or a mixture of both? Give examples.
- Which approach to instruction seems to best fit each lesson? Explain.
- How does the teacher introduce the day’s lesson topic? Is it motivating?
- Could anything be done to make the lesson more motivating?
- Are lesson objectives clearly stated and visual during the lesson?
- Is there a conclusion or summary around the lesson objectives?
- How does each teacher bring the lesson to a close and dismiss students? Are teacher approaches similar or different. Give examples.
- Do students respond differently with your mentor teacher that with other teachers you observed? Explain.
- What have you learned by observing these three teachers teach the same class of students? Explain.
Observation/Participation Activity

**Discipline**

Select one incident during which you observed a teacher finding it necessary to discipline a student.

- What happened?

- What did the teacher do?

- What did the student do?

- What was the result?

- Does the school have a policy concerning this discipline incident?

- What is your reaction to the incident?

- What would be an alternative course of action for all parties (students and teacher)?

- Explain which course of action you think would have more lasting and positive effects?

- Explain which course of action would better encourage self-discipline on the part of the student?

* What have you learned?

T-Acad-Obs-Discipline
Observation/Participation Activity

Classroom Management

In your visits to teachers' classrooms look for the following:

- Techniques teachers use to settle students down and get class started.

- Techniques used at class dismissal.

- Evidence of classroom rules and procedures.

- How students respond to teacher comments/questions.

- How materials are distributed.

- How students address each other and the teacher.

- How and when homework is assigned and discussed.

- How and when homework is used in class.

- How and when homework is collected and returned.

- How teachers deal with violation of class rules and procedures.

- Respect -- How do students treat each other? The teacher? Other faculty?

- What have you learned?

T-Acad-Obs-Class-Mgmt
Observation/Participation Activity

Questioning

Spend one class, focusing on teacher questions.

- Write down each question asked?
- Can you identify different types of questions?
- If so, how would you label these different types?
- How many students were called upon to answer?
- What kind of response did students give to teacher questions?
- What kind of response did the teacher have to students?
- Do students raise their hands to respond to teacher questions? If not, how do they respond?
- How clear were the teacher’s questions? Was there any confusion with questions? If so, how did the teacher handle this?
- How did the teacher respond to incorrect answers by students?
- How did the teacher respond to correct answers by students?
- How did students respond to incorrect answers?
- Did students ever ask the teacher questions? Can you give an example? How did the teacher respond to student questions?
- What have you learned?
Observation/Participation Activity

Curriculum Guides and Unit Plans

With the aid of your mentor teacher examine the curriculum guides available in your subject area and at your school.

- Are curriculum guides available in other subject areas beside yours?
- Who develops these guides?
- When are they written?
- How frequently are they revised?
- How are they organized – by sections?
- What information is in the guide to help the teacher?
- Is there a sequence of curriculum guides from one grade to the next? If so, list out the sequence.
- How do teachers use the curriculum guides?
- What if there is no curriculum guide? What/who provides direction for teachers?

Select one grade level from the curriculum guide to examine in detail.
- What is a resource unit?
- What are the unit titles in the curriculum guide?
- Into what sections is a unit subdivided?
- Are there special sections for teachers? If so give an example.
- What is the unit’s introductory activity? Does it serve as a motivation for the unit of study? Can you think of another activity to introduce the unit?
- Describe one interesting developmental activity in the unit.
- To what extent does the unit allow students to engage in active learning?
- How might this unit’s activities be characterized by type (e.g., student-centered, teacher-centered, or by cognitive, affective and/or psychomotor)?
- How does this unit relate to students’ life outside of school?
- Could students with culturally diverse backgrounds relate to this unit?
- Does the unit provide opportunities for student individual differences? Could you suggest some?
- Would you want to teach this unit? Explain why. Why not?

- What have you learned about curriculum guides and unit plans?
Observation/Participation Activity

The Lesson Plan

As you observe your mentor teacher script out his/her lesson

- Compare/contrast your mentor teacher’s plan with the Handout: “Lesson Plan Organizer.”

- How is it similar or different from this “Lesson Plan Organizer?”

* List the perceived objectives and discuss your perceptions with your mentor teachers’ intent.

- How might the lesson be characterized by types of objectives (e.g., Bloom’s levels of objectives: cognitive, affective and psychomotor)?

- How else could this lesson be taught while still using the same objectives?

- What active learning strategies were used?

- What others could be used?

- What happened at conclusion of the lesson?

- Was there any reference back to the lesson objectives? If so, how?

- Did the teacher make any provisions if the lesson ended early? If so, what?

- If the lesson ran overtime, how did the teacher handle that?

- What have you learned about Lesson Plans?
Observation/Participation Activity

Homework

Attach one of your mentor teacher’s homework assignments. Complete the assignment.

- How did the assignment relate to the objectives of the class?

* Did the assignment serve as reinforcement or review of content, or did it ask students to apply and extend knowledge or skill learned in class to new situations?

- Will students have enough time and appropriate resources to complete the assignment, as given?

- Were any provisions made for individual differences?

* Could you suggest one?

* Create one alternative assignment appropriate for the lesson, making sure that you allow for individual differences.

- How frequently should homework be given?

- What is the value of homework?

- What type of homework is best? Explain.

- How did students respond to teachers giving homework?

- What have you learned about homework?
Observation/Participation Activity

**The Teaching Continuum**

Where is your mentor teacher on The Teaching Continuum? Explain with specific references to teaching techniques employed in his/her classroom.

<table>
<thead>
<tr>
<th>Student-Centered Instruction/ Active Student Involvement</th>
<th>Teacher-Centered Instruction/ Passive Student Involvement</th>
</tr>
</thead>
</table>

- What other teaching techniques could be included to result in more active student learning?

- Under what circumstances could you justify a teacher-centered approach in your discipline?

- What do you believe a teacher-centered instructor would define as the role of teacher in your discipline?

- How would a student-centered instructor define this role?

- Where do you see yourself on The Teaching Continuum?

- What aspects of your personality could enhance or inhibit you from engaging students in active learning?

T-Acad-Obs-Teach-Continuum
Observation/Participation Activity

Grades/Report Cards

- How does your mentor teacher have his/her grade book set up?
- What kind of information is contained in the grade book?
- What types of activities are graded?
- How much weight is given to each activity/assignment?
- Does your mentor teacher give any consideration to effort, class participation, academic improvement, or attendance in determining report card grades?
- How are end-of-year grades established and by whom? Are end-of-year grades subject to review by other school personnel?
- Do teachers ever meet to discuss individual and class progress during the school year? At the end of the school year?
- If so, is anyone else present? What is the purpose of these meetings?
- Does the school (or school system) have a formal policy regarding the assignment of grades, for example, minimum standards for passing, receiving an A grade or a F grade, or limit on days absent before giving F’s?
- Other than grades, what additional information appears on report cards?
- Does your school have “interim” or “mid-semester” grade forms? If so, how do students and parents receive them?
- What is their purpose? Who makes them out and how are they distributed?
- What have you learned about grades and report cards?
Observation/Participation Activity

Students with Special Needs

- What types of students with special needs are in the classes you observe (e.g., learning disabled, physically handicapped, language varied, gifted and talented, disadvantaged, other)?

- Ask your mentor teacher to share with you an IEP (Individualized Education Plan) and discuss with you how they are used by teachers. If your mentor teacher does not currently teach students with special needs, arrange to visit other classes and resource specialists to complete this activity.

- How many students with IEP’s does your mentor teacher have overall? How many by section?

- What is the role of the school resource teacher(s) for these students?

- Is there a resource teacher assigned to any of your mentor teacher’s sections? If so, describe how she/he interacts with students.

- What adaptations in instruction are made by your mentor teacher for these students?

- How do “inclusion” students respond to these adaptations?

- What are the effects “inclusion” has had on teachers, non-handicapped students, and “inclusion” students?

* What have you learned about students with special needs?

T-Acad-Obs-Special-Needs
Observation/Participation Activity

Small Groups

- Describe how your mentor teacher uses small groups.
- What criteria are used to assign students to groups?
- What directions were given? Were directions clearly understood by students?
- How many students are in each group?
- What roles are assigned to each student in the group?
- What is the role of the teacher as the group functions?
- How does the teacher debrief the groups?
- How did students respond to the activity?
- What was particularly effective during group work?
- Why did the teacher select group work to accomplish this activity?
- If your mentor teacher does not use small groups, how might they be incorporated into your subject area?
- In addition to cognitive learning, what benefits are accrued during group work?
- Were these benefits evident in the group activities you observed? If so, explain.
- What have you learned about small groups?
Educational Resources Activity

During the semester you will be required to explore two resources that will provide information to help you as a classroom teacher. These two resources are the Internet and professional education journals. It is important for a teacher to be aware of the many resources to help you develop meaningful lessons for your students.

The purpose of your examination of these resources is to locate ideas for classroom “activities” (descriptions/suggestions for what students can do during the course of a lesson that will motivate them to learn). In other words, your search should focus on materials that provide you with practical suggestions you can readily implement in your classroom teaching. You must find information that relates directly to the classroom and can be used in your lesson plans.

Professional journal articles can be found through the on-line databases available through “Research Port” at Cook Library’s (http://cooklibrary.towson.edu/), typical examples are The Phi Delta Kappan, Educational Leadership, Elementary Principal, National Association of Secondary School Principals, and American School Board Journal. Once you have selected an article and write it up according to the directions below, be sure to include a copy of the article.

Internet resources – There are numerous websites related to the field of education that provide information about activities for the classroom. Your search should focus on Internet resources which relate to your specific teaching field, e.g., social studies, English, math, science, elementary education or early childhood education. When you turn in this portion of the assignment, include a printed copy of the WebPages you consulted, making sure to include the title of the WebPages consulted and the complete URL. The following website can be consulted to find an appropriate Internet site for this project. (http://www.towson.edu/~vocke).

Directions for Assignment -- Your review of each resource should be 2-3 pages in length and should include the following:
1) Identify the topic examined,
2) Summarize the major ideas contained in the resource,
3) Describe how you might implement the suggestions made in the article/web page in your classroom teaching (consider the topic you are selecting for your unit plan and lesson plan). Should you feel that the suggestions are of limited value, explain your reasoning. For your journal article, be sure to identify the author of the article and other appropriate reference information according to the format in the Publication Manual of the American Psychological Association (see example below):

Microteaching Activity

Microteaching is a way to simulate the teaching situation in a course such as ours. It requires that each student assume the role of the “teacher” and present a brief lesson (thus the “micro”) on a limited topic, concept or skill. The time limit on each microteach lesson will be twenty (20) minutes. The “students” involved in your microteaching lesson will be your peers in this class. You will be videotaped, and peers will critique each microteach. You will be required to turn in a formal self-evaluation of your microteach.

Requirements for Your Microteach:
- Lesson presentation must not exceed 20 minutes
- Prepare a lesson plan in your subject field in advance (provide the instructor with a copy) that includes:
  - the lesson topic
  - statement of the objective of the lesson (what has the class learned or be able to do at the end of the lesson?)
  - a lesson set, transitions, and a closure
  - an explanation of the procedures to be employed that help students meet the objective
  - a list of materials needed for completing the lesson (if you need A.V. equipment or duplicated copies of materials make arrangements ahead of time)
  - the lesson presentation must be complete and have meaning in and of itself
  - be sure to open your lesson (establish set, utilize motivational activities)
  - develop the lesson fully (time is short so narrow down your presentation to incorporate the most important points about your topic; use examples and illustrations).
  - Provide visual reinforcers or practice exercises that help reinforce the information presented
  - Close the lesson (review major points, allow students to demonstrate what they have learned)

Time will be provided in class for you to discuss with your classmates your microteach and to debrief your teaching performance. You must submit a written self-evaluation of your microteach after you view your videotape. Keep in mind that the main purpose of this activity is to provide you the opportunity to experience delivering an organized lesson (although a brief one) and reflecting on the experience.

T-Acad-Microteach
Microteach Self-Evaluation

Purpose – Keep in mind that the main purpose of the microteach was to provide you the opportunity to experience delivering an organized lesson and reflecting on the experience.

Your self-evaluation should contain:

1. The greatest strength of your lesson.

2. One thing you would change if teaching the lesson again.

3. One (or more) things you learned from this teaching experience.

4. A summary of the feedback you received from your peers and how that feedback was of value to you.

T-Acad-Self-Eval
General Objectives

"Banks and Their Services"

1. To understand that banks help to stabilize the economy.
2. To understand how banks serve the everyday business needs of the community.
3. To understand how the Federal Reserve System meets the needs of our modern economic life.
4. To learn that depressions stem from a series of economic fluctuations.
5. To understand how depressions may be avoided.
6. To develop an appreciation for the many services offered by a bank.
7. To understand the historical significance of banks.
8. To understand the different types of banks present in our banking system.
9. To learn how to make out a check.
10. To understand how to balance a checkbook.
11. To understand how to apply for a loan.
12. To understand the basic principles behind compound interest.
13. To know the main idea behind a credit check.
Observation/Participation Activity

The Teaching Continuum

Where is your mentor teacher on The Teaching Continuum? Explain with specific references to teaching techniques employed in his/her classroom.

Student-Centered Instruction/
Active Student Involvement

Teacher-Centered Instruction/
Passive Student Involvement
Confronting prejudice, responding to incidents of intolerance or name-calling, is done in the overall context of human feelings, and respect. Talking about it—and knowing that they will not be attacked while talking about it—is essential (Olsen and Mullen 1990).

According to Krathwohl, the final stage in value development is “characterization by a value complex.” This simply means that a value such as sensitivity becomes an integral part of the personality. This is certainly true of the teachers in the examples above. Sensitivity is so much a part of their personalities that they are able to display it even when they must tell their students that the values they see displayed around them are inappropriate.

It is the rare individual who possesses all the attributes of the effective teacher (listed in table 2.1, pp. 48–49), but many of them can be developed through teacher-training programs, reflective reading, and careful observation.

**Teaching Style**

If we look back to the anecdotes at the beginning of the chapter, we see two effective teachers who approach teaching in very different ways. Both have a similar goal, which is to ensure that their students succeed at the highest possible level. However, each achieves this goal in unique ways based on his or her background, values, knowledge of subject matter and students, understanding of the environment in which he or she teaches, and ability to impart information. Each has developed a personal teaching style.

According to Louis Rubin, the author of *Artistry in Teaching*, every teacher has a special way of doing things, a manner or style that makes the teacher

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**Table 2-2**

Teaching Styles by Broad Categories

<table>
<thead>
<tr>
<th>Instructor-Centered Style</th>
<th>Student-Centered Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor-Centered</td>
<td>Student-Centered</td>
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<tr>
<td>Bergquist and Phillips 1975</td>
<td>Bergquist and Phillips 1975</td>
</tr>
<tr>
<td>Task-Oriented</td>
<td>Inferential</td>
</tr>
<tr>
<td>Fischer and Fischer 1979</td>
<td>Blue 1986</td>
</tr>
<tr>
<td>Emotionally Exciting or Nonemotional</td>
<td>Child-Centered</td>
</tr>
<tr>
<td>Fischer and Fischer 1979</td>
<td>Fischer and Fischer 1979</td>
</tr>
<tr>
<td></td>
<td>Teacher-Student-Centered Style</td>
</tr>
<tr>
<td></td>
<td>Cooperative Planning</td>
</tr>
<tr>
<td></td>
<td>Fischer and Fischer 1979</td>
</tr>
<tr>
<td></td>
<td>Content-Student-Centered Style</td>
</tr>
<tr>
<td></td>
<td>Learning-Centered</td>
</tr>
<tr>
<td></td>
<td>Fischer and Fischer 1979</td>
</tr>
</tbody>
</table>

Many educational researchers, listed here, have organized teaching styles first into broad categories, then into various approaches within those categories. Not any one of the teaching styles has proven to be exclusively effective.
what he or she is. Rubin further claims that every instructional goal can be accomplished in a variety of ways, depending on one's values, self-image, and conception of the teaching role. The teacher's manner or style evolves over a period of time from experience and involves the individual's personality, talent, and ideology. Christine I. Bennett, author of Comprehensive Multicultural Education: Theory and Practice (1990), defines style as the "teacher's characteristic approach, whatever the method used" (p.165). This personal style nourishes the effective teacher.

Diane Ravitch, a professor at Columbia University and former assistant secretary and counselor to Secretary of Education Lamar Alexander, writes in The Schools We Deserve: "Teachers do things in the same way because they all came up through the years of the same type of schooling—they 'model' their own teachers" (1985, 68–69). John Goodlad's extensive three-year study of 1,350 teachers in thirty-eight very different schools seems to confirm Ravitch's point. All these teachers used methods that were more similar than different. However, Goodlad's study also concluded that "able teachers, under favorable circumstances, do make an important difference in students' learning, especially in those areas not likely to be attended to in the family" (1984, 167).

On the other hand, Barbara B. Fischer and Louis Fischer, researchers on teaching and learning styles, claim that one of the reasons educators such as Ravitch and Goodlad frequently make the assumption that most teachers teach alike is that they tend to think in terms of teaching methods rather than teaching styles.

Teaching methods include such techniques as lecturing, asking questions, grouping students, conducting discussions, assigning readings, and giving homework and tests. Most teachers use all these methods at one time or another. A teacher's style is not the specific methods employed but is, instead, the unique way in which the teacher organizes and uses these methods. For example, two teachers may employ the teaching method of discussion. One teacher acts as the discussion leader, asking directive questions that lead to specific, planned answers. The other allows the students to direct the discussion. This teacher may begin the discussion with an open-ended question and only reenter it to suggest opposing views or alternative solutions or problems. The first teacher expects specific answers from the students; the second wants the students to come up with as many answers as possible. Each teacher's individual style will determine the discussion technique she or he is likely to employ.

Teaching style, as described by the Fischers, is a "pervasive quality in the behavior of the individual, a quality that persists though the content may change" (p. 245). In other words, two teachers may present the same material but in totally different ways. For example, one may teach the causes of the Civil War by using a simulation in which students play the roles of various social and political groups and attempt to determine the causes of the war based on their interactions. Another may have the students read from a variety of sources to determine the causes of the Civil War. The goals and the content are the same; however, each teacher achieves the goals in a unique way. Therefore, we can say teaching style is the direction taken to achieve the goals—how content is organized, emphasized, and delivered.

**CATEGORIZING TEACHING STYLE**

In order to understand how individual teachers teach, many educational researchers have attempted to create broad categories under which to group various teaching styles. The five broad categories are instructor centered, content centered, student centered, teacher-student centered, and content-student centered. Within these broad categories, other researchers have described several specific teaching approaches.
INSTRUCTOR-CENTERED TEACHING STYLES

Instructor-centered teaching styles imply that the teacher is at the center of the instruction, making decisions regarding what material is presented and who must learn the material. The teacher may be seen as model of the way in which a learner should approach a particular field or subject. The teacher may be viewed as an ego ideal and a socializing agent. Ana Maria Schuhmann (1992), in the article “Learning to Teach Hispanic Students,” says that teachers using instructor-centered styles with multicultural students must communicate clearly when specifying tasks and presenting new information, using outlines, explaining the material, and demonstrating solutions to problems. Further, says Schuhmann, they should monitor student success and provide immediate feedback. Instructor-centered teachers are sometimes dramatic in discussions and lectures with the focus on their interpretation of the material. Therefore, evaluation of students is usually more subjective, with both cognitive (development of concepts) and affective (development of values) orientations to the content and the presentation (Bergquist and Phillips, 18).

According to Fischer and Fischer, one specific approach within the instructor-centered teaching style is the task-oriented style that assumes “teachers prescribe the materials to be learned and demand specific performance [related to teacher-determined competencies] on the part of the students.” Learning is frequently defined and charted on an individual basis. An explicit system of accounting keeps track of each student’s progress (p. 250).

CONTENT-CENTERED TEACHING STYLES

Three specific teaching approaches within a content-centered teaching style assume the importance of content. A content-centered teaching and learning approach as described by Bergquist and Phillips implies that the primary task of instruction is to cover the material of the course or subject in a coherent and systematic manner emphasizing student acquisition of the material. The teacher is viewed as an expert or a formal authority; the goals of the course are based on the demands of the material. The teacher’s primary methods are lectures and formal discussions. The students’ knowledge is usually measured objectively (p. 18).

An expository teaching style, according to Terry Blue, a writer and researcher for the National Education Association, involves a variety of lecturing techniques, lecture-recitation being the most prominent. Directive questioning is an important aspect of the expository style as much as a strong reliance on textbooks and structured assignments is. Most of the talk in the classroom is teacher-oriented. Teachers impart information, keeping sequence and content under their control. The sequence is determined by the text and subject matter. Teachers are openly didactic, appeal to the learners’ rationality, and don’t believe that learners can be left to their own devices. The major goal of expository-style teaching is academic achievement (pp. 55–56).

A teacher engaging in a subject-centered style focuses on the content nearly to the exclusion of the learner. The goal of this type of teaching style is to “cover the subject,” even if the student does not learn (Fischer and Fischer, 251). This classification is very similar to Bergquist and Phillips’s content-centered teaching style, but there the student’s learning is central.

STUDENT-CENTERED TEACHING STYLES

Student-centered teaching and learning implies that the teacher is a facilitator and has a person-to-person relationship with each student. This style places a heavy emphasis on learning contracts drawn up between student and teacher...
that define goals, resources, and means of evaluation. Instruction is tailored to
the needs of the student. Student-run group discussions, role playing, simu-
lations, fieldwork, and independent study are key instructional methods. This
style emphasizes student-to-student and student-to-teacher interaction. Stu-
dent experience is an important component. Both cognitive and affective goals
are emphasized (Bergquist and Phillips, 32).

Teaching style in multicultural classrooms involves teachers providing stu-
dents with ways to learn that are most in harmony with their cultural back-
grounds. For example, Christine Bennett points out that Native American stu-
dents often prefer working individually at their desks or in small cooperative
groups where the teacher is a facilitator. Thus, small-group or individual in-
struction tends to be far more effective with them than large-group instruction.

The inferential style, as defined by Terry Blue, is primarily student
centered. The teacher employs inquiry, discovery, discussion, simulations,
values clarification, brainstorming, and independent study. The classroom of
the inferential-style teacher is characterized by communication in which the
teacher (sender) attempts to see the students’ (receivers’) points of view. The
teacher encourages self-directed activities, delegates control to students when-
ever and wherever possible, attempts to allow for the students’ psychological
needs, engages the learners’ sympathy, resorts to heuristic methods (use of
experiment and trial and error), and believes that learners, with guidance, can
educate themselves. The goal of this type of instruction is learner indepen-
dence. In multicultural classrooms in which this style is used effectively,
according to Daniel D. Drake in the article “Student Diversity: Implications for
Classroom Teachers” (1993), teachers provide opportunities for critical think-
ing and problem solving, using questioning techniques that personally in-
volve the students and permit them to respond in a way that reflects their
Cultural diversity.

The child-centered teaching style, in its purest form, according to the
Fischers, requires the teacher to provide a structure within which children can
pursue whatever interests them. Thus, the curriculum emerges from the
children’s interests. This classification is similar to Bergquist and Phillips’s
student-centered teaching style, but in that style the curriculum does not
emerge from the children; it is planned by the teacher.

For example, in a child-centered classroom in northern Florida Amelia
Cano, a third-grade teacher, arranges a walking field trip each Monday
morning based on interests expressed by the children. One Monday morning
the third-graders, Amelia, the classroom aide, a student teacher from a local
university, and several parents walk to a nearby McDonald’s. On the way,
they discuss how the sidewalks change from cracked ones near the school to
smooth ones near the restaurant. The students wonder why, and Amelia asks
Tim Lucas, the student teacher, to try to arrange visits to the city offices and,
perhaps, a city council meeting.

Also on the walk they pass a car dealer. Several of the children comment on
the new models in the lot and wonder how much they cost. One little boy
says, “I bet that Audi convertible costs at least $1,000.” Amelia smiles and
responds, “At least!” She mentions to Moyra Christiano, the aide, that they
might want to plan a trip to the car dealer on another Monday morning.

The children talk to the restaurant manager about how the food is
prepared, how much is prepared, and by whom. A city health inspector
arrives at McDonald’s, and the assistant manager tells the class how she
grades the restaurant. The children talk to her about how to apply for jobs; she
shows them a job application and talks about what it takes to become a part of
the “McDonald’s family.” The children ask about Ronald McDonald and other
promotional programs, and the assistant manager talks about them. One of
the children wants to know more about Ronald McDonald Houses because he
Week's lessons based on field trip

Both the teacher and student plan instruction

Balance between material and needs of student

knows a child whose family stayed in one when his friend was in the hospital. Amelia jots down a note for future reference.

The children leave McDonald’s with lots of promotional literature, a nutritional chart, job application forms, coloring books, and a treat for each child. All of this material becomes the focus of this week’s lessons. In social studies, the students discuss the city government, including such things as: How are decisions about sidewalk paving made? What do health inspectors do? Why do they do it? What kind of education do you need to become a health inspector? In mathematics, the children compute how many pounds of hamburger meat they need to make enough hamburgers for one day at the local McDonald’s. In language arts, they read the comic books and write stories about Ronald McDonald. They also read books about other clowns and watch, discuss, and write about McDonald’s television commercials. They search for poems about food and eating, and a group of children create a bulletin board with the poems and their illustrations. In science, the students discuss what kinds of things are important to health in a restaurant. Two of the children call the city health department to invite a health inspector to come and visit the class. Also in science, the students study the nutritional chart and discuss what is needed for good nutrition. They decide it would be fun to keep a log of what they eat for a week and see how nutritious their diets are. One little girl says, “It would really be fun to log the food they serve at breakfast and lunch in the cafeteria.” Amelia suggests that a small group work on it. Later in the day, she meets with the group to discuss the best way to accomplish the task. She writes Moyra a note saying that it would be good to use the student logs on food served in the cafeteria as the basis of some lessons on graphing next week and asks her to begin putting together information about graphing.

**Teacher-Student-Centered Teaching Style**

In the teacher-student-centered teaching style both the teacher and student share equally in the planning of instruction. In this cooperative planning teaching style, teachers plan “the means and ends of instruction with student cooperation” (Fischer and Fischer, 250). Teachers encourage and support student participation in the learning process and, in guiding students’ learning, listen to their needs with respect.

Toni Bowman, an elementary school teacher in Davis, California, provides the following example of a student-teacher planned unit that illustrates how students learn to take responsibility for their world at the same time that they learn important mathematical and social skills.

I want students to feel that working together they can make a difference. This year we worked on a rain forest project for Earth Day. They raised $270 for the rain forest and sent it to the Nature Conservancy to buy acres of the rain forest. My kids were able to purchase 9 acres, which is about the size of our school site. We could go outside and stand and look at the school grounds and say “This is how much rain forest we put into conservation.” They raised the money by bringing aluminum cans for recycling and also by having a toy recycling project where everyone brought toys and we sold them to each other. We were amazed that the quarters and dimes and nickles and pennies really added up to quite a bit of money. I do something every year that focuses on them giving out to the world. It’s important. (Olsen and Mullen 1990)

**Content-Student-Centered Learning Style**

Content-student-centered learning styles balance the objectives of the material to be learned with the needs of the students. The learning-centered teacher has equal concern for the students, the curricular objectives, and the
material to be learned. These teachers reject the “overemphasis” of the child-centered and subject-centered styles. The goal is to assist students, whatever their abilities, to achieve academically as well as to develop autonomy in learning (Fischer and Fischer, 251). A study conducted in 1993 by the National Coalition of Advocates for Children, determined that this style is effective in multicultural classrooms because it allows teachers to match the content of the curriculum to the varying rates of student development and to the backgrounds of students, particularly low-income, minority, and limited-English-proficient children (p.110).

Knowing the broad categories of teaching styles allows us to understand how the various approaches facilitate learning. Yet, as educator Donald C. Orlich says, "If there is one truism in teaching, it is there is no one way to teach anything or anyone" (1985, 5). In fact, the research indicates that, while there are many characteristics common to effective teachers, there is not yet one definitive style that will work for all teachers, in all situations, all the time.

**Influence of Effective Teaching Research on Teaching Style**

As effective teaching researchers visit classrooms, they attempt to determine whether one style contributes more to effective teaching than another. The results of their studies are, so far, inconclusive.

**Student-Centered Teaching** The research of Kenneth M. Zeichner (1993), Gloria Ladson-Billings (1993), Laurie Olsen and Nina Mullen (1990), and others found that student-centered teaching styles are as effective with students generally as they are with students of varied ethnic and racial groups in terms of developing positive attitudes, academic progress, and overall achievement. These students were encouraged to discuss their own cultural backgrounds and experiences as a first step in developing broader concepts. Jere Brophy and Thomas Good (1986) examined and synthesized earlier effective teaching research and reported that one important variable that contributed to student achievement was the involvement of students in organizing and planning their own instruction, an essential component of inferential and student-centered instruction.

**Instructor-Centered Teaching** On the other hand, studies conducted by Ana Maria Schuhmann (1992), Robert S. Soars and Ruth M. Soars (1978), Jane Stallings (1974, 1977, 1978), Carolyn Everson et al. (Junior High Study, 1980), as well as C. Denham and A. Lieberman (1980), as well as the Beginning Teacher Evaluation Study conducted between 1973 and 1977, determined that more direct, instructor-centered teaching benefits student achievement. In fact, Stallings's research on the teaching of basic skills (reading) in the secondary school study (1978) found a negative correlation between student achievement and student choice of activities, one of the most important elements of student-centered instruction. Why do studies on effective teaching disagree on which teaching styles are most likely to promote student achievement?

**Conclusion: Individual Teaching Styles** These studies of effective teaching seem to prove that, although successful teachers may possess many similar traits and characteristics, they do not necessarily use similar methodologies, nor do they have the same combination of styles. In other words, different styles of teaching are appropriate in different settings with different students. According to Schuhmann (1993), “Only recently have demands been made that teachers become more flexible and use a variety of teaching styles in order to respond to the diversity of learning styles among their students” (p. 161).
Summary of Effective Schools Research and Opinions, 1979–1994

1. A positive ethos
   Teachers and administrators are committed to teaching ethical behavior
   All students are special
   All students can master skills to succeed in school
   Good character is emphasized throughout the curriculum
   Standards for achievement are related to individual differences
   Lines of communication among administrators, teachers, students, parents, and community are kept open
   Students from varied backgrounds and cultures study and socialize together
   Required subjects, varied curriculum, and choices are available
   Teachers and administrators are role models for developing honesty and respect

2. A classroom climate conducive to learning
   Teachers, parents, and students are involved in decision making
   Students are more interested in learning than in sports and socializing
   Teachers spend more time on instruction than on controlling behavior
   Parents volunteer or keep in close contact with teachers
   Attendance is high
   Classrooms have few interruptions
   A caring, humanistic approach to furthering student development fostered

3. Clearly understood goals
   Students, teachers, parents, and administrators agree on goals for academic achievement and broad goals for the school
   Administrators and teachers monitor progress toward goals
   Students and teachers can verbalize the goals of the school

4. Effective teachers
   Teachers encourage self-directed learning
   Teachers are decision makers
   Teachers assess progress
   Schools recruit and keep knowledgeable and talented teachers
   Schools recruit and keep talented minority teachers
   Teachers use time wisely
   Teachers set objectives and learning strategies related to student needs
   Teachers use materials in addition to textbooks
   Teachers are firm but friendly
   Teachers are culturally sensitive

5. Clear and effective leadership
   Goals are established, agreed upon, and followed through on
   Policies and procedures are initiated and carried out
   A climate of high expectations for students and teachers is developed
   The staff members work hard and cooperate with one another
   Academic achievement is monitored
   Administrators seek retraining
   Leaders are innovators
   Leaders empower teachers
   Leadership is rooted in knowledge and skills and dedicated to good instructional practice and learning

6. Good communication
   Teachers are collegial
   Partnerships with local businesses and colleges are formed
   Relationships of trust are established
   Principals visit classrooms
Teachers have time during school day to communicate with one another
Parents are informed of student life and growth in school
Teachers respond to students' personal problems
Principal and teachers communicate with varied types of family units

7. Active student involvement
   Students participate in special interest clubs, sports, honor societies, student
government, and the performing arts
   Students tutor one another
   Students are assistants to teachers and administrators
   Students resolve disagreements through conflict management and negotiation
   Students are actively involved in the learning process

8. Positive incentives and awards
   Students receive honor awards and badges for academic achievement and other
   accomplishments
   Teachers of the year are recognized
   Students are given remedial attention if needed
   Parents recognize all teachers during Education Week
   Professional development days are provided for teachers and principals
   Schools have flexible semesters that provide academic incentives
   Schools are recognized as effective by national organizations or publications

9. Order and discipline
   Rules that are a happy medium between strong discipline and the growing
   student are established
   Rules are clearly stated to students and parents so that standards, rewards, and
   punishments are clearly understood
   There is follow-through on agreed-upon rules
   There are goals and programs to remove drugs and violence from the school
   A safe and orderly environment is established
   A mental health team of internal and external personnel work with students
   Students are actively involved in learning process and are intrinsically motivated

10. Focus on instruction and curriculum
    Schools have large media centers that students use
    More time is spent on instruction than on keeping an orderly classroom
    There is an emphasis on basic skills and academic subjects
    Technological innovations are implemented for all students
    There is a multicultural emphasis to the curriculum
    Standards on what students should know and be able to do are established
    Higher level thinking skills are emphasized
    Learning is applied to the real world
    Connections between disciplines are made
    Business partnerships sharing resources, expectations, and technology are forged

Sources: Brookover et al. (1977); Edmonds (1979); Wyne (1981); Brown (1984); Goodlad (1984); Ravitch
(1984); Grant (1985); Bennett (1987); Stedman (1988); Carnegie Foundation for the Advancement of Teaching (1988); Feinberg (1990); Hill, Foster, and Gessler (1990); Levine and Lexotte (1990); Lockwood
(1990); National Governors’ Association (1990); Shanker (1990); Banks (1991); Committee for Economic
Development (1991); Fiske (1991); Carne (1992); Cartwright and D’Orso (1992); Conrath (1992); Findley
and Findley (1992); Goeller (1992); Ladson-Billings (1992); Lexotte (1992); Little (1992); Martin (1992);
National Education Goals Panel (1992); Sizer (1992); Susan and Nixon (1992); Cartwright and D’Orso
(1993); Frenheit (1993); National Coalition of Advocates for Students (1993); Zeichner (1993); Banks
(1994); U.S. Congress (1994); Lichida, Cetron, and McKenzie (1996); Minicucci, Berman, Woodworth
(1995); Baye (1995); Weiss (1996); Pipho (1995); National Association of Secondary School Principals
(1996); Taylor and Bullard (1995); Bennett (1993).

In an effort to define an effective school, many studies have been conducted on those
schools that have already proven to be effective in one area or another. Rather than
arrive at one specific definition of an effective school, research has instead identified
qualities that cumulatively result in an effective school. These qualities are listed
along with specific practices that might be expected to be implemented.
Lesson Planning Organizer

<table>
<thead>
<tr>
<th>Class Description</th>
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<tr>
<th>Unit Title</th>
<th>Lesson Topic</th>
<th>Type of Lesson</th>
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Lesson Objective(s):

Objective 1 –

Objective 2 –

Assessment(s):

Assessment for Objective 1 –

Is this a formative or summative assessment?

Would you characterize this assessment as a traditional or performance assessment?

Why did you select this assessment strategy to measure student learning?
Assessment for Objective 2 –

Is this a formative or summative assessment?

Would you characterize this assessment as a traditional or performance assessment?

Why did you select this assessment strategy to measure student learning?

Materials Needed for Lesson

Lesson Development

<table>
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<tr>
<th>Teacher</th>
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<td>Transition</td>
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<tr>
<td>Activity 1 –</td>
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</table>

Key Questions

Transition
| Activity 2 – |
| Key Questions |
| Transition |
| Activity 3 – |
| Key Questions |
| Summary/Closure/Revisit Objective |
| Safety Valve |

**Reflection on assessment** – Assume that after you have taught this lesson and assessed student learning you find that students did not meet the objective(s). How would you plan future instruction on this lesson’s content and skills to ensure student mastery and application?
UNIT PLAN FORMAT

I. Introductory Information
   A. Subject
   B. Grade and ability level
   C. Unit title/topic
   D. Length of unit/time frame

II. Overview and Rationale
   A. Scope and major concepts
   B. Rationale -- brief justification for teaching this unit to this subject population

III. Objectives
   A. General objectives appropriate to content and projected activities
   B. Objectives should be labeled appropriately as cognitive, affective or psychomotor

IV. Subject Matter Content Outline
   A. Provide an outline of the major concepts and the order in which they will be addressed

V. Activities
   A. Must include initiatory, developmental and synthesizing (also called culminating) activities
   B. Must be appropriate to topic (i.e., develop your topic)
   C. Must be appropriate to grade and ability level of your students
   D. Connect each activity to your objectives by placing the number(s) of each objective in a parentheses at the conclusion of each activity description (e.g., #8)
   E. Must include a variety of approaches and methods
   F. Activities will vary in terms of time; give your best estimate in parentheses at conclusion of each activity (e.g., 15-20 minutes; ½ class; whole class; 2 days, etc.)
VI. Materials and Resources

A. For students
B. For teachers
   ▶ list a.v. materials
   ▶ list print materials
   ▶ list non-print materials

VII. Evaluation Procedures

A. Briefly list/describe the variety of ways you plan to evaluate student learning
B. Develop mock test items, as per directions of your instructor
LEVELS OF QUESTIONING

(From Bloom's Taxonomy of Objectives)

TOPIC/CONCEPT: Capitalism

1. KNOWLEDGE
   ex. "What is the definition of Capitalism?"

2. COMPREHENSION
   ex. "Can you, in your own words, explain the concept of Capitalism?"

3. APPLICATION
   ex. "What countries from among those listed do you believe have a capitalist economic system?"

4. ANALYSIS
   ex. "What factors distinguish Capitalism from Socialism?"

5. SYNTHESIS
   ex. "What would an economic system be like that combines capitalism and socialism?"

6. EVALUATION
   ex. "Using evidence of your own choosing, do capitalist or socialist countries have a higher standard of living?"
use cooperative learning strategies stress active communication among students and afford frequent opportunities for students to practice and improve their speaking and communication skills.

Seven Popular Cooperative Learning Strategies

What follows is a brief description of seven popular cooperative learning strategies, five emphasizing peer tutoring, and two group investigation. After reviewing them, consider how you might use each strategy, either in a daily lesson plan (e.g., fractions or long division) or with a unit of study in your discipline (e.g., "The Circulatory System" in biology or "The Great Depression and the New Deal" in social studies). Share your thoughts with a classmate. What new ideas did you obtain from your partner? (Did you notice we were using a Think/Pair/Share collaborative learning strategy here?)

Peer Tutoring Strategies

1. **Teams-Games-Tournament (TGT)**
   * Students assigned to learning teams of 4-5 members
   * Team members study together, trying to make certain every member knows material on worksheets
   * At week's end, teams compete with one another in simple learning games to develop team score
   * Rewards based on all members of team learning material

2. **Student Teams Achievement Divisions (STAD)**
* Uses same structure as TGT, but uses quizzes instead of games
* Takes less time for each lesson and is easier to use

3. **Round Robin**
* In groups of 5-6 each student, in turn, shares something with teammates
* This strategy is especially good for review of study questions or unit review

4. **Numbered Heads Together**
* Teacher asks a question
* In groups of 5-6, students consult with each other to see that everyone has the same (correct) answer
* One student is called upon to respond

5. **Inside-Outside Circle**
* Students stand in pairs in two concentric circles; inside circle faces out; outside circle faces in
* When given teacher's questions or a review question worksheet, students respond to one another checking each other's comprehension, while rotating to new partner with each new question

Group Investigation Strategies

6. **Jigsaw**
* Organize class into teams of 5-6 students
* Content to be studied (unit or part of a unit) is organized into 5-6 segments (30-36 students total)
* Each member of a team is assigned one aspect of the team's topic and becomes an "expert"
* "Experts" from each team meet to discuss their topic and further build expertise
* "Experts" return to original group and teach them their special topic
* Students are assessed on all aspects of topic

7. **Group Investigator**

* Topic of study (unit or other topic) is divided into subtopics (usually 4-5, or more)
* Each subtopic is assigned to a team (5-6 members)
* Teams divide topics into individual tasks (one for each member)
* Individuals do investigation and report back to group
* Group combines individual findings into a group report (written, oral or both), which is presented to class
* Students are assessed on all aspects of topic

It should be apparent that much responsibility falls to the teacher to provide opportunities to engage students in activities where they construct knowledge for themselves -- activities which engage students mentally and physically, in this case through the
JIGSAW PROCEDURES

I. Purpose

The jigsaw approach offers students an opportunity to cover more information on a given topic than they would be able to complete on their own, in the time available. It also allows the student to develop communication skills by sharing newly acquired information and ideas with other students. A potential weakness of the approach is that students' final understanding of the topic is dependent on the efforts of all group members. In other words, this approach requires 100% participation on the part of each student. It also demands highly coordinated teamwork.

II. Description

The class will be assigned two or more research topics. Each individual will complete a research assignment on one of the topics. Discussion groups will be formed consisting of three or more students representing each research topic. Each student in the discussion group will be an expert on a different research topic and will be responsible for communicating this research information to the other members of the group.

III. Procedures

1. The research assignment phase of the jigsaw approach will be completed on an independent basis.

2. The following procedures will be followed in the discussion groups:

   a. The student must give some prior thought to the method by which the research information will be presented to the group. This is very important because other students will be recording this information in a format which will be
designated by the teacher.

b. Students must be familiar with the information and may not read their research findings to the rest of the group.

c. Students may not exchange papers as a way of communicating information.

3. The teacher will designate the order in which the students will report their findings to the group.

4. Only one person may speak at any one time.

5. Appropriate questions may be asked during the presentations as long as students request permission to speak by raising their hands.
Cooperative Learning Groups

Jigsaw I
- Organize class into teams of 5-6 students
- The content to be studied (unit or part of unit) is organized into 5 or 6 segments (30-36 students, total)
- Each member of a team is assigned one aspect of the team’s topic and becomes an “expert”
- “Experts” from each team meet to discuss their topic and further build expertise
- “Experts” return to original group and teach their topic to rest of group
- Students are assessed on all aspects of topic

Jigsaw II (Group Investigation)
- Topic of study (unit or other topic) is divided into subtopics (usually 4-6, or more)
- Each subtopic is assigned to a team (5-6 teams)
- Teams divide topics into individual tasks, one for each member of team
- Individuals do investigation and report back to group
- Group combines individual findings into a group report (written, oral, or both), which is presented to class
- Students are assessed on all aspects of topic

Round Robin
- In groups of 5-6 each student, in turn, shares something (information) with teammates
- This approach is especially good for review of study questions or unit review

Numbered Heads Together
- The teacher asks a question
- In groups of 5-6, students consult with each other to see that everyone has the correct answer
- One student is called upon to respond

Think/Pair/Share
- Student write down their individual responses to a given topic or question (Think)
- Students share their writing with a partner, comparing their responses and adding additional ideas generated by their partner (Pair)
- The entire class discusses the topic with individual students freely participating, having already articulated their ideas with their partner (Share)

Inside-Outside Circle
- Students stand in pairs in two concentric circles; inside circle faces out and outside circle faces in
- When given teachers’ questions or a review worksheet, students respond to one another, checking each others’ comprehension while rotating to a new partner with each new question

T-Acad-Coop-Lrn-Gps
THINK, PAIR, SHARE

GROUP A

GROUP B

GROUP C

GROUP D

GROUP E
INSIDE-OUTSIDE CIRCLE
NUMBERED HEADS TOGETHER
OR
ROUND ROBIN

GROUP A

GROUP B

GROUP C

GROUP D

GROUP E
JIGSAW
STEP ONE AND THREE

GROUP A

GROUP B

GROUP C

GROUP D

GROUP E
JIGSAW

STEP 2

1. GROUP A
   3
   4
   5

2. GROUP B
   1
   3
   5
   2
   4

3. GROUP C
   1
   3
   5
   2
   4

4. GROUP D
   3
   1
   2
   4
   5

5. GROUP E
   1
   3
   5
   2
   4

6. GROUP F
   1
   2
   4
   3
   5
IMPLEMENTING COOPERATIVE LEARNING

The teacher's role in structuring cooperative learning lessons includes five major sets of strategies:

I. Making clear and specific objectives
II. Making decisions about learning groups
III. Explaining the task, goals and learning activities
IV. Monitoring and intervening to increase group effectiveness
V. Evaluation of group and individual achievement

The following 18 steps elaborate on these strategies and detail the procedure for structuring cooperative learning.

I. OBJECTIVES
   1. Specify Instructional Objectives

II. DECISIONS
   2. Decide on the Size of the Group
   3. Assign Students to Groups
   4. Arrange the Room
   5. Plan Instructional Materials to Promote Interdependence
   6. Assign Roles to Ensure Interdependence
   7. Explain the Academic Task
   8. Structure Positive Goal Interdependence
   9. Structure Individual Accountability
   10. Structure Intergroup Cooperation
   11. Explain the Criteria for Success
   12. Specify Desired Behaviors

III. MONITOR AND INTERVENE
   13. Monitor Student Behavior
   14. Provide Task Assistance
   15. Intervene to Teach Collaborative Skills
   16. Provide Closure to the Lesson
V. EVALUATION AND PROCESSING

17. Evaluating the Quality and Quantity of Student Learning

18. Assessing How Well the Group Functioned

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### WHAT IS THE DIFFERENCE?

<table>
<thead>
<tr>
<th>Cooperative Learning Groups</th>
<th>vs.</th>
<th>Traditional Learning Groups</th>
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<tbody>
<tr>
<td>Positive interdependence</td>
<td></td>
<td>No interdependence</td>
</tr>
<tr>
<td>Individual accountability</td>
<td></td>
<td>No individual accountability</td>
</tr>
<tr>
<td>Heterogeneous</td>
<td></td>
<td>Homogeneous</td>
</tr>
<tr>
<td>Shared Leadership</td>
<td></td>
<td>One appointed, assumed leader</td>
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<tr>
<td>Shared responsibility</td>
<td></td>
<td>Responsibility only for oneself</td>
</tr>
<tr>
<td>for each other</td>
<td></td>
<td>Only task emphasized</td>
</tr>
<tr>
<td>Task and maintenance</td>
<td></td>
<td>Social skills assumed and ignored</td>
</tr>
<tr>
<td>emphasized</td>
<td></td>
<td>Teacher ignores group functioning</td>
</tr>
<tr>
<td>Social skills directly taught</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher observes and intervenes</td>
<td></td>
<td></td>
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<tr>
<td>when needed</td>
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<td></td>
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<tr>
<td>Group processes, or evaluates</td>
<td></td>
<td>No group processing</td>
</tr>
<tr>
<td>its effectiveness</td>
<td></td>
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COMMON ERRORS OF BEGINNING TEACHERS

1. The teacher often plunges into the work before getting the attention of the entire class.

2. In case one pupil makes a mistake, the teacher often explains the correction directly to him instead of the entire class.

3. The teacher does too much explaining and answering rather than encouraging the entire class to feel a responsibility for the proceedings.

4. The teacher speaks in a low, unconvincing tone which gives the impression that nothing of importance is happening.

5. Teachers permit themselves to be "side-tracked" by irrelevant questions.

6. Teachers too often "parrot" the pupils' answers.

7. Teachers often talk "over the pupils' heads."

8. Concepts are often left before they are thoroughly understood by the students.

9. The wording of questions is often very poor.

10. Teachers recite the content on which the pupils are supposed to have been prepared, thus lowering class interest.

11. Odd mannerisms tend to detract student interest.

12. Pupils are permitted to recite individually to the teacher instead of discussing with the entire class.

13. Statements of students are replied to by a monotonous "all right," "o.k.", or "yeah."

14. Teachers talk too rapidly or too slowly.

15. Daily class routines are disorganized.

16. Teachers often write or draw carelessly on the board.

17. Teachers frequently fail to take into consideration the physical comfort of the pupils: temperature, ventilation, lighting, seating, etc.

18. The teacher tends to lose control of his temper and fails to see that in the long run a group may be conquered by courtesy.

19. Teachers do not "move", "bother", or "motivate" the students.

Summarized from Raleigh Scharling's Student Teaching, pp. 99-100.
SOME THOUGHTS CONCERNING DISCIPLINE

1. Use the school day for work—keep students busy at worthwhile tasks.
2. Use the standards of the group as the foundation of your disciplinary measures.
3. Respect the personality of the pupil.
4. Stop trying to teach pupils things they cannot learn.
5. Seek to give every pupil positive recognition.
6. Base discipline on "do" rather than "don't."
7. Have a high degree of pupil participation.
8. Base discipline upon cooperation.
10. Take the clinical view toward problems of discipline—don't become emotionally involved.
11. Use a variety of teaching procedures.
12. Give pupils a part in planning and appraisal.
13. Take every measure to improve your personality.
14. Learn to "ride your eye" through the eyes of your students.
15. Learn to call upon those pupils whose attention is wavering.
16. Be businesslike.
17. Make effort to avoid criticism, disorganization, or anger before the class.
18. Treat discipline cases in a calm, dignified, and firm manner.
19. Make your students realize that you are interested in them as individual human beings.
20. Stop the little things—they tend to snowball.
22. Do not punish the entire class for the actions of a few.
23. Do not make an issue of something that is trivial.
24. Involve pupils directly in the learning process.
25. Motivate.

Summarized from Chapter IV of Student Teaching by Raleigh Scharling.
Ten Ways to Create Discipline Problems

1. Expect the worst from kids. (This will keep you on guard at all times.)

2. Never tell kids what is expected of them. (Kids need to figure things out for themselves.)

3. Punish and criticize kids often. (This better prepares them for real life.)

4. Punish the whole class when one student misbehaves. (All the other students were probably doing the same thing or are least thinking about it.)

5. Never give students privileges. (It makes students soft and they will just abuse the privileges anyway.)

6. Punish every misbehavior you see. (If you don’t, the students will take over.)

7. Threaten and warn kids often. (“If you aren’t good, I’ll keep you after school for the rest of your life.”)

8. Use the same punishment for every student. (If it works for one it will work for all.)

9. Use school work as a punishment. (“Okay, smarty, answer all the questions in the book for homework.”)

10. Maintain personal distance from students. (Familiarity breeds contempt, you know.)

4 GOALS OF STUDENT BEHAVIOR/MISBEHAVIOR

1. TO GAIN ATTENTION

* active/constructive- very cooperative & conforming
* active/destructive- defiant, impertinent, rude, bully, clown
* passive/constructive- charming & manipulative; self-centered; feigns helplessness
* passive/destructive- lazy, untidy, dependent, bashful

2. TO SEEK POWER

* watch out - your pressure leads to power contest; don't play their game
* argue, contradict, tantrums, stubbornness, disobedience
* gains status by defeating adults

3. TO GAIN REVENGE

* need to get even
* feelings of hurt or disregard of feelings
* lot of acting out

4. FEELING INADEQUATE

* loner; hide behind real/imagined inadeq.
What do you do when:

1. You are on cafeteria duty, pass by a certain cafeteria table and ask several students to pick up their trays. They say no because the trays belong to other people. You say . . .

2. You have this nice student in your class but he rarely, if ever, does any homework.

3. You have this student in class you can't seem to get along with. Increasingly, each of you secretly probably dislikes each other. What do you do?

4. You have this noisy class which is difficult to get settled down and started. What do you do?

5. You have this uncooperative student who disturbs class frequently. At times he is outright disruptive. Nothing you try seems to work. His behavior is affecting the learning climate in the class.

6. You have one or two students who have started to come late to class. Before long it turns into six or seven students. How do you deal with this?

7. You have this class of students that used to be quite good. Now they are becoming increasingly noisy, talkative and difficult to settle down. What do you do?

8. You have this student that frequently makes suggestive remarks, comments (double entendres) in class. How do you deal with this?
MANAGING A CLASSROOM TO PREVENT PROBLEMS

1. Be **businesslike**

2. Be **organized & prepared**
   - lesson plan
   - board work
   - materials ready
   - equipment set up
   - objective on board

3. Don’t start without **class being ready**

4. Have a **system**
   - seating arrangement
   - settling down - in seats; copy objectives; materials on/off desk; homework, etc.
     - use drills, quizzes to get class settled down (can’t talk when working)
   - dismissal
   - distributing materials
   - having proper materials ready for class
   - collecting homework
   - keeping records - homework, attendance, assignments for absentees
5. Use "gears" in lesson plan

* depends on ability level
* provides change of pace
* structures class to avoid problems (attention, talking, movement)

6. Avoid "Quicksand Pits" in lesson plan

* unclear objectives
* fuzzy directions
* jerky transitions
* slowdowns
* satiation (enough is enough!)
* behavior problems which erode objectives

7. Get your lessons finished

8. Motivate! Motivate! Motivate!

9. Summarize around objectives and day's learning

10. Involve students in lesson

11. Use --proximity control
    --"withitness"
    --body language
12. Use lots of **visuals/graphic organizers** in lessons and around room to aid in instruction and as memory aids.

13. Check your **lesson flight plan**

* is this the best time to do this activity?
* will this activity work w/ these students?
* are all materials ready?
* are directions understandable? how can I check?
* are transitions smooth & clear?
Teacher Certification in Maryland & U.S.

**Standard Professional Certificate I (SPC I)**
* valid for 5 years
* issued to applicant who completes all certification requirements (content and professional education coursework)
* is employed by local school district or accredited non-public school

**Standard Professional Certificate II (SPC II)**
* valid for 5 years
* issued to applicant who completes SPC I
* at least 3 years satisfactory teaching experience
* at least 6 credit hours of coursework (teaching field or professional education courses)
* submit a professional development plan for Advanced Professional Certificate (APC)

**Advanced Professional Certificate (APC)**
* valid for 5 years
* 3 years satisfactory school-related experience
* Masters Degree or 36 credit hours of post-baccalaureate coursework, of which 21 credit hours must be graduate coursework at University level, and at least 6 credit hours in your discipline (e.g., history, math, science, etc.) (Masters Equivalency)

**Resident Teacher Certificate (RTC)**
* valid for 1 year
* issued to applicant who is enrolled in a special teacher certification program with a local university

Certification-MSDE-6-14-04
Teacher Testing

1. **Praxis I** -- Required for Admission to Teacher Education Program
   -- Basic Skills Battery in:
   * reading comprehension
   * mathematics
   * writing

2. **Praxis II** – Required for Completion of Teacher Education Program
   * teaching pedagogy (teaching methods)
   * subject area test (math, history, science, etc.)

Pathways to Teacher Certification

1. Undergraduate Teacher Education Program

2. Post-baccalaureate Teacher Education Program

3. Alternative Teacher Education Program
   * Master of Arts in Teaching (MAT)
   * Resident Teacher Certificate Program (RTC)

@ All programs designed around INTASC Standards
Interstate New Teacher Assessment and Support Consortium
Thinking about a Career with Baltimore County Public Schools?

Teachers and Administrative Personnel

Baltimore County Public Schools
Office of Personnel
600 East Charles Street,
Towson, Maryland 21204

Some Employee Benefits:
- Orientation
- New Teacher/Pupil Services Personnel Induction Program
- $1,000 Interest-Free Loan available for all new teachers
- First Financial Federal Credit Union membership (www.firstfinancial.org) and a $2,000 0% A.P.R. loan for qualified borrowers
- Apartment Rental Incentives
- Local Bank and Financial Incentives
- Mentoring Programs
- Peer Facilitators/Coaches
- New Teacher Support Inservice Courses
- Resource Centers
- Professional Development Opportunities
- School-Based Leadership Teams
- $1,000 State signing bonus to teachers (new to teaching) with a 3.5 GPA
- $2,000 salary stipend to National Board Certified Teachers (matched by State of Maryland)
- Tuition Reimbursement
- Comprehensive Employee Benefits Programs
- Flexible Spending Accounts
- Tax Sheltered Annuities, Deferred Compensation
- Sick Leave
- Personal Business, Child Rearing, Academic, and Sabbatical Leave
- Membership in Maryland State Retirement/Pension System
- Tenure after Probationary Period
- Direct Deposit Banking
- Employee Assistance and Wellness Program
- Partnerships with Local Colleges/Universities
- Professional Liability Protection

- Medical
- Dental
- Vision
- Life (optional)