INSTRUCTIONAL DELIVERY MODEL AND GUIDELINES

Rationale

Common and documented practice indicates that the best instruction actively engages students in learning. Through varied approaches, students' particular learning styles are developed leading to improved achievement.

In order to better communicate in the world of education and improve the delivery of services to our students and community, the following topics serve as a guideline to commonality in language and approach to the classroom.

EFFECTIVE SCHOOLS CORRELATES

PRINCIPLES

- All children can learn and come to school motivated to do so.
- Schools should be held accountable for measured student achievement.
- Schools should disaggregate measured student achievement to ensure that all students learn.
- School reform efforts should be collaborative, research-based, and data-driven.

CORRELATES

- Clear School Mission - In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to instructional goals, priorities, assessment procedures and accountability. Staff accept responsibility for students' learning of the school's essential curricular goals.

- High Expectations for Success - In the effective school, there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential content and school skills, and the staff also believe that they have the capability to help all students achieve that mastery.

- Instructional Leadership - In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

- Frequent Monitoring of Student Progress - In the effective school, student academic progress is measured frequently. A variety of assessment procedures are used. The results of the assessments are used to improve individual student performance and also to improve the instructional program.

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

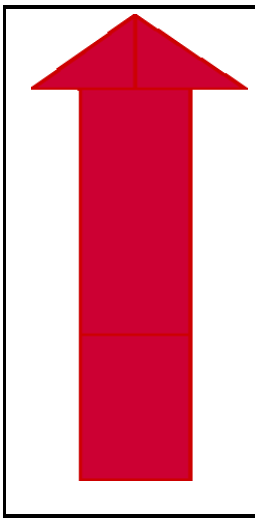
- Safe and Orderly Environment - In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

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

Lezotte, Larry

CONTENT DECISIONS
COGNITIVE DOMAIN

The Cognitive Learning Domain is exhibited by a person's intellectual abilities. Cognitive learning behaviors are characterized by observable and unobservable skills such as comprehending information, organizing ideas, and evaluating information and actions.



Evaluation	judges the value of information
Synthesis	builds a pattern from diverse elements
Analysis	separates information into part for better understanding
Application	applying knowledge to a new situation
Comprehension	understanding information
Knowledge	recall of data

These skills are arranged into six hierarchical levels, beginning from the simple and building to the most difficult. These six categories are arranged on scale of difficulty, meaning that a learner who is able to perform at the higher levels of the taxonomy, is demonstrating a more complex level of cognitive thinking.

			Creative Thinking		Evaluation
				Synthesis	Synthesis
			Analysis	Analysis	Analysis
		Application	Application	Application	Application
	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Least Complex					*Most Complex*

Taxonomy of Thinking Levels			
Level	Cue Words		
KNOWLEDGE *Recall* Remembering previously learned material	Observe Repeat Label/Name Cluster List	Record Match Memorize Recall	Recount Sort Outline/Format Stated Define
COMPREHENSION *Translate* Grasping the meaning of material	Recognize Locate Identify Restate Paraphrase	Tell Describe Report Express Explain	Review Cite Document/Support Summarize Precise/Abstract
APPLICATION *Generalize* Using learned material in new and concrete situations	Select Use Manipulate Sequence Organize	Imitate Show/Demonstrate Frame How To Apply	Dramatize Illustrate Test Out/Solve Imagine/Information Known
ANALYSIS *Break Down/Discover* Breaking down material into its component parts so that it may be more easily understood	Examine Classify Distinguish/Differentiate Outline/No Format Given Map	Relate To Characterize Compare/Contrast (Similarities/Differences) Question Research	Interpret Debate/Defend Refute Infer Conclude/Draw Conclusions Analyze
SYNTHESIS *Compose* Putting material together to form a new whole	Propose Plan Compose Formulate	Design Construct Emulate	Imagine/Speculate Create Invent
EVALUATION *Judge* Judging the value of material for a given purpose	Compare-Pro/Cons Prioritize/Rank Judge Decide Rate	Evaluate Criticize Argue Justify Convince	Persuade Assess Value Predict

[Bloom, B., M. Englehart, E. Furst, W. Hill, and D. Krathwohl, *Taxonomy of Educational Objectives; The Classification of Educational Goals. Handbook 1: Cognitive Domain*, (New York, Longmans Green) 1956]

Bloom's Taxonomy

Cognitive Verbs

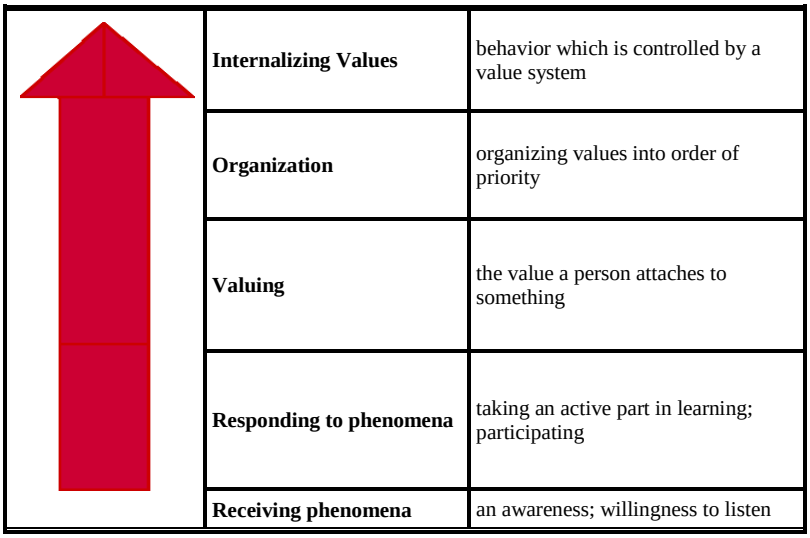
Knowledge	Comprehension			Application	Analysis	Synthesis	Evaluation
	Translate	Interpret	Extrapolate				
arrange	alter	account for	advance	adopt	assay	blend	accept
check	change	annotate	calculate	avail	audit	breed	access
choose	construe	construe	contemplated	capitalize	breakdown	build	adjudge
cite	convert	define	contrive	consume	canvass	cause	appraise
find	expand	explain	offer	devote	check	combine	arbitrate
group	moderate	expound	project	employ	deduce	compile	assay
hold	qualify	infer	propose	exercise	dissect	compose	award
identity	render	outline	scheme	exert	divide	conceive	censure
label	restate	spell out	submit	exploit	examine	constitute	classify
list	retell			handle	include	construct	criticize
locate	reword			make use	inspect	create	decide
match	transform			manipulate	look into	develop	decree
name	translate			mobilize	reason	effect	determine
offer	vary			operate	screen	evolve	grade
omit				ply	scrutinize	form	judge
pick				profit by	search	formulate	prioritize
point				put in action	section	generate	rank
to				put to use	sift	make	referee
quote				relate	simplify	make up	reject
recite				solve	study	mature	rule on
repeat				take up	survey	originate	settle
reset				try	syllogize	produce	umpire
say				use	take apart	reorder	weigh
select				utilize	test for	reorganize	
show				wield	uncover	structure	
sort						yield	
spell							
tally							
tell							
touch							
transfer							
underline							
write							

Adapted from: Bloom Benjamin S. and David R. Krathwohl. Taxonomy of Educational Objectives: The Classification of Educational Goals, by a committee of college and university examiners. Handbook I: Cognitive Domain. New York, Longmans, Green, 1956.

AFFECTIVE DOMAIN

The Affective Learning Domain addresses a learner's emotions towards learning experiences. A learner's attitudes, interest, attention, awareness, and values are demonstrated by affective behaviors.

These emotional behaviors which are organized in a hierarchical format also, starting from simplest and building to most complex, are as follows:



Internalizing Values	behavior which is controlled by a value system
Organization	organizing values into order of priority
Valuing	the value a person attaches to something
Responding to phenomena	taking an active part in learning; participating
Receiving phenomena	an awareness; willingness to listen

These five categories can be thought of in a scaffolding manner, one must be learned in order to move onto the next category. (Clark, 1999)

1.0 RECEIVING (ATTENDING)

At this level we are concerned that the learner be sensitized to the existence of certain phenomena and stimuli; that is, that he/she be willing to receive or to attend to them. Because of previous experience (formal or informal), the student brings to each situation a point of view or set which may facilitate or hinder his recognition of the phenomena to which the teacher is trying to sensitize him/her.

1.1 AWARENESS

We are concerned that the learner will be conscious of something - that he/she take into account a situation, phenomenon, object, or stage of affairs. There can be simple awareness without specific discrimination or recognition of the objective characteristics of the object. The individual may not be able to verbalize the aspects of the stimulus which cause the awareness.

For example, the learner develops awareness of aesthetic factors in dress, furnishings, architecture, city design, good art, and the like. He/She develops some consciousness of color, form, arrangement, and design in the objects and structures around him/her and in descriptive or symbolic representations of people, things, and situations.

1.2 WILLINGNESS TO RECEIVE

We are here describing the behavior of being willing to tolerate a given stimulus, not to avoid it. The teacher is not concerned that the student seek it out, nor even, perhaps, that in an environment crowded with many other stimuli the learner will necessarily attend to the stimulus. Rather, at worst, given the opportunity, the learner is not actively seeking to avoid it. At best, he/she is willing to take notice of the phenomenon and give it his/her attention.

For example, the learner attends (carefully) when others speak - in direct conversation, on the telephone, in audiences. The learner develops an appreciation (tolerance) of cultural patterns exhibited by individuals from other groups - religious, social, political, economic, national, etc. There is an increase in sensitivity to human need and pressing social problems.

1.3 CONTROLLED OR SELECTED ATTENTION

We are concerned with the differentiation of a given stimulus into figure and ground at a conscious or perhaps semiconscious level - the differentiation of aspects of a stimulus which is perceived as clearly marked off from adjacent impressions. There is an element of the learner's controlling the attention here, so that the favored stimulus is selected and attended to despite competing and distracting stimuli.

He/She listens to music with some discrimination as to its mood and meaning and with some recognition of the contributions of various musical elements and instruments to the total effect. There is an alertness toward human values and judgements on life as they are recorded in literature.

2.0 RESPONDING

We are concerned with responses which go beyond merely attending to the phenomenon.

2.1 ACQUIESCENCE IN RESPONDING

We might use the word "obedience" or "compliance" to describe this behavior. The student makes the response, but he has not fully accepted the necessity for doing so.

For example, there is willingness to comply with health regulations or a willingness to obey playground rules.

2.2 WILLINGNESS TO RESPOND

There is the implication that the learner is sufficiently committed to exhibiting the behavior that he does so not just because of a fear of punishment, but "on his own" or voluntarily.

The student acquaints him/herself with significant current issues in international, political, social and economic affairs through voluntary reading and discussion. There is an acceptance of responsibility for his/her own health and for the protection of the health of others.

2.3 SATISFACTION IN RESPONSE

There is a feeling of satisfaction, an emotional response, generally of pleasure, zest, or enjoyment following the *Willingness to Respond* level. The emotional component appears gradually through the range of internalization categories.

For example, there is the enjoyment of self-expression in music and in arts and crafts as another means of personal enrichment. The learner finds pleasure in reading for recreation or takes pleasure in conversing with many different kinds of people.

3.0 VALUING

Behavior categorized at this level is sufficiently consistent and stable to have taken on the characteristics of a belief or an attitude. The learner displays this behavior with sufficient consistency in appropriate situations that he comes to be perceived as holding a value. At this level, we are not concerned with the relationships among values but rather with the internalization of a set of specified, ideal, values.

3.1 ACCEPTANCE OF A VALUE

We are concerned with the ascribing of worth to a phenomenon, behavior, object, etc. The term "belief," which is defined as "the emotional acceptance of a proposition or doctrine upon what one implicitly considers adequate ground" describes quite well what may be thought of as the dominant characteristic here. Beliefs have varying degrees of certitude. One of the distinguishing characteristics of this behavior is consistency of response to the class of objects, phenomena, etc. with which the belief or attitude is identified. It is consistent enough so that the person is perceived by others as holding the belief or value.

For example, the learner has a continuing desire to develop the ability to speak and write effectively. He/She grows in his/her sense of kinship with human beings of all nations.

3.2 PREFERENCE FOR A VALUE

Behavior at this level implies not just the acceptance of a value to the point of being willing to be identified with it, but the individual is sufficiently committed to the value to pursue it, to seek it out, to want it.

The learner assumes responsibility for drawing reticent members of a group into conversation. He/She deliberately examines a variety of viewpoints on controversial issues with a view to forming opinions about them. He/She actively participates in arranging for the showing of contemporary artistic efforts.

3.3 COMMITMENT

Belief at this level involves a high degree of certainty. The ideas of "conviction" and "certainty beyond a shadow of a doubt" help to convey further the level of behavior intended. Loyalty to a position, group, or cause would be classified here.

For example, there is devotion to those ideas and ideals which are the foundations of democracy. There is faith in the power of reason and in methods of experiment and discussion.

4.0 ORGANIZATION

As the learner successively internalizes values, he encounters situations for which more than one value is relevant. Thus necessity arises for (a) the organization of the values into a system, (b) the determination of the interrelationships among them, and © the establishment of the dominant and pervasive ones. Such a system is built gradually, subject to change as new values are incorporated.

4.1 CONCEPTUALIZATION OF A VALUE

At this level the quality of abstraction or conceptualization is added. This permits the individual to see how the value relates to those that he/she already holds or to new ones that he/she is coming to hold. Conceptualization will be abstract, and in this sense it will be symbolic. But the symbols need not be verbal symbols.

The learner attempts to identify the characteristics of an art object which he admires. He/She forms judgments as to the responsibility of society for conserving human and material resources.

4.2 ORGANIZATION OF A VALUE SYSTEM

The learner brings together a complex of values, possibly disparate values, and brings these into an ordered relationship with one another. Ideally, the ordered relationship will be one which is harmonious and internally consistent. More likely the relationship is better described as a kind of dynamic equilibrium which is, in part, dependent upon those portions of the environment which are salient at any point in time.

The learner weighs alternative social policies and practices against the standards of the public welfare rather than the advantage of specialized and narrow interest groups. He/She develops a plan for regulating his/her rest in accordance with the demands of his/her activities.

5.0 CHARACTERIZATION BY A VALUE OR VALUE COMPLEX

At this level of internalization the values already have a place in the individual's value hierarchy, are organized into some kind of internally consistent system, have controlled the behavior of the individual for a sufficient time that he/she has adapted to behaving this way; and an evocation of the behavior no longer arouses emotion or affect except when the individual is threatened or challenged.

5.1 GENERALIZED SET

The generalized set is that which gives an internal consistency to the system of attitudes and values at any particular moment. It may be spoken of as a determining tendency, an orientation toward phenomena, or a predisposition to act in a certain way. It is a persistent and consistent response to a family of related situations or objects. It may often be an unconscious set which guides action without conscious forethought. A generalized set is a basic orientation which enables the individual to reduce and order the complex world about him/her and to act consistently and effectively in it.

For example, there is a readiness to revise judgments and to change behavior in the light of evidence. He/She judges problems and issues in terms of situations, issues, purposes, and consequences involved rather than in terms of fixed, dogmatic precepts or emotionally wishful thinking.

5.2 CHARACTERIZATION

This, the peak of internalization process, includes those objectives which are broadest with respect both to the phenomena covered and to the range of behavior which they comprise. Thus, here are found those objectives which concern one's view of the universe, one's philosophy of life - a value system having as its object the whole of what is known or knowable.

The learner develops a regulation of one's personal and civic life, a code of behavior based on ethical principles consistent with democratic ideals. He/She develops a consistent philosophy of life.

SKILL STREAMING/ PRO-SOCIAL SKILLS PROGRAM

This program identifies interaction and behavior skills that can be taught, learned, modeled, demonstrated, and assessed. It also encompasses a training and execution model that moves from early childhood/ pre-school through elementary culminating in a late adolescent program which builds on each step learned.

Below is the sequence of skills per age delineation:

PRESCHOOL – KINDERGARTEN

I: Beginning Social Skills
1. Listening
2. Using Nice Talk
3. Using Brave Talk
4. Saying Thank You
5. Rewarding Yourself
6. Asking for Help
7. Asking a Favor
8. Ignoring

II: School-Related Skills
9. Asking a Question
10. Following Directions
11. Trying When It's Hard
12. Interrupting

III: Friendship-Making Skills
13. Greeting Others
14. Reading Others
15. Joining In
16. Waiting Your Turn
17. Sharing
18. Offering Help
19. Asking Someone to Play
20. Playing a Game

IV: Dealing with Feelings
21. Knowing Your Feelings
22. Feeling Left Out
23. Asking to Talk
24. Dealing with Fear
25. Deciding How Someone Feels
26. Showing Affection

V: Alternatives to Aggression
27. Dealing with Teasing
28. Dealing with Feeling Mad
29. Deciding If It's Fair
30. Solving a Proglem
31. Accepting Consequences

VI: Dealing with Stress
32. Relaxing
33. Dealing with Mistakes
34. Being Honest
35. Knowing When to Tell
36. Dealing with Losing
37. Wanting to Be First
38. Saying No
39. Accepting No
40. Deciding What to Do

ELEMENTARY

I: Classroom Survival Skills
1. Listening
2. Asking for Help
3. Saying Thank You
4. Bringing Materials to Class
5. Following Instructions
6. Completing Assignments
7. Contributing to Discussions
8. Offering Help to an Adult
9. Asking a Question
10. Ignoring Distractions
11. Making Corrections
12. Deciding on Something to Do
13. Setting a Goal

II: Friendship-Making Skills
14. Introducing Yourself
15. Beginning a Conversation
16. Ending a Conversation
17. Joining In
18. Playing a Game
19. Asking a Favor
20. Offering Help to a Classmate
21. Giving a Compliment
22. Accepting a Compliment

23. Suggesting an Activity
24. Sharing
25. Apologizing

III: Skills for Dealing with Feelings
26. Knowing Your Feelings
27. Expressing Your Feelings
28. Recognizing Another's Feelings
29. Showing Understanding of Another's Feelings
30. Expressing Concern for Another
31. Dealing with Your Anger
32. Dealing with Another's Anger
33. Expressing Affection
34. Dealing with Fear
35. Rewarding Yourself

IV: Skill Alternatives to Aggression
36. Using Self-Control
37. Asking Permission
38. Responding to Teasing
39. Avoiding Trouble
40. Staying Out of Fights
41. Problem Solving
42. Accepting Consequences
43. Dealing with an Accusation
44. Negotiating

V: Skills for Dealing with Stress
45. Dealing with Boredom
46. Deciding What Caused a Problem
47. Making a Complaint
48. Answering a Complaint
49. Dealing with Losing
50. Being a Good Sport
51. Dealing with Being Left Out
52. Dealing with Embarrassment
53. Reacting to Failure
54. Accepting No
55. Saying No
56. Relaxing
57. Dealing with Group Pressure
58. Dealing with Wanting Something That Isn't Yours
59. Making a Decision
60. Being Honest

ADOLESCENT

I: Beginning Social Skills
1. Listening
2. Starting a Conversation
3. Having a Conversation
4. Asking a Question
5. Saying thank You
6. Introducing Yourself
7. Introducing Other People
8. Giving a Compliment

II: Advanced Social Skills
9. Asking for Help
10. Joining In
11. Giving Instructions
12. Following Instructions
13. Apologizing
14. Convincing Others

III: Skills for Dealing with Feelings
15. Knowing Your Feelings
16. Expressing Your Feelings
17. Understanding the Feelings of Others
18. Dealing with Someone Else's Anger
19. Expressing Affection
20. Dealing with Fear
21. Rewarding Yourself

IV: Skill Alternatives to Aggression
22. Asking Permission
23. Sharing Something
24. Helping Others
25. Negotiating
26. Using Self-Control
27. Standing Up for Your Rights

28. Responding to Teasing
29. Avoiding Trouble with Others
30. Keeping Out of Fights

V: Skills for Dealing with Stress

31. Making a Complaint
32. Answering a Complaint
33. Being a Good Sport
34. Dealing with Embarrassment
35. Dealing with Being Left Out
36. Standing Up for a Friend
37. Responding to Persuasion
38. Responding to Failure
39. Dealing with Contradictory Messages
40. Dealing with an Accusation
41. Getting Ready for a Difficult Conversation
42. Dealing with Group Pressure

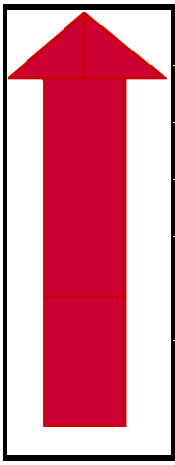
VI: Planning Skills

43. Deciding on Something to Do
44. Deciding What Caused a Problem
45. Setting a Goal
46. Deciding on Your Abilities
47. Gathering Information
48. Arranging Problems by Importance
49. Making a Decision
50. Concentrating on a Task

McGinnis, Ellen; Goldstein, Arnold P., *Skill-Streaming*

PSYCHOMOTOR DOMAIN

The psychomotor domain refers to the use of basic motor skills, coodination,and physical movement. Bloom's research group did not develop in-depth categories of this domain, claiming lack of experience in teaching these skills. However, Simpson (1972) developed seven psychomotor categories to support Bloom's domain.



Origination	a learner's ability to create new movement patterns
Adaptation	a learner's ability to modify motor skills to fit a new situation
Complex Overt Response	the intermediate stage of learning a complex skill
Mechanism	the ability to perform a complex motor skill
Guided Response	the early stage of learning a complex skill which includes imitation
Set	a learner's readiness to act
Perception	the ability to use sensory cues to guide physical activity

These physical behaviors are learned through repetitive practice. A learner's ability to perform these skills is based on precision, speed, distance, and technique.(Clark, 1999).

Levels	*Taxonomy Continuum*	*Definitions*	*Behavioral Activity*
1.00 Reflex Movements	1.10 Segmental 1.20 Inter-segmental 1.30 Supra-segmental	Actions elicited without conscious volition in response to some stimuli	Flexion, extension, stretch, postural adjustments
2.00 Basic-Fundamental Movements	2.10 Locomotor 2.20 Non-Locomotor 2.30 Manipulative	Required: 1.00 Inherent movement patterns which are formed from a combining of reflex movements, and are the basis for complex skilled movement	2.10 Walking, running, jumping, sliding, hopping, rolling, climbing 2.20 Pushing, pulling, swaying, swinging, stooping, stretching, bending, twisting 2.30 Handling, manipulating, gripping, grasping finger movements

3.00 Perceptual Abilities	3.10 Kinesthetic Discrimination 3.20 Visual Discrimination 3.30 Auditory Discrimination 3.40 Tactile Discrimination 3.50 Coordinated Abilities	Required: 1.00-2.00 Interpretation of stimuli from various modalities providing data for the learner to make adjustments to his/her environment	The *outcomes* of perceptual abilities are observable in *all purposeful* movement. *Examples:* Auditory- following verbal instructions Visual-dodging a moving ball Kinesthetic-making bodily adjustments in a hand-stand to maintain balance. Tactile-determining texture through touch Coordinated-jump rope, punting, catching
4.00 Physical Abilities	4.10 Endurance 4.20 Strength 4.30 Flexibility 4.40 Agility	Functional characteristics of organic vigor which are essential to the development of highly skilled movement	All activities which require strenuous effort for long periods of time-Examples: distance running, distance swimming. All activities which require muscular exertion-Examples: weight lifting, wrestling. All activities which require wide range of motion at hip joints-Examples: touching toes, back bend, ballet exercises. All activities which require quick precise movements-Examples: shuttle run, typing, dodge ball.
5.00 Skilled Movements	5.10 Simple Adaptive Skill 5.20 Compound Adaptive Skill 5.30 Complex Adaptive Skill	A degree of efficiency when performing complex movement tasks which are based upon inherent movement patterns	All skilled activities which build upon the inherent locomotor and manipulative movement patterns of classification level two. These activities are obvious in sports, recreation, dance, and fine arts areas.
6.00 Non-discursive Communication	6.10 Expressive Movement 6.20 Interpretive Movement	Communication through bodily movements ranging from facial expressions through sophisticated choreographies	Body postures, gestures, facial expressions, all efficiently executed skilled dance movements and choreographies.

[Bloom, B., ed., *Taxonomy of Educational Objectives* (New York, Longman), 1956]
[Mager, R., *Preparing Instructional Objectives* (Palo Alto, CA, Fearon), 1962]

DEPTH OF KNOWLEDGE

Measures the degree to which the knowledge elicited from students on assessments is as complex as what students are expected to know and do as stated in the curriculum.

BLOOM'S TAXONOMY	WEBB'S DEPTH OF KNOWLEDGE
KNOWLEDGE "The recall of specifics and universals, involving little more than bringing to mind the appropriate material"	***Recall*** – Recall of a fact, information, or procedure (e.g., What are 3 critical skill cues for the overhand throw?)
COMPREHENSION "Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition."	
APPLICATION "The use of abstractions in concrete situations."	***Basic Application of Skill/Concept*** – Use of information, conceptual knowledge, procedures, two or more steps, etc. (e.g., Explain why each skill cue is important to the overhand throw. "By stepping forward you are able to throw the ball further.")
ANALYSIS "The breakdown of a situation into its component parts."	***Strategic Thinking*** – Requires reasoning, developing a plan or sequence of steps; has some complexity; more than one possible answer; generally takes less than 10 minutes to do (e.g., Design 2 different plays in basketball and explain what different skills are needed and when the plays should be carried out.)

SYNTHESIS AND EVALUATION "Putting together elements & parts to form a whole, then making value judgments about the method."	***Extended Thinking*** – Requires an investigation; time to think and process multiple conditions of the problem or task; and more than 10 minutes to do non-routine manipulations (e.g., Analyze 3 different tennis, racquetball, and badminton strokes for similarities, differences, and purposes. Then, discuss the relationship between the mechanics of the stroke and the strategy for using the stroke during game play.)

Cognitive/Psychomotor Complexity

Level	*Webb's Depth of Knowledge (Cognitive)*	*Psychomotor Complexity*
1	*Recall* – Recall of a fact, information, or procedure (e.g., What are 3 critical skill cues for the overhand throw?)	*Fundamental Movement Skill – Closed Environment* – Stabilizing, locomotor, and manipulative movement patterns that involve the combination of two or more body segments (Gallahue, 2002), performed in a stable, unchanging environment (Gentile, 2000). (e.g., Throwing a ball at a stationary target)
2	*Basic Application of Skill/Concept* – Use of information, conceptual knowledge, procedures, two or more steps, etc. (e.g., Explain why each skill cue is important to the overhand throw. "By stepping forward you are able to throw the ball further.")	*Fundamental Movement Skill – Low Level Activityt – Open Environment* - Stabilizing, locomotor, and manipulative movement patterns that involve the combination of two or more body segments (Gallahue, 2002), performed in low level activities (Graham, et al., 2001) that provide an unpredictable and constantly changing environment (Gentile, 2000). (e.g., Throwing balls a moving targets during a low organized game)
3	*Strategic Thinking* – Requires reasoning, developing a plan or sequence of steps; has some complexity; more than one possible answer; generally takes less than 10 minutes to do (e.g., Design 2 different plays in basketball and explain what different skills are needed and when the plays should be carried out.)	*Specialize Movement Skill – Closed Environment* – Fundamental movement patterns that have been refined, combined, and elaborated upon for use in increasingly demanding situations (Gallahue, 2002), applied to sport-related and specialized movement activities, performed in a stable, relatively unchanging environment (Gentile, 2000). (e.g., Performing a volleyball forearm pass during a skill drill)
4	*Extended Thinking* – Requires an investigation; time to think and process multiple conditions of the problem or task; and more than 10 minutes to do non-routine manipulations (e.g., Analyze 3 different tennis, racquetball, and badminton strokes for similarities, differences, and purposes. Then, discuss the relationship between the mechanics of the stroke and the strategy for using the stroke during game play.)	*Specialize Movement Skill – Modified Activities - Open Environment* – Specialized movement skills (Gallahue, 2002) applied to sport-related and specialized movement activities that involve fewer rules and/or modifications of "official" sport or "parent" games (Gallahue, 1996, Graham et al., 2001), (e.g., Performing a volleyball forearm pass during a the lead-up game of 3 on 3)
5		*Specialize Movement Skill – Official/Parent Activities* – Appropriate application of specialized movement skills (Gallahue, 2002) and strategies during official/parent activities, (e.g., Recognizing and implementing the appropriate type of volleyball skill (bump, set, overhead hit, spike) during a competitive game.

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EMOTIONAL DOMAIN

1.0 PERSONAL COMPETENCE

How we manage ourselves

1.1 SELF-AWARENESS

1.1.1 Emotional Self-awareness: reading one's own emotions and recognizing their impact; using "gut sense" to guide decisions

1.1.2 Accurate Self-assessment: knowing one's strengths and limits

1.1.3 Self-confidence: a sound sense of one's self-worth and capabilities

1.2 SELF-MANAGEMENT

1.2.1 Emotional Self-control: keeping disruptive emotions and impulses under control

1.2.2 Transparency: displaying honesty and integrity; trustworthiness

1.2.3 Adaptability: flexibility in adapting to changing situations or overcoming obstacles

1.2.4 Achievement: the drive to improve performance to meet inner standards of excellence

1.2.5 Initiative: readiness to act and seize opportunities

2.0 SOCIAL COMPETENCE

How we manage relationships

2.1 SOCIAL AWARENESS

2.1.1 Empathy: sensing others' emotions, understanding their perspective, and taking active interest in their concerns

2.1.2 Organizational Awareness: reading the currents, decision networks, and politics at the organizational level

2.1.3 Service: recognizing and meeting follower, client, or customer needs

2.2 RELATIONSHIP MANAGEMENT

2.2.1 Inspirational Leadership: guiding and motivating with a compelling vision

2.2.2 Influence: wielding a range of tactics for persuasion

2.2.3 Developing Others: bolstering others' abilities through feedback and guidance

2.2.4 Change Catalyst: initiating, managing and leading a new direction

2.2.5 Conflict Management: de-escalating disagreements and orchestrating resolutions

2.2.6 Building Bonds: cultivating and maintaining a web of relationships

2.2.7 Teamwork and Collaboration: cooperation and team-building

[Goleman, Daniel, Boyatzis, Richard, McKee, Annie, authors, *Primal Leadership*, Harvard Business School Press, March 2002]
[Mayer, John, Salovey, Peter, Various Publications, 1990-Present]

SOCIAL DOMAIN

	Social Processes		
	1.0 Communication	**2.0 Teamwork**	**3.0 Management**
General Skill Areas	1.1 Creating the message	2.1 Team building	3.1 Managing organizations
	1.2 Presenting the message	2.2 Team maintenance	3.2 Managing systems
	1.3 Receiving the message	2.3 Performing in a team	3.3 Leadership
	1.4 Effective use of form		3.4 Managing resources

Albrecht, Karl, *Social Intelligence*, Pfieffer, November 2005

LEARNER BEHAVIOR DECISIONS

QUADRANT ONE LEARNERS

Perceive information concretely and process it reflectively They integrate experience with the Self. They learn by listening and sharing ideas. Are imaginative thinkers who believe in their own experience. They excel in viewing direct experience from many perspectives. They value insight thinking. They work for harmony. They need to be personally involved, seek commitment. Are interested in people and culture. They are thoughtful people who enjoy observing other people. They absorb reality.
They seek meaning and clarity.
As leaders they:

- -thrive on taking the time to develop good ideas
- -tackle problems by reflecting alone and then brainstorming with staff
- -exercise authority with trust and participation
- -work for organizational solidarity
- -need staff who are supportive and share their sense of mission.

As teachers they:

- -are interested in facilitating individual growth
- -try to help people become more self aware
- -believe curricula should enhance one's ability to be authentic
- -see knowledge as enhancing personal insights
- -encourage authenticity in people
- -like discussions, group work, and realistic feedback about feelings
- -are caring people who seek to engage their students in cooperative efforts
- -are aware of social forces that affect human development
- -are able to focus on meaningful goals
- -tend to become fearful under pressure and sometimes lack daring

STRENGTH:	Innovation and ideas
FUNCTION BY:	Value clarification
GOALS:	To be involved in important issues and to bring harmony
CAREERS:	Counseling, personnel work, teaching, organizational development, humanities and social sciences
FAVORITE QUESTION:	Why?

QUADRANT TWO LEARNERS

Perceive information abstractly and process it reflectively. They form theory and concepts by integrating their observations into what is known. They seek continuity. They need to know what the experts think. They learn by thinking through ideas. They value sequential thinking. Need details. They critique information and collect data. They are thorough and industrious. They will re-examine the facts if situations perplex them. They enjoy traditional classrooms. They find ideas fascinating. They prefer to maximize certainty, and they are uncomfortable with subjective judgements.
They seek goal attainment and personal effectiveness.
As leaders they:

- -thrive on assimilating disparate facts into coherent theories
- -tackle problems with rationality and logic
- -lead by principles and procedures
- -exercise authority with assertive persuasion, by knowing the facts
- -work to enhance their organization as embodiment of tradition and prestige
- -need staff who are well organized, have things down on paper, and follow through on agreed decisions

As teachers they:

- -are interested in transmitting knowledge
- -try to be as accurate and knowledgeable as possible
- -believe curricula should further understanding of significant information and should be presented systematically
- -see knowledge as deepening comprehension
- -encourage outstanding students
- -like facts and details, organizational and sequential thinking
- -are traditional teachers who seek to imbue a love of precise knowledge
- -believe in rational use of authority
- -dominating attitude tends to discourage creativity.

STRENGTH:	Creating concepts and models
FUNCTION BY:	Thinking things through
GOALS:	Intellectual recognition
CAREERS:	Natural science, math, research and planning departments
FAVORITE QUESTION:	What?

QUADRANT THREE LEARNERS

Perceive information abstractly and process it actively. Integrate theory and practice. Learn by testing theories and applying common sense. They are pragmatists, they believe if it works, use it. They are down-to-earth problem solvers, who resent being given answers. They do not stand on ceremony, but get right to the point. They have a limited tolerance for fuzzy ideas. They value strategic thinking. they are skills oriented. They experiment and tinker with things. They need to know how things work. They edit reality, cut right to the heart of things. sometimes they seem bossy and impersonal.
They seek utility and results.
As leaders they:

- -thrive on plans and time lines
- -tackle problems by making unilateral decisions
- -lead by personal forcefulness, inspiring quality
- -exercise authority by reward/punishment, (the fewer the rules, the better, but enforce them)
- -work hard to make their organization productive and solvent
- -need staff who are task oriented and move quickly

As teachers they:

-are interested in productivity and competence
-try to give students the skills they will need in life
-believe curricula should be geared to competencies and economic usefulness
-see knowledge as enabling students to be capable of making their own way
-encourage practical applications
-like technical skills and hands-on activities
-are exacting and seek quality and productivity
-believe the best way is determined scientifically
-use measured rewards
-tend to be inflexible and self-contained
-lack team-work skills

STRENGTH: Practical application of ideas
FUNCTION BY: Factual data gathered from kinesthetic, hands-on experience
GOALS: To bring their view of the present into line with future security
CAREERS: Engineering, applied sciences
FAVORITE QUESTION: How does this work?

QUADRANT FOUR LEARNERS

Perceive information concretely, and process it actively. Integrate experience and application. Learn by trial and error. Are believers in self-discovery. Are enthusiastic about new things. Are adaptable, even relish change. They excel when flexibility is needed. Often reach accurate conclusions in the absence of logical justification. Are risk takers. Are at ease with people. They enrich reality by taking what is and adding to it. Sometimes seen as manipulative and pushy.
They seek to influence.
As leaders they:

-thrive on crisis and challenge
-tackle problems by looking for patterns, scanning possibilities
-lead by energizing people
-exercise authority by holding up visions of what might be
-work hard to enhance their organization's reputation as a front runner
-need staff who can follow-up and implement details

As teachers they:

-are interested in enabling student self-discovery
-try to help people act on their own visions
-believe curricula should be geared to learner's interests and inclinations
-see knowledge as necessary for improving the larger society
-encourage experiential learning
-like variety in instructional methods
-are dramatic teachers who seek to energize their students
-attempt to create new forms, to stimulate life
-are able to draw new boundaries
-tend to rashness and manipulation

STRENGTHS: Action, getting things done
FUNCTION BY: Acting and testing experience
GOALS: To bring action to ideas
CAREERS: Marketing, sales, action-oriented managerial jobs, education social professions
FAVORITE QUESTION: If?

LEFT/RIGHT HEMISPHERIC MODE CHARACTERISTICS

LEFT MODE	RIGHT MODE
Rational	Intuitive
Responds to verbal instructions	Responds to demonstrated instructions
Controlled, systematic experiments	Open-ended, random experiments
Problem solves by logically and sequentially looking at the parts of things	Problem solves with hunches, looking for patterns and configurations
Makes objective judgements	Makes subjective judgements
Looks at differences	Looks at similarities
Is planned and structured	Prefers elusive, uncertain information
Analytic reader	Synthesizing
Primary reliance on language on thinking and remembering	Primary reliance on images in thinking and remembering
Prefers talking and writing	Prefers drawing and manipulating objects
Prefers multiple choice tests	Prefers open-ended questions
Controls feelings	Free with feelings
Responsive to structure of environment	Essentially self-acting
Prefers hierarchial (ranked) authority structures	Prefers collegial (participative) authority structures
Sequential	Simultaneous
Is a splitter: distinction important	Is a lumper: connectedness important
Talks, and talks, and talks	Is mute - uses pictures, not words
Is logical, sees cause and effect	Is analogic, sees correspondences, resemblances
Draws on previously accumulated, organized information	Draws on unbounded qualitative patterns that are not organized into sequences, but that cluster around images of crystallized feelings

QUADRANT ONE RIGHT MODE - *CONNECT*
Creating an Experience

QUADRANT ONE LEFT MODE - *EXAMINE*
Reflecting/Analyzing Experience

QUADRANT TWO RIGHT MODE - *IMAGE*
Integrating reflective analysis into concepts

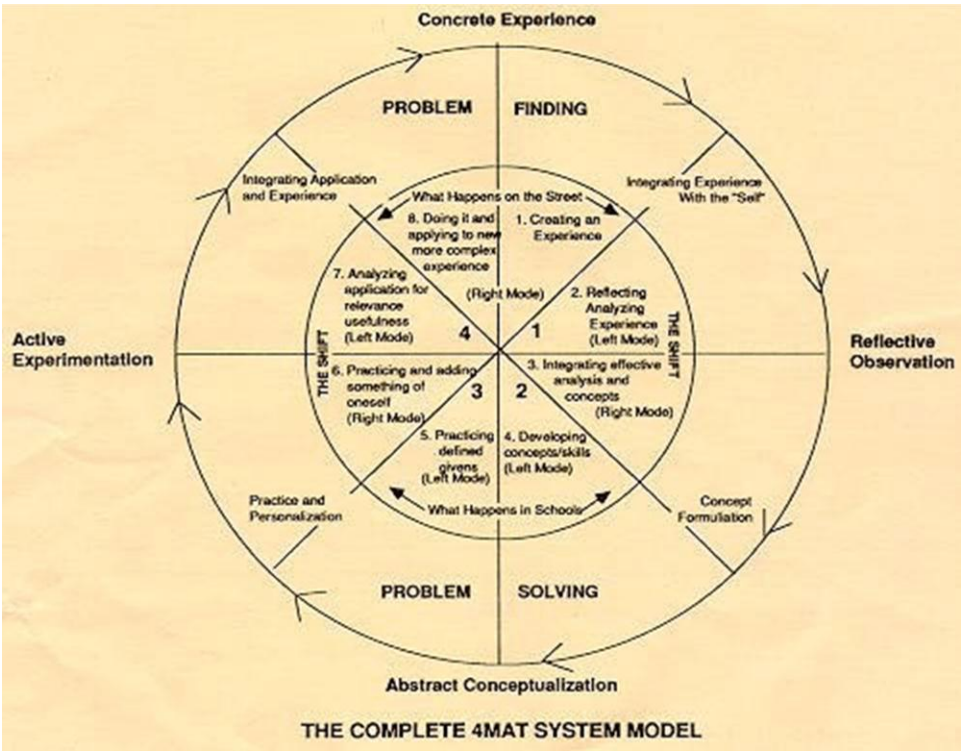
QUADRANT TWO LEFT MODE - *DEFINE*
Developing concepts/skills

QUADRANT THREE LEFT MODE - *TRY*
Practicing defined "givens"

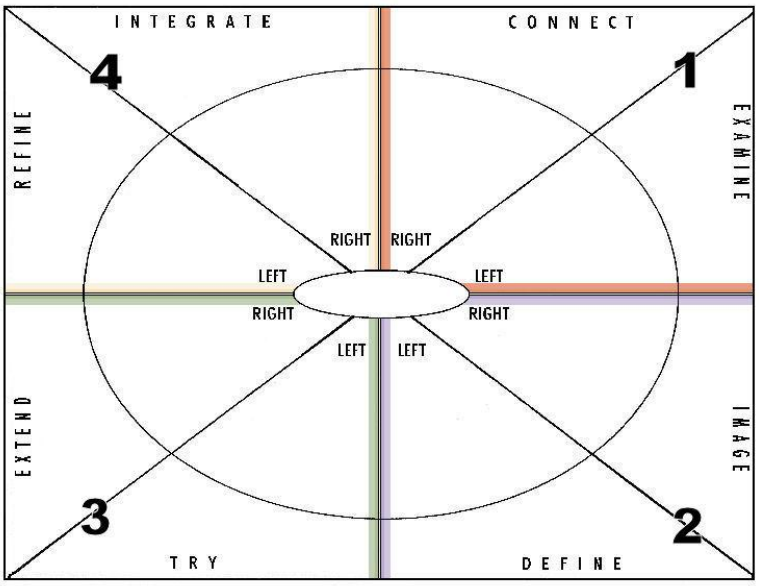
QUADRANT THREE RIGHT MODE - *EXTEND*
Practicing and adding something of oneself

QUADRANT FOUR LEFT MODE - *REFINE*
Analyzing application for relevance, usefulness

QUADRANT FOUR RIGHT MODE - *INTEGRATE*
Doing it and applying to new more complex experience



THE COMPLETE 4MAT SYSTEM MODEL



Step	Left Mode	Right Mode
	WHY? (Motivate and Develop Meaning)	
1		Create an Experience (CONNECT)
2	Analyze/Reflect about the experience (EXAMINE)	
	WHAT? (Reflection and Concept Development)	
3		Integrate reflective analysis into concepts (IMAGE)
4	Develop concepts/skills (DEFINE)	
	HOW? (Usefulness & Skill Development)	
5	Practice defined “givens”	
6		Practice and add something of oneself (EXTEND)
	IF? (Adaptations)	
7	Analyze application for relevance (REFINE)	
8		Do it and apply to more complex experience (INTEGRATE)

CYCLE OF LEARNING

1 -Human beings *perceive* experience and information in different ways.
-Human beings *process* experience and information in different ways.
-The combinations formed by our own perceiving and processing techniques form our unique learning styles.

2 -There are four major identifiable learning styles.
-They are all equally valuable.
-Students need to be comfortable about their own unique learning styles.

3 -Quadrant One Learners are primarily interested in personal meaning. Teachers need to *Give Them a Reason.*
-Quadrant Two Learners are primarily interested in the facts as they lead to conceptual understanding. Teachers need to *Give Them Facts* that deepen understanding.
-Quadrant Three Learners are primarily interested in how things work. Teachers need to *Let Them Try It.*
-Quadrant Four Learners are primarily interested in self discovery. Teachers need to *Let Them Teach It To Themselves and Others.*

4 -All students need to be taught in all four ways, in order to be comfortable and successful part of the time while being stretched to develop other learning abilities.
-All students will "shine" at different places in the learning cycle, so they will learn from each other.

5 -This system moves through the learning cycle *in sequence* ,teaching in all four modes and incorporating the four combinations of characteristics.
-The sequence is a natural learning progression.

6 -Each of the four learning modes needs to be taught with both right and left brain processing techniques.
-The right mode dominant students will be comfortable half of the time, and will learn to adapt the other half of the time.
-The left mode dominant students will be comfortable half of the time, and will learn to adapt the other half of the time.

7 -The development and integration of all four modes of learning and the development and integration of both right and left brain processing skills should be a major goal of education.

8 -Students will come to accept their strengths and learn to capitalize on them, while developing a healthy respect for the uniqueness of others, and furthering their ability to learn in alternative modes without the pressure of "being wrong."

9 -The more comfortable we are about who we are the more freely we learn from others.

[Gardner, H., *Multiple Intelligences: The Theory in Practice* (New York, Basic Books), 1993]
[Gardner, H., *Frames of Mind: The Theory of Multiple Intelligences* (New York, Basic Books), 1983]
[Guilford, J.P., *The Nature of Human Intelligence* (New York, McGraw-Hill), 1967]
[McCarthy, B., *About Learning* (Barrington, IL, Excel, Incorporated), 1996]
[McCarthy, B., *The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques* (Barrington, IL, Excel, Incorporated), 1987]
[Perkins, D., *Outsmarting IQ* (New York, Free Press), 1995]
[Sternberg, R., *The Triarchic Mind: A New Theory of Human Intelligence* (New York, Viking), 1988]

TEACHER BEHAVIOR DECISIONS

A. MOTIVATION THEORY
- 1. REWARDS
  - a. Extrinsic
  - b. Intrinsic
- 2. INTEREST
  - a. Different
  - b. Self
    - (1). Personalize
    - (2). Relevance
    - (3). Choice
- 3. LEVEL OF CONCERN
  - a. Visibility
  - b. Expectations
  - c. Time
- 4. SUCCESS
  - a. Cutting Edge
  - b. Small Chunks
  - c. Loop Back
  - d. Vary Modalities
  - e. Dignify Errors
- 5. FEELING TONE
  - a. Pleasant
  - b. Neutral
  - c. Unpleasant
- 6. KNOWLEDGE OF RESULTS
  - a. Immediate
  - b. Specific

Motivation Theory	
Do's	**Don'ts**
Do build a learner's productive concern about her learning.	Don't build so much concern the learner can't concentrate on the task.
Do use pleasant feeling tone.	Don't use pleasant feeling tone when it isn't working.
Do make examples interesting and meaningful.	Don't make things so vivid the learner thinks more about them than he does about the learning.
Do see that a learner experiences success.	Don't have the job so hard he can't possibly do it or so easy he doesn't have to try.
Do give the learner specific knowledge of results.	Don't give only general information.
Do use extrinsic motivation when the learner has no intrinsic motivation to learn a particular thing. After successful learning many things become intrinsically motivated.	Don't negotiate or bribe to get a child to learn.

B. RETENTION THEORY
1. DEGREE OF ORIGINAL LEARNING
2. MEANINGFUL MATERIAL
3. FEELING TONE PRESENT
4. POSITIVE/NEGATIVE TRANSFER
5. SCHEDULE OF PRACTICE

C. TRANSFER THEORY
1. SIMILARITY (TASK)
2. ASSOCIATION (FEELINGS)
3. DEGREE OF ORIGINAL LEARNING
4. CRITICAL ATTRIBUTES

D. RATE AND DEGREE THEORY
1. SEQUENCE (BEGINNING, MIDDLE, END)
2. ACTIVE PARTICIPATION
3. DEGREE OF GUIDANCE

E. REINFORCEMENT THEORY
1. POSITIVE - anything needed or desired by the learner
   a. Approval of significant others
   b. Opportunities to do the things the learner enjoys
   c. Special privileges
2. NEGATIVE - something that is *not* needed or desired by the learner
   a. Useful because the behavior that is immediately followed by a negative reinforcer is suppressed or "held back"
   b. Dangerous because *any behavior that removes the negative reinforcer is strengthened*
3. EXTINCTION - a behavior is extinguished (or weakened) when that behavior is followed by no reinforcement whatsoever
4. SCHEDULE
   a. A *regular* schedule of reinforcement, where the desirable behavior is reinforced every time it appears, results in fast learning.
   b. An *intermittent* schedule of reinforcement, where behavior is reinforced one time and then not reinforced the next time, and the intervals between reinforcers become longer and longer, develops a very durable behavior that is long remembered.

Reinforcement Theory	
Do's	**Don'ts**
Do let a child know, when he is really trying, that what he is doing is worthy of note.	Don't be insincere or praise a child for things which are easy for him and take little or no effort on his part.
Do let a child know she is making progress even though the work is not perfect.	Don't say something is really good when it isn't. Students usually know when something is not right and feel that praise for mediocre work is insincere.

When a child is learning something new or something that is hard for him, reinforce him for each part he does.	Don't wait until he is completely finished with a *difficult* task before you give him encouragement.
Do vary the words you use.	Don't use the same word for everything.
Do follow a negative reinforcer with a positive one as soon as possible.	Don't leave a child with a negative reinforcer.
Do ignore if possible, behavior that is merely attention getting.	Don't make a "federal case" out of every little incident.
Do remember to reinforce every time when new behavior is being learned.	Don't be inconsistent with your reinforcement when *new* behavior is being learned.
Do be specific when you reinforce a behavior.	Don't be so general that the reinforcer is ineffective, ignored or "tuned out."
Do state the reinforcer as a recognition of achieving the expectation that was set.	Don't promote "teacher pleasing" with a reinforcer that is a personal value judgement.
Do determine what is a positive reinforcer for each child or group.	Don't choose an inappropriate reinforcer for individuals or groups.

F. PRACTICE THEORY

1. HOW MUCH?
2. HOW LONG?
3. HOW OFTEN?
4. HOW WELL?
5. MEANING
6. MODELING
7. MONITORING

Practice Theory	
Do's	**Don'ts**
Do work on short meaningful units.	Don't work on a long unrelated series.
Do work for short concentrated periods.	Don't drag out practice periods.
Do review something a student learned when you previously worked with her.	Don't skip an opportunity to review previously leaned material.
Do practice something new in many different contexts.	Don't practice something new only once.
Do have a student practice something new several times while you are there.	Don't have a student learn something new and then not check to see that he remembers it.
Do give a student knowledge of results.	Don't leave a student wondering how he did.

DEVELOPMENTALLY APPROPRIATE PRACTICES

Child Centered Practices

<table>
<tr><td></td><td>Planning</td><td>Teaching Strategies</td><td>Curriculum</td><td></td></tr>
<tr><td>Community Relationships</td><td colspan="3" rowspan="3">Knowledge of the Child

Desired Educational Goals

Knowledge of Learning</td><td>Physical Environment</td></tr>
<tr><td>Parent Relationships</td><td>Materials</td></tr>
<tr><td>Staff Collaboration</td><td>Classroom Management</td></tr>
<tr><td></td><td>Leadership</td><td>Assessment</td><td>Grouping</td><td></td></tr>
</table>

At the core of Developmentally Appropriate Practices are key understandings... of the child, of how learning occurs, and of the significant educational outcomes desired.

Guiding Principles

1. A child seeks to learn as a whole person, constructing intellectual, physical, social and emotional understandings through interactions with the environment.
2. Learning is something a child does, not something done to the child.
3. A Child seeks to understand by connecting new information and experiences to what (s)he already knows.
4. A child learns through experiments and social interactions.
5. Teaching strategies and classroom practices are based on current knowledge of the developing child.
6. Learning tasks are relevant and meaningful to the child.
7. Concrete and sensory materials are the natural learning media of children and purposefully used in their education.
8. Individual learning styles and intelligences are strengthened through a variety of learning experiences and cooperative ventures.
9. Thinking, problem solving, commitment, and self-discipline are promoted in an atmosphere of trust and structured freedom.
10. Each child is unique, lives in a unique environment, and will live a unique life. Teaching and grouping decisions reflect this diversity.
11. Educational outcomes are thoughtfully developed to reflect both the developmental needs of children and the changing nature of society.
12. Learning is an essential life-long process to which schools contribute.
13. The teachers is a professional decision-maker, who observes, analyses, and facilitates children's learning while continually learning herself/himself.

[The Griffin Center For Human Development, Guilford, Connecticut]

TEACHER DECISION MAKING MODEL

ESSENTIAL ELEMENTS OF INSTRUCTION

A. Lesson Design

1. Anticipatory Set

The teacher prepares students for the lesson. The first five minutes of a lesson are the most critical as that is when the teacher has the greatest degree of student attention.

2. Statement of Objectives

The instructor should inform students of the objectives for a particular lesson: namely the three elements of an instructional objective:

a. State the task

b. Identify how the task is to be completed.

c. Identify minimum level of competency to be achieved, if the teacher wishes to identify a minimum level.

Instruction in the deductive style is recommended for students experiencing academic difficulty. The teacher would state the rule and give students adequate practice until they could demonstrate mastery prior to introducing a new concept.

Guiding questions, prior to independent completion of an assignment, are recommended.

The teacher should clarify for the students how one day's instruction ties into what has academically preceded and how it will influence the next day's instruction.

3. Instructional Input

The teacher should move among the students, while they are working, providing additional reinforcement when needed.

4. Modeling

The teacher should be illustrating concepts taught, providing many and varied examples, and responding to student questions.

5. Checking for Understanding

Students should demonstrate 75-80 percent mastery on a concept before being taught a new concept.

6. Guided Practice

The teacher can have children working in groups of five to seven, carefully monitoring their achievement while they are working. Particular attention should be given to those children who, in the past, have demonstrated difficulty in working independently.

7. Independent Practice

Such practice should consist of only ten to fifteen minutes for a particular assignment. Independent practice should not be used as a teaching strategy; it should only be used as reinforcement for concepts that are understood by the students.

Model I Rosenshine	Model II Hunter	Model III Gagne
Review-check and reteach prerequisite learning.	Anticipatory set - involves practice on previous learnings. Also includes gaining attention.	Gaining attention - stimulating recall of prerequisite learning.
	Objectives and purpose.	Inform learner of the objective.
Presenting new content/skills	Input. Modeling.	Presenting the stimulus material. Providing learning guidance.
Initial student practice.	Guided practice.	Eliciting the performance.
Feedback and correctives.	Check for understanding.	Providing feedback about performance correctness. Assessing the performance.
Independent practice.	Independent practice.	
Weekly or monthly review.		
		Enhancing transfer and retention.
	Closure.	

[Hunter, Madeline, *Improved Instruction* (El Segundo, CA, TIP Publications), 1976]

B. Teaching to Independence/Time on Task/ Study Skills

C. Direction Giving

1. Planning
2. Implementing

D. Sponge Activities

E. Dignifying Learner Errors

1. Dignify
2. Prompt
3. Hold Accountable

F. Multiple Intelligence Theory
[Armstrong, Thomas, *Multiple Intelligences in the Classroom* (Alexandria, VA, ASCD), 1994]

Intelligence	Core Components	Symbol Systems
Linguistic	Sensitivity to the sounds, structure, meanings, and functions of words and language	Phonetic languages (e.g. English)
Logical-Mathematical	Sensitivity to, and capacity to discern, logical or numerical patterns; ability to handle long chains of reasoning	Computer languages (e.g., Pascal)
Spatial	Capacity to perceive the visual-spatial world accurately and to perform transformations on one's initial perceptions	Ideographic languages (e.g., Chinese)
Bodily-Kinesthetic	Ability to control one's body movements and to handle objects skillfully	Sign languages, braille
Musical	Ability to produce and appreciate rhythm, pitch, and timbre; appreciation of the forms of musical expressiveness	Musical notational systems, Morse Code
Intrapersonal	Capacity to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people	Social cues (e.g., gestures and racial expressions)
Interpersonal	Access to one's own feeling life and the ability to discriminate among one's emotions; knowledge of one's own strengths and weaknesses	Symbols of the self (e.g., in dreams and artwork)
Naturalist	The human ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations)	Pattern recognition valued in certain sciences
Existential	The human inclination to ask very basic questions about existence. Who are we? Where do we come from? What's it all about? Why do we die?	Knowledge of the invisible, outside world

COOPERATIVE LEARNING

The basic motto for a cooperative classroom is, We sink or swim together. The first essential characteristic of cooperative learning is *positive interdependence.* Teachers must structure cooperative learning activities so that students are genuinely interdependent. No member of a group can be successful unless all are successful. The second essential characteristic is *individual accountability.* Every student must know that she or he will be held accountable for learning the material. No one is allowed to hitchhike or opt out of the group's task.

All cooperative learning models share both of these elements. The Johnson model adds an emphasis on teaching students the social skills they need to function well in cooperative groups.

In order for cooperative groups to succeed, teachers need to:

monitor their students' behavior while they're working in groups;

give their students feedback on their use of social skills and help them become conscious of their use of those skills; and

intervene to teach needed skills whenever appropriate.

Differences between Cooperative Learning and Small Groups Activities	
COOPERATIVE GROUPS	SMALL GROUPS
Positive interdependence: we sink or swim together. Face-to-face oral interaction.	No interdependence. Students often work on their own, occasionally checking their answers with other students.
Individual accountability: each person must master the material.	Hitchhiking. Some students let others do most or all of the work.
Teacher teaches social skills needed for successful group work.	Social skills not systematically taught.
Teacher monitors students' behavior.	No direct observation of student behavior. Teacher often works with other students or prepares for next lesson.
Feedback and discussion of students' behavior.	No discussion of how well students worked together, other than general comments like "Nice job" or Next time try working more quietly."

Care must be taken in the selection and construction of a cooperative project so that the activity does not fall into the sphere of a small group process.

Basic Group Skills are those bottom-line skills without which a group can't get anything done.	**Functioning Skills** enable group members to work together effectively so that the group can accomplish its task and each member can learn the material.	**Higher-Order Thinking Skills** deepen group members' understanding of the material being learned and the points of view of other students.
getting into your group quietly and quickly	taking turns	asking for clarification
bringing necessary materials with you	contributing your ideas	providing clarification
staying with your group until the task is done	supporting your point with evidence	building on another's ideas
talking in quiet voices	asking for help when you need it	paraphrasing another's idea to show you understand it
listening to your partner(s)	encouraging others to contribute	analyzing your group's process
calling your partner(s) by name	complimenting others' contributions	coming to consensus
knowing your task(s)	keeping the group focused on the task	synthesizing the several ideas
		evaluating the group's work
		criticizing an idea, not the person who presented it

[Ellis, Susan S. and Susan F. Whalen, *Cooperative Learning, Getting Started* (New York, Scholastic), 1990]

[Johnson, David W., Roger T. Johnson, and Edythe Johnson Holubec, *Circles of Learning, Cooperation in the Classroom* (Edina, Minnesota, Interaction), 1990]

LEARNING THEORIES AND PRINCIPLES

Movement	Psychologist	Major Theory or Principle	Definition or Explanation
	Thorndike	Law of effect	When a connection between a situation and response is made, and it is accompanied by a satisfying state of affairs, that connection is strengthened; when accompanied by an annoying state of affairs, the connection is weakened.
Behaviorist	Pavlov-Watson	Classical conditioning	Whenever a response is closely followed by the reduction of a drive, a tendency will result for the stimulus to evoke that reaction on subsequent occasions; association strength of the S-R bond depends on the conditioning of the response and stimulus.
	Skinner	Operant conditioning	In contrast to classical conditioning, no specific or identifiable stimulus consistently elicits operant behavior. Based on Thorndike's law of effect, operant conditioning means that if an operant response is followed by a reinforcing stimulus, the strength of the response is increased.
	Piaget	Cognitive stages of development	Four cognitive stages form a sequence of progressive mental operations; the stages are hierarchical and increasingly more complex.
		Assimilation, accommodation, and equilibration	The incorporation of new experiences, the method of modifying new experiences to derive meaning, and the process of blending new experiences into a systematic whole.
	Gagne	Levels of Learning	Eight types of learning are identified, from simple to complex, both behavioral and cognitive; they are based on orderly, prerequisite and cumulative processes of learning.
	Guilford	Structure of intellect	Three major dimensions of thought — contents, operations, and products — each subdivided into several factors combine and interact to form 120 possible factors.
Cognitive		Convergent-divergent thinking	A qualitative method of thinking; the first corresponds with problem solving, reflective thinking, and the scientific method; the second corresponds with creative thinking, intuitive thinking, and the artistic method.
	Dewey	Reflective thinking	Being in a situation, sensing a problem, clarifying it with information, working out suggested solutions, and testing the ideas by application.
	Lipman-Sternberg	Critical thinking	Teaching students how to think, including forming concepts, generalizations, cause-effect relationships, inferences, consistencies and contradictions, assumptions, analogies, etc.
	Bruner-Phenix	Structure of a subject	The knowledge, concepts, and principles of a subject; learning how things are related is learning the structure of a subject.
		Inquiry-discovery method	A method or quality of thinking that uses a body of organized knowledge; the first method tends to be convergent and the second tends to be divergent.
	Maslow	Human needs	Six human needs related to survival and psychological well-being; the needs are hierarchical and serve to direct behavior.
	Rogers	Becoming a person	Becoming a person means being open to experience, developing trust, and accepting oneself.
Humanist		Freedom to learn	Becoming a full person requires freedom to learn; the learner is encouraged to be open, self-trusting, and self-accepting.
	Raths	Value clarification	Analysis of personal preferences and moral issues to reveal or clarify one's values — that is, beliefs, attitudes, and opinions.

DEVELOPMENTAL PROFILE CHARACTERISTICS

Adolescence

Emancipation from parent dependency
Occupational projection selection
Completion of value structure
Acceptance of self

Preadolescence

Handling major body changes
Asserting independence from family
Establishing sex role identity
Dealing with peer group relationships
Controlling emotions
Constructing a values foundation
Pursuing interest expression
Utilizing new reasoning capacities
Developing acceptable self-concept

Late Childhood

Mastering communication skill
Building meaningful peer relations
Thinking independently
Acceptance of self
Finding constructive expression outlets
Role projection

Middle Childhood

Structuring the physical world
Refining language and thought patterns
Establishing relationships with others
Understanding sex roles

Early Childhood

Developing motor control
Emerging self-awareness
Mapping out surroundings
Assigning meaning to events
Exploring relationships with others
Developing language and thought patterns

ÿ ÿ Continuums of Growth in School ÿ ÿ

Early childhood	Intermediate	Secondary
Social Adjustment	Social Development	Social Maturation
Initial Physical Development	Promotion of Physical Development	Refinement of physical Health
Self-awareness	Self-acceptance	Self-actualization
Academic Readiness	Academic Adequacy	Academic Specialization
Sensory Development	Aesthetic Stimulation	Aesthetic Refinement

DEVELOPMENTAL PROFILES

	Grades K - 4	**Grades 5 - 8**	**Grades 9 - 12**
Teacher-Student Relationship	Parental	Advisor	Instructor
Teacher Organization	Self-contained	Interdisciplinary Team	Department
Curricular Emphasis	Skills	Exploration	Depth
Schedule	Self-contained	Block	Periods
Instruction	Student-Directed	Balance	Teacher-Directed
Student Grouping	Chronological	Multi-age Developmental	Subject
Building Plan	Classroom Areas	Team Areas	Department Areas
Psychomotor Development	Skills & Games	Skills & Intramurals	Skills & Interscholastics
Utilization of Media	Classroom Groups	Balance	Individual Study
Guidance	Diagnostic/Developmental	Teacher Helper	Career-Vocational
Teacher Preparation	Child-oriented Generalist	Flexible Resource	Disciplines Specialist

	Grades 7 & 8	Grade 9	Grade 10	Grade 11	Grade 12
Physical growth and thinking changes	Accelerated physical development begins marked by increase in weight, height, heart size, lung capacity, and muscular strength. Boys and girls are growing at varying rates of speed. Students are likely to be disturbed by body changes. Boys and girls tend to tire easily but will not admit it	Girls are slightly ahead of guys; lots of hormones and sexual energy flowing; needing to develop new study habits	Guys are almost caught up; some girls "flirting" with eating disorders and guys "bulking up"; lots of sexual energy	Everyone is more comfortable with themselves; a good sense of potential adult body; lots of sexual energy; beginning to think/worry about what comes after high school — work or college?	Most comfortable year, but lots of mixed feelings about graduation and the reality of the future and college/work decisions
Friendship and social development	Affiliation base broadens from family to peer group. Peers become sources for standards and models of behavior. Students are confused and frightened by new school settings. Show unusual or drastic behavior at times — aggressive, daring, boisterous, argumentative.	Want acceptance; working to find a social niche; aware of the party scene	Sorting out friends from acquaintances; grouping around interests like sports, drama, etc.; experimenting with the party scene; looking for a girl/boyfriend	Wanting closer friends; getting bored with social scene; changing relationships with adults; driving	Sad to leave friends and concerned about making new ones later; anxious about the future

Family changes	Occasional rebellion on the part of child does not diminish importance of parents for development of values. Emerging adolescents want to make their own choices, but authority still remains primarily with family.	Feel the need for more freedom and independence	Acting on the need for more freedom and independence from parents, which includes some arguing; talking and confiding in friends more than parents	See parents as people; question their choices; want to be seen as more adult and responsible	Preparing to leave home; changing relationship with parents; excited, sad, and scared
Spiritual, Emotional and Intellectual	Erratic and inconsistent behavior. Anxiety and fear contrast with reassuring bravado. Feelings tend to shift between superiority and inferiority. Students have many fears, real and imagined. Prefer active over passive learning activities. Extremely curious. Display heightened egocentrism and will argue to convince others or to clarify their own thinking.	Want to fit in and feeling lonely at the same time	Who am I? Why do I act differently with different people? Which is the real me? Need more room from parents; discovering passions	Idealistic in many ways; stronger sense of self; contemplating all the shoulds and feeling guilt at unmet expectations	Reflecting and learning; getting more comfortable with personality

[Riera, Mike, *Surviving High School* (Berkeley, CA, Celestial Arts), 1997]
[Wiles, Jon, and Joseph Bondi, *The Essential Middle School* (Columbus, Charles E. Merrill), 1981]

CLASSROOM MANAGEMENT AND BEHAVIORS

Behavior and Misbehavior

Behavior is defined as all the physical and mental acts that humans perform. In contrast, misbehavior is a label applied to any behavior that is considered to be inappropriate to the setting or situation in which it occurs. Most classroom misbehavior is considered to be done intentionally by students.

Types of Misbehavior

1. Aggression — physical and verbal attacks by students on the teacher or other students.
2. Immorality — acts such as cheating, lying, and stealing.
3. Defiance of authority — where students refuse, sometimes hostilely, to do what the teacher tells them to do.
4. Class disruptions — talking loudly, calling out, walking about the room, clowning, tossing objects, and so forth. (Most class behavior rules focus on this category of misbehavior.)
5. Goofing off — fooling around, not doing assigned tasks, daydreaming, and so forth.

Discipline and Misbehavior

Discipline is intended to suppress, control, and redirect misbehavior — behavior that is aggressive, immoral, or disruptive to learning. The purpose of discipline in the classroom is to reduce the need for teacher intervention over time by encouraging students to develop self-control over their own behavior.

Discipline Models

Redl and Wattenberg	1. People in groups behave differently than they do individually. Group expectations influence individual behavior, and individual behavior affects the group. Teachers need to be aware of the characteristic traits of group behavior.
	2. Groups create their own psychological forces that influence individual behavior. Teacher awareness of *group dynamics* is important to effective classroom control.

	3. Group behavior in the classroom is influenced by how students perceive the teacher. Students see teachers as filling many psychological roles.
	4. Dealing with classroom conflict requires diagnostic thinking by the teacher. This thinking involves: (1)forming a first hunch, (2) gathering facts, (3) applying hidden factors, (4) taking action, and (5) being flexible.
	5. Teachers maintain group control through various *influence techniques*. These techniques include: (1) supporting self-control, (2) offering situational assistance, (3) appraising reality, and (4) invoking pleasure and pain.
	6. *Supporting self-control techniques* are low-keyed. They address the problem before it becomes serious. They include eye contact, moving closer, encouragement, humor, and ignoring.
	7. *Situational assistance* techniques are necessary when students cannot regain control without assistance from the teacher. Techniques to provide assistance include: (1) helping students over a hurdle, (2) restructuring the schedule, (3) establishing routines, (4) Removing the student from a situation, (5) removing seductive objects, and (6) physical restraint.
	8. *Appraising reality* techniques involve helping students understand underlying causes for misbehavior and foresee probable consequences. Teachers "tell it like it is," offer encouragement, set limits, and clarify situations with post-situational follow-up.
	9. *Pleasure-pain* techniques involve rewarding good behavior and punishing bad behavior. Punishment should be used only as a last resort because it is too often counterproductive.
Kounin	1. When teachers correct misbehavior in one student, it often influences the behavior of nearby students. This is known as the ripple effect.
	2. Teachers should know what is going on in all parts of the classroom at all times. Kounin called this awareness, "withitness."
	3. The ability to provide smooth transitions between activities and to maintain consistent momentum within activities is crucial to effective group management.
	4. Teachers should strive to maintain group alertness and to hold every group member accountable for the content of a lesson, which allows optimal learning to occur.
	5. Student satiation (boredom) can be avoided by providing a feeling of progress and by adding variety to curriculum and classroom environment.
Skinner	1. Behavior is shaped by its consequences, by what happens to the individual immediately afterward.
	2. Systematic use of reinforcement (rewards) can shape students' behavior in desired directions.
	3. Behavior becomes weaker if not followed by reinforcement.
	4. Behavior is also weakened by punishment.
	5. In the early stages of learning, constant reinforcement produces the best results.
	6. Once learning has reached the desired level, it is best maintained through intermittent reinforcement, provided only occasionally.
	7. Behavior modification is applied in these two main ways: (a) the teacher observes the student perform a desired act; the teacher rewards the student; the student tends to repeat the act; (b) the teacher observes the student perform an undesired act; the teacher either ignores the act or punishes the student, then praises a student who is behaving correctly; the misbehaving student becomes less likely than before to repeat the act.
	8. Behavior modification successfully uses various kinds of reinforcers. They include social reinforcers such as verbal comments, facial expressions, and gestures; graphic reinforcers such as marks and stars; activity reinforcers such as free time and collaborating with a friend; and tangible reinforcers such as prizes and printed awards.
Ginott	1. Discipline is a series of little victories, not something that occurs overnight.
	2. The most important ingredient in classroom discipline is the teacher's own self-discipline.

	3. The second most important ingredient is using sane messages when correcting misbehaving students. Sane message are messages that address the situation and do not attack students' characters.
	4. Teachers at their best use *congruent communication*, communication that is harmonious with students' feelings about situations and themselves.
	5. Teachers at their worst attack and label students' characters.
	6. Teachers should model the behavior they hope to see in their students.
	7. Inviting cooperation from students is vastly preferable to damaging it.
	8. Teachers should express anger but in appropriate (sane) ways.
	9. Labeling students disable them — they tend to live up to the label.
	10. Sarcasm is almost always dangerous, and praise is often dangerous. Use both with great care.
	11. Apologies from students should be accepted with the understanding that students intend to improve.
	12. The best teachers help students to build their own self-esteem and to trust their own experience.
Dreikurs	1. Discipline is not punishment. It is teaching students to impose limits on themselves.
	2. Democratic teachers provide firm guidance and leadership. They allow students to have a say in establishing rules and consequences.
	3. All students want to belong. They want status and recognition. Most of their behaviors indicate efforts to belong.
	4. Misbehavior reflects the mistaken belief that it will gain students the recognition they want.
	5. Misbehavior is associated with four mistaken goals: attention getting, power seeking, revenge seeking, and displaying inadequacy.
	6. Teachers should identify mistaken goals and then act in ways that do not reinforce them.
	7. Teachers should strive to encourage students' efforts, but avoid praising their work or character.
	8. Teachers should teach students that unpleasant consequences will always follow inappropriate behavior.
Jones	1. Teachers in typical classrooms lose approximately 50% of their instructional time simply because students are off task or otherwise disturbing the teacher or other class members.
	2. Practically all of this lost time results from two kinds of student misbehavior — talking without permission (80%) and general goofing off, including making noises, daydreaming, or getting out of one's seat without permission.
	3. Most of this lost teaching time can be salvaged if teachers systematically employ three kinds of techniques that strongly assist discipline: (1) effective body language; (2) incentive systems; and (3) efficient individual help.
	4. Good classroom discipline results mainly from the first technique — effective body language, which includes posture, eye contact, facial expression, signals, gestures, and physical proximity.
	5. Incentive systems, which motivate students to remain on task, complete work, and behave properly, also contribute strongly to good discipline.
	6. When teachers are able to provide individual help to students quickly and effectively, the students behave better and complete more work.
Canter	1. Teachers should insist on decent, responsible behavior from their students. Students benefit from this type of behavior, parents want it, the community at large expects it, and the educational process is ineffective without it.
	2. Teacher failure, for all practical purposes, is synonymous with failure to maintain adequate classroom discipline.

	3. Many teachers labor under false assumptions about discipline, believing that firm control is stifling and inhumane to students. To the contrary, firm control maintained correctly is humane and liberating. It sets clear limits, which students want and need.
	4. Teachers have basic educational rights in their classrooms, including: a. The right to establish optimal learning environments.b. The right to request and expect appropriate behavior.c. The right to receive help from administrators and parents when it is needed.
	5. Students have basic rights in the classroom, too, including:a. The right to have teachers who help to limit inappropriate, self-destructive behavior.b. The right to choose how to behave, with full understanding of the consequences that automatically follow those choices.
	6. These needs, rights, and conditions are best met through Assertive Discipline, in which the teacher clearly communicates expectations to students and consistently follows up with appropriate actions but never violates the best interests of the students.
	7. Assertive Discipline consists of the following elements, to be followed consistently by teachers:a. Identifying expectations clearly.b. Willingness to say, "I like that," and "I don't like that."c. Persistence in stating expectations and feelings.d. Use of firm tone of voice.e. Maintenance of eye contact.f. Use of nonverbal gestures in support of verbal statements.g. Use of hints, questions, and I-messages rather than demands for requesting appropriate behavior.h. Follow-through with promises (reasonable consequences, previously established, with emphasis on the positive) rather than with threatsi. Assertiveness in confrontations with students, including using statements of expectations, indicating positive and negative consequences that will occur, and noting why action is necessary.
	8. To become more assertive in discipline, teachers should do the following:a. Practice assertive response styles.b. Set clear limits and consequences.c. Emphasize the positive.d. Follow through consistently.e. Make specific Assertive Discipline plans and rehearse them mentally.f. Write things down; do not trust the memory.g. Practice the broken-record technique for repeating expectations.h. Ask school administrators and parents for support in the efforts to help students.
Glasser	1. Students are rational beings. They can control their behavior. They choose to act the way they do.
	2. Good choices produce good behavior. Bad choices produce bad behavior.
	3. Teachers must always try to help students make good choices.
	4. Teachers who truly care about their students accept no excuses for bad behavior.
	5. Reasonable consequences should always follow student behavior, good or bad.
	6. Class rules are essential and they must be enforced.
	7. Classroom meetings are effective vehicles for attending to matters of class rules, behavior, and discipline.
Levin and Nolan	1. The single most important factor in determining the learning environment is teacher behavior. Intentionally or unintentionally, teachers' verbal and non-verbal behaviors influence student behaviors.
	2. Teachers have the professional responsibility for assuming the role of instructional leader, which involves employing techniques that maximize student on-task behavior.
	3. Teachers who have clearly developed ideas of: [a] the relationship between teaching and discipline; [b] the factors motivating students to behave as they do; [c] their personal expectations for student behavior; and [d] a systematic plan to manage misbehavior, have classrooms characterized by a high percentage of on-task student behavior.
	4. A preplanned hierarchy of management strategies increases the likelihood of appropriate student behavior.

[Bluestein, Jane, Parents, *Teens and Boundaries* (Deerfield Beach, FL, Health Communications, Inc.), 1993]
[Bodenhamer, Gregory, *Back In Control* (New York, Simon & Schuster), 1992]
[Bodenhamer, Gregary, *Parent In Control* (New York, Simon & Schuster), 1995]
[Canter, Lee and Marlene Canter, *Assertive Discipline* (Santa Monica, CA, Lee Canter & Associates), 1976]
[Charles, C. M., *Building Classroom Discipline* (White Plains, NY, Longman), 1992]
[Givener, Abraham, and Paul S. Graubard, *A Handbook of Behavior Modification for the Classroom* (New York, Holt, Rinehart and Winston, Inc.), 1974]
[Gordan, Thomas, *Teacher Effectiveness Training* (New York, Peter H. Wyden), 1974]
[Kohn, Alfie, *Beyond Discipline, From Compliance to Community* (Alexandria, VA, ASCD), 1996]
[Levin, James, and James F. Nolan, *Principles of Classroom Management*, A Hierarchical Approach (Englewood Cliffs, NJ, Prentice Hall), 1991]
[Sherman, A. Robert, *Behavior Modification: Theory and Practice* (Monterey, CA, Wadsworth), 1973]

TEACHER SUPERVISION AND OBSERVATION

A sound program of observation has as its goal the optimization of each teacher's abilities in the classroom.

The primary model for observations will be based on clinical supervision. It may include some or all of the techniques listed below.

Observations may be done by the supervisors, assistant principals, principals, and/or the superintendent. Although observations are primarily initiated by the administration, teachers are encouraged to schedule observations at times that they feel are appropriate. This may occur whenever:

1. A teacher has planned a lesson of exceptional quality.
2. A teacher is experimenting with techniques of subject matter which might benefit from an objective viewpoint.
3. A teacher is experiencing difficulties which might be resolved with outside help.

Teachers are also encouraged to engage in self-analysis of classroom work. Although all teachers do that in some fashion, a formal basis for self-evaluation is often helpful.

Teacher Portfolio

Portfolios presented by the teachers will be an integral part of the evaluation process. These portfolios will be designed and formatted according to each individual teachers design.

Formative Supervision

Identifying Best Practice Instruction – Walk Through Observations

Purpose

- Identify what good teaching looks like
- Target school improvement goals through data conferencing
- Identify professional development needs
- Provide a model for incorporating peer observation and technology
- Improving instruction using best practice

Outcomes

- Generate Conversations
- Provide Data
    - Teacher Actions
        - Setting Objectives
        - Active Feedback
        - Provides Recognition
        - Reinforcing Effort
        - Checking for Understanding
        - Guided Practice
        - Reprimanding/ Disciplining
        - Demonstrating Skill/ Activity/ Modeling
    - Types of Questions
        - Acquisition
        - Manipulation
        - Generalization
- Technology Based
- Observation of Best Practices
    - Instructional Strategies
        - Cues/ Questions
        - Organizers
        - Kinesthetic
        - Mental Imaging
        - Pictography
        - Physical Models
        - Summarizing
        - Note-taking
    - Facilitation of Student Conversation
    - Source of Instruction
    - Engagement Levels of Participation
- School Improvement
    - Curriculum/ Standards Connection
        - Clarity of Communication
        - Relevancy for All Learners
        - Key Vocabulary Emphsis
        - Scaffolding to Assist and Support Understanding
        - Interactions and Discussions
        - Level of Actions to the Standards/ Objectives
    - Level of Student Engagement
    - Match with Classroom Goals
    - Match with Grade Level Goals
    - Match with Subject Discipline Goals
    - Match with School Goals
    - Match with District Goals
- Professional Development
    - Identification of Strengths

  - Identification of Skills
  - Identification of Strategies
- Assessments
  - Use of Summative Assessments to Determine Mastery of Learning
  - Use of Interim Summative Assessment to Identify Student Learning Gaps
  - Use of Formative Assessments to Determine Student Instructional Needs
  - Monitoring and/or Adjustments to Individuals and Groups
- Creating and Maintaining Effective Learning Environment
  - Climate of Fairness, Caring and Respect
  - Standards for Behavior, Routines, and Transitions
  - Reinforcement of Student Efforts and Recognition
  - Literacy Rich Environment
  - Maximized Instructional Time

Clinical Supervision

Clinical supervision may be defined as supervision focused upon the improvement of instruction by means of systematic cycles of planning, observation, and intensive intellectual analysis of actual teaching performances in the interest of rational modification [Weller, Richard, H., *Verbal Communication in Instructional Supervision* (New York: Teachers College Press, 1971)].

Goals

• To provide Teachers with Objective Feedback on the Current State of Their Instruction.
• To Diagnose and Solve Instructional Problems.
• To Help Teachers Develop Skill in Using Instructional Strategies
• To Help Teachers Develop a Positive Attitude about Continuous Professional Development

[Acheson, Keith A., and Meredith Damien Gall, *Techniques in the Clinical Supervision of Teachers* (New York: Longman), 1997].

Technique 1 Identify the Concerns About Instruction
Technique 2 Translate the Concerns into Observable Behaviors
Technique 3 Identify Procedures for Improving Instruction
Technique 4 Assist in Setting Self-Improvement Goals

Planning Conference

Technique 5 Arranging Time for Classroom Observation
Technique 6 Selecting an Observation Instrument and Behaviors to be Recorded
Technique 7 Clarifying the Instructional Context in which Data will be Recorded

Classroom Observation

Selective Verbatim

Technique 8 Teacher Questions
- Cognitive Level of Questions
- Amount of Information
- Redirection
- Probing Questions
- Multiple Questions

Technique 9 Teacher Feedback
- Amount
- Variety
- Specificity

Technique 10 Teacher Structuring Statements and Classroom Management
- Structuring Statements
- Directions
- Disciplinary Statements

Observation Records Based on Seating Charts

Technique 11 At Task
Technique 12 Verbal Flow
Technique 13 Movement Patterns

Wide-Lens

Technique 14 Anecdotal Records and Scripting
Technique 15 Video and Audio Recordings (At Teacher Request Only)
Technique 16 Journal Writing

Checklists and Timeline Coding

Technique 17 Pupil Observation Survey
Technique 18 Pre-set Forms (Teacher/Student Course/Class Reaction)
Technique 19 Question-and-Answer Teaching
Technique 20 Lecture-Explanation Teaching
Technique 21 Interaction Analysis System (Flanders)[Flanders, Ned and Edmund J. Amidon, *A Case Study of an Educational Innovation: The History of Flanders Interaction Analysis System* (Oakland, CA: Ned A. Flanders, One Spyglass Hill, 94618), 1981]
Technique 22 Timeline Coding
Technique 23 Stallings Observation System (Snap Shot and Five-Minute Interaction)[Stallings, Jane A., "Using Time Effectively: A Self-Analytic Approach," in *Improving Teaching* (1986 ASCD Yearbook), ed. Zumwalt, Karen K. (Alexandria, VA: Association for Supervision and Curriculum Development, 1986)]
Technique 24 Teacher Evaluation Rating Scales

Feedback Conference
Technique 25 Through Objective Observational Data
Technique 26 Through Eliciting Inferences, Opinions and Feelings
Technique 27 Through Alternative Lesson Objectives, Methods, Reasons
Technique 28 Through Opportunities for Practice and Comparison

COURSE DEVELOPMENT AND OBJECTIVES

SYSTEMATIC CURRICULUM INSTRUCTION PROCESS

<table>
<tr><td>Selection Criteria</td><td rowspan="2">Curriculum Development System</td><td rowspan="3">Curriculum (structured series of intended learning outcomes)</td><td rowspan="3">Instructional System</td><td>Learning Outcomes</td></tr>
<tr><td>Structuring Criteria</td><td rowspan="2">Teaching Behavior Repertoire</td></tr>
<tr><td colspan="2">Source (Available teachable cultural content)</td></tr>
</table>

This process:
!Brings about a uniform locally-generated curriculum in all the schools
!Brings uniformity to program elements (objectives, activities, test items) and performance criteria used in the classroom
!Gives teachers more time to spend on the delivery of instruction to students by providing computer support for scoring tests, tracking accomplishments, providing support material and for keeping records
!Improves the overall efficiency and effectiveness of instruction and management within the classroom, school, and district
!Improves reporting to all groups in the district that are involved with education: school board, supervisors, parents, teachers, and students
!Develops a clearer understanding of role definition, responsibility and function

Assumptions of Curriculum Construction
!Curriculum is a list of measurable learner expectations
!Curriculum precedes instruction
!Determination of curriculum is the responsibility of the local educators
!The progress of learners toward mastering elements of the curriculum must be monitored
!Records of student performance, individually and collectively, must be utilized by appropriate educational personnel
!Identification of learner needs must precede and must serve as the basis for program modifications
!Instruction is an activity or series of activities designed to facilitate learning
!The individual teacher is primarily responsible for instruction toward learner expectations specified for the district
!All students can master the basic objectives and furthermore teachers and principals share this belief
!Teachers and principals hold a high level of expectations with regard to educational accomplishments of their students

Sample of objective formation

District Goal	Objective	Objective Description	Cognitive Domain	Affective Domain	Psychomotor Domain	Emotional Domain	Intensity	Priority

PROJECT BASED LEARNING

Project based learning is the use of in-depth and rigorous projects to facilitate learning and assess student competence. This is an instructional method that provides students with complex tasks based on challenging questions or problems that involve the students' problem solving, decision making, investigative skills, and reflection that includes teacher facilitation. The questions and projects are mapped to the existing standards forming an alternative though often direct way of illustrating content standard mastery.

LESSON PLAN TEMPLATES

Date Written	Initial	Date Approved	Initial	Date To Be Delivered	Initial	Date Completed	Initial

Subject/Discipline Area	Course Name	Class Period of Delivery
Materials Required and Used		

Objectives		
Cognitive Domain	Psychomotor Domain	Affective Doman
Required Prior Learnings		

Learner Behavior Decision - Instructional Activitie	
Quadrant IV - Right Hemisphere	Quadrant I - Right Hemisphere
Quadrant IV - Left Hemisphere	Quadrant I - Left Hemisphere
Quadrant III - Left Hemisphere	Quadrant II - Left Hemisphere
Quadrant III - Right Hemisphere	Quadrant II - Right Hemisphere

Developmental Appropriate Focus - Age, Grade
IDEA - Planned Modifications, Adaptations, Accommodations
Lesson Delivery Map

Anticipatory Set:	Time:
Statement of Objectives:	Time:
Instructional Input:	Time:
Modeling:	Time:
Checking For Understanding:	Time:
Guided Practice:	Time:
Independent Practice:	Time:
Review of Sequence:	Time:
Enhancement Transfer/Retention:	Time:
Closure:	Time:

Post Lesson		
Motivations Utilized	Outcomes Achieved	Goals Discarded
Next Sequence/Notes:		
Date Returned to Administrator	Instructor Initials	Administrator Initials

Curriculum Area: **Grade Levels:** **Building:** **Teacher:**

SKILLS
Input
Process
Output
Pre-Abilities
Cross Disciplinary Literacy
1

CONTENT
Concepts
Materials
Terms
Requisite Language
2

Curriculum Area: **Grade Levels:** **Building:** **Teacher:**

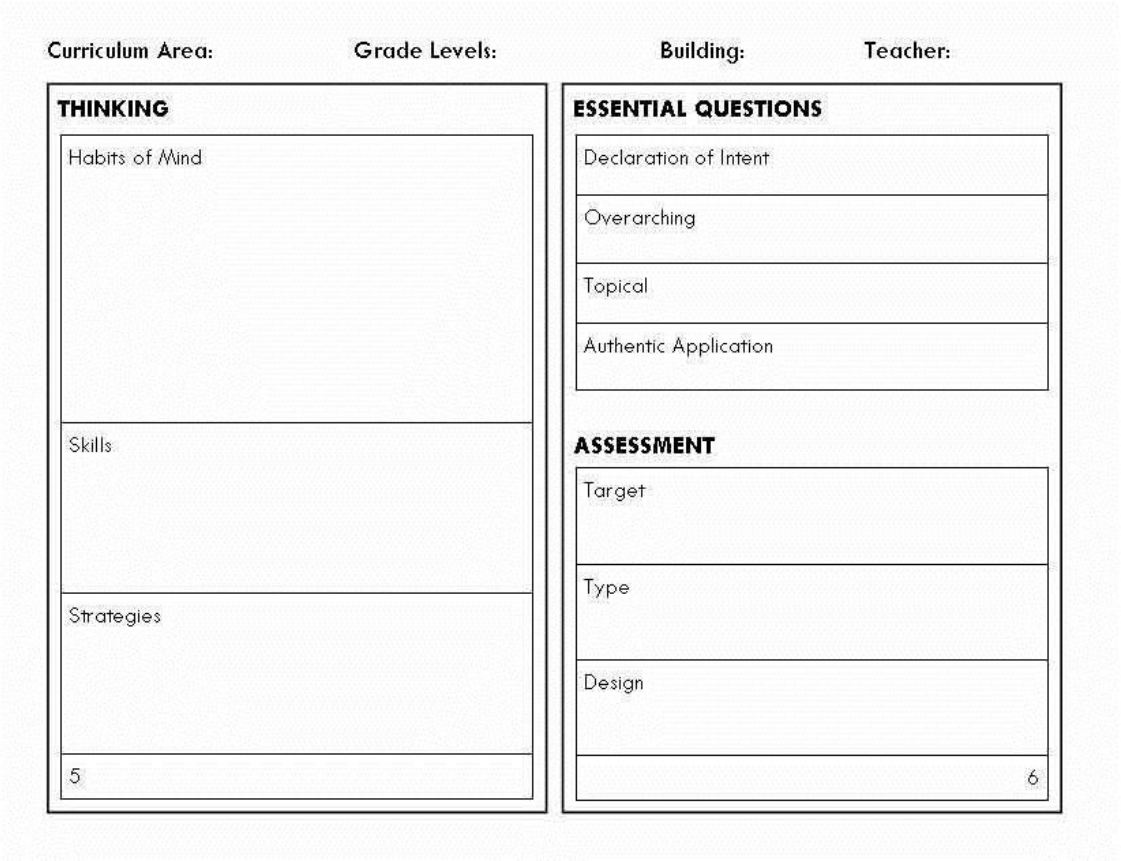
LESSON	**Time**
Prompt	

DESIGN

Introducing	
Developing	
Reinforcing	
Challenging	
3	

LEARNING MATRIX

Style	1-R 4-R 1-L 4-L 2-R 3-R 2-L 3-L
Methodology Anticipatory Set Statement of Objectives Instructional Input Modeling Checking for Under-standing Guided Practice Independent Practice Closure	**Activities**
4	



Curriculum Area: Grade Levels: Building: Teacher:

THINKING

Habits of Mind
Skills
Strategies
5

ESSENTIAL QUESTIONS

Declaration of Intent
Overarching
Topical
Authentic Application

ASSESSMENT

Target
Type
Design
6

Curriculum Area: Grade Levels: Building: Teacher:

REFLECTION OF INSTRUCTIONAL EFFECT

Evidence	Data Collection
Skills Alignment with Target	Data Abstraction
Growth in Student Achievement	Data Conclusion
7	

FOR FUTURE RECONSIDERATION

Goals Accomplished
To Be Re-enforced
To Be Re-taught
In Need of Practice
To Change in Next Presentation
8

ASSESSMENTS

Summative Assessments

Assessments created to compare students with each other as a culmination of work through a grade level or course. Currently in use are:
National Assessments:
- NAEP – National Assessment of Educational Progress
- Common Core Standards Assessment – Currently in development from the Smarter Balanced Consortium of States

Regional Assessments:
- Norm-Referenced Assessments
  - Iowa Test of Basic Skills

State-Wide Assessments – Criterion-Referenced Test
- Montana Comprehensive Assessment System

Interim Summative Assessments

Northwest Evaluation Association
- Measures of Academic Progress

Formative Assessments
- Classroom, Grade Level, Subject Assessments to formulate and adjust instruction