A Handbook For New Teachers In Technology Education

Technology Education

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Beginning Your First Year

Technology Education

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Tips On Conducting The First Ten Minutes Of Class

Adapted From: Discipline in the Secondary Classroom: A Problem-by-Problem Survival Guide, Randall S. Sprick, Ph.D., ISBN: 0-87628-248-6 (permission request is in progress with Wiley Publishing Co.)

Step 1: Stand at the door to greet students.
Greeting students at the door will demonstrate your interest in interacting with students from the moment they enter the classroom. Your presence will also reduce the likelihood of misbehavior. Finally, if any students try to enter your room rambunctiously or disruptively, you can take care of the inappropriate behavior outside your classroom.
As students enter, introduce yourself and give them any directions needed to complete the introductory task. If students are entering the classroom in a loud or boisterous manner, stop them before they actually enter your room. Tell students that they must enter quietly and begin working on their assignment. If students do not quiet down, tell them to remain in the hall until they are ready to enter quietly. Then, if any students remain in the hall as class is about to begin, indicate privately that they must enter quietly and take a seat. If a student does not enter the room, explain that you will have to count her absent unless she chooses to join the class. If you greet students at the door, these last steps are rarely needed.

Step 2: When you are ready to begin class, get everyone's full attention before you start.
Always wait to get everyone's attention before you begin the class. If you start class while some students are still talking or are out of their seats, students will assume that it is all right to engage in those behaviors while class is in session. Make this waiting a habit and give directions or start class activities only when you have the attention of the entire class.
If the students do not quiet down when you tell them you are ready to begin class, wait quietly. If the students get quiet within ten or fifteen seconds, begin the first activity and say nothing about the time it took them to get ready to listen. If they take up to thirty seconds, inform them—when they have gotten quiet—that from now on you will expect them to be quiet and ready to listen within a few seconds of the time you call for their attention. If they are not quiet after thirty seconds, tell them in a firm (not shouting— *firm*) voice that you need their attention. Repeat this instruction until you have the attention of the class.

Step 3: Present class rules and consequences for misbehavior.
When you have everyone's attention, introduce yourself. Let students know you are glad to have each of them in class and hope they will find your class enjoyable and profitable. Present your class rules as procedures for ensuring that class time is beneficial to everyone and then discuss consequences for inappropriate classroom behavior. Give them the handout on rules and expectations and make sure everyone understands how your class will be conducted. This is an important first activity because it allows you to clarify your expectations prior to any opportunity for student misbehavior.

Step 4: Take attendance.
Once you have presented your classroom rules, take attendance. Have student's work on completing the introductory task while you call roll. In some schools, it may be necessary to take attendance right after the bell rings. If so, you may wish to take attendance while you are greeting students at the door. During a roll call, students know that they will be involved in the activity for only one thirtieth of the time. If the roll is taken before you present the rules and expectations, students may tune you out even before you have begun.

Step *5:* Explain your procedures for assigning and collecting work.
Introduce the procedures and routines for assigning and collecting work. Distribute any related handouts, making sure that students understand how they can monitor their own assignments. Be clear when explaining that work will be due at the beginning of the class period on the day it is due. Explain any consequences for late assignments.

Step 6: Explain your grading system.
Pass out the handouts on assignments and grading. Explain in detail how students will earn their grades. Tell students to show the information to their parents. You may wish to have students bring back parent signatures indicating they have been informed of your grading system and of your expectations for the semester. This is an excellent way to document that your students are informed.

A Five-Step Process For Teaching Students How To Behave

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For every subsequent class activity during the first couple of days, implement the following steps. This process is useful for all activities from listening, to lectures, to passing out books, to excusing a class. The purpose of these five steps is to teach the students precisely what they should do to demonstrate that they are following the classroom rules. This will require some extra time the first few days of class, but will save time in the long run because students will more quickly begin to follow your rules and expectations.

Step 1: Get everyone's attention before you begin any class activity.
> See Step 2 under "Tips on Conducting the First Ten Minutes of Class."

Step 2: Introduce each activity and describe exactly how you expect students to behave during that activity.
> In describing how you want students to behave, provide as much detailed information as possible. Students have had many teachers over the years. Some allow talking, others do not. Some teachers want students to raise their hands, others do not. Each individual teacher must clarify his or her expectations. This is also how you will clarify any differences in how students are expected to behave during different activities in your classroom. For example, you would probably inform students before lectures and independent work times that they need to raise their hand if they have a question or something to say. However, during discussions you might allow them to speak without raising their hand as long as they do not interrupt someone who is speaking.
>
> Provide explicit information on how you want students to interact with each other and with you. Introduce each activity by telling students whether they may talk to each other and if so, how loudly, about what topics, and for how long. Some students will talk during the entire period if they are told that talking is allowed. It is important to clarify exactly what you mean. The following examples are provided only as models of what might be said in this type of discussion. It is important for you to tailor your discussion to your expectations.

Thank you for listening while we were discussing the grading system. The next thing we need to do is pass out textbooks. I need three people to pass out the books, and I will call on volunteers who raise their hands. Thank you. While they are passing out the books, you can work on finishing that form. If the form is finished, you may talk to someone sitting close to you or look at a book. If you choose to talk, it may only be to someone who is sitting immediately next to you on either side, or directly in front or in back of you. Talking may only be done in pairs, no three-way conversations. If you have a question for me, quietly raise your hand. When the books have been passed out, I will ask to have your attention, and at that time you will need to immediately stop your conversation and give me your attention.

> After the books have been passed out, introduce the next activity by getting everyone's attention and then present your expectations for that activity.
> *The next thing we are going to do is have a brief lecture. On most days, I will lecture for about half the period. If you have a question or comment about the lecture, it will be important for you to raise your hand and wait to be called on. There will be no other talking. During lectures, I will highlight information that will be on tests and give information about what to study from the textbook. I will try to prepare you as much as possible for all tests. I expect you to take notes on important information. If you have trouble with a test, I will ask to see your lecture notes. If anyone has questions about how to take notes or has questions about what information to put in their notes, feel free to ask during the lecture or to speak with me after class. Any questions?*

Step 3: Provide students with positive feedback when they are meeting your expectations.
> It is important for you to let students know they are on target. Students need to know that you appreciate their efforts. Simple matter-of-fact feedback will not embarrass secondary-level students. It tells them that you recognize their mature and responsible attitudes and actions. Examples of appropriate feedback statements to secondary students follow.
>
> *I appreciate the way you give me your attention right away. It saves a lot of time when I don't have to repeat instructions.*
> *I noticed that everyone took notes when I said that the information on the three forms of matter was important. That's a good indication that everyone will be prepared for the first test.*
> Provide feedback that will not be embarrassing to secondary-level students.

Step 4: Provide immediate feedback when students are not meeting your expectations.
> Use a gentle verbal reprimand when students engage in minor misbehavior. A gentle verbal reprimand involves a matter-of-fact statement telling a student or students what they should be doing. For example, you may have a rule stating that students must raise their hand if they have a question or comment during lectures. If a couple of students begin whispering during a lecture, you might walk over to them and say, *"Remember, if you have something to say during a lecture you are supposed to raise your hand and wait to be called on. If you do not wish to share your thoughts with the class, you should not be talking."* It is critical that the gentle verbal reprimand be delivered very calmly and quietly. Emotion weakens the procedure. Your manner should imply that the students probably did not fully understand your expectations. You will therefore give them more direct information so that they can improve their behavior. This reduces the likelihood that students will resent a reprimand. If you are harsh with this procedure the student may justifiably feel, "Well, I didn't know what was expected in this stupid class!"

Verbal reprimands should be private, brief, and as immediate as possible. The more private the reprimand, the less likely the student will feel that he needs to challenge your authority to save face in front of his peers. However, immediacy should not be sacrificed for privacy. If you wait until the end of the period to reprimand a student, others will think that the misbehavior was acceptable. Similarly, do not take the student into the hall for a reprimand because immediacy is lost and the interruption could prompt other behavioral problems in your classroom. Verbal reprimands are most effective when the teacher immediately walks over to the student or students and quietly tells them how they need to improve their behavior.

The only caution in using verbal reprimands is that they are only short-term interventions. If the misbehavior continues after you have used verbal reprimands several times, you must change your strategy.

Step 5: At the end of each activity, tell students how well they have met your expectations.

If students have been successful in meeting your expectations, they need to know that you are aware of their cooperation and effort. If there have been problems, go over the problems without naming names. Identify class goals for the next activity of this type. Let your class know that you have higher expectations than were demonstrated, but that they will have an opportunity to work on improving their performance. Following is an example of this type of feedback.

Most of today's lecture went pretty well. However, I did have to give reminders several times about not talking and about raising your hands when you have something to say. We will have another lecture for about half the period tomorrow. I would appreciate it if you would work harder on meeting my expectation of not talking and of raising your hands.

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Computer Technology Start up Checklist

The beginning of a new school year is busy and exciting. With many things competing for valuable time. In order to get the most benefit from classroom technology; experienced teachers have learned to use checklists to help them prepare for the rush more effectively.

Here is our list of tips to get your technology up and running for the new school year:

Check the computer hardware and connections.
Take a quick inventory of your equipment to make sure everything is present.
Look for the computer, monitor, printer, keyboard, wrist guard, mouse, mouse pad, and all the necessary cables—power, monitor, printer, and network. Plug it all in, turn it on, and see how it goes. Be sure to quickly report any- thing you find missing or not working correctly.

Find important flies and be sure they are ready to go.
Retrieve, recover, and open any files from the previous year that you may want to access during the first few weeks of school. They may still be on the hard drive or the network, or on disks. In some cases, you may not be able to locate the files, or you may have trouble opening them. The sooner you know, the better.

See what's new in your room and at school
There may be new technology resources available to you that were not available the year before. Think about how you can best use such items in your daily work. Often new software is available in the fall. Also, there may be additional resources available on a shared basis like screen projectors, CD-ROM drives, laptop computers, image scanners, digital cameras, and modems.

Set a few short-term goals for the first few months.
In order to see how various technology re-sources benefit the educational process, decide what new technologies you are going to start using in the new year, or how you plan to use technology differently in the new year. You should start off with a clear plan for the use of the technology, along with some specific goals that you want to you want accomplish. Then, after the year is under way, you can sit back and see what has worked and what has not. It may help to work with one other colleague so you can discuss your plan and support each other.

Print needed files ASAP
The volume of paper printed and copied in the first few days of school is significant. Even if the printers and copy machines are functioning well at the beginning of the week, there is no guarantee that they will stay operational under such a heavy load. Be sure to make hard copies of everything you need right away.

Help others around you.
The level of technical support available in schools is often not enough to get everything done that you would like. This is especially true at the beginning of the year. If you have saved time, or learned something new at the beginning of the year, share this with others. The support structure developed between staff in a single location is often the best support available.

Make sure that necessary supplies are in stock.
Try to determine what computer-related supplies you will need as the day's progress. Be sure that you have diskettes, printer paper, printer ribbons, ink cartridges, toner, and cleaning supplies in ample supply and ready to go.

Running a Computer Lab

1. Assign seats. Have each person responsible for that computer.
2. Give a grade for daily participation. I use the 80/20 system. Up to 80 points for how much they participated/worked and 20 points for clean up. If absent give 80 points, unless it is truancy - then it is zero.
3. Make certain you travel around the room - address the problem before it happens.
4. Have a room clean up each six weeks. Dust under computers; use cleaner for desks and templates. Rotate so each class does it. It should only take about 10 minutes. Run a clean lab and you will generate a lot of pride in your program.
5. Trust your students – but be careful! Our district has had problems with trusting too much and we lost valuable information! I will only allow student's to work if I'm in the room.
6. Know what you are doing. Do the entire lesson before you teach it. This will help you to know the types of problems students will encounter. I know many teachers who will continue to "wing it" on the computer. Kids will devour you. It is OK admitting you don't know it all- but by being prepared you will have trouble-shooted 75% of your problems.
7. Instill in your class that computers are a privilege. Constantly double check for things loaded on the hard drive. If you do not know how to check, learn from someone quick! Most students will think about cheating - by checking the hard drive often you will assure them it is a poor choice.

Things To Do The First Three Weeks Of Class

Beginnings are important. Whether the class is large or small, it makes sense to start the semester off well. Students will decide very early—often the first day—whether they will like the course, its contents, you and their fellow students.

The following checklists can help you create a positive learning environment. Not only the first days, but also the first three weeks, are especially important in retaining capable students. Even if the syllabus is printed and ready to go, you can make adjustments in teaching methods as the course unfolds and you get to know students' characteristics.

These suggestions were gathered from teachers nationwide and compiled by Joyce Povlacs at the University of Nebraska—Lincoln. These techniques should prepare you to—

- Help students make the transition from summer or holiday activities;
- Direct students' attention to the immediate situation of classroom learning;
- Spark intellectual curiosity—challenge students;
- Encourage students' active involvement in learning;
- Build a sense of community in the classroom.

HELP STUDENTS MAKE THE TRANSITION

1. Start the first day of class with substantial content.
2. Take attendance: roll call, clipboard sign in, seating chart.
3. Introduce myself. Give a brief background on my likes and dislikes.
4. Hand out an informative, attractive, user-friendly syllabus. Issue textbooks and manuals.
5. Give an assignment on the first day to be collected the next class.
6. Start laboratory experiments and other exercises the first time lab meets.
7. Call attention (written and oral) to what makes a good lab experience: completing work, following procedures, using equipment properly, cleaning up, maintaining and conserving supplies, practicing safety, using complete lab time.
8. Direct students to someone if help is needed on basic skills.
9. Tell students how much study time the course requires.
10. Hand out supplemental study aids: how to use the library, study tips, supplemental readings, and exercises.
11. Explain how to study for the types of tests given.
12. Put in writing a limited number of ground rules regarding absences, late work, testing procedures, grading and general decorum. Follow them.
13. Announce times when I am available to meet with students out of class.
14. Show students how to handle learning in various classroom situations.
15. Give sample test questions and answers.
16. Explain the difference between legitimate collaboration and academic dishonesty; be clear when collaboration is wanted and when it is forbidden.

FIRST THREE WEEKS OF CLASS

- Seek out a different student each day and get to know something about him or her.
- Find out about students' jobs; if they are working, how many hours per week and what kinds of jobs.

DIRECT STUDENTS' ATTENTION

- Greet students at the door when they enter the classroom.
- Start class on time.
- Make a grand entrance to hush a large class and gain attention.
- Give a pretest on the day's topic.
- Start the lesson with a puzzle, question, paradox, picture or cartoon prepared on a slide or transparency to focus on the day's topic.
- Elicit student questions and concerns at the beginning, and list these on the blackboard to be answered during class.
- Have students write down what they think the important issues or key points of the day's lesson will be.

CHALLENGE STUDENTS
- Have students write out their expectations for the course and their own goals for learning.
- Use a variety of presentation methods for every class meeting.
- Incorporate community resources: plays, concerts, the state fair, government agencies, businesses, and the outdoors.
- Show a film in a novel way: stop it for discussion, show a few frames only, anticipate the ending, hand out a critique sheet, and replay parts of it.

CHECKLIST
- Share my philosophy of teaching with students.
- Form a student panel to present alternative views of the same concept.
- Stage a change-your-mind debate, with students moving to different parts of the classroom to signal change in opinion during the discussion.
- Tell about my current interests and how I got there.
- Conduct role-play to make a point or to lay out issues.
- Conduct brainstorming sessions to expand students' thinking.
- Distribute a list of the unsolved problems, dilemmas or questions in Technology Ed. and invite students to choose one to investigate.
- Ask what is going on in the state legislature that may affect students' futures.
- Take students to hear guest speakers or special programs.

PROVIDE SUPPORT
- Use ungraded feedback to let students know how they are doing: quizzes, exercises, problem sets, and oral feedback.
- Organize. Post the day's "program" on blackboard or overhead.
- Use multiple examples in various media to illustrate key points and important concepts: overheads, Collect students' current telephone numbers and addresses.
- Check out absentees. Call or write a personal note.
- Hand out study questions or study guides.
- Be redundant. Students should hear, read or see key material slides, film, videotape, audiotape, models, sample material.
- Make appointments with all students (individually or in small groups).
- Hand out wallet-sized telephone cards listing important telephone numbers.
- Print all important course dates on a card, and hand it out.
- Maintain an open and current lab grade book so students may check their progress.
- Direct students having problems with academic or campus matters to the appropriate offices or resources.
- Explain the grading system to students. Stop work at times just to find out what students are thinking, feeling and doing in their lives.

ENCOURAGE ACTIVE LEARNING

- Invite students to critique each other's essays or short answers for readability and content.
- Invite students to ask questions, and wait for their response.
- Probe students' responses to questions, and wait for their response.
- Put students in pairs to quiz each other over material for the day.
- Give students an opportunity to voice opinions about the subject matter.
- Have students apply subject matter to solve real problems.
- Place a suggestion box at the rear of the room, and encourage students to use it.

FIRST THREE WEEKS OF CLASS

- Conduct oral show-of-hands multiple-choice tests for review.
- Use task groups to accomplish specific objectives.
- Grade quizzes and exercises in class as learning tool.
- Give students plenty of opportunity for practice before a major test.
- Give a test early in the semester and return it graded the next class meeting.
- Have students write questions on index cards to be collected and answered the next class period.
- Give students a take-home problem relating to the day's lesson.
- Encourage students to bring current news items to class that relate to the subject matter, and post on a bulletin board.
- Learn every student's name.
- Set up a buddy system so students can contact each other about assignments and course work.
- Take pictures of students (snapshots in small groups, mug shots), and post in classroom, office or lab.
- Form small groups for getting acquainted; mix and form new groups several times.
- Assign a team project early in the semester and provide time to assemble the team.
- Help student's form study groups to operate outside the classroom.
- Solicit suggestions from students for outside resources and guest speakers on course topics.

FEEDBACK ON TEACHING

- Solicit student feedback in the first three weeks to improve teaching and learning.

Checklist For Teachers New To A Building

If you are a first-year teacher or an experienced teacher new to a particular school, use the following list of questions as a guide to finding out critical information regarding school policies. You should be able to answer all the questions below before the students arrive for the first day of school.

- Do you have a copy of the school discipline policy?
- Are you expected to discuss these policies with students?
- What are the procedures for referring a misbehaving student to the office?
- What behaviors do the administrators feel should be referred to the office as opposed to those handled in the classroom?
- Do the administrators have expectations regarding student behavior in your classroom?
- To what extent are you expected to monitor the halls and restrooms? What are you expected to do if a student you do not know is misbehaving ~ the halls or in the restrooms?
- What sort of records are you expected to keep regarding student behavior, attendance, tardiness, and so on?
- What are the procedures for allowing students to use the library or computer center during class time?
- What are you expected to do regarding parental contacts?
- What behaviors are unacceptable to you, and what are the consequences for inappropriate behavior?

PEOPLE, PLACES, AND MATERIALS TO LOCATE...

- Your classroom
- Bookroom, supply room
- Workroom
- Copy machine
- Lounge
- Secretary's office
- Attendance office
- Nurse's office
- Mentors classroom
- Audio visual person
- Library, cafeteria, gym
- Mailboxes
- Computer lab
- Microwave, snack, & coke machine
- Counselor's office
- Janitor's office

PICK UP ON FIRST DAY AT SCHOOL...

- Keys
- Textbooks, teacher editions
- Textbook cards or list
- Attendance cards or pads
- Lunch applications
- PTA information
- Emergency cards
- Requisition forms

- Progress reports
- Parent information to be sent home with students
- Campus binder
- District manuals—safety, TAAS
- Grade book or grade sheets
- Class roster(s)
- Office, hall, and nurses pass
- District discipline booklets
- Discipline referral forms
- Teacher supplies
- Locker permits or forms

PROCEDURES TO LEARN...

- Requesting a substitute
- Lunchroom and lunch tickets
- Collecting money
- Report cards
- Inclement weather
- Faculty meetings
- Lesson plans
- Staff development requirements

THINGS TO DO BEFORE THE FIRST DAY OF CLASS...

- prepare materials for 1st week
- organize desk drawers
- Write 1st week's lesson plans
- prepare name tags
- Prepare "sponge" activities
- Prepare seating chart(s)
- Arrange room
- Put up bulletin boards
- Prepare a list of opening day activities
- Tour the campus - This is the "where everything is" tour
- Decide on your classroom procedures for students regarding the pencil sharpener, bathroom privileges, lining up for lunch collection of homework, etc.
- Plan your room arrangement. Consider traffic patterns in the room, problem areas, chalkboards, file cabinets, library, activity centers, etc.
- Formulate your classroom discipline plan including rules, consequences, and rewards appropriate for your school and grade level. Decide where and how to post these rules after they are approved by your campus administrator. Decide how you will notify parents of your discipline plan.
- Decide what supplies and materials you want students to purchase.
- Determine which textbooks you will issue and how you will distribute them. Make textbook lists and secure textbook cards.
- Plan bulletin boards (theme, background, letters, decorations, etc.).
- Determine policies regarding late work, incomplete work, work not submitted, and format consistent with district, campus or grade level policies.

COMMUNICATION

- Principal—best way to communicate (via secretary, leave a note, etc.) Other individuals on campus
- Parents—campus policies on communicating with parents; the what, when, and how for reporting grades, progress reports, tutorials, discipline referrals, etc.

TIME MANAGEMENT AND PAPERWORK

- What paperwork is the most time consuming?
- How do I complete all the various school forms?
- How do I complete attendance reports?
- What responsibility do I have for cumulative folders?
- What steps do I need to follow in completing report cards?
- How much time should I allot for writing lesson plans?
- What work do I have to take home?
- How do I balance work with family and a social life?
- When should I talk with the principal, mentor counselor, etc.?
- When do I socialize with other teachers?
- When do I organize plan lessons?
- When do I gather and prepare materials and supplies?
- Do I have duties before or after school hours?

EVALUATION AND GRADING

- Should I grade everything students turn in?
- If my class is not self-contained, how do I gather grades from other teachers?
- How many grades per week should I record for each subject?
- How should I weight different types of grades?
- How do I calculate the language arts grade?
- How do I show Reteaching in my grade book?
- What is the progress report policy?
- How do I deal with grading seatwork, homework, group projects, and oral participation?
- How do I justify my grading system if someone questions my grading policy?
- What are the guidelines for the district's grading system?

CLASSROOM MANAGEMENT

- What rules should I keep in mind while organizing my classroom?
- How do I set up rules? How many and which ones are necessary? Do I need to post these rules?
- How do I make transitions from one class to another more smoothly?
- What are my morning housekeeping rules for the class? How do I accomplish them efficiently?
- How do I start and end the day effectively?
- How do I inform parents of my classroom rules and procedures?

DISCIPLINE

- What are the district and campus discipline policies?
- How effective is assertive discipline? How does it work?
- What should I do if I find if my discipline plan isn't working?
- What are some examples of basic rules? What type of consequences or rewards may I use?
- When do I send a student to the office? What is the procedure?
- What should I do if a student refuses to go to the office?
- If the administration doesn't think the problem is severe enough to warrant their attention, what should I do next?
- Am I responsible for disciplining students not in my class?
- What is in-school suspension (ISS)?
- Under what circumstances may a student be suspended or expelled from school?
- What is the grading/attendance policy for suspended or expelled students?
- What should I do if I don't have parental cooperation?

CAMPUS PROCEDURES

- What are the sign-in procedures on campus?
- If I am sick, whom do I notify?
- Where do I park?
- When and how do I get paid? Can I get an advance on my salary?
- May I take my room keys home?
- May I smoke in the lounge?
- Do I have to pay for coffee?
- Where do my students line up/report? What doors and hallways should they use?
- At PE time, will the coach pick up my class, or do I take them to class?
- What is expected of me during my preparation period?
- What procedures are followed for the lunch period? How much time do I have for lunch?
- Is there a security officer on my campus?
- What are the fire and emergency drill procedures?
- How do I communicate with the office from my room?
- What should I do if I have to leave my classroom? May 1 leave my class alone?
- If I need supplies at the last minute or copies, what should I do?
- When and where are students allowed in the building?
- What should 1 do if a child gets sick in my classroom?
- Is attendance at faculty meetings mandatory?
- What is the policy on field trips and class parties?
- What is the policy for celebrating holidays, i.e. Halloween?

INSTRUCTIONAL PLANNING

- How often do I meet with my team/department? What is discussed?
- What textbooks and materials should I use? How are they to be utilized?
- How do I use teacher's editions?
- Where do I get curriculum guides? How do I utilize them?
- Where do I find the objectives for lesson planning?
- How do I correlate my lesson plans with the curriculum guides?
- What are the essential elements? How do I incorporate them into my lessons?
- What type of lesson plans should I leave for a substitute?

- How detailed should my lesson plans be?
- When and where are lesson plans due?
- How much time should I allot for each subject?
- How do I pace instruction?
- Does the principal expect me to stay on a rigid schedule?
- How much time can I allow for students needing individual help?
- What standardized tests are given to students?
- When are they given?
- What materials are available for students not on grade level?
- How do I handle Reteaching?
- What activities should I have for students who finish their assignments early?
- How much freedom do I have to vary the grade level curriculum?
- What is an ARD and an IEP? How do I handle modification for special education students?
- What is content mastery?
- What does "time on task" mean?
- What is a scope and sequence? How is it used in lesson planning?
- Whom do I ask for help with instruction?
- When do I break a class into groups? How do I manage more than one group at a time?
- What should I do if I -have no books, equipment, or materials when school starts?

DEALING WITH PARENTS

- How do I "dismiss" parents the first day of school?
- What should I do if a parent just comes to my classroom door during school hours?
- How do I deal with an irate parent?
- What is expected of me during open house?
- Must I have a certain number of parent conferences?
- How do I contact parents and set up conferences?
- How do I contact parents who do not have a phone?
- Where do I get parent phone numbers?
- May I call a parent at work?
- What do I do when a parent refuses to come in for a conference?
- What information do I need to document during a conference? What forms do I use?
- Are phone conferences acceptable?
- Can there be too much contact with parents?
- How do I plan for a conference? What information do I need to gather?
- How do I stay focused or keep from becoming defensive during a conference?
- What should I do if the parent does not speak English?
- How do 1 handle negative information about a student with a parent?
- At what point do I call on an administrator to be present during a conference?
- Is it appropriate to give advice to parents?
- Are parents allowed to see their child's cumulative folder or entries in my grade book?
- Do I have to attend the PTA meetings? How can PTA meetings be used to build rapport with parents?
- Is there a field worker or home liaison available at the campus?
- What help can the counselor offer regarding parent conferences?

INSTRUCT1ONAL MATERIALS AND RESOURCES

- Where do I obtain my textbooks and teacher's guides?
- What does "consumable" mean? Which materials are consumable?
- Where is the supply room?
- How are supplies ordered and from whom?
- What student supplies does the campus provide?
- What materials can I request parents provide?
- Will the campus reimburse me for teaching expenditures?
- What kinds of writing paper should I use for my class?
- Where can I get maps and globes?
- Where do I get my grade book and lesson plan book?
- What are the procedures for obtaining duplicated materials?
- What community resources are available to me?
- What is available in the library?
- What help can I expect from the department chairperson, assistant principal, librarian, and other resource people on campus? In the district?
- What resources are available at the campus such as laminating, computers, transparencies maker, copier, etc.?

MOTIVATING STUDENTS

- How do I keep the "bright" students challenged?
- What are appropriate and acceptable rewards for my students?
- How do I motivate students to complete their homework?
- How do I encourage parents to help motivate their children?
- How do students develop pride in themselves, school, and community?
- What are the social and cultural influences that affect my students?
- How might I use creativity to make" boring" content more interesting?

WORKING WITH COLLEAGUES

- How can I contact a custodian if I need one?
- Who are the people responsible for evaluations?
- How does the principal or assistant principal handle the teacher process?
- What are the teacher organizations?
- How do you check out audiovisual materials or equipment?
- Whom can I go to for help if my mentor is not available, or if there is a conflict?
- What is the nurse's schedule?
- Who are some of the key people in central administration who can help teachers?

Setting up Lab Safety and Discipline Policies

1.)   Before school begins sit down and decide exactly how you want to handle each infraction of lab safety rules or an infraction of the lab discipline policy.

2.)   Put it into writing. Type this list of guidelines into an easily understandable format. So that a student, parent and administrator can understand what will happen if a safety rule is broken or if an infraction of the lab discipline policy is made. This way 1.) the student knows exactly what to expect, 2.) a parent knows what happened and the steps you took before you make that parent phone contact, and 3.) an administrator knows what steps you took before the student arrived in their office.

3.)   Before school begins, and preferably before the others teachers arrive in the building, you should make every effort to get together with your Building Principal, Vice-Principal and if possible district Career and Technology Director. Go over in detail with each of them this policy document. Give them their own copy to keep in a front office file. Make sure to attach you class rules and lab safety rules to this document.

Taking these steps ensures several things:
That students are more likely to follow rules because they know what will happen if they don't. Do not ever make your students have to second-guess what your reactions will be to a situation. They will be much less likely to "test" your boundaries if you a clear about your limits.
Parents are more likely to be supportive of your actions because they are aware of the steps you have taken before you made contact with them.
Administration will be much more supportive for the same reasons.
CYA: The copies that are on file in the front office ensure that your steps are well known and supported by administration. No one can ever say that you did not have a regular procedure for dealing with these types of situations.

It is now your job to **CONSISTENTLY ENFORCE** the lab rules and discipline policies. Using the exact same sequence every time.

Sample Laboratory Safety Enforcement Policy

All general and machine specific safety rules and tests are attached. Reteaching and retesting policy is also attached.

The teacher reserves his or her legal right not to allow any student to work within the lab or operate machines or use hand tools within the lab who he or she considers to be unsafe, either because of action or behaviors, to him or herself, the teacher or to the other students within the lab and classroom.

1. No student will operate any machine (portable or stationary) or use any hand tool within the lab with out having first:

   a. witnessed a teacher demonstration of the tool or machine,
   b. preformed a student demonstration of the tool or machine,
   c. passed a written safety test with a score of 100%,
   d. have on file a completed emergency form and a signed (by parent or guardian and student) copy of the class rules.

2. Once the three preceding criteria have been met the student will create a "safety project" using the machines and/or tools that he or she has qualified on as a demonstration that the student knows how to properly operate the qualified equipment within the lab.

3. Upon successful completion of the tests, demonstrations, and project demonstrations the student will be issued a safety license card. This card will be worn at all times within the lab, whether or not the student is operating equipment or not.

***Only after the student has passed with a score of 100% and preformed the required demonstrations for the above requirements will he or she be allowed to work and/or operate equipment within the lab.

***If a student fails to pass the above requirements after a reasonable number of attempts, or if the student is absent from class during any day of safety instructional days, they will be required to make-up and complete any needed testing or retesting during scheduled tutorials (times and days to be agreed upon by the teacher and the student). Failure to show up for scheduled safety-training tutorials will result in a suspension of working privileges within the lab until such time as a conference can take place between the teacher, parent or guardian, and the student.

Consequences for not adhering to the general and/or machine specific safety rules after the above requirements have been met are as follows:

1. At the first infraction of safety rules, 1 tab is removed from the safety license card and the student is conferenced by the teacher as to the nature of the infraction.

2. At the second infraction, a second tab is removed from the safety license card and the student loses work privileges for the remainder of the day and/or the next class meeting day. Dependent upon the severity of the infraction the teacher may extend this loss of working privileges for an amount of time he or she deems appropriate.

3. At the third infraction, the last tab is removed from the safety license card and the card is taken away.

   A. The student is now considered a safety hazard within the lab. Both to himself and to other students and the teacher. The student is required to retake and pass with score of 100% all safety exams and perform again all safety demonstrations. The student must also complete another safety project to prove that he or she has re-acquired the safety knowledge and habits required to maintain a safe lab environment.

   B. The safety retests, demonstrations and project must be completed during tutorials (times and days to be agreed upon by the teacher and the student). Failure to show up for scheduled safety-training tutorials will result in a suspension of working privileges within the lab until such time as a conference can

take place between the teacher, parent or guardian, and the student.

C. During the period of time that the student is completing the retest, demonstrations, and project he or she will not be allowed to operate any machine or hand tool within the lab. Alternate assignments will be made so there will be no loss of credit and if necessary an alternate location in which to complete the assignments.

D. Only after the above requirements have been met will the student be allowed to work in the lab.

Sample Student Discipline Policy And Procedures

Class rules and regulations are attached.

The teacher reserves his or her legal right not to allow any student to work within the lab or operate machines or use hand tools within the lab who he or she considers to be unsafe, either because of action or behaviors, to him or herself, the teacher or to the other students within the lab and classroom.

Consequences for not adhering to the attached classroom regulations and/or the general and machine specific safety rules are as follows.

1 st. incident: Verbal warning is given to the student and a notation of the infraction is made on the weekly record sheet.

2 nd. incident: Another verbal warning is given and the teacher will hold a private conference with the student to discuss the problem and any possible solutions. Another notation is made on the weekly record sheet.

3 rd. incident: The student is placed in in-class isolation for a period of time to be determined appropriate by the teacher (5 - 25 minutes). This is also indicated on the weekly record sheet.

    A. In-class isolation rules:
1. Do not turn around for any reason,
2. Do not talk for any reason,
3. You must completed all assigned class work,
4. You may not ask any questions,
5. You may not leave until you are told to by the teacher.

If you chose to disregard these isolation rules, you will be immediately referred to the Vice-Principal for further action.

    B. If in-class isolation is assigned three or more times within a one week period the parent will be phoned and a conference will be scheduled, or it may take place on the phone. This conference and its subject will be recorded in the Parent conference record folder.

4. If a Major infraction of the class rules or general or machine specific safety rules occurs
I.E.:
A. Direct defiance of the teacher,
B. Major classroom disruptions;
This refers to the disruption of the learning environment in such a way as it causes a disruption of the learning processes of other students,
C. Throwing anything within the lab,
D. Horseplay, physical (running, jumping, pushing or fighting) or verbal abuse, The student or students involved will be immediately referred to a Vice-principal for further action.

The teacher reserves his or her legal right not to allow any student to work within the lab or operate machines or use hand tools within the lab who he or she considers to be unsafe, either because of action or behaviors, to him or herself, the teacher or to the other students within the lab and classroom.

Effective Relationships

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Communicating With Administrators

Certain conditions inherent in your job as a technology education instructor may make it more difficult to maintain good relationships with school administrators. Some examples Follow.

- It is easy to give the false impression you consider your program and department separate rather than an integral part of the school.

- Your training, background and experience are often different from that of your administrators.

- You may be more readily known and accepted in your community than your administrators.

- You and the technology education/TSA program sometimes get as much or more publicity than the rest of the school.

- The technology education program is expensive. Your school administrators have a right to expect an appropriate value for that expenditure.

- Loyalty is very important. Demonstrate support and loyalty to your administrators. Don't be suspected of divided allegiance.

- You may fall victim to the temptation to participate in another business on the side.

- You may have many opportunities to handle other people's money.

- Class scheduling may cause problems for administrators and either take students away from other classes or take students away from your program.

- Patrons may call you instead of the school office when problems arise.

- The most effective way to deal with these conditions is through effective communication, which includes both listening and talking. Few technology education instructors have been asked to leave their teaching responsibilities if they are doing the work required and also communicating with the administration.

- Always let administrator's know what you are doing in the classroom, in your TSA chapter and in other activities. Stop and talk to the administration at least once a week. Use this time to share common problems. Remember, administrators also have problems, and you may be able to contribute solutions.

- You have a special responsibility for the safety of your students.

Engage Administrators As Allies

You want administrators on your side, make sure you can check off the Following items as completed.

- Know your job and do it well.

- Be enthusiastic about your job.

- Keep administrators informed of your plans; they like to know what you are doing.

- Give them a monthly calendar.

- Know and follow administrative policies and the chain of command.

- Make your department an integral part of the school.

- Put major events on your school's calendar.

- Be willing to serve on school committees beyond technology education department needs.

- Become an active citizen of the community.

- Be an effective public relations contact for the entire school.

- Be willing to go beyond the call of duty.

- Volunteer to help in any way you can if you have the required abilities.

- Involve your administrators in TSA chapter activities, such as presenting awards or giving an opening speech at the TSA banquet, or participating in home or agribusiness visits or on field trips. Ask them to accompany your chapter to the state and national conventions.

- Share articles and letters printed in National TSA materials that illustrate other administrators' reasons for supporting technology education and a local TSA chapter.

- Have your officers present complimentary copies of *The Technology Teacher Magazine and* TSA brochures to your administrators.

- Involve your administrators in advisory committee work. Keep them informed of committee activities, and ask them to help select the members.

- Give your administrators credit and praise. Look for ways to improve negative situations. Don't expect more from your administration than is reasonable.

- Be open to constructive criticism, and use ft to evaluate your program and performance. Seek advice on matters you believe deserve administrative input.

- Remember that you and your administration are in the business of education. A united front is more successful than a divided approach.

Make The Most Of Faculty Meetings And Staff Development

Faculty meetings are held periodically during the school year, and you will probably be required to attend. Here's how to make faculty meetings productive for you.

REASONS FOR FACULTY MEETINGS
- inform teachers about school schedule, activities and events
- explain changes, procedures, policies and requirements
- obtain volunteers for school committees
- coordinate efforts among departments and teams
- build faculty community and morale

OPPORTUNITIES FOR NEW TEACHERS AT STAFF MEETINGS
- exposure/introduction to all teachers in school
- face-to-face encounters with other teachers
- information gathering
- information sharing
- deeper understanding of policies and procedures
- gain feel for faculty interactions, politics and "culture"

MAKE THE MOST OF IT!
- Sit next to someone you don't know and introduce yourself. Ask what's happening in his or her courses/program.
- Be prepared to explain your background and program in 25 words or less. Take every opportunity to do so.
- Speak up and provide feedback and information as requested.
- Watch for facial expressions, body language and other cues that may reveal the nature of relationships between faculty members.
- Pay attention to presentations and collect copies of all handouts. Review later and file useful information as appropriate.
- Listen and ask questions.
- Volunteer to serve on a committee that interests you and fits your schedule.

Peer Teacher Support Group

A peer teacher support group is a group of teachers who meet on a regular basis to provide support to one another. Your group can include other beginning instructors who share thoughts, experiences, problems and solutions related to teaching. Even if you do not start a formal group, stay in touch with other nearby instructors on a regular basis.

ESTABLISHING A PEER TEACHER SUPPORT GROUP

Your state technology education teachers association or state education department may have a system for connecting you to existing support groups. Otherwise, approach other beginning technology education instructors to start a group. Here's how.

1. Collect names and phone numbers of other beginning technology education instructors who are within a short drive. Call and invite each person to a meeting at which you will explore setting up a peer teacher support group.

2. As a group, review the suggested peer teacher support group functions and determine willingness to participate.

3. As a group, establish meeting dates, times and places. Collect names, phone numbers and e-mail addresses, and publish in a directory for the group.

4. Before each meeting, make a list of the thoughts and experiences you would like to discuss with your support group. Keep these lists so you may reflect on them over the course of the school year. Additional topics may be brought up during the meetings.

5. Make your support group participation a learning experience. Review your notes from each meeting, and compile lists of the things learned during the meetings. This will help you remember discussions that are important to you and your teaching. Keep these lists so you may reflect on them over the course of the school year.

PEER TEACHER SUPPORT GROUP FUNCTIONS

- **Serve as an outlet.**
  The peer teacher support group should be a positive outlet you can use to improve your teaching, share your success, express your true thoughts and feelings, and vent your frustrations. Many times, unfortunately, groups of this type merely become complaint sessions where members become more and more discouraged and gain little that is helpful to them. Ward against this type of negativity by structuring your peer support group meetings to achieve the outcomes described below.

- **Generate solutions to problems.**
  The peer teacher support group should attempt to generate solutions to teachers' identified problems. Allowing problems to surface without any effort to solve these problems will turn the group into a complaint session rather than a problem-solving group.

- **Learn new techniques for accomplishing teaching-related tasks.**
  Discovering how other teachers tackle teaching related tasks will help you learn new ways to tackle the same tasks. Ask your peers to describe techniques they use to accomplish a variety of teaching-related tasks.

- **Gain insights from others' experiences.**
  Listening to and discussing the experiences (both positive and negative) of other beginning technology education instructors within the group will help you gain special insights on teaching. These insights may lead you toward or against certain teaching experiences. They may provide you with opportunities to evaluate aspects of teaching that you have not personally experienced as a beginning teacher.

- **Relieve stress by expressing and discussing frustrations.**
  Telling others about your frustrations, then discussing them with others who face similar challenges, will help relieve some of the stress you may be experiencing due to your teaching and teaching-related tasks. Discussing the group's frustrations will provide you with opportunities to generate options that may be used to avoid or lessen teaching-related stress.

- **Reflecting on positive experiences.**
  Use group time to reflect on group members' positive experiences. This will create an atmosphere conducive to encouragement and instructional improvement.

- **Build alliances among beginning technology education instructors.**
  Learning about and discussing the experiences and thoughts of other beginning technology education instructors gives you opportunities to build relationships with others in similar situations. These alliances can evolve into a supportive network that far surpasses the boundaries of group meetings.

- **Share successes among beginning technology education instructors.**
  Sharing your successes with other beginning technology education instructors gives group members the opportunity to gain positive feedback and encouragement related to their teaching accomplishments.

- **Create teacher "do's and don'ts" lists.**
  Listening to and discussing the thoughts and experiences of other beginning technology education instructors will help you create "do's and don'ts" lists for improving your teaching abilities. Of course, the "do's" lists will consist of those things you would like to do as a teacher, and the "don'ts" list will consist of those things you want to remember NOT to do.

- **Encourage group members to express their thoughts.**
  The active participation of all group members will be important to the success of the peer teacher support group. All group members should be encouraged to express their thoughts and feelings regarding teaching experiences, activities, circumstances and situations.

- **Concentrate on how to improve teaching.**

  The improvement of group members' teaching abilities should be a major outcome of the peer teacher support meetings. All topics discussed during group meetings should support and encourage improvement in teaching.

Pointers For Parent / Guardian-Teacher Conferences

- Welcome parent(s)/guardian(s) to the conference. Shake hands and introduce yourself.

- Make sure you have the parent(s) "matched' to the correct student.

- Always start with a positive statement about the student-his or her warm smile, sense of humor, good manual skills, etc. Stretch your imagination for something if you have to!

- Summarize what your course has covered to this point. Point out the range of career's to which this learning applies.

- Indicate the grade the student has earned for the grading period.

- Indicate ways the student could improve future grades.

- Cover any concerns you have regarding the student's specific behaviors or actions.

- If there are problems with out-of-class assignments, 'fish' for indications of student work at
- home. Suggest an amount of time most students spend on your out-of-class assignments each day or week.

- Ask if parent(s) have any questions. Listen to their ideas and Concerns.

- Redirect parents' concerns to actions the student can take to improve learning and performance. Steer them away from cliques of your teaching.

- Thank parent(s) for coming. Give them your business card, and make sure they know they should feel free to call you with any questions.

- Keep a record of who participates in parent-teacher conferences.

Ten Pointers For Effective Relationships With Colleagues

Establishing effective professional relationships will smooth your path to career success.

- Never make negative comments about another teacher to students.

- Learn about other teachers' expertise and interests. Invite them to share these with your students. Turn to them for advice in your teaching and advising.

- Initiate efforts to tie together what students learn in your classes and what they learn in other teachers' classes. Help students recognize that the 'academic' concepts others teach them do have real-world application.

- Share your expertise and facilities as possible. Point out to other teachers the lessons their students might learn in the technology education laboratories. Suggest ways to add real-world examples in their own classrooms.

- Contribute to teaching teams. Many times other team teachers meet while you have students, but do all you can to stay up-to-date on and involved with team plans.

- Invite other staff members to attend TSA chapter activities and accompany students on field trips.

- As a beginning teacher, realize that more experienced teachers may at first treat you with patronizing or parental-style attitudes. Be tolerant, friendly and highly professional. As you prove yourself, they will recognize you as a valued member of the teaching faculty.

- Respect other teachers' schedules and teaching goals. If you have to take students out of classes, make sure they discuss missed material with affected teachers and complete all required learning activities. Many instructors create a form to track students through this process.

- Try to avoid getting too involved in defending your 'turf' against other teachers. Keep your focus on what's best for students.

- Participate in faculty meetings and formal and informal staff get-togethers.

Working With Counselors

School counselors are an important link between students and your program, since they often have a great *deal of influence over which courses students select.*

You may find that counselors' experience with technology education, if any, does not reflect the realities of today's programs. Begin by exploring their current knowledge level. Then identify what counselor's want from your program, highlight program and chapter activities that deliver these benefits, and involve counselors with your program so they develop first-hand awareness.

Here are important messages to emphasize and steps to take when working with counselors.

- Focus on career opportunities available in technology education. Materials from the National TSA Organization provide an impressive overview of careers.

- Clearly communicate the mission of technology education and TSA.

- Highlight scholarship opportunities available to TSA members and technology education students. Make sure your counselor is aware of all scholar-ships awarded to your students.

- Demonstrate how your program provides school-to-career transition activities, including work- based learning and business-school partnerships (advisory committee).

- Volunteer for school committees or activities that deal with student academic and career planning and with scheduling.

- Make sure you are involved in school-to-career programs such as serving as a job-readiness advisor to a small group of students.

- Ask counselors to join you on visitations to students' supervised technology education expe6ence sites in businesses or home enterprises.

- Involve counselors as evaluator's of a leadership skills event at the chapter or district level. • Invite counselors to accompany the TSA chapter to the state or National TSA Convention.

Working With The School Board

The school board provides philosophical direction for the district's educational approach and determines funding for its programs, including technology education. School board members serve as the community's fiscal watchdogs over the use of public monies to provide the best possible educational experiences.

To nurture support from the school board, incorporate the following activities and approaches into your plan for each year.

- Attend school board meetings, and ask TSA and TSA Alumni members to join you.

- Present annual or semi-annual reports of your program's activities at school board meetings. Have students and advisory committee members (or other industry supporters) make the presentation.

- Invite board members to chapter events and TSA conventions. (They will usually attend athletic events. This is an opportunity for them to show their support for other students and their learning activities.)

- Train your students to be goodwill ambassadors for the school as well as the technology education program and TSA chapter.

- Participate in other school events. When possible, tie TSA activities into larger school events, such as a safety booth at a school carnival or attend parent-teacher conferences.

- Volunteer for task forces or committees that recommend policies to benefit the entire school.

- Get to know school board members professionally. Create an open dialogue about what they want the technology education program to provide. Explain exactly how you provide students with those experiences, skills and attitudes.

Task Management Hints

- **Prepare an annual or semester teaching calendar that specifies scope and sequence of the instructional program.**
- **Prepare your lesson plans at least a week ahead for every class.** This probably means working some on weekends so you leave the weekdays for the last-minute details of getting ready for class.
- **Keep the lessons for each course organized.**
    Once you get through your first year of lesson plans, the following years will get easier.
    - **Keep yourself and your program organized.**
    Class materials very quickly can become disorganized piles stacked around your office.
    - **Keep an up-to-date calendar.**
    Note all appointments, meetings and reminders. Try to have your calendar with you at all times.
    - **Set up a filing system for both your curriculum and program management.**
    Make sure you understand and can use it effectively and efficiently. Your curriculum files can be set up prior to developing your lessons. As you develop lessons, just drop related materials into the appropriate file. Have empty file folders on-
- **Make a daily to-do list**
    Set priorities by numbering your items in order of importance. Remember to be realistic about how much you can accomplish in one day. Keep your list where you are able to see it clearly. Use the 80/20 rule (80% of the value comes from doing 20% of the items).
    - **Don't waste time worrying about things out of your control.**
    Do something about the things you have control over.
    - **Use your time wisely and to your advantage.**
    "Waiting time" can be used to accomplish small tasks or take small chunks out of larger ones.
- **Learn to say "no."**
    Turn down requests that are not important to you or your students or are not requirements of your job.
- **Remember these truths:**
    "Tomorrow begins with no mistakes."
    "Procrastination can steal your dreams."

Source: Betty Heath-Camp and William G. camp. (1992). *Professional* Development of *Beginning* Vocational Teachers.

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Classroom Management

Technology Education

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Classroom Management From The Trenches

Shelly D. Montgomery

Objective #1
An exercise to know <u>where we are</u>.

On the board, make two columns. On one side write EMPLOYER owes employee, on the other write EMPLOYEE owes employer. Using open discussion, list responsibilities of each. At the end of the discussion cross out Employer and write Teacher, and Employee – Student.

This is a great way to get started, or to get restarted if already in the school year. I have always run my classroom like a business. If you think about it - being Career and Technology Education Teachers we are preparing our students to become taxpayers and not tax liabilities. You do not need to come up with a fancy lesson to teach these skills - use them every day in every thing you do.

Objective #2
An exercise to know <u>who WE are</u>! Know who you are and who you are not.

1.   Visualize your ideal class. What does it look like? Write down three things you see.
2.   Visualize the things that bug you to no end. Write 3 or more of these down.
3.   What is your philosophy of your classroom? Write this down as well.

Classroom management begins when you step into your classroom for the first time. It does NOT begin when there is a problem. Problems can be prevented!

<div align="center">"Begin with the End in Mind" <i>Stephen Covey</i></div>

Objective #2a
Who are you? Ask yourself these questions:
1.   What does your appearance say about you?
2.   What does your body language say?
3.   What does your classroom say?
4.   Who are you outside of your class?

Your management begins with the answers to the above questions. You can successfully demand authority from the word go by your appearance and attitude. Are you prepared for class? Are you on time? First impressions last all year…

<div align="center">

Friendly tips from the trench:
</div>

1. Make sure your appearance is professional. Just because you are located in a sweaty lab does not mean you have to look like you work for a yard service. Your appearance should be clean and neat. It says "Hey I care about myself" I promise that kids will get the message "if he cares that much about himself he might care about me too!"
2. Know your kids by their first names on the **first** day. Make your presence around the school known - see your kids and address them by their first name. Your name is the sweetest most important sound to you - and to your kids!
3. Be a rule follower. If the school rules state no spitting - then so be it. You must be able to walk the walk before you have the *RIGHT* to talk the talk. Letting a school rule slip by in your room gives kids a mixed message.
4. Attend school functions. At the beginning of each semester I review the other clubs and athletic activities my kids are in. I try to go to at least one event for each kid *OR* I acknowledge him or her. Listen to announcements, read the school paper and your community paper. Cut out their name / picture, if time, laminate it for them. You may not make it to many events, but you can show how much you care by taking the time to notice them. One more thing about functions – be the same person inside your room as you outside. Correct them if they need it. I see so many teachers not address a problem at a school function. This is so wrong! Discipline says "I care about what you are doing- and although your behavior may be inappropriate, I still care about you."
5. Forgive and get on with it. Often when a kid messes up they need to know you still love them. Many times I will have them stay after class or come after school - I let them know that I was hurt/disappointed/etc… but I still care about them. We call this a teaching moment and it is very powerful.
6. Travel around the room. I'm not kidding- you will prevent problems and help students who need it. I rotate continually which keeps me from running back and forth! This really keeps students on task! If you want to sit at your desk all day get another job!
7. Grade often. I grade it all. Once upon a time you could have a lab class and not do much grading. Give tests, quizzes, projects, and daily grades. You should always give a final as well. This says your program, although fun is important and should be taken serious at times. Trust me on this.
8. Have a sense of humor. Even when you are on your last nerve. Sometimes you just gotta laugh.
9. Be careful of when and who you talk about kids. Especially on back to school night. Have parents make an appointment with you for a conference. This will show your kids that they have confidentiality with you. This builds trust like you can not believe.
10. Confidentiality. This is my philosophy. What my kids tell me is between us. I will not broadcast this to anyone unless 1) they are in danger, or are placing others in danger 2) I suspect drug / alcohol / abuse. Sure, I will call parents or talk to a principal, but what that kid tells me is between us. Ask for permission if you think you really need to disclose.
11. I'm on a roll. I want to address one more thing. If you drink alcohol- I ask you to please not consume **ANY** before a school event. If a kid sees you (or smells you) in a restaurant or during the event they get the message that this is what you should do. Think about it.

Objective #2b
Who are they? What does their appearance say about them? Body language? Who are they away from your class? Remember kids may look one way and be another - just because they are the star athlete does not mean they will follow your rules. Just because they look like the cover for "black and scary spiked hair monthly" does not mean they are going to break the rules. My number one theory is:

"Show me the respect you want"

Tips from the trench:
1. <u>Avoid at all costs other teachers</u> when your new attendance rolls show up. Having no preconceived notions about kids is the best form of grace I know.
2. <u>Know your client</u> (employee, student). What needs do they have that are not being met? Are they hungry, tired, on drugs, too much caffeine, stressed, over loaded? I'm not saying you are responsible for feeding your students but it helps to know what you are dealing with!
3. <u>Observe, and make notations if needed</u>. Maybe if this kid is a repeat offender there needs to be an intervention. I keep a journal on students that I suspect are in abuse situations (drugs / alcohol). By taking the time to notice you **show** how much you care. Remember you can not help a kid until he knows how **much** you care about him. Saying it isn't going to cut it either - **show him/her**.
4. <u>Observe again</u>. I wish I could follow my own advice here, but observation without words is very powerful.

Objective #3
<u>Gaining attention the number one problem!</u>

You can successfully gain authority from the word go if you just DEMAND it. Many teachers miss this opportunity over and over. Remember you are the teacher. You are getting paid to teach. That's it. If you happen to like each other at the end of the year - terrific. You are not their friend, babysitter, peer, big brother/sister, and entertainer. Sure, the above roles can happen along the way, but it is your job to teach. It is your classroom.

Start the first moment you introduce yourself. Wait until they are still and are listening. If they interrupt, wait again. If you never demand their attention you will never get it. Waiting is very powerful and it works. The best thing my supervising teacher once told me is "make them accountable". They are still children and never assume they will magically do what you want them to do. Sleeping, talking, other homework, anything they are doing from what you want them to be doing needs to be addressed.

<u>Tips from the trench on gaining attention:</u>
1. The Wait game. Someone will say "she's waiting" and they will get the hint.
2. Ring a bell; flash lights etc. to let them know you are about to begin. With training they will have ears and eyes for you. Many of my students will get right to work when they come in and will be absorbed. They just need to know it is time to change tasks.
3. Keep interruptions to a minimum by asking to raise hands. If this is not working, keep a tally on overhead/chalkboard of how many times they have interrupted. With so many tally's I have them do an exercise etc. that is not their favorite - always for a grade. If your offenders are one or two individuals, you can write their name(s) on the board/overhead and tally as well.

Objective #4
<u>Policies, What Next?</u>
From objective #2, use the list you generated of expectations to make up your own top ten rules. Give each a handout the FIRST day. I make sure it is in their student notebook - and we refer to it all year. You can use mine if you like. Be prepared to enforce it. I generally use this continuum:

Non verbal language. (no spoken words)
> **Verbal statements.** Quietly / in front of class / outside of class / "I" statement
>> **Reinforce**. Make sure you are getting the result you expected, or redirect and try something else.
>>> **Call home.**
>>>> **Isolation.** Send to office.
>>>> **Removal.**

<u>Speaking from the trench again:</u>

1. <u>Silent observation</u>. Student not participating in lecture. Stand by offender and gently close notebook, etc.
2. <u>Nondirective statement</u>. Make a "general" announcement to the whole class.
3. <u>Directive statement</u>. Direct it to offender. You can do this by coming to their desk quietly or if needed stop lecture and address by name. Another policy is to call student out of class to address problem. Be careful with this as it is very powerful - and can cause embarrassment to student. I often use this when I address LARGE behavior problems or serious concerns. (Please refer to "more tricks to gain attention")
4. <u>Use an I statement</u>. I use this when I am past the point of no return. Students get the message LOUD and CLEAR.
   > "I feel _____ (state how you feel) when you _____ (state behavior they are doing) and in the future I want you to _____" (state behavior you want).

   Trust me your kids will think you came from the psychology department when you whip this out.
5. <u>Write a contract</u>. I don't use this much - but it is an option. It should state "if student does *this*, you'll do *this*." You should both sign it. I will use this when a student needs to pass and his behavior is not helping him.
6. <u>Call home</u>. I hate this one, but you gotta use it. Write down what behavior you are seeing and what you want to happen. Ask how the two of you can work together to get what you want. Be professional and *prepared*. Note time you called, and if you left a message. Often a student will intercept the phone call, or give false numbers on their information card. You can ALWAYS find a parent/guardian with a little detective work.
7. <u>Call home to report progress</u>. Try to place a follow up call and how things are going. Also, call just to report positive progress?! This SHOCKS parents who normally get calls about their talkative kid. When the kids learns how you took the time to call and give them a pat on the back they will be an angel. For every 2 negative phone calls you make, make 1 positive call. You will feel better for doing it.
8. <u>Isolation</u>. Face it sometimes you gotta kick them out. I use as a last resort. When I do I **always** follow up. Did they go to office? Did principal address problem? What were the consequences? My philosophy is this: I WILL HANDEL PROBLEMS MYSELF IN MY CLASSROOM BECAUSE I AM THE ADULT / TEACHER / CEO. Many teachers I know will just send students out right and left. The message to the student is "this teacher has no authority". Your grade level office will love you if you follow this rule - and if and when you do send one down they will know you mean business.
9. <u>Removal</u>. Although I have never done this, it is my RIGHT and yours to have a student permanently removed from your class. I will use this if I believe he is a threat to himself or others - safety, or my equipment. I must warn you to be prepared and follow district policy. Document, document, and document!
10. <u>Final thoughts</u>.
    ### Consistency begins with *me.*
    Many teachers will complain about how the grade level offices are not consistent- Consistency is a school problem from the bottom up. It is not just the grade level offices but the teachers as well. Try to maintain consistency in your classroom and hope it spreads!

By the way. These suggestions really have a money back guarantee. If you run a good class your program will grow and grow. Trust me. Email me any time if I can help you. I am not an expert, but two heads are always better than one!

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Lab Management

Three most important things taught in the first days of school are:

1. **Discipline**, in this lab there are three stages related to how I will handle discipline:

   a. You and Me - First and foremost there is a problem here (your resulting behavior was inappropriate, what caused you to react that way?). Together, let us identify the problem and figure out how to solve it so that it does not happen again. Between you and who ever else is involved or effected (if it involves the whole class, then have a class meeting to reach a group consensus on the solution). Handle the disruptive student in a way that is not punitive yet gets the situation under control and, at the same time, open's the student's mind to the option of beginning to work in class.

   b. If together, we cannot solve it, then we will bring **your parents** into the picture.

   c. If the three of us cannot come up with a solution them we will involve the **school administration**.

   - Let them know that you believe you are capable of working out their problems with out getting the parents involved. "It looks like you have a problem. How can I help you to solve it?"
   - There is no reason to get angry or be put on the defensive by one disruptive student.
   - Never get into an argument or even a long discussion with an angry student about the merits of his case. Above all, do not threaten. If the student will not calm down in twenty seconds, ask him to leave class. "Since you won't calm down I will have to ask you to leave. I hope we can get together later and work this out, but if you are not willing to settle down, it is better that you leave now." This way the door is kept open, and there are no threats or hassles. The disruptive student is looking for someone to blame in order to keep his grievance alive. But it is hard to stay angry at a teacher who is saying, in both words and demeanor: "I want to help you work this out. I am not looking to punish you for what you have just done. If you have a problem, let's solve it."
   - The focus here is not to assign blame (you are not looking for whose fault it is, just a solution). No matter what students do, stick to getting the facts on the table: What was done was against the rules. What matters is that you insist that there is a way to solve the problem. If they want to stay in class, they have no choice but to follow the rules, at least until you talk things over. If the students calms down in class, you need to find a time to talk to him. This may be in class, between classes, before or after school, or any time you can spare a few minutes.
   - This approach can involve having a "time-out area" in your room. When a student becomes disruptive, they are matter of factly assigned to the time out area and remain there until the teacher tells them it is time to return to class. This gives the student and teacher a cooling off period. The student has time to sit down and think through the problem to begin to solve it. At an opportune time the teacher can go over to the area and work to solve the problem with the student. As you counsel, be warm and friendly. Do not make the student's problem into a big deal. Imply or say flatly that what he is struggling with is solvable but that he has to do something different in order to solve it. To make this point, go through what he did in class to get removed. Ask him if what he did is against the rules, which of course it was, and then tell him that she should be prepared to stay in time-out until he works out a better way: There is no other choice. The length of stay is up to him.
   - In the "time-out" area the only rule is that the students sit quietly. They are encouraged to do their work, but if they just want to sit, that is their privilege.

2. Procedures,

   - **Create a student office area**. This is *their* area. They do not have to ask to use the items in this area, just quietly get up and do it. (This way they do not use the stuff that is on your desk). Place these items in it: heavy duty hole punch, stapler, staple remover, scissors, pencil sharpener, scrap paper, tissue, a tray to turn their paper work into, first aid kit (band aides, first aide ointment, gauze), pencils and pens you find on the floor and desks after the class has left ((these are available for "rent" (25 cents, to be returned when the item is returned, place the "rent " in your pocket for safety)).

The "RENT" Concept - Nothing is given away for "free". Not a sheet of paper or pencil, or anything, from you or another student, period. Never charge less than a quarter and never more than 1 dollar. Do not make change, if your charge 5 cents for a sheet of paper, and all they have is a quarter, give them 5 sheets. This will save you endless frustrations. In the real world they are expected to carry their own weight and have their own stuff, this goes for your classroom also. It teaches them to be responsible for their own learning.

Routines.

A list of things/routines that they are expected to take care of every day, without being told. They are just a part of being in your classroom. Randomly/Periodically check and assign a grade for the completion of these routines (make it a small grade, but be stringent about that if it is not completed they will not receive credit).

The importance of routine: It fosters a sense of security;   Routines are task oriented and predictable.

Focus on Prevention

Instruction

Mobility and Proximity

The easiest way to prevent goofing off is location.

Effective teachers make an art form of working the crowd - otherwise know as management by walking around. Rather than spending all of their time in the front of the classroom, they put students to work and then walk among the students to supervise.

Get rid of the teacher's desk; push it up front and against a wall or into a corner. Move the student desks closer to the front of the room. Sit in a chair in the second row and relax your legs (bent, not straight out in front of you). measure 18 inches from your toe to the back leg of the chair in front of you. This will provide you with an adequate "boulevard" for working the crowd. A central isle, with isle on the side, or a double E shape or a U shape for a computer room.

Learned Helplessness

Once teachers focus on mobility, the immediately confront the natural enemy of working the crowd - the helpless hand raiser. Helpless hand raising is epidemic during guided practice - the portion of the lesson during which students are supposed to be working independently. Helpless hand raising is epidemic for a reason. By playing helpless, these students get the teachers attention for several minutes while the teacher does the assignment for them. The teacher's helping supplies the incentive for the help-seeking itself. To begin with, how much information can the student accurately store on the basis of one such helping interaction. If we teach the student just one step rather than attempting to teach a major portion of the lesson, we can reduce (cognitive) overload and reduce the duration of the interaction. Corrective feedback focuses on giving a single prompt which answers the question , "What do I do next?"

The Verbal Modality

Praise, Prompt and Leave. Be clear, be brief, be gone. All the student needs to know, is what to do next. "the next thing to do is…"

The Visual modality

Substitute pictures for words. Good graphics provide a student with a picture for every step of performance.

Say, See, Do Teaching

Focus on learning by doing. But, learning by doing can be undermined if the students must sit through an entire lesson presentation before they get to do anything. The time delay between input and output will enable the students to have better recall.

•   Explain what to do next
•   Demonstrate how to do it
•   Have the students do it right away

A lesson is a series of Say, See Do cycles with enough repetition to create ease of performance prior to guided practice.

Motivation

Why should I?

Students who do not care about the lesson can be just as frustrating to the teacher as students who disrupt or constantly seek help. Before an unmotivated student will work hard, the teacher must answer one simple question "Why should I?" On a lesson by lesson basis, these students need a short term goal - a reinforcer for being diligent that occurs immediately. The rewards that we will use are called "preferred activities". Students will be excused to do the preferred activity as soon as they complete the assignment.

Excellence and Accountability

Before a student can be excused from the assignment to do the preferred activity, the work must be completed correctly. If you excuse the student to do a preferred activity without first checking the work, you create a speed incentive in which you literally pay the student to go through the assignment as fast as possible regardless of errors. Use guided practice to check work as you move about the room.

<u>**Discipline**</u>
Rules and Routines
Rules that generate behavior on a day-to-day basis are specific rules - the procedures and routines by which things get done. Each procedure is a lesson and must be taught with the care and precision of any other lesson. Teaching them is labor intensive. Yet, while teaching classroom procedures takes a lot of time at the beginning of the semester, it more than pays for itself in the time saved over the course of a semester. Only by practicing routines to mastery to students learn that the teacher embodies the mindset of "meaning business", namely, "I say what I mean, and I mean what I say" and "we are going to keep doing this until we get it right". Only when students realize that routines will be practiced when performance becomes sloppy do the "good kids" put pressure on the "goof offs" to shape up.

Meaning Business
Effective classroom structure such as Say, See, Do teaching, working the crowd, and well established routines can prevent most goofing off in the classroom. But the teacher will still have to respond to student disruptions on occasion. What do these disruptions look like? Mostly small disruptions that occur at a high rate. 80 percent of these consist of students talking to their neighbors when they should be doing their work. The other 15 percent consists of students being out of their seats when they should be doing their work. It is in dealing with these typical disruptions that teachers first demonstrate to the class the skill of meaning business. You can do this through body language. Students instinctively understand body language. They have been reading it since before they could walk. They can read you like a book. You have only two choices. You can learn about body language so that you can use it to create learning. Or, you can spend your life in front of a room full of students who are one step ahead of you.

Responsibility Training - Routines are Important
How do you train a room full of students to be responsible? Responsibility training is a group management program which embodies the principle, "one for all, and all for one".

Omission Training - Not doing something for a given length of time.
Unfortunately, there is usually at least one student in any class who would ruin any group incentive just to prove that he or she can. Omission training is a specialized incentive system for dealing with these difficult students.

The Backup System
The school discipline code - the logic is, that the punishment will fit the crime. Part of the backup system, however, occurs inside of the classroom and is under the teacher's control. These small backup responses attempt to nip problems in the bud before they become so large that the student has to be sent out of the classroom. Small backup responses are not so much sanctions, as communications. They are given privately so as not to embarrass the student in front of his peers. While the specific wording will be on your won, the general message is as follows:
"A word to the wise. We are entering the backup systems. This would be a good time to stop what you are doing if you want to avoid getting into trouble."

<u>**Building on Fundamentals**</u>
•   Meaning Business through body language
•   Say, See Do Teaching
•   Working the Crowd

A Permanent Teacher What a difference five years make.

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http://www.middleweb.com/msdiaries01/MSDiaryEllenB36.html

Entry # 36:

This week I received, signed and returned my permanent teaching contract. It was the first milestone of my teaching career, and though it means little officially, becoming a permanent teacher as opposed to a probationary teacher feels like an official stamp of approval.

Receiving my permanent contract spurred me to reflect on my five years at Turner.
There have been good, bad, and downright ugly times during my brief career, but every event has contributed to my abilities as a teacher.

As I was watching a PBS special on volcanoes today, one volcanologist stated that in order to predict future eruptions, one had to be aware of the history of the volcano's activity. Only by looking to the past could one predict the future. I believe the same is true for teaching, whether it is being aware of one's own history as a teacher or understanding earlier reform efforts. However, while the volcanologist cannot as yet control future activity in volcanoes, we can control the steps we take to become better teachers or enact more effective reforms in education.

I did not believe I would be at Turner five years after I signed my first contract.
Turner was my last choice of the three schools I interviewed with, and St. Louis Public Schools was my next-to-last choice of school districts. Only the tight job market and the frustration of being a highly regarded but poorly compensated substitute induced me to apply for a position in the St. Louis Public Schools. I was one of those people who believed the worst of the city schools -- just like the people I was complaining about last week.

Blind enthusiasm and the best intentions I started my career with the best of intentions, but I was as naive and green as they come. My homeroom was made up of students the other two seventh-grade teachers assigned to me (read: discipline problems), and no one but the instructional coordinator spoke to me the whole first week I was there. I had no curriculum guide and no clear understanding of what, exactly, I would do if I actually did have one to follow. My team leader later suggested I follow the book and use the resource materials that came with it. She was "old school," and that's the way they had always taught reading, so she was giving me her best advice.

Thank goodness I did not take it. I was filled with the blind enthusiasm of a new teacher, and I set to work to create challenging, interesting projects and lessons for my students. After meeting them for the first time, they seemed just like any other kids, so I treated them that way. With a few exceptions, they followed where I led.

That first year, however, was a real challenge for me, especially with classroom management. By the end of that year I was so tired of yelling everyday, writing parental appearance notices, and requesting suspensions that I vowed to learn everything I could about discipline and classroom management.

I spent the summer on the internet picking the brains of the people on Teachers.Net and the MIDDLE-L listserv, reading books like Cooperative Discipline by Linda Albert and The First Days of School by Harry and Rosemary Wong, and planning my rules and consequences for the next year. Though my second year was far from perfect, it was a lot better, and each year has been better yet.

As I think about my first year, I see that I had a lot of heart but little real understanding of how to be a teacher. I believed that if I just loved my students enough, all of them would succeed in life. While love or at least appreciation does factor in to the mix, determination, planning, and reflection are by far more important ingredients to the making of a good teacher.

The lessons I have learned What does my past tell me? What are the lessons I have learned since I taught that first lesson? There are many, but these are the most important or at least the most useful to me at this point in my career.

1. Be clear and consistent with your expectations -- whether it is for behavior, a student's performance, your instruction, or the directions on an assignment. I used to get very upset with students because they would ask me what to do on a task even though the directions were right in front of them. Multiple requests for clarification are a signal to me that I need to rewrite or restate the directions for the class, while isolated incidents are simple requests for help from a student who is having a hard time comprehending.

I believe Harry Wong says that most students want to do well and they want to know what to do and how to act, so most requests or behaviors are a result of unclear communication of the teacher's expectations. I have found that the more explicit I am, the fewer problems I encounter.

2. Lasting change takes time. The problems we have as a school and staff, especially when it all seems so simple to solve sometimes upset me. I remember a day in my second year when I ended up in tears with my instructional coordinator because I knew I would get the same satisfactory evaluation as everyone else, regardless of the extra effort I put into my job. I was looking for my principal to make several of the other teachers on the staff do more than pass out ditto sheets, and I was frustrated that he would not do that.

I have since discovered that no one can make anyone else do anything they do not decide to do. Since human beings have their own fears, shortcomings, and their own belief systems, real change is filled with adversity, and working through adversity takes time. I can see now, five years later, just how far we have come as a school.
We will continue to improve.

3. Problems can be solved and are opportunities to grow. Fortunately I learned this early in my career, and it has carried me through some very trying times. Trying to have my principal solve my discipline problems was not effective, so I learned how to solve them myself. I was not only successful, but I also gained confidence in myself as a problem-solver.

Since then I have always identified weak areas in my teaching as well as areas of interest, and I have educated myself in those areas through professional associations, various publications, and discussions with colleagues. I openly share my failures with my students as well as how I am trying to overcome them, and I hope modeling this habit of mind will transfer to them as well. Failures are just opportunities to learn.

4. If something is not working, scrap it. Do not hold on to behaviors, strategies, lessons, or units just because that is what you have planned. I used to be afraid to scrap a lesson for fear my supervisors or my students would think less of me. However, how ridiculous is it to continue doing something you know does not work?
Throw it out, be honest with the kids or your supervisors about the reason for the deletion, think about why it did not work, and start over.

5. Be human. I used to cringe at the old adage, "Don't smile until Christmas," as a preservice teacher. It is not in my nature to be a dour old sourpuss, and I went into teaching partly because I did like the kids. I know teachers who still follow this advice, and they think any questions about their personal lives are impertinent.
While this approach may work for them, it does not work for me. I do not care if my students know my first name or my age, and I think it is important for them to know how I love to travel, eat at good restaurants, and read.

I jump around in class, make up little poems and songs about them to encourage them to get on the bus or into their classrooms, and generally act like a big goofball.
They sometimes look at me askance, but they appreciate my human-ness. At this time in their lives, especially when they are questioning who they are and how they should be, I think it is important for them to see an adult who has embraced all the quirks and idiosyncrasies of their personality while working to become a better human being in the process.

As I said before, my list of lessons is not at all comprehensive. They are, however, important to who I was, who I am now, and who I will become as a teacher. I cannot wait to see what the future holds.

Summary Of Major Concepts Covered By Harry K. Wong

Printed with permission from Harry K. Wong HarryKRose@aol.com
Click here for a review of Harry K. Wong's book The First Days Of School
Click here for a MANAGING WITH CLASS: AN INTERVIEW WITH HARRY K. WONG.
http://www.glavac.com/harrywong.htm

1. The three characteristics of an effective teacher are:

    1.   has good classroom management skills
    2.   teaches for mastery
    3.   has positive expectations for student success.

2. Your expectations of your students will greatly influence their achievement in your class and in their lives.
3. Treat students as though they already are what they can be, and you help them to be capable of becoming what they will be.
4. Call (or write) each home before school begins and again within two weeks. Teachers + Parents = Good Students
5. What you do on the first day of school will determine your success for the rest of the year.
6. Have the room ready for instruction, and make it invitational.
7. Stand at the door and greet the students.
8. Give each student a seating assignment and a seating chart.
9. There must be an assignment posted, and in a consistent location, when the students enter the room.
10. Start each class with an assignment - immediately. Do not take roll when class begins.
11. Position yourself in the room near the students: problems are proportional to distance.
12. Credibility: Display your diploma and credentials with pride.
13. Dress in a professional manner to model success and expect achievement.
14. The three most important things that must be taught the first week of school are discipline, procedures and routines.
15. Discipline: Set rules, consequences, and rewards immediately.
16. State your procedures and rehearse them until they become routines.
17. The family as a support group, is the guardian and disseminator of culture. The school and the church help the family to disseminate culture.
18. Learning is most effective when it takes place in a supportive community of learners.
19. The greater the time students work together and the greater the responsibility students take for their work, the greater the learning.
20. Cooperate with each other, compete only against yourself.
21. Cooperative learning will prepare students for the competitive, global world economy.
22. Academic Learning time (ALT): The greater the time students spend working successfully on task, the greater the student's achievement.
23. The greater the structure of a lesson and the more precise the directions on task procedures, the lower the error rate and the higher the achievement rate.
24. To increase assignment completion, state your assignments as a set of criteria or objectives.
25. Use criterion-referenced tests to evaluate the performance of the students.
26. The more frequent the tests, the higher the achievement.
27. Grade on percentage attained, not on the curve. The curve has done more harm to education than any other technique.
28. Mastery learning plus tutorial instruction results in higher achievement than students taught in a conventional manner.
29. If a student masters a criterion, give the student enrichment work. If the student does not master a criterion, give the student remediation and corrective help.
30. The shorter the assignment, the higher the achievement rate.
31. Intersperse questions throughout a lesson. Ask a question after 10 sentences rather than after 50 sentences and you increase the retention rate by 40 percent.
32. Wait Time: Wait five or more seconds after asking a question.
33. Reading: Use short lines and paragraphs. Note how periodicals and junk mail are written.
34. Determine the learning style of your students. Student achievement is greater when the teaching style matches the learning style.
35. Students score higher on a test measuring attitude towards school and attitude towards a subject when they learn from an activity-question approach than from a textbook-lecture approach.
36. Most teachers teach as they were taught in college, a non-validated model of teaching (book, lecture, activity, and test).

37. Learn to make CHOICES to enhance your life. Stop DECIDING what to do because others are doing it.
38. When you see in a given situation what everyone else sees, you become so much a part of that situation that you may become a victim of that situation.
39. 80/20 Principle: 80 percent of the teachers are complainers or survivors; 20 percent of the teachers are happy and successful. 80 percent of the teachers expect the teachers' organization to bring them rewards; 20 percent of the teachers create and strive for their own rewards.
40. Workers are concerned with time and money. They sit at the back of meetings and put in time. Leaders are concerned with enhancement and cooperation. They have a career, are talented and are professionals. Some teachers are workers, others are leaders.
41. The four stages of teaching: Fantasy, Survival, Mastery, and Impact.
42. There is no nobility in being better than someone else. The only nobility is being better than who you were the day before.
43. Self-esteem results from school achievement. You cannot give someone a better self-esteem. The role of a teacher is to engineer student success.
44. Teachers can only give what and who they are themselves.
45. You may be the only stable adult your students will ever see in their lifetime. You may be their only hope and dream for a brighter tomorrow.
46. Each person has unlimited potential. Humans are the only species able to improve the quality of their lives.
47. You can have your achievements or you can have your excuses.
48. You are the only person on the face of the earth who can use your ability. It is an awesome responsibility.
49. The most important factor to a professional is the quality of the work and the commitment to the craft.
50. A professional is someone who does not need supervision and regulation to:

    1. have a continuing growth plan to achieve competence and
    2. continually strive to raise the level of each new group of students.

51. I believe that every teacher can be effective.
52. Inside every great teacher there is an even better one waiting to come out.
53. Those who dare to teach must never cease to learn.
54. The teacher enhances the life and spirit of people.
55. It is the teacher who makes the difference in what happens in the classroom.
56. By far the most important factor to school learning is the ability of the teacher. The more capable the teacher, the more successful the student.
57. Stop asking, "What am I supposed to do?" Start asking, "What must I know that will help me to accomplish what I need to do?"
58. There is an existing body of knowledge about teaching that must be known by the teacher. Power comes to those with the knowledge.
59. Since there is no one best way to teach effectively, the teacher must be a decision maker able to translate the body of knowledge about teaching into increased student learning.
60. There is no accomplishment without RISK.
61. LOVE.

Ticket Out the Door

1.   A few minutes before the end of a lesson, ask students to take a half-sheet of paper and write:

-         2 things they understand well about today's lesson.
-         1 thing they don't completely understand about the lesson, or a question they would like to have answered.

Tell them that this is their "ticket out the door." They can't leave the classroom unless they give it to you on their way out. Explain that they don't have to sign their names, and spelling and mechanics aren't important.

2.   Stand at the classroom door and collect the "tickets" as the students leave.
3.   Use the information from the "tickets" to plan the next day's lesson.

Involvement improves when students know that they have to create a written record of what they have learned.

Variation: If students don't leave the room between lessons, you can call these "tickets to the next lesson" and have kids complete them before you go on to the next lesson.

Technology Student Rights, Responsibilities, And Guidelines

1. You have the right to assume appropriate responsibility for yourself and to allow others the same privilege.

2. You have the responsibility to be on time to class.

3. You have the responsibility to bring all needed supplies to class everyday so that you can complete your work. You have the responsibility to keep your tools and supplies in order so that you can work.

4. You have the responsibility to maintain a clean and safe lab environment. You will do this by passing all safety tests with a score of 100% and by practicing all safety rules on a daily basis and by allowing others to do the same.

5. You have the right to want your own way and you have the right to ask for it. You do not however have the right to get it.

6. You have the right to your own common-sense choice as others have the right to theirs; and when there are differences, you have the responsibility to work then out in an atmosphere of mutual respect.

7. You have the right to work hard, prosper and enjoy the fruits of your labor.

8. You have the right to be happy and please yourself in appropriate, constructive ways.

9. You have the right to feel feelings, even the unpleasant ones. You have the right to express your feeling appropriately but not to express them inappropriately.

10. You have the right to your own excitement; you do not have the right to impose them on the unexcited.

11. You have the right to expect perfect fairness in an imperfect world. You have the right to feel disappointed when you do not get it.

_____

I have read the Technology student Rights, responsibilities, and guidelines, and I understand them.. I understand that if I do not abide by these rules, I will not be permitted to work in the lab.
Signature (Student)_____
              (Parent) _____

Daily Routines In Our Quality Lab

1. You must have a technology notebook and a pencil in class every day. The notebook will be a binder with 5 dividers. Demerits will be issued if you do not have your supplies everyday.

2. Do not talk while I am talking. When I lecture it will be something important to you and you should stop whatever you are doing and listen. If you have a question, wait until I am finished speaking and raise your hand. At that time I will try my best to provide you with an answer. Do not interrupt me while I am helping another student. That is rude. Quietly stand nearby and wait for your own uninterrupted turn.

3. Quality is achieved through harmony and respect; there is no other way.

4. I will not do your work or figure out your problems for you. If you ask for my opinion, I will give it, but not unless you are also willing to express your opinion and defend it.

5. You will evaluate your own work, and occasionally someone else's. I will teach you how to do this. Once you know how I will expect you to do it and defend your evaluation of your own work against me or anyone else.

6. You must sit in your assigned seat or with your assigned group every day. You are expected to take care of this space and keep it clean and organized.

7. Hall passes are not written for any reason. Do not ask for one. Each six weeks you will be issued 2 electives passes to use as you see fit.

8. Attendance will be taken by computer everyday. The very first thing you should do each day is to punch in. If your name appears as absent on the printout that is printed after the tardy bell, even if you are in the room, you will be counted as tardy and the tardy turned in to the office.

9. Chewing gum, eating food or candy is not permitted in the lab or classroom. Demerits will be issued for every offense.

10. You must always wear your safety card and goggles when operating any lab equipment. You should wear an apron to protect your clothes.

11. Shirt tails must be tucked in and shirt shelves rolled up while in the lab. Whether you are working on machinery or not.

12. The lab is a work room. Horseplay, physical or verbal, will not be tolerated at any time. This will result in either a demerit or referral to the vice-principals office.

13. You will be assigned a clean up duty that you will keep for each 6 week period. About 10 minutes before the end of class I will call "Clean Up". At that time you should stop what you are doing, put away your materials and begin your clean up duty. When you have completed your clean up duty you are expected to help out wherever you are needed until everything has been completed. No one will leave the lab until the Instructor is happy with the completion of all of the clean up duties.

14. There are no mistakes, only lessons. Technology is a process of trial and error, and experimentation. The "failed" lessons are as much a part of the processes as the technology that ultimately "Works".

15. What you make of this class is up to you. You have all of the tools and resources you need. What you do with them is up to you. The choice is yours.

THE TOP TEN RULES FOR MRS. MONTGOMERY
(Not in any particular order)

1. No cheating. **EVER**. Not just my class, but also others. I notice.

2. No food, drinks, candy. This includes suckers and gum. On pep rally days you may park your treats at my desk. Mmmmmmm, thanks.

3. No passes, emergency only. Tell me where you need to go and go there. I always check.

4. Respect Property. This is a biggie-
    *   Excessive rolling
    *   Writing on the desks
    *   Projectiles
    *   Trash
    *   Feet on the desks or other chairs
    *   Changing/loading **ANYTHING** on **ANY** computer
    *   Leave the junk on my desk alone
    *   The radio comes on and off as you work. I pick the station so you can be mad at me and I do not get a headache.

5. Respect Each Other
    *   No putdowns to self or others- TEAMWORK
    *   You are expected to be able to work with everyone in this room with a terrific attitude.
    *   Know and use the names of your classmates.

6. About Instruction
    *   Do not interrupt me or anyone else, take your turn.
    *   Sleeping not an option- that's why you get to go home at 3:00, do it there
    *   Bring your supplies. If you need a pen or a pencil you can <u>BUY</u> one from me for .25, which is not refundable.

7. Late work accepted up to 2 weeks with a point loss.

8. DO NOT EVER CALL ME 'MISS'.

9. Know that you can reach me at the following locations to get your assignments. Please be responsible and get in touch with me. It's not your parent's job.
    *   713-365-5110 x3519
    *   montgoms@springbranchisd.com

10. I follow school rules, ask anyone. If you are a guy you best shave before you come to my room.

Finally… It really isn't that difficult to figure me out. I like a clean and orderly room, and students that have a good attitude. Now that I've got this out of the way, let's have a great year!

Theory One:

It is important for every student to know everyone's name in your class. A person's name is the single most important sound to their ears. Knowing names has many benefits!
- Builds responsibility and accountability
- Builds class rapport
- Puts a name + face together for positive and sometimes negative reinforcement
- Students can help you pass back papers
- People are expected to know names in a business setting
- You never know when you will be asking someone in your class for a favor or a job!

How is this done in addition to my curriculum? For 10-15 minutes of each class day for a week group students differently in pairs or triads. Have them introduce themselves, and attach a small question with it. Questions should be fun and entertaining.

- Favorite movie line
- Favorite line to meet opposite sex
- Favorite music artist
- Favorite place to relax
- Coolest mode of transportation
- Favorite cartoon

Give them about 2 minutes to do this, then have them introduce their partner by their first name and answer to question. After they are done have the class repeat their names and point to the individual. Do this until each pair has gone, each time repeating all names. At the end of the week, test them! Have student point at each other and say first name. Have everyone mix up after a couple has gone for fun. This may take a few days to get them all tested- but if they miss a few, they can go again the next day. Not only is this an easy 100 for their first grade, it let's them know you are going to make them accountable from the start!

Theory Two:

Students must have the opportunity to work in small groups. We all are aware of the benefits of cooperative learning, too many to list here! In the SCANS report that came out a few years ago, I was surprised to learn that one skill employers were looking in potential employees was the ability to work with others!! My thoughts, which I express to my student's are this, "Seldom do we get to choose who we want to work with in the real world! I do not get paid any more or less for working with any one person or persons. It is my responsibility to work with everyone, it doesn't mean I have to hang out with them at lunch!"

After you have accomplished theory one, they are ready for you to group them as you may. True, sometimes they will work with their pals, but there are ways to prevent this.

Ways to Group

Always use different ways to group. Keep them guessing as they will never know what you will be up to!

1. Line up by birth date, height, and order of classification, hair length. This should be done non-verbally as it makes it interesting. Then count them off – 1,2,3,4 etc.
2. Pass out assorted candies. Have them group by type of candy chosen. Of course only have as many different types of candy as you want groups!
3. Use Go Fish cards. Match pairs up non-verbally.   This works well for groups of two.

4. Using regular cards- have students pick a card and…
    a. Group by best poker hand using only so many per group
    b. By suit
    c. By number
    d. Ascending, descending
5. Pass out certain number of magic markers for an exercise. Group by color.
6. Post different types of cars, boats, spacecraft, etc. around the room and have them go to the types that represent their personality or an attitude. (Example: speedboat, sailboat, Jet Ski, houseboat, fishing boat, shrimp boat, pleasure cruise etc.)

More Ways to Group

Always use different ways to group. Keep them guessing as they will never know what you will be up to!

7. Line up by birth date, height, and order of classification, hair length. This should be done non-verbally as it makes it interesting. Then count them off – 1,2,3,4 etc.
8. Pass out assorted candies. Have them group by type of candy chosen. Of course only have as many different types of candy as you want groups!
9. Use Go Fish cards. Match pairs up non-verbally. This works well for groups of two.
10. Using regular cards- have students pick a card and…
    a. Group by best poker hand using only so many per group
    b. By suit
    c. By number
    d. Ascending, descending
11. Pass out certain number of magic markers for an exercise. Group by color.
12. Post different types of cars, boats, spacecraft, etc. around the room and have them go to the types that represent their personality or an attitude. (Example: speedboat, sailboat, Jet Ski, houseboat, fishing boat, shrimp boat, pleasure cruise etc.)

What Happens In All Groups

Observe Levels of Interaction, and then over time look at Stages of Group Development.

I.   **Levels of Interaction**. *Every group operates at three levels of interaction at the same time.*

    a.   Task Level. What is the group discussing or trying to achieve?
    b.   Group level. What is going on among all the members of group, including the leader?
    b.   Personal Level. What is going on within each member, including the leader?

Each level is important. However, during certain periods one level may be more important than the other. For example, if final prototype is due tomorrow, the **Task Level** needs the most attention. When members are having a hard time listening to each other, the **Group Level** needs the more attention. When one member of the group is having a personal problem, the **Personal Level** may need the most attention.

II.   **Stages of Group Development**. In addition to the Levels of Interaction, your groups are also going through different stages and changing over time. Plan activities for your class, which are appropriate for each stage.

    a.   To Be or Not To Be. The get acquainted stage. Members are getting to know each other and deciding where they fit in. Plan activities to help them get to know each other and build confidence.
    b.   Here We Stay or Here we Go. The testing stage. Here they will test ground rules, defying the leaders or form partnerships with other members. You should show respect for their differences, reinforce ground rules, and encourage them to accept all members of group.
    c.   Close to You. The cohesive stage. Sometimes members will not want to challenge or question each other for fear of destroying the good feelings of being together. There is a genuine feeling of safety and caring. Your job is to encourage more independent functioning of members by choosing activities that build group involvement.
    d.   I've Gotta be Me. The Individuality stage. Members are accepting each other and respect each other's differences. They know it is OK to have disagreements and it will not tear apart group. Your job is to monitor group to acknowledge problems and conflicts as they come up. Choose activities that create opportunities to grow by using decision-making skills.
    e.   It's Hard To Say Goodbye. The saying goodbye stage. Kids have a hard time saying goodbye and will forget to "look ahead". You should focus on activities that reinforce what they have gained from the group and how they can use it in the future. All groups will eventually end and helping them understand this process is a life skill indeed!

Games to Play

Stage A – To Be or Not to Be

<u>Alphabet Game</u>. Group students in 3-5's. Have each group prepare one sheet of paper from A to Z. They must find something that begins with each letter from their personal belongings.

<u>Names by Association.</u> Introduce their partner or themselves by rhyming it with something they would bring on a picnic. This is Shelly and she'll bring the jelly. This is Kay and she will bring the insect spray.

<u>Gorilla, Gun, Man.</u> One of my fav's. This gets class laughing and energized! It works like paper, rock, and scissors. I stand on a chair and demonstrate as I say… "The gorilla (hold arms like a gorilla) beats the man (puts hands on hips in a manly fashion) the man (demo the man) beats the gun (hold arms and hands as if you were holding a gun, or an arrow etc) the gun (do the gun) beats the gorilla (do the gorilla). You tie you die." Pair in two's back to back. Go through the whole thing above and count to 3. When they turn around they will do one of the following. Whoever wins gets to advance to the next round etc. Have a fabulous prize like extra points or a free tardy!

<u>Game Books</u>. You can find these at bookstores- they are great icebreakers everyone can do. I have adapted "Who Holds What Office Job", included in my stuff. It is a riot.

Stage B – Here We Stay or Here We Go

The Word Game. List ENGINEERING or related word vertically down a sheet of paper. Groups must list as many items as they can for that letter. For example, under E you might list boy's names. Groups would list Edgar, Elgin, and Edward etc… You of course will have the categories done in advance!

<u>Paper Clip Game</u>. Groups must list as many uses for a paper clip as they can think of.

<u>Non-Verbal Communication Game</u>. Divide the group into two person teams. State the purpose of this exercise is to introduce their partner, but they cannot use words. They can use pictures, visuals, gestures, signals, or anything non-verbal. Give examples of throwing a football to represent a football player etc. After 2 minutes, have them introduce each other to the class using words and see how close they were.

<u>Human Knot</u>. Have entire class stand in a circle and clasp arms with anyone in the group- just not across from or next to them. Then they are to undo the knot without letting go of their hands. This demonstrates true teamwork. After all, doesn't TEAM mean, "**T**ogether **E**veryone **A**ccomplishes **M**ore?"

<u>The IX Game</u>. Used to illustrate problem solving may not be as difficult as what it may first seem. Draw the figure IX on a piece of paper, or a chalkboard. Tell them their problem is to make a 6 (six) out of the symbol with the use of only one line. The correct answer is <u>SIX</u>. Most will assume the answer would be more difficult and are surprised to see such a simple solution. Some will assume the answer has something to do with the Roman numeral 9 and will find it difficult to see another solution.

Stages C & D – Close To You, and I've Gotta Be Me

One and two way Communication. Prepare a simple diagram. Group in two's and have partners sit back to back. One partner gets a copy of the diagram and the other a blank sheet of paper. Partner one must describe what partner two needs to draw, of course they cannot see the diagram, and they must listen for directions!

Observation Game. An oldie but a goodie. Place a tray with equipment or just random items on it. Remove tray and see how many items they can recall in a group.

The Lemon Exchange. Group in 2-4's. The purpose of this game is to illustrate the importance of individual differences, the need for astute observational skill, and sensitivity to personal characteristics. (1) Distribute a lemon to one member of each group. Direct each person to examine the lemon carefully by rolling it, squeezing it, inspecting it, etc. Ask them to *get to know their lemon*. (ha ha) Ask them to pick a name for it and to notice and record the strengths and weaknesses of their lemon. (2) Collect all the lemons and visibility mix them up in front of the group. (3) Spread out all the lemons on a table, and ask all student's to come forward and select their original lemon. If conflicts develop, assist them in reconciling the differences, or note the failure to agree and use that as a basis for discussion. Discussion: (1) How many were sure they reclaimed their original lemon? (2) Why can't we get to know people just as rapidly as we did our lemon? (3) What role did outside appearance play?

The Farmer's land. This game is used to teach the strategy of breaking down a problem into smaller pieces. Give each group a handout with the illustration below. The task is to subdivide a farmer's property upon his death into four pieces of equal size and shape for distribution to his four offspring. All land must be adjoining itself (it can not be distributed piecemeal).

Stage E – It is Hard To Say Goodbye

Compliments. The best use I have used is to tape a blank sheet of paper to everyone's back. Each student needs a pencil and they are instructed to write a positive comment on each person's back. Make sure you participate as well. You will be surprised how the kids balloon when they read the comments. BTW- they do not need to sign their name- just keep it positive.

Evaluations. I do evaluations many times during the year. I can ask for names or not. This tells me how I am doing and how they are doing. I especially do this at the end of the year so I know what to toss out over the summer!

Group Shuffle. I have not used this in an all boy class, but it has potential. Entire class stands in a circle with their arms interlocked usually around the shoulders. Start in a clockwise manner scooting until someone yells "STOP!" They will then say a positive comment, or whatever. Then the circle will scoot the other direction. This goes on until everyone has had a chance to comment if they want to. I use this for very close classes at the end of the year. Many things have been said that were career highs for me.

Just for Me. I ask all of my students at the end of the year (usually about the last week) to take a page in a blank journal and leave me a message. When I get really down about my job or teaching in general- I take out those journals and read what the kids think. After all, that is why we are where we are.

Just for Them. The last class day before reviews begin and there are no other functions going on, I have a *Goodbye Day*. They do not know what that is until then- I just call it a surprise. Every kid I have ever had in the past 10 years has gotten an award. I found these funny awards my first year and have used them ever since. I make a copy of the stack and assign each one to a different kid in each period. (So each class really has a full set.) Every year I say I am not going to do it- but after I am done I have never seen one in the trash- in fact, for most kids, it is the only award they have *ever* received. I also include a couple of comments with each one. True, there are some that are really hard to give away- you know the kids you have to work at to even tolerate, but it leaves a lasting impression. Sometimes there are tears, and hugs, and sometimes it is just a celebration of the past months we have shared. Try it you'll like it.

Grading Your Groups*

As Technology Educators, we have long used cooperative learning as a teaching tool. However, we seldom evaluate more than the final product. Today you will find in industry that employees are evaluated by supervisors and their peers. One of the top skills employers are looking for is the ability to work well with others. These sample-grading sheets are based on the following requirements:

1. All students must know everyone's name in the class/group.
2. The teacher must treat information collected confidential at all times.
3. The evaluation should be used as a percentage of the final grade on project and this must be made known up front.

Engineering Graphics Group Evaluation   Name:_____

List your group members below and rank each on a scale of 1-5 (5 being the highest). Be honest- this is between you and me.

List traits below that you wish to measure. Dependable, good attitude, responsible, "behind-the-scenes" etc..

NAME   _____   _____   _____   _____

_____   _____   _____   _____   _____

_____   _____   _____   _____   _____

_____   _____   _____   _____   _____

_____   _____   _____   _____   _____

Other Comments:

Use this as a midterm to see how you are doing as a class or after a class project where everyone works as a team. Then make a tally sheet to add votes. Share with class- but be sensitive that some student's may not be listed at all! You can disclose information to these students as a teacher/student conference, and use as a reference to create a "team work goal" for them. The objective is to teach them how to work on a team effectively! You can assign points for each to determine a number grade if desired.

Class Report

Directions:
1.   Students will not list their own name.
2.   List the name of your classmate that best exemplifies the descriptor given.
3.   You may use the same name only three times.
4.   Keep all comments constructive!

_____1.   Who is the most cooperative person in the group/class?

_____2.   What individual is most willing to volunteer his assistance?

_____3.   Who has offered the best advice?

_____4.   Who has provided the most direction in the class/project?

_____5.   What individual has provided the most man-hours/clock hours for the project?

_____6.   What student has taught you the most in this class?

_____7.   Who was most important in the design/ engineering of the product?

_____8.   Who was most important in the finishing of the product?

_____9.   Who was the most important in the assembly of the product?

_____10.   Who provided the most motivation for the group/class?

_____11.   Who was the most self-reliant person in the class?

_____12.   Who was the most responsible person in the class?

_____13.   Who would you prefer to work with again in the future?

_____14.   What person was most willing to get his/her "hands dirty"?

_____15.   Who was the most conscientious in maintenance of equipment and clean-up duties?

_____16.   Who was the most dependable person with whom you have worked?

_____17.   Who was the most skilled in planning and organizing the work?

_____18.   Who was the most personally or emotionally involved in the project?

_____19.   Who worked the hardest to get the group together outside of class?

_____20.   Who do you think experienced the most change in awareness?

Mid Year Considerations

Technology Education

**Knowledge and Skills
For the 21st Century** ©

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Plan Ahead for the Spring Semester

Adapted from: www.iloveteaching.com

Okay, so now you've almost made it through an entire semester. Whew! Are you feeling a little more confident in your classroom? Take those two wonderful weeks of quiet during Winter Break to plan ahead for Spring Semester.

Some things you need to know about Spring Semester:
1. You will notice a distinct change in your students and may find yourself saying, "They didn't do that LAST semester!" You are correct. Last semester they were still scared of you and now they are not. They have had a glorious two weeks of almost freedom and are not willing to give it up!
2. Every holiday you get from now on is NEEDED more than those during Fall semester. You will desperately need those days to rest & relax. Planning is not resting or relaxing!
3. AH! The season of testing is upon us. You will find that you have LESS actual teaching days during this semester. Why? Most of them are taken up with different tests, practicing for those tests, practicing some more and, of course, the various and sundry assembly programs.

Preparing yourself for the Spring Semester:
1. Use your vacation time to begin planning for next semester. Here are some tips for long term planning:
Outline the overall topics/themes you want/need to cover by the end of the year. What topics will you do each six weeks? Keep this VERY GENERAL!!!
ex: 4th six weeks: Middle Ages, Renaissance
                        Poetry, "How To" essay
                        Body Systems
                        Fractions

Using that same calendar and pencil, mark out the days that are school holidays. Now insert DAILY activities. You are still being very general.
ex: Jan. 4: notes on simile, metaphor/ practice
    Jan. 5: notes on alliteration and rhyme/ practice
    Jan. 6: notes on personification and imagery/practice
    Jan. 7: Hailstones & Halibut Bones - see figurative language at work!
    Jan. 8: Test on figurative language

Now, get a blank calendar and a pencil. Using these tools, begin to sketch an outline of what you will cover each WEEK.

ex: Jan. 4-8: Figurative Language
    Jan. 11-15: Personal Anthology of poems
    Jan. 18-22: Types of poems
    Jan. 25-29: Poetry Book

Now you are ready to begin writing your lesson plans with objectives, materials, procedures & assessment. Isn't it much easier when everything is already laid out for you?
I usually do these different steps on different days. That way I don't burn myself out all at once. One day I will outline the topics for the semester. Then the next day I will outline just the first six weeks - week by week. Either that day or the next I will outline the daily topics on the calendar. Lastly, I write out my detailed lesson plans for a couple of weeks. Now I'm ready! If anything changes, I simply change it on my calendar and rework the lesson plans. You don't have to spread this out over a couple of days. My team and I sometimes take one day and plan for the entire six weeks. Then, on the Tuesday before, we write out our lesson plans for the following week. This seems to work pretty well for us!

2. You may also want to use this time to reflect on last semester. What worked? What didn't work out so well? What could you do differently? What do you want to stay exactly the same?

It isn't really necessary to write any of this down, but it is a good idea to have most of this worked out in your head. Take a little time to daydream about the way you want your classroom to look & run.

3. Work out a way to re-establish the rules and expectations for your class. Be extra firm with them as you were at the beginning of the year. You may find students who are more "familiar" with you. Discourage this kind of camaraderie between you and your students. Set the tone of your classroom as that of a workplace, not a playpen. Unless you do so, you may find yourself more in a zoo than in a classroom!

Using a Clipboard

Adapted from: www.iloveteaching.com

Using a clipboard is a specific strategy you can use to help you keep track of student behavior AND student work habits/ mastery of concepts.

Using a spreadsheet program such as Excel, Lotus, or ClarisWorks, create a spreadsheet. Down the side, allow for student names. Across the bottom put rules or work habits. Leave a couple of lines blank so that you can write in the concept or skill for the week that you want to observe.

EXAMPLE:

Student Name	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Joe Student						
Jane Student						

a=absent	-0	o=off task	-3	Possible weekly points =
t=tardy	-1	d=disruptive	-5	100
e=excellent	+5	so=sent to office	-15	
ot=on task	+3			
c=cooperative	+6			
b=bonus	+ ???			

Make enough copies for several weeks. There should be one spreadsheet per week. Label the date at the top of the spreadsheet before using it so that you'll know which week it refers to.

Place a month's worth of spreadsheet forms on the clipboard so that you won't have to remember each Monday to put a new sheet up.

Another Approach:

Rather than using a clipboard for each class, you might try using colored manila folders. Label each folder with the class period using a different color for each class if possible. Laminate the folder so that it will last all year. Staple the forms inside the manila folder on the right hand side. On the left hand side staple a seating chart. You can use this folder to check attendance silently, use the spreadsheet to record attendance for your own records as well as for observations and recording student behavior.

Use a system of numbers to help you keep track of infractions. Make sure there is enough space for comments as well if necessary.

With rules, each number represents the number of infractions

With concepts/ skills, each number represents the level of mastery (Excellent, Good, Fair, Poor, None)

Be sure to use the clipboard to record good behavior and to make comments about students who go above and beyond what is expected of them. This will help you when it is time to write progress reports or report card comments. It will also help you if you ever have to recommend a student for an honors position or an award.

File these sheets in a 3 ring binder in chronological order. Use tabbed dividers to separate each six weeks or grading period. Secondary Teachers may want to keep a binder for each class, or use a 3" binder with tabs between each class period.

Why a binder?

Well, a binder keeps all of the papers together in one place with no fear of losing any of them. Also, it is easier to flip through papers in a binder than it is in a manila folder.

Be sure to document behavior disruptions, etc. in the student's folder at the end of the week so that you won't have to bring a ton of extra papers to a student conference. If you are in a huge hurry, you might just make a copy of the form to put in the student's folder. Just be sure to blank out other student names when copying the spreadsheet.

Getting a Handle on Student Talking

Adapted from: www.iloveteaching.com

One of the biggest complaints we hear from new teachers is the issue of student talking.
"They won't be quiet." "I constantly have to ask them to be quiet." "They don't listen to my lesson."
What are some things you can do to get a handle on the student talking in your classroom?
Here are some tips to help:

Appropriate Talking Times
The first thing you need to ask yourself is when are they talking? Are they talking during your instruction or when you are giving directions, OR are they talking during a project, or work time? It is okay to let students talk while they are working. Although they may not always be talking about their work, for the most part, they will be on task. Human beings are social creatures by nature and we tend to do a better job when we talk to others. Students get ideas from one another, they judge how well they are doing, they offer help to others, and they help each other do a good job on their work. Sometimes they are just chit-chatting, but even this helps build bonds between your students.

Introduce the idea of My Time/ Your Time.
"My Time" refers to the teacher's time. "Your Time" refers to the students' time. You might say something like this:

"Whenever I am giving a lesson, directions, am speaking to the class, or am standing in front of the class as a whole, that is My Time. During My Time I expect for students to be silent, looking at me, and listening. You may be taking notes, but you are expected to pay attention to what I am saying. If you are talking to your neighbor are you paying attention to me? (No) If you are rummaging around in your backpack for supplies are you paying attention to me? (No). Exactly. Now, let's practice what paying attention looks like."
At this point you want to have the class practice what you expect them to do during "My Time" (teacher's time).

Next you might say:
"Now, if I have given you a class or group assignment and have given you time in class to work, that is "Your Time". You may get supplies, sharpen your pencil, ..."
(These are just examples - you want to be specific in telling them exactly what they are allowed to do. I let mine get a drink of water or use the restroom if they really need to because thirsty kids and kids who need to go to the bathroom aren't working. The only thing they are thinking about is water and the bathroom. I'd rather they be thinking.)
"When I put up the quiet signal (my hand in the air), or ring the bell (a small dinner bell that stays in my pocket), that is the signal that it is "My Time" again and I want full attention on me." *Then practice with them.*

Work Time vs. Play Time
You also want to take time during the first week of school to explain the difference between "work time" and "play time" with your students. We want to be able to have some fun in our classrooms, but it can be hard when students take it a little too far or don't know how to stop. Don't just talk about the difference between "work time" and "play time", but practice these types of transitions with students as well. They may not understand your verbal and non-verbal clues until you do some training exercises. Once you've given your talk about the difference between "work time" and "play time", give students some examples of how you might transition. *Then practice.*

Consequences
Don't worry that you have a chatty class. Almost everyone does. What child likes to sit still and silent all day long? None that I know of! What you have to decide is when it is okay for them to talk and when is it not okay. Then tell them exactly what you expect of them and follow it up with consequences - be consistent so that students can trust that if they talk during a lesson you WILL give them a time out. If they talk again when they aren't supposed to, they will lose time out of recess. They should know this so well in a couple of weeks that if a child talks during a lesson you should be able to say, "John, I expect everyone to be quiet and listening while I am talking. You know what you need to do." The child should immediately apologize (this should always be part of your expectations) and should go to the time-out seat and set the timer for 3-4 minutes (your choice). When the timer rings, the child can rejoin the class. You

shouldn't have to say the consequence because after a couple of weeks of them testing you, they'll probably all know it - as long as you do the same thing every time. Even if it seems inconsequential, you still need to follow your procedure.

Ex: 1st time - warning
2nd time - 4 min. in time-out
3rd time - phone call home (student calls and tells parents what they did & why)

I personally like a chatty class, so I let them talk quietly during their work time. If the principal walks in and sees everyone talking, the class looks lively and engaged. More likely than not the students are so nervous that the principal is listening to them that they will immediately have deep conversations regarding their work. This also happens with visitors. Just be sure that you are walking around monitoring their work and listening in on their conversations while they are working on assignments. This type of listening in also gives you an excellent way to assess which students need help and how well your students understood your directions, the information, and the activity. Keep a clipboard with you, with either index cards or a spreadsheet of student names so that you can take notes on what is happening, who is on task, who is not, problems, etc.

Monitoring and Redirect
When you do allow students to talk, be sure you are walking around monitoring their conversations. Although it is okay to get off the assigned topic for a little while, too much off task talking is not appropriate. While you monitor, you are more in a position to redirect student talking quietly rather than yelling out, "Quiet down now!" which is completely ineffective. Instead, walk up behind the student who is talking and quietly (just to them) say something like, "So, tell me what you have done so far. I'm taking progress checks." That student is immediately on task and you haven't singled them out in front of the class.

Stop Talking Yourself
No, I'm not reprimanding you. I'm offering another tool. If your class is talking, or even if one or two students are talking during your lesson, stop what you are doing and look them directly in the eye. Look every single student directly in the eye. You might want to use your quiet signal. Then in a quiet but firm voice say, "I'm waiting." If that doesn't do the trick, put a single mark on the board to represent every minute you will hold them in from recess or after class. That will definitely get their attention. Then say again, "I'm waiting." Once you have everyone's attention, it is time to do a reminder of your expectations regarding talking. "It is rude to talk when someone else is speaking. It is my turn to talk right now. When I am finished I will give you a chance to talk. However, if you take up my time with talking, not only will you end up with extra homework because we didn't have time in class, but you will also lose your class privileges."

Never ever continue teaching while students are talking. They will learn that no matter what they do you won't stop and there won't be any serious consequences. You expect students to be silent therefore you won't talk unless they ARE silent. This must be an attitude as much as a philosophy.

Frequently Used Forms

Technology Education

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Parent/Guardian–Teacher Contact Worksheet & Record

Use this form to plan your contact with a student's parent(s) at the first sign of a problem.

Date: _____

Student's name:_____ Class: _____

REASON FOR CALLING PARENTS:

_____

STATEMENT OF GOAL:
I need your help in _____

STATEMENT OF OBJECTIVES:
Whenever I _____
I need you to _____

RATIONALE:
It is in _____'s best interest that we work together to _____

CONSEQUENCE:
If _____ doesn't _____
I will have no choice but to _____

Mr./Ms./Mrs._____, thank you for your time. I believe _____
will benefit from our actions.

FOLLOW-UP/RESULTS:

_____
_____
_____

Forms For Your TSA Club

Activity Planning

Teachers: Use this sheet to ensure that all members share responsibilities and have access to leadership and other opportunities. This sheet can help you keep track of the details of activity management.

Steps in Project Management:

1. Identify the project.

2. List the individual tasks necessary for completion.

3. Identify necessary resources for each task.

5. Create a timeline.

6. Follow-up and evaluate.

Activity Planning Sheet

Project:

Planned Completion Date: _____

THINGS TO DO

COSTS/RESOURCES NEEDED

WHO'S IN CHARGE/DEADLINE

RESULTS

PROMOTIONS

THANK YOUS

NEWS RELEASE

EVALUATION

COMMENTS:

Source: Mike Shirey and Chris Hall, agriculture teachers, Monroeville, Indiana

Meeting Planning Form

Teachers: Use this form with TSA chapter members to conduct well-planned, successful chapter meetings.

PURPOSE OF MEETING:

DATE:

TIME (Beginning and Ending):

LOCATION:

WHO'S IN CHARGE:

WHO RECORDS WHAT HAPPENS:

ASSIGNMENTS TO BRING TO THE MEETING:

I

Assignment	Resources Needed	Person Responsible
MEETING TOPICS (from members, officers, staff):		

Most important first
Avoid back to back emotional issues
Give each item a time period for discussion
Include only items appropriate for the meeting

DATE OF NEXT MEETING (if one is needed to deal with issues addressed):

ADJOURN ON TIME:

RECREATION/SPECIAL EVENT PLANNED:

Chapter Officer Action Plan

Teachers: Use this form to assist chapter officers in developing their mission statement and focus on setting TSA chapter goals.

We, the members of the _____ TSA officer team set forth this mission:

What are the steps to obtain this mission?

1.

2.

4.

5.

What can I personally add or give to achieve this mission?

How does our team mission benefit the chapter and community?

What are possible problems or barriers to the team mission statement?

Source: Mark Zimmerman, agriculture teacher, Spencer, Wisconsin

Fund-raising Ideas

Criteria Checklist

Teachers and students: Before you make that final decision on which fund-raiser you want to do, make sure it meets both your chapter's sales and overall program goals. Use this checklist to evaluate the pros and cons of potential fund-raising activities.

1. Does this fund-raiser promote the image we want to have?

2. Does this project meet the public relations goals of our chapter? If our goal is to promote the environment, are we selling products that are themselves environmentally friendly? Is the packaging environmentally friendly?

3. Do we want to promote an Technology Ed. product in our fund-raising?

4. Is this a product or service chapter members will be excited about selling? Members will want to sell something if it is fun, there's some competition and if they can see rewards for their work.

5. Is there a need for this product in our community? Will people buy it?

6. Is the product or service of high quality? Will it fall apart or not work as we promised, thus, the community would not buy from us again next year?

7. Is this project original? Will other school organizations, grocery markets or area stores be selling this product or service too? Not only will we have more competition selling an unoriginal product or service, but also the community may be more willing to buy something that's new and different.

8. Can we do this fund-raiser with the number of members we have in our TSA chapter? Can we meet our sales goals with the number of students we have? Will we have enough people to unload, check for quality and deliver the product or do we need to seek assistance?

9. Can the manufacturer or the supplier be trusted? Will he or she listen to our individual chapter needs? Have other chapters had success with this supplier? Is the supplier trying to make this a win-win situation for everyone?

10. What is the return policy for this product both back to us and to the manufacturer?

11. Can the chapter make money selling this product or service? Is it profitable?

Source: FFA *Selling and Fund-raising Guide*

Fund-raising Committee Checklist

Teachers and students: There are many questions to answer as you begin fund-raising. Use this checklist to determine if you have all details covered for your potential fund-raising activities.

1. What is the school policy on selling?

2. Do other school organizations have first option on selling this product?

3. What is the chance of a joint fund-raiser with other school organizations?

4. Who is the manufacturer/supplier? Address? Phone number? Person we should talk to?

5. What is the product name?

6. What method of payment will need to be made by the chapter? Does the manufacturer/supplier expect payment before or after we sell? If payment is expected before we sell, can our chapter budget cover that amount?

7. What day will our order be delivered?

8. What are the storage requirements of the product while it is being delivered? (cold/cool temperature, dry storage, etc.)

9. What is the manufacturer/supplier return policy for unwanted or damaged goods?

10. What are some product features and benefits?

11. Does the manufacturer have any brochures or promotional items for our salespeople to carry while selling?

12. Will the sales forms be provided by the manufacturer or by the chapter?

13. Does the manufacturer/supplier sponsor prize programs for top salespeople? Get a complete description of the program—how much does each member need to sell to win a prize? Are there chapter and individual prizes?

14. What is the reputation of the manufacturer/supplier among other TSA chapters or school organizations?

Example TSA Club Parental Information Letter

CREEKWOOD MIDDLE SCHOOL
Technology Student Association

The Technology Student Association is designed as a hands on exploratory experience in which your son/daughter will apply knowledge about the systems, problem solving and the decision making necessary for the use of complex technologies that (s)he has learned in class. To accomplish their goals, it may be necessary for your child to operate power machinery and/or hand tools in the construction of products.

Projects are the property of the student and are paid for by the student.

A safe working environment is an essential part of the Technology Student Association at CMS. Safety is stressed both in classroom instruction, which your child is/has been receiving. The conditions under which student participation must be conducted is potentially dangerous and maintaining safe surroundings must be a shared responsibility. The involvement of administration, students, parents and teachers is essential.

Administration makes a significant contribution to the safe working environment by support of student discipline. This support provides for removal of students from participation who disrupt activities, disobey regulations, and endanger others or themselves. Participation means the student has agreed to abide by all rules made by the sponsor and is serious bout safe work habits. Cooperation of parents with school sponsor decisions and rules is necessary. The sponsor has the opportunity to establish rules that will guide the student to complete work in a safe environment.

The emergency form and guidelines attached must be completed and returned for participation. Make sure to read, review and sign the guidelines with your child. Please feel free to call me with any questions.

Sincerely,

Mary Lorenz

Parent/Guardian Safety Notification

I understand that my child _____wishes to participate in the Technology Student Association. I further understand that the laboratory facility contains many industrial tools and equipment. I give my child permission to participate in the activities.
Signed:_____Date:_____

Note to Parent: These machines are equipped with safety devices and their operation will be in compliance with the strictest safety codes. If you have any concerns, I would be happy to confer with you. My number is 281-361-1302. The best time to call is _____

Please have your child read this notification and sign the following "Students Safety Contract" in your presence.

Student's Safety Contract

I agree to observe all safety rules set up in the Technology Student Association. I will try to protect others from hazard and accidents and if necessary call to the attention of my sponsor any violation of the rules.

I have passed all of the required safety *tests* and have observed demonstrations of the tools and equipment. I agree to obtain specific permission of the sponsor before using any equipment.

If at any time I work in an unacceptable (to the sponsor) fashion, I can be restricted from any or all privileges.
Signed:_____Date:_____

Authorization To Consent To Treatment Of Minor

NAME OF MINOR:_____

I authorize any of the sponsors/chaperones of the Creekwood Middle School to consent to medical treatment of the minor when I cannot be contacted and to consent such medical treatment to include, without Limitation, x-ray examination, anesthetic, medical, dental or surgical examination or treatment and general hospital care. No prior determination of life-threatening emergency or danger of serious or permanent injury resulting from delay of treatment need be made under this authorization.

I SPECIFICALLY CERTIFY AND AGREE THAT:
Except as indicated at the end of this paragraph, this authorization is given in advance of any specific diagnosis, treatment or hospital care being required but is given to provide authority and power on the part of the Adult to give specific consent to any and all examinations, treatment or hospital care.
(Exception:_____
_____)

I will indemnify and hold harmless from any expenses or claims of any nature any person or entity which provide or causes to be provided examination, treatment or hospital care pursuant to this Authorization (except to the extent such person or entity is negligent therein) and conditionally agree to make or cause to be made, by assignment of third party benefits or otherwise, full and complete payment for such examination, treatment or hospital care.

I am the person having the power to consent to medical treatment of such minor.
This Authorization shall remain effective for the period of Creekwood Middle School for the _____school year, unless sooner revoked by the physical destruction of the original hereof, such destruction being the only method of actual notice of the revocation of same.
All blanks of this Authorization were filled in before I signed this Authorization.

Signature:_____
                                              Parent/Legal Guardian

Date:_____

Medical Release/ Information

Child's name:_____

Birthdate:_____

Allergies:_____

_____

Tetanus_____(date of last booster)

Medical Problems (Example: motion sickness, stomach problems, diabetes, asthma, nose bleeds, etc....)

_____

_____

_____

Do you have hospitalization insurance?   Yes / No

Mother's name/Legal Guardian:_____

Father's name/Legal Guardian:_____

Home Address:_____

City:_____ State:_____ Zip:_____

Phone:_____ Emergency Phone:_____

Father Employed with:_____ Phone:_____

Insurance Co.:_____ Phone:_____

Group Number:_____Cert Number:_____Soc. Sec. #_____

Mother Employed with:_____ Phone:_____

Insurance Co.:_____ Phone:_____

Group Number:_____Cert Number:_____Soc. Sec. #_____

Family Physician :_____ Phone:_____

Pediatrician:_____ Phone:_____

MEDICATION (S) : ((I have provided the following medication(s) to be given to my child by adult in charge) 3 days supply please))

_____

_____

_____

The school must receive a written, dated request from the parent to administer the medication that states the name of the drug, the exact dosage, and when it is to be given. Prescription and non-prescription drugs must be in the properly labeled original container.

Any over the counter medications such as aspirin, Tylenol or Pepto Bismol must be furnished by the parent/legal guardian. They must be in the original container and be accompanied with a note of instruction including the child's name, name of medication, exact dosage, when to be given, and reason for taking medication.

All prescription drugs, with parent authorization note, must be turned over to the proper sponsor before boarding the bus/means of transportation. They will be returned when we arrive home.

Pool Release

To the parent(s) of _____

      It has come to our attention that the pool provided at the Marriott Court Yard Hotel **DOES NOT** include a licensed lifeguard. Please understand that there **WILL NOT BE ANY LIFEGUARDS ON DUTY AT ALL.** What that means is that if you wish for your child to be allowed to go swimming, either Mrs. Baxter or Mr. Turner must be present for him/her to enter the water. Also, he/she must be accompanied by a "buddy", meaning two (2) students must be in the water together at ALL times**. He/she must FOLLOW THE POSTED POOL SAFETY RULES,** and wear appropriate attire. Your signature will be approval for him/her to be allowed to swim in the pool. Your child's signature is his/her agreement to follow the safety rules listed above. **ANY VIOLATION OF THESE RULES WILL BE A REFERRAL UPON RETURN TO SCHOOL. IF YOUR CHILD DOES NOT FOLLOW THESE RULES AND BECOMES INJURED, Mr. Berry and Mrs. Baxter can not accept responsibility for his/her actions.** By signing the following you are stating that you agree to these terms.

Parent(s) Signature: _____ Date: _____/_____/___

_____ Date: _____/_____/___

Student Signature: _____ Date: _____/_____/___

Pager #: (_____) _____-_____ Mobil #: (_____) _____-_____

Dear parents,

      We will be using the same dress code and code of conduct that was followed for Regional competition at State contest. When your child enters into the Convention Center or any on-site event area, he/she must be wearing a shirt with a collar and tucked in, long pants (no baggies) or a knee length skirt/dress for girls. Students may wear shorts, **but they must be within the school dress code.** No shorts are permitted in the Convention center by anyone from Thornton Middle School. **Your child must wear his/her name badge at all times**. Also, you are a student from Thornton M. S. and "Patriot" behavior is required of you until your parents pick you up. Any infraction of the above mentioned guidelines will result in discipline consequences for the student upon return to the school. Severe situation may require that the parent(s) pick the student up in Waco.

By my signature, I agree to and will follow the above mentioned guidelines.

Student Signature: _____ Date: _____/_____/___

By my signature, I agree to and will follow the above mentioned guidelines.

Parent Signature: _____ Date: _____/_____/___

Information and Permission Slip
Texts Technology Student Association State contest

What:	Texas Technology Student Association State contest
Where:	Waco, TX
	Waco Convention Center
When:	Friday and Saturday, May 8th and 9th, 1998
Time:	Depart - Friday, 8:00 a.m.
	Return - Saturday, 8:00 p.m.
Cost:	$40.00 - Meals - (Breakfast, lunch, dinner and snacks)
	$15.00 - 1/4 Hotel room - payable to: CMS
	$55.00 total
What to Bring:	Snacks and drinks for the car ride
	1 Change of clothes
	Swim Suit for motel pool
What to wear:	Your Technology Student Association T-shirt and jeans/shorts.
	Comfortable walking shoes
Where Staying:	The Hampton Inn, Waco, TX
	254-412-1999

Only students who are currently members of the CMS Technology Student Association will be allowed to attend. *All U.I.L. rules apply.* A student must have passed all of their classes for the previous 6 weeks grading period and have no more than 2 PN's or U's in conduct. If these requirements are not met they will not be allowed to attend. Students not attending this field trip will remain in school and attend normal classes for the day. *The students are aware that they are responsible for all class work they might miss while attending this field trip.*

For more information contact Mrs. Lorenz at 281-361-1302, during school hours. Thank you.
Please sign and return the second page:

TTSA STATE CONTEST RULES CONTRACT

1. Upon arrival I will stay with the chaperones, then I will stay with my assigned group at all times.
2. I will report promptly at 3:00 p.m. and 10:00 p.m. to the designated check in point.
3. I will be in the car/bus to go home at the assigned times. (the bus/car leaves promptly with or with out me.)
4. I will let my chaperone know where I am at all times.
5. My chaperone must accompany me on any location transfers (moving to a different part of the hotel or competition area).
6. I am responsible for my belongings. I will not ask the chaperones or Mrs. Lorenz to watch my things for me.
7. I will clean up after myself on the bus/car and in the competition area.
8. I understand that all CMS handbook rules apply.
9. I will be respectful to those around me, especially the chaperones and the other guests at the competition and hotel.
10. I will not use profanity.
11. I will stay in the hotel building/area and follow all hotel rules.
12. I will not leave my hotel room after the assigned curfew time.
13. I WILL NOT USE, POSSESS OR BE NEAR ANYONE USING ALCOHOL, DRUGS, OR CIGARETTES.
14. I will not engage in any public display of affection (even holding hands) at any time during the trip.
15. I will be on my best behavior, always keeping in mind that I am representing my school and my TSA chapter.

I,_____ , understand all of the rules for the CMS TSA State Competition trip. I will follow all of these rules. If I break any one of these rules, I realize that I will be required to call my parents and arrange to have them pick me up at the police station in Waco, Texas. (This will be the safest place to keep you until your parents arrive). I understand that if I break any of these rules I will immediately be removed from the competition area/hotel and will no longer the responsibility of Mrs. Lorenz or Creekwood Middle School.

_____
Student signature   Date

I,_____, the parent/guardian of _____
give my child permission to go on the CMS TSA State Competition trip. My child and I have discussed the rules for the CMS TSA State Competition trip . I understand Mrs. Lorenz's rules and expectations. I my child does not follow the rules and expectations, I understand that he/she will immediately become my responsibility and will not be allowed to travel back to Kingwood, TX with the TSA Club. I know that I am responsible for picking him/her up at the Waco police station (this is the safest place to keep your child until you arrive) should he/she fail to follow the rules.

_____
Parent's signature   Date

_____ I will be able to help chaperone at the TTSA State Competition trip.
Please call me with more information at:_____.

In the event of an emergency, I can be reached at the following number(s) on that
day:_____.

Homework/Class work Assignment sheet

Dear C.M.S.Teachers:

       The student in possession of this form will be attending the Texas Technology Student Association State contest on *Friday and Saturday, May 8th and 9th, 1998* in Waco, TX. This student will not attend classes on that date. Please indicate the student's current class average and feel free to make any comments on this sheet that you may feel are necessary.
       The student will not be allowed to attend the competition until this form has been filled out and returned to me.
       Thank you for you patience in this matter!

Mary Lorenz,
C.M.S. Technology Student Association Advisor
****
*****
Texas Technology Student Association State contest
May 8th and 9th, 1998

	Class Name	Conduct (circle one)	Teacher Signature	Class Average
First Period		E S P U		
Second Period		E S P U		
Third Period		E S P U		
Fourth Period		E S P U		
Fifth Period		E S P U		
Sixth Period		E S P U		

Substitute Teacher Information Form

Date: _____

List any specific instructions here:

assemblies,
pep rallies,
athletic events,
video location/title information,
instructions for hall passes,
where to get a TV and VCR,
another teacher who is located nearby and could help out in an emergency,
the phone number you can be reached at,
conference period,
lunch period,
study hall,
hall duty,
lunch duty,
students to pay special attention to.

Classroom Information for Substitute Teachers

Class Schedule					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**

Special Duties:

Classroom Assistance			
Class Period	**Helpers/Monitors**	**Teachers available to offer assistance**	**Location / Extension**
1			
2			
3			
4			
5			
6			
7			
8			

Daily Routines

	Procedure	Location
Daily lesson plans		
Attendance information		
Lunch Routines		
Hall Passes		
Bus / Duty Information		
Restrooms		
Water Fountain		
Special Notes		

Discipline Plan

The Classroom Discipline Plan is located	
The School Discipline plan is located	
Discipline Forms are located	
Special notes about discipline for substitute teachers	

Emergency Procedures

The emergency drill and evacuation procedures are located	
Fire alarm is located	
Tornado procedures are located	
Emergency shut off switch is located	

School Personnel

Title	Name	Extension
Principal		
Vice-Principal		
Vice-Principal		
Secretary		
Attendance Officer		
Nurse		

Class Period	
Class Name	
Time	
Room Number	
Student helper	
Class Assignment	
If needed, the textbooks are located:	

The Class:			
	Followed class rules		**Was Disruptive**
	Was courteous and helpful		**Worked hard on assignments**
Absent Students: **(list names)**	
Tardy Students: **(list names)**	
Work Covered:	
Helpful students were: **(list names)**	
Disruptive Students were: **(list names)**	
Students who did not work: **(list names)**	

Lesson Planning and Assessment

Technology Education

**Knowledge and Skills
For the 21st Century**©

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Steps In Developing A Five Stage Lesson Plan*

The process of instruction, called the "teaching cycle," is delivered in two primary phases: the planning phase and the teaching phase. During the planning phase the teacher will conduct a task analysis, will write a course outline, and will develop lesson plans. The teaching phase consists of presentation of information and evaluation of student learning.

The lesson plan is an organized plan for teaching a complete lesson efficiently. If the lesson deals with developing a particular skill, or the "doing" part of a job, that information is organized as a performance or manipulative lesson plan. If a lesson contains background information (like vocabulary or safety rules) or the "knowing" part of a job, the lesson is organized as a related information lesson plan.

    The Five Stage Lesson Plan

Most Technology Education teachers utilize the five-stage lesson format. These five stages include:

I.   Preparation of the learner. Sometimes this will be called the "focus" or the "set" and is intended to get the learner in the proper frame of mind for the lesson. This preparation or focus can be done at any time during the lesson to increase interest or to keep students "on task."

II.   Presentation of the lesson. During this stage the instructor introduces the student to new skills or information contained in the lesson. Throughout this step the teacher should involve the students and should evaluate their level of understanding by asking questions. This evaluation is called "monitor and adjust."

III.   Application. Once the new information has been presented, the students should have the opportunity to use what they have just learned. Practicing the skill, solving problems, answering questions, or performing simple experiments are examples of student activities that allow the students to put their newly acquired knowledge to use. The instructor should closely monitor student activities to assist with any questions and to assess student understanding of the material.

IV.   Evaluation or Verification. Before presenting more new information, the teacher should be sure the students have an adequate understanding of the current material. This final check of the level of student comprehension is sometimes done through formal evaluation, like a written test or quiz. Most of the time this is an informal evaluation, such as questions or student explanations of the lesson.

V.   Summary. The final stage of the lesson allows the instructor to review and reinforce the major points or steps in the lesson and to point the student to future lessons. This summary can be done at any time during the lesson and can be done more than once. The instructor can also call on students to summarize the lesson, which is an indication of higher-level learning and understanding.

*Information presented in this section has been adapted from Standards and Formats, Instructional Materials Service, Texas A&M University, College Station, Texas.

Nine Steps In Lesson Planning

In developing a lesson plan, the teacher will follow nine basic steps.

1.   Write the subject or title of the lesson. Lesson titles should be short, specific, and to the point. Information lesson titles are expressed in topic style, or something to know. Performance lesson titles are written in the form of an order, or something to do.

2.   Write the objective of the lesson. This is a simple statement that states the intent of the lesson in terms of what the student should be able to do or to know at the conclusion. A lesson may have more than one purpose or objective. When writing objectives, the instructor should use words that indicate action and should be stated in terms of student behavior. In other words, objectives should tell what the student is going to do not what the teacher is going to teach!

3.   Prepare the presentation (Stage II) stage of the lesson. This part of the lesson plan is the information the teacher is going to present to the student and is usually written in outline form. By simply writing the main ideas and key points, the instructor avoids reading a narrative script that can be boring and uninteresting to learners.

4.   Prepare the application (Stage III) stage of the lesson. Design methods for the student to experience the learning activities presented in the previous stage of the lesson. Activities that allow for "doing" behaviors are better for teacher evaluation and assessment and enhance the level of student understanding.

5.   Prepare the evaluation/verification (Stage IV) of the lesson. Construct tests or questions that fit the information or skill presented in the lesson and that are comparable to the student's ability to perform. If students do not perform satisfactory on the evaluation, the instructor will need to reteach the information in the lesson and perform another evaluation or verification.

6.   Prepare the summary (Stage V) of the lesson. Prepare material that will review the highlights of the lesson and those important points the students should remember. Ret each any material the students have not mastered.

7.   Prepare the preparation (Stage I) stage of the lesson. Since this step introduces the learner to the lesson, it is important to be creative. Stories or questions that lead into the lesson and that increase student interest can add greatly to the success of the entire lesson. This is the instructor's "sales pitch" which convinces the students that the lesson has value to them.

8.   Complete the lesson heading. List any materials the teacher will need to teach the lesson, any references that might be beneficial, or any teaching aids that are required.

9.   Make the next lesson assignment. The teacher should always know where each lesson is going, and writing this on the bottom of the lesson plan adds continuity to instruction. This information should include references (chapters and pages) and should have a specific title or subject.

Teaching Technique

At last, you're in command of a classroom. Good teaching is not a "power trip," however. Be sure to pay constant attention to observing, evaluating and improving your teaching.

STEPS TO SUCCESS

1. Review effective teaching methods and techniques you have seen demonstrated and/or learned in college. Use the best in your classroom, including **effective questioning skills**

2. Think about your teaching effectiveness every day. Record thoughts in your **daily teaching diary**

3. Take time out for **reflective self-evaluation** at least once a week. Use the insights you gain to improve next week's teaching.

4. Observe teachers—yourself (on video or audio tape) and others. Analyze the experience on the **teaching observation and evaluation form**

5. Enhance students' reading and mathematics skills. Have students read on a daily basis and use mathematics skills to solve problems.

Sample Middle School Lesson Plan with TEKS/TAAS crosswalk

Lesson Plans	Teacher(s):	School: *XXXXX Middle School*
Week of August 09-13, 1999	Course/Subject: *Technology Education (I)*	Grade(s): *7th & 8th*
FIRST Six Weeks - Week #1	Class Period(s):	

TEKS		TEKS & TAAS		TAAS		TAAS
	3.1 Students use the System Model	√	3.15 Apply communication, math, & science skills	√	READING: 1. Word Meaning	MATHEMATICS: 1. Number concepts
√	3.2 Describes & use applied knowledge skills		3.16 Describe basic marketing skills	√	2. Supporting ideas	2. Algebraic relations, etc.
	3.3 Use appropriate design processes		3.17 Report on career opportunities		3. Summarization	3. Geometric properties, etc.
	3.4 Describe emerging and innovative technologies	√	3.18 Describe the importance of teamwork, leadership, honesty, good work habits, & organizational skills.	√	4. Relationships & outcomes	4. Measurements concepts
	3.5 Describe the importance of quality		SOCIAL STUDIES: 1. Civic rights & responsibilities	√	5. Inference & generalization	5. Probability statistics
√	3.6 Use appropriate tools & machines		2. American & other economic systems		6. Point of view, propaganda, etc.	6. Use addition to solve problem
√	3.7 Exhibits SAFE working habits		3. American & other political systems	√	SCIENCE: 1. Acquire data	7. Use subtraction to solve problems
√	3.8 Describe the importance of maintenance		4. Geographical concepts & information	√	2. Classify information	8. Use multiplication to solve problems
	3.9 Develop project plans		5. Historical concepts & information	√	3. Communicate data	9. Use division to solve problems
√	3.10 Describe the importance of codes & laws		6. Sociological & cultural factors		4. Interpret data	10. Problem solve using estimation
	3.11 Environmental affect of technology		7. Interpret social studies data		5. Infer, generalize, predict	11. P.S. using solution strategies
	3.12 Describe the evolution of technology		8. Analyze relationships in social studies		6. Investigate	12. P. S. using mathematics
	3.13 Solve technological problems		9. Make generalization/conclusions		7. Draw conclusions	13. Evaluate the reasonableness of a solution
	3.14 Identify factors that determine cost	√	10. Use problem solving/decision making skills	√	8. Apply knowledge	

DAY	DATE	FOCUS and OBJECTIVE	ACTIVITIES / STRATAGIES / PROJECT / ASSESSMENT	SOURCE / MEDIA	HOMEWORK
MON	09	Professional Day			
TUES	10	Professional Day			
WED	11	Welcome!	Check schedules. WELCOME! Introduce ourselves. Explain the class. (RCR, SAFETY, Grading, etc.) Go over & explain SAFETY letters.	Teacher, Trans., Pencils, posters, puzzles, videos	SAFETY letter due back signed by Monday 08/16/99!
THUR	12	Welcome & SAFETY!	1. Check schedules. WELCOME! Review SAFETY letters. Tool recognition pre-test. SAFETY puzzles.	Same	Same
FRI	13	SAFETY!	1. Check schedules. WELCOME! & Review SAFETY letters. Watch SAFETY videos. Discuss what is SAFETY & how does it affect us at home, school, & lab?	Same	Same Find something from home that affects your SAFETY & be prepared to discuss it Monday!

Lesson Plans	Teacher(s):		School: XXXXX *Middle School*
Week of August 09-13 , 1999	Course/Subject:		Grade(s): *8th*
FIRST Six Weeks - Week #1	Period(s):		

TEKS		TEKS & TAAS		TAAS		TAAS	
	4.1 Students use the System Model	√	4.15 Apply communication, math, & science skills	√	READING: 1. Word Meaning		MATHEMATICS: 1. Number concepts
√	4.2 Describes & use applied knowledge skills		4.16 Describe basic marketing skills	√	2. Supporting ideas		2. Algebraic relations, etc.
	4.3 Use appropriate design processes		4.17 Report on career opportunities		3. Summarization		3. Geometric properties, etc.
	4.4 Describe emerging and innovative technologies	√	4.18 Describe the importance of teamwork, leadership, honesty, good work habits, & organizational skills.	√	4. Relationships & outcomes		4. Measurements concepts
	4.5 Describe the importance of quality		SOCIAL STUDIES: 1. Civic rights & responsibilities	√	5. Inference & generalization		5. Probability statistics
√	4.6 Use appropriate tools & machines		2. American & other economic systems		6. Point of view, propaganda, etc.		6. Use addition to solve problem
√	4.7 Exhibits SAFE working habits		3. American & other political systems	√	SCIENCE: 1. Acquire data		7. Use subtraction to solve problems
√	4.8 Describe the importance of maintenance		4. Geographical concepts & information	√	2. Classify information		8. Use multiplication to solve problems
	4.9 Develop project plans		5. Historical concepts & information	√	3. Communicate data		9. Use division to solve problems
√	4.10 Describe the importance of codes & laws		6. Sociological & cultural factors		4. Interpret data		10. Problem solve using estimation
	4.11 Environmental affect of technology		7. Interpret social studies data		5. Infer, generalize, predict		11. P.S. using solution strategies
	4.12 Describe the evolution of technology		8. Analyze relationships in social studies		6. Investigate		12. P. S. using mathematics
	4.13 Solve technological problems		9. Make generalization/conclusions		7. Draw conclusions		13. Evaluate the reasonableness of a solution
	4.14 Identify factors that determine cost	√	10. Use problem solving/decision making skills	√	8. Apply knowledge		

DAY	DATE	FOCUS and OBJECTIVE	ACTIVITIES / STRATAGIES / PROJECT / ASSESSMENT	SOURCE / MEDIA	HOMEWORK
MON	09	Professional Day			
TUES	10	Professional Day			
WED	11	Welcome!	Check schedules. WELCOME! Introduce ourselves. Explain the class. (RCR, SAFETY, Grading, etc.) Go over & explain SAFETY letters.	Teacher, Trans., Pencils, posters, puzzles, videos	SAFETY letter due back signed by Monday 08/16/99!
THUR	12	Welcome & SAFETY!	1. Check schedules. WELCOME! Review SAFETY letters. Tool recognition pre-test. SAFETY puzzles.	Same	Same
FRI	13	SAFETY!	1. Check schedules. WELCOME! & Review SAFETY letters. Watch SAFETY videos. Discuss what is SAFETY & how does it affect us at home, school, & lab?	Same	Same Find something from home that affects your SAFETY & be prepared to discuss it Monday!

Developing and Using Questioning Skills

You can improve your teaching by developing effective questioning techniques.

USE QUESTIONING DURING A CLASS TO—
• stimulate thinking,
• assess student progress,
• check on clarity of materials presented,
• motivate students to pay attention,
• maintain classroom control,
• provide repetition,
• emphasize key points.

Student success in answering questions is often deter-mined by the teacher's questioning techniques. The way a student responds is determined by the level at which questions are worded: recall, comprehension, analysis or evaluation.
• Most questions teachers ask are simple **recall questions** that require students to remember factual information and recite it back.
• **Comprehension questions** require students to demonstrate understanding in addition to mere recall.
• **Analysis questions** require students to apply comprehension to a new setting.
• **Evaluative questions** ask students for their beliefs or opinions.

QUESTIONING SKILLS GUIDELINES
• Be sure the question is clear in your own mind. Think through what you want from the student before you ask the question.
• State the question without calling on a specific student. When you call on a student before the question is asked, every other student is free to ignore the question.
• After stating the question, pause while everybody has a chance to think of an answer, then (and only then) call on a student to respond. This is called wait time, and it is amazing how few teachers use this important questioning skill. Wait at least two to four seconds after posing any question before you call on a student to answer.
• Ask only one question at a time. Multiple-part questions are confusing and are likely to result in student misunderstanding.
• Use recall questions first to be sure the students have the knowledge. Then proceed to comprehension and analysis questions. Follow those with evaluative questions.

SHIFT INTERACTION
Shifting the interaction involves redirecting the class discussion from one student to another if the first student's response is incomplete or incorrect and probing is not productive. Positive reinforcement should be pro-vided to the first student and the same question redirected to a second or even third student. When a student responds to your question with another question, your can use "shift interaction" to redirect the student's question to another student. If the student asks for an opinion, you may even redirect it back to the same student.

PROBING
Probing involves the use of further questions to help students answer the initial question or to provide a more complete answer. Effective use of probing is one of the most important questioning skills. Students may not know the complete answer but can provide a partial answer. In some cases, even though the question is clear to you, it might need to be restated or broken
down into smaller pieces. Don't accept "I don't know" as the final response.
Information provided by William G. Camp, Virginia Polytechnic Institute and State University.

QUESTIONING EXAMPLES

Objective: To relate soil slope to soil erosion and the use of terracing to control erosion.

Recall Question: "What causes most topsoil erosion?" (WAIT) (Name a student) (WAIT)
Student: "I guess water does."

Probing Question: "How does water cause soil erosion?" (WAIT)
(Name a second student) (WAIT)

Second Student: "It washes the soil away."

Probing Question: "That's true, but how does it do that?"(Look at second student) (WAIT)
Second Student: "It dissolves the soil."

Probing Question: "That is partly right. It does dissolve some minerals, but what action of water causes the soil to move away?"
(Look at second student) (WAIT)
Second Student: ???

Shifting Interaction: (Name third student) "(Name), can you help (name second student) with this?" (WAIT)
Third Student: "As water moves, it picks up soil particles and caries them along."
Comprehension Question: "That's right. Now, what does the slope of the field have to do with that?"
(WAIT) (Name fourth student) (WAIT)
Fourth Student: "The steeper the slope, the faster the water runs off, and that makes the erosion worse."

Daily Teaching Diary

Keep a written or tape-recorded diary on a daily basis, using the questions here as a guide. This will help you do regular, quick reflective thinking about your life as an instructor. Take time for more in-depth reflective self-examination at least once a week

1. What significant events happened today?
_____
_____

2. Did I have any problems? If so, what were they? How did I solve them? Is there a better solution?
_____
_____

3. What did I learn about teaching today?
_____
_____

4. What was the best thing that happened today?
_____
_____

5. If I had the day to live over, what would I do differently?
_____
_____

Source: Betty Heath-Camp and William G Camp. (1992). *Professional Development of Beginning Vocational Teachers.* A G R I C U L T U R E   T E A C H E R ' S   M A N U A L

Reflective Self-Examination Checklist

Participating in reflective self-examination will provide you with the opportunity to analyze the planning and delivery of your previous lessons and use the results to improve your teaching. Use the questions here as a guide for your reflective self-examinations.

What significant events happened in my classroom and laboratory in the past week?
Did I have any problems? If so, what were they?
How did I solve the problems experienced? Were those good strategies? How might they be improved?
What, if anything, can be done to avoid these problems in the future?
Who could I go to or contact to help solve these problems?
What have I learned about teaching this week?
Did I accomplish what I planned to accomplish? If not, what kept me from doing so?
What was the best thing that happened this week?
Overall, how do I think I am doing?
Where in my teaching responsibilities might I make improvements or changes?
How do I honestly feel about teaching?
What parts of this week's lessons did I feel good about?
What would I do differently in this week's lessons next time?

Source: Betty Heath-Camp and William G Camp. (1992). *Professional Development of Beginning Vocational Teachers*

Teaching Observation and Evaluation

OBSERVE YOURSELF
Take every opportunity to be videotaped during a lesson. If you can be videotaped once a month, you will be able to watch how you do in the classroom over time. Take the tape home or to a place where you can watch it alone (if you choose), and use this form to evaluate your teaching behaviors and style. Alternately, you can audio tape-record your lessons for later critique. Place the tape recorder where it cannot be
seen so you will be less conscious of being taped.

OBSERVE OTHERS
In addition, find out who are the most successful teachers in your school or in neighboring schools, and observe their methods and techniques. Observing other classes can help you identify strategies that may help you in the classroom. Take notes and answer the questions that follow during or after your observations of others.

1. Was the instructor adequately prepared? yes no
Evidence: _____

2. Were the objectives of the lesson clear, and did they relate to material covered in previous lessons? yes no
Evidence: _____

3. What teaching methods were used? Were they appropriate for the lesson?
_____

4. What teaching techniques were used? Were they used to best advantage?
_____

5. Was interest in the topic developed at the beginning of the lesson? yes no
How? _____

6. Was the instruction student centered? yes no
Evidence: _____

7. Did the students maintain interest in the lesson? yes no
Evidence: _____

*continued.*7. Was there good rapport with students? yes no Evidence:
_____

8. Did the instructor seem enthusiastic? yes no
Evidence: _____

9. Did the instructor raise questions that stimulated thinking, encouraged discussion and assessed student understanding? yes no
Examples: _____

10. Did the instructor use "real world" examples to present major ideas or concepts?
 yes no
Evidence: _____

11. Was the lesson content accurate and up-to-date? yes no

12. Were students rewarded for their contributions to class discussion? yes no
How? _____

13. Did the instructor experience any discipline problems? yes no
If so, how were they handled?
_____

14. Were major points reviewed near the end of the lesson? yes no Technique(s) used:
_____

15. How was learning evaluated?
_____

16. What positive things occurred during the observation?
_____

17. What, if any, negative things occurred during the observation?
_____

Project Management Planning

Components

In creating an overall project management plan, students may wish to create one or a few of the following components:

Schedule: A calendar or list of what needs to be completed on the project and by when.

Division of Labor: A description of what needs to be done and who will be responsible for doing each task, or a description of each person's role and duties.

Budget: May be a plan for how students will spend a predetermined amount of money, or may be a real or mock budget proposal which students submit for approval.

Research Plan: Should describe any methods for collecting data and include a list of sources, a schedule for completing the research, and a plan for dividing up the research among the group.

Materials and Equipment List: A checklist of needed resources, the dates they are needed, and who will be responsible for each one.

Releases List: A checklist of releases which students may need for published material or photos, video, or audio recordings of people.

Other:

Important considerations for students:

1. In creating their plans, students will need to keep in mind the constraints of the project. They should remember to budget time for set up and clean up, and consider the length of class periods, the availability of any needed equipment or materials, and any other constraints.

2. When deciding who will do what, students should consider that it may be good for group members to do what they are best at, or it may be a better experience to try something new and challenging. Students should keep in mind that many tasks will require more than one person and that "being responsible for getting it done" doesn't necessarily mean "doing it all alone".

3. Students should think carefully about how long it will take to do research. Students should remember to budget time for finding and locating the sources, doing the reading, listening, and note-taking, and investigating new sources that come up in preliminary research. If listing dates in their research plans, students should decide what those dates indicate, i.e. merely locating the source or completing the research for that source.

4. Students should review their completed plans carefully and make sure they are feasible. They should ask and decide:

    a. Can we complete our project using this plan and do a high quality job?
    b. Do we need to scale down or expand our project?

5. Students should keep all plans up to date and keep records of any changes made. Instead of erasing old plans, students should keep original plans so they can clearly see and remember the changes that have been made.

Some Quick Cooperative Starters

Although we have found few limits to the number of ways the cooperative learning group can be used, here are some ideas to get you started.

1. **Turn to Your Neighbor**: Three to five minutes. Ask the students to turn to a neighbor and ask something about the lesson: to explain a concept you've just taught; to explain the assignment; to explain how to do what you've just taught; to summarize the three most important points of the discussion, or whatever fits the lesson.

2. **Reading Groups**: Students read material together and answer the questions. One person is the Reader, another the Recorder, and the third the Checker (who checks to make certain everyone understands and agrees with the answers. They must come up with three possible answers to each question and circle their favorite one. When finished, they sign the paper to certify that they all understand and agree on the answers.

3. **Jigsaw**: Each person reads and a study parts of a selection, then teaches what he or she has learned to the other members of the group. Each then quizzes the group member:
   until satisfied that everyone knows his or her part thoroughly.

4. **Focus** Trios: Before a film, lecture, or reading, have students summarize together what they already know about the subject and come up with questions they have about it Afterwards, the trios answer questions, discuss new information, and formulate new questions.

5. **Drill Partners**: Have students drill each other on the facts they need to know until the5 are certain both partners know and can remember them all. This works for spelling vocabulary, math, grammar, test review, etc. Give bonus points on the test if all members score above a certain percentage.

6. **Reading Buddies**: In lower grades, have students read their stories to each other, getting help with words and discussing content with their partners. In upper grades, have student. tell about their books and read their favorite parts to each other.

7. **Worksheet Checkmates**: Have two students, each with different jobs, do one worksheet The Reader reads, then suggests an answer; the Writer either agrees or comes up with another answer. When they both understand and agree on an answer, the Writer can writ

8. **Homework Checkers**: Have students compare homework answers, discuss any the have not answered similarly, then correct their papers and add the reason they change an answer. They make certain everyone's answers agree, then staple the papers together you grade one paper from each group and give group members that grade.

9. **Test Reviewers**: Have students prepare each other for a test. They get bonus points every group member scores above a preset level.

10. **Composition Pairs**: Student A explains what s/he plans to write to Student B, while Student B takes notes or makes an outline. Together they plan the opening or thesis statement. Then Student B explains while Student writes. They exchange outlines, and use them in writing their papers.

11. **Board Workers**: Students go together to the chalkboard. One can be the Answer Suggester, one the Checker to see if everyone agrees, and one the Writer.

12. **Problem Solvers:** Give groups a problem to solve. Each student must contribute to part of the solution. Groups can decide who does what, but they must show where all members contributed. Or, they can decide together, but each must be able to explain how to solve the problem.

13. **Computer Groups**: Students work together on the computer. They must agree on the input before it is typed in. One person is the Keyboard Operator, another the Monitor Reader, a third the Verifier (who collects opinions on the input from the other two and makes the final decision). Roles are rotated daily so everyone gets experience at all three jobs.

14. **Book Report Pairs**: Students interview each other on the books they read, then they report on their partner's book.

15. **Writing Response Groups**: Students read and respond to each other's papers three times:

   a.   They mark what they like with a star and put a question mark anywhere there is something they don't understand or think is weak. Then they discuss the paper as a whole with the writer.
   b.   They mark problems with grammar, usage, punctuation, spelling, or format and discuss it with the author.
   c.   They proofread the final draft and point out any errors for the author to correct.

Teachers can assign questions for students to answer about their group members' papers to help them focus on certain problems or skills.

16. **Skill Teachers/Concept Clarifiers**: Students work with each other on skills (like identifying adjectives in sentences or showing proof in algebra) and/or concepts (like "ecology" or "economics") until both can do or explain it easily.

17. **Group Reports**: Students research a topic together. Each one is responsible for checking at least one different source and writing at least three note cards of information. They write the report together; each person is responsible for seeing that his/her information is included. For oral reports, each must take a part and help each other rehearse until they are all at ease.

18. **Summary Pairs**: Have students' alternate reading and orally summarizing paragraphs. One reads and summarizes while the other checks the paragraph for accuracy and adds anything left out. They alternate roles with each paragraph.

19. **Elaborating and Relating Pairs**: Have students elaborate on what they are reading and learning by relating it to what they already know about the subject. This can be done before and after reading a selection, listening to a lecture, or seeing a film.

Student Work Assessment Check List

PRODUCT FOCUS

   ___ Is the work clearly linked to some product, performance, or exhibition?
   ___ Are students aware of the product toward which the work or activity is directed?
   ___ Do they understand the connection between what they are doing and what they are expected to produce?
   ___ Do students place value on the product or performance they are being asked to create or provide?
   ___ Do they care about, want to produce, or see meaning in this performance or product?

Work that engages students almost always focuses on a product or performance of significance to them.

CLEAR AND COMPELLING PRODUCT STANDARDS

   ___ Are the standards by which the product or performance is to be assessed clearly articulated?
   ___ More specifically, are students provided with concrete examples, prototypes, or rubrics that illustrate what the finished product or performance should look like?
   ___ Are the attributes and qualities desired in the performance or product identified and distinguished sufficiently for students to assess the progress of segments of the performance or product as well as progress toward the whole?
   ___ Are students persuaded that it is important for them to produce products and performances that meet the desired standards?
   ___ Do they perceive that they have a realistic prospect of doing so?

Students prefer knowing exactly what is expected of them, and how those expectations relate to something they care about. Standards are only relevant when those to whom they apply care about them.

PROTECTION FROM ADVERSE CONSEQUENCES

   ___ Are students provided with feedback and judgments about the quality of their products and performances other than on occasions when they are being graded and evaluated for the record?
   ___ Are people other than the teacher invited to inspect the students' products and performances and to provide feedback in settings where that feedback will not affect the students' status among their peers or within the evaluative structure of the school?
   ___ When the students' performance or product fails to meet the standards that have been set, are the students provided with additional opportunities to produce a product or a performance that meets these standards without having the failed effort count against them in some subsequent evaluation?
   ___ After a reasonable number of tries, do all students produce products and performances that meet standards in nearly all cases?

Students are more engaged when they can try tasks without fear of embarrassment, punishment, or implications that they're inadequate. (Unfortunately, current school structures and grading practices often make this difficult to achieve.)

AFFIRMATION OF PERFORMANCES

   ___ Are the students' products and performances made sufficiently public (observable by others) so that people other than the teacher--such as parents and peers--who are significant in the lives of the students have the opportunity to inspect them, comment on them, and affirm their importance and significance?
   ___ Do people other than the teacher inspect students' performances and products and affirm their worth, importance, and significance?

Students are more highly motivated when their parents, teachers, fellow students, and other "significant others" make it known that they think the student's work is important. Portfolio assessments, which collect student work for scrutiny by people other than the teacher, can play a significant role in making student work "more visible."'

AFFILIATION

___ Are tasks designed in ways that encourage cooperative action among students as well as between students and adults?

___ Are many of the products and performances that students are encouraged to produce complex enough that their successful completion requires and encourages cooperative action?

___When tasks assigned to students require independent work and work in isolation, is the result of the work linked to products and performances that require cooperative action for completion?

Students are more likely to be engaged by work that permits, encourages, and supports opportunities for them to work interdependently with others. Those who advocate cooperative learning understand this well, and also recognize the critical difference between students working together and students working independently on a common task, which may look like group work but isn't.

NOVELTY AND VARIETY

___ Do the tasks assigned call upon students to employ new or varied means of completing the tasks, and are the products and performances students are expected to produce varied in kind, complexity, and length of time anticipated for completion?

___ Are students' tasks designed so that students are called on to use new skills as well as new and different media, approaches, styles of presentation, and modes of analysis?

___ Are the information and knowledge students are called upon to process, consider, think about, and command presented in a variety of formats and through a variety of means?

Students are more likely to engage in the work asked of them if they are continually exposed to new and different ways of doing things. The introduction of computers in writing classes, for example, might motivate students who otherwise would not write. New technology and techniques, however, shouldn't be used to create new ways to do the same old work. New forms of work, and new products to produce, are equally important.

CHOICE

___When students are given limited choice with regard to the product they are to produce and the performance they are to provide, are they given a wide choice of the means they will employ as well as in the amount of time, sequence, and order used for the completion of the tasks?

___When students are given minimum choice in the time to complete tasks and the sequence and order with which tasks are to be completed, are they given optimum choices with regard to the product to be produced and the nature of the performance to be provided?

When students have some degree of control over what they are doing, they are more likely to feel committed to doing it. This doesn't mean students should dictate school curriculum, however. Schools must distinguish between giving students choices in what they do and letting them choose what they will learn.

AUTHENTICITY

___ Are the products to which the tasks are related perceived by students to be "real"? For example, do they perceive that the quality of their products will have consequences for them, and do these consequences have meaning and significance for them?

___ Are the conditions under which the work is done similar to those under which similar work is done in the real world"? For example, is the interaction between a teacher and a student author of an essay like that of an editor and an author or is it more like that of an inspector and a supplier?

This term is bandied about quite a bit by educators, so much so that the power of the concept is sometimes lost. Clearly, however, when students are given tasks that are meaningless, contrived, and inconsequential, they are less likely to take them seriously and be engaged by them. If the task carries real consequences, on the other hand, it's likely that engagement will increase. What teacher, for example, hasn't noticed that students prepare more diligently for a performance they know their parents will attend? Similarly, students who produce a documentary video on the Civil War are likely to be engaged in a more authentic learning experience than those who listen to a series of lectures on the war, with the sole goal of passing a test later that proves they were listening.

ORGANIZATION OF KNOWLEDGE

___ Are information and knowledge organized in ways that make them accessible and inviting to students?

___ Is the knowledge students are expected to master and use organized in a way that makes it accessible and focused? For example, if they are presented with problems that require the use of information from a variety of subjects, is the knowledge presented in a way that encourages them to see the connections between disciplines?

___ Are students provided with opportunities to develop the skills they need to access the knowledge and information they are expected to process and master? More specifically, are they provided with explicit instruction in the use of tools relevant to scholarly crafts, such as seeking context clues when reading, examining the logical structure of arguments, and distinguishing fact from opinion?

Students are more likely to be engaged when information and knowledge are arranged in clear, accessible ways, and in ways that let students use the knowledge and information to address tasks that are important to them. This doesn't mean that all content must be inherently interesting or relevant to students: They will learn many important things in school that they may not care about at the time. The content should be organized, however, so that access to the material is clear and relatively easy, and the students' work has enough attractive qualities to keep them engaged.

CONTENT AND SUBSTANCE

___ Is the content with which students work--facts, opinions, cultural artifacts, books, and materials--rich and culturally relevant?

___ When content from the various disciplines is presented, are the ideas, propositions, facts, and insights presented consistent with those generally agreed upon by scholars in these disciplines?

___ Is the content with which students are expected to work appropriate to their maturity level, experience, and background, and is it packaged and presented in a way that optimizes its attractiveness?

Educators should commit themselves to inventing work that engages all students and helps them attain rich and profound knowledge. Learning to read and to write complete sentences, for example, is not the same as learning to write persuasively and read critically, thoughtfully, and well. If such profound mastery is limited to students who are more socially or economically advantaged--or otherwise already capable of high-quality intellectual work without as much teacher effort--then the dream of democracy cannot truly be realized.

Narrative descriptions of the qualities of student work are reproduced with permission from the National Staff Development Council. The original article by Dennis Sparks, "The educator examined: An interview with Phillip Schlechty," can be found in the Spring 1998 issue of the Journal of Staff Development.
www.nsdc.org
The Student Work Checklist format was designed by Dr. John Flowers as a public service to educators and parents who want to improve instruction. These web site pages are dedicated to the teachers, media specialists, principals, assistant principals and curriculum directors in Georgia's Columbia County School System.
www.ccboe.net

Sample Rubric Assessments

Some years ago, Donald Kirkpatrick developed a systematic approach to evaluation which includes four levels of measures (Kirkpatrick, 1959a, 1959b, 1960a, 1960b):

        (1) the feelings the students have about the program (Reaction),

        (2) the degree to which they learned the required material (Learning),

        (3) their ability to transfer training to the work site (Application), and

        (4) the impact of training on the organization's bottom line (Results).

	4	**3**	**2**	**1**
TECHNOLOGICAL ABILITIES: **1.1 ACCURATELY ANALYZE & SOLVE TECHNOLOGICAL PROBLEMS**	Solution solves stated problem with creativity,	Solution completely solves stated problem.	Solution doesn't solve some parts of the stated problem.	Solution doesn't solve many parts of the stated problem.
	Applies more complex solutions or shows a higher levels of understanding.	Often checks back to make sure the solution still meets the problem's criteria.	The problem was not clearly understood or group wasn't able to finish.	A different problem was solved or the solution is very incomplete.
	Frequently checks back to make sure the solution still meets the problem's criteria.	Has a good understanding of the problem.	Will sometimes go right to solving a problem without a complete and accurate understanding of the problem and criteria.	Goes right to solving a problem without a complete understanding of the problem and criteria.
	Has an exceptional understanding of the problem.		Sometimes does not check back to make sure the problem still meets the criteria.	The solution chosen often wont solve the real problem because it doesn't meet the problem's criteria.
			The solution chosen sometimes won't solve the real problem because it doesn't meet the problem's criteria.	Will often just give up on the problem in frustration.
			Will sometimes just give up on the problem in frustration, realizing it's not correct, too late in the project.	
1.2 USES RESOURCES (books/tapes/ information) TO SOLVE PROBLEMS	Solution shows advanced understanding and usage of the new knowledge, and the technology used to solve the problem.	Solution shows the use of the new knowledge that was provided and expected to be learned, as well as a basic understanding of the technology used to solve the problem.	Solution shows an inability to learn or apply the new resources to solving the problem.	Solution shows little or no attempt to learn or apply the new resources to solving the problem.

		4	3	2	1
		Shows usage of resources beyond those expected and provided.	Uses the resources provided to learn about the technology to be used, how to use it, and how best to solve the problem.	Uses some of the resources provided to learn about the technology to be used, how to use it, and how best to solve the problem. But usually doesn't use enough resources to truly understand the technology or a solution.	Uses few resources provided to learn about the technology to be used, how to use it, and how best to solve the problem.
		Uses more than just the resources provided to learn about the technology to be used, how to use it, and how best to solve the problem.	Uses both research and experimentation to solve the technological problem.	Uses research or experimentation to solve the technological problem, not usually both.	Uses little research or experimentation to solve the technological problem.
		Uses research and experimentation to accurately figure out the technological problem in depth, and comes up with a creative and improved solution.			Usually says that "we can't figure it out" or "nothing tells how to do it!"
1.3 COMMUNICATES EFFECTIVELY USING TECHNOLOGY		Plans and organizes presentations in detail, to be sure everything is included.	Plans and organizes presentations to make sure everything is included.	Does some planning and organizing of presentations, but sometimes things are left out.	Does little planning and organizing of presentations, often things are left out.
		Makes sure everyone in the group is involved and has a part.	Makes sure everyone in the group is involved and has a part.	Sometimes not everyone in the group is involved or has a part.	Not everyone in the group is involved and has a part.
		Accurately uses a variety of technologies to communicate effectively.	Will use a variety of technologies to communicate effectively.	Will use technology to communicate, but it doesn't always work well.	Will sometimes use technology to communicate, but it doesn't work well.
		Uses impressive visuals and graphics when to show what is being communicated.	Uses visuals and graphics when possible to show what is being communicated.	Sometimes uses visuals and graphics to show what is being communicated.	Rarely uses visuals or graphics to show what is being communicated.
LIFE SKILLS: 2.1 WORKS COOPERATIVELY		Listens & respects others ideas,	Usually Listens to others, but will sometimes ignore other's ideas,	Sometimes listens to others but generally ignores their ideas,	Does not listen to others or respect their ideas,
		Shares information & their own ideas,	Usually shares information & ideas,	Sometimes shares information & ideas,	Will not share ideas or information, or if does, is mad if people don't follow the idea.
		Participates and stays on task, (gives 90-100% effort).	Usually participates and is on task (70-80%).	Has difficulty working with others,	Will not work with others, is rarely on-task and tries to drag

	4	**3**	**2**	**1**
				others off-task,
			Sometimes participates and is on task (40-60% effort).	Gives little or no effort.
2.2 SPENDS TIME WISELY AND IS SELF DIRECTED	Gets things done on time,	Usually gets things done on time,	Sometimes gets things done on time and finishes what needs to be done,	Rarely gets things done on time,
	Gets done what needs to be done,	Usually gets done what needs to be done,	Spends as much time fooling around as does working,	Often does not get done what needs to be done,
	Doesn't fool around,	Does fool around sometimes,	Doesn't plan or organize work.	Spends more time fooling around then working,
	Plans ahead & organizes work.	Usually plans & organizes work.	Sometimes knows what needs to be done,	Doesn't plan or organize work.
	Knows what needs to be done,	Often knows what needs to be done,	Frequently doesn't work without having to be told, and	Rarely knows what needs to be done,
	Works without having to be told to work.	Usually works without having to be told to work,	Will only sometimes ask for help when needed.	Usually doesn't work without having to be told,
	Asks for help when needed.	Generally asks for help when needed.		Usually doesn't ask for help when needed.
2.3 FOLLOWS PROCEDURES	Reads and closely follows project directions.	Reads and follows project directions with only occasionally missing a minor step.	Usually reads and follows project directions with only but often misses a step.	Sometimes reads and follows project directions but has tendency to skip certain parts.
	Makes daily entries into Tech journal regarding project information, required notes, and lab progress.	Makes daily entries into Tech journal regarding project information & required notes.	Makes entries into Tech journal regarding project information or required notes every so often.	Often does not make entries into Tech journal with project information or required notes.
	Has no difficulty following routine lab procedures on staying in designated areas, not disrupting other groups,	Has no difficulty following routine lab procedures on staying in designated areas, not disrupting other groups and Cleaning up on time, and putting things away.	Has some difficulty following routine lab procedures on staying in designated areas, not disrupting other groups, Cleaning up on time, or putting things away.	Sometimes has difficulty following routine lab procedures.
	Cleaning up on time, and putting things away.			Wanders to other stations, disrupts other groups,
	Encourages group members to do the same.			Does not get cleaned up on time, or doesn't put everything away.

Assessment Rubric

This form contains suggested measurement/evaluation criteria for the TEKS for Technology Education. This chart may be used for any evaluation purposes related to Technology Education activities. A *D or E in an area should be rare and requires written justification.*

	Exceptional	Satisfactory	Needs Improvement	Deficient
Technical Knowledge - *Consider how well the learner applies acquired knowledge*	E - Exceptional Quality - Self-initiated learning related to current technology cluster.	S - Well informed on all phases of work required.	N - Adequate grasp of essentials. Some assistance needed.	D - Inadequate technical knowledge, requires considerable assistance
Knowledge of Job Operations - *Consider how well the learner can perform the different hand and machine operations*	E - Exceptional Quality - Mentors learners who are having difficulty with operation. ¾. difficulty with operation	S - Explains and justifies the operations involved in completing assigned tasks	N- Shows adequate knowledge of operations involved in completing assigned work	D - Exhibits bits very little knowledge concerning hand and machine operations
Quality of Work - *Consider neatness. accuracy. dependability of results. and the ability to meet quality standards*	E - Exceptional Quality - "Best of Class". work performed is superior quality	S - Work is good and accurate, seldom necessary to check product	N - Effort is generally acceptable, usually neat. occasional errors	D - Careless work, several mistakes
Quantity of Work - *Consider the learner's volume of work produced under normal conditions*	E - Exceptional Quality - Maintains output even in adverse conditions	S - Output unusually high, extremely fast worker	N - Does required amount of work, but seldom more	D - Always behind in work, very slow performance
Tools and Equipment - *Rate the learner's sense of responsibility and knowledge of handling tools and equipment*	E - Exceptional Quality - Suggests tool/equipment maintenance routines/organization	S - Very careful of tools/equipment, does minor maintenance/repair work, leads in clean up.	N - Assumes responsibility for care and use of tools and equipment. generally cleans up	D - Misuses, misplaces. and damages tools and equipment, cleans up occasionally
Materials and Supplies - *Rate the learner's economy relative the use of supplies and the ability to select proper materials*	E - Exceptional Quality - Uses/conserves materials in an appropriate yet unique manner	S - Conserves materials anti supplies, selects proper materials for the job at hand	N - Generally careful with materials and supplies, can usually be trusted to select proper materials for job at hand	D - Wasteful of materials and supplies, poor judgment in selection of materials and supplies for job at hand
Habits and Procedures - *Rate the Learners ability to work safely and efficiently*	E - Exceptional Quality - Suggests and helps enforce safety procedures	S - Very careful. takes no chances	N - Usually careful. seldom takes chances	D - Sometimes careless, takes many chances
Industry - *Rate the learner's ability to plan and to make the best use of time available*	E - Exceptional Quality - Allows no idle time - helps others when own work is completed	S - Often does more than is required, very efficient. energetic	N - Does only what is required. usually efficient.	D - Shows no interest. does little required work, apathetic
Cooperation - *Rate the learner's ability to work with others: (demonstrates a willingness to work with other students and the instructor)*	E - Exceptional Quality- Suggests ways to help others and enhance routines	S - Cooperates well. excellent influence on others	N- Seldom causes trouble with others, volunteers to assist when needed	D - Reluctant to cooperate.

Assessment Rubric

This form contains suggested measurement/evaluation criteria for the TEKS for Technology Education. This chart may be used for any evaluation purposes related to Technology Education activities. A *D or E in an area should be rare and requires written justification.*

	Exceptional	**Satisfactory**	**Needs Improvement**	**Deficient**
Initiative - *Consider the tendency to contribute to. develop, and/or carry out work assignments*	E - Exceptional Quality . Completes additional task without supervision	S - Completes assigned work, seeks additional related tasks	N - Does ordinary assignments of own accord, shows initiative occasionally	D - Needs much prodding in doing ordinary assignments.
Judgment and Common Sense - *Rate the learner's ability to think intelligently and make logical decisions based on available information*	E - Exceptional Quality - Always predicts final outcomes	S - Thinks quickly. logically, considers all options, always asks self-What if?	N - Judgment usually logical, average instruction required	D - Unreliable thought processes. requires a great deal of instruction and monitoring
Dependability - *Rate the learner's ability to accept responsibility for all work assigned*	E - Exceptional Qualify - Always available to help when needed	S - Very reliable, needs no supervision. does whatever is needed to accomplish the task	N - Under normal conditions reliable and dependable. requires minimum supervision	D - Often absent, work seriously affected. requires constant supervision
Punctuality/Preparedness - *Consider the learner's ability to be on time and prepared*	E - Exceptional Quality . Often arrives early, excited and ready to work	S - Never tardy and always prepared to work	N - Sometimes tardy and seldom prepared to work	O - Often tardy to class and never prepared to work
Scholarship - *Rate the learner's ability to grasp explanations and the speed with which mastery of new routines is acquired*	E - Exceptional Quality - Appropriately questions and suggests enhancements for improving routines.	S - Fast to learn and adjust to changing conditions	N -Display' ability to learn under normal conditions, retains most instructions.	0 -Very slow to absorb information, poor memory
Emotional Control - *Consider the learner's ability to exercise self-control and composure*	E - Exceptional Quality - Encourages others through appropriate behavior	S - Usually well-balanced, even an difficult situations	N - Even tempered. not disturbed/distracted easily	D - Becomes easily disturbed/distracted in difficult situations

How is our team doing?

Team Name:

	1-----------2-----------3	4--------5--------6--------7	8------------9------------10	Score
Participation	One or two people dominate the group all the time.	Sometimes one person dominates, but some of the work is shared and there is some discussion.	All members offer ideas and do a fair share of the work.	
Mutual Respect	Sometimes people treat other members of the team with little respect and ignore or put down their ideas and their work.	Usually people treat others with respect, but not if there's disagreement or pressure to get things done.	Everyone treats all members of the team with respect, even when they disagree.	
Listening	People talk at once and don't listen to each other.	People usually listen to each other not always carefully.	Everyone is listened to, and each person makes sure he has understood what the other person said.	
Task Focus	Our work is very confused. People have different ideas about what we're doing, or no idea.	We have a pretty good idea about the overall project, but sometimes we're confused about a particular task.	We know what we are doing and why.	
Interest in Project	Nobody really cares doing this project. It's boring.	The project is okay, but it's not very interesting.	We are working on a project that we are all interested in, and where we think our work might make a difference.	
Learning	We aren't doing anything that makes us learn or try new skills.	We're learning some new things, but we could be learning more in the time we're spending on this.	We're learning a lot about how to work together, choose a project, and collect data. We're using language skills and reasoning.	

Team Name

 Number of Members:

	Member A Score	Member B Score	Member C Score	Member D Score	Member E Score	Member F Score	Team Total	**Team Average**
Participation								
Mutual Respect								
Listening								
Task Focus								
Interest in Project								
Learning								

Multimedia Project Scoring Rubric:

Scoring Guidelines

Score Levels	Multimedia *The integration of media objects such as text, graphics, video, animation, and sound to represent and convey information. Videotapes which include sound and images fit this definition.*	Collaboration *Working together jointly to accomplish a common intellectual purpose in a manner superior to what might have been accomplished working alone.*	Content *The topics, ideas, concepts, knowledge, and opinions that constitute the substance of the presentation.*
5	Students have used multimedia in creative and effective ways that exploit the particular strengths of the chosen format. All elements make a contribution. There are few technical problems, and none of a serious nature.	Students were a very effective team. Division of responsibilities capitalized on the strengths of each team member. The final product was shaped by all members and represents something that would not have been possible to accomplish working alone.	Meets all criteria of the previous level and one or more of the following: reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic; compels the audience's attention.
4	Presentation blends 3 or more multimedia elements in a balanced, attractive, easy-to-follow format. Elements include original student work. With minor exceptions, all elements contribute rather than detract from the presentation's overall effectiveness.	Students worked together as a team on all aspects of the project. There was an effort to assign roles based on the skills/talents of individual members. All members strove to fulfill their responsibilities.	The project has a clear goal related to a significant topic or issue. Information included has been compiled from several relevant sources. The project is useful to an audience beyond the students who created it.
3	Presentation uses 2 or more media. There are some technical problems, but the viewer is able to follow the presentation with few difficulties.	Students worked together on the project as a team with defined roles to play. Most members fulfilled their responsibilities. Disagreements were resolved or managed productively.	The project presents information in an accurate and organized manner that can be understood by the intended audience. There is a focus that is maintained throughout the piece.
2	Presentation uses 2 or more media, but technical difficulties seriously interfere with the viewer's ability to see, hear, or understand content.	Presentation is the result of a group effort, but only some members of the group contributed. There is evidence of poor communication, unresolved conflict, or failure to collaborate on important aspects of the work.	The project has a focus but may stray from it at times. There is an organizational structure, though it may not be carried through consistently. There may be factual errors or inconsistencies, but they are relatively minor.
1	Multimedia is absent from the presentation.	Presentation was created by one student working more or less alone (though may have received guidance or help from others).	Project seems haphazard, hurried or unfinished. There are significant factual errors, misconceptions, or misunderstandings.
	Multimedia score =	Collaboration score =	Content score =

Peer Design Review

Activity Summary:
Design reviews throughout the project give students the chance to learn from each other and learn to critique constructively. Design reviews are short structured events, in which a group discusses the work they have done so far, and their plans to complete the project. Their peers critique the plan and offer suggestions. Students can learn a lot from each other.

Materials:

The Design Review Comment Form

What To Do:

- Group-to-group reviews: Two groups are paired, and each group critiques the other group's work.
- Student-to-student: Each student in a group is paired with a student from the second group. The students then get back into their own groups and discuss what each learned, and how the project will proceed.
- Whole Class: The groups present their work to this point to the rest of the class. This format generally takes the most class time, but it helps the students practice for oral presentations to large groups.

Notes to Teachers:

- Three or four times during a project is not too often to have design reviews. Students get better at critiquing the more opportunities they have to learn that skill.
- Each review, as a rule of thumb, should be about 10 minutes long.
- Demonstrating the kind of comments you want the students to make is crucial. This helps limit unconstructive criticism.
- Have the students focus their comments on the evaluation criteria that you and the class have generated. This also limits unconstructive comments.

Design Review Comment Sheet

Reviewer:_____

Reviewing What? _____

Qualifications for good work

Evaluation Comments	Project Team's Responses

Status of the Class

Teacher: _____ Course:_____

Please respond to the following questions by circling the number that corresponds to your opinions about this class.

	I agree…………………………………… I disagree				
Directions are clearly given.	5	4	3	2	1
Grading is done fairly.	5	4	3	2	1
There is adequate time to complete assignments.	5	4	3	2	1
The teacher knows the subject.	5	4	3	2	1
I have a chance to ask questions.	5	4	3	2	1
The subject is interesting.	5	4	3	2	1
I am learning in this class.	5	4	3	2	1
The teacher helps when needed.	5	4	3	2	1
The subject may not be my favorite, but the teacher tries to make it interesting.	5	4	3	2	1

Please complete the following sentence:
If I taught this class, I would

_____
_____
_____
_____
_____
_____

How firm is your grasp of the topic you are currently studying?
Explain your answer.

_____
_____
_____
_____
_____
_____

Project Evaluation Sheet

Project Evaluation Sheet

Student Name:	Project Name:
Class Period:	Today's Date:

Below are four general categories of project evaluation and sixteen specific criteria within those categories. In the column labeled "Student evaluation", circle the evaluation on each scale that most accurately represents the score your project deserves based upon the specific criteria.

Scale Criteria:
1 = unsatisfactory, 2 = inferior or below average, 3 = average, 4 = good work, 5 = excellent,
NA = not applicable.

Categories and criteria

A. Measuring accuracy:	Student's Evaluation						Teacher's Evaluation					
1. Do the dimensions of the finished project match the dimensions of the original plan, within reasonable limits? (reasonable limits are + or - 1/2").	1	2	3	4	5	NA	1	2	3	4	5	NA
2. Do the curved or irregular shapes look similar to the original plan?	1	2	3	4	5	NA	1	2	3	4	5	NA
3. Are the corners square, are the angles actually cut to the correct degree?	1	2	3	4	5	NA	1	2	3	4	5	NA

B. Construction Quality:	Student's Evaluation						Teacher's Evaluation					
4. Was the original plan followed? If there were changes made, are the changes obvious? (does it look like the change was intentional, i.e. "I meant to do that")	1	2	3	4	5	NA	1	2	3	4	5	NA
5. How well do the pieces or joints fit together? (a proper joint should fit together snugly with no gaps or misaligned pieces.)	1	2	3	4	5	NA	1	2	3	4	5	NA
6. Were the materials used efficiently with little waste? (were cuts planned for efficient use of material, was gluing done with an adequate amount of glue, was the finish applied in moderation)	1	2	3	4	5	NA	1	2	3	4	5	NA
7. Has proper use of hardware been demonstrated? (are screws or nails below the surface of the wood, are rivets properly set, etc.)	1	2	3	4	5	NA	1	2	3	4	5	NA

C. Overall quality of finished project:	Student's Evaluation						Teacher's Evaluation					
8. Have all of the visible layout, tool and machine marks been avoided or removed? (filing scratches, blade cutting marks, band saw whittling cuts, no visible pencil lines, etc.)	1	2	3	4	5	NA	1	2	3	4	5	NA
9. Has excess glue or filler been avoided or removed?	1	2	3	4	5	NA	1	2	3	4	5	NA
10. Has paint or other finish been applied evenly with desired results? (at least 3 coats of gloss, no visible drips, paint primer applied, 2 coats of paint applied, oil finish applied)	1	2	3	4	5	NA	1	2	3	4	5	NA
11. Is the project usable and/or functional; in other words, does the project do what it was designed to do? (is a stool strong enough to stand on, does a tool box hold tools, do CD's fit in a CD holder, does a bookshelf hold books, etc.)	1	2	3	4	5	NA	1	2	3	4	5	NA

D. Effective use of time, tools and machines:	Student's Evaluation						Teacher's Evaluation					
12. Was the project completed on time?	1	2	3	4	5	NA	1	2	3	4	5	NA
13. Were machine tools used in a safe manner and for the correct purpose?	1	2	3	4	5	NA	1	2	3	4	5	NA
14. Were hand tools used in a safe manner and for the correct purpose?	1	2	3	4	5	NA	1	2	3	4	5	NA
15. Was the filing and sanding completed in a careful manner and according to prescribed practices? (there should be not visible pencil lines, file scratches, no visible sanding against the grain, end grain should closed off with no visible pin holes, no swirl marks from electric sander use)	1	2	3	4	5	NA	1	2	3	4	5	NA
16. Did the student use machine and hand tool safety practices on a consistent basis?	1	2	3	4	5	NA	1	2	3	4	5	NA

Score Calculations

Add up all of the columns	Student's Evaluation Total	Teacher's Evaluation Total
Record **front** of sheet **total** - a		
Record **back** of sheet **total** - b		
Raw Total (**add a + b**)		
Divide by total 80	/80	/80
Multiply by 100 to convert to desired total score %		
Meet me in the Middle (**Final Score**)		

Student Reflection Form

Paul Bogush <shaggyhill@EARTHLINK.NET>
Subject: Re: Student Evaluation Forms

Here is the form that I use with my students at the end of the second and fourth quarter. It is very basic but with a proper introduction the kids really use the "back" side of the paper for meaningful additional comments.
I am not thrilled about using numbers but this really lets the non-writers to give some serious thought about class. Many kids, including myself, blow through evaluations if there is to much writing. I like the easy questions at the beginning to get them thinking. Then they end up writing more of their thoughts on the "back."

Your question about how to get the kids to reflect? Practice...I start with the first project, at the mid-point in quarters, etc... After reflecting upon our last field trip with another teacher in the room he said to me "boy, they do that well now." The first time you reflect it might seem like a failure. The key is to not do it less but do it more! Kids are not usually asked to seriously reflect on school matters or anything for that matter. And even when they do, I have seen them only give the teacher what they want to hear. I just had a conversation with a teacher in which I said I love it when kids tell me that class stinks today, or we should stop what we are doing. In her class that is unacceptable. That is also a class in which you will not see honest forthcoming student reflection no matter how many times she practices. With groups that are hard to start I usually start with talking about something that bombed and how I think I would change it for next year. Don't just ask for reflection but model it.

I should also add that I have tried to do a team reflection period or eval form but my team members have not been willing to try that yet. I keep giving them the form though!

Validate each comment -- there are no wrong comments. As long as they are being brutally honest and not disrespectful let them speak. I would also add that there might be teachers who would be comfortable not being in the room, or students who would be more comfortable with certain teachers not in the room. Even when I give mine I walk out of the room and tell the kids to fill them out and give them to student X who will then come and get me when they are done. Good Luck!

Student Reflection Form

In one word describe the teacher_____

In one word describe the class_____

Scores range from 5 points to 1 point. A score of 5 means the highest, hardest, strongly agree, excellent. A score of 1 means lowest, easiest, strongly disagree, worst.	5	4	3	2	1
1-What is my class standing?					
2-In my opinion, the teacher's knowledge of the subject was:					
3-In my opinion, the teacher's ability to convey information was:					
4-In my opinion, the teacher's ability to explain/answer questions was:					
5-In my opinion, the teacher's ability to keep the class interesting was:					
6-In my opinion, the teacher's enthusiasm about the subject was:					
7-In my opinion, the teacher's ability to motivate me to learn was:					
8-In my opinion, the teacher's preparation for the class was:					
9-In my opinion, the teacher's ability to make helpful evaluations on assignments was:					
10-In my opinion, the teacher's ability to explain purpose of projects was:					
11-In my opinion, the teacher's ability to respect student questions/comments/views was:					
12-In my opinion, the teacher has taught me new skills:					
13-In my opinion, the teacher has a good rapport with class:					
14-In my opinion, the teacher appeared genuinely interested in helping me learn:					
15-In my opinion, the teacher's overall effectiveness was:					

16-In my opinion, I would recommend a **insert grade level** to select this teacher:

17-In my opinion, assignments were graded fairly:

18-Compared to other teachers you have had, rate **insert teacher name** from a 5 to a 1:

19-My favorite assignment was:_____

20-One thing that I have changed (become better at) because of this class is:

_____

_____

Use the space below and on the back to freely express your feelings about the course and teacher.
Please be as detailed and specific as you like, but do limit your evaluation to what's truthful, respectful, and most of all useful to other students.
Also please include what type of assignments you would like to see in the future and what type of topics you would like to focus on.

Professional Development and Appraisal System

Technology Education

Knowledge and Skills For the 21st Century ©

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Frequently Asked Questions concerning the PDAS

TEC §21.351 TAC §150.1002 ·

How is the "proficient" standard defined under PDAS?

The four performance levels under PDAS (Exceeds Expectations, Proficient, Below Expectations, and Unsatisfactory) are defined in terms of the impact on student learning. In other words, what is the impact on student learning and how often and with how many students does the positive impact on learning occur? Since the goal of PDAS is to enhance the learning of all students, the "Proficient" level is a high standard of performance. Teaching behaviors that result in considerable impact on student learning and which are demonstrated a high percentage of the time and with a high percentage of students (80-89%) are "proficient." Words associated with "proficient" teaching behaviors or the rating of "proficient" are: skillful, experienced, masterful, well-advanced, and knowledgeable.

How does an appraiser determine the performance level? What tools does the appraiser use in making performance level decisions? How are the tools used? May teachers have a copy of the tools?

When making performance level decisions the appraiser first identifies evidence related to the critical attributes of the criteria. Next the appraiser views the evidence in light of the quality and quantity. Quality focuses on the "strength, impact, variety and alignment" of the teaching behavior and how it relates to student success.

Quantity relates to the frequency and number of students for which the teaching behavior resulted in student learning. The appraiser has the PDAS Framework, the Scoring Standards and Performance Level standards sheet, the Scoring Criteria Guide, and the Scoring Continuum in making performance level decisions.

The PDAS Framework specifies the Domains and Criteria that are to be used in all decisions regarding the appraisal of a teacher. These research-based teaching behaviors represent quality teaching.

The Scoring Standards and Performance Level Standards sheet, the Scoring Continuum, and the Scoring Criteria Guide are tools that an appraiser may use to support the PDAS Framework when making performance level decisions. The Scoring Standards and Performance Level Standards sheet outlines the process for making performance level decisions and provides key words that are associated with each performance level. The Scoring Continuum provides a visual representation of quantity issues.

The Scoring Criteria Guide provides descriptions of quality and quantity for each of the criteria, as well as descriptors for each of the performance levels. Read horizontally, the descriptors differentiate between the four performance levels. Read vertically, the descriptors indicate what teacher and student behaviors are associated with an individual performance level. An appraiser may use all or some of the descriptors in making performance level decisions. The impact of one descriptor may be so significant as to indicate the performance level or the appraiser may view evidence of several descriptors to determine the performance level.

Teachers are to receive copies of all the tools in the Teacher Renewal Packet (1998-1999).

What is meant by "a higher standard" when making performance decisions on Domains IV (Management of Student Discipline, Instructional Strategies, Time, and Materials), V (Professional Communication), and VII(Compliance With Policies, Operating Procedures and Requirements)?

These Domains/Criteria address the safe, orderly and appropriate operations of schools. Local districts frequently have policies that determine district standards and expectations in regards to these areas of teacher and student performance. The local school district board of trustees may set a higher standard than is defined by PDAS for these criteria.

Will teachers' appraisal scores be reported to TEA?

No. Teachers' scores will not be reported to TEA.

Does a teacher receive a composite score on PDAS?

No. There is no composite score on PDAS. Each domain is scored separately and stands alone.

TEC §21.351 TEC §21.352 TAC §150.1002 ·

How are teachers held accountable for student performance?

§21.351(a) of the Texas Education Code states:

"The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of teachers. The criteria must be based on observable, job-related behavior, including:

1.   teachers' implementation of discipline management procedures, and

2.   the performance of teacher's students."

The campus performance rating, which incorporates the AEIS indicators of TAAS performance, attendance rates, and dropout rates is utilized to score Criterion 10 of Domain VIII. Teachers on a campus receive a score of 0,1, 2, 3, 4, or 5 in relation to their school's campus performance rating. The additional nine criteria in Domain VIII relate to a teacher's focus on various campus goals associated with the improvement of academic performance for all students.

How are teachers on low-performing campuses scored on Domain VIII, Criterion 10?

Teachers on low-performing campuses can receive points on Domain VIII, Criterion

10 based on improvement over the previous year in the number of student groups that caused the campus to be low performing. (0 points are awarded in the first year a school is designated as low-performing.) For campuses receiving a rating of "Low Performing", the following procedure will be used:

1.   Identify the "student groups" which are the cause of the campus being rated "low performing" (underlined on the AEIS report).

2.   Compare the "student groups' "performance with the performance from the previous year.

3.   Identify the number and calculate the percentage of "student groups" that showed improvement.

4.   Apply the following criteria for the improved "student groups":

5·   3 points = improved in 75-100% of the "student groups" that caused the campus to be rated "low performing".

6·   2 points = improved in 50-74% of the "student groups" that caused the campus to be rated "low performing".

7·   1 point = improved in 1-49% of the "student groups" that caused the campus to be rated "low performing".

8·   0 Points = improved in 0% of the "student groups" that caused the campus to be rated "low performing".

Illustrated examples of this scoring procedure were included in the June 23, 1998 letter sent to all Superintendents and campus administrators.

How are teachers on alternative campuses scored on Domain VIII, Criterion 10?

Teachers on alternative campuses can receive points based on a scale related to the criteria established in the Alternative Accountability Procedures. Alternative campuses that are registered with the Texas Education Agency to participate in the Alternative Accountability Procedures and have an approved Alternative Accountability Proposal may receive a rating of "Acceptable" or "Needing Peer Review". An alternative campus rating is based on two performance indicators for each unique student population served by the campus.

Each campus may have more than two indicators based on the number of unique student population groups. The criteria used to determine the rating are selected by the campus in accordance with a standardized menu of performance objectives established under the state's Alternative Accountability Procedures. The campus may not set a standard below the minimum.

Students on these campuses must take TAAS, unless they are exempted as limited English proficient or by the Admission, Review, and Dismissal committee. The TAAS score must be reported for the alternative campus for students who are enrolled 90 cumulative days or longer. For students enrolled fewer than 90 cumulative days, TAAS scores must be reported to their regularly assigned campus of residence. The TAAS scores may or may not be identified as one of the two performance indicators set for each unique student population served by the campus.

For all alternative campuses that qualify for the Alternative Accountability Procedures, the following information is to be used to develop the score for Domain VIII, Criterion 10:

· 5 points = met 100% of the approved performance objectives, with ALL performance levels exceeding the "acceptable" levels designated in the current Alternative Accountability Procedures.

· 4 points = met 100% of the approved performance objectives.

· 3 points = met 50-99% of the approved performance objectives.

· 2 points = met 25-49% of the approved performance objectives.

· 1 point = met 1-24% of the approved performance objectives.

· 0 points = met 0% of the approved performance objectives.

Examples of this scoring procedure were included in the June 23, 1998 letter sent to all Superintendents and campus administrators.

Some campuses do not receive an AEIS rating. How are teachers on these campuses scored on Domain VIII, Criterion 10?

Teachers on campuses that do not receive a performance rating can receive a score on Domain VIII, Criterion 10 based on the selection by their district of one of two of the following options.

· Option 1- Campuses utilize the same rating as received by the district.

· Option 2- One or more campuses are linked to a selected feeder campus.

The method for selecting Option 1 or Option 2 is a local decision. The superintendent must approve the selection.

Either option may be used for each campus in the district that does not receive a Campus Performance Rating. The selection of the option must occur no later than September 15, 1998.

For the 1999-2000 school year, however, all campuses not receiving a campus rating must select either Option 1 or Option 2 no later than May 1, 1999.

Districts are not required to report their selected option to the Texas Education Agency, but will make the information available in writing to all teachers/staff on the affected campuses.

Examples of this scoring procedure were included in the June 23, 1998 letter sent to all Superintendents and campus administrators.

What about the campus performance rating for teachers new to a campus?

For teachers new to a campus/district, the campus performance rating is "reported only," during the first year of service on that campus. For these teachers, the Domain VIII score is based solely on the first nine criteria in that domain. The campus performance rating is scored for these teachers in the second and subsequent years of service on the campus.

How are teachers with multi-campus assignments given a score for Domain VIII, Criterion 10?

For appraisal purposes, districts will need to determine the following for teachers with multi-campus assignments:

· A campus of record for the purpose of determining the campus performance rating used to score Domain VIII, Criterion 10, and · A supervisor (may be from the campus or central administration) who will serve as the teacher's appraiser. Districts should share both of the above with the teacher and be consistent with teachers who are in similar situations.

How are teachers who serve more than one district given a score for Domain VIII, Criterion 10?

The following appraisal issues will need to be determined by the district responsible for decisions regarding contract renewal:

· A campus of record for the purpose of determining the campus performance rating used to score Domain VIII, Criterion 10, and · A supervisor who will serve as the teacher's appraiser.

Information regarding these issues should be communicated to the teacher prior to the appraisal period. target Domain VIII-Criterion 6 states: "The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems." What are the responsibilities of the teacher in relation to this criterion? The teacher is responsible for monitoring attendance as defined by local district and campus policy. In the event that the teacher's students are experiencing achievement problems due to attendance problems, the teacher has an obligation to intervene with the student and/or parent in accordance with district or campus procedures.

TEC §21.351 TAC §150.1003 ·

What is the purpose of the Teacher Self-Report (TSR)?

The Teacher Self-Report is a tool to assist the teacher in aligning individual instructional goals with campus goals and student needs and as a means to document how that alignment is taking place. Section I focuses on the TAAS-related objectives the teacher is incorporating in his/her curriculum. Section II focuses on how the teacher assesses and meets the academic needs of students. Teachers are also asked to highlight how the academic needs of students in at-risk situations are being addressed. Section III gives the teacher an opportunity to highlight his/her professional development activities and how those activities are related to campus/district goals, assigned subject/content, needs of students, or prior appraisal performance.

Because the TSR is one of the pieces of documentation that is considered when the appraiser completes the Summative Annual Appraisal Report, it is important that the form be completed in its entirety. The TSR is also widely used as one of the primary points of discussion in the Summative Annual Appraisal Conference. The requirement for completion of the TSR is limited to the space provided on the form.

The form can be downloaded from this web site or www.esc3.net/TSR.

When is the Teacher Self-Report (TSR) due?

During the first year of implementation for a district, teachers are given until the last day of the first twelve weeks of school to complete Section I of the TSR. In subsequent years, the TSR must be completed no later than the last day of the third week following the orientation. Sections II and III are due no later than two weeks prior to the Summative Annual Conference. These dates should be included in the local district appraisal calendar.

Can Section I be revised during the school year?

Yes. Section I can be revised during the school year. Any revisions are due no later than two weeks prior to the Summative Annual Conference.

Is there a computer version of the Teacher Self-Report (TSR)?

Yes, a computer version (PC/Mac) can be downloaded from this web site or www.esc.3net/TSR.

Can a district or campus alter or modify the Teacher Self-Report?

Any change(s) to the Teacher Self-Report is a modification to the appraisal system and constitutes an alternative appraisal system. If a district wishes to modify the Commissioner's Recommended Appraisal System, it must follow the process as outlined under TEC§21.352. TAC§150.1009.

The subject I teach is not specifically evaluated by the TAAS test. How do I complete Section I of the TSR?

The TAAS-related objectives listed in Section I of the TSR are skills embedded in all learning. All grades and subjects teach or reinforce some or all of these skills within the context of the respective curriculum and at the appropriate level for the assigned students. The Texas Essential Knowledge and Skills (TEKS) incorporate these skills in the context of all courses. In completing the TSR, teachers review the TAAS-related objectives and TEKS in light of their curriculum, incorporating those that are appropriate in the context of their teaching. With the approval of the principal, a teacher may summarize unique circumstances in the OTHER OBJECTIVES space in the first question of Section I. (Note: Instructions on the TSR include the following: (3) Depending upon the classroom context, objectives may be identified for (a) a subset of TAAS-related objectives. (b) a subset of classes assigned to the teacher. (c) a subset of the teacher's students.)

I teach a grade that does not administer the TAAS test. How do I complete Section I of the TSR?

The TAAS-related objectives listed in Section I of the TSR are skills embedded in all learning. All grades and subjects teach or reinforce some or all of these skills within the context of the respective curriculum and at the appropriate level for the assigned students. The Texas Essential Knowledge and Skills (TEKS) incorporate these skills in the context of all courses. In completing the TSR, teachers review the TAAS-related objectives and TEKS in light of their curriculum, incorporating those that are appropriate in the context of their teaching. With the approval of the principal, a teacher may summarize unique circumstances in the OTHER OBJECTIVES space in the first question of Section I. (Note: Instructions on the TSR include the following: (3) Depending upon the classroom context, objectives may be identified for (a) a subset of TAAS-related objectives. (b) a subset of classes assigned to the teacher. (c) a subset of the teacher's students.)

How do regular education teachers respond to Section I of the Teacher Self-Report form to reflect instructional adaptations they provide for special education students?

Responses to the TSR are expected to include the broad range of student skills and the teacher's instructional adaptations that are typical of the teacher's assignment. It is understood that the regular teacher's role regarding instruction in TAAS-related objectives may vary for students participating in special education according to the requirements of the IEP. With the approval of the principal, the regular teacher may summarize unique

circumstances in the OTHER OBJECTIVES space in the first question of Section I. (Note: Instructions on the TSR include the following: (3)

Depending upon the classroom context, objectives may be identified for (a) a subset of TAAS-related objectives; (b) a subset of classes assigned to the teacher; (c) a subset of the teacher's students.)

Are teachers of special education students expected to respond to Section I of the Teacher Self-Report form when all assigned students function at pre-academic levels and have Individual Education Plans (IEPs) that do not include TAAS-related objectives?

Instruction for special education students is determined by the IEP. Within the context of the IEP are skills related to TAAS objectives (e. g. communication).

Teachers working with severe and profound mentally challenged students may identify some broad categories of skills and list objectives in the OTHER OBJECTIVES space in the first question of Section I. (Note: Instructions on the TSR include the following: (3) Depending upon the classroom context, objectives may be identified for (a) a subset of TAAS-related objectives; (b) a subset of classes assigned to the teacher; (c) a subset of the teacher's students.)

How are content mastery and inclusion teachers to complete the Teacher Self-Report?

Teachers who do not have a specific group of assigned students may identify the TAAS-related objectives that are routinely stressed when working with students. For Section II of the TSR, teachers may identify the strategies, materials, techniques, etc. they consistently employ when working with students for whom they provide support. Section III of the TSR can be completed in the same manner as all other teachers.

TEC §21.351 TEC §21.352 TAC §150.1003 TAC §150.1004 TAC §150.1005 ·

What are the requirements for documentation?

Appraisers have the responsibility to provide a written observation report after the completion of 45 minutes of observation. They are required to give written documentation [19 TAC §150.1003(f)], within 10 working days of anything related to a teacher's appraisal that would influence the teacher's evaluation. Appraisers are encouraged to provide feedback on other walk-throughs and/or observations. On campuses where the appraiser is other than the principal, any documentation that has been shared with the teacher must be communicated with the principal.

What are the elements necessary for effective documentation?

Generally, there are five components of effective documentation.

1.   Dated: Date of the occurrence; Date of notification to the teacher.

2.   Factual/Specific: Specify the who, what, when, and where related to the evidence.

3.   Explicit: Relationship to domain and criteria. (It is suggested that language from he framework, the "Scoring Standards and Performance Level Standards" sheet and the "Scoring Criteria Guide" be used for clarity.)

4.   Behavioral: Identify the behavior the teacher can change if the documentation indicates unacceptable behaviors or areas suggested for change.

5.   Valid: Provide information as to what the teacher is expected to do and place it in the context of the event.

On campuses where the appraiser is other than the principal, any documentation that has been shared with the teacher must be communicated with the principal.

What is cumulative data?

Cumulative data is any documentation which the appraiser appropriately shared with the teacher and is considered in the summative appraisal of the teacher.

Does the appraiser score all criteria in all domains during a classroom observation?

An appraiser scores the criteria that are observed when conducting a formal forty-five (45) minute observation. If the appraiser does not have enough evidence to score all criteria, he/she may leave the undocumented criteria blank. The scoring of the criteria left blank may occur later as a result of additional walk-throughs or by using inference at the time the Summative Annual Appraisal Report is prepared.

Appraisers are responsible for informing the teacher (and the campus principal, if the appraiser is other than the principal) of any documentation that will impact the teacher's Summative Annual Appraisal Report within ten (10) working days of the documented evidence. (See: Appraisals.)

What is the definition of "third party information" and will the teacher be told who provided the information?

Third party information is information related to a teacher's performance that originates from a source other than the teacher, the appraiser, or the teacher's supervisor. If the appraiser plans to use third party information as part of the teacher's appraisal, it should be verified and shared in writing with the teacher within 10 working days of the appraiser's knowledge of the occurrence. The principal will also be notified in writing, if the appraiser is not the teacher's principal.

[TAC§150.1003 (f)]. As a matter of course, the identity of the third party may be provided to the appraised teacher only upon request. On campuses where the appraiser is other than the principal, any documentation that has been shared with the teacher must be communicated with the principal.

What is considered in the Summative Annual Appraisal Report?

The following must be considered when completing the Summative Annual Appraisal Report:

·The observation summary(ies), Any cumulative documentation that has been shared with the teacher (including documentation from walk-throughs and/or additional observations and any additional documentation), and The Teacher Self-Report in its entirety.

TEC 21.351 TAC §150.1003 TAC §150.1009 ·

Are pre- and post- conferences required for formal classroom observations?

A pre- and post-conference may be conducted at the request of the teacher or appraiser.

What is the purpose of the summative conference?

The primary purpose of the summative annual conference is to review the written summative report and related data sources. The conference may also provide an opportunity for the appraiser and teacher to discuss strategies for improving instruction.

May the summative conference be waived?

Each teacher is guaranteed a summative conference. The summative conference may be waived in writing by the teacher; but not by the appraiser.

May documentation collected after the summative conference be included in the appraisal of a teacher?

Any documentation collected after the summative conference but before the end of the contract term during one school year, may be considered as part of the appraisal of a teacher. If the documentation affects the teacher's evaluation in any domain, another summative report shall be developed and another summative conference shall be held to inform the teacher of the change(s).

TEC §21.351 TAC §150.1004

When can a principal do an intervention plan?

Under the Commissioner's Rule 19 TAC §150.1004(a) a teacher is designated as a "teacher in need of assistance" under the following:

1.   a teacher is evaluated as unsatisfactory in one or more domains; or
2.   a teacher is evaluated as below expectations in two or more domains.

An intervention plan must be developed for any teacher designated as a "teacher in need of assistance." The intervention plan for a "Teacher In Need of Assistance" must address all the domains in which the teacher is less than proficient. Under TAC §150.1004(f), an intervention plan may be developed at any time at the discretion of the appraiser when the appraiser has documentation that would potentially produce an evaluation rating of "below expectations or "unsatisfactory" in any domain. As an instructional leader, the principal may offer suggestions for improving instruction informally, or formally with an intervention plan at any time.

What is the timeline for an intervention plan?

The timeline for the intervention plan is a local decision and is determined by the appraiser, in consultation with the teacher. The timeline of the intervention plan may be established so that the intervention plan is completed prior to the deadline for contract decisions.

Must the Intervention Plan for Teachers in Need of Assistance include all domains for which a teacher shows less than proficient performance?

Yes. Because of appropriate personnel procedures, teachers in need of assistance must be notified of all domains in which their performance is less than proficient.
However, campus and district administrators have raised concerns about overwhelming a teacher with an intervention plan that calls for significant improvements in a number of areas. In these cases, the intervention plan can be written in such a way that its completion can be staggered. For example, an intervention plan may call for a teacher to work on one or two domains, with specific performance behaviors and objectives targeted and completion date indicated.
Improvements in performance in remaining domains may have later completion dates. If a teacher successfully completes the first set of performance objectives, then he or she would move on to the next set of targeted performance objectives, then the intervention plan will need to be re-evaluated by campus/district personnel.

Will a teacher with a growth plan under a previous appraisal system require a newly written intervention plan under PDAS?

Teachers with a professional growth plan under a previous appraisal system will need to be re-evaluated with the PDAS system soon after the beginning of the school year. If their performance is such that an Intervention Plan is called for, then an Intervention Plan for a Teacher in Need of Assistance must be completed.
TEC §21.351 TEC §21.352 TAC §150.1005 ·

What process do teachers follow to make counter-comments to administrator's comments on any documentation presented to them including observation reports, walk-through documentation, and summative appraisal forms?

Will a teacher's rebuttal to an appraiser's comments be included in the teacher's personnel file?
Teachers may submit a written response or rebuttal within 10 working days after receiving a written observation summary form or any other documentation associated with the appraisal and/or after receiving a written summative annual appraisal report [TAC 150.1005 (a) and (b)]. The teacher's written response or rebuttal becomes a part of the appraisal and is kept with the teacher's appraisal records.

Can a district administrator deny a teacher's request for a second appraisal?

Teachers have the right to submit a written rebuttal or to request a second appraisal in accordance with TEC §21.352. A district may not deny a teacher's request for a second appraisal. This applies to teachers appraised under PDAS, as well as any locally developed appraisal system.

What policies must be established by the local school districts regarding second appraisals?

Local school districts are responsible for establishing policies regarding second appraisals in regards to:
The process for selecting second appraisers, and ·How the second appraisal will be combined (or not combined) with the first appraisal.

Policies regarding second appraisals must be disseminated to teachers upon employment. Any subsequent changes or amendments to the policies must be disseminated to teachers.

If a district fails to notify teachers of a second appraisal policy, may the teacher select his or her primary appraiser to also complete the second appraisal?

In TEC §21.352(c), a teacher is entitled to a second appraisal by a different appraiser or to submit a written rebuttal to the evaluation. Under TAC §150.1005(d)(g), each district must adopt written procedures for determining the selection of second appraisers. These procedures must be disseminated to teachers upon employment.
Any subsequent changes or amendments to the policies must be disseminated to teachers.

What is included in a second appraisal?

The second appraisal will include the following:
1.	An observation of 45 minutes (or segments equal to 45 minutes) with documentation,
2.	Scoring of all domains,
3.	Cumulative documentation collected by the first appraiser, particularly in Domains VI, VII and VIII, and
4.	Any walk-throughs that are used to score any or all domains.

Will TEA sanction the grievance procedures developed by the Texas Association of School Boards (TASB)? If not, will TEA provide guidelines for districts to follow?

Under the Commissioner's Rules for the PDAS, districts are required to adopt written grievance procedures, but the content of the procedures themselves are left to the discretion of district policy makers [TAC §150.1005(g)]. TEA will not sanction any particular set of grievance procedures or provide guidelines for districts to follow.
Districts will need to consult with their legal counsel for guidance in these matters.
TEC §21.451 TAC §153.1011

May a district limit what a teacher reports as professional development on the Teacher Self-Report?

A district may not limit what a teacher reports as professional development for Domain VI of the PDAS, so long as the professional development experience reported is consistent with 19 TAC Chapter 153, Subchapter BB (Commissioner's Rules concerning school district staff development). The quality of the professional development experiences listed on the Teacher Self-Report will be evaluated by the appraiser based on the criteria in Domain VI of the PDAS.

What counts as professional development on Pt. III of the Teacher Self-Report (TSR)?

The criteria in Domain VI link the quality, not the quantity, of professional development to PDAS. The purpose of Part III of the Teacher Self Report (TSR) is to capsule or summarize a teacher's professional development activities that are linked to the campus plan and the continuous assessment of student needs. The appraiser uses Section III of the TSR as documentation of the professional development that has provided the teacher with new knowledge, skills, instructional strategies and problem solving techniques to improve instruction and ultimately result in increased success for students.
The summary of the teacher's professional development on the TSR may be varied and unique. It may include a wide spectrum of activities such as collaboration with colleagues, readings in professional literature, traditional workshops and mentoring.
Professional development activities that are reported on the TSR may follow the school calendar year or extend through the summer, depending on the preparation and planning for the needs of students.

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Publicizing Technology Education

Technology Education

Knowledge and Skills For the 21st Century ©

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30 Tips for Marketing Your Program

by Dan Kibler

Some years ago my state supervisor asked when I had done something to improve enrollment. I said it would be easier to identify the last time I hadn't. I have been working on improving our image and enrollment for 15 years.

I realized long ago that teachers are a major influence on a program's enrollment. In this era of declining enrollment it is critical to market vocational education effectively. There are three separate areas where teachers can be effective.

The Teacher

1. Technical competence: know your subject matter and keep up with new trends by reading journals and attending professional seminars and classes.

2. Personal strength: keep yourself mentally and physically fit, so you feel good about yourself.

3. Professional appearance: dress professionally; if you dress like a slob, so will your students.

4. Community respect: you must have the respect of your community for your knowledge and integrity.

5. Community Service: be involved—as a coach, a town council member, in parent-teacher organizations, for instance.

6. Ethics: be fair with everyone.

7. Listening skills: listen carefully to the problems of your students.

8. Show that you care. You can't fake this. Extend congratulations for students' accomplishments, send graduation and get well cards.

9. Know your students—and their parents and family background. Don't hesitate to call parents with concerns.

10. Watch what you say. Don't gossip or talk negatively about your students, school or other teachers. Be positive and professional.

11. Set high standards. Students generally will perform to the level you've set; demand the best from them.

Your Program and Students

12. Your students are your best recruiters. Their behavior and dress, in and out of school, tell the public about your program.

13. Your program should mirror the way a business in your field should be operated: high standards for customer service; proper attire required in lab; strict safety standards; wearing of promotional school and program jackets and T-shirts.

14. Teach students to answer the phone and greet visitors to your lab or shop area with a greeting that is simple, friendly and businesslike. This prompts a good impression of your program.

15. If you accept work orders from the community, make sure you and your students do a quality job on them. Listen to the customer and be certain you understand what needs to be done.

16. Participate in tours and hands-on demonstrations for visitors to school events. And send demonstrations and displays to county fairs and festivals.

17. Choose and use a strong advisory committee, with well-known reputable business peoples from your district.

18. Get to know business people. Not only can they hire students, they can recommend your program.

19. Require students to keep records of what they do each day and the amount of time it took. It will teach them to be accountable for their time.

20. Compete in contests. It's a great motivator for students and may bring good publicity.

21. Keep your shops and classrooms clean and neat. Their condition influences the quality of the work done in them.

22. Praise students for their accomplishments—be sure it is genuine, worthy praise. This makes students feel good about themselves and what they are doing in your class.

The School

23. The attitudes, behavior and comments of administrators, teachers, cooks, custodians, security officers and school nurses present an image of the school to the public. A positive attitude can have a beneficial effect on school enrollment.

24. Form a consortium of nearby vocational schools to hire a professional public relations firm to help you promote your program and set up publicity strategies you can use year-round.

25. Schedule a orientation visit every January to acquaint area students with your facilities.

26. Systematically follow up your orientation—with calls and letters to students; an open house for students and parents; postcard notices of application schedules; phone calls (in March) to students who haven't yet applied; flyers about the benefits of vocational education; radio and television plugs with past and present students, employers and parents.

27. Allow a class for electives—such as remedial academic courses to make up credit deficiencies; advanced courses to meet college entrance requirements; advanced vocational work.

28. Promote Vocational Education Week. Our major activity is a mall show, where the public can see what we do.

29. Consider a program, such as GRADS, to encourage and assist students who are parents to stay in school.

30. Look to your community for help with student recognition. For example, our Rotary Club supports a VoPro Student of the Month program. Outstanding students in each vocational program receive certificates and newspaper recognition and become eligible for cash awards at the end of the year.

   —Dan Kibler is an agricultural/recreational mechanics instructor at Mahoning County joint Vocational School in Canfield, Ohio.

Public Relations Through Media

There are several methods of communication you may utilize. The newspaper represents the greatest medium for reaching everyone in the community; however, other media include letters, radio, and television.

Although everyone does not have the ability to write clever sentences or devise catchy phrases, the ability to create effective material can be cultivated. With just a little practice in using simple formulas, any teacher can learn to communicate effectively with the public. It takes skill in learning to recognize what is noteworthy and worth publicizing. Enlist a colleague to review any material you prepare. A positive image of the program should be the focus--not pride of authorship.

Newspapers

News is anything that affects the lives of a number of people or will attract their interest. It tells readers something they did not know before, and it describes action. Sensitize yourself in staying alert for story ideas which will interest a wide variety of readers.

News Story

The news story presents facts to the reader in a concise and simple manner. To write a good news story, use the inverted pyramid style of writing. This three-part pyramid begins with the most important part--the lead--at the top. Following is the middle (or elaboration) and the bottom (or the catch-all).

The lead usually answers all or part of six questions: who, what, where, when, why, and how. The middle elaborates or explains the lead. The bottom gives additional information not essential to the story, but which provides interesting facts. Sometimes if a story is too long for the space available, the editor will leave out the last paragraph or so. Thus, it is essential to write information with this in mind so that important facts appear in the first part. If parts are deleted, the item still makes sense.

In writing news stories, remember two things:

- Names make news; give complete names and always be sure to spell them correctly.
- It is better to include too much than not enough. Let the editor delete.

Feature Story

A feature story or a is an account of something of unusual interest. This is often useful in giving added emphasis or calling attention to an Technology Education course(s) or project.

The feature story usually follows the upright pyramid pattern, which also has three parts. The lead is a short sentence or paragraph to catch the reader's attention and serves as a guide to the body of the story. The middle is the body of the story, answers questions in the reader's mind, and holds his/her interest. The bottom contains the conclusion to drive home the main point of the story.

Developing a Feature Story

The following are two types of feature possibilities:

Personality sketch. This usually is concerned with achievement. It can describe the subject's personality and show how the individual achieved success. The sketch can also give ideas that might help a reader solve problems. It centers on one person whom the teacher or student interviews.

Personal experience story. Uniqueness will attract the reader to this type of story. It may involve a student's or teacher's experience and may be told in first or third person. The article could be about an unusual or interesting field trip or a different activity done in class.

Copy

Some points to keep in mind when preparing articles include the following:

- Identify the topic or title at the top left-hand corner of the page.
- Leave space for the editor to write a headline.
- Put the contact person's name and telephone number on the first page.

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Sample News Release

TECHNOLOGY EDUCATION

Release date: For immediate release
Contact:
Address:
Phone:
Date:

Tour Taken by Technology Education Students

- Always give exact date in a news release: June 10 rather than next Thursday or tomorrow. Specify October, not next month. Double-check date and day of week on calendar.
- Be sure to double- or triple-space all copy submitted.
- List the address as well as the name of the meeting place.
- Use easy-to-understand words.
- Use figures for numbers above nine, hours of the day, days of the month (omit d, th, st), dimensions, and ages.
- Spell out numbers at beginning of a sentence or change construction of sentence to avoid using a number as the first word in a sentence.
- Give first names and middle initials of persons the first time they appear in article.
- Do not fold copy.
- Write "more" at the bottom of each page except the last one. Place the number "30" at end of each article.

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Pictures

Clear black-and-white glossy prints are required for most publications. These may be any size, but 5" X 7" or 8" X 10" are normally preferred. It is almost impossible to successfully reproduce a color print in a newspaper.

Be sure to identify every picture submitted. It is best to write information on a separate sheet of paper and carefully tape this to the back edge of the picture. If writing on the back of the picture, pencil very lightly because heavy marks will ruin the image. If you must send a photo through the mail, include a heavy piece of cardboard to prevent bending. Identify every person shown, being careful to indicate the order in which the names are written usually going from left to right, front row first, etc. Include the activity and the name of the organization involved, and the name and address of the person submitting the picture. Never staple, glue, or tape a picture to a sheet of paper. Note at the top of any accompanying story that a picture is included.

Most newspapers will return photos if you call for them in person.

News Release Clearance

Clear all news releases through proper channels. Each school or district will have different rules on who must approve a story before it is released. Sometimes, only the teacher will be responsible. Other districts may require clearance from the school administration. In any case, be certain of the rules and procedures and carefully observe them.

Letters

Public relations sometimes also needs a more personal touch than a news story. This can be provided by the thoughtful use of letters sent to students, business people, and others vital to the success of the program. Each letter should be individually typed when possible. Form letters with the recipients' names typed in are not much help in public relations.

Many types of letters can help build good public relations. More specifically, every letter has some kind of impact on public relations. Initially, determine the purpose of the letter, how the recipient might respond to it, and who should write the letter. A formal or informal tone must be decided. The following are suggested ways to use letters:

- thank you letters to guest speakers;
- thank you letters to newspapers or radio and television stations who have given you publicity;
- appreciation letters to those who have sponsored field trips;
- information letters, explaining purposes of Technology Education course(s) to parents, business people, and the community;
- letters of congratulations written to commend those who have been recognized for achievement; and/or
- recruitment letters to community organizations requesting their help

Broadcast Media

The broadcast industry gives millions of dollars every year for public service. Radio and television stations are limited to the hours they are licensed by the Federal Communications Commission to be on the air.

Make a sincere attempt to study local programming before making first station contacts. Do not forget educational television channels that may operate in the area.

Types of shows. A few possibilities that may be available to you are group or panel discussions and interview shows. An educational channel may offer an opportunity for a show to explain the scope of your occupational training. This would aid you immeasurably in sustaining community support while attracting students to the program.

Promptness. Meeting deadlines and being on time for live or taped shows are important. Arrive well in advance of time set by the station. Choose participants who have pleasant voices and are not nervous. Practice in front of an audience who can critique the performance.

Writing releases. The basic rules for newspaper copy apply to radio and television. Be accurate, concise, factual, and neat. Submit on 8 1/2" X 11" plain paper, typed double-spaced. "If You Want Air Time," published by the Public Relations Service, National Association of Broadcasters, Washington, DC., is a good source for television and radio publicity.

Community Resources

Utilizing available community resources which include people, businesses, and interesting places is an excellent way to expand classroom instruction.

While some persons may be listed in a directory of community resources, others who do not wish to be listed may be available on a limited basis. For the teacher who has difficulty identifying possible resources, the following suggestions are listed:

> _ yellow pages of the telephone directory
> _ Chamber of Commerce
> _ government, civic, and professional organizations
> _ school administrators
> _ school board members
> _ parents
> _ teachers
> _ students
> _ district-wide and/or Technology Education Advisory Committee

After resource persons have been located, analyze how they can be utilized. One way is to match the resource person with the curriculum. Next, prepare the resource person for their participation by letting them know what is expected and the classroom setup. This will put them at ease and help them to do a better job. It helps to prepare a checklist to supply resource persons with information needed to increase their effectiveness. Try to convey this information in person. Keep an active file showing how you effectively utilize community resources.

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Serving Students with Special Needs

Technology Education

Knowledge and Skills For the 21st Century ©

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Serving Students With Special Needs

Students with special needs, including students who are handicapped, academically and economically disadvantaged, limited English proficient and at risk of dropping out of school often require additional or supplemental services when participating in career and technology education programs. Career and technology education must provide special needs students with job skills and employability skills leading to a smooth transition from school to post-school activities.

Transition may be defined as movement from one stage to another. Transition for special needs students should be a process that is systematically planned, beginning as special needs learners are in the 7th or 8th grade. Transition planning should involve parents and students along with special education and/or general education and career and technology education personnel. The planning and instruction toward the special needs of the student at the secondary level should lead to satisfying employment or future training, which ultimately results in sustained employment.

Under federal guidelines the LEA is responsible for providing special populations staff development for Career and Technology Education teachers.

Special Populations

Special populations means individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in career and technology education programs. The term includes individuals who are members of economically disadvantaged families, individuals who have limited English proficiency, and individuals who participate in programs designed to eliminate sex bias.

> *Academically disadvantaged* is defined as an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0) or fails to attain minimal academic competencies (one or more years below grade level in achievement in three or more academic courses).

> *Economically disadvantaged* family or individual means a family or individual identified as having low income using one or more of the following standards: (1) annual income at or below the poverty line; (2) eligibility for free or reduced-price school lunch; (3) eligibility for Aid to Families with Dependent Children (AFDC) or other public assistance programs; or (4) eligibility for participation in programs assisted under Title II on the Job Training Partnership Act.

> *Limited English Proficient* (LEP) is a person who is a member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English.

> *Non Traditional* students are those enrolled in courses that are non-traditional for their gender.

> *Migrants* are students whose family pursue migratory seasonal work and move often from one district to another.

Required Services

When the district uses federal vocational education funds designated for the disabled, the district must provide additional or supplemental services for the students identified as disabled. These additional or supplemental services include:

1. vocational interest and aptitude assessment prior to selecting a vocational program;
2. provision of special services designed for individual students based on the special needs identified by the vocational assessment; and
3. guidance and counseling activities conducted by certified counselors including career development, vocational assessment, and services designed to facilitate the transition from school to post-school employment.

The State Board of Education rules and special services applicable to each category of special needs will be addressed in the following information.

Students with Disabilities

Disabled means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired or other health-impaired persons or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance (P.L. 98-524).

Business education for students with disabilities is designed for those with exceptional handicaps who cannot succeed in the regular vocational courses. The purpose of the course are:

*   to provide students with occupational education preparing them for gainful employment in business occupations requiring semi-skilled knowledge and training

*   to provide students with an occupational curriculum that departs from traditional content and methods of teaching at a level where students can succeed

Graduation Requirements

State Board of Education rules for graduation for special education students are based on performance outcomes related to course of study. Students with disabilities may graduate when the students have completed the minimum academic credit requirements for graduation applicable to non-handicapped students, including satisfactory performance on the exit-level assessment instrument (TAAS) or when the student has completed requirements specified in the individual education plan (IEP) as determined by the admission, review, and dismissal (ARD) committee. Graduation through the IEP offers options which may require vocational education training including the following:

1. Demonstrate mastery of specific employability skills and self-help skills which do not require direct on-going educational support of the local school district. Career and Technology Education has a responsibility for providing competency-based instruction in job skills and employability skills including general skills necessary to obtain or retain employment. This may include pre-employment laboratory and cooperative education programs.

2. Full-time employment based on the student's abilities and local employment opportunities with sufficient self-help skills to enable the student to maintain the employment without direct and on-going educational support of the local school district. Students may receive competency-based instruction in career and technology education prior to full-time employment laboratory and cooperative education programs.

The need for an appropriate education leading to transition from school to work is reflected by the above graduation rules. The following information is provided as a guideline for serving students with disabilities in career and technology education.

Coordination with Special Education

Federal legislation and State Board of Education Rules require the education of disabled students in the least restrictive environment. Cooperative planning and delivery of educational services among special education and regular education personnel are essential when providing disabled and non-disabled students instruction in a single classroom arrangement.

The admission, review, and dismissal (ARD) committee determines the appropriate instructional arrangement for individual students based on cumulative and appropriate assessment data. An individual education plan (IEP) is developed for each student addressing modifications in content, pacing, and mastery level. The IEP will specify performance levels and skills in math, reading, English language usage, and therefore shall include any modification or special assistance needed by the student to enable their participation in regular academic vocational classes as well as in separate instructional settings. If the handicapped student needs extensive adjustments (modifications) but can benefit from a regular classroom placement, the ARD committee must specify appropriate special education assistance to the regular teacher in order that handicapped students can be maintained in the regular classroom.

Students who lack essential skills in reading, grammar usage, spelling, punctuation, mathematics, etc., may benefit from regular academic classes and deficits must be noted and modifications and/or special education assistance to the regular teacher shall be addressed in the IEP for regular academic and vocational classes.

Assessment

Special education with assistance from vocational personnel when appropriate has the responsibility for providing the vocational assessments for students with disabilities who have vocational preparation needs. All students who are to be considered as students with disabilities in career and technology education must have a vocational interest and aptitude assessment, 19 TAC Chapter 75.213(f) and 89.233(g)(3). Vocational assessment is required for all students with disabilities who will graduate through the IEP process.

Vocational education counselors or teachers must review the assessment data with special education personnel and make a recommendation to the ARD committee. The recommendation should include: (1) determination as to whether vocational education is appropriate; (2) type of instructional arrangement (regular or separate program); and (3) program services and modifications needed by the student to participate in a vocational program.

The Admission, Review, and Dismissal (ARD) Committee Membership

The membership of the ARD committee includes:

1.   a representative from administration for the local school district,;
2.   a representative from instruction (teacher);
3.   the student's parent or designated representative;
4.   the student, when appropriate; and
5.   a representative from the special education assessment team as specified.

Representatives from vocational education including the vocational teacher who will instruct the student will be voting members when placement into vocational education is being deliberated, 19 TAC 89.221(h)(8) and 75.213(f)(3). Participation by representatives from the Texas Rehabilitation Commission or other agencies is suggested when transition plans are being developed.

The Admission, Review, and Dismissal (ARD) Committee Responsibilities

The admission, review, and dismissal (ARD) committee is the vehicle for decision making when developing, reviewing, and revising the individual education plan (IEP) for each handicapped student. Committee responsibilities in making decisions for the student's educational programming will include considering the occupational preparation needs, identifying vocational assessment needs, and planning an appropriate program for occupational preparation.

The ARD committee must perform several functions in planning for vocational education for handicapped students:

1.   Review the vocational assessment report and the recommendations for vocational placement developed by the vocational education and special education team.
2.   Determine the type of vocational program which fulfills the needs of the student most appropriately.
3.   Discuss and make a decision for the type of available instructional setting in the least restrictive environment appropriate for the handicapped.
4.   Develop an individual education plan (IEP) which addresses the vocational goals and objectives that achieve these identified goals. The IEP will address support services and modifications of equipment and programs necessary for the student to benefit from vocational education instruction.

Individual Education Plan (IEP)

The ARD committee must ensure that all required elements in Chapter 19 TAC 75.213(f)(5) and 89.223(5)(d) of the IEP are developed for each handicapped student enrolled in career and technology education. The IEP for handicapped students enrolled in vocational education must address (1) modification of instructional equipment; (2) modification or adaptation of program goals; and (3) related aids and services needed to benefit from the vocational program.

Modifications to be Included in the IEP

The ARD committee, with vocational education representation, will review assessment recommendations, plan appropriate vocational program placement, and, whenever appropriate, include vocational education as a component of the student's individual education plan (IEP). When determining what modifications are to be included in the IEP, the following questions may be considered:

1. Is the student reading below grade level and receiving special education assistance to the extent that he/she would have difficulty reading and understanding the required vocational course material?

2. Are the student's English language usage (grammar, spelling, and punctuation) skills below grade level, and is the student receiving special education services to the extent that he/she would have difficulty completing required career and technology education course requirements?

3. Are the student's math and computational skills below grade level and is the student receiving special education services to the extent that he/she would have difficulty completing required vocational course requirements?

4. Does the student's handicap indicate a need for modification of the knowledge, skills, or information that all students are held accountable for by the course objectives contained in the district's curriculum?

5. Will the normal testing methods in the course need to be altered in order to assess the student's competencies without bias?

6. Does the student need a behavior management plan implemented during the vocational class?

7. Does the student have physical limitations which require modifications in equipment, instructional materials, or facilities in vocational education?

If the answer to any of the preceding questions is "yes," the ARD committee should outline reasonable modifications to equipment and appropriate instructional methods, grading, support services, and/or goals and objectives in the student's IEP. If it is determined that any of the above IEP components are not necessary, the IEP should specifically document that modifications of program goals, facilities, equipment, and the need for support services have been considered but are not necessary. It is not necessary to write goals and objectives when no changes are made in curriculum content, mastery level, or instructional methods.

Development of the IEP

The development of the individual education plan (IEP) is the initial step in programming for the handicapped student. The IEP must be cooperatively developed by members of the ARD committee. A single IEP is developed for each student which specifies goals, objectives, modifications, and support services necessary for the students. For purposes of vocational monitoring for Civil Rights compliance, information must be provided indicating that these components have been addressed. The following components will be addressed in the vocational portion of the IEP:

A. Annual goals addressing vocational instruction. The annual goals must be specified when modifications are to be made in the regular program. They should describe the skills and knowledge the student will acquire.

B.   Short-term objectives that lead to the achievement of the goals. The objectives should be linked to the annual goals identifying tasks to be learned by the student in order to accomplish the annual goals.

C.   Consideration of need for modification of instructional program. Modifications to the program must be addressed in the IEP. If no modifications are necessary, a statement to that effect will be made on the IEP.

1.   Suggested modifications that may be required to enable individual students to continue in career and technology education programs by helping them compensate for their handicaps, such as:

- changes in the rules regarding:
    a. time allowed to complete a course or program.
    b. time spent in the lab or classroom (for additional instruction).

- changes in the course of study in an individual student's program
- changes in the way program accomplishments are reported
- programmed and individualized instruction
- special teachers (or aides)
- special teacher for job readiness (pre-vocational) instruction
- arrangements for transportation
- specialized equipment

2.   Modifications in instructional strategies may include:

- changes in reading requirements
- changes in listening requirements
- changes in math requirements
- changes in the methods of instruction
- changes in the pace of the instruction
- changes in the sequence of topics
- changes in tools, equipment, or machinery used in the classroom
- changes in the classroom environment
- changes in project or report requirements
- changes in the way tests are given

Are Your Students Analytical or Global Thinkers?

Analytical thinkers tend to prefer...

Silence for concentrating

Bright light for reading/studying

Turning thermostat warmer;

Wearing Heavy clothing

Studying at a desk and chair

Sitting still for long periods of time

Learning in the morning; going to bed early

Eating breakfast and regular meals

Working alone or under the direction of one other person; being self-directed, independent

Working on one job at a time until done; being somewhat compulsive

Making lists for everything; planning far ahead; putting tasks on a calendar; avoiding risk-taking

Taking a long time to make decisions; second-guessing decisions

Punctuality; wearing watches with large numbers

Neat, well-organized appearance; outfits that "go together"

Seeing things as they are at the moment; noticing details

Following directions step-by-step; starting over if they "get stuck"

Logically, analytically, sequentially; seeing cause-and-effect; perceiving differences; figuring out things step-by-step; understanding symbolic codes

Sequential tasks and concrete, logical steps

Remembering what has been spoken

Predictable test formats (multiple choice, true-false, essay)

Global thinkers tend to prefer ...

Some sound for concentrating

Very low light for reading/studying

Turning thermostat cooler; wearing lightweight clothing (even in winter)

Studying on a bed or floor

Moving around constantly

Learning later in the day; staying up late (a night owl)

Skipping breakfast; snacking while learning

Working in a group or peer learning;

Discovering answers rather than being told

Starting more jobs than they complete; procrastinating

Doing things when they "feel like it"; not planning ahead, but rather "going with the flow"; experimenting; trying things out

Being spontaneous in making decisions; doing what "feels right"

Running late; wearing fashion watches with few or no numbers

Disorganized appearance; clothes may not match

Seeing things as they might be; perceiving the whole; ignoring details

Studying a picture of how something will look when complete, then assembling it their way

Intuitively and randomly; seeing similarities and connections; working backwards from whole to parts, from concrete to symbolic

Learning through open-ended tasks; creating new ideas; learning through simile and metaphor

Remembering images of what has been seen and experienced

Opportunities to express themselves in ways other than writing

Working with Gifted & Talented Students

Working with a gifted student can be both a joy and a frustration. To understand why, we need to be clear about definitions. A gifted student is one whose intelligence - typically described as an IQ score resulting from one or more tests - is 130 or above. That is, giftedness is a measure of innate ability, not performance. The result is a paradox.

A motivated student who works hard, gets straight "A"s, and behaves well in class may not be gifted.
A student who doesn't perform well, is disruptive, and clowns around in class may well be gifted.

This can be frustrating for classroom teachers!
Just as you adapt to the needs of disabled students, working with gifted students can require classroom and curriculum modifications. **But** the results can be highly rewarding for both teachers and students. These resources should be helpful in identifying and working with gifted students.

How to Spot a Gifted Student

Gifted students possess some common characteristics. Recognizing these general traits and understanding how they may reveal themselves in the classroom is an important step toward working effectively with this unique group of children. Some of these behaviors are listed and described below. Positive traits are included along with those behaviors that may frustrate you as a teacher. If a student in your classroom exhibits these characteristics on a consistent basis, there is a good chance he or she is gifted.

The Gifted Student	But....
· Asks many questions and is very curious · Possesses a large amount of information · Has a good memory	· Easily gets "off task" and "off topic" · Is impatient when not called on in class

The Gifted Student	But....
· Learns new information quickly · Retains information easily · Masters reading skills earlier · Demonstrates strong abilities in math · Displays unusual academic achievement · Finishes class work quickly	· Is easily bored · Can become disruptive in class · Shows strong resistance to repetitive activities and memorization · Completes work quickly but sloppily

The Gifted Student	But....
· Is interested in many things · Becomes involved in a variety of activities · Is motivated to try new things · Enjoys a challenge	· May resist working on activities apart from areas of interest · Leaves projects unfinished · Takes on too much and becomes overwhelmed

The Gifted Student	But....
· Thinks independently · Expresses unique and original opinions · Is self-motivated	· Challenges authority · Does not handle criticism well · Does not work well in groups

The Gifted Student	But....
· Uses higher level thinking skills (analysis, synthesis, evaluation) · Makes connections other students don't see · Considers unusual approaches to problem-solving	· Tends to be absent-minded regarding practical details · Forgets homework assignments

The Gifted Student	But....
· Has a strong sense of justice · Likes to debate current issues and real life problems	· Can be very critical of self and others · Likes to argue a point · Is a perfectionist and expects others to be perfect as well

The Gifted Student	But....
· Has a sophisticated sense of humor · Understands subtle humor · Enjoys plays on words and satire	· Easily gets carried away with a joke · Has a tendency to become the "class clown"

The Gifted Student	But....
· Demonstrates strong expressive skills · Is sensitive to feelings of others · Elaborates on ideas · Shows skill in drama/art/music/language	· Sometimes perceived as a "know-it-all" by peers · Is sometimes "bossy" to peers in group situations

Meeting the Need of Gifted Students in the Regular Classroom

What sets gifted children apart from other students in a classroom? It is primarily the ability to absorb abstract concepts, organize them more effectively, and apply them more appropriately. The following suggestions will help you develop a classroom environment that will challenge and nurture gifted learners.

[Independent Projects](#)	[Academic Competition](#)	[Vertical Enrichment](#)
[Find a Mentor](#)	[Try a new Approach](#)	[Use Bloom's Taxonomy](#)
[Multiple Intelligences](#)	[Learning Centers](#)	[Leveling Assignments](#)

Create an Independent Project activity. You will find that many gifted and talented students tend to have a lot of extra time on their hands in your classroom because they finish their work rather quickly. Use this time to help them develop their creativity by allowing them to explore a special area of interest related to the topic being studied.

Involve gifted and high achieving students in an academic competition. These highly motivating events can be held right at your school and have relatively inexpensive registration fees. They are computer driven and test students' knowledge in a variety of academic disciplines. Not only do they challenge students academically, they provide an opportunity to develop skills in leadership and group dynamics. Here are two organizations that can provide competitions and more information.

[The Knowledge Master Open](#) (Elementary, Middle School, and High School)
Academic Hallmarks
P.O. BOX 998, Durango, CO 81302
1-800-321-9218 or 970-247-8738

Thinking Cap Quiz Bowl (Elementary and Middle School)
4220 Park Hill Circle, Urbandale, IA 50322
515-278-5097

Plan "vertical enrichment" activities with gifted students. Design assignments or projects that go above and beyond what is covered in the regular classroom. Don't just give gifted students "more of the same." There are a number of educational products designed for gifted and talented students that can be easily adapted into regular classroom activities. Here is a list of vendors offering affordable materials that can be used to challenge students in a range of academic disciplines while developing their higher level thinking skills and problem-solving abilities.

[Prufrock Press](#)
PO Box 8813, Waco, TX 76714-8813
1-800-998-2208

[Critical and Creative Thinking for the Gifted](#)
PO Box 448, Pacific Grove, CA 93950-0448
1-800-458-4849

[MindWare](#)
Dept V1837X
121 5th Ave NW, New Brighton, MN 55112
1-800-999-0398

[Zephyr](#)
3316 N. Chapel Ave., Tucson, AZ 85716-1416
1-800-232-2187

Don't turn your gifted student into a tutor or teacher's aide! Instead, find a mentor who is willing to work with him/her in an area of interest. Start with the parents of students at your school. Ask other teachers. Contact local organizations. The bottom line is that you want to help the gifted student reach his/her potential and tapping outside expertise is sometimes necessary. Gifted children need "tutors," too!

Change your approach when working with gifted and talented students. Instead of being "the expert," become "the facilitator." Rather than just "giving" them information, help them to discover it!

Let Bloom's Taxonomy **become your guide** in working with gifted students. This web site explains clearly and simply each level of Bloom's Taxonomy - a model of critical thinking that progresses from the most basic level to the most complex. Examples of appropriate questions are given as well as illustrations for use in the classroom. Gifted students should be asked to utilize the upper three levels - analysis, synthesis, and evaluation. Below are some examples of lesson planning "actions" that should be incorporated when planning activities for gifted students.

Level	Ask students to:	Suggested end results:
Analysis	Compare/Contrast Solve Investigate Examine Classify Inspect	Report, conclusion, plan, survey, solution to mystery or mock crime scene, questionnaire
Synthesis	Create Develop Design Compose Invent	Original story, game, musical composition, poem, invention, piece of artwork, hypothesis, experiment, script
Evaluation	Choose Rank Assess Grade Critique Judge	Book review, self-assessment, current events debate, court trial, editorial

Incorporate Multiple Intelligences into your lessons! Developed by Harvard Professor of Education Howard Gardner, this Theory of Multiple Intelligences states that all people possess at least seven different kinds of intelligences - linguistic, logical-mathematical, visual-spatial, body-kinesthetic, musical, interpersonal, and intrapersonal. These intelligences exist in varying degrees within each individual. Applying this theory to your classroom activities ensures that every student will be individually challenged in one or more specific area. The multiple intelligences web site provides many practical ideas for using Multiple Intelligences across the curriculum.

Set up learning centers in your room so that students can work at their own speed. The following source provides a variety of learning centers based on Bloom's Taxonomy.

Thinking Caps for the Gifted
PO Box 26239
Phoenix, AZ 85068
(602) 279-0513

Try leveling class assignments and learning outcomes. In this way, you can explore the same material with all of your students, but require different outcomes depending on the students' individual abilities. This strategy can also be applied to testing. Again, refer to Bloom's Taxonomy and include higher level questions on exams for gifted students.

Learning Styles Assessment

Read the word(s) in the left column and circle the description that best expresses how you usually handle each situation.

When you	Visual	Auditory	Kinesthetic and Tactile
Spell	Do you try to see the word?	Sound out the word, or use a phonetic approach?	Write the word down to find if it feels right?
Talk	Talk sparingly, but dislike listening for too long? Do you favor words such as *see*, *picture*, and *imagine*?	Enjoy listening, but are impatient to talk? Use words such as *hear*, *tune*, and *think*?	Gesture and use expressive movements? Use words such as *feel*, *touch*, and *hold*?
Visualize	Do you see vivid, detailed pictures?	Think in sounds?	Have few images, all involving movement?
Concentrate	Do you become distracted by untidiness or movement?	Become distracted by sounds or noises?	Become distracted by activity around you?
Meet someone again	Do you forget names, but remember faces? Remember where you met?	Forget faces, but remember names? Remember what you talked about?	Remember best what you did together?
Contact people on business	Do you prefer direct, face-to-face, personal meetings?	Prefer the telephone?	Talk with them while walking or participating in an activity?
Relax	Do you prefer to watch TV, a play, or movie?	Prefer to listen to the radio, music, or read?	Prefer to play games or work with your hands?
Try to interpret someone's mood	Do you primarily look at facial expressions?	Listen to tone of voice?	Watch body movement?
Read	Do you like descriptive scenes? Pause to imagine the action?	Enjoy dialogue and conversation, or hear the characters talk?	Prefer action stories or are not a keen reader?
Do something new at work	Do you like to see demonstrations, diagrams, slides or posters?	Prefer verbal instructions or talking about it with someone else?	Prefer to jump right in and try it?
Put something together	Do you look at the directions and the picture?	Like to talk with someone or find yourself talking out loud as you work?	Ignore the directions and figure it out as you go along?
Need help with a computer application	Do you seek out pictures or diagrams?	Call the help-desk, ask a neighbor, or growl at the computer?	Keep trying to do it or try it on another computer?
Teach someone	Do you prefer to show them?	Prefer to tell them?	Do it for them and let them see how it's done or ask them to try it?

Many responses probably fell in one column, with several in a second column, and very few in the third. The column that represents your actions best is your primary processing style. The second most is your auxiliary style. Though this test is not very technical or complicated, most adults know how they respond to situations.

By spending time thinking about reactions, you can identify how you prefer to process information. This assessment looks at your modality preferences.

Learning Styles and School Success

All babies are born with a tactile-kinesthetic learning style predominant. Parents naturally acknowledge the fact that babies learn by doing — by getting into everything, touching everything, pulling things apart and knocking them down. Although we might prefer that children learn by letting us tell them things, we understand that a clean house and a small child simply can't coexist. Imagine how inappropriate it would be to sit a toddler in a high chair and say, "Today Mommy is going to show you the kitchen. I want you to watch and listen as I describe it, but I don't want you to touch anything." If we restricted young children from touching, feeling, moving, dancing, and jumping, we know we would impair their ability to learn.

Success in most school tasks requires children to make the transition from tactile-kinesthetic to auditory-analytical. The brain of one gender is ready to make that transition at about age six, while the brain of the other gender might not be ready for that transition until as late as eight or nine years old. Guess which gender is more likely to be ready at age six? Girls! Guess which gender has many persons who have probably not made the thinking transition
required for understanding early reading skills? Boys! Guess which gender significantly overpopulates special education and remedial reading programs? Boys again!

Are boys really less capable than girls? Or are many simply being taught in a manner incompatible with their basic thinking and learning style? By the time some boys are ready to succeed with typical school tasks, their self-esteem is so badly damaged that they may be emotionally incapable of perceiving themselves as successful students — and they may never catch up.

Since most school tasks require listening, following step-by-step directions, or analyzing the sounds in words, auditory-analytical learners are far more likely to be successful than global (visual and/or tactile-kinesthetic) learners. The following lists of preferences can be used to design successful learning activities for both kinds of global students. The overlap in the lists is due to the fact that their learning preferences may be similar at times and somewhat different at other times.

Remember that global learners prefer a learning environment with some sound, low light, and opportunities for movement. They tend to study in a relaxed posture, they like to eat or chew when concentrating, and they usually must see or hear the whole before learning the parts.

Between 30—35 percent of the students in your class are probably **<u>visual learners</u>**. In general, these kids prefer:
- Pictures rather than words
- viewing rather than reading (videos, demonstrations, and examples work well for them)
- being shown an example of what the finished product should look like rather than hearing an explanation of the task
- reading the end of a book or story first to see if it's worth the effort to read the whole thing
- stories with excitement, humor, and adventure
- visualizing scenes, characters, and actions as they read about them
- learning phonics, skills, and vocabulary in context after hearing or reading the selection
- finding visual cues in texts (charts, graphs, photographs)
- graphic organizers (mapping, illustrating in chart form what they learn)
- writing down what they need to learn (but they may never need to look at their notes again)
- writing in many media (different colors and textures, shaving cream, finger paints, etc.)
- using artistic means to express what they learn
- drawing or doodling while listening
- opportunities to write out words during spelling bees and games
- being shown the correct version of what they have gotten wrong (never circle or highlight their errors)
- visual order in their workplace (visual learners are often quite neat and well organized; however, some can work in a "mess" and find things right where they left them).

Between 15—30 percent of the students in your class are probably **<u>tactile-kinesthetic learners</u>**. They prefer:
- receiving concrete examples at the beginning of a learning experience
- hands-on activities (examples: building the volcano or the simple electrical circuit instead of reading about it or watching a video or film)

- moving while learning; touching everything within reach
- learning academic tasks after doing some physical activity (examples: one teacher took her students on a run around the building each morning before beginning regular instruction, which dramatically improved their learning; for some tactile-kinesthetic learners, their reading fluency increases if they rotate their arm in a circular motion while reading)
- stories with lots of action, adventure, and excitement
- reading the end of a book or story first to see if it's worth the effort to read the whole thing
- creative dramatics and Readers' Theater; acting out stories and events
- learning by doing; "trying out" rather than learning about
- using manipulatives whenever possible
- fidgeting or chewing while thinking (tip: to greatly reduce the amount of moving around, let them hold and squeeze a small rubber ball such as a Kush ball)
- writing in many media (sand, salt, shaving cream, or pudding; with their fingers on each other's backs; etc.)
- figuring out math problems with finger multiplication, number lines, and other number manipulation systems
- not having to listen to long lectures, lessons, or conversations
- learning the "shapes" of spelling words, not just the letters (they further prefer "action words" over nouns)
- displaying what they know in chart form with actual pictures or objects rather than telling about it
- learning and creating raps, rhythms, rhymes, and jingles
- speaking as little as possible; being terse and succinct
- expressing their feelings physically
- developing their own system of organization instead of using one designed for analytical thinkers.

Students who are generally successful with academic learning are probably auditory-analytical, or they enjoy a combination of styles that allows them to learn just about anything with ease. Since this book is about helping students with learning difficulties, I will not spend time discussing that group.

As you design learning activities for your students, constantly remind yourself that all students should be involved in choosing learning conditions that lead to their greatest productivity. All students should be able to choose to stay at their desk or sit on the floor; all students should be able to choose to listen to music or have silence; all students should be able to choose to chew gum or eat food or not, as. long as they follow these three basic rules (you may want to post them in your classroom):

1. Don't bother anyone else.
2. Don't call attention to yourself.
3. Work on your learning tasks for the entire period.

Explain to your students that as long as they honor all three of these conditions, they can make their own choices. If they fail to follow any of the conditions, you will choose for them for that day. They can try again on the next day to enjoy their choices by meeting the required conditions for acceptable behavior.

Learning Styles and Multiple Intelligences

Once we create a comfortable learning environment for our students, our next step is to apply the learning styles approach to curriculum and learning activities. Dr. Howard Gardner has developed a theory of multiple intelligences, which describes eight ways in which people learn and solve problems. ** His theory represents a unique philosophy about how kids learn, how teachers should teach, and how schools can be effective for everyone.

    **   Howard Gardner's landmark work Frames of Mind: The Theory of Multiple Intelligence (New York: Basic Books, 1993) describes seven intelligences. Dr. Gardner announced the existence of an eighth intelligence — Naturalist — at a national conference in June of 1995. Other areas are likely to be added as work on the model

Most students tend to be strong in one or two intelligences. However, most can become adept at several intelligences, so our goal as teachers is to expose all of our students to many types of learning activities. Authors including Thomas Armstrong, Carolyn Chapman, and David Lazear have translated Gardner's model for practical use in the classroom; the following tips and suggestions draw on their ideas.

Linguistic Intelligence

Linguistically talented people understand and use language easily They think logically, analytically, and sequentially, and their work shows it. They enjoy reading and writing, memorizing information (especially trivia), talking, and building their vocabularies (they are great spellers). They may be excellent storytellers. Sometimes their stories are made up or exaggerated, but we still need to recognize their storytelling abilities!

There is no real "secret" to teaching students with this learning strength, since school loves them and they love school. They do well at typical school tasks in which talking and listening lead to successful learning outcomes.

Logical-Mathematical Intelligence

Logical-mathematical people use numbers and math concepts with ease. They understand cause-and-effect, enjoy abstract reasoning, and are often drawn to the sciences. They are fascinated by how things work, and they love games, riddles, and computers. They recognize patterns and often find unusual ways to solve problems, even though they may not be able to "show their work" or explain how they arrived at their solutions. A lot of good thinking goes on "in their heads."

Tips: Teach math from concrete to abstract; tie abstractions to real-life scenarios. Use computer-assisted learning, mnemonics, and visual and graphic organizers.

Visual-Spatial Intelligence

Visual-spatial people understand the relationships of figures and images in different spatial fields. They can easily represent artistically what they perceive visually. They are very skilled at taking things apart and reassembling them. They may draw or doodle every chance they get, often creating multidimensional drawings. They love puzzles, especially the 3-D type, and may be very good at board games such as chess. They excel at Tangrams. They have a keen sense of direction and enjoy maps. Students with strengths in this area have the most potential to be successful in the emerging technologies.

Tips: Show videos, films, or other visual representations of what you want these students to learn; use visual and graphic organizers and color-coded systems; illustrate what you are saying on an overhead or chalkboard; ask students to visualize what they are trying to learn. Have them build models (with LEGOs and other materials) to demonstrate what they know. Create a colorful environment by hanging posters, illustrations, and charts around the classroom. When teaching science, use hands-on materials and field trips.

Musical-Rhythmic Intelligence

Budding musicians understand music theory and play musical instruments with gusto, sometimes without the benefit of formal instruction. They innately "hear" tone and pitch; they have a highly developed sense of rhythm which they may "tap out" at all hours with any kind of stick, from a drumstick to a pencil. They love to sing and may hum while they work. They notice environmental noises and sounds more keenly than others. They may be able to improvise songs or new arrangements for existing pieces of music.

Tips: Use music and rhythm to teach; let students use music and rhythm (dances, songs, raps) to demonstrate what they have learned. When teaching history, let them approach a specific period or era by studying its music.

Bodily-Kinesthetic Intelligence

In cultures that value competitive sports, this may be the most acceptable form of intelligence. Bodily kinesthetic people can move their bodies through space with grace, strength, and ease. They enjoy training the body to do its physical best. They need frequent opportunities to move, and they usually love games where movement is involved. They are very adept at manipulating objects and often excel at crafts. They can accurately mimic others' gestures or mannerisms. They learn academics best when they can feel or experience what needs to be learned. Having to sit still for long periods of time is very uncomfortable for them.

Tips: Use dramatics, pantomime, and Readers' Theater; create several learning centers around the room and allow students to move among them; set lessons to music or have students learn them as raps or rhymes. (Example: If they can chant the song "B-I-N-G-O," they can learn the names of countries or states, the sounds of letters, the parts of government, or just about anything by creating new lyrics to fit the melody) Encourage them to use their bodies as "reference points" while learning. (Example: "Imagine that your head is Wisconsin and your left foot is Florida.") Have available large walk-on floor or playground maps, electro-boards, clay and papiermache (for making models to demonstrate related concepts), and other learning materials that invite them to get physical.

Interpersonal Intelligence

People with this type of intelligence are our present and future leaders. They can work well with others and lead them; they easily perceive and respond to others' moods and feelings. Unfortunately, this intelligence is not always used in positive ways; gang leaders have strengths in this area.

Tips: Use cooperative learning and give them leadership roles; offer a variety of learning tasks and allow them to create unique solutions to problems. These students thrive in simulations and make great peer tutors and mediators.

Intrapersonal Intelligence

People with this type of intelligence understand themselves much better than others may understand them. They are highly motivated to be true to their goals and are not overly concerned about what other people will think of them. They learn well when they can connect what they need to learn to some personal memory

Tips: Give them opportunities to write in their journals about their favorite topic — themselves! Let them work independently; they tend to resist cooperative learning. Allow them to set and accomplish their own goals and bring their out-of-school interests into the curriculum. These students work best when they can choose their own topics or projects.

Naturalist Intelligence

People with a strong naturalist intelligence (the newest intelligence identified by Howard Gardner) have an outstanding knowledge of things that exist in the natural world, such as plants and animals, and an ability to intuit how things fit into categories (even if the items are outside of nature). Naturalists like to fish, garden, cook, and carefully observe whatever catches their interest.

Tips: Naturalists love to work with real plants and animals. Let them learn botany by growing plants in the classroom or school grounds; encourage them to garden at home. Because they are good observers, have them record their observations of the class pets (hamsters, fish, etc.). They would prefer to build or draw an ecosystem rather than read about it and discuss it, so make this type of option available.

Characteristics Of Middle Grade Learners

Early adolescents are interested in learning, full of energy and ready to conquer the world, given the chance. They may also be distracted, unkind and apathetic. Given the tremendous changes middle grade student's experience as they move from childhood to adolescence, their range of emotions and behaviors is understandable.

Within three to four years, most middle grade students* go through more changes than at any period other than the first year of life, including—

- **physical changes:** puberty, rapid physical growth, and metabolic changes;

- **emotional changes:** new anxieties about physical appearance, self-definition, societal issues and their own futures;

During these years of great transition, middle grade students are also asked to begin to identify a career choice, acquire the knowledge they will need for high school and accept increasingly responsible roles in the family, school and community. Technology education and TSA involvement can help middle grade students through the maze of occupational, school and social demands.

- **social changes:** increased importance of peer relationships, emerging independence from family, strong needs for acceptance and recognition;

- **cognitive changes:** from strictly concrete to more abstract thinking—an ability to think in terms of "what could be" and not only in terms of "what is" or "what was."

*Middle grade students are those in sixth through eighth grades. Students in grades five and nine are sometimes also included. Students in grades seven and above may join the National TSA Organization.

Source: *Middle Grade* Agricultural *Leader's Guide* (Alexandria, Va.: National FFA Organization, 1961.

Useful Reminders About High School Students

Consider these insights when you wonder why students are often bored and resist learning and authority.

- Students sit in class six to seven hours a day with little time for social interaction between classes.

- Students experience good and bad teaching. Some instructors are not prepared and/or do not know how to deliver their material. Often students cannot see the relevance of what they are learning.

- Students experience positive and negative attitudes on the part of teachers.

- Students experience good and bad home environments that affect their ability to cope.

- Many students have poor self-images and are very insecure because they have never received positive reinforcement.

- Some teachers give only negative reinforcement instead of emphasizing the good things students do.

- Many students are frustrated and have anxieties about life and whether they are actually kids or grown-ups.

- Some students have emotional or physical problems that are not being addressed.

- Students must put up with the moods and quirks of each of their teachers.

- Students are constantly comparing themselves with others.

- Some students still think in terms of traditional male/female roles, and instructors and parents may send mixed signals that cause further confusion.

- The classroom environment may not be inviting to learning.

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Ending Your First Year

Technology Education

Knowledge and Skills For the 21st Century©

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Prepare Lab to be Closed at the End of Semester

Adapted with permission from the publisher from: Managing Multiple Activities in Industrial Education, topic #24; by G. Harold Silvius and Estell H. Curry

Selected Teacher Goals

Conscientious teachers keep these goals in mind as they plan remaining activities for the school year:

1. If possible, all student projects should be completed.
2. A worthwhile lesson should be planned for students who finish their major projects before the close of school.
3. The tools, supplies, and room should be left in the best possible condition.
4. A complete inventory should be taken and orders placed for new equipment, supplies, and repairs.
5. The general work standards should be kept as high during the last few days as they are during the semester.
6. Suitable time should be allocated to carefully compute the students' cumulative grades for the course.
7. A worthwhile lesson should be arranged for the last one or two days.
8. All grades and essential records or reports should be submitted to the central office.

Care of Hand Tools

Repairing and refinishing hand tools is a problem that needs constant consideration throughout the school semester. Even so, at the end of each semester the most conscientious teacher will find that there are several tools that he would like to have put in better condition.

The oxide that forms on polished metal surfaces from perspiration and moisture may be removed with fine emery cloth and oil. These polished surfaces may then be protected with a thin coat of machine oil or wax. Students selected to help treat tools should be cautioned to never use linseed oil. This error has been made on occasion. The linseed oil dries into a film that is difficult to remove; it also gums up the moving mechanism of a tool.

Students like to recondition the wooden parts of a tool. After they are scraped and sanded, these parts may be refinished with varnish, sealer, paint, enamel, or lacquer.

Care of Power Equipment

The corners and crevices in power machines may be cleaned with kerosene and a fine wire brush. All surfaces should then be wiped dry. Turpentine should be used to clean surfaces that are to be repainted.

During vacation periods, the polished surfaces of machines need to be protected with a thin coat of oil, grease or waxed, and the tension should be released on all belts. Blades should also be removed from all machines. Summer is a good time to send these out to be sharpened and reconditioned. All of the moving parts of a machine should be greased or oiled.

All repairs should be made or requisitioned and the worn parts replaced. Before leaving for the summer recess, the teacher should make sure that the power switch is locked in the "off" position.

Care of Supplies and Equipment

Teachers may find it necessary to straighten and reorganize the supplies and equipment in order to keep them in good condition. Materials that might be damaged by taking on oxide should be placed in airtight containers. A special check should be made to see that all flammable liquids are stored in lockable flameproof cabinets. It is suggested that teachers dispose of all paint cans that are nearly empty. Paintbrushes should be thoroughly cleaned and protected by wrapping the bristles in paper. These general supplies should be placed under lock and key.

Scrap boxes should be emptied. Special precautions should be taken to dispose of oily rags or papers; they should not be left in the safety-metal containers or any other place where they could start a fire by spontaneous combustion.

Student projects left in the Lab may be given to Charity for distribution to the needy. Those that are not finished may be stored or disassembled to salvage the parts. Another plan is to sell unfinished projects after a lapse of a summer vacation or a semester to another student at cost, and then permit the student purchasing the unfinished project to complete the remaining part for credit.

Closing of the Room

The administrators of schools recommend that all charts, pictures, and teaching aids be removed from the walls and stored during the summer vacation months.

Lockers, drawers, desks, paint-drying racks, and other compartments and shelves need to be cleaned and possibly scheduled for repainting or refinishing. Paint and varnish remover may be used to remove blotches of spilled paint that may have accumulated on the top of the finishing bench.

Before the teacher leaves for an extended period, the water and gas should be turned off, windows locked, and shades adjusted. Arrangements should be made with the administration for the proper care of keys to locked rooms, compartments, or cabinets.

Procedure for Care of Lab

Many teachers have made up lists of the things that need to be done to close a school Lab. They keep these lists from year to year. Here is one that was made up by Thaddeus XV. Sulisz, an Technology Education teacher in Detroit:

Started Several Weeks before End of Semester

- Recondition tools for next semester.
- Take an inventory of the books.
- Take an inventory of tools and equipment.
- Repaint safety zones.
- Refinish bench tops.
- Repaint vise
- Refinish handles and painted surfaces of tools.
- Repaint equipment.
- Order instructional supplies for forthcoming semester.
- Send broken tools to the maintenance department.
- Check and replace linoleum vise jaws.
- Check and repair templates.
- Sharpen tools.
- Remove oxide that may have formed on the polished surfaces of tools.

In the Last Few Days

- Remove and store posters, pictures, and other bulletin board materials
- Straighten up storage room.
- Plan for storage of unfinished projects.
- Box the text and reference books.
- Clean out teacher's desk.
- Send dull saws to maintenance department to be sharpened.

In the Last Two Days

- Remove and store tools racked on open tool panels.
- Clean, wrap, and store paint brushes.
- Remove and store pulley belts.

- Put a film of oil on the polished surfaces of machine tools.
- Place portable equipment in storage.
- Remove and store accessories for machines, such as chucks, centers, and tool bits.
- Oil the polished surfaces of planes and saws.
- Remove and wrap double plane irons in wax paper.
- Clean out and organize the paint cabinet.
- Clean out student lockers.
- Empty safety-metal containers.
- Clean out scrap boxes.
- Empty water containers.

To be done After School is Out

- Clean out the teacher's locker and office and double check student lockers
- Lock switches for power machines.
- Remove fuses in the fuse box controlling power machines.
- Lock the windows.
- Check that all flammable liquids are stored in metal lockers.
- Shut off the gas.
- Return keys to school office.
- Leave directions for a new teacher (Where the teacher is leaving the school)

The Last Day of School

On the last day, students need to clean out their lockers and arrange to remove their projects and personal belongings from the lab. Left over plastic grocery bags or paper sacks are an ideal way for students to tote home their "stuff".

Report to Administration

Administration often calls for a report at the end of the school semester covering the highlights of the year. When there are several teachers in a department, this report is usually prepared by the chairman with the help of the others.
Experienced teachers often keep a log of key activities for the yearly summary. It is easy, then, to organize a report in outline form near the end of the school year. It is always helpful to have duplicate copies made of the first draft so that one may secure suggestions from his colleagues
The required phases of such reports will depend on the administration. These should be distributed as early as possible. If the major divisions of the report are not specified, it may be helpful to give consideration to such points as these:

1. The number of students served.
2. Type of work covered.
3. An analysis of teaching load.
4. Special preparation made for new courses.

5. Teaching aids developed.
6. Improvements made in the Lab.
7. Special projects developed for the school, community, and other organizations.
8. Committee assignments in the school, community, or in state and national organizations.
9. Courses of study, articles accepted for publication, and other materials prepared by the teacher.
10. Summer plans to improve teacher competency.
11. Recommendations for the further development of the lesson

When a Teacher Leaves the School

There are special issues to be considered in closing a school when the teacher knows that he will not be returning to the school. Ethically it should be his objective to leave the lab in the best possible condition for his successor.

Kenneth L. Schank suggests that a teacher leave a letter addressed to his successor with information about these items. Such a letter could be left with the principal.

1. An inventory of the Lab:
   - A. Tools.
   - B. Equipment.
   - C. Supplies and materials.
   - D. Texts and references.
2. Orders placed for:
   - A. Tools.
   - B. Equipment.
   - C. Supplies.
   - D. Texts and references.
   - E. Repairs.
3. A statement of the amount of money in the Technology Education fund, if there is one.
4. An inventory of all lab equipment, supplies and computer equipment.
5. A list of all visual aids and where they are stored.
6. A statement of what was taught for each grade level. Copies of lesson plans are most helpful.
7. The location of tools stored outside the lab proper. For example, micrometers might be stored in the school's vault during the summer.
8. The location of special lab storage, such as a lumber-room.
9. Pertinent information about various pieces of Lab equipment.
   For example — "watch headstock bearing in No. 2 lathe."

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Student Relationships

Work to end the year on a high note and never tell a class you are glad the year is over, you can't wait until the final bell, or you hope the summer never ends. Do everything you can to make sure your last weeks are good ones. Never forget final impressions are lasting.

Keep in mind, summer is not the same for all students. For some, summers are not pleasant times. It depends on whom they live with, how they get along with their families or guardians, their socioeconomic condition, and other factors. Therefore, asking students to stand up and reveal summer plans to the class is not always a good idea. Many students have great adventures ahead. Some have nothing planned and may be embarrassed to reveal that their family never does anything together. It might be a better idea to let students tell what they would like to be someday, rather than discuss the immediate, personal summer.

Teacher reaction to student behavior on "special school days" can damage student-teacher relationships. If you express anger or displeasure with the school event causing the excitement, students will think that you do not understand them or their priorities – and what's more, that you don't want to. Explain to students that everyone, including you, is looking forward to the event. At the same time, remind students that other important responsibilities cannot be overlooked. A "let's work so we can play" approach will be much more effective than anger. Failure to be understanding of students' preoccupation with the special day will not change students' attitude toward the event, but will affect their attitude toward you.

Staying out of Yourself
Especially hard at this time of year.

Adapted from and reprinted with permission from "The Master Teacher, vol. 21, No. 30"

We are moving into that time of the year that is traditionally hard on teachers. In fact, one might be able to make the case that the final weeks of school are more stressful and pressure packed for us than for students. We have lessons to plan and deliver. We have tests to create, give, and grade. And on top of it all, we have to take care of all our end-of-school chores as well as get reports and paperwork completed. It's a professional reality; Time contracts and responsibility expands for teachers at the end of every school year. Therefore, it's easy to see why we may "get out" of students and "get into" ourselves at this time of year. Yet, the minute we do, problems are inevitable. And because the end of the school year is sneaking up on us quickly, now is the time to begin preparing ourselves.

In the pressure of the last weeks, keep four professional reminders in mind.

In the final weeks of school, teachers can change. And often many do change. In the process, teacher priorities can shift. In fact, we can send students the message that they and their work are secondary to us and the work we must get done. Needless to say, this is a mistake that can cause both our students and us problems. The idea, of course, is to get all our work done relative to ending the school year— and not miss a lick teaching our students. The question is this: How? Let's discuss some reminders and some tips which may be helpful. They are called The Double Four, and include four professional reminders— and four personal tips.

The professional reminders are simple, but effective. They will go a long way in helping us keep students on course, maintain high expectations for achievement, and create a classroom climate that is conducive to learning. And we need all four—especially at the end of the year.

First,   in the pressure-packed days of the last weeks, we must remember to remain friendly.
Second,   we must stay cheerful.
Third,   we must continue to be enthusiastic.
Fourth,   we must be accepting of all students.

These four professional reminders will serve us well.

Four personal tips can make you feel completely different about the last weeks of school.

When the days are already too short and the tasks to be done are endless, we're apt to plunge ahead— unaware of a very important fact: We need to take care of ourselves personally. Here are four personal tips that will go a long way in making the last days of school rewarding and less stressful.

- First, do something for yourself. Reading, listening to music, spending time in the garden, and taking a walk in nature are all recommended. However, there are two actions, which are highly recommended—doing something hard or doing something you've been putting off. If you exercise, for instance, and now do twenty sit-ups, do more. If you've wanted to begin exercising, now is the best time to start.
- Second, do something every day for someone you love. That someone may be your husband, wife, child, or grandchild. And, hug someone you love every day.
- Third, do something—no matter how small—to lesson your personal or professional work load every day. Finishing

work relieves stress; letting it sit causes pressure.

- Fourth, do something away from the school that benefits your profession or your professional aspirations. Remember that getting ahead is rewarding. And working to achieve your aspirations will make you feel good—and keep you from feeling that you're standing still or, worse, regressing.

Every teacher knows that our state of mind is vitally important to students.

Every teacher is aware that our workload increases in the last weeks of school. Yet, if we steal time from lesson preparation, lesson delivery, or students to get other tasks done, we have chosen the wrong course. We must teach until the last day. And we must be committed to student learning until the last day.

Every teacher knows it will be easier for us to do this if we follow the guidelines we established the day school began. And these included being friendly, cheerful, enthusiastic, and accepting. In addition, we must remember not to exclude actions, which aid our own physical and mental health. After all, our state of mind and physical stamina play a vital role in making the last days of school the most meaningful and productive days both we and our students have.

Final thoughts from the MasterTeacher.com

We talk a lot about a child's ability and intelligence.
And we make a lot of judgments along the way. That's why we need to keep reminding ourselves what intelligence is.
Intelligence is the ability to adjust to, or deal effectively with, the environment. With this reminder, we can see a lot of young people who, indeed, do extremely well in the halls, playgrounds, and streets with individuals, groups, and situations. They have intelligence. They need only to adapt it to the classroom environment. Our task is to help them make the transfer.

As you compute final grades, remember everything you've said to students. For instance, when the semester began, did you say, "If you work hard you'll do well in this class?"
If you did, don't tell a hard-working student that you only use test scores to compute grades. Your work must be good.
Too, remember that there is no correlation between how hard some students work and how well they do. Some children work hard and fail. Some don't work very hard and yet do extremely well. Regardless, if you want to make effort a value, you must keep you word as you determine grades.

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Compliance Statement

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices;

> (1)   acceptance policies on student transfers from other school districts;

> (2)   operation of school bus routes or runs on a non-segregated basis;

> (3)   nondiscrimination in extracurricular activities and the use of school facilities;

> (4)   nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

> (5)   enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

> (6)   nondiscriminatory practices relating to the use of a student's first language; and

> (7)   evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred of are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U. S. Department of Education.

If there is a direct violation of the Court Order in Civil action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bonafide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.