



This resource is funded through the Diversifying the Teacher Pipeline grant awarded by the New Jersey Department of Education.

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# Handbook

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# for

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# Mentors

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*Helping New Teachers  
Succeed and Persist*



**DEVELOPED BY PHYLLIS BIVINS-HUDSON, ED.D.**

-2nd Edition, August 2020-

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## About the author...

**Dr. Phyllis Bivins-Hudson** has been an educator since 1979, holding a BA in Elementary Education from New Jersey City University, an MA from Bread Loaf School of English, a Supervision Certification, a Principal's License and a Doctorate in Educational Leadership from Nova Southeastern University. Dr. Hudson has been an advocate for underprivileged and underserved students since she began her journey in education. Hence, her first 14 years were spent in urban education and more than 10 years in communities with more diverse populations, all as a teacher of English language arts to middle school youngsters. Her tenure in education also includes administration, curriculum, and supervision. To further affect change in the field, she trains, mentors, conducts site visits, makes recommendations and provides other education support to novice teachers through *Rutgers Alternate Route Teacher Training Program*, of which she is a co-founder and instructor since the program's inception in 2003. Dr. Hudson is also the *District Mentor Coordinator* for the *iLearn Charter School Organization* in Fair Lawn, New Jersey and an *Education Consultant* in the tri-state area, serving New Jersey, New York and Connecticut.

Dr. Hudson is the author of this publication, *A Handbook for Mentors: Helping New Teachers Succeed & Persist*, a project funded through the Diversifying the Teacher Pipeline grant awarded by the New Jersey Department of Education through Rutgers Center for Effective School Practices. Dr. Hudson has also authored *District Mentoring for Quality Induction Program (Mentee|Mentor Edition: Participant Workbook)* exclusively for the iLearn Charter School Organization, *The Back to School Survival Kit: A Jump-Start Workshop*, *The At-Risk Student*, and her latest work to be released in the fall of 2020, *Flying on Broken Wings*, a personal account of her life and how education saved her.

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## TRIMESTER ONE: CLASSROOM MANAGEMENT AND LESSON PLANNING

WEEK: 1 | MONTH: SEPTEMBER

MODULE: RITUALS AND ROUTINES (S3 | S1)

### **ROUTINES - *Why routines are essential to classroom management***

*Routines* are specific behaviors taught to create an environment conducive to learning and order. *Routines* are established techniques teachers employ on a daily basis to help with time management in the classroom. These are consistent and serve in part to guide children in what is expected of them when operating in the classroom. They begin from the teacher's first official encounter with students. They start when students have reached the point of entry into that sacred space we call our classroom. Some routines include:

1. Nonverbal cues; i.e., hand, body, eye gestures.
2. How students approach, enter and leave your classroom.
3. Managing how materials are prepared, distributed and collected.
4. How homework is disseminated, discussed and received.
5. Managing "Do Nows", including time on task.
6. Transitions between activities or other movements.

These *routines* cover some of the procedures and practices that make the classroom experience for students a healthy and orderly place to be. However, the role of the teacher is very deliberate in this regard. The teacher must model how each *routine* is to be performed, demonstrating what it looks like and doesn't look like. Students also have to perform the *routines* to ensure that there is a clear understanding of the expectations around that *routine*. Finally, all students must practice the *routine* and do so until it is done to the teacher's specifications.

### **RITUALS - *How to foster consistency in student behaviors using rituals***

*Rituals*, closely related to *routines*, provide consistency in the operations in a classroom. They allow for learning and help students to focus their thoughts around those classroom things that matter. When sound *rituals* are embraced, they open a space for students to engage in academics in a way that frees them from the anxiety often associated with learning. Further, when a classroom has established *rituals*, a teacher's day, as well as her/his student's day, will more often than not unfold smoothly. These *rituals*, like *routines*, pave the way for great lesson execution, understood classroom behavioral expectations, and classroom environments children can trust.

### **TRY THIS WITH YOUR MENTEES:**

#### **RITUAL ACTIVITY**

1. Discuss each of the six *routines* from the list above. Discuss ideal ways for teaching each routine to your students.
2. Here are 6 types of school and classroom *rituals*. Think about the expected behavior associated with each. Discuss ways to foster consistency to ensure that the expected behavior is demonstrated for each ritual.
  - Schoolwide Ritual; i.e., how should students walk to lunch or go to the bathroom?



- Opening Classroom Ritual; i.e., how should students enter the classroom?
- Activity Ritual; i.e., independent practice during the lesson.
- Transitional Ritual; i.e., how do students move from one activity to another?
- Classroom Management Ritual; i.e., how do students get teacher's attention?
- Closing Ritual; i.e., what should students do when it's time to leave?

3. Think about an unfavorable student behavior you are experiencing in your classroom. How could a ritual help address it?

**TRIMESTER ONE: CLASSROOM MANAGEMENT AND LESSON PLANNING**

**WEEK: 2 | MONTH: SEPTEMBER**

**MODULE: LESSON PLANNING (S7)**

**LESSON PLANNING**

Lesson planning is one of the most important components of teaching because it provides a road map for where the teacher intends to take students, how they will get there and what indicators will validate their arrival. This plan is a guided description of the subject to be covered during a particular lesson. While a lesson plan can and will vary from school district to school district, what should be transparent in each of these plans is the lesson's objective. Again, these things differ from school to school; however, at the most basic level, any good lesson should develop its objective with these three areas in mind--the Behavior, Condition and Criteria. Without these, a teacher will flounder and the lesson may flop. The behavior clearly states what students will be expected to do—an action—preferably one that is *HOT* (requires higher-order thinking). The condition addresses the manner in which students are expected to accomplish the behavior. Finally, the criteria address the extent to which students are expected to demonstrate mastery of the given task.

**An example of this three-part objective is:**

In a 5-7 sentence paragraph, students will be able to analyze the character's motives correctly using a minimum of three quotes from the text describing the behaviors and speech which support the analysis.

Behavior	Condition	Criteria
analyze the character's motives	In a 5-7 sentence paragraph	correctly using a minimum of three quotes from the text describing the behaviors and speech which support the analysis.

The behavior students are expected to perform is *analyze* which is the higher-order thinking skill. The condition under which this behavior will be performed is *In a 5-7 sentence paragraph*. And the level of mastery is *correctly using a minimum of three quotes from the text*.

When a *lesson* begins with this kind of objective in place, it forces the teacher to focus only on what students are required to do, how they will do it and the extent to which it will be done. In this regard, the teacher knows if the objective has been met by the results of the assessment, which, in this case, is expected to yield a 5-7 sentence paragraph with three quotes from the text.

## TRY THIS WITH YOUR MENTEES:

### ACTIVITY

Read the objectives below. Identify the parts as *The Behavior*, *The Condition* or *The Criterion*. If an objective is incomplete or needs revising, correct it.

#### *Example*

**Original version:** The student will understand metric measurement of length.

#### *In this example,*

- The *behavior* is (to understand), which is a verb that cannot be measured, and therefore should be avoided.
- The *condition* is (not identified), therefore, it begs the question, what will students use to “understand metric measurement of length”?
- The *criterion* is (not identified), which would determine if students have mastered the skill. In its absence, how will you know if students have mastered the skill or not?

**Revised version:** Using a metric ruler, the students will measure the length of common linear objects to the nearest millimeter.

#### *In this example,*

- The *behavior* is (measure), which is the task and includes a verb that can be measured.
- The *condition* is (using a metric ruler), which is what students will use to complete the task.
- The *criterion* is (to the nearest millimeter), which is how and to what extent students must demonstrate mastery of the task.

**Now you try:** Identify the three parts of each of the following objectives. Highlight the *behavior*, underline the *condition* and bracket the *criterion*.

1. By the end of this lesson, the student will be able to recite Newton’s three laws of motion.
2. Students will be able to complete the assignments.
3. Students will create a timeline of the main events at Gettysburg, after generating a graphic organizer on Chapter 5: A Decisive Battle, with a rubric rating of 3 (out of 5) or better.
4. Given four works of short fiction of contrasting genres, the student will analyze and match each work with its correct genre.
5. Using the washingtonpost.com Web site, the student will correctly identify and print out two examples each of a news article and an editorial regarding a topical new item.
6. The learner will know how to calculate numbers.



**TRIMESTER ONE: CLASSROOM MANAGEMENT AND LESSON PLANNING**  
**WEEK: 3 | MONTH: SEPTEMBER**  
**MODULE: COMMUNICATING WITH PARENTS (S10 | S11)**

**COMMUNICATING WITH PARENTS**

Having conversations with parents can be a daunting experience; however, it doesn't have to be. Parents are concerned about their children and are generally eager to sit with their children's teachers to learn about the year's programming, the teacher, his/her expectations, and how their children will fare in this new environment. It is imperative that new teachers develop skills in this area and proactively invite parents to the table even before they invite the teacher.

Teachers should make it a point to study each of the students in their classroom. One approach to doing this is to use a clipboard with Post-it notes and fill the open space with every student's name recorded. As students are working independently, in groups, etc., observe behaviors worth noting in an effort to create a kind of dossier on each of them. Set up a time to talk to each parent. During that conversation, share concerns and observations. Begin the discussion by sharing positive information from your observations and ending the conversation on a similar note. This will help you establish a relationship of trust and understanding in the beginning of the school year, which will position you in a good place should one of those conversations have to be a difficult one later during the year. Remember to use language parents can understand (if they do not speak or understand English, be sure to consider how to navigate this dilemma before meeting with them) and leave time for Q&A.

**TRY THIS WITH YOUR MENTEES:**

**ACTIVITY**

1. Discuss the students for whom parent communication should be prioritized and why.
2. Plan talking points to positively discuss the students with each parent. Rehearse the conversation.

**OPTIONAL**

3. Recall a situation when you may have had a challenging encounter with a parent. Discuss with your mentee how you managed that meeting and how it was resolved. Were there any awkward or impeding moments?

## **TRIMESTER ONE: CLASSROOM MANAGEMENT AND LESSON PLANNING**

**WEEK: 4 | MONTH: SEPTEMBER**

**MODULE: LEARNING OUR SCHOOL'S PROTOCOLS AND NORMS (S3)**

### **LEARNING OUR SCHOOL'S PROTOCOLS AND NORMS**

Protocols and norms are important tenets of our schools, and all schools have them. New teachers must make a concerted effort to learn them, especially since many of them are unspoken. These include the behavioral constraints that are not voiced nor written, but assumed; nevertheless, compliance is expected. Unspoken protocols are generally not written because they are part of the implied assumptions of the school culture. Examples of these protocols include unwritten or undocumented hierarchies and acceptable behavioral norms, which govern the interactions between members of the school community. Unfortunately, because a school is a workplace, some unspoken protocols can have a significant impact on a teacher's job performance and eventual career trajectory with that school.

### **TRY THIS WITH YOUR MENTEES:**

#### **ACTIVITY**

Discuss the school's unspoken protocols you have noticed in your school. Use the list below to help you think about important protocols and norms that may be a part of your school culture.

- Attendance at staff meetings
- Respecting the custodians and secretaries
- Sending kids to the principal's office for discipline
- Do's and don'ts in the teacher's lounge
- Knowing which parking spaces are reserved
- Using the copy machine
- Displaying a friendly demeanor
- Sending kids to the school nurse
- Holiday gift exchanges



## TRIMESTER ONE: CLASSROOM MANAGEMENT AND LESSON PLANNING

WEEK: 1 | MONTH: OCTOBER

MODULE: BACK TO SCHOOL NIGHT (S3 | S7)

### BACK TO SCHOOL NIGHT

Back to school night is an opportunity to take a step back and look in on your classroom, admiring the newness and clean smell of possibilities ahead. While exciting, it is also a time of intense anxiety for teachers, particularly for new teachers who will be meeting with the most engaged parents on this night. Some parents will be friendly and smile, some will be disillusioned, and some will be stone-faced. In some instances, there will be an influx of parents, but sometimes only one or two parents show up. Whatever the case, new teachers must be prepared to share their classroom practices and expectations with parents. Planning ahead with a seasoned teacher is an ideal way to begin.

### TRY THIS WITH YOUR MENTEES:

#### ACTIVITY

1. While schools vary with regard to their back to school night formats, consider sharing these points with mentees:
  - **Sign-in sheets** should be on hand. In fact, having two is a great way to avoid the bottlenecks that can occur when some parents may take longer than expected to sign in.
  - **Brochures** will help mentees capture all that they want to say, but may not be able to because of time constraints. Having mentees make a list of the information they'd like to share to avoid omitting pertinent information should also be encouraged.
  - **PowerPoint/Google presentation**, etc., will prove to be engaging; however, impress upon mentees that they should limit their PPT to no more than a few slides depending on the allotted time for parent visits. There should be at least a slide about the teacher, one that briefly discusses the school's website, one with contact information, another with something about the standards and any other information or requests to be discussed while they have a captive audience.
  - **Classroom environments** should be intact and ready so that parents get a snapshot of what they can expect for their children during the school year.
  - **Student work** should be current if there are samples hanging around the room. Be sure this work is either ungraded (for privacy) or work where everyone has received an "A". One other way to display current student work is to use work that has comments rather than grades.
2. Discuss any other pertinent information that should be a part of that special evening.



**TRIMESTER ONE: CLASSROOM MANAGEMENT AND LESSON PLANNING**  
**WEEK: 2 | MONTH: OCTOBER**  
**MODULE: RULES, CONSEQUENCES AND REWARDS (S10 | S11)**

**RULES, CONSEQUENCES AND REWARDS**

Rules are an important part of all classrooms. However, not all classrooms will have the same rules. In fact, these should vary depending on the students and classroom setting. Rules provide students with the structure, safety and predictability needed for them to succeed. While rules are important, research states that teachers should limit their rules to five. Having more rules than that can be constraining for teachers, causing them to spend too much time with enforcement. Teachers should also avoid borrowing rules from colleagues unless the rule is applicable to their own classroom setting. Rules should also be stated in a positive way; i.e., “Gum chewing is not permitted in class,” feels different from “No gum chewing in class.”

Sample rules for middle and high school include:

- Respect yourself, the teacher and others. This rule encourages students to refrain from talking when the teacher is instructing the class or when classmates are responding to questions. It also sets an expectation for students to observe classroom procedures, avoid altercations and promote a healthy classroom culture.
- Be prepared to learn. Students should have school supplies, textbooks and completed homework when they arrive. They should also be able to demonstrate that they have reviewed notes or studied for tests.
- Be on time for class. Students should be in their seats when the bell rings. This also communicates an expectation for them to submit assignments on time.

Sample rules for elementary school include:

- Keep your hands, feet and objects to yourself. This rule reminds students not to touch classmates in ways that could hurt them.
- Raise your hand when you would like to speak. Having students raise their hands to talk minimizes disruptions during instructional time and fosters general respect for the teacher and class.

Consistent compliance with the rules is not likely for one hundred percent of your students. Inevitably, there will be some infractions. Teachers must plan consequences to respond to the misbehavior, mishaps and defiance. Consequences communicate that certain behaviors are simply unacceptable in your classroom. They typically become more severe with the number or type of infractions. Equally important are rewards. Rewards serve as positive reinforcement of the rules. They are effective because many students are motivated by recognition whether it be verbal praise or a small token. The chart below includes sample consequences and rewards.

CONSEQUENCES	REWARDS
Warning Time-out Detention Parent notification Office referral	Praise Stickers, pencil, or other trinket Fun activity Positive note to parent Student of the Week

**TRY THIS WITH YOUR MENTEES:**

**ACTIVITY**

1. Consider these questions with mentees, discussing them in a way that provides transparency around the subject of rules.
  - What five rules will you have in your classroom?
  - How can students be involved in establishing classroom rules?
  - How will you teach students the rules?
  - What consequences should there be for not following the rules?
  - How will you reward students who consistently follow the rules?
2. Establish consequences and rewards that will foster compliance with your classroom rules.
3. Share the National Education Resource on [Establishing Classroom Rules](#) for future reference.



# RESOURCE PREVIEW

## Establishing Classroom Rules

<http://www.nea.org/tools/establishing-classroom-rules.html>

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## Establishing Classroom Rules

*Professional Development Resources, Recommended Reading, and Classroom Activities*

By Phil Nast, retired middle school teacher and freelance writer

Found In: Classroom Management

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Appropriate behavior fosters a positive classroom environment. Engaging students on the first day of school in creating of a set of rules helps ensure their investment. The following professional development resources, articles, and activities offer different approaches to this common start of school task.

### ARTICLE SECTIONS

- Professional Development
- Recommended Reading
- Lessons & Activities

### Professional Development

Welcome to Classroom Management Online Training (**Grades K-5**)  
Online classroom management program. Four modules designed to assist elementary teachers address behavior problems in an effective manner. Module One is Establishing Classroom Rules. All modules include pre-tests and post-tests.

### Effective Classroom Practices (**Grades K-12**)

This series of eight mini modules on essential classroom practices includes "Classroom Expectations and Rules." Modules have Power Point presentations, fact sheets, writing examples and activities, worksheets, and more.



## Recommended Reading

### Establish Rules & Consequences

Provides PDF versions of guidelines for crafting effective rules, elementary and secondary consequences that work, and a plan to teach and invest students in rules and consequences.

### Creating Classroom Rules Together

Provides a list of rules to adapt and expand to meet the needs of each class and grade level.

### Everyday Rules That Really Work! (**Grades K-5**)

A practical six-point plan for establishing classroom rules and routines.

Establishing Classroom Rules and Consequences ( PDF, 487 KB, 6 pgs.)

### (**Grades K-5**)

Recommends developing a cooperative approach to establishing classroom rules and lists practical and impractical discipline strategies, three steps for teaching classroom procedures, procedures to rehearse with students, and 50 tips for motivating students.

### Establishing Rules in the Classroom (**Grades K-5**)

Makes general recommendations and suggests rewards and consequences.

### Teachers Need to Clearly Delineate and Consistently Enforce Rules (**Grades K-5**)

Provides sample teacher established rules and tools for assigning consequences, monitoring student behavior, and contacting parents.

- Classroom Management Strategies (**Grade 6-12**)  
Includes “Top 10 Classroom Rules.”
- Classroom Rules for Behavior & Seating Charts (**Grade 6-12**)

## Lessons & Activities

### **ELEMENTARY SCHOOL**

Back-to-School: Our First Six Weeks (**Grades PreK-K**)

This 3-lesson unit is aimed at building a caring classroom environment.

Ages & Stages: Helping Children Adjust to Rules & Routines (**Grades PreK-1**)

Clarifies classroom rules and offers routines to create a harmonious classroom.

Early Childhood Winning Ideas Contest: Top 5 Ideas for Creating Classroom Rules (**Grades PreK-2**)

Winning ideas for creating classroom rules.

Creating Classroom Rules (**Grades K-2**)

In this lesson, students learn that classroom rules exist to help people get along and to keep people safe.

Exercise 6: Classroom Rules (**Grades K-2**)

Lists key principles for establishing classroom rules and includes videos of teacher student interaction.

Teacher Tips: Creating Classroom Rules (**Grades K-2**)

Teacher tips (10) for creating classroom rules.

### **MIDDLE & HIGH SCHOOL**

Making Classroom Rules (**Grades 5-8**)

This lesson plan is based on the premise that inherently rebellious adolescents might respect rules they help create.

Establishing Classroom Rules (**Grade 6-12**)

A 35-45 minute activity designed for higher education students but applicable for high school students.

**TRIMESTER ONE: CLASSROOM MANAGEMENT AND LESSON PLANNING**  
**WEEK: 3 | MONTH: OCTOBER**  
**MODULE: PLANNING AND TIME MANAGEMENT (S3)**

**PLANNING AND TIME MANAGEMENT**

Seasoned teachers probably know better than most about the benefits of planning and time management. These skills are essential for a smooth-operating classroom, and when employed properly, planning and time management increase teacher effectiveness and student productivity. Each of us has 24 hours in a day, but why does it appear that we never seem to have enough time to complete our daily tasks? For the most part, it has to do with planning and time management. New teachers will no doubt be faced with some of the challenges of managing their time. Nevertheless, they must develop competency in this crucial area of their teaching practice.

**TRY THIS WITH YOUR MENTEES:  
ACTIVITY**

1. Walk through a typical day with your mentee. Outline what you do from the time you enter the school building until the time you leave for the day. Then have your mentee do the same. Show her/him/them how to manage this time and what can be done differently to save time and/or manage some areas differently.
2. Now share these thirteen-time management tips that will help your mentees plan and manage their time more effectively.
  - **Inventory your time:** Log everything you do for a week to learn what is stealing your time and then make adjustments.
  - **Set time limits for tasks:** Assign a specific amount of time to work on a task and stick to it. This may mean returning to the task the next day or another time, but stick with the allotted time.
  - **Create a to-do-list:** Parcel out the moving parts to a project and work on the measurable steps. Completing each task will motivate you to continue until all items are checked off.
  - **Plan ahead:** Either the night before or just before starting a new day, think about 3-5 of the most important matters you'd like to address for the day. Then plan to accomplish each.
  - **Complete FTFs:** Make it a point to complete first-things-first (FTF). These are those tasks that require immediate attention and your best energy.
  - **Delegate:** If you work with a team or cohort and there is work that can be divvied up, then do so, but make sure the delegate is qualified to do what you don't have time to do.
  - **Get fully engaged:** Most of us multi-task. Too much of this can take twice as long to accomplish half as much. Instead, spend a concentrated amount of time on each task.
  - **Readjust your schedule:** This could mean rising an hour earlier to plan for the day, read emails, work on projects, make a to-do list, etc. The point is to avoid disturbances.
  - **Use time cushions:** Avoid moving from task to task without taking small breaks in between. Not doing so makes it difficult to remain focused or motivated after 90 minutes at a time.



- ***Get organized:*** One reason we become unorganized is due to multitasking, which often causes us to misplace items, which in turn means spending unplanned time locating these lost items.
- ***Employ online calendar:*** It is a great tool for time management because it can be accessed from multiple devices and can easily schedule and reschedule meetings, appointments, etc.
- ***Avoid perfection:*** While we perfectionists would like nothing better than having everything perfect, we must remember that perfect doesn't exist. So do your best and keep it moving.
- ***Just say "No":*** If you can't do it, just say so. Explain that you have too much on your plate and simply cannot take on anything else right now.

**TRIMESTER ONE: CLASSROOM MANAGEMENT AND LESSON PLANNING**  
**WEEK: 4 | MONTH: OCTOBER**  
**MODULE: TIME FILLERS AND BAGS OF TRICKS (S3 | S4)**

**TIME FILLERS AND BAGS OF TRICKS**

Providing bell-to-bell instruction is crucial to a teacher's classroom management plan. However, sometimes we fall short of perfectly timing our instructional activities with the tolling bell. When lessons take significantly less time than planned, teachers run the risk of leaving idle time when students can get off track and misbehave. Thus, it is imperative to plan for such instances which are bound to occur at one point or another. When they do, the teacher need not panic, but be prepared with engaging time-fillers that will absorb the extra minutes without pushing the pause button on learning. Consider these backup activities that keep kids busy, quiet, and on the right track.

1. Twenty Questions: asking strategic questions to identify an object.
2. Pictionary: drawing pictures to identify vocabulary words.
3. Charades: acting out the vocabulary words.
4. Write a Communal Story: each student adds to a story.
5. Why/Because: questions beginning with "why" and answers beginning with "because."
6. Would You Rather: questions starting with "Would you rather..."
7. Telephone: whisper a long sentence to a student and then pass it on.
8. White Board Slam: start with a word containing four letters, change one letter for a new word.
9. Open Question Session: open the floor for students to ask questions.
10. Read Aloud Comprehension: read a passage and have students relate back what they heard.
11. Read: spend time reading a novel or other materials.
12. Write: journal an experience or a moment.
13. Catch Up On Current Affairs: teach your students the importance of watching the news.
14. Focus On Community Building: sharing and reflecting on social-emotional topics.
15. Make-Up Work: absent students can use this time to make up missed work due to an absence.

**TRY THIS WITH YOUR MENTEES:**

**ACTIVITY**

1. Have your mentee select activities from the list that they would be comfortable using as time fillers.
2. Encourage mentees to think about other games, activities, experiences that can be used during that awkward time period. Remind them to think of the kinds of activities they engaged in when they were students and how these may be adjusted to use in their classrooms with their students.



**TRIMESTER ONE: CLASSROOM MANAGEMENT AND LESSON PLANNING**  
**WEEK: 1 | MONTH: NOVEMBER**  
**MODULE: LEARNING DIFFERENCES AND TYPES OF ASSESSMENT (S2 |S6)**

**LEARNING DIFFERENCES AND TYPES OF ASSESSMENT**

Learning differences figure prominently in K-12 classrooms because of individual differences and the diverse cultures and communities from which students come. For that reason, teachers must consider the background, work pace, preferred learning style, language skills and cognitive processing methods of the students in their classes when planning instruction and assessment. Particularly where assessment is concerned, it is important for teachers to create opportunities for students to demonstrate their learning through tasks which consider their differences. Doing so helps teachers to more effectively evaluate, measure and document the academic readiness, learning progress, skill acquisition, or educational needs of each student.

**TRY THIS WITH YOUR MENTEES:**

**ACTIVITY**

1. Discuss these assessments and how they can be incorporated into the work done with students.

<b>DIAGNOSTIC EXAMPLES</b>	<b>SUMMATIVE EXAMPLES</b>	<b>FORMATIVE EXAMPLES</b>
<ul style="list-style-type: none"> <li>● Pre- and Post-Tests</li> <li>● Self-Assessment</li> <li>● Discussion Board Responses**</li> <li>● Entry/Exit Tickets</li> <li>● Interviews**</li> <li>● Observations</li> <li>● Polling</li> </ul>	<ul style="list-style-type: none"> <li>● High Stakes Tests</li> <li>● Multiple Choice</li> <li>● Checklists</li> <li>● Portfolio Culmination**</li> <li>● Performances**</li> <li>● Rubrics**</li> <li>● Teacher-Created Tests</li> <li>● Essays**</li> <li>● Capstone Projects**</li> </ul>	<ul style="list-style-type: none"> <li>● Student Observations</li> <li>● Homework</li> <li>● Reflection Journals**</li> <li>● Socratic Discussion</li> <li>● Student/Teacher Conferences</li> <li>● Peer Reviews</li> <li>● Informal Presentations**</li> <li>● Portfolio Ongoing**</li> <li>● Project Phases Submitted Over Time**</li> <li>● Think/Pair/Share</li> <li>● Visual Thinking Strategies</li> <li>● Critiques</li> </ul>

\*\*Indicates an authentic/performance assessment. Authentic assessments are performance-based tasks focused on construction and application.

2. Discuss which types of learners might benefit from the various types of assessments.



**TRIMESTER ONE: CLASSROOM MANAGEMENT AND LESSON PLANNING**  
**WEEK: 2 | MONTH: NOVEMBER**  
**MODULE: A CONVERSATION ABOUT LEARNING DIFFERENCES AND**  
**TYPES OF ASSESSMENT**

## **Mentoring Conversation Guide**

At our last meeting, we discussed *Learning Differences and Types of Assessment*. How have you used the concepts and research we discussed in your practice? How have you observed the use of these concepts in the practice of your colleagues?

Discuss your experiences with the practice or concept. Tell me what went well and/or poorly. What challenges and success did you observe? How did your students respond? What would you do differently?

What additional support and resources do you need from me to improve your competency in this area?

Next steps and preparing for the week ahead....

**TRIMESTER ONE: CLASSROOM MANAGEMENT AND LESSON PLANNING**  
**WEEK: 3 | MONTH: NOVEMBER**  
**MODULE: CHALLENGES OF ADDRESSING LEARNING STYLES (S2)**

**CHALLENGES OF ADDRESSING LEARNING STYLES**

Ultimately, understanding how children learn in order to be educationally successful is perhaps one of the most important tasks a teacher has to master during the short time children are in her/his charge. Compounding that is being able to provide opportunities for learning that address all learning styles. These include: naturalist (nature), visual (spatial), aural (auditory-musical), verbal (linguistic), physical (kinesthetic), logical (mathematical), social (interpersonal), and solitary (intrapersonal). Students will most likely operate out of more than one of these styles, not relying on any one style; however, they may be dominant in one or maybe more. Another challenge can be a teacher's preferred learning style, which is often the mode out of which the teacher teaches. When this is the case and students do not share the same preferences of the teacher, then learning can be frustrating and challenging. To address these difficulties, teachers must observe their students and compare the styles revealed during the learning process. This will help teachers better understand students and the special learning talents they bring to the classroom. One other challenge for the teacher lies in trying to get students to engage in all the modalities. One way of addressing this is to provide them with opportunities to do work, which requires them to employ each style.

**TRY THIS WITH YOUR MENTEES:**

**ACTIVITY**

1. As a novice teacher, understanding one's own learning style can be an enriching experience, one that can potentially better equip the teacher when thinking about the learning modalities of her/his students. Invite your mentees to complete this Learning Styles Activity. When done, have him/her/them score the activity by transferring the outcomes against each of the intelligences.

*Source: Learning for All at <http://www.inspiringlearningforall.gov.uk>*

Check out your own learning style preferences based on Howard Gardner's 8 multiple intelligences model. Score between 0 and 3 for each of these statements

0 = This does not represent me at all

3 = This statement strongly represents me

1. I am able to explain topics which are difficult and make them clear
2. I have a good sense of direction
3. Charts, diagrams, visual displays are important for my learning
4. I always do things one step at a time
5. I am sensitive to the moods and feelings of those around me
6. I have a good sense of balance and enjoy physical movement
7. I keep or like pets or other domestic animals
8. I need to see something in it for me before I want to learn something
9. I enjoy being outdoors and am comfortable there
10. I learn well from talks, lectures and listening to others
11. I learn best when I have to get up and do it for myself

12. I can pick out individual instruments in complex musical pieces
13. I enjoy crosswords and logical problems
14. I have a natural ability to sort out arguments between friends
15. I remember things like telephone numbers
16. I enjoy working or learning independently

**Scoring**

Transfer the outcomes (i.e., how many points you scored for each statement listed against each intelligence) to the eight intelligences listed and then complete the sectional wheel.

INTELLIGENCE	STATEMENTS	TOTAL SCORE
Social, Interpersonal	5, 14	
Solitary, Intrapersonal	8, 16	
Verbal, Linguistic	1, 10	
Logical, Mathematical	4, 13	
Visual, Spatial	2, 3	
Physical, Kinesthetic	6, 11	
Aura, Auditory, Musical	12, 15	
Naturalist, Nature	7,9	

This will give you an indication of your perceived learning styles at a particular point in time. Read further for a description of each of the styles.



### **Look at your top three preferences**

1. Does this fit with your own feelings about your learning preferences?
2. How might understanding different learning styles be helpful in your practice?
3. To what extent are the learning opportunities in your school reflecting this range of learning styles?
4. Where are the gaps?

### ***Social, Interpersonal Learners***

You are able to understand and work with others. You respond quickly to changes in mood and adjust your behavior accordingly. You enjoy discussion and group work. You are good at giving and receiving feedback. You are likely to respond well to discussion and group activities in a museum, archive or library.

### ***Solitary, Intrapersonal Learners***

You are self-motivated and have a high degree of self-knowledge. You like time for quiet reflection and the opportunity to develop your thoughts and express these. You will enjoy spending time alone in a museum, archive or library, researching, thinking and reflecting on the experience before talking about this to others.

### ***Verbal, Linguistic Learners***

You are sensitive to the meaning of words, to their order, their sounds, rhythm and inflection, and to their capacity to change mood, persuade or convey information. Many of the learning opportunities in museums, archives and libraries will appeal to your particular learning intelligence. Many of the people who are attached to work in museums, libraries and archives will be linguistic learners.

### ***Logical, Mathematical Learners***

You are a problem solver and can construct solutions non-verbally. You readily see patterns and relationships in the world around you. You like information to be sequenced in a logical order and to make strong connections between concepts. In a museum exhibition, for example, you respond well to logical progression through a set of themes or ideas. Your particular learning style responds well to traditional teaching methods.

### ***Visual, Spatial Learners***

You have very good visual recall and will be able to remember scenes, objects or faces for many years. You like visually presented information such as charts, pictures, images, keywords display, memory and concept mapping. In a museum, archive or library you will probably respond well to visually stimulating displays, to video, photography and film, and to the use of color.

### ***Physical, Kinesthetic Learners***

You can use your body in highly differentiated and skilled ways. You will learn best by doing, where physical movement aids memory. Many boys are kinesthetic learners and respond well to interactive exhibits and opportunities to feel, touch and handle, use computers and make things. You may be restless and like to move about during learning activities.

***Aural, Auditory, Musical Learners***

You have good auditory recall and will be able to rehearse or anticipate situations by “hearing” them played out in your head. You respond well to a variety of sounds including environmental sounds, music and the human voice. You will enjoy sound effects, storytelling, and music in a museum, gallery or archive.

***Naturalist, Nature Learners***

You enjoy being outside and notice patterns and rhythms in nature. You will have a strong sense of what is fair and want to think through the impact of your actions on those around you. In a museum, archive or library, you will enjoy spaces that are airy with natural light, and will appreciate the opportunity to spend some time outside the building as part of a visit.

**TRIMESTER ONE: CLASSROOM MANAGEMENT AND LESSON PLANNING**  
**WEEK: 4 | MONTH: NOVEMBER**  
**MODULE: A CONVERSATION ABOUT LEARNING STYLES**

## **Mentoring Conversation Guide**

At our last meeting, we discussed *A Conversation about Learning Styles*. How have you used the concepts and research we discussed in your practice? How have you observed the use of these concepts in the practice of your colleagues?

Discuss your experiences with the practice or concept. Tell me what went well and/or poorly. What challenges and success did you observe? How did your students respond? What would you do differently?

What additional support and resources do you need from me to improve your competency in this area?

Next steps and preparing for the week ahead....



**TRIMESTER TWO: INSTRUCTIONAL PLANNING AND STRATEGIES**  
**WEEK: 1 | MONTH: DECEMBER**  
**MODULE: CHALLENGES OF ADDRESSING LEARNING DIFFERENCES (S2)**

**CHALLENGES OF ADDRESSING LEARNING DIFFERENCES** All students learn differently, which means that they will access information in varied ways. However, for teachers this means working toward a classroom of inclusion. Although schools make attempts to do this, the support is rarely enough, in part because the support required for these students does not end in the classroom, but extends to the families as well. While we are limited as to what we can do, as teachers we should try to incorporate the following:

- Make every attempt to help students build confidence or self-worth.
- Monitor your sensitivity toward student needs.
- Be as accommodating of student needs as possible.
- Look for ways to meet the special needs and/or differences of students.
- Be a part of a team (teachers, counselors, social workers, administration, etc.) to explore possibilities to help students.
- Conduct independent research to learn what specialists and resources can offer students and where applicable, use these to the extent you are able.
- Know your classroom population of students, i.e. Language-Based Learning Differences, Obsessive-Compulsive Disorder, Dyslexia, Asperger Syndrome, ADHD, Autism, etc.
- Even if not required, have a strategic plan from which to work.
- If you suspect that an unclassified student may have a disability, conduct your own observations and share your notes with the building's learning specialists.
- Take advantage of professional development opportunities to increase your knowledge around differentiated instruction.

It has been said from Pirkei Avot teachings, "You are not obligated to complete the work, but neither are you free to desist from it (2:21)." That is the choice we should make.

**TRY THIS WITH YOUR MENTEES:**  
**ACTIVITY**

Having good teachers in the classroom is one of the best ways to address learning and create relationships with and among students. In doing so, student learning outcomes improve because the teacher recognizes learning differences first hand and is better able to address them onsite. In part, to do this, a teacher must also be able to identify the kind of learners she/he has. In the four examples of learners below from Learning Orientation Research Team:

- Identify which learner is a reflection of you.
- Identify past or current students who fit into these categories. How have you addressed their needs in the past?
- How can you help mentees identify these learners and address the needs of their students whose learning styles fit into these modes of learning?

## RESOURCE PREVIEW

### Four Examples of Learners

#### TRANSFORMING LEARNERS

*Transforming Learners* are generally highly motivated, passionate, often persistent even in the face of failure, and highly committed learners. They most often:

- Place great importance on learning ability, committed effort, independence, holistic vision, and intrinsic resources.
- Use personal inner strength, inquiry, ability, reflection, persistence, challenging strategies, high-standards, learning efficacy, and positive expectations to self-direct learning successfully.
- Lose motivation and may become frustrated or resistant in environments or conditions that mismatch their assertive learning needs.
- Learned to like learning early in life.
- Enjoy change, transformation, innovation and creativity

**CONTRASTS:** In contrast to other orientations, Transforming Learners are holistic thinkers that know that they can commit great amounts of learning effort and use short-term goals as steps to accomplish important, long-term, transformational goals. They seldom solely rely on deadlines, structured environments, normative performance standards, expected social or instructional compliance, extrinsic rewards, or others for learning efficacy or self-motivation. They rely on themselves to learn and use it as a valuable resource to innovate.

#### PERFORMING LEARNERS

Performing Learners are generally self-motivated in learning situations that particularly interest them, otherwise they may seek extrinsic rewards for accomplishing objectives that appear to have less value or benefit to them. They most often:

- Are skilled, sophisticated learners that systematically follow principles, processes, or procedures, think hierarchically, and capably achieve average to above standard learning objectives, tasks, and performance.
- May sometimes clearly acknowledge meeting only the stated objectives, getting the grade, streamlining learning efforts, and avoiding exploratory steps beyond the requirements of situations and learning tasks.
- Take control and responsibility for their learning but may also rely on others for motivation, coaching goal setting, scheduling, and direction.
- May self-motivate and exert greater effort in situations that greatly interest or benefit them. These learners may lose motivation or may even get frustrated or angry if too much effort or risk is required and the recognized rewards are not enough to compensate for the perceived effort.
- May self-motivate and exert greater effort in situations that greatly interest or benefit them. These learners may lose motivation or may even get frustrated or angry if too much effort or risk is required and the recognized rewards are not enough to compensate the perceived effort.
- Are steadfast, true, and reliable when they recognize and appreciate the importance of implementing tasks, procedure, and structure.



**CONTRASTS:** In contrast to transforming learners, performing learners prefer what can be accomplished today, rather than tomorrow. Dreamers of the future and potential opportunities are sometimes frustrating and demotivating to performing learners. The performing learners are detail, task-oriented learners (i.e., they may value holistic or big-picture thinkers less). Performing learners with higher LOQ scores generally focus on principles and processes that help how they can improve and implement. Performing learners with lower LOQ scores generally focus on procedures and facts for getting the job done today, rather than worrying about considering or exploring the possibilities of what could be accomplished in the future.

These learners are most comfortable with coaching relationships (not guiding or hand-holding), and rely on or appreciate external support, resources, rewards, interaction, and influences to accomplish a task. They may take fewer risks with challenging or difficult goals and limit discovery efforts to accomplish many simpler tasks to achieve key goals. They may selectively focus on grades and rewards, show less persistence in the face of failure, or may cheerfully achieve less whenever standards are set below their capabilities, as long as their important, immediate goals are accomplished.

### **CONFORMING LEARNERS**

Conforming Learners like routine, structure, supportive relationships, and stability. They generally are more compliant and will more passively accept knowledge, store it, and reproduce it to conform, complete assigned tasks (if they can) and often please and help others. These learners typically prefer to leave the holistic, critical, or analytical thinking to others.

Conforming Learners value step-by-step feedback and guidance to help them monitor and review progress, accomplish goals set by others, and plan next steps. They generally prefer to be less sophisticated learners and have less desire to control or manage their own learning, take risks, or initiate change in their jobs or environment. Their focus is on social interaction and supportive relationships.

Learning in open learning environments, which focus on high learner control, discovery or exploratory learning, complex problem-solving, challenging goals, and inferential direction, may frustrate, demoralize, or demotivate these learners--without sufficient support and scaffolding. In contrast, with sufficient support and scaffolding, these learners can increasingly improve learning ability and accomplishment. They will be able to assume greater responsibility for their learning in more structured environments.

These learners work best with scaffolded structure, guiding direction, simple problems, linear sequencing, and explicit feedback. They would profit most from a variety of blended learning solutions that provide additional support from instructors and peers.

**CONTRASTS:** In contrast to other orientations, conforming learners learn best in well structured, collaborative or directive environments using step-by-step procedures. Unlike transforming and performing learners, who have stronger, more positive beliefs about learning and greater learning efficacy, these learners may believe that achievement is often due to luck and that learning is most useful when it helps them avoid risk and meet the basic requirements in their job. They often prefer to use minimum effort on simpler goals that others set for them and help them achieve.



## **RESISTANT LEARNERS**

*Resistant Learners* lack a fundamental belief that academic learning and achievement can help them achieve personal goals or initiate positive change. Too often they have suffered repeated, long-term frustration from inappropriate learning situations. A series of unskilled, imperceptive instructors, unfortunate learning experiences, or missed opportunities have deterred resistant learners from enjoying learning. These learners do not believe in or use formal education or academic institutions as positive or enjoyable resources in their life.

Resistant learners are resistant for many reasons. Ironically, some resistant learners may actually be eager learners on their own outside of formal learning institutions. For example, they may be frustrated transforming learners who aggressively resisted the strictures of too structured, restrictive goals and school environments and chose to learn on their own, quite successfully.

**TRIMESTER TWO: INSTRUCTIONAL PLANNING AND STRATEGIES**  
**WEEK: 2 | MONTH: DECEMBER**  
**MODULE: A CONVERSATION ABOUT ADDRESSING LEARNING DIFFERENCES**

## **Mentoring Conversation Guide**

At our last meeting, we discussed, *Challenges of Addressing Learning Differences*. How have you used the concepts and research we discussed in your practice? How have you observed the use of these concepts in the practice of your colleagues?

Discuss your experiences with the practice or concept. Tell me what went well and/or poorly. What challenges and success did you observe? How did your students respond? What would you do differently?

What additional support and resources do you need from me to improve your competency in this area?

Next steps and preparing for the week ahead...

## **TRIMESTER TWO: INSTRUCTIONAL PLANNING AND STRATEGIES**

**WEEK: 3 | MONTH: DECEMBER**

**MODULE: LEARNING DIFFERENCES AND THINKING ABOUT ASSESSMENT (S2 | S6)**

### **LEARNING DIFFERENCES AND THINKING ABOUT ASSESSMENT**

When we think of learning differences, we should also consider assessment, as the two are inseparable. Since no two learners are exactly alike, we should provide a variety of ways for them to demonstrate mastery of skills and concepts. Teachers often rely on traditional methods such as multiple choice, essays and fill in the blank. However, student learning differences demand that we look at alternative ways to assess students in an effort to effectively deliver the curriculum while also giving students a fair chance to perform well on assessments.

Consider sharing with your mentees this list of fifty-two ways to assess learning.

### **TRY THIS WITH YOUR MENTEES:**

#### **DISCUSSION:**

- **What are some of the roadblocks and challenges teachers might encounter while implementing this concept or practice?**
- **What are some solutions for addressing the roadblocks?**
- **What resources might you need in order to try your proposed solutions?**

### **ACTIVITY**

Select a few of the assessment tools from the list or ones with which you are familiar that have not been listed and discuss them with your mentees. Talk about how they might navigate through or administer them to students.



## RESOURCE PREVIEW

### 52 Ways to Assess Learning

#### **Formative Tools**

Classroom Assessment Techniques—these are a variety of informal short activities to assess how students' learning is progressing. They can be done daily, weekly, monthly, etc. (Angelo and Cross, 1993).

1. One Minute Paper
2. Muddiest Point
3. One Sentence Summary
4. Background Questionnaire
5. Content Inquiry
6. Written Feedback
7. Oral Feedback/ Individual Student Meetings
8. Peer Feedback
9. Self Analysis of Work- Builds Metacognition Skills
10. Small Group Instructional Diagnosis (SGID)
11. Recitation
12. Discussion
13. Observations

#### **Summative Tools**

14. Essay Tests
15. Objective Tests, True False, Multiple Choice, Fill-in-the Blanks, Matching
16. Cases
17. Open Book Tests
18. Take Home Tests
19. Group Tests
20. Students Make Up a Test
21. Daily Quizzes

22. Pop Quizzes
23. Scheduled Quizzes
24. Oral Presentations—PowerPoint, Transparencies, Web Pages or Sites
25. Written Reports
26. Written Term Papers
27. Written Essays
28. Group Presentations
29. Speeches
30. Role Plays
31. Performances
32. Simulations
33. Games, Like College Bowl, Jeopardy
34. Debates
35. Trials
36. Point-Counter Point
37. Town Meeting
38. Create Video or DVD
39. Interviews
40. Teach a Lesson
41. Writing Case Studies
42. Solving Problems
43. Creating Mind Maps—Content Maps
44. Create Images or Drawings
45. Reflective Journals
46. Discussion/Participation
47. Problem Sets/Math/Chemistry/Physics/Accounting
48. Answer Questions Form Readings
49. Write Summary or Notes or Reading
50. Puppet Show
51. Cloze Exam
52. Portfolio

"Fifty Ways to Assess Learning." *Learner Centered Teaching*, 25 Feb. 2009, [learnercenteredteaching.wordpress.com/teaching-resources/fifty-ways-to-assess-learning](http://learnercenteredteaching.wordpress.com/teaching-resources/fifty-ways-to-assess-learning)

**TRIMESTER TWO: INSTRUCTIONAL PLANNING AND STRATEGIES**  
**WEEK: 4 | MONTH: DECEMBER**  
**MODULE: A CONVERSATION ABOUT LEARNING DIFFERENCES AND THINKING**  
**ABOUT ASSESSMENT**

## **Mentoring Conversation Guide**

At our last meeting, we discussed *Learning Differences and Thinking about Assessment*. How have you used the concepts and research we discussed in your practice? How have you observed the use of these concepts in the practice of your colleagues?

Discuss your experiences with the practice or concept. Tell me what went well and/or poorly. What challenges and success did you observe? How did your students respond? What would you do differently?

What additional support and resources do you need from me to improve your competency in this area?

Next steps and preparing for the week ahead....

## **TRIMESTER TWO: INSTRUCTIONAL PLANNING AND STRATEGIES**

**WEEK: 1 | MONTH: JANUARY**

**MODULE: STUDENT SELF-REFLECTION AND ASSESSMENT (S6)**

### **STUDENT SELF-REFLECTION AND ASSESSMENT**

One of the most powerful tools in the teaching and learning process is student self-reflection and assessment. Self-reflection presents opportunities for students to evaluate their own work and learning progress, while sharpening skills such as critical thinking, personal responsibility, goal-setting, focused learning, resilience and persistence, and more. Self-reflection encourages students to own their learning and helps them stay involved and motivated. Therefore, we must be deliberate in providing opportunities in and out of the classroom for students to self-reflect. Further, they must be given a formula for doing so.

### **TRY THIS WITH YOUR MENTEES:**

#### **DISCUSSION:**

- **What are some of the roadblocks and challenges teachers might encounter while implementing this concept or practice?**
- **What are some solutions for addressing the roadblocks?**
- **What resources might you need in order to try your proposed solutions?**

#### **ACTIVITY**

Ask mentees to engage with you in the following student self-reflection exercises:

1. Review the Tools for Tracking Learning Targets document for Argumentative Writing. Have your mentee use the blank copy of Tools for Tracking Learning Targets to draft targets for a lesson in her/his related content area. Ask her/him to facilitate student self-assessment using the Tool as part of closure for an upcoming lesson. Plan to discuss the outcome at the next meeting.
2. Review the Student Reflections document with your mentee. Ask her/him to facilitate student self-reflection using the document as part of closure for an upcoming lesson. Plan to discuss the outcome at the next meeting.



## RESOURCE PREVIEW

Tools for Tracking Learning Targets

<http://kya.e.ky.gov/educators/resources/ToolsforTrackingLearningTargets.pdf>

### Success Criteria for Argument Writing

Students will write arguments to support claims with clear reasons and relevant evidence.	<u>Not Yet</u> I need to practice!	<u>Almost</u> I'm getting there!	<u>Mastery</u> I am there!
I can determine which author support's his/her claim with the most evidence			
I can introduce my claim in a way that is clear to my reader.			
I can respond to different opinions on the same topic.			
I can organize my writing into a structure that is logical and easy for my reader to follow.			
I can include evidence, such as data or citations, to back up my thinking.			
I can use linking words to connect my opinion, reasons, and evidence.			
I can use proper spelling, paragraphs, and punctuation.			
I can end my piece in a way that restates my claim.			

**Learning Target Assessment for Voices of Civil Rights Essay**

Learning Target: I can analyze the role of a key person in the Civil Rights Movement.				
Supporting Target	Exemplary- Bulls-eye!	Accomplished- Hit It	Developing- Almost there	Beginning- Missed It
I can identify the ways in which my person gained power or affected social change in America.		✓ I describe the dream of my person. ✓ I describe specific actions taken by my person in the Civil Rights Movement. ✓ I give specific examples of the methods my person used to affect change or gain power.		
I can analyze the reasons why my person chose a certain method of social change (violence, non-violence, etc.)		✓ I identify the influences that led my person to choose certain methods of social change (ex: family, mentors, religion, events, groups, geography, life experiences). ✓ I analyze how these influences affected the actions of my person.		
I can evaluate the effectiveness of the way my person gained power or affected social change.		✓ I provide specific examples of how my person's actions affected his/her dream. ✓ I evaluate specific actions to determine if they were successes or failures. ✓ I describe my person's legacy: What did he/she leave behind? How did he/she affect society?		

**Collecting Student Evidence**

Learning Targets: <ul style="list-style-type: none"> <li>• I can summarize what I read.</li> <li>• I can identify the theme of a fictional text.</li> <li>• I can infer how the theme affects the characters in the story.</li> </ul>	
Abby	Karma
Jensen	Jonathan
Danielle	Paige
Chloe	Zora
Bradley	Caroline

## RESOURCE PREVIEW

Tools for Tracking Learning Targets

SUCCESS CRITERIA FOR \_\_\_\_\_ (TOPIC)

Students will _____ _____ _____	<u>Not Yet</u> I need to practice!	<u>Almost</u> I am getting there!	<u>Mastery</u> I am there!
I can...			
I can...			
I can...			
I can...			
I can...			
I can...			
I can...			
I can...			



# RESOURCE PREVIEW

## Student Reflections Document

### Reflections

The purpose of this tool is to guide students in identifying not what they learned but how they learned. This may be accompanied or combined with a tool that guides them on identifying if they met the learning target (what was learned).

This tool may be adjusted according to what was taught and how it was taught. You may leave the questions open ended or provide a checklist for reflection.

#### What helped me learn today?

Examples:

- Staying focused
- Graphic organizers
- Asking questions
- Working with a peer
- Having many examples

#### What hindered me from learning?

Examples:

- Not staying focused
- Not listening
- Other distractions
- Not following directions
- Not asking questions
- Not having examples

#### What can I do differently next time?

Examples:

- Stay focused by...
- Ask questions when....
- Take notes
- Reread|
- Ask clarifying questions

**TRIMESTER TWO: INSTRUCTIONAL PLANNING AND STRATEGIES**  
**WEEK: 2 | MONTH: JANUARY**  
**MODULE: A CONVERSATION ABOUT STUDENT SELF-REFLECTION AND**  
**ASSESSMENT**

## **Mentoring Conversation Guide**

At our last meeting, we discussed *Student Self-Reflection*. How have you used the concepts and research we discussed in your practice? How have you observed the use of these concepts in the practice of your colleagues?

Discuss your experiences with the practice or concept. Tell me what went well and/or poorly. What challenges and success did you observe? How did your students respond? What would you do differently?

What additional support and resources do you need from me to improve your competency in this area?

Next steps and preparing for the week ahead...

**TRIMESTER TWO: INSTRUCTIONAL PLANNING AND STRATEGIES**  
**WEEK: 3 | MONTH: JANUARY**  
**MODULE: WHAT EVERY TEACHER NEEDS TO KNOW - TEACHING NEW CONCEPTS**  
**(S2 |S5)**

**WHAT EVERY TEACHER NEEDS TO KNOW - TEACHING NEW CONCEPTS**

New teachers tend to use instructional methods they experienced as students, which means they rely heavily on the use of words and lecture to convey concepts. Because research shows that students grasp new information more easily when words are paired with visual aids, it is imperative that new teachers become skilled at combining graphics with words. For many students, the abstract nature of words makes it difficult to retain information received through simply reading or listening. Visual aids such as charts, diagrams, and videos, make information more accessible to students because they are concrete representations of otherwise abstract concepts. For optimal student learning, new teachers should not stop at the word-visual pairing process, however. They should connect concrete examples to abstract concepts, which enables students to make generalizations and apply concepts in a variety of contexts. Learning in this way deepens students' understanding and increases the likelihood for retention.

**TRY THIS WITH YOUR MENTEES:**

**DISCUSSION:**

- **What are some of the roadblocks and challenges teachers might encounter while implementing this concept or practice?**
- **What are some solutions for addressing the roadblocks?**
- **What resources might you need in order to try your proposed solutions?**

**ACTIVITY**

Ask mentees to engage with you in the following exercises:

1. Review *Learning About Learning: What Every New Teacher Needs to Know* -specifically the section entitled “Pairing Words with Graphics.” Compare and contrast the Effective and “Missing the Boat” examples. Help your mentee plan to incorporate a recommended visual aid for an upcoming lesson. Plan to discuss the outcome at the next meeting.
2. In the same document, review the section entitled “Linking Abstract Concepts with Concrete Representations.” Compare and contrast the Effective and “Missing the Boat” examples. [**OPTIONAL: Help your mentee plan to connect concrete and abstract representations for an upcoming lesson. Plan to discuss the outcome at the next meeting.**]



## RESOURCE PREVIEW

Learning About Learning: What Every New Teacher Needs to Know  
[https://www.nctq.org/dmsView/Learning\\_About\\_Learning\\_Report](https://www.nctq.org/dmsView/Learning_About_Learning_Report)

January 2016

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# Learning About Learning

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 National Council on Teacher Quality

# What Every New Teacher Needs to Know

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## 4. The fundamental instructional strategies

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### Why are the fundamental instructional strategies fundamental?

How all people, including children, learn and retain information is described by what cognitive psychologists term an "information processing model." New material is taken in through the senses and placed in working memory. Working memory can only hold information for a brief time, and its capacity is limited, so unless information is transferred to long-term memory, it will be forgotten. Information in long-term memory can also fade away, but it is more likely to be retained if it is retrieved periodically.

### From science to the classroom

In recent years, researchers have made great strides in identifying instructional strategies that leverage how the brain takes in and stores information.

The six instructional strategies identified in the IES practice guide as having the strongest levels of research support are fundamental because, while their mode of application may vary, they all can be used by teachers in any classroom activity, in any subject, and at all grade levels. Teachers can use these strategies to maximize student learning and retention of knowledge, to stimulate transfer, and to create opportunities for retrieval.

Teachers can now make more informed, scientifically based instructional decisions, such as determining whether it would be more productive to ask one type of question instead of another, or whether to schedule practice exercises on a topic four weeks after the topic is introduced rather than a few days later. The same reasoning can apply whether the topic is World War II or basic addition, and whether the audience is kindergarteners, middle schoolers, or high school seniors.

Teachers should employ these six strategies as often as each naturally fits into instruction — and it is especially important to utilize them in the design of instruction for students who have weak foundations in a subject. The merits of the strategies include:

- Their use does not depend on technology, nor do they require special materials or resources.
- They can be integrated in a variety of ways whether instruction is teacher-directed, student-centered, project-based, inquiry-based, and so on.
- They don't impose curriculum straitjackets that limit a teacher's creativity.

- They allow for differentiation. For example, problem sets used by some students may be more difficult than those used by others while still implementing the strategy of repeatedly alternating solved and unsolved problems with fidelity.

Lessons that have only superficial similarities to lessons using the fundamental instructional strategies could miss the boat for improving student learning and retention. In the examples that follow, a specific use of each strategy is contrasted with a “missing the boat” approach that fails to capture one or more of its essential qualities.

## The six fundamental instructional strategies every teacher needs to know

### Two strategies that help students take in new information

#### 1. Pairing graphics with words.

Because people receive information through two primary pathways — words and graphics — student learning increases when teachers convey new material through both of these means. For example, graphics that convey concepts and ideas are more effective when paired with written labels, spoken explanation or both. Graphics include illustrations, diagrams, and flow charts, as well as animation or video. Simple images in drawings or photos are not sufficient, unless they are carefully chosen to convey entire concepts.<sup>48</sup>

#### Instructional goal: Teaching middle-school students about the Sub-Saharan savanna food web

**Effective:**  
Pairing concept-rich graphics with words when introducing new material

While introducing material about the savanna, the teacher discusses a labeled flow chart showing interactions among all of the organisms living in the savanna.



Note: Student production of graphics is a valuable learning experience, but it doesn't substitute for the instructional use by teachers of paired graphics and verbal descriptions.

**Missing the boat:**  
Producing graphics only after information is presented

After showing her class photos of a variety of organisms that live on the savanna and discussing the organisms' interactions, a teacher asks students to create concept maps that summarize what they have learned about producers, consumers, decomposers, and other elements of the food chain.





## 2. Linking abstract concepts with concrete representations.

Presenting concrete examples helps students understand new ideas, while connecting those examples to abstract ideas allows students to apply concepts in new situations. For example, teaching young students the general principle that all organisms are adapted to their environments will help them to see that squirrels — and not just more exotic animals like polar bears — must cope with their local weather.

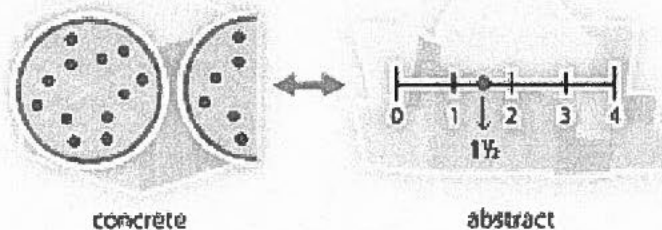
Despite the common belief that young children can only understand concrete information (which implies that concrete examples are most important in elementary grades and less so later), some appropriately presented abstractions can be understood by young children and concrete examples can be important learning tools for individuals of all ages.

### Instructional goal: Teaching elementary students about fractions

Effective:

Using concrete and abstract representations in concert

Students work problems with pizza slices in which fractions of several wholes add up to a fraction greater than one whole pizza; they also demonstrate each calculation on a number line. The teacher emphasizes that all fractions are numbers.



Missing the boat:

Using concrete representations that do not connect readily to important abstractions and failing to explicitly make that connection

Students repeatedly practice fraction problems using fraction bars, but only to show parts of a whole. Because these problems do not help them understand that fractions are numbers and can be greater than 1, they are confused when the teacher asks a question about the fraction "4/3."

### Two strategies that connect information to deepen students' understanding

#### 3. Posing probing questions.

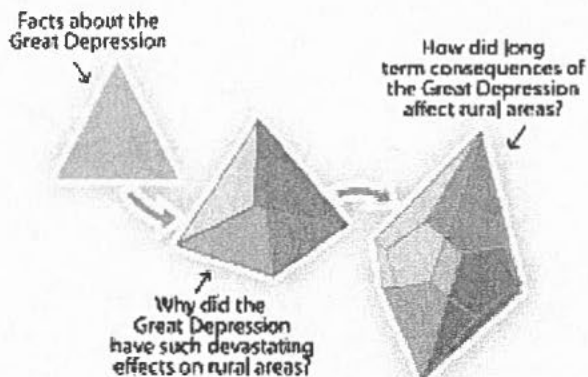
Asking "why," "how," and "compare and contrast" questions helps clarify and strengthen students' knowledge of concepts. These questions require more than mere factual knowledge by forcing students to examine causal mechanisms, evidence for arguments, and comparisons of key ideas. Students must go beyond an exchange of opinions or feelings, which may or may not be rooted in knowledge or understanding. Probing questions can be part of instruction or class discussion, or self-administered as part of independent work.

#### Instructional goal: Foster an understanding in high-school students of the Great Depression

##### Effective:

After students have acquired basic knowledge, asking questions that require students to synthesize information and extract key concepts

After students have read excerpts from a diary of a girl growing up in rural Iowa in the 1940s and 50s as well as a series of newspaper articles spanning the Great Depression to the 50s, the teacher asks, "How did long-term consequences of the Great Depression affect rural areas?"



##### Missing the boat:

Asking questions that depend on opinions or feelings

After students read a diary entry written by a teenager living in the Dust Bowl during the Great Depression, the teacher asks how students think they would have felt if they had lived during that period.



**4. Repeatedly alternating problems with their solutions provided and problems that students must solve.**

Teachers often demonstrate how to do a few problems (whether writing compound sentences or adding fractions), and then ask students to complete a set of similar problems on their own. Students learn more, however, when they are given incremental guidance on problem solving. In a type of "interleaving," problems with written-out solutions should alternate repeatedly with problems that the students will solve. Solved problems help students focus on the underlying principles that apply to each situation, instead of promoting mechanical solution of problems.

Especially for difficult content, giving several written-out solutions for each unsolved problem is helpful. As students become more skilled, teachers can increase the number of problems that students solve on their own following each solved example.

**Instructional goal: Teach elementary students how to construct sentences with two clauses**

Effective:

*Repeatedly alternating solved problems and problems to be solved*

**Missing the boat:**  
Following a short demonstration of problem solving with independent practice.

Elementary language arts students work in cooperative learning groups on a sentence construction assignment that includes eight problems. All of the odd problems have solved examples. The even problems are left to the students to solve.

A teacher shows two examples of accurate sentence construction and then provides each cooperative learning group with a set of eight sentence construction problems to be solved.

<p>He is tall, but still can't reach these heights.</p>  <p><b>solved</b></p>	<p>She is a fast runner, but...</p>  <p><b>unsolved</b></p>	<p>Although he is tall, the cookies are beyond his reach.</p>  <p><b>solved</b></p>	<p>Although she is a fast runner, ...</p>  <p><b>unsolved</b></p>
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## Two strategies that require retrieval and thereby improve student retention

### 5. Distributing practice.

All learners remember information better when they are exposed to it multiple times in practice sessions spaced over significant intervals. To foster long-term retention, teachers should expose students to important material at least twice and plan review opportunities weeks and then months after information is first introduced.<sup>49</sup>

**Instructional goal: Ensure that high-school students retain information learned in a history class**

**Effective:**

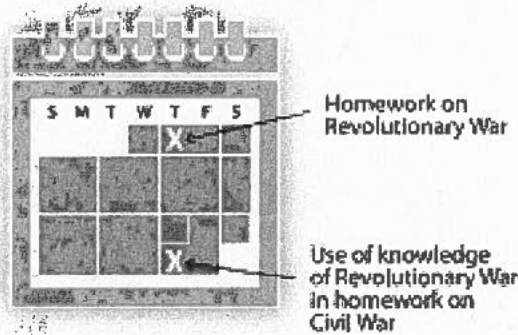
*Exposing students at least twice to material and delaying review*

**Missing-the boat:**

*Reviewing too soon after first exposure and allowing student recall to be prompted*

In late October, a history teacher includes questions in a homework assignment on the Civil War that require students to use their knowledge of the Revolutionary War (last refreshed in a homework assignment in early October) to compare the two conflicts.

Each Friday, a teacher in an American history class has students do an open-book warm-up exercise on material learned that week.





## 6. Assessing to boost retention.

The adage “use it or lose it” is based on a scientific fact. Every time a person is asked to retrieve information from memory, the retrieved information becomes more cemented in memory. Assessments of any nature — a low-stakes quiz or a high-stakes test, final exam, medical board, bar exam, or driver’s test — are all useful not only to determine if someone knows or has learned material but also to boost learning and retention, especially when hints or prompts are minimized.

In addition, timely and substantive feedback on the correct answers reinforces learning. Without this feedback, assessments will strengthen memories of incorrectly remembered information as well as correct information.

**Instructional goal: Ensure that middle-school students retain information learned in an algebra class**

### Effective:

Assessing frequently, using assessments that force students to recall information on their own, and providing feedback on correct answers

A teacher who gives weekly quizzes to gauge her students’ progress concentrates on questions about factoring “the difference of two squares” that force students to devise answers with no outside assistance (for example, avoiding multiple-choice questions that minimize recall) and provides feedback on correct answers.<sup>50</sup>

$$(x^2 - a^2) = (x + a)(x - a)$$



### Missing the boat:

Not forcing students to recall information on their own and not providing feedback

A teacher has students answer a question as a class “exit ticket.” Students are allowed to refer to their notes to answer the question, and the teacher does not review the results with the class.

## **Mentoring Conversation Guide**

At our last meeting, we discussed *Teaching New Concepts*. How have you used the concepts and research we discussed in your practice? How have you observed the use of these concepts in the practice of your colleagues?

Discuss your experiences with the practice or concept. Tell me what went well and/or poorly. What challenges and success did you observe? How did your students respond? What would you do differently?

What additional support and resources do you need from me to improve your competency in this area?

Next steps and preparing for the week ahead....



**TRIMESTER TWO: INSTRUCTIONAL PLANNING AND STRATEGIES**  
**WEEK: 1 | MONTH: FEBRUARY**  
**MODULE: STRUCTURING CLASS DISCUSSIONS FOR INCREASED STUDENT**  
**ENGAGEMENT (S7 | S8)**

**STRUCTURING CLASS DISCUSSIONS FOR INCREASED STUDENT ENGAGEMENT**

Class discussions are invaluable for student learning. When teachers plan discussions in their classes, they create opportunities for students to formulate and express ideas with clarity and confidence. Speaking up in class may come more easily for some students than others, resulting in more vocal students dominating the discussion while others shy away from contributing. For this reason, students must be taught how to communicate with each other in a classroom environment. While the importance of being heard and understood cannot be overstated when it comes to class discussions, it is equally important that students be held accountable for listening and identifying other perspectives, as well as making adjustments of their own. Hence, teachers must become adept facilitators of class discussions and ensure that every student develops the capacity to effectively contribute and consider ideas.

**TRY THIS WITH YOUR MENTEES:**

**DISCUSSION:**

- **What are some of the roadblocks and challenges teachers might encounter while implementing this concept or practice?**
- **What are some solutions for addressing the roadblocks?**
- **What resources might you need in order to try your proposed solutions?**

**ACTIVITY**

Here are five conversation engagement strategies to introduce to mentees for student use.

- **Accountable Talk**—This discussion strategy calls for students to provide reasons and cite evidence for opinions. It discourages students from making unrelated or unsubstantiated comments which don't advance the class discussion.
- **Literature Circles**—Based on collaborative learning in small groups, this discussion strategy emphasizes students' personal reaction to a text. Because Literature Circles are student-led, the teacher listens, takes notes, and monitors as students express opinions, make predictions, and raise questions about a text with their group members.
- **Socratic Seminars**—Ideally for use with complex text, Socratic Seminars are grounded in making meaning of the ideas in the text. With this discussion strategy, students read assigned texts and then prepare text-based talking points in advance of the discussion. Students sit in a circle with a teacher or student leader who poses an open-ended question, which invites others in the circle to join the conversation in an effort to draw meaning and arrive at a common understanding.
- **Gallery Walks**—This discussion strategy gets students moving, thinking and collaborating. With Gallery Walks, small groups of students visit various stations in a classroom where they must read information or otherwise explore the station and then engage in discussion while at the station or in a later conversation with assigned groups.

- Debates—Great for discussing controversial topics, this discussion tool requires students to establish a position either pro or con around a particular issue for the purpose of deepening student understanding while also promoting critical thinking and communication among students.
1. Help your mentee plan to incorporate one of the featured class discussion strategies in an upcoming lesson. Plan to discuss the outcome at the next meeting.
  2. Provide your mentee a copy of 26 Sentence Stems For Higher-Level Conversation In The Classroom  
It features 25 categorized sentence starters or stems. Each category offers a question or part of a statement that students can complete or expound upon in meaningful classroom conversations. Share these with mentees discussing how they can support a rich classroom conversation.

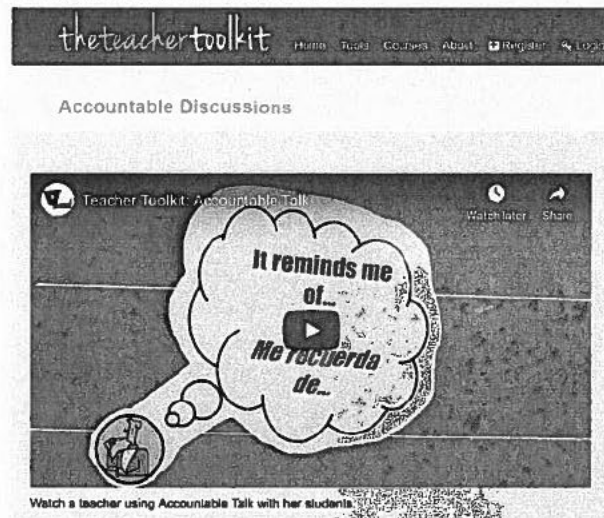


# RESOURCE PREVIEW

## Structuring Class Discussions for Increased Student Engagement

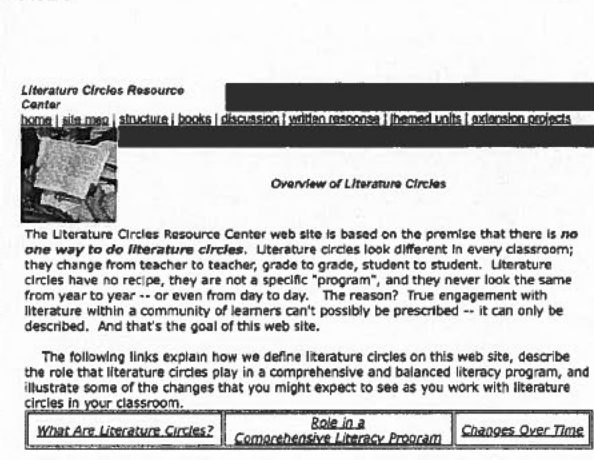
### Accountable Talk

<http://www.theteachertoolkit.com/index.php/tool/accountable-discussions>



### Literature Circles

<http://www.litcircles.org/Overview/overview.html>



### Socratic Seminars

<https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar>

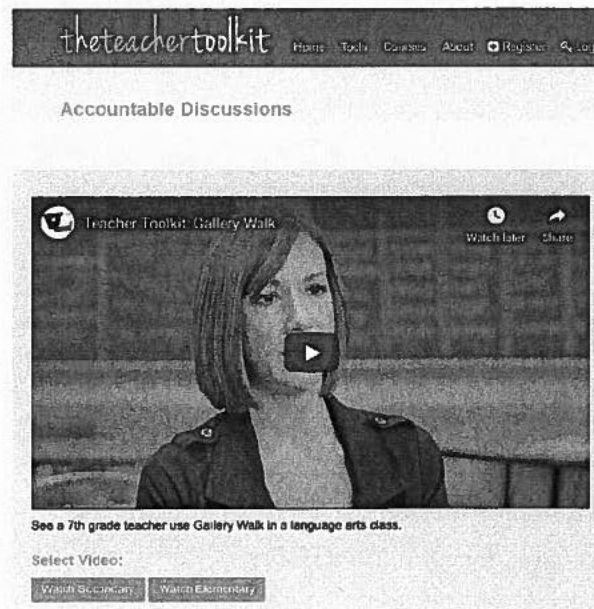


### See This Teaching Strategy in Action!



### Gallery Walks

<http://www.theteachertoolkit.com/index.php/tool/gallery-walk>





## Debates

[https://www.niu.edu/facdev/\\_pdf/guide/strategies/classroom\\_debates.pdf](https://www.niu.edu/facdev/_pdf/guide/strategies/classroom_debates.pdf)

# Classroom Debates

*By having students discuss and organize their points of view for one side of an argument they are able to discover new information and put knowledge into action.*

Using debates in the classroom provide students the opportunity to work in a collaborative and cooperative group setting. By having students discuss and organize their points of view for one side of an argument they are able to discover new information and put knowledge into action. Classroom debates help students learn through friendly competition, examine controversial topics and “strengthen skills in the areas of leadership, interpersonal influence, teambuilding, group problem solving, and oral presentation” (Leuser, n.d., para. 1).

Debates can be used in all disciplines on a wide range of topics. Table 1 illustrates examples of subject matter topics for debate which can easily be adapted for a variety of subject areas.

Table 1

<b>Arts</b> There should no restrictions upon artistic expression	<b>English</b> Language is not a skill
<b>Business</b> Corporations should be abolished	<b>Geology</b> Mountain top mining is good for the economy
<b>Education</b> Intelligence testing is without value	<b>Health</b> There is nothing morally wrong with doing drugs
<b>Engineering</b> Only bridges over waterways need to be routinely inspected	<b>Math</b> Elementary school mathematics should be confined largely to arithmetic
<b>Sociology</b> It is morally okay to break laws you don't agree with	<b>Science</b> The theory of evolution is based on both science and faith

## RESOURCE PREVIEW

26 Sentence Stems for Higher-Level Conversations in the Classroom

<https://www.teachthought.com/critical-thinking/sentence-stems-higher-level-conversation-classroom/>

Podcast Newsletter

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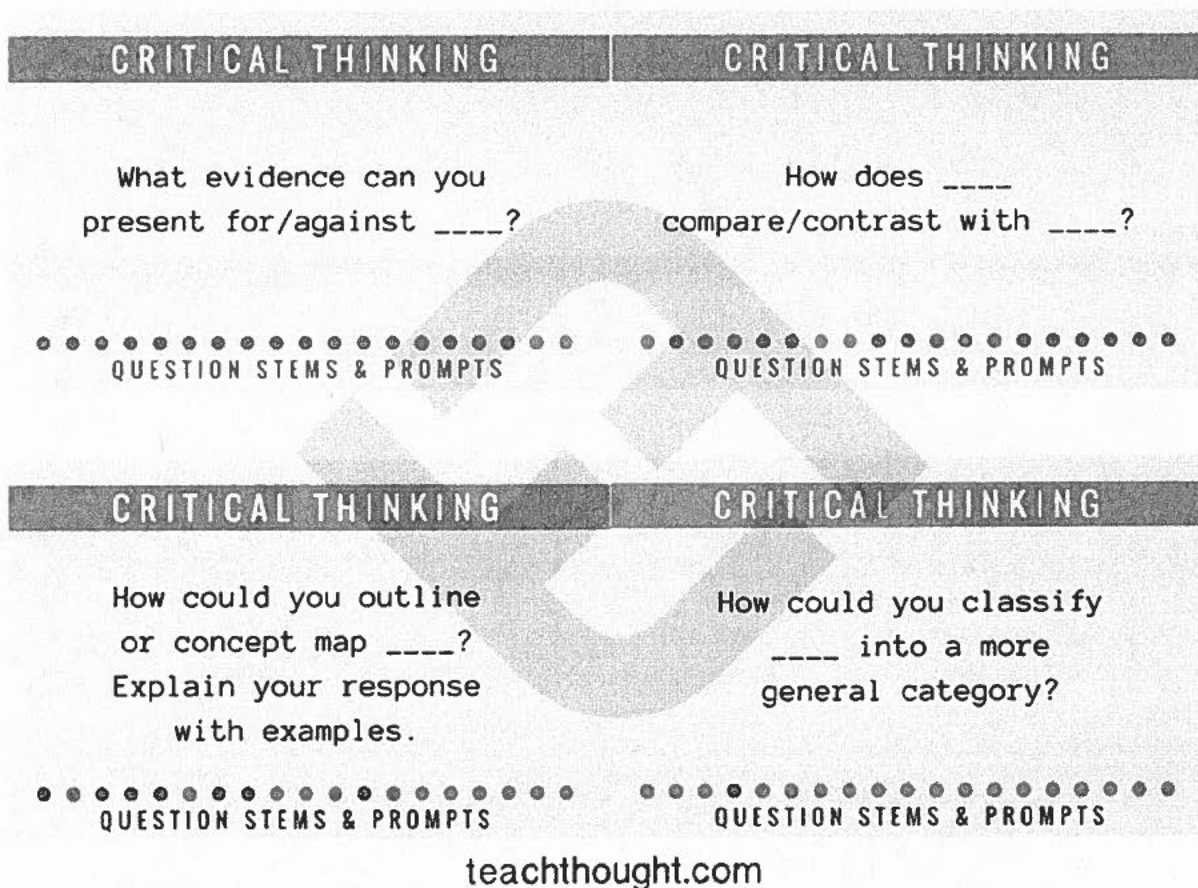
PD ▾

TEACHTHOUGHT PBL CONFERENCE JULY 16-19 ▾

THE FUTURE OF LEARNING ▾

# 26 Sentence Stems For Higher-Level Conversation In The Classroom

by TeachThought Staff — April 8, 2018 in Critical Thinking  9



<p>CRITICAL THINKING</p> <p>What evidence can you present for/against ____?</p> <p>QUESTION STEMS &amp; PROMPTS</p>	<p>CRITICAL THINKING</p> <p>How does ____ compare/contrast with ____?</p> <p>QUESTION STEMS &amp; PROMPTS</p>
<p>CRITICAL THINKING</p> <p>How could you outline or concept map ____? Explain your response with examples.</p> <p>QUESTION STEMS &amp; PROMPTS</p>	<p>CRITICAL THINKING</p> <p>How could you classify ____ into a more general category?</p> <p>QUESTION STEMS &amp; PROMPTS</p>

teachthought.com

## 26 Sentence Stems For Higher-Level Discussion In The Classroom

### Clarifying

Could you give me your thesis?

Is it your position that...

To be clear, you're saying that...

I'm confused when you say Z,  
Can you elaborate?

### Paraphrasing

Put another way, you're saying...

So you're saying that...

Is it fair to say that you believe...

I hear you saying that...

### Agreeing

I agree with Y because...

Z's point about X was important because...

The evidence for Z is overwhelming  
when you consider that...

X and I are coming from the same position.

Despite disagreeing about Y,  
I agree with Z that...

### Disagreeing

I see it differently because...

The evidence I've seen suggests  
something different.

Some of that is fact, but some of  
it is opinion as well.

I agree that Y, but we also have  
to consider that...

We see Z differently.

### Building On

Y mentioned that...

Yes—and furthermore...

The author's claim that Z is  
interesting because...

Adding to what X said,...

If we change X's position just a little,  
we can see that...

### Summarizing

Overall, what I'm trying to say is...

My whole point in one sentence is...

More than anything else, I believe that...



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**TRIMESTER TWO: INSTRUCTIONAL PLANNING AND STRATEGIES**  
**WEEK: 2 | MONTH: FEBRUARY**  
**MODULE: A CONVERSATION ABOUT STRUCTURING CLASS DISCUSSIONS**

## **Mentoring Conversation Guide**

At our last meeting, we discussed *Structuring Class Discussion*. How have you used the concepts and research we discussed in your practice? How have you observed the use of these concepts in the practice of your colleagues?

Discuss your experiences with the practice or concept. Tell me what went well and/or poorly. What challenges and success did you observe? How did your students respond? What would you do differently?

What additional support and resources do you need from me to improve your competency in this area?

Next steps and preparing for the week ahead...

**TRIMESTER TWO: INSTRUCTIONAL PLANNING AND STRATEGIES**  
**WEEK: 3 | MONTH: FEBRUARY**  
**MODULE: HIGHER-ORDER THINKING AND BLOOM'S TAXONOMY (S7 | S8)**

**HIGHER-ORDER THINKING AND BLOOM'S TAXONOMY**

Critical thinking, an essential skill for academic and life success, is developed when teachers facilitate opportunities for students to engage in tasks requiring higher-order thinking. Higher-order thinking tasks go beyond basic observation of facts and memorization. They are what we are talking about when we want our students to be evaluative, creative and innovative. A helpful reference for drafting HOT tasks is Bloom's Taxonomy. Developed by University of Chicago Professor Benjamin Bloom in 1956 and revised by his student Lorin Andersen in 2001, Bloom's Taxonomy classifies learning objectives on a continuum of complexity beginning with simple tasks like memorization and advancing to increasingly difficult tasks like application of knowledge and using information to produce or create a learning product. Teachers should use Bloom's Taxonomy as a guide for moving students from the lowest level of learning to the highest level, where mastery learning is demonstrated. In other words, students need to be moved from the basement, with a stopover on the first floor, eventually reaching the penthouse of learning where complexity resides.

**TRY THIS WITH YOUR MENTEES:**

**ACTIVITY**

1. Review Bloom's Taxonomy under *Resource Preview Revised Bloom's Taxonomy - Question Starters*, paying particular attention to the question stems for each level. Have your mentee practice drafting questions which address each level of Bloom's Taxonomy for an upcoming lesson. Plan to discuss the outcome at the next meeting.
2. Review Learning Objective Action Verbs under *Resource Preview Revised Bloom's Taxonomy - Learning Objective Action Verbs*. Have your mentee practice writing an objective for an upcoming lesson or have them revise the learning objective from a recent lesson. Discuss the objective, highlighting the HOT verb in it and discussing some of the skills students will need in order to meet the objective.



# RESOURCE PREVIEW

## Revised Bloom's Taxonomy - Question Starters

<https://education.illinoisstate.edu/downloads/casei/5-02-Revised%20Blooms.pdf>

### Revised Bloom's Taxonomy – Question Starters

#### Remembering- Knowledge

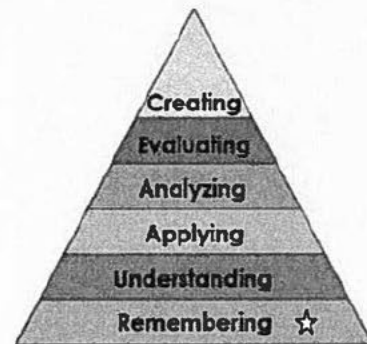
*Recall or recognize information, and ideas*

The teacher should:

- Present information about the subject to the student
- Ask questions that require the student to recall the information presented
- Provide verbal or written texts about the subject that can be answered by recalling the information the student has learned

#### Question prompts

What do you remember about \_\_\_\_\_?  
How would you define \_\_\_\_\_?  
How would you identify \_\_\_\_\_?  
How would you recognize \_\_\_\_\_?  
What would you choose \_\_\_\_\_?  
Describe what happens when \_\_\_\_\_?  
How is (are) \_\_\_\_\_?  
Where is (are) \_\_\_\_\_?  
Which one \_\_\_\_\_?  
Who was \_\_\_\_\_?  
Why did \_\_\_\_\_?  
What is (are) \_\_\_\_\_?  
When did \_\_\_\_\_?  
How would you outline \_\_\_\_\_?  
List the \_\_\_\_\_ in order.



Anderson & Krathwohl, 2001

#### Understanding-Comprehension

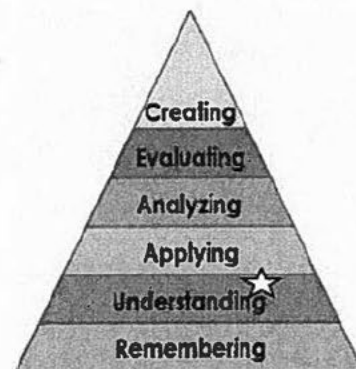
*Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.*

The teacher should:

- Ask questions that the student can answer in his/her own words by stating facts or by identifying the main idea.
- Give tests based on classroom instruction

#### Question prompts:

How would you compare \_\_\_\_\_? Contrast \_\_\_\_\_?  
How would you clarify the meaning \_\_\_\_\_?  
How would you differentiate between \_\_\_\_\_?  
How would you generalize \_\_\_\_\_?  
How would you express \_\_\_\_\_?  
What can you infer from \_\_\_\_\_?  
What did you observe \_\_\_\_\_?  
How would you identify \_\_\_\_\_?  
How can you describe \_\_\_\_\_?  
Will you restate \_\_\_\_\_?  
Elaborate on \_\_\_\_\_.  
What would happen if \_\_\_\_\_?  
What is the main idea of \_\_\_\_\_?  
What can you say about \_\_\_\_\_?



Anderson & Krathwohl, 2001

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational outcomes: Complete edition*, New York : Longman.



### Applying-Application

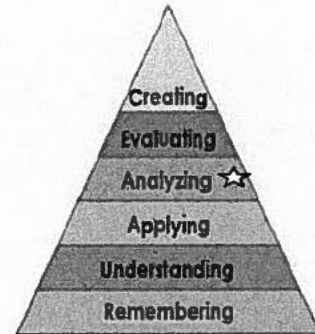
*Apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.*

The teacher should:

- Provide opportunities for the student to use ideas, theories, or problem solving techniques and apply them to new situations.
- Review the student's work to ensure that he/she is using problem solving techniques independently.
- Provide questions that require the student to define and solve problems.

#### Questioning prompts:

What actions would you take to perform \_\_\_\_\_?  
How would you develop \_\_\_\_\_ to present \_\_\_\_\_?  
What other way would you choose to \_\_\_\_\_?  
What would the result be if \_\_\_\_\_?  
How would you demonstrate \_\_\_\_\_?  
How would you present \_\_\_\_\_?  
How would you change \_\_\_\_\_?  
How would you modify \_\_\_\_\_?  
How could you develop \_\_\_\_\_?  
Why does \_\_\_\_\_ work?  
How would you alter \_\_\_\_\_ to \_\_\_\_\_?  
What examples can you find that \_\_\_\_\_?  
How would you solve \_\_\_\_\_?



Anderson & Krathwohl, 2001

### Analyzing - Analysis

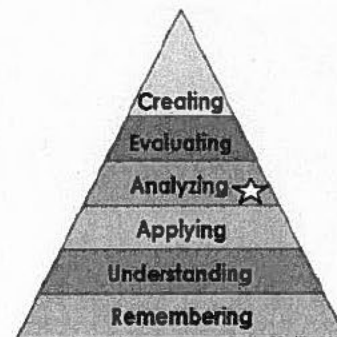
*Break down a concept or idea into parts and show relationships among the parts.*

The teacher should:

- Allow time for students to examine concepts and ideas and to break them down into basic parts.
- Require students to explain why they chose a certain problem solving technique and why the solution worked.

#### Questioning prompts:

How can you classify \_\_\_\_\_ according to \_\_\_\_\_?  
How can you compare the different parts \_\_\_\_\_?  
What explanation do you have for \_\_\_\_\_?  
How is \_\_\_\_\_ connected to \_\_\_\_\_?  
Discuss the pros and cons of \_\_\_\_\_.  
How can you sort the parts \_\_\_\_\_?  
What is the analysis of \_\_\_\_\_?  
What can you infer \_\_\_\_\_?  
What ideas validate \_\_\_\_\_?  
How would you explain \_\_\_\_\_?  
What can you point out about \_\_\_\_\_?  
What is the problem with \_\_\_\_\_?  
Why do you think \_\_\_\_\_?



Anderson & Krathwohl, 2001

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational outcomes: Complete edition, New York : Longman.

### Evaluating- Evaluation

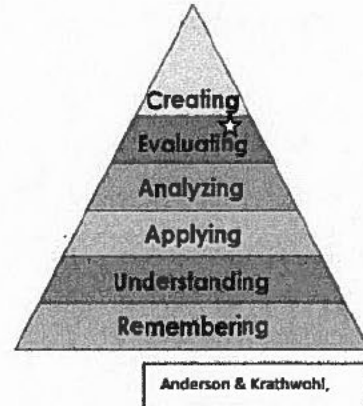
*Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.*

The teacher should:

- Provide opportunities for students to make judgments based on appropriate criteria.
- Have students demonstrate that they can judge, critique, or interpret processes, materials, methods, etc. using standards and criteria.

#### Questioning prompts:

What criteria would you use to assess \_\_\_\_\_?  
What data was used to evaluate \_\_\_\_\_?  
What choice would you have made \_\_\_\_\_?  
How would you determine the facts \_\_\_\_\_?  
What is the most important \_\_\_\_\_?  
What would you suggest \_\_\_\_\_?  
How would you grade \_\_\_\_\_?  
What is your opinion of \_\_\_\_\_?  
How could you verify \_\_\_\_\_?  
What information would you use to prioritize \_\_\_\_\_?  
Rate the \_\_\_\_\_.  
Rank the importance of \_\_\_\_\_.  
Determine the value of \_\_\_\_\_.



### Creating-Synthesis

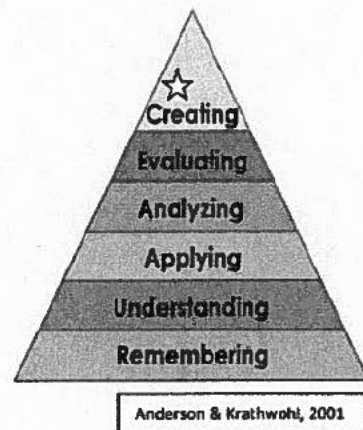
*Bring together parts of knowledge to form a whole and build relationships for new situations.*

The teacher should:

- Provide opportunities for students to assemble parts of knowledge into a whole using creative thinking and problem solving.
- Require students to demonstrate that they can combine concepts to build new ideas for new situations.

#### Questioning prompts:

What alternative would you suggest for \_\_\_\_\_?  
What changes would you make to revise \_\_\_\_\_?  
How would you explain the reason \_\_\_\_\_?  
How would you generate a plan to \_\_\_\_\_?  
What could you invent \_\_\_\_\_?  
What facts can you gather \_\_\_\_\_?  
Predict the outcome if \_\_\_\_\_.  
What would happen if \_\_\_\_\_?  
How would you portray \_\_\_\_\_?  
Devise a way to \_\_\_\_\_.  
How would you compile the facts for \_\_\_\_\_?  
How would you elaborate on the reason \_\_\_\_\_?  
How would you improve \_\_\_\_\_?



Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational outcomes: Complete edition*, New York : Longman.



## RESOURCE PREVIEW

Revised Bloom's Taxonomy - Learning Objective Action Verbs

[https://ce.uci.edu/pdfs/instructor/blooms\\_taxonomy.pdf](https://ce.uci.edu/pdfs/instructor/blooms_taxonomy.pdf)



### Learning Objective Action Verbs related to Bloom's Taxonomy

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<b>Bloom's Definition</b>	Remember previously learned information	Demonstrate an understanding of the facts	Apply knowledge to actual situations	Break down objects or ideas into simpler parts and find evidence to support generalizations	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
<b>Verbs</b>	Arrange Define Describe Duplicate Identify Label List Match Memorize Name Order Outline Recognize Relate Recall Repeat Reproduce Select State	Classify Convert Defend Describe Discuss Distinguish Estimate Explain Express Extend Generalized Give example(s) Identify Indicate Infer Locate Paraphrase Predict Recognize Rewrite	Apply Change Choose Compute Demonstrate Discover Dramatize Employ Illustrate Interpret Manipulate Modify Operate Practice Predict Prepare Produce Relate Schedule Show	Analyze Appraise Breakdown Calculate Categorize Compare Contrast Criticize Diagram Differentiate Discriminate Distinguish Examine Experiment Identify Illustrate Infer Model Outline Pointout	Arrange Assemble Categorize Collect Combine Comply Compose Construct Create Design Develop Devise Explain Formulate Generate Plan Prepare Rearrange Reconstruct Relate	Appraise Argue Assess Attach Choose Compare Conclude Contrast Defend Describe Discriminate Estimate Evaluate Explain Judge Justify Interpret Relate Predict Rate

Bloom's Taxonomy Action Verbs [Resource PDF] (2012, January 19) Retrieved June 24, 2013, from <http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20taxonomy%20Action%20Verbs.pdf>



**TRIMESTER TWO: INSTRUCTIONAL PLANNING AND STRATEGIES**  
**WEEK: 4 | MONTH: FEBRUARY**  
**MODULE: A CONVERSATION ABOUT HIGHER-ORDER THINKING AND**  
**BLOOM'S TAXONOMY**

## **Mentoring Conversation Guide**

At our last meeting, we discussed *Higher-Order Thinking and Bloom's Taxonomy*. How have you used the concepts and research we discussed in your practice? How have you observed the use of these concepts in the practice of your colleagues?

Discuss your experiences with the practice or concept. Tell me what went well and/or poorly. What challenges and success did you observe? How did your students respond? What would you do differently?

What additional support and resources do you need from me to improve your competency in this area?

Next steps and preparing for the week ahead....

## **TRIMESTER THREE: ASSESSMENT AND INSTRUCTIONAL STRATEGIES**

**WEEK: 1 | MONTH: MARCH**

**MODULE: "IS THIS GOING TO COUNT?" (ASSESSMENT) (S6)**

### **"IS THIS GOING TO COUNT?" (ASSESSMENT)**

According to the Glossary of Education Reform, "In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students." Hence, it is a necessary tool for every teacher; however, it may be incorporated into what we do for different reasons and in different ways using different methods. The assessment process is a continual one requiring teachers to be familiar with data collection, understanding how to analyze data, reflect on it and ultimately use it for student academic improvement.

A question that comes up with many new teachers is whether or not every assignment should count for a grade. Researchers Caroline Wylie, Research Director of the learning-sciences group at Educational Testing Service, and Kathryn Mitchell Pierce, Assistant Professor of educational studies at St. Louis University in Missouri, agree that the answer is "No, we should not grade assignments that are meant to inform instruction." As mentors, we need to be clear when answering this question for mentees. When we assign students work regardless of the assignment, if it is meant to inform instruction, it should not count and students need to know it does not count. We are looking for students to demonstrate what they understand and what still confuses them about an assignment or concept individually or collectively. Then we should use the feedback we receive from our students to drive instruction and ensure they receive what they need to master the skills or concepts. When we assess with the purpose of filling in student learning gaps, we should not count the grades but rely on what we learn to better reach our students. Once a teacher assigns a grade to student work, even if there are comments, the student inevitably focuses on the grade and the feedback is lost, therefore impeding the intended improvement from the feedback.

### **TRY THIS WITH YOUR MENTEES:**

#### **DISCUSSION:**

- **What are some of the roadblocks and challenges teachers might encounter while implementing this concept or practice?**
- **What are some solutions for addressing the roadblocks?**
- **What resources might you need in order to try your proposed solutions?**

#### **ACTIVITY:**

There are a variety of formative assessment exercises that can be used when teachers are introducing new content to students. Read through the six classroom activities below. Notice how they each provide students and teachers with ongoing feedback about learning. These classroom assessment techniques help shape and focus subsequent teaching, based on students' understanding and learning needs.

Try these activities with your students. Use their performance outcome to identify areas of mastery and confusion. Then collaboratively brainstorm other assessment ideas for formative purposes.

### **Background Knowledge Probe**

Give students two or three short-answer questions or 15-20 multiple-choice questions that ask them about their attitudes and understanding (e.g., their motivations, beliefs, values, misconceptions about the subject matter, etc.). This can be used as a diagnostic pre-test.

### **Muddiest Point**

Ask students to write down what they perceived as the muddiest point in a lecture, reading, etc. The muddiest point is something that they still do not fully understand, or are having difficulty with. Collect responses, then clarify these muddy points during the next class.

### **Concept Map**

Students are to create a visual map of a specific concept whereby nodes represent facts or ideas, and lines connecting these nodes represent the relationship between them (e.g., sub-categories, cause-and-effect). Concept maps can be used across many disciplines and force students to think more deeply about the content.

### **Punctuated Lectures**

After your students listen to your lecture or demonstration, stop and ask them to reflect on what they were doing during your presentation and how it helped or hindered their understanding. Have them write it anonymously and turn it in. Read and offer suggestions on how they can improve listening and self-monitoring skills.

### **The Minute Paper**

The most popular and easy-to-use classroom assessment technique. During the last five minutes of class, give students one minute (or two to five minutes) to write the answers to one or two questions, such as, *What was the most important thing you learned?* and *What question or questions remain unanswered?*

### **Application Cards**

After a lecture or demonstration, have students write down one or more real-world applications of the material. Select the best ones from a wide range of examples and read to the class at the next meeting.



# Mentoring Conversation Guide

TRIMESTER THREE: ASSESSMENT AND INSTRUCTIONAL STRATEGIES

WEEK: 2 | MONTH: MARCH

MODULE: "IS THIS GOING TO COUNT?" (ASSESSMENT)

At our last meeting, we discussed "*Is This Going to Count?*" (*Assessment*). How have you used the concepts and research we discussed in your practice? How have you observed the use of these concepts in the practice of your colleagues?

Discuss your experiences with the practice or concept. Tell me what went well and/or poorly. What challenges and success did you observe? How did your students respond? What would you do differently?

What additional support and resources do you need from me to improve your competency in this area?

Next steps and preparing for the week ahead....

## **TRIMESTER THREE: ASSESSMENT AND INSTRUCTIONAL STRATEGIES**

**WEEK: 3 | MONTH: MARCH**

**MODULE: DIFFERENTIATION OF INSTRUCTION ORGANIZATION (S4)**

### **DIFFERENTIATION OF INSTRUCTION ORGANIZATION**

No discussion of instruction is complete without attention to differentiation. Differentiation is an instructional strategy that allows a teacher to address the unique learning needs of a particular student or small group of students. Rather than approaching instruction as if every student learns at the same pace and in the same way, differentiation calls for teachers to make adjustments in time or support to ensure optimal student growth for all students. The following Differentiated Instruction Organizer identifies five components of a lesson, developed on three different levels. The organizer looks at how each level is different from the next, beginning with the instructional level, then an alternate method to assist students, and, finally, an alternate method to challenge students. These levels keep students from becoming bored by the lack of challenging work or from disengaging because the work is too difficult or frustrating. When teachers plan with differentiation in mind, they are more aptly prepared to meet the needs of their academically diverse students.

### **TRY THIS WITH YOUR MENTEES:**

#### **DISCUSSION:**

- **What are some of the roadblocks and challenges teachers might encounter while implementing this concept or practice?**
- **What are some solutions for addressing the roadblocks?**
- **What resources might you need in order to try your proposed solutions?**

#### **ACTIVITY**

Have your mentees retrieve a copy of a lesson already taught. Encourage them to use the contents of that lesson to complete the Differentiated Instruction Organizer provided. Changes should be included on the blank organizer to demonstrate how the lesson has been enhanced. If no changes are required, mentees should input information from their lesson, and discuss the different levels and how they are differentiated.

**DIFFERENTIATED INSTRUCTION ORGANIZER**

<b>LESSON COMPONENTS</b>	<b>INSTRUCTIONAL METHOD ORIGINALLY PLANNED</b>	<b>ALTERNATE METHOD TO ASSIST STUDENTS</b>	<b>ALTERNATE METHOD TO CHALLENGE STUDENTS</b>
<b>MAJOR CONCEPTS</b>			
<b>VOCABULARY TERMS</b>			
<b>ACTIVITIES</b>			
<b>ASSESSMENTS</b>			



# RESOURCE PREVIEW

## Differentiated Instruction Organizer

### DIFFERENTIATED INSTRUCTION ORGANIZER

LESSON COMPONENTS	INSTRUCTIONAL METHOD ORIGINALLY PLANNED	ALTERNATE METHOD TO ASSIST STUDENTS	ALTERNATE METHOD TO CHALLENGE STUDENTS
MAJOR CONCEPTS			
VOCABULARY TERMS			
ACTIVITIES			
ASSESSMENTS			

**TRIMESTER THREE: ASSESSMENT AND INSTRUCTIONAL STRATEGIES**  
**WEEK: 4 | MONTH: MARCH**  
**MODULE: A CONVERSATION ABOUT DIFFERENTIATION OF INSTRUCTION ORGANIZATION**

## **Mentoring Conversation Guide**

At our last meeting, we discussed the *Differentiation of Instruction Organization*. How have you used the concepts and research we discussed in your practice? How have you observed the use of these concepts in the practice of your colleagues?

Discuss your experiences with the practice or concept. Tell me what went well and/or poorly. What challenges and success did you observe? How did your students respond? What would you do differently?

What additional support and resources do you need from me to improve your competency in this area?

Next steps and preparing for the week ahead....

## TRIMESTER THREE: ASSESSMENT AND INSTRUCTIONAL STRATEGIES

WEEK: 1 | MONTH: APRIL

MODULE: KEY CONCEPTS IN SPACING LEARNING OVER TIME (S3 | S8)

### KEY CONCEPTS IN SPACING LEARNING OVER TIME

Mark McDaniel, Ph.D., affirms that, “Spacing learning over time means re-exposing students to material over the course of weeks and months to mitigate the problem of forgetting.” Spacing promotes retention. Help mentees to understand that in order to do so, teachers must introduce information during a particular time or lesson and then create future opportunities when students must retrieve that information from long-term memory to refocus on it. This helps students to become more attentive and more engaged with the second, third, and even more presentations of the information depending on the level of difficulty of the concepts being introduced. When the information is revisited, it must be done in different contexts along with other information that has been learned. Following this strategy is known as “variable encoding”—chances to encode the information in different ways, getting different perspectives on it, understanding it a little bit differently, and relating it to prior knowledge. Spacing learning over time promotes this. The goal is to have our students learn information that can be retrieved from year to year, and reduce forgetting.

### TRY THIS WITH YOUR MENTEES:

#### DISCUSSION:

- What are some of the roadblocks and challenges teachers might encounter while implementing this concept or practice?
- What are some solutions for addressing the roadblocks?
- What resources might you need in order to try your proposed solutions?

#### ACTIVITY

View the video “Bell Ringers, Pyramids, and Big Ideas” with your mentee. Think of a lesson you or your mentee has already taught. Briefly explain the lesson. Discuss examples of some “*Bell Ringers*” you would use with students to help space learning over time. In at least one example, think of the “*Big Ideas*” in your lesson: what are some of the “*Bell Ringers*” for them? With your mentee, think of innovative and fun ways that you might support students in retrieving previously learned material. Some suggestions include the following:

#### Brain Dumps

Students are given a specified amount of time where they write down everything they know about a topic of study. When done, they can exchange their information in a Think-Pair-Share or compile the information for a whole-class brain dump. Then have them return to their original text to see what they missed or what needs correction.



**Low-Stakes Quizzes**

Students can take these quizzes on paper in a Google Form with an individual response system like clickers, Plickers, Poll Everywhere or games like Kahoot or Quizziz. Note that these quizzes are learning strategies. Ideally, students wouldn't get scores on them, but if you must give points, make them an almost negligible part of students' overall class grade.

**Think-Pair-Share**

Students recall information then share it with a partner. This can be used with single-answer questions, or open-ended ones.

**RESOURCE PREVIEW**  
Bell Ringers, Pyramids & Big Ideas  
<https://dwwlibrary.wested.org/resources/616>

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## Bell Ringers, Pyramids, and Big Ideas

Doing What Works

School Example

Overall Rating ☆☆☆☆

Bell Ringers\_P



**TRIMESTER THREE: ASSESSMENT AND INSTRUCTIONAL STRATEGIES**

**WEEK: 2 | MONTH: APRIL**

**MODULE: A CONVERSATION ABOUT SPACING LEARNING OVER TIME**

## **Mentoring Conversation Guide**

At our last meeting, we discussed *Spacing Learning over Time*. How have you used the concepts and research we discussed in your practice? How have you observed the use of these concepts in the practice of your colleagues?

Discuss your experiences with the practice or concept. Tell me what went well and/or poorly. What challenges and success did you observe? How did your students respond? What would you do differently?

What additional support and resources do you need from me to improve your competency in this area?

Next steps and preparing for the week ahead....



**TRIMESTER THREE: ASSESSMENT AND INSTRUCTIONAL STRATEGIES**  
**WEEK: 3 | MONTH: APRIL**  
**MODULE: ANNUAL PLANS, LESSON PLANS, CLASSROOM VISITATIONS AND PEER**  
**OBSERVATIONS (S7)**

**ANNUAL PLANS, LESSON PLANS, CLASSROOM VISITATIONS AND PEER OBSERVATIONS**

Planning is essential for teaching. Plans serve as a blueprint for our instruction and a clear outline for our peers and administrators to follow what is taking place in our classrooms. Annual plans are plans teachers use as a prescriptive layout of the predetermined learning for students. In that plan, a teacher must take into account the curriculum goals for the year and make note of the content area, and decide how best to deliver instruction that will address the requirements for the year.

Lesson plans, on the other hand, are expected to address daily and monthly lessons which are derived from the overarching annual plan. These plans include objectives, teaching methods, strategies, closure, homework, what happens during the work period and more. During the execution of the daily plans, teachers may receive classroom visitations from administrators as well as peers. However, the teacher her/himself may also make peer observations as a way of looking at the specifics in the teaching process.

Classroom visitations by administrators are typically evaluative. However, peer observations are typically conducted for professional learning purposes. Still, when peer observations are made, they should be done with a plan in mind. For instance, while observing, the essential question in the lesson should be considered. This provides both peers with a defined focus, which is more likely to result in more substantive feedback on instructional practices and student learning. Both teachers should also discuss the scope of the observation prior to it occurring. This, too, allows for a specific focus and helps the peer teacher to gain valuable information for the purpose of the visit. Finally, the purpose must also be intentional. Will there be a focus on pedagogy, student engagement, student behavior, instructional practices, specific students, whole group instruction, or something else?

**TRY THIS WITH YOUR MENTEES:**

**DISCUSSION:**

- **What are some of the roadblocks and challenges teachers might encounter while implementing this concept or practice?**
- **What are some solutions for addressing the roadblocks?**
- **What resources might you need in order to try your proposed solutions?**

**ACTIVITY**

Peer observations can benefit both teachers. In this activity, engage mentees in discussion and development around these benefits:

1. The peer observer sees new techniques or strategies on display.
2. The peer being observed receives valuable feedback from the observer.

3. Discuss your feelings, concerns, and apprehensions about classroom visitations and peer observations

**TRIMESTER THREE: ASSESSMENT AND INSTRUCTIONAL STRATEGIES**

**WEEK: 4 | MONTH: APRIL**

**MODULE: A CONVERSATION ABOUT ANNUAL PLANS, LESSON PLANS,  
CLASSROOM VISITATIONS AND PEER OBSERVATIONS**

## **Mentoring Conversation Guide**

At our last meeting, we discussed *Annual Plans, Lesson Plans, Classroom Visitations and Peer Observations*. How have you used the concepts and research we discussed in your practice? How have you observed the use of these concepts in the practice of your colleagues?

Discuss your experiences with the practice or concept. Tell me what went well and/or poorly. What challenges and success did you observe? How did your students respond? What would you do differently?

What additional support and resources do you need from me to improve your competency in this area?

Next steps and preparing for the week ahead....



**TRIMESTER THREE: ASSESSMENT AND INSTRUCTIONAL STRATEGIES**  
**WEEK: 1 | MONTH: MAY**  
**MODULE: PREPARING FOR THE NEXT ACADEMIC YEAR: A CASE STUDY (S9)**

**PREPARING FOR THE NEXT ACADEMIC YEAR: A CASE STUDY**

During the course of each academic year, we learn more and more about the students we teach. This process helps us develop our craft and enhance our practice. The interactions and experiences we encounter fill our teacher toolboxes. With that information, we can begin to plan for the next academic year, which is about more than just planning for academics. It is also about understanding the dynamics of our students. As mentors, it is important to help mentees develop professional competencies in working with children and families. One strategy is to gather background knowledge about the development of children physically, mentally, and emotionally according to theorists and others who have studied them. This strategy can be done through case studies.

A case study is a process or record of research in which detailed consideration is given to the development of a particular person, group, or situation over a period of time. In this regard, the study should at least look at the following:

- Background of the student
- Physical development
- Cognitive development
- Emotional/social development
- Reflection from the teacher's findings

Preparing for the next academic year won't completely crystalize before the year begins, but being able to develop some competencies around what works and what doesn't will be beneficial to teachers' understanding of student behaviors. Here are several case study scenarios for a variety of student behaviors.

**TRY THIS WITH YOUR MENTEES:**

**ACTIVITY**

Encourage mentees to browse through the list of 7 case studies, from *Elementary Classroom Discipline Case Studies* by Classroom Caboodle and then decide on one for focus. Have the mentee read through chosen studies and focus on probable background information, as well as physical, cognitive, emotional and social developmental traits. Suggest that mentees reflect on the experience.

## RESOURCE PREVIEW

Elementary Classroom Case Studies

[classroomcaboodle.com/teacher-resource/classroom-discipline-case-studies/](http://classroomcaboodle.com/teacher-resource/classroom-discipline-case-studies/)

### Elementary Classroom Discipline Case Studies

By | Classroom Caboodle

#### Classroom Discipline Case Studies

I don't shy away from details in these case studies. The names have been changed but the circumstances are fully explained... including my assessment of my own impact (or lack thereof). I'm leaving out a few details, like how many times they went to the office; based on the behavior I was dealing with, you can fill in those blanks easily enough. These are in order from less to more challenging.

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#### CASE #1

##### **Tamara: my budding gang member**

On the first day of school, no one could tell if Tamara was a boy or a girl. She showed up new to our school dressed as tiny little nine-year old gang member: baseball hat, puffy coat, mean expression. A few private get-to-know-you conversations convinced me it was all an act... an act that needed to be cut off before it became the real thing. I pretty much told her repeatedly to "knock it off."

"Tamara, why are you using such a mean voice? Knock it off! You have a beautiful voice when you choose to use it."

"Tamara, you know we can't wear hats in school, so quit bringing it. It just hides your pretty hair anyway."

I didn't let her get away with any of her faux gang behavior and it didn't take long for her to give in. She needed permission to be a little girl who didn't have to be tough to make up for her small size.

When she learned that my classroom was an open and accepting place, not a gang where status had to be earned, she made a dramatic switch from puffy hooded coats to pink jackets with sparkles.

- **Time to resolution:** 3 weeks

#### CASE #2

##### **Jake: self-labeling as a failure**

Jake was overweight and had been retained once in the past, so he was one year older and much taller than others. He was used to failure and often told me, "I'm no good." He was disrespectful and taken to muttering in the background, counteracting any instructions I gave to the class.

I started by separating him from any table grouping (but close to my desk) to keep him from drawing other kids off task. I then made him my helper in ways that took advantage of his size and height. For example, I made it a point to ask him to assist with things that took a “big man:”

“Jake, can you get the fire escape door closed for me? It’s sticking.”

“Jake, please get that tub off the top shelf and bring it to me.”

“Jake, I’d really like it if you could push that science kit out into the hallway for me.”

This helped him feel like his size was a benefit to the classroom, not something to be embarrassed about.

I also noticed that he had a knack for explaining math problems slightly differently than I did during instruction. I capitalized on this by asking him to work one-on-one with kids who were struggling in math. His confidence allowed his math scores to skyrocket along with the students he peer-coached!

Jake quickly got himself under control and was reintegrated with a table group.

- **Time to resolution: 3 weeks**

### **CASE #3**

#### **Brandon: knives, fighting and violence**

Brandon came with a history of violence from the preceding year. I was warned by his former teacher that he was the worst in the school: brandishing knives, serious aggression, repeated suspensions, etc. My first belief is that a teacher should never let history set a kid up for failure before you get to know him, so we started with a clean slate.

But a clean slate doesn’t mean that the behavior won’t continue. Brandon was very smart – smart enough to be stealthy in his actions. He chose kids who were barely making it with their own behavior and schoolwork and pulled them off task with whispering or spit wads from a distance.

I told Brandon that he needed to be an island to learn how to meet expectations. I taped a piece of paper with some palm trees drawn on it to the side of his desk and put him right up against my own desk. Together we were “The Island.”

I developed a relationship with Brandon day by day, engaging in short conversations about topics that interested him and reinforcing any good work he accomplished. He got to the point where he would do anything for me and I even heard him defending me to anyone who complained that I was too hard or mean:

“She wouldn’t have to be mean if you’d get your work done!”

He chose to remain by my desk for several weeks because he began enjoying being successful and not spending time in the office. Together we decided when it was time



to go back to sit with the rest of the class and I asked him to choose his table partners. Knowing he could not stay on task with certain other boys, he chose correctly.

He had his disciplinary ups and downs in my classroom for the remainder of the year and I had to move him to different table groups more than once, but he stayed on task sufficiently to make academic progress – and to not impede the progress of others.

- **Time to resolution:** 6 weeks... with ongoing management for the remainder of the year.

#### **CASE #4**

##### **Rolando: angry and explosive**

Rolando was a broken little boy. He was angry and had an extremely explosive temper, throwing chairs, shoving desks, then isolating himself under a table and refusing to come out until his dad arrived at school.

He had been homeless on the streets in Arizona with his mom and sister until his father came to take him back to our state. Although his mom had a diagnosed mental illness, his father was helpful and supportive of my efforts.

Rolando was very smart and capable of doing all schoolwork. What he needed was a stable person he could trust and lots of guidance on how to interact with other kids.

I dealt with the crisis moments by giving him choices. This started with choices that were very easy for him to make, but reinforced that he could choose how to behave. For example:

“You have a choice: you can stay under the table to wait for your dad or sit in the office to wait.”

Gradually, this became:

“Rolando, you can choose to take a moment to calm down and stay in the room with us, or be angry in the hallway until I come talk to you.”

Rolando was very self-aware and slowly he became able to discuss upcoming potential problems with me:

“OK Rolando, what do you think is the best choice for when I’m gone tomorrow? Can you stay in the room with an option of going to Ms. Smith’s room if you get angry, or should you just start there?”

Throughout this process I repeatedly told him that I cared and wanted to help him. Slowly he came to believe that and was willing to take my advice on how to avoid exploding when frustrated. When I could see him about to blow, I would walk by and

whisper, “Do you need some time?” as a cue for him to apply self-control. He understood that this meant taking time to walk, talk or just breath.

- **Time to resolution:** 5 months. By February he was solid in his self-management. The following year he continued to do well in another classroom.

## **CASE #5**

### **Taylor: pulling others off task**

An engaging child with diagnosed ADHD that was un-medicated, he was constantly out of his chair, off task and pulling others off task 90% of the time.

I kept track a few days and found that I was redirecting him over fifty times a day. Without that redirecting, Taylor did absolutely no work on any subject. With one-on-one oversight all day long – and I mean the teacher standing right by his desk – he was barely capable of learning.

But what teacher can devote 100% of her time to one student, ignoring all the rest?

Parents were no help in this situation and the home environment was the major problem. His mother wouldn't take the time to follow up on filling prescriptions and had her own medical issues, which she put first. The family was heading for declaring bankruptcy; dad was in and out of the picture, etc. He idolized his older brother, a high school student who was suspended as often as he was in school.

I seated him separately from the rest of the class to keep him from pulling other kids off task. I arranged for a volunteer math tutor once a week and for volunteers to read with him. In addition, I used every method I knew for engaging ADHD kids:

- using technology (laptops, Smart board)
- delivering instruction in very short chunks
- giving him room to move around away from other students

In the end, I simply could not get Taylor to care about learning. His skills never rose to grade level in spite of my efforts and I worked with my administration to obtain an IEP. By the end of the year, in addition to the methods I employed, he was also receiving extra attention in the Special Education room.

I continued to give him chances to engage constructively with other kids in the classroom, but after three warnings, which always occurred within 30 minutes, he had to be separated to allow others to learn.

I would put three sticky notes on his desk. Each time he drew other students off task, I quietly walked by and took one. When the last one was gone, he had to move his desk next to mine.

- **Time to resolution:** 9 months and counting. This case I count as a failure and feel inadequate when I consider it. You must never stop trying, but that's the reality sometimes.

## **CASE #6**

### **Andreas: death threats and sexual harassment**

Andreas threatened to kill me twice. His harassment of girls in the class included telling them the sexual fantasies he enjoyed while masturbating (and worse). He fondled himself in class. He fought and he stole things. His father was in prison on drug-dealing charges.

There was no help coming from home for this child. Andreas (a fourth grader) had a very strong desire to run with a gang and in fact had previously run drugs for his dad. According to the police, his mom was known to shelter wanted felons in their home. Andreas was a Special Education student; he loved to write but struggled with all other subject areas.

The first step was to keep other kids safe from him. He spent most of the year with his desk right by my desk, where I did my best to build a relationship through conversations. I also began logging his inappropriate behavior – in this instance, I had to use this log to convince my principal that actions needed to be taken for the safety of other children.

I granted him a favor of having his own tub in which to keep several books he liked so he wouldn't have to feel like he needed to "steal" them from the other kids (this was only slightly effective). I occasionally gave him a chance to rejoin a group, and his ability to interact appropriately gradually increased... but never to the point where he did not require constant oversight to avoid inappropriate behavior.

- **Time to resolution:** 7 months... if you count "resolution" as not being sent home or suspended at least once a week.

## **CASE #7**

### **Trey: weapons, hitting, and stealing**

Another very difficult home situation, (gangs, drugs, absent father) with no support from either parent for anything occurring at school.

Trey was fascinated by weapons and once threatened me with a ruler that he had sharpened into a knife. He hit other kids and took their personal possessions, ruining them before giving them back. Trey also practiced self-mutilation, scraping his arms with pens and rulers until they were raw or bleeding and picking at any resulting scabs.

Initially, moving Trey to an isolated desk near me allowed him to function well and get his urges under control. After a couple months, he was able to move back with a table group. Unfortunately, his home life further deteriorated and he had to be isolated near me again.

This situation continued for several months until he ultimately qualified for a local, in-resident, clinic-based behavior management program. He came back a different kid.



At this six-week program, he was given glasses to help his vision and medication to address his diagnosis of OCD and depression. When he returned he had calmed down dramatically. He was not angry anymore, just a little “rough around the edges.”

Frankly, I wondered if he was overmedicated, but trusted that his physician would continue to work on appropriate dosages, as he grew older and larger. In any event, it was significant that he was no longer harming himself or others.

- **Time to resolution:** 8 months. In this case, “resolution” meant achieving a state of non-violence that would hopefully equate to academic advancement in future grades.

**TRIMESTER THREE: ASSESSMENT AND INSTRUCTIONAL STRATEGIES**

**WEEK: 2 | MONTH: MAY**

**MODULE: PREPARING FOR THE NEXT ACADEMIC YEAR: A CASE STUDY**

Continue exploring additional discipline issues in previously introduced case studies. Next to each of the cases listed below, record any additional discipline issues you observed.

*Case #1 Tamara: My budding gang member*

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*Case #2 Jake: Self-labeling as a failure*

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*Case #3 Brandon: Knives, fighting and violence*

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*Case #4 Rolando: Angry and explosive*

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*Case #5 Taylor: Pulling others off task*

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*Case #6 Andreas: Death threats and sexual harassment*

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*Case #7 Trey: Weapons, hitting, and stealing*

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## TRIMESTER THREE: ASSESSMENT AND INSTRUCTIONAL STRATEGIES

WEEK: 3 | MONTH: MAY

MODULE: REVISITING CLASSROOM MANAGEMENT (S7)

### REVISITING CLASSROOM MANAGEMENT

Discuss with mentees that classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

### TRY THIS WITH YOUR MENTEES:

#### ACTIVITY

Share these Classroom Management features with mentees.

### CRITICAL FEATURES OF CLASSROOM MANAGEMENT

1. **Maximize structure** in your classroom
2. Post, Teach, Review, Monitor, and Reinforce a small number of positively stated **expectations**.
3. **Actively engage** students in observable ways.
4. Establish a continuum of strategies to **acknowledge appropriate behavior**.
5. Establish a continuum of strategies to **respond to inappropriate behavior**.

### FOCUS ON RESPONDING TO INAPPROPRIATE BEHAVIOR

- You may employ a continuum of strategies to respond to inappropriate behavior:
  - **Error corrections** (providing specific and contingent feedback for the inappropriate behavior)
  - **Differential reinforcement** (reinforcing what you want students to do instead of the inappropriate behavior)
  - **Planned ignoring** (withholding attention for inappropriate behavior being used to get your attention)
  - **Response cost** (removing something---privileges, tokens, etc.--contingent on inappropriate behavior)
  - **Time out from reinforcement** (BRIEFLY removing student from the opportunity to receive reinforcement, or participate in a reinforcing environment/activity, contingent on inappropriate behavior)
- **Error Corrections** should be
  - ...Contingent: occur immediately after the undesired behavior
  - ...Specific: tell learners exactly what they are doing incorrectly and what they should do differently in the future



- ...**Brief:** after redirecting back to appropriate behavior, move on
- How will you use **error corrections in your classroom?**  
Write three (or more) specific error-correction statements that you could use in your classroom to address common inappropriate behaviors.

1.

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2.

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3.

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**Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008**  
**Simonsen, B. & Freeman, J. (2014). Classroom Management Training Materials and Scripts.**

## **TRIMESTER THREE: ASSESSMENT AND INSTRUCTIONAL STRATEGIES**

**WEEK: 4 | MONTH: MAY**

**MODULE: CLOSING OUT THE SCHOOL YEAR (S10 | S11)**

### **CONVERSATIONS ABOUT CLOSING OUT THE YEAR**

The end of the school year should be a celebration of the students we teach. Just as a graduation or a moving up ceremony is a climactic event, so is the achievement of having completed an academic year of learning and growing. Engage mentees in conversation around what that learning and growing looks like. Help them plan how the conversation with their students can be.

### **TRY THIS WITH YOUR MENTEES:**

#### **ACTIVITY**

Edutopia offers: “8 Epic Ideas for Ending the School Year” to celebrate students by Vicki Davis. Have mentees think about how they might use these in their practice. Suggest they add to the list.

#### **1. MAKE A TOP 10 LIST**

Dave Burgess suggested having kids make their Top 10 list of what they had learned during the school year. (Think David Letterman). Have them reflect on their best learning experiences during their time with you, and have a little party so kids can share all of their lists.

#### **2. HOST A “CELEBRATION OF LEARNING” FINAL EXAM**

Todd Finley relates that a college professor allowed students to take their final exam in a room filled with food, decorations, and the promise of a celebration. In classic professorial style, he conducted an experiment. The students in the celebratory class had higher test scores on their final exam. Often parties are planned on a different day than the final exam, but students really are celebrating and learning when they’re taking that final.

#### **3. DON’T PACK UP TOO SOON**

Angela Watson states that we don’t need to take the decorations down too soon. It sends the wrong message. But when we do, we can let kids celebrate. Turn taking everything down into a fun event done as close to the last day as possible. Think slam-dunk basketball.

#### **4. THE BOTTLE OF DREAMS**

This one is adapted from John Berray’s original idea, which he says, “I bring in bottles of water, one for each student. I tell each student to grab a bottle and crack the lid but not to open it. Many guess that a toast is coming...and they’re right! I embellish the farewell address with thoughts and advice, and conclude it with challenges and requests. I recognize there’s a good probability this might be the last time we ever speak, so it needs to be meaningful. The moment is bittersweet.”

#### **5. COMPLIMENTS AND KINDNESS**

Says Vicki Davis, “The most meaningful year-ending event happened in my daughter’s fourth-grade class. Two weeks before school ended, each student’s name was listed on the top of a separate sheet of paper. Each paper circled the class and the other students wrote genuine compliments. The teacher typed up the compliments on a piece of paper and put it

in a clear plastic stand. The students then cut up the pictures that had been placed on the wall throughout the year to embellish their personal memory. My daughter still has it—and she's in college.

#### **6. SURVEY YOUR STUDENTS TO CELEBRATE THE MEMORIES**

Survey your students. Include a question about their greatest memories. Turn the answers into a word cloud and display it on the board during your final class celebration. Your own Top 10 can be created from the answers above.

#### **7. WRITE YOUR STUDENTS A LETTER**

Write each class a letter. Dr. Tony Kline states that his students often save his class letters. One summer, a young lady came back at the end of the summer and asked for another copy after her little brother had spilled a soda on it. Now Dr. Kline laminates these letters so they're "brother proof."

#### **8. PLAN AN OSCARS EVENT**

This is another Dave Burgess idea. Roll out the red carpet. Have students plan the culminating event. Imagine an Oscars-type ceremony where they can give awards for the year's best books, best student presentations, and most epic classroom moments, and where their classmates can respond with Oscars-style acceptance speeches. They can even dress up. What fun!



**TRIMESTER THREE: ASSESSMENT AND INSTRUCTIONAL STRATEGIES**  
**WEEK: 1 | MONTH: JUNE**  
**MODULE: CLOSING OUT THE SCHOOL YEAR (S10 | S11)**

**CLOSING OUT THE SCHOOL YEAR**

Encourage mentees to look at all end-of-year requirements for their school. If the school does not provide an end-of-the-year checklist, suggest that mentees create their own and follow it to the letter to avoid unnecessary stress as they approach the last day.

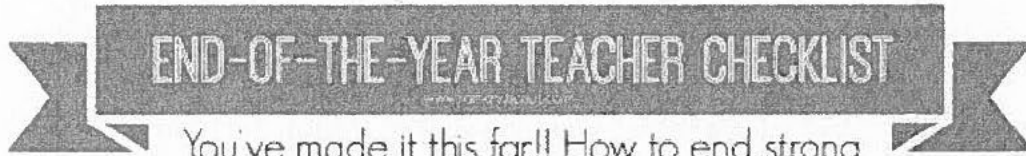
**TRY THIS WITH YOUR MENTEES:**

**ACTIVITY**

Discuss with mentees some of the end-of-year requirements.

## RESOURCE PREVIEW

### End of Year Checklist



You've made it this far!! How to end strong  
and set yourself up for success in the fall...  
Lists for classroom & content organization!

### END-OF-YEAR CHECKLIST 2020

Classroom/ Organizational	Content
Inventory all books, update labels, report/order replacements	Write and distribute summer reading assignments for all classes
Take down bulletin boards & wall décor	Clean out all binders – get rid of extra papers, etc. ORGANIZE!
Clean out desk; make list of items to be re-stocked	Sketch a basic "2020 – 2021 course outline" for each class
Organize classroom supplies; make list of "needs" for next year	Take home new curriculum material that you plan to teach for review over summer
Clean out student files; shred papers; recycle folders for next year	Give students an end-of-year survey and review feedback
Remind students to take home journals, portfolios, etc.	Update last year's syllabus with changes based on above
Check tech equipment & package/put away for summer	Begin planning/thinking about first week of school activities
Send tech equipment for maintenance/ order new parts as needed	
Store all blank paper, unused "Missing Work Logs," etc.	
Clean out "Make-up Work" binder & reorganize for next year	
Take home all "personal items" (coffee cups, jackets, etc.)	
Label all furniture etc. with name & room #	
Thoroughly clean classroom – dust/disinfect/etc.	
Wipe down all white/chalk boards	
Put in requests for maintenance/ new furniture etc. over summer	
Unplug all electrical devices & put away	
Clean up computer desktop & documents – back up files	
Create new 2020 – 2021 folder on computer	
Fill out necessary end-of-year paperwork; turn in keys; etc.	

<http://www.samandscout.com/end-of-the-year-checklist-for-teachers/>

## End-of-Year Check List

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**TRIMESTER THREE: ASSESSMENT AND INSTRUCTIONAL STRATEGIES**  
**WEEK: 2 | MONTH: JUNE**  
**MODULE: CLOSING OUT THE SCHOOL YEAR (S10 | S11)**

**CLOSING OUT THE SCHOOL YEAR**

As new teachers, suggest that mentees consider thanking those who may have supported them in some way during the academic year.

**TRY THIS WITH YOUR MENTEES:**

**ACTIVITY**

Make a list of colleagues to thank. “*Thank You*” can be in the form of letters, cards or small tokens. Plan to acknowledge the support of colleagues in your preferred way.

## RESOURCE PREVIEW

Thanking Your Support Team

<https://www.weareteachers.com/teacher-helpline-how-can-i-thank-my-mentor-teacher-2/>

**WE ARE  
TEACHERS**

Classroom Ideas

Free Printables

Career Advice

Life & Wellbeing


Deals

Contests

Career Advice

## Teacher Helpline: How Can I Thank My Mentor Teacher?

Jacqueline writes: "Hi! I'm a student teacher in a 3/4 combo class. I've been here since August and will be done in June. I want to get my master teacher and our two classroom aides something to commemorate the year [...]"

 WeAreTeachers Staff on August 11, 2014



**"To Whom Shall I Say Thank-You..  
Let Me Count the Names"**

- 1. Custodian**
- 2. Office Personnel**
- 3. Parent Helpers**
- 4. Fellow Teachers**

- 5.** \_\_\_\_\_
- 6.** \_\_\_\_\_
- 7.** \_\_\_\_\_
- 8.** \_\_\_\_\_
- 9.** \_\_\_\_\_