Module 1: Organizing Your Classroom and Supplies


**Questions:**
1. What do we mean by the physical environment of the classroom? How does it impact our overall classroom management plan?
   
   *Acceptable Answer: The physical environment includes all aspects of the physical room, i.e. seating, lighting, arrangement of furniture. Children react to the environment in terms of comfort and reliability. Some children may respond negatively to chaotic or ever-changing environments.*

2. Self-esteem can be affected by the learner’s physical environment. What are realistic actions that a classroom teacher can make to provide an atmosphere that would enable positive self-esteem?
   
   *Acceptable Answer: A child’s sense of belonging is essential to a healthy self-esteem. Parameters are also helpful as children need frequent guidance and assurance that their actions are acceptable. A teacher can keep classroom routines regular and steadfast. She can also provide a comforting environment that does not threaten a child’s sense of belonging.*

3. How does a comforting physical environment contribute to optimal learning experiences for children?
   
   *Acceptable Answer: As stated in the article, “Specific features of the Crow Island design promote respectful behavior, enhance learning, and honor children.” Having low ceilings creates an intimate space, and windows invite the outdoors. Having ample workspace also contributes to a child’s sense of order and belonging.*

4. Discuss the strength of the following statement: “The physical aspect of the classroom can be a more powerful influence on a child’s comprehension of lessons taught, than the instructional delivery by the teacher.”
   
   *Acceptable Answer: If a child is being taught in a room where there is chaos or starkness, and is lacking in warmth or welcome, the instruction can be negatively influenced by a ‘shutting down’ of focus and engagement by the student.*

**Article 2:** “Common Space, Common Time, Common Work,” by Melody J. Shank

    *Educational Leadership*, May 2005 | Volume 62 | Number 8 | Pages 16-19

**Questions:**
1. Who would a new teacher seek out if she were having problems with instruction and/or behavior? List at least three such people.
1. An Acceptable Answer: She should seek out the principal, vice-principal, guidance counselor, or designated administrator dealing with behavior problems.

2. List two commonly used supports school districts provide to new teachers just beginning their professional careers.
   An Acceptable Answer: The first is a mentor – veteran teacher who serves as an advisor, confidante, and teacher during the first year. The second is grade-level teams or advisory groups who meet regularly to discuss issues pertaining to students or building business.

3. Discuss the importance of collegial interactions to a new teacher’s orientation in the district and building.
   An acceptable answer: Colleagues who have been teaching for a few years can help new teachers to find resources, avoid pitfalls, and deal with issues that might be unfamiliar to the novice.

4. Assess how a school’s belief system contributes to a teacher’s professional growth.
   An acceptable answer: The school’s belief system is the philosophy to which all members of the staff adhere. In this atmosphere, teachers are professionals working towards a common goal and willing to collaborate to achieve that goal.

5. Present and explain two reasons for providing teachers with common workspaces.
   An acceptable answer: Common workplaces help teachers to support each other on questions of procedure, and provide an opportunity to share ideas and problems.

6. Discuss how common planning time and common workspaces are interrelated.
   An acceptable answer: Having a common time and space means that teachers will automatically share their ideas and concerns. It also has a tendency to form a community spirit necessary to the smooth running of a school, where collaboration is essential.

7. Describe two teacher characteristics that would be necessary for a collaborative culture to be successful.
   An acceptable answer: One characteristic would be a sense of collegiality or humility in that one is willing to accept criticism and advice from those who might have more experience. The other is a knowledge of content to be able to contribute to the organization’s goals and objectives.
Module 2: Establishing Classroom Norms and Expectations


Questions:
1. Piaget calls a children's conformity to rules generated by adults as heteronomous, and their natural need to relate to people in moral ways as autonomous. Describe how you would develop a classroom management plan that would foster your students’ autonomous development while imposing the necessary heteronomous rules dictated by necessity, i.e. safety, school order.

   An acceptable answer: To promote autonomous development, the teacher should generate a spirit of cooperation and respect by having the students monitor each other’s behavior and demand an acceptance of respectful behavior. To promote Heteronomous conformity, the teacher should enforce the rules agreed upon by the class, and make sure that exceptions are approved by the class in general and are not arbitrary decisions by the teacher.

2. The authors note that one of the guidelines for external control is cooperation and community, which Assertive Discipline (a commercial behavior management program), does not exercise. What strategy does Assertive Discipline propose, and how would you incorporate cooperation and community into that plan?

   An acceptable answer: Assertive Discipline proposes a system of rewards and punishments related to the agreed upon contract of rules in the classroom. To incorporate cooperation and community, the class should be involved in the application and evaluation of the rules as they applied to active behavior.

3. The authors believe that “the classroom arrangement invites rowdy behavior.” Describe the types of classroom arrangement that invite such behavior, and the types that might avoid such behavior.

   An acceptable answer: Arranging one’s classroom into group tables can promote disruption as it gives students an opportunity to chat or collude to bring the class off-task. To avoid this, the teacher should take care in forming the groups, and make sure that on-task information is given immediately. She should also be available throughout the room to answer questions and keep students on task.

4. The authors list a number of avoidable control-inducing situations through their discussions with teachers Gwen Harmon and others. As you look at this list, outline the broad categories in which these behaviors would fit, and offer solutions to avoiding them.

   An acceptable answer: Suggested broad categories:
   - Physical classroom arrangement;
   - Possible conflicts
   - Time management
   - Instructional organization

   To avoid problems in these categories, the teacher should establish a firm and workable classroom management plan.

**Questions:**
1. What are some of the practical outcomes of the morning meeting?
   
   An acceptable answer: The morning meeting give students a chance to share ideas, accomplishments, and concerns. It helps to vocalize these areas and possibly provide a sense of community as well as possible solutions to problems.
2. How might morning meetings contribute to a reduction in or elimination of fighting or bullying?
   
   An acceptable answer: By voicing concerns that if left unheard, might fester and grow, teachers and principals might pinpoint the source of some problems and intervene.
3. What guidelines or ‘rules’ would you need to establish during the sharing portion of the morning meetings? Why would these guidelines be necessary?
   
   An acceptable answer: Most importantly, each student should be allowed to speak without interruption (Koosh or Talking Sticks help). No student should be allowed to openly degrade another. Without these guidelines – chaos would ensue.
4. During the group activity portion of the morning meeting, how would you design the logistics of the activities so that each member of the group has a chance to participate?
   
   An acceptable answer: Use a talking stick or some item that when held means the speaker is not to be interrupted. Have a list of rules regarding the meeting posted on the walls so that they may be referenced if someone breaks the rules.


**Questions:**
1. Assess how teacher-student relationships affect classroom discipline.
   
   An acceptable answer: The research is quite clear that a teacher’s classroom management plan is one of the highest variables on the effect of student achievement. A teacher who delivers clear guidelines and does not suffer exceptions without reason, is one who will enjoy a classroom atmosphere that is, for the most part, orderly.
2. Explain how establishing clear learning goals is related to dominance.
   
   An acceptable answer: It is less to do with teacher personality than it is to teacher’s ability to organize and manage. Being liked or disliked is not related to teacher effectiveness when it comes to classroom management.
3. Describe the actions of teacher exhibiting assertive behaviors.
   
   An acceptable answer: An assertive teacher is one who does not ignore behavior problems, but attends to them on an event-by-event basis. He also refers to the class agreement and holds students accountable for their behavior. He does not relent from making the difficult decisions when a situation calls for a judgment that may be unpopular with the students.
4. Compare and contrast cooperation and dominance as the terms relate to classroom management.

An acceptable answer: Cooperation can be congruent with dominance if the teacher is using a democratic, not autocratic, mode of control. Dominance in the form of one person making all decisions regarding behavior can be detrimental to the spirit of democracy in which students are collaborating to effect control of their own behaviors.
Module 3: Fostering Student Accountability


**Questions:**
1. Helping students to accept their behaviors as counter to the community’s overall good is a strategy to build a sense of responsibility in young people. What are some strategies that you would employ in your classroom to foster this concept?

   An acceptable answer: Giving choices to students is to empower them towards self-respect and towards others. Allow students to create their own set of rules with accountability stipulations. Allow students to decide when certain activities will take place and give them managing responsibilities, i.e. clubs, parties, outings.

2. Given the many strategies suggested in this article, which of them would be most effective with particularly unruly young adults who enjoy disrupting class? Give reasons why your strategies would be effective.

   An acceptable answer: The STEP process could have a positive effect if disruptive students are asked to engage in problem-solving the obstacles to learning. Allowing students to voice their views on disruptive behavior might also help them to vocalize what they might not be seeing as disruptive. Giving voice to students besides that of your own might help bring about solutions coming from the students.

3. List three possible strategies that can be used in a need-fulfilling classroom.

   An acceptable answer: Students use the ‘buddy system’ to help one another on dependent practices. Students take turns being the teacher and help to formulate instruction. Students might be asked to list their strengths and weaknesses in an effort to effect a change in behavior patterns in the classroom.

4. Discuss the importance of class meetings to supporting moral development in the classroom.

   An acceptable answer: Class meetings empower students to communicate their ideas and get a chance to be heard. They also give others a chance to hear different views that might have an impact on one’s own behavior.

5. Define how brainstorming differs from brainstreaming.

   An acceptable answer: Brainstreaming is when students’ ideas are clustered and clarified; and where they create concrete graphic visuals to represent their thinking. Brainstorming is a random expression of ideas.


**Questions:**
1. External rewards generate student interest, but have limited success in the long run. Discuss a strategy in which a teacher would exclude external rewards. In what ways could she make this an effective strategy? What obstacles might she encounter?

   An acceptable answer: One area where one might eliminate external rewards is giving any type of sign (stars, candy, special places, etc), and replace them with verbal approbation. Students rely on external rewards as they have been trained to do so since early childhood.
Eliminating them could cause resistance. However, it is essential for students to see their behavior as self-imposed and for the good of the community.

2. Many researchers cite the benefits of instilling a sense of belonging for the students in the class. Other than what is mentioned in the article, in what ways could you instill this sense of belonging in your classroom?

   An acceptable answer: Giving students a ‘piece’ of the room might help to generate that sense of belonging. Hanging a students’ work, picture, personal artifact on the wall or bulletin board is one strategy. Another is allow students to be responsible for some part of the room or program.

3. The author suggests that teachers should free students from monotony. Articulate your own meaning of monotony in relation to classroom teaching, and discuss how you would reduce it and what obstacles might you need to overcome?

   An acceptable answer: Monotony is when the routine is the same but also so consistently the same without tonal or procedure variation, that the students become numb to the routine. Reducing monotony usually takes only a moment to change the pace of instruction – or take a short break to walk around the room, work on some other project, or just sit and talk for five minutes. The major obstacle to this is returning students to the task at hand.

4. The power of relationships is an essential ingredient in fostering student accountability. Discuss this statement giving your own views on how relationships in the classroom work, and how they may prove effective in establishing an optimum environment for learning.

   An acceptable answer: (Responses to this will be dependent on the individual’s perspective and views.)

---


**Questions:**

1. Although this effort was schoolwide, what types of strategies might a teacher employ within his own classroom that would foster this sense of community?

   An acceptable answer: Some obvious strategies to engender a sense of community begin with student participation and input. Communication on all levels between teacher and student – teacher and parent – and teacher and school personnel will always generate some level of community.

2. Cite the purpose of having teachers and staff assigned to the same houses.

   An acceptable answer: Having teachers and staff assigned to the same houses build stronger relationships between adults and students.

3. List three possible benefits of the social house program.

   An acceptable answer: One benefit is a higher student achievement generated by the focus on accomplishment. A second benefit is a stronger community bond as the houses engage in fund-raisers and help initiatives. A third benefit is the experience being given to students in leadership and collaboration.

4. Summarize how group competitions encourage connections beyond the normal peer group.
An acceptable answer: The group competitions help to meld together loyalty and purpose among the students of that group, but for positive purposes. It helps to generate a positive peer group attitude in a spirit of cooperation.

5. Express two concerns with the House program.

An acceptable answer: Students may take the house point system too seriously and cause fragmentation within the student body with a result of lower self-esteem. A second concern is that 8th graders may tend to lose interest in the house program toward the end of their 8th grade year.
Module 4: Getting Off to a Good Start


Questions:
1. The article speaks of mandates causing an impersonal and indifferent attitude towards students. In your classroom, how can you organize requirements so that they do not appear mandated?

   An acceptable answer: Mandates are a necessary element of an institution to provide safety and order in the education program. However, demanding compliance can often create hostility, while encouraging compliance might foster community. Allowing students to participate in the origination of mandates, and giving them reasons as to their compliance might help to reduce this hostility.

2. Orem High School’s win/win policy seeks to encourage “all parties to feel good about…the action plan.” Identify at least three win/win situations that could be implemented in your classroom.

   An acceptable answer: A win/win is when all parties find mutual benefit. One method might be to give students some down time during the morning and afternoon which encourages greater effort on task and also gives students a relief from the stress of work. Another is to foster contributions from students to support what may be taught in the classroom that day – i.e. household items for a science experiment, an artifact for history, a problem at home that math might help solve, etc. A third might be to allow students to take control of some aspect of the administration in the classroom such as keeping track of folders, books, or classroom materials.

3. Generalize how mandates affect school climate.

   An acceptable answer: The difference between mandates and collaborative decision making is in the investment made by students in a process that controls their lives. Giving them a say in how their environment is organized can have a very uplifting effect on how they treat that environment.

4. Describe some changes you could make in your classroom that would be expressions of your personality.

   An acceptable answer: [Answers here will vary, but will generally reflect an effort to protract warmth and community.]


Questions:
1. It is obvious that the author considers respect for his students as being a high priority. Based on what he says in the article, in what ways is he being true to this belief?

   An acceptable answer: The author relates how he circulates in the classroom to check student work and giving personal comments to each.
2. Identify a reason student/teacher relationships are often considered to be in an “immeasurable” category.

   An acceptable answer: Establishing relationships with students helps to foster respect and cooperation, but cannot be measured objectively. It is part of the classroom management process that is ongoing but immeasurable.

3. Explain the importance of relational engagement preceding instructional engagement.

   An acceptable answer: By citing the relational aspect of the problem or situation, the teacher is not focusing on the instructional until he has first ascertained that the student’s personal needs are accommodated – this builds respect.

4. What message does a teacher send to students by respecting the students’ viewpoints?

   An acceptable answer: Respect for a students’ viewpoints automatically takes the focus aware from the teacher and puts it on the student. The material to be taught is important, but the student’s views are just as important, as this is the pathway towards comprehension.

5. List three behaviors teachers need to engage in to build solid teacher/student relationships.

   An acceptable answer: Teachers can build relationships by speaking to the student about his or her comfort levels, by encouraging student engagement through respect of his or her viewpoints, by giving help for success rather than building obstacles through the use of threats or punishments.
Module 5: Planning and Conducting Instruction


Questions:
1. The author gives an example of one teacher’s method in promoting what she calls ‘generative curriculum.’ What strategy could you use in your classroom to encourage student inquiry that will conclude with a wider perspective of the topic?

   An acceptable answer: In each subject area, student engagement might be fostered through an inquiry-based assignment which has the student find research or artifacts to support the topic being taught, i.e. sample diaries while reading The Diary of Anne Frank, or newspaper articles on specific historical events, or other primary source material.

2. As stated in the article, what do you think the author means by the following: “Providing ongoing assessment of performances of understanding also violates basic school norms.”

   An acceptable answer: The author might be referring to the push for additional standardized testing which does not support formative assessment. Basic school norms are to test the student following the promulgation of material.

3. The author suggests that “sharing authority…..contradicts accustomed roles.” Are there obstacles for new teachers in this strategy? If so, where would he/she find help to overcome these obstacles?

   An acceptable answer: The author is referring to students and parents expecting the teacher to assume the authoritative role when evaluating students’ work. However, this obstacle is easily overcome by sharing information regarding the student’s progress with the parents, and allowing students to engage in peer review of each other’s work.

4. The author asks a number of questions in the final paragraph entitled ‘Leaving the Door Unlocked.’ How would you answer these questions?

   An acceptable answer: An intellectual authority means being aware of the latest information and developments in your field – either of education or of your subject. You as a teacher qualify to serve in this role as your job is to teach. Authority is shared when you give your students, colleagues, and parents respect for their knowledge and skills, and help to foster collaboration.


Questions:
1. Explain what the author means by “in-flight planning.” Is this the same as formative assessment? Explain.
An acceptable answer: In-flight planning is actually making changes while the plane is in flight – some even believe it means building the plane while in flight. This can be both complimentary and pejorative. Making intelligent evaluations of the instructional program and then changes that respond to those evaluations is a form of summative assessment that is absolutely essential to a sound instructional program.

2. The table entitled Instructional Planning Process is another perspective on lesson planning. Compare this model to Madeline Hunter’s or another model with which you are familiar. Consider the following:

- What areas are essential to instill student engagement?
- How explicitly should you frame your goals and objectives?
- Will the state standards have an influence on your instructional strategies?

An acceptable answer: Answers will vary here but should include the following:

- The set induction or focusing activity is essential in bringing the student ‘into’ the lesson; also the dependent and independent practice should be perfectly aligned with the standard, objective, purpose of the lesson.
- The more explicit the goals and objectives, the clearer the focus of student reaction to the lesson.
- Always – the state standards are the guide by which the curriculum is implemented.

3. The author claims that advancework [sic] helps to “establish a context for teaching and learning.” Explain in detail how becoming familiar with your students’ community will help you become an effective teacher.

An acceptable answer: In any job, advance work is preparation. The more a teacher learns about her students and their interests, the greater her ability to focus the lesson to areas that the students will identify.

4. What are the differences between teacher-directed and student-directed teaching?

An acceptable answer: Teacher-directed simply means that the material in the lesson is completely organized and delivered by the teacher. The students essentially listen or look at the instruction and respond to the teacher’s prompts. Student-directed is when the teacher gives problems or a stimulus to which the class responds in some way. The latter is profitable when students are expected to develop their thoughts beyond literal and comprehension levels of cognition.


Questions:

1. Is there a difference between a child’s intelligence and her strengths? Explain.

An acceptable answer: A child’s strengths or even her talents may be confused with her intelligence. Teachers often are misled to think that a child has a single digit intelligence quotient around which that child’s achievements may be gauged. However, Howard Gardner’s theory on multiple intelligences poses questions as to the very nature of intelligence. In this view, strengths and intelligence may be the same.
2. How does the orchestra metaphor effectively explain the complexity of a child’s intellectual profile?

An acceptable answer: As stated, intelligences may not always work in harmony and can create discord. A child with strong logical-mathematical skills may be hampered by serious deficiencies in social interaction. Orchestra harmony comes from a compensation of one intelligence over another, hence a collaborative and holistic approach to perceiving a child’s intelligence becomes necessary for the teacher.

3. Explain what the authors mean by ‘intelligences.. compensating for or enhancing one another.”

An acceptable answer: One intelligence compensates for another which may be weak or failing when a student demonstrates strength in one area to compensate for the weakness in another, e.g. the student who uses his or her strong interpersonal skills to deliver a cogent presentation on a topic which when submitted on paper lacked linguistic polish.

4. Giving students rich experiences helps them to engage in learning that best fits their intelligence strengths. As we look at social, spatial, kinesthetic, and self-reflective intelligences, what activities would be fitting as ‘rich experiences’ for each of these?

An acceptable answer: The term ‘rich experiences’ means that the teacher is giving his students a challenge to achieve at a higher level than just the standard. The experiences must be ‘rich’ in their motivational factor and strong connection to student interest.
Module 6: Managing Cooperative Learning Groups


Questions:
1. According to the author, what error do many teachers make when observing the effects of status on groups?
   An acceptable answer: Many teachers see student behaviors such as shyness, assertiveness, low self-esteem as being personality problems, when in fact they are situational elements.

2. Teachers often wrongly assume that students of minorities are automatically viewed as low status in groups. Explain why this assumption occurs.
   An acceptable answer: This is a common error due to the very fact that minority students either are or believe they are oppressed by the dominant culture. The connotation of the word ‘minority’ gives an inherent belief that the minority student must have feelings of low-self image. This, of course, is a generalization.

3. The author calls for a multiple-abilities treatment when assigning competence to low-status students. What would be some examples of multiple-abilities treatment?
   An acceptable answer: Some examples of this strategy would be giving students a separate set of expectations on one or all of the assignments. Creating lessons that cut across a variety of subject areas will help strengthen the possibility that more students will be able to engage in the work if they can approach from their particular area of strength, i.e. music, art, or graphics.

4. In generating public recognition of competence to a low-status student, what cautions should a teacher observe?
   An acceptable answer: A common error committed by teachers eager to praise their students is that the praise is false, a hoax very often detected by the student. Praise given on the slimmest of achievement levels can actually ignite a counter-intuitive reaction by giving the student the idea that you consider them not worthy do accomplish work at a higher level.


Questions:
1. The author cites eight separate cooperative learning techniques. Choose one of these and provide a lesson scenario that would be effective with this strategy.
   An acceptable answer: [One possible scenario.] The Group Investigation model developed by Sharan and Sharan calls for groups to choose a topic and each member
of the group accepts responsibility for a part of the investigation. Once complete, the group assembles, shares their information and makes a presentation to the entire class. This might work well with doing an assignment on the framing of the constitution as there are a great many parts and scenarios involved in the writing of that historical document.

2. The author mentions transitions under *Classroom Management*. Describe effective transitions and their implementation.

   *An acceptable answer:* A transition is when the students within the class day move from one area of instruction to another. Effective transitions are effected when students self-monitor and move to their next tasks with as little teacher intervention as possible. Sometimes this is implemented with signals from students appointed for that purpose or from the teacher.

3. In *cohesiveness* under *Group Facilitation* there is a suggestion that some students "coat tail." What does the author mean by this and what strategies would you employ to prevent this.

   *An acceptable answer:* By ‘coat tail’ the author is referring to a common practice in cooperative learning where one student leans heavily on a more active student and then adds his or her name to the group’s accomplishments.

4. One of the cooperative learning models listed is called Jigsaw by Aronson. Describe the use of this model for a specific topic in the subject you are or would be teaching.

   *An acceptable answer:* Using the Jigsaw assign each group a section of a chapter in a social studies unit. Each student within the group is responsible for reading and summarizing a section of the unit. Each group then forms a summary of their collective section. Each group then presents to the class their section of the unit. Individual team members are the experts of their respective section and offer clarification during the class discussion.

5. Cooperative learning requires specific room arrangements. What challenges to classroom behavior does the cooperative learning model present?

   *An acceptable answer:* Cooperative learning presents special problems with classroom management in that the very nature of this technique allows students to leave their seats and talk with one another. For the immature student, this could be a signal for miscreant behavior. Also, the time spent on each project may vary from group to group which challenges the teacher’s time management skills.
Module 7: Maintaining Appropriate Student Behavior


Questions:
1. The author suggests that in order for a student to respect his teachers, he must be aware that the teacher actually has a liking for him. Do you believe this is possible and if so, how it might help in establishing a sound classroom management policy?
   
   An acceptable answer: [answers may vary according to perspective.] It should be possible for a teacher to respect the student, but it may not be feasible to get all students to like you as a teacher. It may even be unreasonable given the various personalities of students and their particular place in their emotional and social development. A teacher should never put the liking of his or herself as an object or condition in the classroom management plan.

2. The psychologist Carol Rogers indicates that a therapist should be “genuine and nonjudgmental.” Can and should teachers assume the role of therapists in the daily classroom?
   
   An acceptable answer: [answers may vary according to perspective.] It is possible for a teacher to act at some level as a therapist as he or she deals with the many emotional and of times traumatic circumstances involved with children who are in some stage of development. Helping to understand a student’s particular angst can go a long way to establishing a rapport that will ultimately help him to succeed.

3. What is meant by the term I-Messages? How would it relate to classroom management?
   
   An acceptable answer: The term ‘I-Messages’ refers to a student’s personal needs and concerns. These messages can come through overtly or implicitly in the daily actions of the classroom. Ignoring a student’s I-messages can be destructive to overall control and harmony, and it may also impact the student’s self-esteem.

4. The article cites Gottman who refers to bidding as being attempts to make connections with others. Describe how bidding would work in terms of classroom behavior and management.
   
   An acceptable answer: By bidding, Gottman means two people trying to relate in or all of three ways – ‘towards the bid’ meaning a person will agree with an overture from another, ‘away from the bid’ means not responding, and ‘against it’ means responding negatively to it. In classroom management – all three of these may be in use by both teacher and student, and depending on the depth of this reaction – harmony or disharmony might ensue.


Questions:
1. Why do you think that students who are classified as successful, attribute their failures to external factors? What can we, as teachers, learn from this?

   An acceptable answer: This is linked to their beliefs that their own effort is what led to their success. From this we can learn that to motivate students to be successful, we should eliminate as many external factors as possible, and help our students to improve their efforts.

2. How can a teacher’s reflection on a student’s self-awareness aid her when establishing a rapport with that student?

   An acceptable answer: Knowing what does and does not affect your students will have an impact on instructional success. The importance of rapport with the student is underscored by the benefits that emerge when students have a positive self-esteem. It is evident that students take their cues from their teachers.

3. What would be some examples of guided questions for use to assist a student who finds the work you’ve just given as being too difficult?

   An acceptable answer: Some examples might be: “What part of this do you understand? What part is not as clear to you? How can you increase your knowledge on this topic? Without fear of getting a wrong answer, what do you think a solution might be?”

4. The authors feel that a teacher must first be aware of his or her own attitudes prior to addressing those of the student’s.

   An acceptable answer: As the article states: “…teachers have to believe that exerting effort and using efficient strategies can promote their instructional success.” Asking self-reflective questions is helpful for teachers to find ways to cope with special problems presented by some students.


Questions:

1. In what ways do the student-directed instructional strategies such as problem-solving and a literature-based literacy program help promote a ‘community of caring learners’?

   An acceptable answer: These strategies promote ‘warm supportive, stable relationships,’ ‘constructive learning,’ ‘an important, challenging curriculum,’ ‘intrinsic motivation,’ and attention to social and ethical dimensions of learning.’

2. The article claims throughout, that extrinsic rewards through competition are detrimental to the learning process. Explain the rationale behind this stance.

   An acceptable answer: The main concern regarding extrinsic rewards is that children who are not able to compete as well as more aggressive students will shut down and withhold effort so as to preserve their self-esteem. Invariably, in a reward-laden
environment, the student who is timid and already has low self-esteem will regress even more under the competitive flag.

3. How does the constructive learning mentioned in the article compare to John Dewey’s view on experiential education?
   
   An acceptable answer: The constructive learning mentioned in the article is based on the Deweyian concept of encouraging student participation through a stimulation to the interests of that student. It fits into the constructive mode of instruction as the student is asked to make sense of ‘what they already know, work through discrepancies, and construct a new understanding.’

4. As we look at the entire article and its theme, explain how the author’s program could be incorporated into one teacher’s classroom management plan.
   
   An acceptable answer: Overall, a classroom management plan that reflects caring, sensitivity to student needs, rich instructional activities, and a great deal of attention to respect of individual viewpoints, will lead to a successful educational program.
Module 8: Communication Skills for Teaching

*Educational Leadership*, March 1993 | Volume 50 | Number 6 | 12-17.

Questions:

1. Give your views on the phrase, “moral purpose keeps teachers close to the needs of children and youth.” How is this true, or not true?

   An acceptable answer: Moral purpose in the sense discussed in this article revolves around the ideas of personal vision for the betterment of the student’s life. [responders may have accepting or rejecting views on this topic]

2. The author believes that when personal vision is diminished it is replaced by group-think. Give your perspective on the meaning of this statement.

   An acceptable answer: [answers will vary depending upon responders viewpoints.] The author seems to be saying that when personal initiative is stymied for whatever reason, a tendency to conform to the established order of thinking will take its place.

3. Mastery is necessary for effectiveness, says the author. Describe what you believe to be the extent of the mastery necessary for your subject if you are teaching middle or high school; if you are teaching elementary school.

   An acceptable answer: A middle or high school teacher should have a firm grasp of the subject matter, i.e. science, math, English, foreign language, history, etc. This grasp should go beyond the cursory knowledge needed to ‘cover the material’ but should include substantive study in the topic. The elementary school teacher should stay informed on the latest developments in all subjects on a level that will enable challenge to his or her students.

4. Discuss the author’s intent from this quote: “Teacher education has the honor of being the worst problem and the best solution in education.”

   An acceptable answer: The author here may mean that the teacher education programs in America are far from effective, but they present a solid solution to the ills of the entire system.

5. What does the following quote mean to you: “to restructure is not to reculture.” Choose two of Fullan’s guidelines for ‘interactive professionalism,’ and give a full explanation of each.

   An acceptable answer: Restructure means to create new methods of success, not to change one’s personal culture nor the culture of your students. “Develop a risk-taking mentality.” Fullan here is challenging teachers to become change agents in that they use the experience, intelligence and training they have to effect success in their classrooms. Risk-taking means to engage in vision-developing initiatives that will make a difference, but may also cause waves. “Commit to working with colleagues.” This seems like a truism, but in fact, working with colleagues is an essential element in creating change that is often overlooked or rejected. It is not always easy to work with others who are of differing views or values, but it is almost always necessary when change is to be effected.

Questions:
1. The telling of a story about classroom incidents requires non-judgmental narrative. Discuss whether or not it is possible to relate the story without a subjective haze, and if so, how is this accomplished?

   An acceptable answer: It is possible but very difficult to reflect on an incident without instilling one’s own ‘story’ or views. Being objective in reflection is a necessary element to learning from the incident. One accomplishes this by placing oneself outside the element of values – and simply reports on what happened.

2. In an analysis of an incident in the classroom the authors indicate that “we might look at the underlying structures with the school that may be a part of the event.” In your view, what would be some of these underlying structures?

   An acceptable answer: The underlying structures may be referring to other variables that often impact the outcome of educational initiatives or the reasons behind certain student behaviors. Good research practice tells us that there is a danger in assuming that correlation means causation. The same is true for the day-to-day events of the classroom.

3. The authors say that a search for meaning is part of being human, “…but understanding by itself doesn’t create changes in classroom practice.” What are some of the elements that do create changes?

   An acceptable answer: Some elements that might create changes in the classroom stem from the interaction of the student with the teacher, with peers, and with the material. Manipulating all three of those factors will bring about some change. Whether effective or ineffective change will depend upon the tactics used to control those factors.

4. Using Grace’s computer lab story cited in the article, as a guide, choose your own story and follow the Protocol Guide.

   An acceptable answer: [answers for this question will vary according to the responder’s choice of a story.]


Questions:
1. In a professional dialogue, what topics of interest would teachers mostly likely engage that would promote a genuine improvement in the school community’s learning environment?

   An acceptable answer: The areas most likely engaged would be ‘professional reading, reflection, sharing, thinking, collaboration, practice, revision, and continual Discussion.'
2. The author suggests that many teachers are embarrassed to ask for help. What do you think causes this reluctance to seek out help when a teacher finds herself confused or lost?

   An acceptable answer: Teacher are likely embarrassed as they believe ‘everyone else must be a successful practitioner who already knows how to teach a particular skill or discipline.

3. In creating these professional dialogues, give your strategy for when and how these conversations might occur.

   An acceptable answer: Most conversations with colleagues occur during preparation period, lunchtime, and pre and after school times. It is likely, however, that the most effective would occur during in-service days when such time is reserved for collegial conversations.

4. The author gives some guidelines for Weekly Professional Conversations. Give specific details for each of her points and add some of your own.

   An acceptable answer:
   - **Make meetings voluntary and invitational** = this would appear to be essential as mandating teachers to attend meetings can produce resentment.
   - **Survey the staff for interests** = this is an excellent tool to determine the needs and views specific to a building.
   - **Being on time** = it would seem unnecessary to add this – but promptness would be an earmark to the professionalism of the discussion.
   - **Take minutes and distribute** = this is essential to keep a record of each meeting.
   - **Read and discuss professional articles and books** = knowing what is being written and researched about the elements of education is an essential element for teachers interested in providing their students with enlightened instruction.
   - **Have a specific curriculum focus** = this helps to keep the discussion focused.
   - **Encourage a knowledgeable teacher to facilitate** = a moderator who understands the material being presented will help facilitate the discussion.
   - **Request that the principal attend as a learner and group member** = the obvious advantage to this is that the principal can listen and participate at the teacher-practitioner level.
   - **Allow time for sharing ideas** = it is important to have enough time to continue with a dialogue that begins. Some topics require time and concentration.
Module 9: Managing Problem Behaviors


**Questions:**
1. Do you agree with Mrs. Hubble’s reaction to Andreen after the milk carton incident? Would you have reacted differently?
   
   *An acceptable answer: [answers to this will vary depending on responder’s point of view].*

2. Does the definition of punishment as it appears in this article align with the behaviorist view of managing behavior in the classroom?
   
   *An acceptable answer: It does to a degree. It is unlikely that Lee Cantor, the author of *Assertive Discipline*, would agree that punishment is to make the student feel guilty. He would probably say that punishment is a reminder to the student of his failure to live up to the contract upon which he agreed. Also B.F. Skinner would not have felt that humiliating a student would be an acceptable technique in the behaviorist program.*

3. The authors say that “expanding the zone of positive regard mitigates noncompliance and defiance.” Explain what they mean by this, and give your ideas on how to implement this strategy.
   
   *An acceptable answer: Quite simply this quote means that teachers who allow their students opportunity to be themselves within the confines of good order, will reduce conflicts based on defiance. This strategy calls for the teacher to allow free-expression, and to give each student a voice in his or her classroom.*

4. As we consider the paradigm of relationship-building, what obstacles might a teacher need to overcome before solidifying the bond with the student?
   
   *An acceptable answer: There are many obstacles that a teacher may encounter when building relationships. Among these would be the students’ own sense of belonging that might be contrary to the wishes of the class or the teacher, the student who has a distinct behavioral problem that might not be addressed by special education, and the mismatch of personalities between teacher and student.*


**Questions:**
1. In dealing with a badly behaving student what would be the procedure if you followed a team approach?
An acceptable answer: The team approach enables the teacher to gather information from other teachers regarding this student’s behavior. It will help to achieve a shared vision of how to help the child.

2. What is proactive prevention, and what strategies would be included in this approach?
   An acceptable answer: Proactive prevention helps establish ways of communication for students before problems occur. Knowing what to say and where to find help, can often prevent a situation from becoming a problem. This proactive stance, however, takes time and patience.

3. Creating a sense of control means giving students choices in completing their tasks. Aside from the examples given in the article, what strategies would you devise to create a student sense of control?
   An acceptable answer: Students are given a sense of control when they are allowed to establish some points of ownership in the classroom, and where their views are respected. Teachers must recognize that students have ideas and gifts to bring to the lessons. Some ideas to generate this sense of control is to give the students an identity in the classroom – i.e. some part of the room belonging to them, and for which they are responsible.

4. The authors suggest that teachers share information about a child’s particular needs. This is a delicate strategy. What cautions would you advise when using this strategy?
   An acceptable answer: Sharing information about students is, of course, professional, legal, and ethical – when it is done in the spirit of professionalism, and not to promote gossip. A pitfall with sharing students’ personal information is that it may be given to someone who has no need of its knowledge. Teachers must always respect the privacy of their students.


Questions:
1. What learning experiences are being generated when students are given responsibilities within and without the classroom?
   An acceptable answer: Students who are given responsibility in and out of the classroom are gaining invaluable life-long skills in leadership and social competence.

2. When employing conflict resolution techniques, what guidelines must be followed by the teacher if these techniques are to be effective?
   An acceptable answer: One important aspect of the conflict resolution technique is that the students involved must voice their own ideas. They must reflect upon their behaviors and see what it is that they are doing or not doing. There must also be a focus on their responses to each other.
3. Why do you think the boys, Robert and Chris, agreed to join the other class? What were their probable motivations?

   An acceptable answer: The boy’s probable motivations were to defend themselves from being accused by the others and to establish their own innocence. It is unlikely that they were thinking of improving their behavior voluntarily.

4. The author sees many real-life experiences available within the classroom environment that could serve as pivot points for social harmony. Can you envision a few of these real-life experiences that would promote this harmony through the type of intervention described in this article?

   An acceptable answer: [Responses to this question will vary depending on individual points of view.] Most of these types of interventions would probably occur after conflicts within the classroom involving power struggles, a common occurrence with children.
Module 10: Managing Special Groups


Questions:
1. According to the author, what obstacles prevent effective communication with special education committee team members?
   An acceptable answer: Effective communication is often stymied by large special education committee groups, too many scheduled meetings lacking purposes or outcomes, and complicated decision-making.

2. What does the author mean by ‘hosting’ a student with disabilities? How can this be avoided?
   An acceptable answer: ‘Hosting’ a student with disabilities means that the classroom teacher is not used as a facilitator for the education of the special education student. Instead this role is left to the special education teacher. This can be avoided by including the classroom teacher in all aspects of the student’s education program, and working closely with the special education teacher to provide maximum learning experiences for all students.

3. If indeed a student with disabilities in your class needs to address vocabulary or math problems at a different level, what strategy would you use to ensure that you are accommodating all of your students?
   An acceptable answer: The best strategy to include all students is make sure that the assignments given meet the needs of all students, but do not stray from the objectives of the lesson. Every student should be involved with the lesson at hand without being given separate assignments.

4. What is the danger in assigning a grade to a student with disabilities that is higher than the student’s actual achievement level?
   An acceptable answer: The greatest danger to assigning higher grades to disability students is the false sense of accomplishment given to these students who may later discover that they had been cheated. As much as possible and within the accommodations proscribed, the learning disabled student should receive the same educational delivery as all others.


Questions:
1. What are some of the methods teachers would employ to teach content area material to the EL learners?
An acceptable answer: The methods employed to teach content area material to ELL students should not differ to a great degree from those used to teach students who are English language proficient. Foremost they should be challenged to engage in learning the information as much as possible in English, but with appropriate guiding from bilingual instruction. A typical method used by experienced teachers is to pair English language proficient students with the ELL student and have them work on the content as a dyad.

2. What elements underlie effective teaching in the English Language Learner classroom?
   An acceptable answer: Underlying effective teaching in the ELL classroom is a strong commitment to encourage students to reason and express their ideas in English and to justify their conclusions. Follow-through is an important strategy as it helps bring the student to a conclusive understanding of the material presented.

3. What are some of the advantages of using CALLA (the Cognitive Academic Language Learning Approach)? Does this approach have any potential obstacles?
   An acceptable answer: Some advantages of the CALLA approach which moves away from the emphasis on grammar and syntax and toward contrived conversation. The obvious language is the practicality that is immediately apparent to the student, and the probability that the student will engage in the content material more quickly without the obstacle of grammatical roadblocks. An obstacle to this method is that less of an emphasis on grammatical constructions may weaken the foundation for a solid English background in writing and speaking once a certain level of proficiency is attained.

4. Explain how the guides for effective literacy instruction ‘break down barriers’ between students learning English as a second language and the education system.
   An acceptable answer: The four practices mentioned in the article are: use of evocative words as an explicit focus of lessons, explicit strategies to promote better reading skills, translation from native to English language, and encouragement to speak and write about their lives. All four of these strategies enable the EL learner to establish a foothold in American society through the use of effective language discovery. Each of them works in areas that will touch their personal lives and make experiential connections to their learning.


Questions:
1. What are some of the reasons why Latino students leave school early?
   An acceptable answer: Research studies have shown that limited English proficiency, lack of motivation, and low family income are the main contributors to the lack of success for Latino students.
2. What are the similarities of the effective practices mentioned in this article to those seen in other readings related to effective instructional practices?

   An acceptable answer: The effective practices mentioned here are common with educators who work successfully with ELL students. There must be some commitment to bilingual education, even among English immersion advocates. There has to be a support web for the learner when some of the content being taught becomes too complex for comprehension without a high level of English proficiency. Whether an English learner or not, parental involvement is a key element in all effective instruction paradigms.

3. Knowing the importance of respecting a student’s first language, what strategies might you employ to capitalize on the advantage of having language-diverse students in your classroom?

   An acceptable answer: Many teachers recognize the value of having a language-diverse student body. Students who speak a second language can be peer tutors to those learning a second language other than English. Also, the cultural contributions by the diverse-learner are enormous when given the opportunity. It is a great advantage to have students who can relate narratives that will enrich the learning experiences of other students in the class.

4. At the conclusion of the article, the author presents a question regarding ‘society’s unexamined norms.’ Do you agree or disagree with his question? Defend your position.

   An acceptable answer: [How this question is answered depends upon the responder’s perspective on race and culture.] The notion of ‘whiteness’ and the dominant culture is one that should be discussed as teachers’ understanding of race and culture in the predominately white society can have an effect on the success or failure of the English language learner.