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Chapter 1 : Teaching Math: Grades

Part II, Implementing the Standards, concludes with: (3) Teacher and Students Producing Together (Standard I); (4) Developing Language and Literacy (Standard II); (5) Connecting Learning to Students' Worlds (Standard III); (6) Challenging Students' Thinking (Standard IV); (7) Using Instructional Conversation (Standard V); and (8) The Five Standards Integrated: How to Teach Effectively.

Kim Haynes Kim Haynes Everyone wants teachers to use technology in the classroom. Never fear – there are easy ways to bring your classroom up-to-date, technologically. Prepare for Your Technology in the Classroom Adventure! Do you have a iPad in your classroom for your use? How about iPads for students to use? Could you get a classroom iPad? What kind of Internet access is available at your school? What are school policies on student use of the Internet? What do you have to do to get Ipads for your students? A fun way to practice using a projector and get your students to review important material! Have students complete a written classroom activity as if it was online. Ever have your students write a diary from the perspective of a character or famous person? Why not have them create a blog instead? Take a look at various blog sites Blogger and WordPress are two of the most popular and create a template for your students to fill in. Want students to summarize information? Ask them to tweet the lesson – that is, have them write summaries of characters or less, as if they were writing on Twitter. Or create a template for a web page and ask students to use it to design a webpage about the content they are studying. Try a Webquest A webquest guides students to search the Internet for specific information. For example, students are asked to serve as curators of a museum on a particular topic. They must search the Internet to determine what artifacts belong in their museum and explain their choices. There are tons of already-constructed webquests out there, a perfect way to teachers to begin integrating Internet searches into their curriculum. Tell kids to write a piece instructing someone – maybe a grandparent? For older kids, have them research the impact technology has had on a particular time in history or science or include a unit on science fiction and technology in your Language Arts curriculum. Those of you with a little more experience may enjoy Webs. You can also email students and parents directly to allow them to view their updated grades. Never worry again about bringing home your gradebook – you can access it from any computer. Do an email exchange When we were kids, some teachers had class penpals or had you practice your penmanship by writing a letter to an author. Try the 21st-century version of that by instituting an email exchange. Have your students exchange emails with students in another school, city, state, or country – especially valuable if both sets of students are studying the same material. Or arrange for a group of experts to accept emails from your students on a particular topic. And for adults who might want to volunteer but feel pressed for time, email can be a great way to help out, since they can respond on their own schedule. Give multimedia presentations – or have your students give them Live up a traditional lecture by using a PowerPoint presentation that incorporates photographs, diagrams, sound effects, music, or video clips. For high school teachers, consider having your students develop presentations as a review tool before semester exams. Their work may be so good that you will want to use it in future classes! A quick Internet search may help you identify ways to supplement your lessons with interesting new material. Make a habit of searching before you begin each new unit. You may find photographs, sound clips, video clips, and more that can bring your lessons to life. Add these in to keep your lessons fresh. A wiki is a website that uses software which allows many different people to edit it think Wikipedia. Have your students work together to create a wiki on a topic they are studying. Listen to – or create – a Podcast. There are thousands of podcasts available on the Web. In other cases, you may be able to find an interview with the author of a book your students are reading, or other supplemental material. Make arrangements to download it and play it for your students. For the really ambitious, have students create their own podcasts to document their progress through the year or discuss their ideas on a variety of issues pertaining to the course. What ways do you use technology in the classroom? Share in the comments section!

Chapter 2 : 5 Essential Teaching Strategies to Deliver an Effective Lesson

Based on a proven instructional model distilled over years of research, this book focuses on five essential pedagogy standards for guiding teaching practice in classrooms with diverse students.

Examples in History, Mathematics, and Science The preceding chapter explored implications of research on learning for general issues relevant to the design of effective learning environments. We now move to a more detailed exploration of teaching and learning in three disciplines: We chose these three areas in order to focus on the similarities and differences of disciplines that use different methods of inquiry and analysis. A major goal of our discussion is to explore the knowledge required to teach effectively in a diversity of disciplines. We noted in Chapter 2 that expertise in particular areas involves more than a set of general problem-solving skills; it also requires well-organized knowledge of concepts and inquiry procedures. Different disciplines are organized differently and have different approaches to inquiry. For example, the evidence needed to support a set of historical claims is different from the evidence needed to prove a mathematical conjecture, and both of these differ from the evidence needed to test a scientific theory. Discussion in Chapter 2 also differentiated between expertise in a discipline and the ability to help others learn about that discipline. Pedagogical content knowledge is different from knowledge of general teaching methods. In short, their knowledge of the discipline and their knowledge of pedagogy interact. But knowledge of the discipline structure does not in itself guide the teacher. For example, expert teachers are sensitive to those aspects of the discipline that are especially hard or easy for new students to master. Page Share Cite Suggested Citation: Examples in History, Mathematics, and Science. Brain, Mind, Experience, and School: The National Academies Press. These conceptual barriers differ from discipline to discipline. An emphasis on interactions between disciplinary knowledge and pedagogical knowledge directly contradicts common misconceptions about what teachers need to know in order to design effective learning environments for their students. The misconceptions are that teaching consists only of a set of general methods, that a good teacher can teach any subject, or that content knowledge alone is sufficient. Some teachers are able to teach in ways that involve a variety of disciplines. However, their ability to do so requires more than a set of general teaching skills. Consider the case of Barb Johnson, who has been a sixth-grade teacher for 12 years at Monroe Middle School. By conventional standards Monroe is a good school. Standardized test scores are about average, class size is small, the building facilities are well maintained, the administrator is a strong instructional leader, and there is little faculty and staff turnover. What happens in her classroom that gives it the reputation of being the best of the best? During the first week of school Barb Johnson asks her sixth graders two questions: After the students list their individual questions, Barb organizes the students into small groups where they share lists and search for questions they have in common. After much discussion each group comes up with a priority list of questions, rank-ordering the questions about themselves and those about the world. The students had the opportunity to seek out information from family members, friends, experts in various fields, on-line computer services, and books, as well as from the teacher. Sometimes we fall short of our goal. At the end of an investigation, Barb Johnson works with the students to help them see how their investigations relate to conventional subject-matter areas. They create a chart on which they tally experiences in language and literacy, mathematics, science, social studies and history, music, and art. Students often are surprised at how much and how varied their learning is. It would not work to simply arm new teachers with general strategies that mirror how she teaches and encourage them to use this approach in their classrooms. Unless they have the relevant disciplinary knowledge, the teachers and the classes would quickly become lost. At the same time, disciplinary knowledge without knowledge about how students learn i. In the remainder of this chapter, we present illustrations and discussions of exemplary teaching in history, mathematics, and science. The three examples of history, mathematics, and science are designed to convey a sense of the pedagogical knowledge and content knowledge Shulman, that underlie expert teaching. This view of history is radically different from the way that

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historians see their work. Students who think that history is about facts and dates miss exciting opportunities to understand how history is a discipline that is guided by particular rules of evidence and how particular analytical skills can be relevant for understanding events in their lives see Ravitch and Finn, Unfortunately, many teachers do not present an exciting approach to history, perhaps because they, too, were taught in the dates-facts method. The study contrasted a group of gifted high school seniors with a group of working historians. Both groups were given a test of facts about the American Revolution taken from the chapter review section of a popular United States history textbook. The historians who had backgrounds in American history knew most of the items, while historians whose specialties lay elsewhere knew only a third of the test facts. Several students scored higher than some historians on the factual pretest. In addition to the test of facts, however, the historians and students were presented with a set of historical documents and asked to sort out competing claims and to formulate reasoned interpretations. The historians excelled at this task. Most students, on the other hand, were stymied. Despite the volume of historical information the students possessed, they had little sense of how to use it productively for forming interpretations of events or for reaching conclusions.

Different Views of History by Different Teachers Different views of history affect how teachers teach history. Consider the different types of feedback that Mr. Kelsey gave a student paper; see Box 7. Barnes saw the papers as an indication of the bell-shaped distribution of abilities; Ms. Kelsey saw them as representing the misconception that history is about memorizing a mass of information and recounting a series of facts. These two teachers had very different ideas about the nature of learning history. Those ideas affected how they taught and what they wanted their students to achieve. Rather than simply introduce students to sets of facts to be learned, these teachers help people to understand the problematic nature of historical interpretation and analysis and to appreciate the relevance of history for their everyday lives. One example of outstanding history teaching comes from the classroom of Bob Bain, a public school teacher in Beechwood, Ohio. Historians, he notes, are cursed with an abundance of data—the traces of the past threaten to overwhelm them unless they find some way of separating what is important from what is peripheral. The assumptions that historians hold about significance shape how they write their histories, the data they select, and the narrative they compose, as well as the larger schemes they bring to organize and periodize the past. Often these assumptions about historical significance remain unarticulated in the classroom. Bob Bain begins his ninth-grade high school class by having all the students create a time capsule of what they think are the most important artifacts from the past. In this way, the students explicitly articulate their underlying assumptions of what constitutes historical significance. At first, students apply the rules rigidly and algorithmically, with little understanding that just as they made the rules, they can also change them. But as students become more practiced in plying their judgments of significance, they come to see the rules as tools for assaying the arguments of different historians, which allows them to begin to understand why historians disagree.

Leinhardt and Greeno , spent 2 years studying a highly accomplished teacher of advanced placement history in an urban high school in Pittsburgh.

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Chapter 3 : Table of contents for Five standards for effective teaching

Does your teaching include these five standards? Take a deep dive with this self-check, originally produced by the Center for Research on Education, Diversity and Excellence at the University of California. Learning occurs most effectively when experts and novices work together for a common product.

While they look intimidating, the Common Core ELA standards simply promote a comprehensive approach to ELA, focusing on the skills students need to be ready for college and their future careers. Keeping this focus in mind and incorporating a few key elements can make teaching the Common Core ELA standards much easier. While literature still plays a key role, kids need to learn to read texts with more technical vocabulary, analyze arguments, and pay attention to key text features such as charts and tables. When reading these informational texts, kids can also focus on key reading strategies, such as analyzing cause and effect relationships, finding the main idea, and comparing and contrasting ideas within and between texts. It also includes incorporating newspapers, advertisements, and other text types to help kids learn in different ways. Websites such as LearnZillion provide videos to help students learn and teachers can also search for interactive websites on the subjects they want to teach to help students see the information in new ways. The Common Core has a place for teaching traditional literature, but kids also need to see how writing has changed over time and read texts that deal with more current issues. They can then compare and contrast how those texts deal with their specific themes and topics. At lower grade levels, teachers can take a traditional fairy tale and have kids compare and contrast different versions. By connecting other subjects to ELA, kids can start to see the importance reading and writing play in nearly all subject areas. They can also start to develop the skills to help them read and analyze subject-specific texts, thereby improving their performance. While teachers may still want to incorporate spelling and vocabulary tests into the curriculum, the words they choose should tie directly to the texts kids are reading or the subjects they are talking about. Instead of simply diagramming sentences and filling in the blank, kids should move to analyzing how certain elements of grammar are used within a text and to actually putting those elements of grammar to use in their own writing. At the younger grade levels, this will still include a lot of simple grammar activities, but at higher grade levels, grammar instruction should be more complex. For example, instead of simply identifying adjectives, kids can analyze the degrees of meaning in adjectives and determine whether the correct word was used. It includes comparing and contrasting within texts, making inferences and drawing conclusions as they read texts, and determining the main idea and theme of a text. Instead of providing kids with the answers, teachers should encourage kids to look the answers up themselves. As they conduct research, kids will learn to read a variety of different texts and learn to make meaning from those texts. They can also write essays, short stories, poems, and other traditional texts. However, the Common Core ELA standards encourage kids to write more than just the traditional types of texts. They should write in journals and write as they answer open-ended questions on exams. They should write letters, speeches, advertisements, experiment summaries, and a wide variety of texts that help them get used to different types of writing and express their thinking using the written word. When teachers incorporate these 10 different elements, the Common Core ELA Standards will become less intimidating for both kids and teachers. What are some of your favorite resources or strategies to help bring some of the elements above into the classroom? Stacy has her own line of character education curriculum which can be found at [BuildingKidsCharacter](#). She lives in South Jersey with her husband, two children, and eight cats. Her oldest son has autism.

Chapter 4 : NEA - 6 Steps to Successful Co-Teaching

Talk to your colleagues, or go to an online teaching blog and talk about what you discovered and get others' input. You will find this self-reflection to be extremely valuable in developing your skills as an educator. This deep understanding will only help your lessons become more effective.

Teachers of science plan an inquiry-based science program for their students. In doing this, teachers develop a framework of yearlong and short-term goals for students. Select science content and adapt and design curricula to meet the interests, knowledge, understanding, abilities, and experiences of students. Select teaching and assessment strategies that support the development of student understanding and nurture a community of science learners. Work together as colleagues within and across disciplines and grade levels. All teachers know that planning is a critical component of effective teaching. One important aspect of planning is setting goals. In the vision of science education described in the Standards, teachers of science take responsibility for setting yearlong and short-term goals; in doing so, they adapt school and district program goals, as well as state and national goals, to the experiences and interests of their students individually and as a group. Once teachers have devised a framework of goals, plans remain flexible. Decisions are revisited and revisited in the light of experience. Teaching for understanding requires responsiveness to students, so activities and strategies are continuously adapted and refined to address topics arising from student inquiries and experiences, as well as school, community, and national events. Teachers also change their plans based on the assessment and analysis of student achievement and the prior knowledge and beliefs students have demonstrated. Thus, an inquiry might be extended because it sparks the interest of students, an activity might be added because a particular concept has not been understood, or more group work might be incorporated into the plan to encourage communication. A challenge to teachers of science is to balance and integrate immediate needs with the intentions of the yearlong framework of goals. The content standards, as well as state, district, and school frameworks, provide guides for teachers as they select specific science topics. Some frameworks allow teachers choices in determining topics, sequences, activities, and materials. Others mandate goals, objectives, content, and materials. In either case, teachers examine the extent to which a curriculum includes inquiry and direct experimentation as methods for developing understanding. In planning and choosing curricula, teachers strive to balance breadth of topics with depth of understanding. In determining the specific science content and activities that make up a curriculum, teachers consider the students who will be learning the science. National Science Education Standards. The National Academies Press. Teachers are aware of and understand common naive concepts in science for given grade levels, as well as the cultural and experiential background of students and the effects these have on learning. Teachers also consider their own strengths and interests and take into account available resources in the local environment. For example, in Cleveland, the study of Lake Erie, its pollution, and Inquiry into authentic questions generated from student experiences is the central strategy for teaching science. Teachers can work with local personnel, such as those at science-rich centers museums, industries, universities, etc. Over the years, educators have developed many teaching and learning models relevant to classroom science teaching. Knowing the strengths and weaknesses of these models, teachers examine the relationship between the science content and how that content is to be taught. Teachers of science integrate a sound model of teaching and learning, a practical structure for the sequence of activities, and the content to be learned. Inquiry into authentic questions generated from student experiences is the central strategy for teaching science. Teachers focus inquiry predominantly on real phenomena, in classrooms, outdoors, or in laboratory settings, where students are given investigations or guided toward fashioning investigations that are demanding but within their capabilities. As more complex topics are addressed, students cannot always return to basic phenomena for every conceptual understanding. Nevertheless, teachers can take an inquiry approach as they guide students in acquiring and interpreting information from sources such as libraries, government documents, and computer databases—or as they

gather information from experts from industry, the community, and government. Other teaching strategies rely on teachers, texts, and secondary sources—such as video, film, and computer simulations. When secondary sources of scientific knowledge are used, students need to be made aware of the processes by which the knowledge presented in these sources was acquired and to understand that the sources are authoritative and accepted within the scientific community. When carefully guided by teachers to ensure full participation by all, interactions among individuals and groups in the classroom can be vital in deepening the understanding of scientific concepts and the nature of scientific endeavors. The size of a group depends on age, resources, and the nature of the inquiry. Teachers of science must decide when and for what purposes to use whole-class instruction, small-group collaboration, and individual work. For example, investigating simple electric circuits initially might best be explored individually. As students move toward building complex circuits, small group interactions might be more effective to share ideas and materials, and a full-class discussion then might be used to verify experiences and draw conclusions. The plans of teachers provide opportunities for all students to learn science. Planning also takes into account the social structure of the classroom and the challenges posed by diverse student groups. Effective planning includes sensitivity to student views that might conflict with current scientific knowledge and strategies that help to support alternative ways of making sense of the world while developing the scientific explanations. Teachers plan activities that they and the students will use to assess the understanding and abilities that students hold when they begin a learning activity. In addition, appropriate ways are designed to monitor the development of knowledge, understanding, and abilities as students pursue their work throughout the academic year. Individual and collective planning is a cornerstone of science teaching; it is a vehicle for professional support and growth. In the vision of science education described in the Standards, many planning decisions are made by groups of teachers at grade and building levels to construct coherent and articulated programs within and across grades. Schools must provide teachers with time and access to their colleagues and others who can serve as resources if collaborative planning is to occur. Teaching Standard B Teachers of science guide and facilitate learning. In doing this, teachers Focus and support inquiries while interacting with students. Orchestrate discourse among students about scientific ideas. Challenge students to accept and share responsibility for their own learning. Recognize and respond to student diversity and encourage all students to participate fully in science learning. Encourage and model the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and skepticism that characterize science. Coordinating people, ideas, materials, and the science classroom environment are Page 33 Share Cite Suggested Citation: This standard focuses on the work that teachers do as they implement the plans of Standard A in the classroom. Teachers of science constantly make decisions, such as when to change the direction of a discussion, how to engage a particular At all stages of inquiry, teachers guide, focus, challenge, and encourage student learning. Teachers must struggle with the tension between guiding students toward a set of predetermined goals and allowing students to set and meet their own goals. Teachers face a similar tension between taking the time to allow students to pursue an interest in greater depth and the need to move on to new areas to be studied. Furthermore, teachers constantly strike a balance among the demands of the understanding and ability to be acquired and the demands of student-centered developmental learning. The result of making these decisions is the enacted curriculum—the planned curriculum as it is modified and shaped by the interactions of students, teachers, materials, and daily life in the classroom. Student inquiry in the science classroom encompasses a range of activities. Some activities provide a basis for observation, data collection, reflection, and analysis of firsthand events and phenomena. Other activities encourage the critical analysis of secondary sources—including media, books, and journals in a library. Students formulate questions and devise ways to answer them, they collect data and decide how to represent it, they organize data to generate knowledge, and they test the reliability of the knowledge they have generated. As they proceed, students explain and justify their work to themselves and to one another, learn to cope with problems such as the limitations of equipment, and react to challenges posed by the teacher and by classmates. Students assess the efficacy of their efforts—they evaluate—the data they have collected, re-examining or collecting more if

necessary, and making statements about the generalizability of their findings. They plan and make presentations to the rest of the class about their work and accept and react to the constructive criticism of others. At all stages of inquiry, teachers guide, focus, challenge, and encourage student learning. Successful teachers are skilled observers of students, as well as knowledgeable about science and how it is learned. Teachers match their actions to the particular needs of the students, deciding when and how to guide—when to demand more rigorous grappling by the students, when to provide information, when to provide particular tools, and when to connect students with other sources. Page 34 Share Cite Suggested Citation: She plans to do this through inquiry. Of the many organisms she might choose to use, she selects an organism that is familiar to the students, one that they have observed in the schoolyard. As a life-long learner, Ms. She also uses the resources of the school—materials available for science and media in the school library. She models the habits and values of science by the care provided to the animals. Students write and draw their observations. Developing communication skills in science and in language arts reinforce one another. Although she had never used earthworms in the science classroom before, and she knew she could use any of a number of small animals to meet her goals, Ms. She learned that it was relatively easy to house earthworms over long periods. Before preparing a habitat for the earthworms, students spent time outdoors closely examining the environment where the worms had been found. This field trip was followed by a discussion about important aspects of keeping earthworms in the classroom: How would students create a place for the earthworms that closely resembled the natural setting? An earthworm from outside was settled into a large terrarium away from direct sun; black paper was secured over the sides of the terrarium into which the children had put soil, leaves, and grass. A week later the earthworms arrived from the supply company and were added to the habitat. She wanted the students to become familiar with the basic needs of the earthworms and how to care for them. It was important that the children develop a sense of responsibility toward living things as well as enhance their skills of observation and recording. She also felt that this third grade class would be able to design simple experiments that would help the students learn about some of the behaviors of the earthworms. In the first 2 weeks, the students began closely observing the earthworms and recording their habits. The students recorded what the earthworms looked like, how they moved, and what the students thought Page 35 Share Cite Suggested Citation: The students described color and shape; they weighed and measured the earthworms and kept a large chart of the class data, which provoked a discussion about variation. They observed and described how the earthworms moved on a surface and in the soil. Questions and ideas about the earthworms came up continually. Among the many questions on the chart were: How do the earthworms have babies? Do they like to live in some kinds of soil better than others? What are those funny things on the top of the soil? Do they really like the dark?

8 How Can Teachers Effectively Use the Standards? that underpin each anchor. The grade-specific Common Core State Standards connect to the CCR Standards as benchmarks of what students in each grade level, K, should know and be able to do.

Multicultural education Sheltered instruction The metaphor of all boats rising or sinking together is often used when describing approaches to standards-based reform, such as the No Child Left Behind Act. For example, in order for a school to achieve adequate yearly progress AYP , all student subgroups, including English language learners, students with disabilities, and students from minority groups, must make adequate yearly progress. The progress of the group as a whole cannot mask the lack of development of designated subgroups. Special education students and other historically marginalized groups cannot be sent to the trailer and be forgotten. The goal of helping all students meet rigorous standards can only be attained by attending to the needs of the most vulnerable students—students with disabilities and students from culturally and linguistically diverse backgrounds. The ideas embodied in movements such as inclusion and teaching for cultural and linguistic diversity provide this needed attention. Additionally, while standards-based reform is largely silent on the issue of instructional methodology, the inclusion and teaching for cultural and linguistic diversity movements infuse instructional approaches that maximize opportunities for all students to learn from their diverse peers. These approaches include differentiated instruction, universal design, sheltered instruction, and multicultural education. Instructional Approaches That Support Inclusion in Diverse, Standards-Based Classrooms Differentiated Instruction Without the supporting pedagogy, inclusion in diverse, standards-based classrooms could not be successful. Differentiated instruction is an example of a supporting instructional approach that embraces the needs of academically diverse populations of students, in particular students who are gifted or who have disabilities. Differentiated instruction involves creating multiple paths to learning for diverse students Tomlinson, Universal Design for Learning Universal design is an instructional approach that gives particular attention to students who have physical, sensory, and cognitive disabilities. Universal design supports the thought that educators should not have to retrofit lessons for students with exceptional needs after those lessons have already been created. According to Orkwis , "Universal design implies a design of instructional materials and activities that allows learning goals to be attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember" p. With universal design, it is important that learning activities provide multiple means of representation or modes of presentation i. Learning activities also must allow students to respond in various modes and should be designed to engage learners with varying interests and aptitudes. Often, educators use assistive technology to implement universal design to make instruction accessible for a broader array of students. Assistive technology refers to "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability" U. Department of Education, , 20 U. Hence, low-tech devices such as pencil grips may be considered assistive technology as well as high-tech devices such as screen readers or electronic books. The principles of universal design are important to engineering classrooms that support diverse learners, including those students with physical, sensory, and cognitive disabilities see Chapter 2 for an in-depth discussion on UDL. Sheltered Instruction Like differentiated instruction and universal design, sheltered instruction also embraces the needs of diverse learners, specifically English language learners. Echevarria, Vogt, and Short define sheltered instruction by using the following eight broad elements: The preparation element suggests that teachers first identify lesson objectives aligned with state and local standards. The strategies element refers to teaching students different approaches for organizing and retaining information associated with effective learning. The interaction element shows teachers how to structure opportunities for students to interact with their peers in the learning process. The interaction phase

leads to the practice and application element, which requires teachers to provide frequent opportunities for students to practice new language skills in context. The lesson delivery element illustrates how teachers can appropriately pace the lesson and provide for active engagement. The review and assessment element focuses on establishing standards and including language-based and content-based evaluations. All of these elements are important in designing classroom instruction that embraces the needs of English language learners. As the name implies, multicultural education addresses the needs of culturally diverse populations of students. Banks defined this approach with the following five major dimensions: Content integration implies that curricula should include content about diverse populations and present information from diverse points of view. The knowledge construction process focuses on the extent to which teachers explore the influences of culture with students. This process includes exploring how knowledge is constructed and how attitudes are formed in regards to what constitutes valuable or important knowledge. Bias reduction refers to activities that are designed to examine and reduce bias in attitudes. Building an empowering school culture eradicates systemic factors such as the negative effects of tracking practices on diverse groups of students. Equity pedagogy helps teachers use instructional strategies that embrace the learning characteristics and cognitive styles of diverse populations. Multicultural education supports educators in enhancing the educational experiences of all learners, including students from culturally diverse backgrounds. By using these approaches, teachers have the pedagogical tools they need to teach standards in diverse, inclusive classrooms. A Framework for Success As you read the descriptions of the instructional approaches, you probably noticed that there was some similarity in the strategies used for each. For example, encouraging teachers to vary how they present content to students is a common theme for all of the instructional approaches. This overlap suggests that teachers need not have a separate repertoire of strategies for each aspect of student diversity. Rather, it may be more helpful to consider implications of student diversity on the critical elements of instruction. Combining instruction with an awareness of student diversity is the theme of this book. The following chapters will focus on the MMECCA framework which is composed of six critical elements of instruction that must be addressed to appropriately respond to student diversity in standards-based classrooms. As shown in Figure I. This element shows the strategies and techniques that are employed during instruction. This is the "how" through which instruction is accomplished. This element pertains to the tangible items that are used to support instruction. This is the "with what" through which instruction is accomplished. This element focuses on the physical environment of the classroom, behavior management, and general classroom ethos. This is the "where" of instruction or the instructional context in which learning will occur. This element details what is being taught to students. It addresses curricular issues related to what students should know and be able to do. This is the "what" of the learning process or the knowledge, facts, and understandings that are the essence of teaching and learning. This element pertains to how educators should work together in delivering instruction to diverse populations. It includes educational practices such as collaborative problem solving and co-teaching. This element also addresses how educators and parents should work together. This is the "it takes a village" element of instruction. Finally, this element focuses on the assessment process that begins and ends the instructional cycle. It includes informal, teacher-made assessments, as well as large-scale standardized tests. This is the "how do we know what students need and what they know? Elements of Instruction in Inclusive, Standards-Based Classrooms This framework has been field tested in 50 diverse, standards-based classrooms. They developed lessons using this framework, taught the lessons, and then evaluated the outcomes. Participating teachers reported that using the MMECCA framework enhanced their ability to design lessons that met the educational needs of their diverse students. For example, one teacher said, "Learning about the MMECCA framework in-depth has really helped me in working with special needs students. Suggestions on integrating these ideas into your instruction will be provided in each chapter. We will follow elementary, middle, and high school teachers as they examine these six elements of their instruction. Through the lens of the instructional models associated with inclusion and teaching for cultural and linguistic diversity, each of the elements from the MMECCA framework will be explored and concrete strategies and illustrative examples

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will be provided to show how inclusion in diverse, standard-based classrooms can work for YOU! Differentiating the curriculum for gifted learners. Council for Exceptional Children. Universal design for learning. Teaching English language learners with diverse abilities. Teaching every student in the digital age: How to differentiate instruction in mixed ability classrooms. No part of this publication—“including the drawings, graphs, illustrations, or chapters, except for brief quotations in critical reviews or articles”—may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission from ASCD. Requesting Permission For photocopy, electronic and online access, and republication requests, go to the Copyright Clearance Center. Enter the book title within the "Get Permission" search field. To translate this book, contact permissions ascd. Learn more about our permissions policy and submit your request online.

Chapter 6 : Resource: Teaching Foreign Languages K A Library of Classroom Practices

In addition to the common characteristics, each content area below has developed a set of content specific characteristics that demonstrate highly effective teaching and learning. In order to access the characteristics in each content area, please click a content area below.

Daily Routines Japanese I, grade 5: This lesson focuses on the daily routines of individuals in Japan and the U. Margaret Dyer uses a variety of activities including TPR, modeling, paired practice, and student-led charades to introduce and review new vocabulary and concepts. Go to this unit. Fruits of the Americas Spanish I, grade 4: Teacher Carina Rodriguez combines visual media and multisensory activities in a vocabulary-building lesson about familiar and new fruit. Students learn what country the fruit comes from, try to identify the fruit solely through touch, and taste the fruit to categorize it as sweet or sour. Communicating About Sports Chinese I, grade 6: They practice writing Chinese characters for an ongoing activity – a letter they are composing and sending to Chinese students. At the end of the lesson, the students create skits to perform for their classmates. After preparing her students for new vocabulary, Paris Granville retells a Cajun folktale while students act out the story. Students then create a story map to delve into the different story elements. Granville introduces zydeco music and the instruments typically used to create it, such as the washboard, accordion, and spoons. Touring a French City French I, grade 8: During the lesson, students take turns role-playing tourists asking for directions and tourist bureau agents giving directions and describing the buildings and the city. Hearing Authentic Voices Spanish I, grade 8: Later, two native Mexican students visit the class and answer questions about how they spend their free time in Mexico. Comparing the Weather Arabic Grade 6: Fawzy shows slides of the weather in Chicago and Egypt and asks students about the weather in each place and then has them develop questions of their own. Food Facts and Stories Spanish I, grade 8: In a small-group activity, students pick a card and asks classmates whether they like doing the activity pictured. Students then poll one another about their free-time activities. They also discuss a Canadian community that they had read about and plan what they would do if they were to visit. Through individual and group-centered activities, students learn to express conditional statements about personal preferences. Michel Pasquier focuses his class on interpreting and adapting film, literature, and music, using the classic tale Beauty and the Beast. The students work in groups to find moral meaning in the Jean Cocteau classic film and compare the film to the original story and a French rap song. This lesson focuses on advanced conversation proficiency with connections to social, political, and pop culture. Sports in Action German I, grades 9 - Denise Tanner guides her students through graduated activities including a TPR vocabulary review of the body, a grammar segment teaching the German structure *gefallen*, and a discussion of the German medals won at the Winter Olympics. As a culminating activity, students act out a TPR story in front of the class. The class learns new vocabulary words, then practices them during a line dance and a card game. For homework, the students compose letters describing their homes, which they will email to students in Italy. Students pair off, assuming the roles of telemarketers and prospective customers. Japanese II, grades 10 - As part of a larger unit on the geography and culture of Japan, students learn the major regions and cities and discuss popular tourist destinations. As a culminating project, students create a travel brochure and begin planning a promotional video to attract visitors to Japan. Then the whole class works in pairs to create their own versions of illuminated Latin manuscripts. Russian IV students are paired with small groups of Russian I students to read a story, gather information, and write their own folktales. Each group shares their tale while the remaining students use their interpretive skills to write down specific information. In a separate activity, Russian IV students debate the role of the leader in Russian history after reading an article about Vladimir Putin. Routes to Culture Spanish II, grades 9 - This culturally rich lesson falls in the middle of a thematic unit about the African presence in Latin America. Then they work in small groups to incorporate these cultural aspects into skits to be performed by their classmates. In this lesson, students use their interpretive abilities to learn about culture and history

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through art. In a lesson rich with music and visuals, students learn vocabulary to describe the rooms and exterior features of modern and traditional houses in Arab countries. In this lesson, Fran Pettigrew gives her students a letter from a teacher in Chile who plans to bring students to visit the United States. Working with authentic tourist brochures in Spanish and their previous research, student groups plan itineraries for their Chilean counterparts. They prepare to send a follow-up letter to the Chilean teacher sharing their suggestions. Barbara Pope Bennett guides students as they recount the details and discuss their interpretations of the story and its moral message. Students act out segments of the story and then collaborate in groups to come up with alternate endings. *Politics of Art Spanish V*, grade During the debate, students assume the role of Latin American artists whose work they had researched and weigh the pros and cons of boycotting an invitation to exhibit their work in Spain. After the debate, the class votes on whether or not to accept the Spanish invitation. Students converse about what they will be doing in the future, in pairs and expanding to a group of four. Belal Joundeya presents a scenario in which two celebrities negotiate their busy schedules to agree on a dinner date, and then he role plays a similar situation with a student volunteer.

Chapter 7 : Introduction: Teaching in Diverse, Standards-Based Classrooms

In order to provide students with effective and accurate feedback, teachers need to assess frequently and routinely where students are in relation to the unit of study's learning goals or end product (summative assessment).

Take Risks and Grow Are you wondering how you can co-teach effectively and make it a successful year for both teachers and students? As co-teachers - a regular and a special education teacher - you will plan lessons and teach a subject together to a class of special and regular education students. Your co-teaching will support academic diversity in the regular classroom and provide all students with access to the county and state curriculum. Co-teaching can be a wonderful experience when planning and communication are in place beginning day one. The first step that you the regular classroom teacher and the special education teacher need to take is to establish a relationship -- even before the students enter the building. Get to know each other on a personal level. After all you will be together the entire year. What things do you have in common? Where did you grow up? When the two of you have a comfortable relationship and rapport with each other, the children feel more comfortable in the classroom. Students can sense tension as well as harmony within the learning environment. A positive relationship will help minimize misunderstandings and motivate you to resolve problems before they escalate. Identify your teaching styles and use them to create a cohesive classroom. Are you a hands-on teacher who loves doing experiments and using manipulatives, never to open a textbook? While your co-teacher needs to use the textbooks first and then supplement with experiments and manipulatives? How do you manage behaviors? What are your discipline styles? Instructional and discipline styles are just two factors you need to examine so that you can combine the best of both of your styles to create a cohesive classroom. You need to find a balance that makes everyone comfortable. When you plan lessons together, you can use your two styles to complement one another and thus enhance the lessons and the delivery of instruction. You create a cohesive classroom with consistent expectations when both of you are on the same page with instruction and discipline styles. Discuss strengths and weaknesses. A good way to do this is to have each of you make a list of strengths, weaknesses, likes, and dislikes. Then take the lists and compare them and highlight the strengths that are dominant for one teacher and allow that person to be the lead teacher in those areas. By using these strengths, you can differentiate your instruction to meet the needs of a larger group more frequently within the classroom as well as allowing for individualized instruction. Discuss Individualized Education Plans and regular education goals. To create Individualized Education Plans IEPs , the special educator needs to involve the regular educator in the special education process. Students in special education belong to both educators, so the general educator must be informed about the IEP for each child. Otherwise, the two of you cannot effectively execute the plans. It is important to discuss the modifications and accommodations as well as the goals and objectives to ensure student success in the classroom. In the same way, the regular education teacher should discuss with the special education teacher his or her goals for the regular students, as the regular education students belong to the special education teacher as well. Both educators should be addressing the goals, objectives, and mandatory curriculum for that grade level. Formulate a plan of action and act as a unified team. You have to make decisions constantly throughout the year, so if you formulate a plan of action in the beginning of the year, disruptions will be minimal. Consider the following items in your plan of action: Scheduling Classroom procedures, such as class work and homework policies, turning in work Consequences of not following rules and procedures Grading Communication between home and school Talk about what you will tolerate as well as how you will respond to actions that are not acceptable. Be consistent when dealing with parents, and meet as a team for conferences with them. Determine your roles in advance so that you do not contradict each other or foster misunderstandings during the meeting. Take risks and grow. A wonderful aspect of co-teaching is that it allows you to take risks, learn from each other, and grow as professionals. Co-teaching provides a safety net when you take risks in your instruction. When you are the only teacher in the room and a lesson bombs, you often have to stop and move

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on and then analyze later why the lesson fell apart -- without the assistance of someone else in the room observing the lesson. Co-teaching is an experience that is as good as you allow it to be. You have the opportunity to work with another educator daily. Make the most of it.

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Chapter 8 : Sample Lesson Plans to Teach Common Core State Standards | blog.quintoapp.com

Students need to learn language to communicate effectively and be provided opportunities to learn and use academic English. Practice Two: Teach Students to Analyze, Write, and Create Complex Text In the past, we'd withhold grade level text from English learners due to its complexity and only exposed students to a narrow list of text genres.

How to stress and teach kindness. Model Your Expectations Before you begin your lesson, make sure that you teach and model your expectations for the lesson. For example, if you were teaching a science experiment, the first thing that you would do is show the students how to properly use the materials. You would also tell them the consequences of what would happen if they do not handle the materials properly. Actively Engage Students Children learn by doing, not just by hearing. Get your students engaged in the lesson by having them partake in hands-on activities. Use cooperative learning techniques, or technology like an iPad or a whiteboard to enhance your lesson. Be Mobile While students are busy applying the skills that you have taught them you need to be mobile and move around the classroom to make sure all students are keeping on track with what they are supposed to be doing. Take this time to answer any questions, give the children who may be off a task a gentle reminder, and scan the classroom to make sure all is going as planned. As you move about the classroom, ask students critical thinking questions to strengthen their comprehension skills. Use how and why questions to make sure that you are meeting your objective. Compliment Positive Behavior and Hard Work When you see a student paying attention, working hard, and doing what they are supposed to be doing to meet your goal, compliment them. Make sure that all students see you doing this, so they will understand why you are pleased and in turn try to meet your objective for the lesson in a positive way as well. Look for any patterns that may have come up, or try to find what you were lacking in a particular area. Once you are armed with this knowledge of self-reflection, you can take that information and do something with it. You will find this self-reflection to be extremely valuable in developing your skills as an educator. This deep understanding will only help your lessons become more effective. What elements do you think need to be in a lesson in order for it to be an effective one? Do you know what specific characteristics make for a great lesson? Please share your thoughts with us in the comment section below, we would love to hear your ideas. Janelle Cox is an education writer who uses her experience and knowledge to provide creative and original writing in the field of education.

Chapter 9 : Top 10 Ways to Teach the Common Core ELA Standards

Adoption of the Common Core State Standards (CCSS) has served as a catalyst for curriculum reform. Effective curriculum planning will likely depend on how well those involved understand what the standards are, what they are not, and how that knowledge best informs instruction.