North Coast Teacher Induction Program

General Teaching Information

Resource Guide

For Year 1 Participants

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CHAPTER 1: INTRODUCTION

1.1 Purpose and Goals

WHAT GROWS HERE?		THE ROOTS THAT GROUND US
STUDENT LEARNING		*Utilization of the California Standards for the Teaching Profession and Induction Standards to guide instruction*
PROFESSIONAL GROWTH		*Improved teaching using formative assessment and the ongoing cycle of Assess, Plan, Teach, Reflect, Apply*
SUPPORTIVE PROFESSIONAL RELATIONSHIPS		*Reflective collaboration with an experienced Mentor and colleagues*

1.2 Teacher Induction Program Overview

The Teacher Induction Program provides credentialed teachers with a specially designed, standards-based program that eases them into the teaching profession and simultaneously offers them support and opportunities for professional development. Induction provides a bridge linking the theory, knowledge and skills acquired in the Preliminary Credential Program to the realities of daily classroom teaching. A trained experienced teacher, a Mentor, is assigned to work with each new teacher. These Mentors guide, assess, and support new teachers in meeting the complex requirements of their job. Upon completion of Induction, Candidates earn a California Clear Credential.

There are seven main components of the Induction Program:

1. Advisement

Eligibility for Induction includes teachers new to the profession in California who are teaching on a preliminary credential. At the point of hire, a district representative provides each new teacher with an *Advisement Form* that is signed by the Candidate. The North Coast Teacher Induction Program

(NCTIP) staff then analyzes each Candidate's credential to determine the individual requirements set forth by the California Commission on Teacher Credentialing necessary to obtain a California Clear Credential. The Credential Advisor informs Candidates of those requirements within the first year of Induction.

2. Enrollment in the Induction Program

It is critically important that both Candidates and Mentors enroll in NCTIP online **as soon after the time of hire as possible**. Go to www.ncsoe.org and enroll today!

3. District and School Level Support

School and district personnel and the site principal all contribute to the support provided to new teachers. Along with the initial Advisement, the school and district have several key roles in supporting the Induction Program.

✓ The district selects a District Coordinator to communicate with NCTIP. Find out who your District Coordinator is today.

✓ Site principals are provided with a *Checklist for Site Orientation.* Between the site principal, the Mentor, the District Coordinator, and other school staff, the orientation items are reviewed with each Candidate. Site principals also participate in the *Mid-Year Check-In* and complete a mid-year survey indicating that they are aware of the Candidate's progress to date in the Induction Program.

4. Mentor

Candidates are assigned a Mentor to guide, assess, and assist them in meeting the complexities of their job and in completing the requirements of the Induction Program. This partnership is the most important aspect of the Induction Program. Mentors meet with Candidates a minimum of one hour per week to plan, problem-solve, and reflect on teaching practice. Meetings and support activities are recorded on *Reflective Conversation Logs*. Mentors guide Candidates in their consideration of formative assessment evidence as they develop planned, systematic opportunities to improve their teaching. The success of these pursuits is reliant upon a relationship based on trust, confidentiality, and a commitment to the goals of Induction.

5. Professional Development

Candidates and Mentors attend together monthly professional development seminars. These seminars, along with ongoing Induction activities, are designed to provide teachers with opportunities to reflect on their teaching using *California Standards for the Teaching Profession* (CSTP) and credential standards as the model of effective practice. Attendance records are maintained based on monthly sign-in sheets and online surveys. The seminars provide opportunities to collaborate with other teachers and to focus on student learning. According to some of our teachers, our monthly seminars are "the best professional development opportunities" they have ever received.

6. Formative Assessment

During the Induction Program, Candidates and their Mentors work through *four Inquiries*. Each Inquiry is a cycle of formative assessment and action research. The *NCTIP Formative Assessment System* measures the improvement of the Candidate's practice by utilizing *California Standards for the Teaching Profession* and the state Teacher Induction Standards. It measures student learning in relation to the state-adopted academic content standards and state frameworks. Using these specific

criteria, a focused and integrated system of support and assessment guides each Candidate's professional development.

Well-trained Mentors have a critical role in the implementation of the *Formative Assessment System*. They are trained to utilize evidence, including observational evidence that focuses on classroom practice in relation to the CSTP, state-adopted academic content standards and frameworks, and the credential standards. Through ongoing weekly meetings and monthly seminars, as well as formal classroom observations, Mentors gather evidence of classroom practice. Mentors then reflect with their Candidate about the evidence in order to improve his/her classroom teaching. This peer coaching supports new teachers but is also an effective strategy for all teachers.

7. **Program Completion**

Upon successful completion of each Inquiry of the credential program, each Candidate submits accumulated evidence in their Professional e-Portfolio to program staff. This culminating evidence, along with the program database and online Completion Log, is used by the Leadership Team to verify completion of program requirements. An Inquiry Reader is assigned to each Candidate to read and provide feedback on inquiry assessments. The final review of the culminating evidence takes place at the *Portfolio Review* at the end of each semester. The Leadership Team recommends to the Regional Director only those Candidates who have completed all requirements of the credential program. The Candidate submits a *Credential Request Form* to the Regional Director and Credential Advisor who complete an online recommendation to the Commission on Teacher Credentialing (CCTC) for the California Clear Credential. Upon receipt of the CCTC confirmation email, the teacher pays the CCTC fees online and the process is finalized and the clear credential is issued.

CHAPTER 2: THE FORMATIVE ASSESSMENT SYSTEM©

2.1 Formative Assessment System© Overview

Formative Assessment System© and Inquiry Model of Professional Development

The Induction Program utilizes a *Formative Assessment System©*, also referred to as the *Inquiry model*, to support and improve teaching practices as part of a continuous improvement cycle. Formative Assessment guides the work of Mentors and professional development providers by promoting and developing professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.

NCTIP's inquiry-based Formative Assessment System©, characterized by an Assess, Plan, Teach, Reflect, and Apply cycle (APTRA) (based on the research and findings of W.E. Deming) has three essential components: *standards, evidence of practice, and criteria*. The formative assessment processes, designed to improve teaching practice, are based on California Standards for the Teaching Profession (CSTP) and are in alignment with the academic content standards. Evidence of practice includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. An assessment tool identifying multiple levels of teaching performance, titled *Continuum of Teaching Practice*, is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared Mentor and/or other colleagues as designated by the Induction Program.

Utilizing the concepts of Action Research, Candidates and Mentors collaborate to develop professional, job-embedded goals (an Individual Learning Plan (ILP)) based on the teacher's assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The ILP guides the activities to support growth and improvement of professional practice in at least one area of focus. The ILP is a working document and is periodically revisited for reflection and updating.

Action Research

NCTIP embeds the concept of *Action Research*, aligned with the Assess, Plan, Teach, Reflect, Apply cycle, into all program activities and documents. Action research, a reflective process of progressive problem solving, engages teachers in continuous learning, refinement, and reflection of, and about, their own teaching practice. Action Research specifically refers to a disciplined inquiry by educators that informs and changes their future practice. It is a collaborative, reflective process that allows for solutions to everyday problems experienced by new teachers looking for ways to improve instruction and increase student achievement while examining practices they can influence and change. This research is carried out within the context of the teacher's environment – that is, with their students at their own school site – focusing on questions that deal with educational matters that are directly applicable and relevant to their unique setting. Teachers systematically and carefully examine their educational practice, using research techniques. The NCTIP Action Research is based on the following assumption:

> *Researchers agree that teachers learn best when they are involved in activities that:*
> *a) focus on instruction and student learning specific to the settings in which they*

teach; b) are sustained and continuous, rather than episodic; c) provide opportunities for teachers to collaborate with colleagues inside and outside the school; d) reflect teachers' influence about what and how they learn; and e) help teachers develop theoretical understanding of the skills and knowledge they need to learn.

–McLaughlin & Talbert, 2006

The NCTIP action research process has five phases and is aligned with the Assess, Plan, Teach, Reflect, Apply cycle.

1	Assess	Entry Level Assessment
2	Plan	Goal Setting – Inquiry Goals
3	Teach	Action Plan
4	Reflect	Data Analysis
5	Apply	Conclusions and Next Steps

2.2 Formative Assessment Resources

✴ **California Standards for the Teaching Profession**

The *California Standards for the Teaching Profession (CSTP)* are broad standards that describe effective classroom practice regardless of grade level, subject area, amount of experience, or level of professional development a teacher might have. NCTIP's Candidates and Mentors utilize the *CSTP* as the criteria used to measure and assess their level of performance.

These standards provide educators with a common language to talk about classroom practice. They also help educators identify areas of strength and areas for professional growth, guide the design and implementation of professional development experiences, and link teacher preparation with induction and ongoing development. The CSTP are numbered 1-6. This numbering system is not indicative of the importance or the developmental sequence of the standards. Many of the elements overlap across the standards.

The "Placemat"
The NCTIP has conveniently placed the *California Standards for the Teaching Profession* on one side and Coaching and Mentoring strategies on the other.

✴ **Continuum of Teacher Practice**

The NCTIP uses the *Continuum of Teacher Practice* to measure and document Candidates' professional growth. The *Continuum* describes five levels of a teacher's practice for each of the elements of the *California Standards for the Teaching Profession*. Candidates and Mentors begin each Inquiry by reflecting on the Candidate's current level of practice as it relates to the specific criteria laid out in the *Continuum of Teacher Practice* for a specific CSTP. This initial self-assessment guides the Candidate in writing an Individual Learning Plan (ILP) for the Inquiry and in selecting a focus for his/her Inquiry Action Plan. Throughout the Inquiry, evidence is collected regarding the focus CSTP Standard(s) and a final self-assessment is repeated at the end of the Inquiry using the *Continuum of Teacher Practice* to assess growth over time.

✴ **Credential Standards**

Each credential program has a unique set of standards that must be met in order to obtain the California Clear Credential. Candidates demonstrate their ability to apply their understanding and application of the required credential standards through the various formative assessment activities completed during the Induction Program. Throughout the program, portfolios are reviewed as a means to monitor progress towards program completion. Evidence found in each Candidate's portfolio demonstrates how he/she has met/not met the standards. The core standards for the various credential programs can be found the NCTIP website (www.ncsoe.org) under the specific credential areas.

2.3 Assess, Plan, Teach, Reflect, Apply (APTRA)

Steps through the FIRST Inquiry
CSTP 2: Effective Learning Environments
APTRA: Assess first!... then Plan, Teach, Reflect, Apply

ASSESS

START

- Assess practice using the *California Standards for the Teaching Profession* and the *Continuum of Teaching Practice*
- Individual Learning Plan: Entry Level
- Mentor Quick Observation
- Candidate observation of a colleague

PLAN

- Individual Learning Plan: Inquiry Goals

TEACH/DO

- Individual Learning Plan: Inquiry Actions
- Mentor Observed Evidence

APPLY

- Re-assess practice using the *Continuum of Teaching Practice*
- Individual Learning Plan: Next Steps

REFLECT

- Individual Learning Plan: Analysis and Conclusions
- Reflective Conversation Logs 1-3

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2.4 Individual Learning Plan

The Individual Learning Plan (ILP) is made up multiple steps: *Entry Level Assessment (both teacher and student), Goal Setting, Action Plan, Data Analysis, and Conclusions and Next Steps.* Guided by a trained Mentor, Candidates collect formative assessment information and evidence from multiple sources as they *Assess, Plan, Teach, Reflect and Apply*.

The purpose of the ILP is to inform the ongoing professional development of Candidates. Throughout each Inquiry, using the tools and processes of Formative Assessment*,* Candidates systematically reflect on their professional growth goals related to the *California Standards for the Teaching Profession* (CSTP), credential standards, and their students' performance levels. At the end of the teacher induction period, Candidates have cumulative evidence of growth, documented in their ILPs, to use as the starting point for their ongoing professional growth.

2.5 Observation Cycle

Mentors are carefully trained to guide professional growth, provide support, and assess Candidates' practice by gathering multiple sources of evidence. Throughout the Teacher Induction Program, Mentors complete **four formal** *Observation Cycles*. Each cycle focuses on the components of the *Formative Assessment System* and provides opportunities to collect evidence documenting the Candidate's growth in relation to the *California Standards for the Teaching Profession* (CSTP), state-adopted content standards for students, and the credential standards.

The *Observation Cycle* unfolds over time, purposefully scaffolding the Candidate's understanding and application of knowledge. Additionally, each *Observation Cycle* allows for the development of Mentors' skills and abilities as they perform their critical role within the Inquiry process. Each cycle includes a pre-observation conference to plan for the observation and a post-observation conference to reflect on the data collected during the observation.

All observations include collecting specific evidence regarding the focus CSTP Standard and Inquiry Research Question. Depending on the focus of the Inquiry, observations may also include a written lesson plan and/or an analysis of student work.

2.6 Reflective Conversation Logs

Candidates and their Mentors are required to meet weekly to reflect on the Candidate's teaching practice, progress in the Action Research Inquiry process of the ILP, and specific ways of supporting student learning. The NCTIP *Reflective Conversation Logs* provide Candidates and Mentors with a tool to record their ongoing weekly conversations. Prompts are designed to provide both open-ended opportunities for reflection and to gather specific evidence linked to program completion. There is an expectation that the *Reflective Conversation Logs* are completed in a thoughtful and thorough manner.

CHAPTER 3: STUDENT ASSESSMENT

3.1 SCOE Bulletin: Formative Assessment

Sonoma County *Office of Education*

Learn more! Related resources online at www.scoe.org

Formative Assessment

This is a process that can improve teaching and advance student learning

Teachers use a variety of assessments in K-12 classrooms today—summative, formative, criterion referenced, benchmark, diagnostic, screening, and norm referenced. One of the most useful is formative assessment, but it may be the least understood. This SCOE Bulletin explores formative assessment and the important role it plays in instructional improvement and student learning.

Formative assessment is integrated into instruction and takes place as ideas and concepts are developing

What is formative assessment? Formative assessment is a *process* used by teachers and students *during* instruction. It's different from other kinds of assessment because it doesn't occur at the end of the learning process. Instead, it is integrated into instruction and takes place as ideas and concepts are developing within a lesson or unit. As such, it provides important feedback for both teachers and students.

- Teachers obtain information that helps them know how to adjust instruction to advance student learning.
- Students have opportunities to gauge their own learning, ask questions, and improve their understanding.

Formative assessment is distinguished from other kinds of assessment in that it is *not* a measurement instrument. It is a distinct strategy designed to support learning during the instructional process. Teachers use formative assessment to check for student understanding, provide practice, and adapt instruction to the specific needs of their students. The goal is to improve both teaching and learning.

Giving students descriptive feedback is a critical part of the formative assessment process

Formative assessment and the human brain. The way we view the human brain affects our understanding of formative assessment and the feedback strategies used in the classroom. At issue is the human brain's capacity to learn. Some hold that the brain's abilities are fixed and can't be increased, that capacity is predetermined based on the brain that an individual is born with.

The alternate view is that the brain develops based on purposeful engagement and that people have the capacity for lifelong learning and improvement. People holding this view believe that an individual's basic

intellectual qualities can be cultivated and improved upon. Stanford University professor and social psychologist Dr. Carol S. Dweck puts it this way: "Although people may differ in every which way in their initial talents and aptitudes, interests, or temperaments, everyone can change and grow through application and experience."

This idea supports the core belief of school-based professional learning communities—that all children can learn. Given this understanding of the brain, educators can have significant impact when they help students understand and expand their thinking abilities. One way to do this is through formative assessment.

Using formative assessment in the classroom. When planning formative assessments, it's important for teachers to first know and understand what they are teaching. For example, they must be able to articulate a lesson's learning objectives and understand its relationship to the district's essential standards or guaranteed curriculum. This focuses instruction and ensures linkage with learning throughout the grades.

Teachers should convey the lesson's objective to students and explain what is expected of them. Communicating goals and the criteria by which learning will be judged engages students and creates clear expectations. Some primary-grade teachers do this by regularly translating learning standards into "kid friendly" language. The key idea here is to give students a sense of what will be accomplished in a given lesson. Students should be able to grasp the learning goal, see the criteria for reaching it, and understand what it means to be successful.

Once the objective is clear, the next step is for teachers to gain perspective on current levels of performance in relation to the objective. What do students already know? What misconceptions are present? Teachers might use pre-assessments or K-W-L (what I *know*, what I *want* to know, what I *learned*) activities so that students also have a gauge for where they are and where they're going.

As the lesson unfolds, teachers use formative assessment to monitor student progress. For example, observation—one form of formative assessment—can be used to gather evidence of student learning and inform instructional planning. These observations must go beyond walking around the room to see if students are on task; they should involve checklists, anecdotal notes, or other informal means of notating students' grasp of what's being taught.

Whatever formative assessment process is used, it should incorporate learning feedback and/or coaching for students. This feedback should be descriptive and interactive—that is, it should offer ideas, strategies, and tasks that students can use to "close the gap" between their current learning and the next level.

Two views of the human brain

Fixed Mindset	Growth Mindset	
Intelligence is static ↓ Leads to a desire to look smart and a tendency to…	Intelligence can be developed ↓ Leads to a desire to learn and a tendency to…	
Avoid challenges	Embrace challenges	**Challenges**
Give up easily	Persist in the face of setbacks	**Obstacles**
See effort as fruitless or worse	See effort as the path to mastery	**Effort**
Ignore useful negative feedback	Learn from criticism	**Criticism**
Feel threatened by the success of others	Find lessons and inspiration in the success of others	**Success of others**
As a result, they may plateau early and achieve less than their full potential	**As a result**, they reach ever-higher levels of achievement	

Based on the work of Carol S. Dweck, Ph.D., *Mindset: The New Psychology of Success*, 2006.

See also Brainology, *www.brainology.us*, an online program developed by Dr. Dweck that teaches brain science and study skills to middle and high school students.

Involving students. Formative assessment presumes that students are not passive receptacles that learning is poured into, but that they can themselves take action to improve their learning. Via formative assessment, teachers act as guides to help students acquire knowledge and develop skills. This focus on "learning how to learn" is especially significant as we move further into the 21st century because it equips learners to be resilient and adaptable in a world of challenges and opportunities.

There are many ways of involving students in assessing their own learning. For example:

■ *Modeling:* Some teachers use classroom bulletin boards to post student work samples that are exemplars of what's expected in a given area. Other teachers employ classroom document cameras to share models during lesson activities. These examples can help students understand what they're working toward, how their current work measures up, and whether they need coaching or guidance to achieve the learning goal.

■ *Rubrics:* Rubrics provide criteria for evaluating student work and offer students a means of receiving constructive feedback. Specific levels of performance are listed, with a rating system such as *needs improvement, acceptable*, or *excellent.* For example, the Northwest Regional Educational Laboratory's Six Traits Writing Assessment is a rubric with categories of evaluation in organization, idea development, voice, word choice, sentence fluency, and conventions. Each category has specific criteria and rating scales, offering students precise information about how they can revise and improve their written work.

■ *Student Interviews:* Mathematics teachers prize both solutions and the underlying thought processes behind

Examples of formative assessment

Learning Logs are students' written reflections about what they are learning. In these logs, students record the process they are going through in learning something new and note any questions they need to have clarified. This allows them to make connections to what they've learned, set goals, and reflect on their progress. The act of writing helps them become deeper thinkers, more active learners, and better writers. By reading student logs, delivering descriptive feedback about what the student is doing well, and offering suggestions for improvement, a teacher can use Learning Logs as an alternative assessment resource.

Exit Cards provide data to inform the next day's instruction. On an index card that's handed in as they leave the classroom, students write their name and respond to a question, solve a problem, or summarize their understanding of a particular concept. Teachers can sort the cards into groups based on the students' responses, then use the information to form needs-based mini-lessons, plan review sessions, or prepare to move to the next stage of the lesson.

Questioning that is embedded in lessons can engage students in classroom dialogue that both uncovers and expands learning. Teachers who use formative assessment prize student inquiry. By asking questions that result in higher-level thinking, teachers can gain significant insight into the degree and depth of student understanding. Sample question starters include:

Imagine ...	Suppose ...
Predict ...	If ..., then ...
How might ...	Can you create ...
What if ...	What are the consequences of ...

Student Recordkeeping helps students understand their learning as evidenced by their classroom work. The process of keeping ongoing records of their own work not only engages students, it also helps them move beyond a "grade" to see the progress they're making toward learning goals.

More examples, next page

them. Using the Noyce Foundation's standards-aligned Mathematics Assessment Resource Service (MARS) tasks, local math teachers are finding value in using student interviews as part of their formative assessment process. Teachers interview students about specific MARS tasks to discover their thought process or "justification" behind the task solutions. These interviews allow teachers to probe thinking, analyze reasoning, and plan future instruction. The interviews also help students conceptualize larger ideas, explain mathematics using language, and understand that there are many ways to solve problems.

Formative assessment and the common core standards. California and some 40 other states have now adopted the Common Core State Standards (CCSS) for English-language arts and mathematics. These new standards are a critical first step for bringing about the instructional changes needed to improve student achievement, but the standards alone are not enough. Creating common assessments grounded in the new standards is extremely important.

California has already joined an alliance of states working to develop new standards-aligned assessments, and these are expected to debut in 2014-15. The planned system will feature a mix of assessments, including short answer, longer open response, and performance-based items.

Present plans also call for checking student learning at key points throughout the year to give teachers, parents, and students better information about whether students are "on track" or need additional support. This means that formative assessment will be integrated into the state's new assessment system. This type of assessment is critical because it provides information that improves teaching and advances student learning, which is our overarching goal. ◆

More formative assessment examples …

Self and Peer Assessments help build strong classroom learning communities. When students are aware of the criteria and goals of a lesson, answering the question, *Have I learned what I'm supposed to learn?,* is a logical next step in the learning process. Adding peer evaluation into the mix allows students to see each other as resources for understanding and encourages them to check for quality work against established criteria.

Graphic Organizers provide visual models that can help students organize information and communicate clearly and effectively. Students can use graphic organizers to structure their writing, brainstorm ideas, support decision making, clarify story structure, help with problem solving, and plan research. Graphic organizers help students "see" their learning and talk about it.

Conferencing involves teachers and students sitting together to review student work and the progress they are making. A very useful and beneficial process, conferencing can be used to introduce care, involvement, and motivation in the teacher-learner relationship. ◆

Student interviews give teachers insight into what students are learning, which informs lesson planning

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3.2 Defining Types of Assessments

Entry-Level Assessments

Entry-level assessments identify what the student already knows and what misconceptions the student has while helping the teacher place the student at the most appropriate starting point for his or her learning, assess crucial prerequisite skills and knowledge, and identify individual learning preferences and interests to best meet individual student's readiness and needs.

Progress-Monitoring Assessments

Progress-monitoring assessments assist the teacher in continuously assessing specific learning and progress toward stated learning goals, signal when alternative routes need to be taken or when students need additional instruction or re-teaching to gain more forward momentum, and involve students in assessing their own progress and in identifying their own next-steps in learning.

Summative Assessments

Summative assessments measure, on a more formal basis, the progress students have made toward meeting learning goals and academic content standards, determine whether the student has mastered the content and document long-term growth, and can be used as Entry Level Assessments for future instruction.

	Entry-Level Assessment	**Progress-Monitoring Assessment**	**Summative Assessment**
When Do I Use It?	Before starting a unit or series of lessons	Throughout an instructional period	At the conclusion of a unit or series of lessons
Outcomes for Teacher	Assesses existing skills and concept knowledge; assists in connecting prior knowledge, informs instructional planning	Assesses daily and weekly progress toward specific learning goals and content standards, assists teacher in modifying and differentiating instruction determined by individual student progress	Assesses student mastery of learning goals and academic content standards, provides evidence of learning for grading purposes and for communication to parents regarding student progress
Outcomes for Students	Provides students with specific information about their own knowledge and skills	Assists students in identifying needs and setting specific learning goals, students monitor their own progress over time	Provides students with opportunity to demonstrate mastery of new learning, students celebrate successes and identify needs for further study and reinforcement

Connection to the Student Work Analysis

The *Student Work Analysis* is an optional tool that will assist you in developing assessments in any of the above three categories. The *Student Work Analysis* asks you to describe the criteria for the assessment you will give. The criteria provide a basis on which you can grade and compare student data. The *Student Work Analysis* then asks you to divide your students based on five outcome levels and describe specific instructional steps you will take at each of the five assessed levels to differentiate your next-steps in instruction to move each student forward toward your stated learning goals.

North Coast Teacher Induction Program
STUDENT WORK ANALYSIS

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Candidate Name: **Grade Level:**   **Subject Area(s):**

Individual Learning Plan Inquiry Question:

Refer to the Inquiry Directions and sample packets to complete this evidentiary document.
Maintaining the document's format and completing all sections is a program requirement.

Brief Description and Purpose of this Assessment:

Focus Student First Name: **Assessment Type:** Entry Level

Related Content Area and/or Common Core State Standard(s) written out:

Step 1: In each column, identify and specifically describe student performance criteria as related to the lesson and student content standard(s). If applicable, attach a rubric.

Step 2: After completing an assessment of student performance, sort student work into two groups - Not at Standard or At Standard. Then, sort further into four performance levels and list student names in the corresponding columns. **Place an asterisk (*) before ONE student name in each column, including your Focus Student.**

Not At Standard		At Standard	
Not Met Standard	**Nearly Met Standard**	**Met Standard**	**Exceeded Standard**
Descriptor of student performance	Descriptor of student performance	Descriptor of student performance	Descriptor of student performance
List students (first name only)	List students (first name only)	List students (first name only)	List students (first name only)

Step 3: In **each** column below, based on the outcomes of your assessment, explicitly describe how you as the teacher will **modify** and **differentiate** the upcoming lesson(s). Include in each description a **specific strategy** you will use within the lesson for the selected students (the ones you put an asterisk next to) in each column (including students who exceeded) to (re)teach the standard(s). If there are no students in one of the columns, describe what strategy you *would* use at that level. Do NOT leave any column blank.

Not Met Standard	**Nearly Met Standard**	**Met Standard**	**Exceeded Standard**

NCSOE - Student Work Analysis – Revised 2016-17

CHAPTER 4: BACKWARD PLANNING

4.1 What is Backward Planning?

Stages in Backward Planning

Identify desired results → Identify evidence that would demonstrate successful learning → Plan learning experiences and instruction

Start with the End.
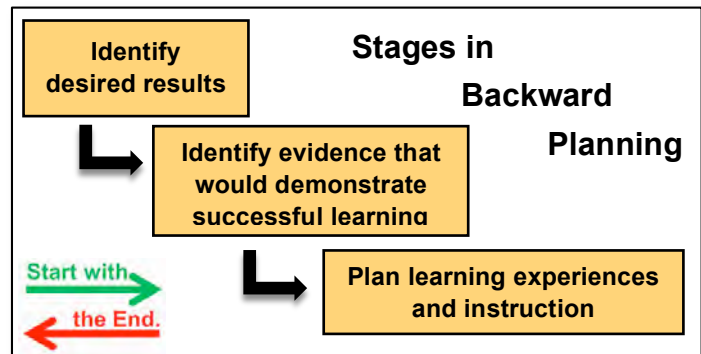
❖ **Identify your desired end results.**
- What content standard (or element of a content standard) will be mastered?
- What core concepts are important for all students to know by the end of this linked series of lessons?
- What universal themes will tie this learning to prior knowledge and other subject matter?

❖ **Identify what evidence you will gather to demonstrate that students have attained your desired results (assessment).**
- How will you determine what students already know and what misconceptions they might have about the concepts that will be taught?
- What kinds of assessments will best uncover learning for diverse learners?
- How will students demonstrate understanding through varied assessment formats?

❖ **Identify how you will guide your students through each step in learning new concepts. How will students:**
- Connect new learning to prior knowledge?
- Apply what they learn to other contexts?
- Take responsibility for the quality and outcomes of their work?

❖ **Identify what kinds of lessons, teaching strategies and activities are needed to accomplish your desired learning outcomes, so that ALL students can participate fully in the core curriculum.**
- What types of questions might guide your teaching and engage your students in uncovering the important ideas within this linked series of lessons?
- How will you ensure that lessons and activities "matter" to your students? How will you ensure that content "makes sense and has meaning" within real-life contexts and from a variety of cultural perspectives?
- How will you differentiate instruction within lessons so that the assessed learning needs of diverse learners are met?
- How will students work together to share thinking and discuss multiple perspectives about the content?

❖ **Identify what you, the teacher, need to know and teach in order to equip your students with the tools they need to be successful learners.**
- What resources will you access to extend your subject matter knowledge and to ensure your deep understanding of the content?
- What materials, resources and technologies will your students need to actively participate in learning?

Adapted from: Wiggins, Grant, and Jay McTighe. Understanding by Design. Alexandria: Association for Supervision and Curriculum Development (ASCD), 2012.

4.2 Entry-Level Assessment: Purpose and Content

Before planning a lesson or series of lessons, a teacher must identify what students need to know in order to understand the content of the lesson or lessons that will be taught. The entry-level assessment must contain specific content-based questions that uncover what students do and do not know about the upcoming lesson or lessons.

To create a useful Entry-Level Assessment I must first identify the following:
- ✓ What is the content I will be teaching in this lesson or series of lessons?
- ✓ What is the specific content standard - or elements of that content standard – that I will address?
- ✓ What are the specific learning outcomes that I expect students to achieve at the end of this lesson or series of lessons? What will evidence of this learning look like?

Creating questions for an Entry-Level Assessment:
- ✓ What specific information do I need to assess my students' current knowledge?
- ✓ What questions will help me to uncover misconceptions or gaps in knowledge?
- ✓ If needed, how might I assess student knowledge beyond a paper & pencil task - asking students to demonstrate knowledge, discuss ideas, graphically illustrate ideas, and/or apply existing knowledge to a real-life situation?
- ✓ How will I structure this assessment in terms of time allocated to the assessment task, need for one-on-one interaction of teacher with students, and criteria for interpreting the outcomes of the assessment?

Using the outcomes of the Entry-Level Assessment:
- ✓ The Entry-Level Assessment has meaning only if you use it to plan an upcoming lesson or series of lessons.
- ✓ Use the Student Work Analysis format to interpret the outcomes of any assessment (Entry-Level, Progress-Monitoring, or Summative). Divide students into proficiency levels based on your pre-determined criteria and use the bottom boxes on the form to describe strategies you will use with students at each level of proficiency in order to move them forward in learning. By doing this, you will have completed an "outline" for specific instruction within your next lesson or your series of lessons.

Remember: Daily assessments provide critical information for the next lesson you will teach. Teachers must give frequent, "quick" assessments to gather evidence about the effectiveness of their ongoing instruction. If you don't ask students to describe or demonstrate what they just learned, how will you know if they learned it?

> Teaching does not guarantee learning.
> Well-crafted assessments provide evidence about learning.
> Assessment data help you to decide what you must teach next.
> Assessment is the first step in the ongoing cycle of
> Assess, Plan, Teach, Reflect, Apply.

CHAPTER 5: QUESTIONING

5.1 Teaching Secrets: Asking the Right Questions

Author: Elizabeth Stein

The science lesson was in full swing when I walked into my inclusion class. The students seemed attentive, following along in their books as my co-teacher read the science text aloud. Every so often, my co-teacher paused to ask a question: "What are renewable resources?" "What are two examples of non-renewable resources?" Students revisited relevant sections of the text and eagerly raised their hands to answer. Afterward, the students were directed to re-read the text, take notes, and respond to the questions at the end of the chapter.

The students seemed to be on task—but how much were they learning?

I walked around the room, checking in with individual students. I asked one student (let's call him Jake) to explain a section of the text in his own words. He smiled, looked at me, and said, "Oh, I don't know, I'm not reading this—I'm just looking for the answers to these questions." With a heavy heart, I read over his shoulder. Jake had produced all the correct answers (and perhaps sharpened his ability to locate facts in a text), but there was little evidence that he understood what the information meant or had built connections to his background knowledge.

I was not surprised—just completely frustrated. Sometimes the pressure of "teaching the content" can interfere with our ability to assess whether learning is actually occurring. My co-teacher was not alone in falling into this pattern. Research has demonstrated the value of effective questioning, but the stats are depressing: About 60 percent of all teachers' questions fall under the category of "recall," the kinds of questions that require students to regurgitate facts.

So how can we break our patterns of asking recall-type questions? By weaving effective questioning techniques into our daily practice, we can create classroom environments that engage students in inquiry and problem solving. I have some suggestions that have proven helpful for my co-teacher and me.

First, a few tips for setting the stage:

Cooperative learning is a must. Shake things up a bit sometimes. Break free from traditional row seating to allow students to collaborate. Setting aside time for socialization around your topic will increase active learning, and generally works best when students are free to engage in dialogue. Divide the class into two groups, small groups, or pairs.

Encourage students to ask their own meaningful questions. Prepare lessons that make your job as facilitator painless. Remember the idea is to have your students in charge of their learning. You want them to ask meaningful questions, seek relevant answers, and explore the thinking of peers with an open mind. You can guide their ability to investigate and vary their thinking around topics by providing a visual scaffold (such as Bloom's taxonomy) that guides them to think critically. Plan to "listen-in" during each group's discussion. Jump in as necessary—adding questions, giving compliments, or making comments that will help students dig deeper.

Observing can be part of learning. Think about how much you learn as you observe students. Students can also learn by observing one another. Give those quiet ones a purpose for listening and

new ways to share their thinking through oral or written expression. Encourage students to take turns being active listeners and speakers. You'll be surprised by how much it will help the quiet students assume a more active role in learning. It can also work wonders in strengthening the listening skills of those students who tend to "steal the show."

Give yourself time to roam. Take advantage of opportunities for assessment, which are plentiful during student discussions and inquiry. To make the most of this time, prepare a grid or have a notebook handy with a list of all students' names. During class, you can jot down your observations and snippets of what you hear them say. This provides valuable insights about students' learning in the moment and can help inform future lessons.

Some effective question types to deepen learning and keep discussions going:

Open-ended questions leave room for students to say what's on their minds without worrying that there is only one right answer. These questions also give students a chance to justify their thinking by explaining their responses. What's your opinion of…?

Diagnostic questions require students to explain information and formulate some kind of understanding of what could be going on behind the scenes. What would happen if…?

Challenge questions ask students to analyze, apply, and evaluate. Do you agree or disagree…why?

Elaboration questions nurture students' listening and speaking skills as well as comprehension skills. Can you add your thinking to…?

Extension questions inspire students to think beyond the text. Can you think of an original way to…? How would you adapt this to make it different?

It's All About the Questions

When effective questioning is commonplace in the classroom, students grow more confident in evaluating how new information connects with what they already know. They learn to respect the varied thinking of others—and are energized by hearing others' questions and answers. When a teacher regularly asks students to analyze, apply, evaluate, and adapt what they have learned, they are more likely to generate their own meaningful questions. And this kicks up the level of learning—both in the moment and in the future.

By the way, my co-teacher and I did go back to build upon that science lesson. Our students worked in groups to recap the main points, as we roamed around to provide individualized support. We modeled questions that required students to go beyond just repeating the text: What did you notice about…? How would you compare…/contrast…? How would you paraphrase…? How does this connect to what you already know about…? (And my all-time favorite, who can add his or her thinking to…?). By the end of the class, students were directing questions to one another, and engaging in animated conversations about what they read. This strategic session pushed each student further, while sweeping peers along for the ride.

Now, that's what learning looks like.

Elizabeth Stein is a National Board-certified special education teacher in the Smithtown Central School District on Long Island, N.Y., and a Teacher Leaders Network member. She also teaches graduate and undergraduate courses in special education and literacy. After years of teaching in the elementary grades, she moved to middle school in 2010-11.

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5.2 Bloom's Taxonomy and Webb's Depth of Knowledge

5.21 Introduction

Bloom's Taxonomy and Webb's Depth of Knowledge are classification systems aligned with the Common Core State Standards that are used to define and distinguish different levels of human cognition. The following pages illustrate the various complexity levels that can be integrated into your teaching practice.

The Bloom's Taxonomy Chart is a revised version designed to reflect common ways in which you may use the levels of cognition in your classroom. The different categories give examples of how you can measure educational standards in a multitude of ways. You may also refer to the Bloom's Taxonomy Planning Kit for Teachers for a variety of key words, action verbs, outcomes, and questions related to each of the thinking levels in the taxonomy.

The Depth of Knowledge overview chart can be used in conjunction with the Common Core Standards to increase the level of rigor in the classroom for all students. This chart provides sample activities to help guide you as you work within the various levels with students.

5.22 Bloom's Taxonomy and Learning Domain
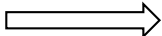
Bloom's Taxonomy was created in 1956 under the leadership of educational psychologist Dr. Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and concepts rather than just remembering facts (rote learning). It is most often used when designing instruction or learning processes for learners.

Three Domains of Learning according to Bloom

1. Cognitive Domain: mental skills (knowledge)
The cognitive domain involves knowledge and the development of intellectual skills (Bloom, 1956). This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories of cognitive processes starting from the simplest to the most complex. The categories can be thought of as degrees of difficulties where the first ones must normally be mastered before the next one can take place.

In the 1990s it was revised, and then Lorin Anderson, a former student of Bloom, and David Krathwohl revisited the cognitive domain in the mid-nineties and made some additional changes:

- Changed the names in the six categories from nouns to verbs
- Rearranged them as shown in this chart
- Created a "processes and levels of knowledge matrix"

Adapted from: Clark, D.R. (2014). Bloom's Taxonomy of Learning Domains. http://www.nwlink.com/~donclark/hrd/bloom.html>
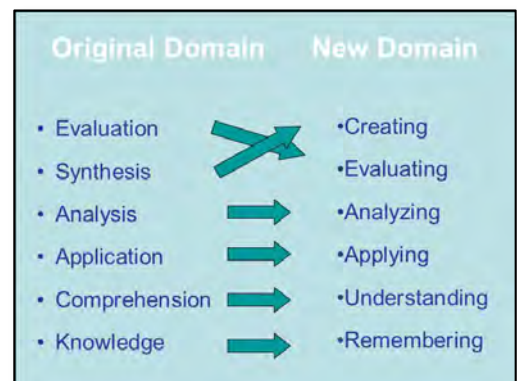
2. Affective Domain: growth in feelings or emotional area (attitude or self)

The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five categories can be seen on the table below:

Category	Example and Key Words (Verbs)
Receiving: Awareness, willingness to hear, selected attention.	**Examples**: Listen to others with respect. Listen for and remember the name of newly introduced people. **Key Words**: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	**Examples**: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them. **Key Words**: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	**Examples**: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about. **Key Words**: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.	**Examples**: Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self. **Key Words**: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	**Examples**: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look. **Key Words**: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

Retrieved and adapted from: Clark, D.R. (2014). Bloom's Taxonomy of Learning Domains.
<http://www.nwlink.com/~donclark/hrd/bloom.html>

3. Psychomotor: manual or physical skills (skills)

The psychomotor domain (Simpson, 1972) includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex:

Category	Example and Key Words (Verbs)
Perception (awareness): The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	**Examples**: Detects non-verbal communication cues. Estimates where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet. **Key Words**: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	**Examples**: Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective domain. **Key Words**: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	**Examples**: Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds to hand-signals of instructor while learning to operate a forklift. **Key Words**: copies, traces, follows, react, reproduce, responds
Mechanism (basic proficiency): This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	**Examples**: Use a personal computer, repair a leaking faucet, drive a car. **Key Words**: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
Complex Overt Response (Expert): The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation and automatic performance. For example, players often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.	**Examples**: Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano. **Key Words**: assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.

Category (cont.)	Example and Key Words (Verbs) (cont.)
Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.	**Examples**: Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task). **Key Words**: adapts, alters, changes, rearranges, reorganizes, revises, varies.
Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	**Examples**: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine. **Key Words**: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.

Since the work was created by higher education, the words tend to be a little bigger than we normally use. Teachers and administrators often refer to these three categories as KSA (Knowledge, Skills, Attitude or Abilities). This taxonomy of learning behaviors may be thought of as "the goals of the learning process." That is, after a learning activity, the learner should have acquired a new skill, knowledge, and/or attitude.

5.23 Bloom's Taxonomy Chart

BLOOM'S TAXONOMY CHART
(Revised)

CREATING

USE INFORMATION TO
CREATE SOMETHING NEW

*Design, Build, Construct,
Plan, Produce, Devise, Invent*

EVALUATING

CRITICALLY EXAMINE INFO &
MAKE JUDGEMENTS

*Judge, Test, Critique,
Defend, Criticize*

ANALYZING

TAKE INFO APART &
EXPLORE RELATIONSHIPS

*Categorize, Examine,
Compare/Contrast, Organize*

APPLYING

USE INFORMATION IN A NEW (BUT SIMILAR) SITUATION

Use, Diagram, Make a Chart, Draw, Apply, Solve, Calculate

UNDERSTANDING

UNDERSTANDING & MAKING SENSE OUT OF INFORMATION

Interpret, Summarize, Explain, Infer, Paraphrase, Discuss

REMEMBERING

FIND OR REMEMBER INFORMATION
List, Find, Name, Identify, Locate,
Describe, Memorize, Define

Source: "38 Question Starters Based on Bloom's Taxonomy - Curriculet." Curriculet. Web. 30 Sept. 2014

5.24 Bloom's Taxonomy Planning Kit for Teachers

LOW LEVEL THINKING SKILLS ──────────────►◄─────────────── HIGH LEVEL THINKING SKILLS

Knowledge	**Comprehension**	**Application**	**Analysis**	**Synthesis**	**Evaluation**
Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.	To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.	To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.	To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.	To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Knowledge			Comprehension			Application			Analysis			Synthesis			Evaluation		
Choose	Observe	Show	Ask	Extend	Outline	Act	Employ	Practice	Analyse	Examine	Prioritize	Adapt	Estimate	Plan	Agree	Disprove	Measure
Copy	Omit	Spell	Cite	Generalise	Predict	Administer	Experiment	Relate	Appraise	Find	Question	Add to	Experiment	Predict	Appraise	Dispute	Opinion
Define	Quote	State	Classify	Give examples	Purpose	Apply	with	Represent	Arrange	Focus	Rank	Build	Extend	Produce	Argue	Effective	Perceive
Duplicate	Read	Tell	Compare	Illustrate	Relate	Associate	Group	Select	Assumption	Function	Reason	Change	Formulate	Propose	Assess	Estimate	Persuade
Find	Recall	Trace	Contrast	illustrate	Rephrase	Build	Identify	Show	Breakdown	Group	Relation-ships	Choose	Happen	Reframe	Award	Evaluate	Prioritise
How	Recite	What	Demon-strate	Indicate	Report	Calculate	Illustrate	Simulate	Categorise	Highlight	Reorganise	Combine	Hypothesise	Revise	Bad	Explain	Prove
Identify	Recognise	When	Discuss	Infer	Restate	Categorize	Interpret	Solve	Cause and	In-depth	Research	Compile	Imagine	Rewrite	Choose	Give reasons	Rate
Label	Record	Where	Estimate	Interpret	Review	Choose	Interview	Summarise	effect	discussion	See	Compose	Improve	Simplify	Compare	Good	Recommend
List	Relate	Which	Explain	Match	Show	Classify	Link	Teach	Choose	Inference	Select	Construct	Innovate	Solve	Conclude	Grade	Rule on
Listen	Remember	Who	Express	Observe	Summarise	Connect	Make use of	Transfer	Classify	Inspect	Separate	Convert	Integrate	Speculate	Consider	How do we	Select
Locate	Repeat	Why			Translate	Construct	Manipulate	Translate	Differences	Investigate	Similar to	Create	Invent	Substitute	Convince	know?	Support
Match	Reproduce	Write				Correlation	Model	Use	Discover	Isolate	Simplify	Delete	Make up	Suppose	Criteria	Importance	Test
Memorise	Retell					Demonstrate	Organise		Discriminate	List	Survey	Design	Maximise	Tabulate	Criticise	Infer	Useful
Name	Select					Develop	Perform		Dissect	Motive	Take part in	Develop	Minimise	Test	Debate	Influence	Validate
						Dramatise	Plan		Distinction	Omit	Test for	Devise	Model	Theorise	Decide	Interpret	Value
									Distinguish	Order	Theme	Discover	Modify	Think	Deduct	Judge	Why
									Divide	Organise	Comparing	Discuss	Original	Transform	Defend	Justify	
									Establish	Point out		Elaborate	Originate	Visualise	Determine	Mark	

Actions / Outcomes:

Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:
Describing	Definition	Classifying	Collection	Carrying out	Demonstration	Attributing	Abstract	Constructing	Advertisement	Attributing	Abstract
Finding	Fact	Comparing	Examples	Executing	Diary	Deconstructing	Chart	Designing	Film	Checking	Chart
Identifying	Label	Exemplifying	Explanation	Implementing	Illustrations	Integrating	Checklist	Devising	Media product	Deconstructing	Checklist
Listing	List	Explaining	Label	Using	Interview	Organising	Database	Inventing	New game	Integrating	Database
Locating	Quiz	Inferring	List		Journal	Outlining	Graph	Making	Painting	Organising	Graph
Naming	Reproduction	Interpreting	Outline		Performance	Structuring	Mobile	Planning	Plan	Outlining	Mobile
Recognising	Test	Paraphrasing	Quiz		Presentation		Report	Producing	Project	Structuring	Report
Retrieving	Workbook	Summarising	Show and tell		Sculpture		Spread sheet		Song		Spread sheet
	Worksheet		Summary		Simulation		Survey		Story		Survey

Questions:

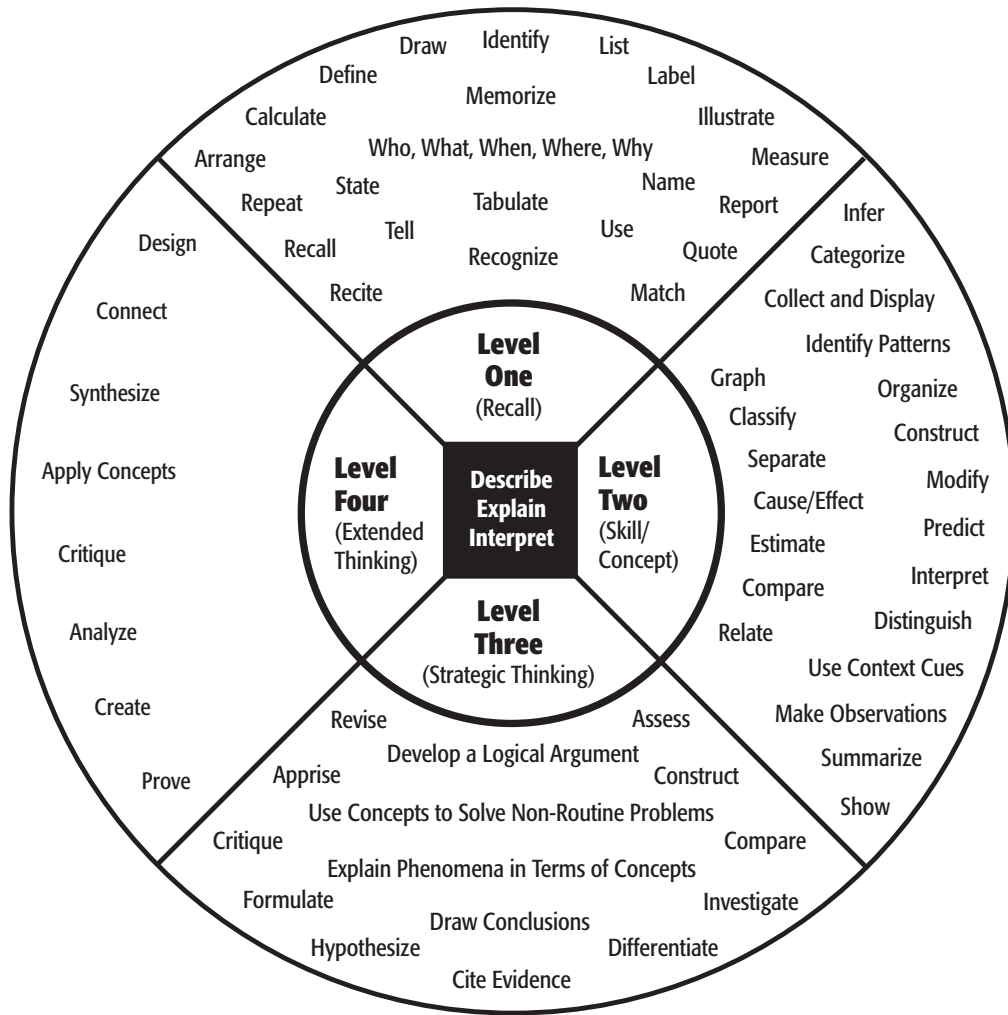| Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Can you list three ...?	Can you explain what is happening . . . what is meant . . .?	How would you use...?	What are the parts or features of ...?	What changes would you make to solve...?	Do you agree with the actions/outcomes...?
Can you recall ...?	How would you classify the type of ...?	What examples can you find to ...?	How is _____ related to ...?	How would you improve ...?	What is your opinion of...?
Can you select ...?	How would you compare ...?contrast ...?	How would you solve _____ using what you have learned ...?	Why do you think ...?	What would happen if...?	How would you prove/disprove...?
How did _____ happen?	How would you rephrase the meaning ...?	How would you organise _____ to show ...?	What is the theme ...?	Can you elaborate on the reason...?	Can you assess the value/importance of...?
How is ...?	How would you summarise ...?	How would you show your understanding of ...?	What motive is there ...?	Can you propose an alternative...?	Would it be better if...?
How would you describe ...?	What can you say about ...?	What approach would you use to...?	Can you list the parts ...?	Can you invent...?	Why did they (the character) choose...?
How would you explain ...?	What facts or ideas show ...?	How would you apply what you learned to develop ...?	What inference can you make ...?	How would you adapt _____ to create a different...?	What would you recommend...?
How would you show ...?	What is the main idea of ...?	What other way would you plan to ...?	What conclusions can you draw ...?	How could you change (modify) the plot (plan)...?	How would you rate the...?
What is ...?	Which is the best answer ...?	What would result if ...?	How would you classify ...?	What could be done to minimise (maximise)...?	What would you cite to defend the actions...?
When did ...?	Which statements support ...?	Can you make use of the facts to ...?	How would you categorise ...?	What way would you design...?	How would you evaluate ...?
When did _____ happen?	Will you state or interpret in your own words ...?	What elements would you choose to change ...?	Can you identify the difference parts ...?	Suppose you could _____ what would you do...?	How could you determine...?
Where is . . . ?		What facts would you select to show ...?	What evidence can you find ...?	How would you test...?	What choice would you have made...?
Which one ...?		What questions would you ask in an interview with ...?	What is the relationship between ...?	Can you formulate a theory for...?	What would you select...?
Who was ...?			Can you make a distinction between ...?	Can you predict the outcome if...?	How would you prioritise...?
Who were the main . . . ?			What is the function of ...?	How would you estimate the results for...?	What judgement would you make about...?
Why did ...?			What ideas justify ...?	What facts can you compile...?	Based on what you know, how would you explain...?
				Can you construct a model that would change...?	What information would you use to support the view...?
				Can you think of an original way for the ...?	How would you justify...?
					What data was used to make the conclusion...?

Bloom's Taxonomy: Teacher Planning Kit

5.25 Webb's Depth of Knowledge (DOK) Levels

Depth of Knowledge (DOK) Levels

Draw · Identify · List · Label
Define · Memorize · Illustrate
Calculate · Who, What, When, Where, Why · Measure
Arrange · State · Tabulate · Name · Report · Infer
Repeat · Tell · Use · Quote · Categorize
Design · Recall · Recognize · Match · Collect and Display
Connect · Recite · Identify Patterns
Synthesize · **Level One** (Recall) · Organize
Apply Concepts · Graph · Construct
Level Four (Extended Thinking) · **Describe Explain Interpret** · **Level Two** (Skill/Concept) · Classify · Modify
Critique · Separate · Predict
Analyze · Cause/Effect · Interpret
Create · Estimate · Distinguish
Prove · **Level Three** (Strategic Thinking) · Compare · Relate · Use Context Cues
Revise · Assess · Make Observations
Apprise · Develop a Logical Argument · Summarize
Critique · Use Concepts to Solve Non-Routine Problems · Construct · Show
Formulate · Explain Phenomena in Terms of Concepts · Compare
Hypothesize · Draw Conclusions · Investigate
Cite Evidence · Differentiate

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

5.26 Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge

Bloom's – Old Version (1956)
- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

Bloom's - New Version (1990's)
- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering

Webb's DOK (2002)
- Extended Thinking
- Strategic Thinking
- Skills and Concepts
- Recall and Reproduction
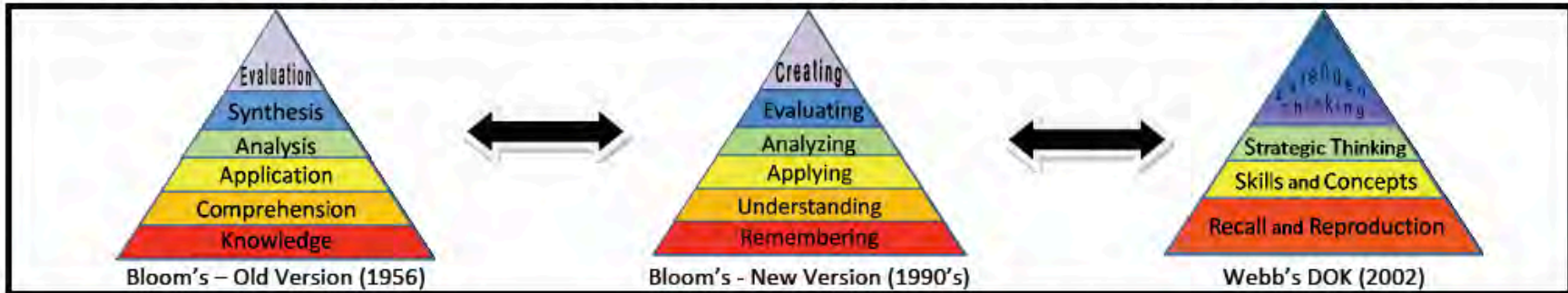
Bloom's six major categories were changed from noun to verb forms in the new version which was developed in the 1990's and released in 2001. The knowledge level was renamed as remembering. Comprehension was retitled understanding, and synthesis was renamed as creating. In addition, the top two levels of Bloom's changed position in the revised version.

Bloom's Taxonomy	Revised Bloom's Taxonomy
Knowledge	**Remembering**
Recall appropriate information.	
Comprehension	**Understanding**
Grasp the meaning of material.	
Application	**Applying**
Use learned material in new and concrete situations.	
Analysis	**Analyzing**
Break down material into component parts so that its organizational structure may be understood.	
Synthesis	**Evaluating**
Put parts together to form a new whole.	*Make judgments based on criteria and standards.*
Evaluation	**Creating** (Previously Synthesis)
Judge value of material for a given purpose.	*Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.*

Norman L. Webb of Wisconsin Center for Educational Research generated DOK levels to aid in alignment analysis of curriculum, objectives, standards, and assessments.

Webb's Depth of Knowledge & Corresponding Verbs
Some verbs could be classified at different levels depending on application.

Recall and Reproduction *Correlates to Bloom's 2 Lowest Levels*
Recall a fact, information, or procedure.

arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why

Skill/Concept
Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.

apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues

Strategic Thinking
Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.

apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems

Extended Thinking *Correlates to Bloom's 2 Highest Levels*
*Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.*

analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize

CHAPTER 6: CONFERENCING

6.1 Conferencing and Communicating with Parents

As you begin a new year, decide how you will communicate with parents: face-to-face conferences, phone calls, newsletters, and other written and electronic communications.

Points to Consider Before Parent Conferencing

❖ **Prepare an organized and welcoming space where parent conferences will take place**. The space parents see as they enter your room will impact how they perceive you as a professional and how seriously they take your comments and feedback. Consider where in the room you will conference. An uncluttered, inviting, low-stress location is important. Have available comfortable and size-appropriate chairs. Have chairs and tables arranged so that you and the parent(s) or others can sit side-by-side to view student work and other important materials. Have all related student work, curriculum materials, assessment data and grading information organized and easily accessible in your conference area. Getting up to retrieve information disrupts the flow of the conference.

❖ **Feelings and emotions often get in the way of hearing facts and reasons.** Parents bring their own school experiences to every conference. Consider how you will put the parent at ease before you begin discussing their child. Begin with positive comments about their child. Consider, in advance, how you will approach difficult topics. Use student data to illustrate an issue or concern. Invite parents to be part of decision making when discussing interventions and home/school support.

❖ **Your body language communicates a great deal more than what you say.** Be aware of your own feelings and your purpose in asking for the conference as you enter the conferencing situation. Consider what you want the outcome of the conference to be. Also, ask parents what questions or concerns they have or what behaviors/attitudes they see at home that might be important when considering school success. Stay positive. It is okay for you not to have all the answers to parent questions. Let parents know that you will look into concerns and get back to them with needed information or referrals.

❖ **Invite open and honest communication and comments.** People are much more likely to share their questions and concerns when they feel they are being understood and accepted. Invite parents to participate as a partner in discussing their child. Be prepared for surprises – parent comments can sometimes be awkward and you may learn more than you expected.

❖ **Telling someone something does not ensure they have heard you.** Think about how you will check for understanding and clarify meaning in a positive manner. Decide ahead of time on a format for the conference – how it should begin, how and when you will present important information, and how you will invite parent input – so that the conference ends with concrete, clear and agreed upon outcomes. Make written notes ahead of time about specific issues you want to discuss for each individual student. Select one or two most important issues – don't overwhelm the parent with too many concerns. Remember you can have a future conference, as needed.

❖ **For additional information read the article** by Grinder and Yenik, "Parent Conferences – The Basics" (see section 6.2).

Points to Consider
When Completing and Sending Written Communications

❖ **Written communication sends a message beyond the specific content.** Make sure your written communication is clearly stated and contains correct grammar and spelling. If you are sending messages or newsletters to parents electronically, check content carefully before you press send. Consider the extended implications of the content, especially related to confidential information and/or what could occur if this information is passed on to other parents, teachers, administrators and/or community members. Remember that everything you send online is a permanent record.

❖ **Written communication can be time-consuming.** Before agreeing to send daily or weekly emails and progress updates, consider your own time limits and ability to keep this commitment. Don't make a commitment and then not follow through. Find out if your school has teacher email addresses, as it is generally better not to use your personal/home email. Carefully consider what personal information you make public (email, Facebook, etc.).

❖ **Completing report cards and written comments is part of an official record.** Be sure you are aware of all district policies regarding report cards and grading criteria. Find out if other grade level/subject area teachers have set criteria for grading. Consider how you might calibrate your grades with those of other teachers at your grade level or subject area. Consider what you need to show parents about how grades were determined and what evidence of student work you should have available. Ask your Mentor to read/review written comments on report cards before you send them out.

Together with your Mentor Discuss the Following Questions that are Specific to Your School Site

❖ **How does our school schedule parent conferences?** How are larger/multi-child family conferences scheduled to accommodate parents, when possible? How can you access school, district, and county support personnel, if needed – especially translators for non-English speaking parents? Who notifies parents about conferences and what is the procedure/expectation for rescheduling no-shows? What do I do if a parent arrives unexpectedly, especially if I have other conferences already scheduled? How do secondary teachers decide which parents are most important to contact, when conferencing with selected parents only?

❖ **Is there a predetermined time limit on scheduled conferences?** How will I end a conference that is taking longer than expected? When scheduling time slots, what is an appropriate length?

❖ **What questions am I prepared to answer?** What do I need to know about special needs referral processes for my school? What do I need to know about services and resources for ELL students and parents, and for students performing below grade level? How do I approach the subject of possible retention and what is the policy for my district?

❖ **How do I handle a potentially difficult parent during a conference?** Always consider your safety and the safety of all involved when scheduling conferences. Before scheduling a night conference, be sure you will not be alone at the school site. Before scheduling a home visit,

discuss any safety concerns with a veteran teacher and/or your administrator. If appropriate, take along another teacher. For more information about turning a difficult conference into a successful, positive conference read the following article, "Difficult Parent Conferences – Overview".

❖ **How do I approach the discussion of individual student health issues and concerns?** How do I discuss the lack of proper clothing or inappropriate dress? How do I discuss continuously sick or absent students? Is there a policy about truancy that I should be aware of? How do I bring up the need for glasses or other physical assistance? Are there resources in my district to help students/parents with financial needs? How do I approach concerns regarding drug abuse or other physical concerns? What is district policy regarding counseling services, etc.?

6.2 Parent Conferences – The Basics

Authors: Michael Grinder & Mary Yenik

1. Take care of yourself.
    a. Never be alone in the building for parent conferences.
    b. Prepare well, ducks in a row, with written documentation of issues.
    c. Breathe well. Take several deep breaths before the conference. During the conference, stop and take two deep breaths any time things get heated.
    (Also see number 5 below.)

2. Show that you care about them and their child. It's also important that they know you understand how much they care about their child. You all want what is best for the student.
    a. Welcome them with friendly eye contact, a smile, and a handshake if appropriate.
    b. Gently invite them (with a gesture, not words) to sit down.
    c. If they are upset, listen quietly to their full story without interrupting. As they talk, slowly nod your head and think about what they are saying so they GET it that you are really interested in what they are saying.

3. Share the facts, and do so in written form with everybody looking at the paper.
    a. Sit at 90°, with you being at the short end of a rectangle table or side by side at a round table. Place the paper(s) in front to them so they can see the information better. Have duplicate copies, if needed.
    b. While looking at the paper, and using very few words, explain the volatile information in a calm and business-like tone of voice.
    c. Give them time to think about it, while you SILENTLY keep looking at the paper. If the information is new or unsettling, they may need calm time to process.
    d. Answer their questions without blaming. Do not say, "Your child did this." Instead, say something more neutral and impersonal such as, "This is what happened on this date."
    e. Continue to speak in a calm, business-like voice.

4. Person-to-person, in a *"we're-in-this-together"* style, consider solutions.
    a. An emotional parent, who has calmed down, is ready to be cooperative. Set the paper(s) with the volatile information off to the side. Shift your posture so you are looking at them, and in a friendly voice talk about best ways to help the child.
    b. Discuss the possible solutions, write down what is agreed to and when to check back. Use a different piece of paper and a different location on the table from the volatile paper(s). Keep the solution paper(s) separate from the problem issues(s) paper(s).
    c. Thank them sincerely for coming to the conference and walk them to the door.

5. If this is not enough, you may be dealing with "a big cat."
    a. For instance, if they are yelling at you, quietly and slowly nod your head while you keep looking at the paper. If their language becomes abusive, calmly and firmly stop the conference by standing up and slowly walking to the door. Do this while looking down. Say something like, "We need to have someone else present."
    b. If issues can't be resolved, reschedule the conference and arrange for the principal or other resources to be there at the next meeting.
    c. To prepare for this, see Avoiding a Cat Fight.

6.3 Difficult Parent Conferences – Overview

Authors: Michael Grinder & Mary Yenik

There are many reasons why a parent conference can be difficult. Sometimes the content is difficult to talk about. Sometimes the student is difficult to deal with in class. Sometimes our own lack of comfort causes the difficulty. Sometimes the parent is difficult, and it is quite likely there are misunderstandings that make the conference difficult.

Four Stages

The four stages of a Difficult Parent Conference, with a commentary on the non-verbals, are listed below. Our goal is to have the grade book or a paper represent the source of the problem. This preserves the relationship with the parent.

Controlling our eye contact during a difficult parent conference is critical to our success.

Parent Stage	Recommended Teacher Responses
Venting	Maintain eye contact with the parent. (We will refer to eye-to-eye conversations as "two-point communication.") While the parent vents, maintain eye contact and a soft face.
	Surprisingly, an overtly angry parent shifts more easily than a covertly angry one. The parent probably has rehearsed a dozen times what they want to say, yet the parent's ability to listen is like a full box of voice mail. The parent cannot hear the teacher until they have emptied out their pre-rehearsed recordings by venting and feeling heard.
Shifting	Use your hand and eyes to direct the parent to a grade book or paper (When both parent and teacher look at visual information, we refer to it as "three-point communication." The grade book, etc., is "the third point.")
	Only after the parent has vented can we use wording like, "Let's see what the grade book indicates." Or if more information is needed, shift the parent from talking (oral) to looking (visual). That is, shift attention to a piece of paper where you write down information that needs to be gathered and clarified.
Self-Discovering	Let the parent discover the facts. Maintain three-point communication. The most important phase of the conference is when the parent discovers the facts. Most likely the parent will be shocked and will look up at the teacher. Don't look back at the parent yet – continue to look at the grade book. As the parent absorbs the facts, it's okay to nod and make empathetic sounds while continuing to look at the facts.
Resolving	Flexibly alternate between two and three-point communication. Return to eye contact when the parent is ready for solutions. But always return to looking at grade book when the "problem" is discussed, even if you are in the middle of a sentence. For example, you might look at the parent and say softy, "What we can do about [switch and look at the grade book and raise your voice] THAT is…."

Note: It often takes more than one meeting to progress through all four stages. The success of the conference depends on more than the teacher. Sometimes the conference gets stuck in one of the Stages and never progresses to resolving.

CHAPTER 7: INSTRUCTIONAL PRACTICES AND TIPS

7.1 Strategies for the Classroom

7.11 Teaching Strategies

Why use Helping Trios?

- ✓ Allows all participants/students an equal chance to express ideas, to be "heard" and to ask a question or voice a pressing concern.
- ✓ Requires participants/students to learn how to ask clarifying questions.
- ✓ Requires participants/students to truly listen to what is said and to then provide feedback on a focused issue or question.

How to set up this activity:

1. Divide into groups of 3 (groups determined by the teacher or group leader).
2. Person "A" will take a turn sharing a personal strength, some knowledge or an area of success regarding the given topic. While "A" is talking, the other two listen without interrupting.
3. Next, person "A" asks a question or poses a problem regarding the given topic.
4. Person "B" and "C" ask clarifying questions and "A" provides additional information.
5. Last, "B" and "C" offer ideas or solutions for "A" to consider.
6. When "A" is done, the same process in repeated for person "B" and "C".

Classroom Strategy for Student Sharing

Each person shares another person's story:

1. Divide into groups of four.
2. Take 30 seconds of silent time to think about what you would like to say about the topic.
3. Turn to a partner in our group of four and share your personal experience about the topic.
4. In your table group, re-tell what your partner just shared with you.

7.12 Instructional Strategies: Structuring Active/Accountable Engagement

> **Research confirms what every teacher knows:**
>
> *Students who are most in need of instruction*
> *are least engaged in it!*

Far too many underperforming students view learning in the content areas as a "spectator sport" and are often allowed to adopt a passive role in their classrooms. In terms of effectively developing skills and knowledge in the content areas, the implications are enormous.

Classroom teachers need efficient and effective instructional strategies to insure that all students are actively and accountably responding to all lesson content - especially students who are in need of academic intervention!

Strategies to Use

There are a number of general active engagement strategies teachers need to have in their instructional "tool kits" to activate and engage the full range of students served in mixed ability content area classrooms.

Examples include: a written prediction, an answer shared with a partner, signal "thumbs up" if you agree, etc. In each case there must be observable evidence that students are making sense of the instruction, not simply acting as passive observers.

- ☑ Assign every student a partner and use these partners regularly to practice what has been taught, to rehearse answers, etc.

- ☑ Use choral responses, which will allow all students to practice together when answers are short/identical (e.g. pronouncing a new vocabulary term). This can also be done non-verbally (e.g. all write on individual white boards; touch under the first word; thumbs up if you agree; etc.).

- ☑ Provide thinking time BEFORE any student is allowed to respond. It is helpful if this involves brief writing (e.g. list three characteristics of _____).

- ☑ Structure academic language using sentence starters and sentence frames (e.g. one important attribute of this character is _____; one aspect of the story that was surprising was _____).

- ☑ Cooperative learning groups can be effective IF carefully structured so every student has a clear role, responsibilities, and is held accountable for doing his or her part.

7.13 Structured Interaction Strategies

I. Individual Responses

- **Choral Response:** On a cue from the teacher all students respond aloud in unison.

- **Find Someone Who Grid:** Variation of above with a content related question in each box. Students talk to others to find someone who can answer a question in their box and collect their signatures. After allotted time, the teacher asks students to share the answers, giving their classmate credit for the answer. ("Mary explained that_____.")

- **Give One/Get One:** Each student is given a grid worksheet with a topic to consider or a question/problem to solve. Have them write one or two ideas on their paper. They then pair up with someone who has answered one of the questions or problems and/or circulate collecting other ideas from other students. After interviewing, they write the answer in their own words. The person must sign off the partner's worksheet. The process is repeated for each problem/question.

- **Human Mingle:** Students are given several content related questions that they have answered for homework or during class. With their completed papers in hand, give students time to walk around (mingle) with each other to share answers to each question. The teacher directs which answers they will be sharing at given signals. To increase attentive and accountable listening, the teacher will ask the students to be prepared to rephrase the answer of one of their partner's responses. The teacher calls randomly on several students to share before they move and mingle to discuss the next response.

- **Response Sticks/Cards:** Have each student write their names on a popsicle stick or tongue depressor. Keep sticks in a cup at your teaching station. When asking questions pull one stick out and ask that student to answer.

- **Thumbs Up/Thumbs Down:** The teacher poses a question or a problem that can be answered yes or no. At the teacher's signal the entire class responds by showing thumbs up or down.

- **Ticket to Leave:** Pose questions related to the classroom activity just before a break. Students must answer the questions(s) orally or in writing before they are allowed to leave the room.

- **Whip around:** A question or problem that requires a short answer (one or two word responses) is asked. Teacher whips around the room calling on each student to reply with their answer.

II. Partners

- **Academic Conversation Cues:** Students learn to question, prompt, and cue each other using hand signals and graphic cues and response starter cards.

- **Barrier Games:** Without seeing what the other person sees, student A attempts to find out what is the same and different between the picture each is holding behind a barrier. The Barrier Game can also have one student describing a picture or attributes of a new vocabulary word or content learned, while their partner listens to be able to name the hidden picture or written word/phrase.

- **Co-op Cards:** Each partner in a pair prepares a set of flashcards with a question or a problem on the front and correct answer(s) on the back. One partner quizzes the other until the latter answers all the questions or problems in the set correctly. Then they switch roles and use the other set of flashcards.

- **Directed Draw:** Students in pairs draw a picture without letting other teams see it. The two students then group with another pair and communicate what is in their picture. The pair works to recreate the picture using the description.

- **Partner Sorting:** Partners are given cards or items to sort into categories. For example, parts of speech, animal classification or types of sentences, etc. Each student is responsible for placing their cards or items into the categories, and is expected to verbally state or explain their decision.

The partner can ask questions to prompt the student to consider a different category until they reach agreement in the sorting.

- **Think-aloud Pair Problem-solving:** Students are paired off, assigned a role of problem solver (student A), or listener (student B). Present a problem to solve. Student A solves the problem by talking aloud, while student B encourages, supports, and asks questions (to help with the solution). Randomly select a group and ask them to present the solution to the class. Present a second problem, but this time ask the students in pair to reverse roles.

- **Think-Pair-Share:** Pairs of students are given a question or problem. They think quietly of an answer or solution. They discuss their response with their partner. One partner shares with the entire class. (Discussion starters to increase practice and expectation for academic English: "My partner and I agreed that..." Structured sentence frames: "A _____ has _____, whereas a _____ has _____.")

III. Productive Group Work

- **Cubing:** Students explore a topic from the following six perspectives: describe it, compare it, associate it, analyze it, apply it, and argue for or against it. Students are given a topic or have read a brief article or text to be discussed. A 3-dimensional cube is created from paper and the 6 perspectives are written on each face of the cube. Each student takes a turn to role the cube like a dice, and must respond in the perspective showing on the cube.

- **Expert Groups:** Choose a reading assignment (an article, a chapter in a textbook, etc.) that students will read. Divide the article or chapter into shorter sections or subtopics. Divide students into 'Home' groups according to the number of subtopics. Assign each student in the home group to read a different subtopic (become an expert in that area.) The experts assigned to the same subtopic leave their home groups and meet in an expert group. They work together to summarize the key points of their subtopic. The students then go back to their home groups to share what they have learned, and to learn the other subtopics from the other experts.

- **Numbered Heads Together:** In teams of four, each student is assigned a number (1-4). A problem or question is presented. Groups discuss topic for a set amount of time. Teacher calls out a number after randomly selecting a numbered card from a deck, a spinner, or some other form of selection. The person who's number is called reports for the group.

- **Painted Essay:** Choose a content reading assignment. Establish 3-5 purposes for reading (concepts or ideas you want the students to learn or discover in the reading). This could be as basic as looking for nouns, verbs, and adjectives or looking for reasons people immigrated, how they immigrated, and the changes in a family's life stemming from immigration. Give each student in a group (of 3-5) a different colored highlighter. Each student scans the reading assignment and highlights for an assigned purpose. When students are finished highlighting their papers, have each person in the group take a turn sharing what they found (highlighted). The others in the groups use highlighters to 'paint' their essay with each color. (Make sure there is enough of each color for everyone to mark his or her papers.)

- **Reciprocal Teaching:** Students are given the roles of Summarizer, Questioner, Predictor, and Connector in groups of four. The students read part of a chapter or article with their particular focus in mind. They take notes on a note-taking guide. When they are finished reading, each student shares their notes.

- **Roundtable:** Groups of three or more students brainstorm on a topic. Each member takes a turn to write down one new idea on a single piece of paper. The process continues until members run out of ideas. One group member is reporter for the group.

- **Send a Problem:** A group writes a question or problem on a flashcard. The group reaches consensus on the correct answer(s) or solution and writes it on the back. Each group then passes its card to another group. The new group answers the problem without looking at the previous

answer. They list their agreed-upon answer on the back of the card. Cards rotate until they reach their original group. This group checks and compares all the answers listed on the cards.

- **Table Sorting:** Every student at the table is given cards or items to sort into categories (parts of speech, animal classification or types of sentences, etc.). Students are responsible for placing their cards or items into the categories, and are expected to verbally state or explain their decision. Other students can ask questions to prompt the student to consider a different category to reach agreement in the sorting.

- **Talking Chips:** Each member receives the same number of chips (plastic markers, pennies, etc.). Each time a member wishes to speak, he or she tosses chip into the center of the table. Once individuals have used up their chips, they can no longer speak. The discussion proceeds until all members have exhausted their chips.

- **Three Step Interview:** Students form pairs where one partner interviews the other on a topic for two or three minutes; partners switch roles. Two pairs combine to form groups of four. Each group member introduces his or her partner, sharing the information from the original interview.

7.2 Tips for Teaching Adult Learners

7.21 Characteristics of Adult Learners

Adult education, which is also known as 'andragogy', is the practice of teaching adult learners. Teaching adults requires a different approach and methodology from teaching children and adolescents. While some principles of education have relevance for all age groups, a number of specific requirements for adult education can be identified. At the core of 21st century approaches of adult education is the understanding that adult education cannot be effectively accomplished through the conventional teaching style based on a teacher-student relationship.

> **Characteristics of Adult Learners**
>
> • Autonomous and self-directed
> • Accumulated a foundation of experiences and knowledge
> • Goal oriented
> • Relevancy oriented
> • Practical
> • Need to be shown respect
>
> *Source: Kamp, Mathias. Facilitation Skills and Methods of Adult Education. 2011. p10*

The main aim and motivation for adult education is to facilitate change in one or more of the following areas:

• Attitude   • Behavior   • Skills   • Knowledge level

When teaching adults, all trainers, peer educators and facilitators need to acknowledge and respect the fact the adults are individuals who are able to take charge of one's life, take responsibility for one's decisions and subsequent actions, and determine whether and in what form to engage in education.

Compared to children, adult learners have already accumulated a foundation of knowledge and unique life experiences. They enter the learning process with preconceived thoughts, set habits and possibly prejudices, which can negatively affect the learning environment. Adults are also more autonomous and self-directed in their learning. Thus, they have a stronger need to know the purpose of the learning process. They need to be actively involved in influencing the learning process and have choice in what they learn and how they learn it. The sources and degrees of motivation for learning may differ from those of school age children. These characteristics need to be considered in the design of adult education activities and lessons in order to optimize the learning effect. This requires an adjustment of the learning environment, the facilitation approach, and the methods applied.

**Differences Between
Children and Adults as Learners**

Children	Adults
• Rely on others to decide what is important to be learned.	• Decide for themselves what is important to be learned.
• Accept the information presented at face value.	• Need to verify the information based on their beliefs and experiences.
• Expect what they are learning to be useful in their long-term future.	• Expect what they are learning to be immediately useful.
• Have little or no experience upon which to draw are relatively "clean slates."	• Have much past experience on which to draw may have fixed viewpoints.
• Have little ability to serve as a knowledgeable esource to teacher or fellow classmates.	• Have significant ability to serve as resource to the trainer and fellow learners.

Source: C., Edmunds, Lowe K, Murray M, and Seymour A. The Ultimate Educator. 1999.

7.22 Learning Styles of Adults

When teaching adults, it is important to acknowledge differences in the way people learn, specifically, in the way they process information.

According to David Kolb's book, *Experiential Learning: Experience as the Source of Learning and Development* (1984), adult learners generally differentiate between four key learning styles:

- **Analytic learners:** Theorists who seek facts and want to understand the underlying factors and links. They learn by thinking through ideas.

- **Common sense learners:** Pragmatic and efficiency oriented, they need to know how things work and learn by testing theories in sensible ways and applying common sense.

- **Dynamic learners:** Active and very involved, they like "hands on" experience to see if and how things work. They learn best through trial and error or self-discovery.

- **Imaginative learners:** Preferring to observe and reflect, they learn through listening, sharing ideas and seeking meaning. They need to be personally involved in order to learn.

Another way of differentiating learning styles, which have a close connection to the methods applied, is the distinction between visual, auditory and kinesthetic learners:

- **Visual learners:** They generally think in pictures, wanting to know what the subject looks like. They remember by "seeing" and are best taught through the use of visual learning tools such as handouts, flip charts, projections, pictures, diagrams, etc.

- **Auditory learners:** Learning best by listening, they prefer lectures and discussions (in which they may actively participate). They remember best through hearing or saying things aloud. When teaching auditory learners, it is important to speak clearly, use voice and language consciously, and frequently ask questions.

- **Kinesthetic learners** need to physically touch something in order to understand it. They learn best through feeling and personally experiencing what they are trying to learn. They remember best by writing things down and through practical exercises. In classrooms, they should ideally be involved in volunteer tasks, practical exercises, demonstrations, etc.

For effective teaching with a larger group, it is important to apply a methodology and facilitation skills that combines different elements in order to cater for the needs of people with different learning styles. This is usually done through a mix of methods and components such as lecture parts, use of whiteboards or flipcharts, open discussions, group work, practical exercises, role plays, project-based learning activities, etc.

7.23 Sources of Motivation for Adult Learners

According to Stephen Lieb's *Principles of Adult Learning* (1991), when teaching adult learners, it is important to acknowledge sources of motivation:

- **Social relationships:** to make new friends, to meet a need for associations and friendships.
- **External expectations:** to comply with instructions from someone else, to fulfill the expectations or recommendations of someone with formal authority.

- **Social welfare:** to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.
- **Personal advancement:** to achieve higher status in a job, secure professional advancement, and stay abreast of competitors.
- **Escape/Stimulation:** to relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.
- **Cognitive interest:** to learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind of the adult learner.

Unlike school age children, adults have many responsibilities, which they have to balance against the demands of learning. This can limit their ability to effectively take part in teaching and learning activities. Some of the limiting factors include: lack of time, financial challenges, limited awareness on learning opportunities, weak priorities for learning activities, as well as practical issues such as transportation, family obligations and child care. These factors should be recognized when planning adult education activities. In order to effectively address or work around these limiting factors, it is important that the activities are carefully planned and clearly communicated and that a certain degree of flexibility and understanding of the given context is guaranteed. Clearly, adults learn best when they are convinced that what they are taught is relevant and useful.

CHAPTER 8: FACILITATION SKILLS

8.1 Characteristics of an Effective Facilitator

Effectively teaching adults requires strong facilitation skills. Teachers should see him/herself as a facilitator rather than a teacher or lecturer. At the same time, he/she has to be more than just a moderator in order to make sure that knowledge and skills are transferred effectively and that the teaching is results-oriented and serves the set outcomes and lesson objectives.

What is Facilitation?

Facilitation means working with people through enabling and empowering them. Effective facilitation is about assisting individuals or groups with their interactions and discussions in order to perform a certain task or achieve specific objectives. This method encourages people to share ideas, resources and opinions while being critical and constructive at the same time.

In adult education, teaching facilitators are responsible for guiding learners through the content and stimulating the learning process. More than just providing expertise, the facilitator draws on the existing knowledge of the participants and assists them in building on that knowledge by providing input and teaching to fill identified gaps. An effective teaching and learning process is based on active participation, group interaction and discussion. Thus, the facilitator will be equally concerned about WHAT is being learned and HOW it is being learned.

An Effective Facilitator

1. Stimulates the interaction and the free sharing of thoughts and ideas.
2. Creates the safe environment in order for the group to open up and become actively engaged in the discussion.
3. Are masterful and engaging listeners.
4. Provides the structure for the discussion. Sets the parameters, the intention and guides the conversation.
5. Supports the well being of each participant as well as the group.
6. Acknowledges the participants and makes them right (and never makes anyone wrong.)
7. Utilizes the art of the question to create and cultivate new possibilities that stimulate new thinking.
8. Taps into the wisdom of each person, as the value derived in each discussion is a result of the co-creation and wisdom of the group (vs. dominates the discussion.)
9. Is charge neutral and responsive rather than reactive.
10. Is fluid and flexible vs. rigid. (Is light and dances gracefully within the conversation.)
11. Connects with the group.
12. Plans effectively yet is fluid based on the atmosphere and needs of the audience.
13. Is authentic and shares themselves with others/is fully self expressed.
14. Has fun and is passionate about the transformational process that occurs - if done successfully!

The NCTIP has a facilitation skills self-assessment checklist titled "Facilitation Skills – Bottom Line Performance" you can download at www.nncsoe.org. This checklist can help you identify your facilitation strengths and which skills you need to improve.

Source: Keith, Rosen. "The Top Characteristics of an Effective Facilitator." AllBusiness. Web. 12 Sept. 2014.
<http://www.allbusiness.com/company-activities-management/sales-selling-sales/11469773-1.html>.

8.2 Qualities and Role of a Good Facilitator

Qualities of a Good Facilitator:

- Patient, takes time to explain things carefully and allows participants time to respond at their own pace
- Builds co-operation and unity among the group, while supporting each person's right to diverse opinions
- Open to criticism and questions
- Creative and open to new ideas
- Shows energy and enthusiasm for the material being covered in the classroom
- Non-partisan and avoids showing personal biases, serving as the one who can resolve disagreements

The Role of the Teacher Facilitator:

An effective teacher/facilitator has to play several critical roles to ensure that the learners and learning process are at the center of the classroom. The different roles are relevant at different stages – before, during and after the lesson – and often overlapping (i.e. they have to be performed simultaneously). Each of the roles requires a particular set of critical competencies in order to be fulfilled effectively. Some common roles of an effective teacher/facilitator include:

- **Lesson Designer and Planner:** The teacher/facilitator is responsible for assessing learning needs and evolving learning objectives. He/she also plans the learning strategy, works out the detailed contents and sequences them, and chooses appropriate methods, learning materials and aids to be used during the lesson. Ideally, the teacher/facilitator finds ways of involving the learners in the designing phase.

- **Educator:** The teacher/facilitator is responsible for providing the main input on the lesson content and for passing on the relevant information. Even if the lesson is participative and interactive, it remains the responsibility of the teacher/facilitator to ensure that the lesson objectives are achieved and the relevant knowledge and skills have been shared.

- **Moderator:** In order to enhance interaction and participation, the teacher/facilitator has to be a good moderator who can lead the group through the different classroom lessons, discussions, and activities. The moderator is responsible for discussions to be constructive and respectful. This includes asking the right questions, encouraging all participants to contribute and providing direction if the discussion goes too much off-topic.

- **Learner:** The teacher/facilitator may be the main source of information for the participants, but not the sole source of knowledge. This awareness on the side of the facilitator is crucial in adult education. The participants also have their knowledge to share in the learning process not only for the participants but for the facilitator as well (with regard to both gaining additional insights). The role of the learner specifically requires good listening skills.

- **Evaluator:** The teacher/facilitator is also responsible for assessing the success of the lesson with regard to the effective application of the methodology, transfer of skills and knowledge, level of participation, etc. Ultimately, he/she needs to evaluate whether the objectives have been achieved. Each learning activity must be used as an opportunity to identify challenges, best practices and lessons learned so that subsequent learning can be improved.

8.3 Principles of Effective Facilitation

An effective teacher of adult learners should implement the following basic values and principles of facilitation:

Impartiality: The teacher needs to be neutral and objective and conduct the learning activities in an impartial and non-partisan manner. Opinions can be collected from adult learners, but should not be expressed by the teacher in a partisan format.

Participation: Facilitation succeeds when participants are motivated and enabled to actively get involved. The methodology needs to cater for an interactive learning process. This also means that the facilitator shall not make himself the center of attention, but rather put the group at the center by asking questions, allowing discussions, collecting feedback and consulting the participants on methods and steps in the learning process.

Inclusiveness: Participation in the teaching and learning process needs to be inclusive. This means that the teacher has to be sensitive towards the needs of individual participants and their roles in the group in order to find a way of adequately involving each participant. It is important not to allow a small group of participants to "hijack" the lesson and dominate the discussions.

Respect: The teacher must acknowledge and respect each individual participant and ensure that all participants show each other the mutual respect they deserve. The teacher also needs to be sensitive about issues of age, culture and tradition and show the expected respect. This also means respecting the knowledge and experience of the participants and drawing on the collective wisdom of the group.

Equality: Each participant is regarded as having an equal right to contribute, influence, and determine the direction of the group. Equality also relates to respect, valuing of personal experience and participation. Each participant's contribution to a discussion/skill-sharing activity is equally valid and valuable.

Trust and Safety: To enhance participation by all, the teacher/facilitator must encourage the development of trust and safety. Participants need to feel free and comfortable in the group. In this context, it is also important to assure participants of confidentiality, so that they are confident that everything of relevance can be discussed freely without inappropriate reporting outside the group.

Listening: Facilitation means listening to what people are saying and tuning in to what they are not saying. This includes being aware of verbal and non-verbal means of communication.

Preparedness: A good teacher should be prepared in order to perform all tasks well. It is important to appear professional and lead by example. Good preparation will make the teacher more confident and enhance acceptance by the participants.

Flexibility: Regardless of all advance preparations and plans, the teacher also needs to maintain a high degree of flexibility. Flexibility might be required to solve or work around unexpected problems. Furthermore, a high degree of flexibility will allow adaption of a lesson to the needs of the participants.

Timekeeping: Effective teachers need to be punctual and should set lesson components for a reasonable time and observe carefully the dates and times allocated for activities.

Authority: A good teacher/facilitator does not need to be overly authoritative. However, a certain authority is required and the participants need to respect the role of the trainer. Ultimately, the teacher

remains in charge of the classroom and needs to be able to discipline participants who negatively interfere with the procedures and/or learning process.

Adapted from Patricia, Prendiville. Developing Facilitation Skills: A Handbook for Facilitators.
Combat Poverty Agency 1995, 2008. p15..

8.4 Responsibilities of the Facilitator

Facilitators are the standard-setters for the discussion.
Facilitators must stay focused and alert; interested in the discussion and the learning that is taking place. They set and maintain the tone of discussion, by example and by setting ground rules. Facilitators should make eye contact with all participants, listen closely, and encourage everyone to contribute to the group.

Facilitators make the classroom environment a priority.
Everything from how the chairs are set up, prompts, quotes on the wall, location, and many other logistical items. The facilitator is responsible for gauging the physical environment of the classroom and how the environment relates to daily project-based activities.

Facilitators are mindful of timing issues.
It is easy to over-schedule activities and not incorporate enough downtime for participants. Always plan on activities taking longer than you think. Facilitators need to constantly check-in with the group to gauge their energy level.

Facilitators are responsible for articulating the purpose of the discussion and its significance to the group.
It is important to clearly state the goal and purpose of each activity and section of the lesson. Also, let the group know the expected time that will be spent on each activity.

Facilitators make use of various techniques/tools to keep the discussion moving.
When tension arises or discussion comes to a halt, the facilitator must be prepared with tools to keep the learning happening.

Facilitators are responsible for paying attention to group behaviors.
Be observant of verbal and non-verbal cues from the group.

Facilitators should be relaxed and have a sense of humor that makes discussions enjoyable as well as educational.
Group discussions can often take a very serious turn and become intense. It is important to remember we do not have to be fired-up or uptight in order to have effective discussions. Laughter and a relaxed environment can be the greatest methods for a good discussion.

Source: "Facilitation 101: Roles of Effective Facilitators." Bonner Network. Web. Sept. 2014.
<http://www.bonnernetwork.pbworks.com/f/BonCurFacilitation202.pdf>.

8.5 Facilitation Skills for Adult Learners

8.51 Communication Skills

> **Communication is essential for every interaction between people.**
> **It is a two-way process of sending and receiving signals and information.**

For communication to work effectively, both sender and receiver need to be aware of and understand the method of communication. However, communication can be both intended and unintended. Communication can fail if sender and receiver interpret messages in different ways, leading to misunderstanding or even conflict.

Top Ten Tips for Good Interpersonal Communication Skills

1. Listen first. Communication is a two-way process; getting your message across depends on understanding the other person.

2. Be interested in the people you are communicating with. Remember people are more attracted to those who are interested in them, and will pay more attention to what they are saying.

3. Be relaxed. Bad body language such as hunched shoulders, fidgeting, toe tapping or hair-twiddling all give the game away.

4. Smile and use eye contact. It's the most positive signal you can give.

5. Ask questions. It's a great way to show people that you are really interested in them.

6. If the other person has a different point of view than you, find out more about why they have that point of view. The more you understand the reasons behind their thinking the more you can understand their point of view or help them to better understand your point of view.

7. Be assertive. Value others input as much as your own. Don't be pushy and don't be a pushover. Try for the right balance.

8. When you are speaking try to be enthusiastic when appropriate. Use your voice and body language to emphasize this

9. Don't immediately try to latch onto something someone has just said ... "oh yes, that happened to me" and then immediately go on and tell your story. Make sure you ask enough questions of them first and be careful when and/or if you give your story so as not just to sound like it's a competition.

10. Learn from your interactions. If you had a really good conversation with someone try to think about some reasons why it went well and remember the key points for next time. If it didn't go so well try and learn something from it.

Source: "Top Ten Tips for Good Interpersonal Communication Skills." Communicate Now! Web. Sept. 2014.
<http://www.communication-skills.info/interpersonal-communication-skills.shtml>.

8.52 Listening Skills

> **Effective listening is fundamental
> to good communication and good facilitation.**

Effective listening is "active" listening. This means that the facilitator should not only listen well to what is being said, but also be sensitive towards the tone and gestures that participants use to express themselves. It also requires the facilitator to ensure that what is being said is understood correctly by all participants and that everyone is confident that they are being heard.

Active listening will make participants feel involved and make them more open and participative. It helps creating a spirit of open interaction in which participants feel that they are an important part of the group. In order to minimize barriers to active listening, the facilitator needs to ensure a good environment (i.e. comfortable classroom setting, privacy, minimize noise and distractions), avoid judgmental attitudes and critical comments, and be open for what comes from the participants instead of being permanently preoccupied with what should be the outcome of the session.

Guidelines for Active Listening:

- Maintain good eye contact
- Face the person or group head on
- Keep an open posture – without crossing arms
- Stay relaxed in your overall manner − this shows you are comfortable with the situation
- Be aware of body language and nonverbal behavior
- Listen for feeling as well as content − what is "between the lines"
- Don't confuse content and delivery − assume the adult learner has something to say even if she or he is having trouble saying it
- Listen for the main thought or idea, rather than trying to memorize every word
- Cultivate empathy−try to put yourself in his or her place
- Refrain from evaluating what is being said
- Don't jump in the conversation too soon − let the person finish what they're saying
- Pause a few seconds before giving feedback or answering a question − take time to think about what was said
- Give the adult learners time to correct an obvious mistake − this shows respect
- Show encouragement. Use simple gestures or phrases to show you are listening
- Show support. Say, "That's good; anyone else having anything to add?"
- Don't let participants ramble − try to help them come to their main point
- Don't turn an implication you've picked up in the conversation into a conclusion − proceed gradually
- Paraphrase or summarize what the person has said, and get agreement that you've understood completely
- Ask questions beginning with the words "what" and "how" (open-ended questions). Avoid questions that can be answered with a yes or no
- Don't "jump ahead" to complete the person's sentence − you are making an assumption that maybe incorrect
- Be aware of your own emotional response to what you are hearing – it will affect how well you understand and can respond
- Focus your energy and attention on what is being said to you − not on what you want to say next

Source: "Facilitation Skills-Developing Facilitative Leadership." Institute for Law and Justice. Adapted from Pickett Institute Curriculum, ILJ, 2002. Web. Sept. 2014. <http://www.ilj.org/publications/online_resource_library.html>.

8.53 Enhancing Participation

One of the main tasks of the facilitator is to ensure effective participation of ALL adult learners in the classroom.

The learning objectives can best be achieved if ALL learners are encouraged to be actively involved.

The facilitator's responsibility is to provide an environment and classroom atmosphere that enables and encourages people to get actively involved. This also includes minimizing negative interference and challenging behavior that inhibits effective participation by all.

Some of the potential *negative factors* that need to be addressed and overcome in order to ensure effective participation in the training are:

- Limited opportunities for open interaction and discussions in the design of project-based activities
- Lack of motivation of the group or certain participants
- Dominance of the discussion by certain individuals
- Dominance of the discussion by the facilitator
- Exclusion of individuals from discussions or from decision-making
- Frequent interruptions by certain participants
- Failure to build on ideas from certain people
- Unnecessary movement and absence of certain participants
- Dissatisfied participants leaving the classroom
- Lack of respect for certain participants
- Unclear rules of interaction
- Confrontational or personalized discussions
- Politicization of the discussions and strong partisan tendencies
- Physical barriers possibly affecting people with disabilities
- Social barriers an exclusions of certain groups or individuals based on factors such as religion, ethnicity, age or gender

Techniques to Enhance Effective and Inclusive Participation

- Clearly communicate the expectations of participation and define ground rules for the classroom together with the participants.
- Ensure contributions from all participants by asking individuals for a statement of feeling.
- Assign tasks to volunteers, but make sure that the same people do not always volunteer.
- Provide opportunities for group work and apply methods of forming and mixing groups in order to make sure participants do not always work with the same people.
- Include exercises for which people pair up so that they can learn more about each other and participate more easily.
- Be patient with shy or quite people. Ask them directly to give their input if you feel they have something relevant to share.
- Involve less active participants by assigning specific tasks to them.
- Contain overly dominant participants who talk too much without directly offending them. Encourage them to express themselves with fewer words and remind them to be brief in order to give other participants the chance to contribute.

Adapted from Prendiville, Patricia. Developing Facilitation Skills: A Handbook for Facilitators. Dublin: Combat Poverty Agency 1995, 2002. pp.75-61.

8.54 Incorporating Adult Participation Principles into Classroom Settings

Adults prefer learning situations, which:

✓ **Integrate new ideas with existing knowledge, allow choice, and provide self-directed learning activities:**

- Help them recall what they already know as it relates to the topic
- Build your plans around their needs - including future goals and present situation
- Share your agenda and assumptions and ask for input
- Ask what they know about the topic
- Ask what they would like to know about the topic
- Build in options within your plan so you can easily shift if needed
- Suggest follow up ideas and next steps for after the session
- CAUTION – Match the degree of choice to their level of development

✓ **Show respect for the individual adult learner**:

- Provide for their needs through activities, setting, and comfort
- Provide a quality, well organized experience that uses time effectively
- Avoid jargon and don't "talk down" to participants
- Validate and affirm their knowledge, contributions and successes
- Ask for feedback on your work or ideas, provide input opportunities
- CAUTION – Watch your choice of words to avoid negative perceptions

✓ **Promote positive self-esteem:**

- Provide low-risk project-based activities in small group settings
- Plan for building incremental successes
- Help them become more effective and competent
- CAUTION – Readiness to participate and/or learn depends on self-esteem

✓ **Capitalize on their experiences and prior knowledge:**

- Don't ignore what they already know, it's a resource for you and the group
- Plan alternate activities so you can adjust to fit their experience level
- Create activities that use their experience and knowledge
- Listen before, during and after a class activity
- CAUTION – Provide for the possibility of needing to unlearn old habits

✓ **Are practical and problem-centered**:

- Give overviews, summaries, examples and use stories
- Plan for direct application of new information
- Incorporate collaborative, problem-solving activities
- Anticipate problems applying the new ideas, offer suggested uses
- CAUTION – Guard against becoming too theoretical

Adapted from John, Goodlad. "Principles of Adult Learning." John Hopkins School of Education. Web. Sept. 2014. <cte.jhu.edu/courses/PII/Principles of Adult Learning.pdf>.

CHAPTER 9: ADDITIONAL RESOURCES

9.1 Acronyms

Acronym	Title/Description
AE	Adult Education
APTRA	Assess, Plan, Teach, Reflect, Apply
BTSA	Beginning Teacher Support and Assessment
C	Candidate
CCTC	California Commission on Teacher Credentialing
CDE	California Department of Education
CELDT	California English Language Development Test
COE	County Office of Education
CSTP	California Standards for the Teaching Profession
CTE	Career Technical Education
CTP	Continuum of Teaching Practice
ELL	English Language Learner
ES	Education Specialist
IIP	Individual Induction Plan
M	Mentor
MS	Multiple Subjects
NCLB	No Child Left Behind
SS	Single Subject
STAR	California Standardized Testing And Reporting program

Terms	Definition
Clear Credential	Credential received upon completion of the Induction program
Credential Standards	Required to clear the preliminary credential
Preliminary Credential	Credential received by the Candidate upon completion of a university teacher preparation program
Strengths-Based	Using the existing academic and social strengths a student already exhibits to foster new learning and social growth

9.2 Add Your Own Resources

1. *How the Brain Learns*, David A. Sousa, 3rd edition, 2006

2. _____

3. _____

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