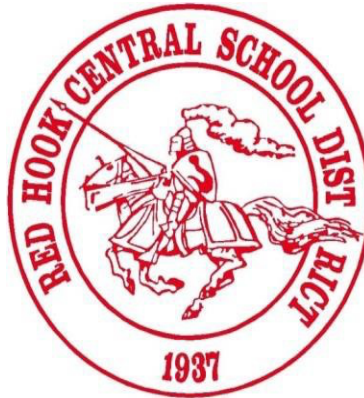


# Red Hook Central School District



## Mentoring Program 2022-2026

### **Acknowledgements**

We wish to acknowledge the many committees and groups that contributed ideas to develop a comprehensive mentoring program. These groups include: The Mentor Advisory Committee, Professional Development Committee, the Red Hook Faculty Association, the Red Hook Administrator's Association, the Administration and the Board of Education.

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**Items bolded with \* have been added/changed from the original 2015 handbook.** They reflect changes and additions recommended by the mentors/mentee and/or the mentor committee in December 2015.

**Summary of additional changes:**

- Addition of staff photos to NT handbook
- Change handbook to a binder of information and combine with technology
- Share mentor/mentee monthly reflection samples during NT meeting
- Additional items for August/September activities
- Addition of optional Roundtable Discussions throughout the year for both New Teachers and Non-Tenured Teachers to gain a sense of community and review items and answer questions.
- During the NTO, less tech and more familiarity with district procedures/culture. Too much tech in the beginning of the year. Add tech needs throughout the year as needed.

## **Introduction**

The first year of a teacher's career is one of the most challenging. For some, it can be an emotional and extremely stressful time. Even though most beginning teachers are academically prepared to provide students with stimulating and creatively planned lessons and learning experiences, proper guidance, support and encouragement must be given to all new teachers without permanent certification or who have not been mentored in a previous district. Moreover, when possible, any other new teacher may participate in this plan as determined by the Mentor Committee.

Student teaching may be the only on-the-job experience the neophyte may have. Beginning teachers have a unique variety of needs. They are expected to master the details of all curriculum guides and school procedures. They are often encouraged to volunteer for committees and extra-curricular activities as well. It is a daily struggle for beginning teachers to manage all their responsibilities. Yet, beginning teachers are idealistic and eager to prove their competence. As a result, transitioning into the profession requires support from those teachers who are successful and have the experiences to help.

The mentor program, described here, will provide that support. It will formalize a procedure for introducing the beginning teacher to the culture, expectations, and visions of the school. The program is designed to bring teachers to high levels of competency quickly, thus leading to enhanced student performance.

All teachers want to do well. They want their students to succeed. Even new teachers know when they are not being successful. Sensitivity to their situation requires a non-threatening process for teachers to comfortably request the intervention they need. This program presents teachers the opportunity to enhance their skills and provides them with on-going support. Colleagues and supervisors will be available to offer assistance and guidance where needed.

The Red Hook Central School District has developed the following plan to provide support for teachers in the classroom, ease the transition from teacher preparation to practice, increase retention of teachers, and increase the skills of new teachers in order to improve student achievement in accordance with the state learning standards.

## **Program Vision**

We believe the Red Hook Central School District mentoring program should be an integral part of a comprehensive professional development program that nurtures our school community. Its aim is to improve student learning and increase teacher retention.

To do this we will recruit quality mentors that will provide a one-to-one mentor/mentee relationship to give day to day training to support teacher growth. Simultaneously, we believe that mentoring new teachers also enhances the development of our mentors, as the mentee/mentor relations is the beginning of a journey toward life-long learning for both teachers.

The Mentor plan is built around the foundational work of researcher and writer Charlotte Danielson as found in her 2007 Effective Teaching Rubric. This work, coupled with a strong supportive staff, gives our new teachers extraordinary opportunities to thrive and grow. In addition, we used a number of other resources including other districts' mentor plans, NYS education documents, professional association materials, research studies, and professional trade publications that are referenced in the Resource section of the document.

#### **A. Goals:**

The Mentor Teacher Program is designed to address the needs of individual mentees by:

- ◆ improving student performance through enhanced training, information, and assistance for mentee teachers
- ◆ training and assisting experienced teachers to serve as mentors to mentee teachers
- ◆ providing support to mentee teachers by offering instructional assistance, counseling and general guidance
- ◆ assisting and supporting all mentee teachers in making a successful transition to their new profession
- ◆ providing knowledge of state standards, district-wide performance standards, and district curriculum guides
- ◆ identifying the major needs and concerns of beginning teachers
- ◆ enabling mentees to be effective in meeting the diverse needs of students
- ◆ focusing on the professional success of all teachers and the retention of new staff

#### **B. Program Overview**

In accordance with the amendments to section 100.2 (dd) of the Regulations of the Commissioner of Education, effective December 4, 2003, which require, among other things, that school districts' Professional Development Plans address provisions for a Mentor Teacher Program (MTP).

The manner in which the District will provide a mentor for teachers to meet the teaching experience requirement for the professional certificate as prescribed in section 80-3.4 of the Commissioner's Regulations shall be as follows:

- A team of mentor teachers and the Assistant Superintendent of Curriculum, Instruction, and Staff Development will provide support and guidance to teachers who are candidates for a professional certificate (hereafter referred to as CPCs, or "candidates for professional certificates") as defined by Commissioner's Regulation 80-3.4.
- The district mentor team will be chosen through an application process by a Mentor Committee consisting of teachers appointed by the Red Hook Faculty Association (RHFA) and administrators chosen by the Red Hook Administrators' Association. (See Attachment E: Mentor Application) Decisions of the district mentor team will be made by consensus. Mentor selections will be made in consultation with the Superintendent. The Board of Education reserves the right to approve the Mentor Teacher Program and the mentors.

## **Basics of Effective Mentors**

1. Mentoring is building a relationship.
2. The mentor must believe that he/she has something important to offer to the right person.
3. The mentor must express genuine caring to the mentee.
4. Discussing and helping development goals were rated as essential to facilitating the mentee's growth.
5. The mentor should listen to whatever the mentee wants to talk about.
6. MENTORS DO NOT EVALUATE. CONFIDENTIALITY IS CRITICAL.

### **Qualifications of a Mentor:**

It takes a special person to be a good mentor. Maturity, self-assurance, patience, and confidence in your knowledge and ability are prerequisites for this important undertaking. More specifically, a good mentor is a teacher who:

- Is a skillful teacher
- Is able to transmit effective teaching strategies
- Has a thorough command of the curriculum being taught
- Is a good listener
- Can communicate openly with the beginning teacher
- Is sensitive to the needs of the beginning teacher
- Understands that teachers may be effective using a variety of styles and is careful not to be overly judgmental

### **C. Procedure for selecting mentors**

1. Criteria for mentors shall be reviewed annually. Information regarding possible mentor needs for the upcoming school year will be distributed to all faculty members by the Assistant Superintendent of Curriculum, Instruction, and Staff Development by May 15<sup>th</sup> of the previous year if the openings are known at that time. Any staff member that would like to be considered to be a mentor will apply by June 1<sup>st</sup>.

- ◆ At a minimum, mentors are:
  - expected to be willing and have the time necessary to serve
  - must have demonstrated mastery of pedagogical and subject matter skills
  - evidenced superior teaching abilities and excellence in teaching
  - demonstrated commitment to their own professional growth
  - able to allow mentees to develop their own effective teaching style
  - assigned to the same grade level and/or in the same department as the mentee, whenever possible
  - tenured teachers with at least 5 years of experience
- ◆ At times, we may not be able to get candidates with all of the qualifications listed above. In cases such as this, the mentor committee will choose the best candidate that best meets the needs of the mentee. (Suggested change Summer 2014)

2. The committee will meet in June to review the possible mentor candidates and choose the mentors. (NB: The final determination of a mentor will not be known at that time, since the candidate may not be appointed at that time and there may be a possibility that the new candidate MAY not need a mentor.). If a mentor is decided by the committee prior to summer, the committee will not have to vote during the summer. The chairperson can send out the slate of candidates and ask for a vote via email.

#### **D. The Role of Mentors**

The mentor's role includes providing guidance to support the mentees. The Mentor Committee may from time-to-time add to the mentor's role. Changes that may have contractual implications must be approved by both the Superintendent and the RHFA President prior to their implementation. It is to be understood that the relationship between mentors and mentees is confidential in nature and that this confidence shall not be broken except for the following reasons:

- where withholding the information would pose a danger to the life, health, or safety of students or school staff;
- where information arises that the new teacher has been convicted of a crime; and
- where substantiated information emerges that raises a reasonable question regarding the mentee's moral character.

#### **E. Mentor Preparation**

The preparation of mentors includes but is not limited to the study of the theory of adult learning, the theory of teacher development, the elements of the mentoring relationship, peer coaching techniques, and time management methodology.

Preparation for mentoring will be provided by various agencies including BOCES, universities, teacher centers, NYSUT, or district employees. No teacher may be a mentor without first completing at least one workshop. Training may be offered during the summer, weekends, Superintendent's Conference Days, and at other convenient times.

#### **F. Mentoring Activities**

Types of mentoring activities include but are not limited to, modeling instruction for the mentees, observing instruction, instructional planning with the mentees, peer coaching, and orienting the mentees to the school culture. (See Attachment A: Mentor/Mentee Monthly Activities). Evaluation of mentees will continue to be done by certified administrators.

#### **G. Time allotments**

Time allotted for mentoring includes: scheduled common planning sessions; release of the mentor and mentee from their instructional and/or non-instructional duties (i.e.)

- Half-day in August [orientation day]; Half-day in September/October; Half-day in December/January; Half-day in May/June [time may be taken in smaller increments such as by period]

- K-5 mentors can also use the additional half days (six times per year) provision of time, Superintendent's Conference Days; before and after the school day; and during summer orientation sessions. The Assistant Superintendent of Curriculum, Instruction, and Staff Development will ensure that mentors and mentees spend appropriate time together.

### **A. Program Evaluation**

The purposes of program evaluation include accountability, program improvement, and an awareness of a local and statewide knowledge base of successful mentoring programs. It will be the responsibility of the Mentor Committee to ensure that appropriate records are maintained, and timely evaluations are conducted including the preparation of program evaluation documents and the program evaluation process.

## **Roles and Responsibilities**

The **Mentor Teacher Committee** will:

- ◆ outline goals of the program for all participants
- ◆ screen applicants by
  - ✓ reviewing applications and interest forms of teachers who want to become mentors, and
  - ✓ submitting to the Assistant Superintendent of Curriculum, Instruction, and Staff Development a list of proposed matches of mentors and mentees for approval;
- ◆ assess/evaluate procedures of selection process as defined and reviewed on a yearly basis
- ◆ monitor mentors
- ◆ meet with mentors and mentees separately to update and discuss suggestions for improving the program
- ◆ suggest training topics throughout the year, as appropriate

The **Assistant Superintendent of Curriculum, Instruction, and Staff Development** working with principals will:

- ◆ disseminate information concerning the program
- ◆ oversee the application process
- ◆ oversee program evaluation
- ◆ schedule program activities such as conferencing, classroom observations and mentor training
- ◆ intervene between mentees and mentors when there is a problem;
- ◆ maintain all necessary records; and
- ◆ keep the Mentor Teacher Committee informed of the status of the program including program evaluation results



The **Mentor** will:

- ◆ be a tenured teacher in the RHCSd and if possible, have at least five years of teaching experience
- ◆ participate in all mentor/mentee training sessions
- ◆ discuss program goals and objectives with mentees
- ◆ respect confidentiality with mentees at all times
- ◆ inform principal/department head of all goals and activities
- ◆ hold weekly meetings with mentees
- ◆ serve as a role model and professional support person to assist mentees in all aspects of adjustment to the teaching position
- ◆ guide the mentee through the observation process
- ◆ complete a monthly growth report/project with the mentor that documents some of the topics and issues discussed
- ◆ arrange classroom visitations for both mentees and mentor with the intent of sharing various instructional techniques
- ◆ participate in evaluation of the Mentor Teacher Program and make suggestions for improvements
- ◆ seek aid of Mentor Teacher Committee, if serious conflicts arise between mentor and mentee

The **Mentee** will:

- ◆ develop goals for the purpose of increasing student achievement
- ◆ seek feedback from a mentor regarding classroom evaluations
- ◆ develop a self-reflective portfolio (See Attachment D)
- ◆ complete a monthly growth report/project with the mentor that documents some of the topics and issues discussed
- ◆ meet weekly with the mentor
- ◆ seek aid from the Mentor Teacher Committee if serious conflicts arise between mentor and mentee
- ◆ participate in evaluation of program and assist in revision of program for upcoming year

## **Program Budget**

- ◆ Teachers assigned as mentors will be paid a stipend for their participation in the program. The mentor stipend will be designated in the Schedule C, 1.A of the RHFA contract each school year.
- ◆ All mentors and mentees will attend a summer mentor training workshop. Mentor will spend time supporting mentees by reviewing curriculum and district procedures. Mentors and mentees will be paid at the contractual rate for in-service participation or can take the option of receiving in-service credit
- ◆ Teacher members of the Mentor Teacher Committee will be paid at the (in-service participation rate) during the summer to match selected mentors with mentees. However, if the hiring process occurs early in the spring, the selection process would take place during the scheduled June meeting. When an unexpected mentor opportunity occurs late in the

hiring process, the Assistant Superintendent of Curriculum, Instruction, and Staff Development and building administrators will attempt to contact as many qualified mentors as possible to fill the position. (e.g. email to grade level teachers, email to mentor/mentee committee).

## New Teacher Orientation Overview

New Teacher Orientation is held for up to \* **3 days during the summer**. During orientation, mentees will meet with District Administration, the Red Hook Faculty Association and the Red Hook Administrative Association to become familiar with the expectations/procedures in the Red Hook Central School District. One full day will be with the RHFA and the other 2 days will be with RHCS D.

Topics included but not limited to:

- District Mission, Beliefs, Goals and Overview of District
- Overview of Pupil Personnel Services
- Review of Danielson Observation/Evaluation Guidelines
- Community Orientation
- Technology Orientation
- Self-evaluation/goal setting/management
- Parental Involvement and Effective Parent Communication

## Part C: Best Practices: Working with New Teachers and Mentoring

Definition for Mentoring: A highly complex people related skill, involving comprehensive concern for life-adjustment behavior.

Definition for Coaching: To give instruction or advice to.

### Coaching vs. Mentoring

- | Coaching   | Mentoring  |
|--|--|
| <ul style="list-style-type: none"> <li>• Teaching a skill</li> <li>• Some relationship trust</li> <li>• Relationship usually short duration</li> </ul> | <ul style="list-style-type: none"> <li>• Teaching not only skills but life lessons</li> <li>• True friendship</li> <li>• Relationship usually long in duration</li> <li>• Difference maker</li> <li>• Individualized perception</li> </ul> |

### Mentoring's 4 "C's" (the 4<sup>th</sup> C is Confidential)

	Consulting	Collaborating	Coaching
Purpose	To provide information, technical assistance.	To share ideas, to problem-solve	To improve instructional decision making and increase reflectivity in practice

Focus	Includes logistical information (how we do things around hers), content and pedagogical knowledge base	Reciprocal support of growth and improvement with practice	Nonjudgmental support for planning, reflecting, problem-solving (cognitive aspect of teaching)
Actions	Providing resources, demonstrations (including model lessons), offering directions (completing forms, where/how to's, etc.)	Brainstorming co-planning/co-teaching, exchanging resources, action research	Learning-focused conversations which include inquiry, reflection, generation of insights regarding professional practice
Language	Pay attention to ... you should... it's important that you... always, keep in mind...	We might... let's examine... how might this affect our...?	What might be some ways to...? What are some additional possibilities? What are some connections between ...?

## Deadly Sins of Mentoring

### Neglect

“For the relationship to work, you have to commit the time.”

### Leaks

“Nothing kills the trust in a mentoring relationship faster than a breach of confidence.”

### PC [politically correct] Faux Pas

“You need to pick up on cultural and gender differences. If you're paired with someone who differs from you in either race or gender, or both, be sensitive to these differences.”

--Sandy Sarvis, Fannie Mae

## Informal Contact

The mentor should often meet informally with the beginning teacher to discuss such day-to-day concerns as:

- taking attendance
- understanding school discipline policies
- acquiring supplies and materials
- understanding contracts and benefits

- planning classroom instruction
- coping with daily problems

## **Role Modeling**

The mentor teacher becomes a role-modeling relationship with colleagues, students, parents, and others by:

- demonstrating a commitment to student growth and development
- demonstrating exemplary skills in the classroom
- collaborative endeavors with other professionals
- work habits
- modeling a professional growth commitment; having a personal and professional development plan
- active involvement in professional activities and professional organizations
- seeking knowledge of trends in education, including materials, research, and methodology
- expressing a positive set of values and beliefs concerning teaching as a career
- being a facilitator of change and improvement

## **Direct Assistance**

Mentors can directly assist their mentee by:

- helping the mentee organize, manage materials, and maintain a record keeping system
- helping the mentee to understand the written and unwritten rules and norms in the school and community
- helping the mentee develop a classroom management system
- modeling and/or suggesting techniques for conferencing with parents
- acting as a confidant for the mentee to express personal/professional concerns
- modeling effective teaching strategies
- helping the mentee diagnose students' learning styles and modify teaching strategies to meet all students' needs
- bringing and sharing new methods, materials, and resources to the attention of the mentee and providing assistance in their implementation
- conferring with the mentee regarding effective ways of meeting student learning objectives and district instructional goals
- facilitate professional growth through observation, feedback and provide notification of quality workshops
- assist the mentee in understanding and implementing the district's curriculum

## **How to Address Concerns**

1. Ways to identify the problem or concern
  - a. Observation of mentee's classroom is the best way to identify problems or concerns
  - b. Conversations with mentee are second best
2. Organize information and plan the interaction with mentee

- a. Ask yourself if you have the information needed by the mentee. If not seek out a resource
  - b. If you have the information
    - i. Give good clear definition of concept in common terms
    - ii. Break the concept into its parts. (What are those critical attributes and is there a sequence that should be followed? Use clear common-sense vocabulary, no educational jargon or fancy labels.)
  - c. Give an example of the concept and explain why it's a good example.
  - d. Give a second example and ask mentee to explain why it's a good example
3. Find a live model for the mentee to watch
- a. Mentor models the skill, behavior, procedure or process
  - b. Mentor asks another teacher to model. (Be sure the teacher is able to do whatever it is you want the mentee to learn to do)
    - i. Write down examples observed in teacher's behavior.
    - ii. Get evidence of its effectiveness by observing what students are doing. (This two-step process helps the mentee to understand the cause-effect relationship between teacher behavior and student behavior)
4. Reflection together
- a. Note examples of teacher behavior
  - b. Talk about evidence in students' behavior
  - c. Brainstorm other ways to address concerns
5. Establish some form of follow-up (This is a must)
- a. Make yourself available
  - b. Keep conversation going
  - c. Provide another model and debriefing session, if needed
  - d. Encourage mentee to share progress

## **Teaching and Learning Overview**

In its mission statement, the Red Hook Central School District underscores the importance of developing in its students the "knowledge, intellectual integrity, and social consciousness to prepare them to accept the obligation and opportunities in a complex society." The District also recognizes that schools are transformative, an essential element needed to create a culture of excellence and a culture of continuous improvement. At the center of this philosophy is the tenet that teaching involves complexity. Each class has different dynamics; each day brings new challenges.

Each new teacher will receive a copy of "A Guide to the Evaluation Process of Instructional Staff". *It is* designed to improve the quality of instruction and ultimately enhance a teacher's professional growth. Its chief objectives are (1) to apprise professional members of the criteria, standards, and expectations of the Red Hook CSD; (2) encourage and motivate members to improve their performance; (3) assist them in seeking opportunities to enhance their teaching and student learning; and (4) record the quality of their performance. This guidance document

is revised each summer to include information on the NYSED required APPR process.

## **Areas Mentors Observe to Support New Teachers' Craft**

### **Nonverbal Feedback about Teachers**

1. Mannerisms
  - Pencil Tapping
  - Hair Twisting
  - Handling Coins in Pocket
2. Use of Time
  - Interruption
  - Transitions from one activity to another
  - Time spent with each group
  - Time spent getting class started (e.g., dealing with routines such as attendance)
  - Punctuality of starting and ending times
3. Movement Throughout the Classroom
  - Favoring one side of the room over another
  - Monitoring student progress and seat work
4. Modality Preference
  - Using balanced visual, kinesthetic, and auditory modes of instruction
5. Use of Handouts
  - Clarity, meaningfulness, adequacy, or complexity
6. Use of Audiovisual Equipment
  - Placement, appropriateness, operation
7. Pacing
  - Too fast, too slow, "beating a dead horse" (tempo, rhythm)
  - Coverage of desired material in time allotted
  - Time spent in each section of lesson sequence (duration)
8. Meeting Diverse Student Needs
  - Making allowances for gifted, slow, cognitive styles
  - Considering emotional needs, modality strengths, languages, and cultures
9. Nonverbal Feedback
  - Body language, gestures, proximity
  - Moving toward or leaning into students when addressing them
  - Eye contact

## 10. Classroom Arrangements

- Furniture placement
- Bulletin board space
- Environment for learning
- Provision for multiple uses of space

## **Verbal Feedback about Teachers**

### 1. Mannerisms

- Saying “okay” or “ya know”
- Nodding the head excessively while speaking

### 2. Sarcasm During Negative Feedback

- Gender references
- Criticism
- Put-downs
- Critical intonation of voice

### 3. Other Positive and Negative Feedback

- Use of praise and criticism
- Ignoring distracting student responses

### 4. Response Behaviors

- Silence
- Accepting, paraphrasing, clarifying, empathizing
- Responding to students who give “wrong” answers

### 5. Questioning Strategies

- Posing questions at appropriate taxonomy level
- Asking questions in sequence

### 6. Clarity of Presentation

- Giving clear directions
- Clarifying assignments
- Checking for understanding
- Modeling

### 7. Interactive Patterns

- Teacher to Student to Teacher to Student
- Teacher to Student to Student to Student

### 8. Equitable Distribution of Responses

- Favoring gender
- Favoring language proficiency, race, perception of abilities, placement in room

### 9. Specific Activities, Teaching Strategies

- Lectures, group activities, lab exercises, discussion
- Movies, slide shows

## **Nonverbal Feedback about Students**

1. Attentiveness
  - On task, off task
  - Note taking
  - Volunteering for tasks
2. Preparedness
  - Participation
  - Sharing
  - Homework
  - Materials
  - Volunteering knowledge
3. Movement
  - Negative: getting out of seat, squirming, fidgeting, causing discomfort, interfering with others
  - Positive: following directions, transitioning, following self-direction, taking initiative, consulting reference books
4. Managing Materials
  - Audiovisual equipment, textbooks, art supplies, musical instruments, lab equipment
  - Care of library books
  - Returning supplies

## **Verbal Feedback about Students**

1. Positive Participation
  - Volunteering responses
  - Speaking out while on task
  - On-task student-to-student interaction
  - Requesting assistance
2. Negative Participation
  - Speaking out while off task
  - Off-task student-to-student interaction
3. Positive Social Interaction
  - Taking turns
  - Listening and allowing for differences
  - Sharing and establishing ground rules
  - Assuming and carrying out roles



- Following rules of games, interactions
4. Negative Social Interaction
    - Interrupting, interfering, hitting
    - Name-calling, put-downs, racial slurs, foul language
    - Hoarding, stealing
  5. Performing Lesson Objectives
    - Using correct terminology
    - Applying knowledge learned before or elsewhere
    - Performing task correctly
    - Conducting experiments
    - Applying rules, algorithms, procedures, formulas
    - Recalling information
    - Supplying supportive details, rationale, elaborations
  6. Language Patterns
    - Using correct syntax
    - Using correct grammar, spelling, and punctuation
    - Using correct numbers and mathematical terms
    - Supplying examples
  7. Insights Into Student Behaviors and Difficulties
    - Learning styles: verbal, auditory, kinesthetic
    - Cognitive styles: field-dependent, field-independent
    - Friendships, animosities
    - Tolerance for ambiguity and chaos
    - Distractibility

## Help for Observation Planning Conversation

If the desired cognitive thought or process is to:	Then the coach might ask:
<b>Describe:</b> State the purpose of the lesson.	What outcomes do you have in mind for your lesson today?
<b>Envision:</b> Translate the lesson purposes into descriptions of desirable, observable student behaviors	As you see this lesson unfolding, what will the students be doing?
<b>Predict:</b> Envision teaching strategies and behaviors to facilitate students' performance of desired behaviors.	As you envision this lesson, what do you see yourself doing to produce those student outcomes?
<b>Sequence:</b> Describe the sequence in which the lesson will occur.	What will you be doing first? Next? Last? How will you close your lesson?
<b>Estimate:</b> Anticipate the duration of the activities.	As you consider the opening of the lesson, how long do you anticipate it will take?
<b>Define:</b> Formulate procedures for assessing outcomes by envisioning, defining and setting success indicators.	What will you see your students doing or hear them saying that will indicate to you that your lesson was successful?
<b>Metacognition:</b> Identify a process for professional learning.	What will you be aware of in students' reactions to know if your directions are understood?
<b>Self-Assess:</b> Identify a process for personal learning.	As a professional, what are you hoping to learn about your own practices as a result of this lesson?
<b>Describe:</b> Depict the data-collecting role of the observer.	What will you want me to look for and give you feedback about while I am in your classroom?

## Reflecting Conversation

If the desired cognitive process is to:	Then the coach might ask:
<b>Assess:</b> Express feelings about the lesson.	As you reflect on your lesson, how do you feel it went?
<b>Recall and Relate:</b> Recollect student behaviors observed during the lesson to support those feelings.	What did you see students doing (or hear them saying) that made you feel that way?
<b>Recall:</b> Recollect their own behavior during the lesson.	What do you recall about your own behavior during the lesson?
<b>Compare:</b> Draw a comparison between student behaviors performed with student behaviors desired.	How did what you observe compare with what you planned?
<b>Infer:</b> Abstract meaning from data.	Given this information, what do you make of it?
<b>Draw Conclusions:</b> Assess the achievement of the lesson purposes.	As you reflect on the goals for this lesson, what can you can about your students' achievement of them?
<b>Metacogitate:</b> Become aware of and monitor their own thinking during the lesson.	What were you thinking when you decided to change the design of the lesson? OR What were you aware of that students were doing that signaled you to change the format of the lesson?
<b>Infer from Data:</b> Draw hypotheses and explanations from the data provided.	What inferences might you draw from these data?
<b>Analyze:</b> Examine why the student behaviors were or were not achieved.	What hunches do you have to explain why some students performed as you had hoped while others did not?
<b>Describe Cause and Effect:</b> Draw causal relationships.	What did you do (or not do) to produce the results you obtained?
<b>Synthesize:</b> Make meaning from analysis of the lesson.	As you reflect on this discussion, what big ideas or insights are you discovering?
<b>Self-Assess:</b> Construct personal learnings.	What did you gain personal learnings from this experience?
<b>Apply:</b> Prescribe alternative teaching strategies, behaviors, or conditions.	As you plan future lessons, what insights have you developed that might be carried forth to the next lesson or other lessons?
<b>Evaluate:</b> Give feedback about the effects of this coaching session and the coach's conferencing skills.	As you think back over our conversation, what has this coaching session done for you? What is it that I did (or didn't) do that was of benefit to you? What assisted you? What could I do different in future coaching sessions?

## Open-Ended Questions on Lesson Design

Listed below are some questions that can be used during the post conference.

- ☐ What do you see as some strengths of the lesson?
- ☐ Share with me what led up to the lesson.
- ☐ How did you feel about the student responses in the lesson?
- ☐ What are your perceptions about the effectiveness of the lesson?
- ☐ What parts went as planned?
- ☐ What would you do differently?
- ☐ Were you pleased with the way the lesson went today?
- ☐ What unexpected outcomes did you receive?
- ☐ How did you feel your students were responding?
- ☐ What were the unexpected gains?
- ☐ What specific student behaviors pleased you?
- ☐ What did not go as planned?
- ☐ Tell me a little about this group.
- ☐ Did you think that my being in the class affected the students' behavior?
- ☐ Please help me with this. I don't understand.
- ☐ In what way...?
- ☐ What have you tried so far?
- ☐ How do you think this will work?
- ☐ What are some other possibilities?
- ☐ What are some obstacles?

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## Online Resources

- Beginning Teachers Internship Program – <http://www.state.in.us/psb/forms/intership/internmanual.html>
- Best Practice Resources – <http://teachermentors.com>
- Center for Cognitive Coaching – <http://www.cognitivecoaching.cc>
- Mentor Bibliography – <http://www.teachermentors.com>

Mentoring Leadership & Resource Network – <http://www.mentors.net>

Mentor Support Center – <http://www.teachers.net>

Missouri Department of Elementary and Secondary Education – <http://www.dese.state.mo.us>

Retaining the Next Generation of Teachers – <http://www.edletter.org/past/issues/2001-ja/support.shtml>

Successlink – <http://www.successlink.org>

University of California, Santa Cruz New Teacher Center – <http://www.newteachercenter.org>

U.S. Department of Education – <http://www.ed.gov/pub/FirstYear/>

## **Mentor/ Mentee Checklist**

### **August/September**

- ☐ Introduce yourself to the mentee and introduce your mentee to staff members in your building (nurse, counselor, department heads, team leaders, etc.)
- ☐ Take a tour of the building/area
- ☐ Show location of materials (stapler, construction paper, etc.)
- ☐ Share checkout procedures for books, materials, etc.
- ☐ Tour teacher workroom: supplies, copy machine procedures, etc.
- ☐ Review assigned duties & responsibilities for each duty
- ☐ Share teacher dress code (Friday spirit day, etc.)
- ☐ Discuss/share grade level/content area or department daily class schedules
- ☐ Share lesson plan expectations & example of weekly plan
- ☐ Share first day/week activities—provide guidance on organizing the first day & first week
- ☐ Review testing dates, administration procedures, etc.
- ☐ Discuss/share opening announcement procedures & expectations
- ☐ Explain procedures (attendance, tardies, lunch count)
- ☐ Discuss arrival/dismissal procedures
- ☐ Discuss playground rules (if applicable)
- ☐ Discuss student dress code & procedures when a refraction occurs
- ☐ Share building forms (nurse, hall pass, office, etc.)
- ☐ Review procedures for fire drills and escape route
- ☐ Discuss FYI issues regarding school culture and customs
- ☐ Set up a scheduled time to meet as mentor/mentee each month
- ☐ Share how teaching is going.
- ☐ Review homework policy & share ideas regarding assignment submission by students.
- ☐ Go over student make-up work policies.
- ☐ Discuss upcoming or completed observations by administrative staff.
- ☐ Discuss understanding of how to write weekly lesson plans that focus on student learning & benchmarks/expectations.
- ☐ Discuss any beginning of the year assessments that need to be administered.
- ☐ Discuss concerns about students who might be struggling & identify possible interventions
- ☐ Clarify and discuss any points at faculty, team, grade/department level meetings
- ☐ Share grading guidelines, deficiency notices, quarterly grades
- ☐ Review grade book & record keeping system
- ☐ Discuss communicating with parents, tips for upcoming Open House procedures & share agenda/presentation ideas
- ☐ Discuss Special Education and/or Rtl referral process

- ❑ Review parent communications, open house, etc.
- ❑ Informal check-in and mutual sharing
- ❑ Classroom discipline plan
- ❑ Grade book
- ❑ Progress reports
- ❑ Parent contacts (Think aloud regarding parent contacts and preparing for student/parent conferences)
- ❑ Substitute folder
- ❑ Make sure you have scheduled conference times for: clarifications questions/problem-solving around group issues, materials, and classroom management.
- ❑ Establish a basic contact schedule for first month
- ❑ Leave notes of encouragement in mail box
- ❑ Review building handbook as an additional resource.
- ❑ **\* Share Building Handbook**
- ❑ **\* Look at mentor/mentee Reflective Log Exemplars**
- ❑ **\* Review Building Staff Photos (added to New Teacher Folder)**
- ❑ **\* Review Danielson or current Teacher Evaluation rubric.**
- ❑ List any other items discussed



## **October**

- ❑ Share & bring each other up-to-date what has been happening in your classroom
- ❑ Review monthly district/building activities
- ❑ Discuss formal observation(s) or upcoming observations  
Examine/discuss classroom management/discipline plan & maintaining class control
- ❑ Observe each other's classroom teaching sometime between October through December (one observation each during this time frame)
- ❑ Debrief department, grade level, team, and committee meetings.
- ❑ Answer questions about unknown terms or unclear processes.
- ❑ Be prepared to explain the rationale for or history behind comments/decisions.
- ❑ Start identifying students needing accommodations for state or district testing (if applicable).
- ❑ Discuss school holiday/function policies (parties, dances, food, activities) and best practice for these events
- ❑ Review grade reporting system & how grade reports will be distributed to parents
- ❑ Continue discussion on parent/teacher conferences & tips in how to conduct
- ❑ Discuss any potential difficult conferences & suggest support personnel that might attend the conference
- ❑ Turn in Mentor/Mentee Log to building principal
- ❑ Joint planning for time management and new instructional units
- ❑ Review teaching videos and discuss strategies/applications
- ❑ Discuss MAP objective and testing
- ❑ Discuss report cards
- ❑ Investigate methods of parent/teacher communication
- ❑ Preparation for parent/student/teacher conferences
- ❑ List any other items discussed

## **November**

- ☐ Share & bring each other up-to-date what has been happening in your classroom
- ☐ Review monthly district/building activities
- ☐ Discuss & share how parent teacher conferences went
- ☐ Discuss upcoming observations and formal observations, walk-throughs, etc.
- ☐ Discuss how busy both professionally and personally it is between Thanksgiving & Winter Break and how to keep the students engaged & productive
- ☐ Discuss concerns/successes of students
- ☐ Share e-mail & parent communications
- ☐ Discuss procedure for snow day/delayed starts
- ☐ Identify students needing accommodations for state and district testing (if applicable)
- ☐ Appraise instructional pacing
- ☐ Review holiday units & activities
- ☐ Share “tricks of the trade” to get through the upcoming weeks
- ☐ State requirements for certification
- ☐ Encourage contact and activities with colleagues
- ☐ Think aloud regarding student motivation
- ☐ Share personal time management strategies
- ☐ Discuss impact of student extra-curricular activities
- ☐ Check with mentee periodically to ensure communication lines are working
- ☐ Discuss professional development opportunities
- ☐ List any other items discussed

## **December**

- ❑ Document accommodations for state and district testing (90 days prior to testing)
- ❑ Brainstorm and share ideas in how to plan meaningful and engaging activities for the days prior to winter break
- ❑ Discuss upcoming observations and formal observations, walk-through, etc.
- ❑ Discuss the importance of rejuvenation activities during Winter Break
- ❑ Discuss pacing and curricular progress
- ❑ Calibrate overload and assist in determining priorities
- ❑ Provide information/clarification regarding end-of-course exams, grades and report cards
- ❑ Think aloud regarding goals for second semester
- ❑ Bad weather call list
- ❑ Discuss quality professional development opportunities
- ❑ Celebrate successes
- ❑ List any other items discussed

## **January**

- Review and discuss first semester experience.
- Discuss and/or assist in developing personal goal or professional development plan for second semester.
- Document accommodations for state and district testing (90 days prior to testing)
- Review report cards/progress reports to send home.
- Contacting parents of struggling students
- Examine second semester classes/schedule.
- Discuss upcoming observations and formal observations, walk-throughs, etc.
- Discuss home communications & ideas to strengthen home/school connections—postcards home, e-mail communications, newsletters, tips to parents, etc.
- Discuss how to prepare students for upcoming testing
- Mutual sharing of professional growth goals and strategies
- Joint planning for upcoming units
- Clarify schedules, recordkeeping, reporting, etc.
- Encourage collaborative opportunities with other colleagues
- Discuss Retention Policy
- Think about supplies and materials for next year – Start that list
- List any other items discussed

## **February**

- ❑ Review monthly district/building activities
- ❑ Discuss upcoming testing (state or district testing, etc.) for requirements, procedures & documentation of accommodations has been done for designated students
- ❑ Discuss learning resources to suggest to parents when ask how they can help support their student's learning
- ❑ Review confidentiality policy of information
- ❑ Discuss upcoming observations and formal observations, walk-throughs, etc.
- ❑ Observe mentee's classroom teaching--between February through May.
- ❑ Explore team teaching opportunities
- ❑ Think aloud regarding student performance data and its use
- ❑ MAP objectives and testing
- ❑ Clarify/share information regarding final evaluations, schedules (spring break, student testing, etc.)
- ❑ Review professional development log
- ❑ Collaborate on observations by mentee and mentor
- ❑ Explore team teaching opportunities
- ❑ Think aloud regarding student performance data and its use
- ❑ MAP objectives and testing
- ❑ Clarify/share information regarding final evaluations, schedules (spring break, student testing, etc.)
- ❑ List any other items discussed

## **March**

- Review testing schedule, testing procedures & suggestions for conducive testing environment
- Review accommodations for designated state and district testing students prior to testing dates.
- Become aware of professional organizations in your discipline or area of interest.
- Look for upcoming workshops, classes, professional development opportunities
- Discuss curricular pacing
- Provide information/clarification on student files/records, parents conferences, etc.
- MAP and standardized testing procedures
- Testing skills
- Schedule an observation for mentee to see another teacher presiding in the classroom
- Retention policy
- Celebrate success
- List any other items discussed

**April**

- ☐ Discuss procedures for end of year events, ordering, field trips, etc.
- ☐ Review information from meetings for clarification, etc.
- ☐ Have mentee observe another teacher's classroom.
- ☐ Discuss end-of-year schedules, final evaluation, student testing, field trips, etc.
- ☐ Classroom inventory
- ☐ Requisitions, materials, and supplies
- ☐ Summer school
- ☐ Student's permanent record
- ☐ Discuss progress on Professional Development Plan
- ☐ List any other items discussed

**May/June**

- ☐ Discuss procedures for closing up the end of the school year—room preparation
- ☐ Ordering procedures for next school year
- ☐ Review information from meetings for clarification, etc.
- ☐ Celebrate successes
- ☐ Schedule a reflecting conversation
- ☐ Final check for clarification on parent contacts and reports
- ☐ Finalize in-service/workshop hours form
- ☐ Help mentee “pack up”
- ☐ List any other items discussed



**RED HOOK CENTRAL SCHOOL DISTRICT  
MENTOR/MENTEE SELF-REFLECTIVE LOG**

**Mentee:** \_\_\_\_\_

**Mentor:** \_\_\_\_\_

**School:** \_\_\_\_\_

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**Please attach the corresponding month's checklist to your reflection.**

**Month:** \_\_\_\_\_

**Focus Area:** \_\_\_\_\_

## Probationary Teacher Portfolio Requirements

**Overview:** As part of the Red Hook Central School Districts approved Annual Professional Performance Review (APPR) plan, all staff members are required to annually collect multi-measures of performance and record the documents in the Online Assessment System (OASYS). This multi-measure collection consists of observations, artifacts for both Domain 1-Planning and Preparation and Domain 4-Professional Responsibilities.

**Portfolio Content:** The Probationary Teacher Portfolio is a composite of the multi-measures collected through the APPR process throughout the probationary term. The portfolio contents will include the following items and presented in a 3-ring binder.

**Part I –Teacher certification information/documentation** – An updated resume and copies of teacher certification documents.

**Part II: Observations (Domains 2 and 3)** – A collection of all observations completed during the probationary period.

**Part III: Artifact Collection (Domain 1 Planning and Preparation)** – The tenure candidate should include 7 highlights from each of the probationary years. When choosing your artifacts, be sure to include items that give depth and breadth to your teaching experience. Therefore, there should be few repeated items.

**Part IV: Self-Reflection (Domain 4 Professional Responsibilities)** In a profession as challenging as teaching, honest self-reflection is key. That means that we must regularly examine what has worked and what has not in the classroom. Please include each self-reflection of your yearlong practice completed during your probationary period. The questions below can help to guide the reflection process. The self-reflection narrative **may include**, but is not limited to the following:

- Knowledge of Students and Student Learning
- Knowledge of Content and Instructional Planning
- Instructional Practice
- Learning Environment
- Assessment of Student Learning
- Professional Responsibilities
- Professional Growth
- Professional Areas of Focus
- What were your strengths this year?
- In what areas would you like to improve?

**Part V: Professional Responsibilities (Domain 4)-** Using your yearly APPR document, choose 3 pieces of evidence for each component listed below that highlights professional responsibility from your probationary time period. Please include a short description where needed.

- 4b. Managing Accurate Records (e.g. lesson/unit plans, assessment data, grade book)
- 4c. Communicating with Families (e.g. newsletters, phone logs, meeting notes)

- 4d. Participating in a Professional Community (e.g. committee meetings, participating in school events)
- 4e. Growing and Developing Professionally (e.g. book studies, seeks out PD, mentoring, presentations)
- 4f. Showing Professionalism (e.g. seeking out resources, committee leadership, PD teaching)

**Portfolio Review Process:**

1. Approximately 2 months prior to the anticipated date of the tenure vote the portfolio should be submitted to the building administrator for review.
2. After the building administrator review, the portfolio will move to the next round of reviews or be returned to the tenure candidate for corrections. If corrections are needed the portfolio must be resubmitted to the building administrator for review and approval.
3. Upon approval by Building Administrator, it will then be submitted to the Assistant Superintendent for Curriculum and Instruction for review. Once reviewed, and teacher corrections made if necessary, the portfolio will then be given to the Superintendent of Schools for review.
4. The final step of the portfolio review is by members of the Board of Education.

\*Portfolio requirements are pro-rated to reflect the length of the candidate's probationary term.

## Beginning Teacher Self-Assessment Inventory

In the areas below, please indicate the response for each item that best matches your concern/need level. Use this inventory with your mentor to determine some areas for support, identify resources and set learning goals.

1. I am really anxious about this.
2. I'm okay, but it would be good to talk about this.
3. I've got this under control, at least for now.

### Information about Policy/Procedures

- ☐ The teacher-evaluation system
- ☐ Paperwork and deadlines
- ☐ Expectations of the principal
- ☐ Expectations of my colleagues
- ☐ Communicating with parents
- ☐ Standardized tests

### Accessing Resources

- ☐ Organizing/setting up classroom
- ☐ Accessing instructional materials
- ☐ Arranging field trips
- ☐ Ordering materials
- ☐ Using the library/media resources
- ☐ Working with special services

- ☐ Development & implement a professional development plan
- ☐ Participate in an entry-year mentor program
- ☐ Participate in a performance-based teacher evaluation

### Working with Students

- ☐ Establish class
- ☐ Motivating reluctant learners
- ☐ Maintaining student discipline
- ☐ Assessing student needs
- ☐ Differentiating instruction for learners
- ☐ Implementing the curriculum
- ☐ Evaluating student progress

### Managing Time

- ☐ Organizing my day/week
- ☐ Lesson Planning
- ☐ Following the daily/wkly schedule
- ☐ Attending meetings
- ☐ Supervising extracurricular individual activities
- ☐ Opportunity for professional development
- ☐ Maintaining personal/professional balance

Other areas I'd like to address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Check List: Preparing for the First Day

Efficiency in the classroom is the hallmark of an effective learning environment. Established procedures consistently applied and taught to your students at the onset of the school year, will significantly improve your classroom management time.

Directions:

- Check (✓) each item for which you already have a prepared procedure.
- Place an (X) by any item for which you do not have a procedure but believe you need one.
- Highlight those items, which you will teach the students the first day of class.

### I. Beginning Class

- \_\_\_ A. Roll call, Absent, Tardy
- \_\_\_ B. Distributing Materials
- \_\_\_ C. Class Opening

### II. Room/School Areas

- \_\_\_ A. Shared Materials
- \_\_\_ B. Drinks, Bathroom Pencil Sharpener
- \_\_\_ C. Student Storage/Lockers
- \_\_\_ D. Playground, School grounds
- \_\_\_ E. Lunchroom
- \_\_\_ F. Halls

### III. Instructional Activities

- \_\_\_ A. Teacher-Student Contacts
- \_\_\_ B. Signals for Students' Attention
- \_\_\_ C. Signals for Teacher's Attention
- \_\_\_ D. Bringing Materials to school

### IV. End of Day

- \_\_\_ A. Putting Away Supplies, Equipment
- \_\_\_ B. Cleaning UP
- \_\_\_ C. Dismissing Class

### V. Interruptions

- \_\_\_ A. Rules
- \_\_\_ B. Talk among Students
- \_\_\_ C. Conduct
- \_\_\_ D. Passing out Books, Supplies
- \_\_\_ E. Turning to Talk
- \_\_\_ F. Handing Back Assignments
- \_\_\_ G. Getting Back Assignments
- \_\_\_ H. Out of Seat Policies
- \_\_\_ I. Consequences for Misbehavior

### VI. Other Procedures

- \_\_\_ A. Keys
- \_\_\_ B. Lunch Procedures
- \_\_\_ C. Safety Procedures

### VII. Work Requirements

- \_\_\_ A. Paper Headings
- \_\_\_ B. Use of Pen or Pencil
- \_\_\_ C. Writing on Back of Paper
- \_\_\_ D. Neatness, Legibility
- \_\_\_ E. Incomplete Work
- \_\_\_ F. Late Work
- \_\_\_ G. Missed Work
- \_\_\_ H. Due Dates
- \_\_\_ I. Make-up Work

**VIII. Communicating Assignments**

- ☐ A. Posting Assignments
- ☐ B. Orally Giving Assignments
- ☐ C. Provision for Absentees
- ☐ D. Long-term Absentees
- ☐ E. Term Schedule
- ☐ F. Homework Assignments
- ☐ G. Use of Agenda

**IX. Checking Assignment in Class**

- ☐ A. Students Exchanging Papers
- ☐ B. Marking and Grading Assignments
- ☐ C. Turning in Assignments
- ☐ D. Student correcting Errors

**X. Grading Procedures**

- ☐ A. Determining Grades
- ☐ B. Recording Grades
- ☐ C. Grading Long Assignments
- ☐ D. Keeping Papers, Grades, and Assignments
- ☐ E. Grading Criteria
- ☐ F. Contracting for Grades

**XI. Academic Feedback**

- ☐ A. Rewards and Incentives
- ☐ B. Posting Student Work
- ☐ C. Communicating with Parents
- ☐ D. Students' Record of Grades
- ☐ E. Comments on Assignments
- ☐ F. Parent Conferences

**XII. Discuss Standardized Test**

- ☐ A. MAP

### Red Hook Central School Mentee Needs Assessment Questionnaire

Please choose the response for each item that most nearly indicates your level of need for assistance in the area described in the item. This questionnaire will help direct the focus of our mentor program and help identify areas of need to help you develop a plan with your mentor.

**This is not meant as an evaluation.** (The numbers and letters following each item are referenced to the Danielson Framework and are meant to serve as examples only.)

#### Possible Responses

- a. Little or no need for assistance in this area
- b. Some need for assistance in this area
- c. Moderate need for assistance in this area
- d. High need for assistance in this area
- e. Very high need for assistance in this area

- \_\_\_\_\_ Finding out what is expected of me as a teacher – All Domains
- \_\_\_\_\_ Communicating with the principal – 4d
- \_\_\_\_\_ Communicating with parents – 4c
- \_\_\_\_\_ Organizing and managing my classroom – 2e, 2a
- \_\_\_\_\_ Maintaining student discipline – 2d
- \_\_\_\_\_ Obtaining instructional resources and materials – 1d
- \_\_\_\_\_ Planning for instruction – 1e
- \_\_\_\_\_ Managing my time and work
- \_\_\_\_\_ Diagnosing student needs – 3d
- \_\_\_\_\_ Evaluating student progress – 1f
- \_\_\_\_\_ Motivating students – 2b, 1b
- \_\_\_\_\_ Assisting students with special needs – 2d, 2e, 1b
- \_\_\_\_\_ Dealing with individual differences among students – 1b
- \_\_\_\_\_ Understanding the curriculum – 1a
- \_\_\_\_\_ Completing administrative paperwork – 4b
- \_\_\_\_\_ Using a variety of teaching methods – 3
- \_\_\_\_\_ Facilitating group discussions – 3b, 3c
- \_\_\_\_\_ Grouping for effective instruction – 3c
- \_\_\_\_\_ Administering standardized achievement tests – 3d, 4c
- \_\_\_\_\_ Understanding my legal rights and responsibilities as a teacher – 4f
- \_\_\_\_\_ Dealing with stress – 4d
- \_\_\_\_\_ Dealing with union-related issues – 4d
- \_\_\_\_\_ Becoming aware of special services provided by the school district – 4f

Please add any other needs you have that are not addressed by the above items.

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Teaching Practices & Protocols (added July 2014)**

**The following section has a number of strategies that can be used in your classroom.**

Admit & Exit Tickets Protocol

Carousel Brainstorm Protocol

Catch & Release

Fist-to-Five Protocol

Chalk Talk Protocol

Determining Importance Strategies

Fishbowl Protocol

Getting the Gist Protocol

Hosted Gallery Walk Protocol

Jigsaw Protocol

Interactive Word Wall

Peer Critique

Praise Question Suggest

Questioning Strategies to Engage All Learners (multiple strategies)

Tea Party Protocol

Teaching the Gist

Vocabulary Strategies (multiple strategies)

Word Walls



## **Admit and Exit Tickets Protocol**

### **Purpose**

At the end of class, students write on note cards or slips of paper an important idea they learned, a question they have, a prediction about what will come next, or a thought about the lesson for the day. Alternatively, have students turn-in such a response at the start of the next day—either based on the learning from the day before or the previous night’s homework. These quick writes can be used to assess students’ knowledge or to make decisions about next teaching steps or points that need clarifying. This reflection helps students to focus as they enter the classroom or solidifies learning before they leave.

### **Procedure**

1. For 2–3 minutes at the end of class (or the start of the next one) have students jot responses to the reading or lesson on 3 x 5 note cards.
2. Keep the response options simple: “One thing you learned and one question you have.” If you have taught particular thinking strategies-connecting, summarizing, inferring-ask students to use them.
3. A variation is known as 3-2-1: Have students write three of something, two of something, then one of something. For example, students might explain three things they learned, two areas in which they are confused, and one thing about which they’d like to know more or one way the topic can be applied. The criteria for listing items are up to the needs of the teacher and the lesson, but it’s important to make the category for three items easier than the category for listing one item.
4. Don’t let the cards become a grading burden. Glance over them for a quick assessment and to help you with planning for next learning needs. These are simply quick writes, not final drafts.
5. After studying the “deck” you might pick-out a few typical/unique/thought-provoking cards to spark discussion.
6. Cards could be typed up (maybe nameless) to share with the whole group to help with summarizing, synthesizing, or looking for important ideas. It is a good idea to let students know ahead of time as they may put more effort into the write-up. When typing, go ahead and edit for spelling and grammar.

## **Annotating Text**

### **Definition**

Annotating text goes beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases, definitions, and connections tied to specific sections of text.

### **Purpose:**

Annotating text promotes student interest in reading and gives learners a focused purpose for writing. It supports readers’ ability to clarify and synthesize ideas, pose relevant questions, and

capture analytical thinking about text. Annotation also gives students a clear purpose for actively engaging with text and is driven by goals or learning target(s) of the lesson.

Through the use of collaborative annotation (annotations made by multiple individuals on the same text), learners are given the opportunity to “eavesdrop on the insights of other readers” (Wolfe & Neuwirth, 2001). Both peers and instructors can provide feedback in order to call attention to additional key ideas and details. Annotating text causes readers to process information at a deeper level and increases their ability to recall information from the text. It helps learners comprehend difficult material and engage in what Probst (1988) describes as, “dialogue with the text.”

### **Procedure**

1. Define the **purpose** for annotation based on learning target(s) and goals. Some examples include:
  - a. Locating evidence in support of a claim
  - b. Identifying main idea and supporting details,
  - c. Analyzing the validity of an argument or counter-argument
  - d. Determining author’s purpose
  - e. Giving an opinion, reacting, or reflecting
  - f. Identifying character traits/motivations
  - g. Summarizing and synthesizing
  - h. Defining key vocabulary
  - i. Identifying patterns and repetitions
  - j. Making connections
  - k. Making predictions
2. Model **how** to annotate text:
  - a. Select one paragraph of text from the reading, highlight or underline key word(s) or phrase(s) related to the lesson’s purpose, using the “think aloud” strategy to share with students why you marked certain selections of the passage.
  - b. Based on your “think aloud,” model writing an annotated note in the margin, above underlined words and phrases, or to the side of text.
3. Distribute the **materials** students will need, such as books, articles, highlighters, pencils, etc.
4. Practice annotating with students, choosing another paragraph/section of text, reminding them of the **purpose**. Have them highlight, underline, or circle relevant words and phrases in the reading and add annotations. Have students share what they selected and explain the annotation each made. Repeat over several classes or as necessary, working on gradual release toward student independence.

## **Carousel Brainstorm Protocol**

### **Purpose**

The purpose of using the carousel brainstorm process is to allow participants to share their ideas and build a common vision or vocabulary; the facilitator can use this process to assess group knowledge or readiness around a variety of issues.

### **Procedure**

1. Before your group gathers, identify several questions or issues related to your topic, perhaps drawn from a reading that you will share later.
2. Post your questions or issues on poster paper.
3. Divide your group into smaller teams to match the number of questions you have created.
4. Give a different color of marker to each team, and have each team start at a particular question.
5. At each question, participants should brainstorm responses or points they want to make about the posted question.
6. After a couple of minutes with each question, signal the teams to move to the next question, until all teams have responded to all questions.
7. You can conclude the activity having each team highlight and report key points at their initial question or by having participants star the most important points and discussing those.
8. If it is appropriate for your topic, distribute a related reading and discuss, using the common vocabulary you have built through this process.

## **Catch and Release**

### **Purpose**

When students are working on their own, they often need clarification or pointers so that they do not struggle for too long of a period or lose focus. A useful ratio of work time to checks for understanding or clarifying information is seven minutes of work time (release), followed by two minutes of teacher-directed clarifications or use of one of quick-check strategies (catch).

*Also see: Questioning Strategies to Engage All Learners*

## **Fist-to-Five**

### **Purpose**

To show degree of agreement, readiness for tasks, or comfort with a learning target/concept, students can quickly show their thinking by holding up a fist for 0 - indicating lack of agreement, readiness, or confidence, and 1-5 fingers for higher levels of agreement, readiness, or confidence or agreement. (Teachers can specify what each level represents

based on the context. For example: 0=Not ready; need immediate support; 1-2=Struggling; need support as soon as possible; 3-On my way; need no support right now. 4= Ready to write; 5= Ready to write and highly motivated.)

*Also see: Questioning Strategies to Engage All Learners*

## **Chalk Talk Protocol**

### **A Method for Having a Silent Discussion about an Important Issue**

#### Overview

A chalk talk is a simple procedure to promote discussion and awareness of issues and perspectives—silently. A chalk talk is also an excellent way to promote awareness of patterns and problems, and to insure that all voices are heard.

#### **Procedure**

1. **Formulate an important, open-ended question** that will provoke comments and responses.
2. Provide plenty of chart paper and colored pencils and arrange a good space for participants to write and respond. Write the question or topic in the middle of the paper in bold marker.
3. **Explain the chalk talk protocol** and answer any participant questions.
4. **Set-up norms for the chalk talk:** This technique only works if everyone is writing and responding throughout the designated time period. Make it clear that everyone is responsible for writing, reading other people's comments, and responding; there should be no talking; and no one should sit down until the time period is over. Opinions must be freely expressed and honored, and no personal attacks are allowed.
5. **Allow 10-20 minutes for the chalk talk.** As facilitator, it's helpful to walk around and read, and gently point participants to interesting comments. All writing and responding is done in silence.
6. **Search for patterns.** In pairs, participants should read through all the postings and search for patterns and themes (or "notice and wonder"). This part takes about 5 minutes.
7. **Whole-group share:** Pairs should report out patterns and themes, round-robin style, until all perceptions are shared.
8. **Process debrief:** What was the experience like of "talking" silently?

## **Determining Importance Strategies**

### **Where to find important information**

- Text features often highlight importance
- Document Level: Intro, Conclusion, look for repetition of ideas
- Paragraph Level: Topic sentence (early in the paragraph); concluding sentence

### **Strategies to find important information**

#### **Annotation**

- Annotate topics of each paragraph in the margin
- Turn topics into questions (What was the evidence for...what happened when...what was the impact of ...)
- Read for details that answer the questions
- Use recording forms that push students to align topics with details and explanations. Collect and assess these! Have students peer-assess these!
- Use a fun information race to check student progress and find information!

#### **Outlining**

- Turn titles, headings and sub-headings into questions
- Read/scan document to answer the questions formed from titles, etc.

### **Supporting Determining Importance Across the Content Areas**

- ELA teachers present consistent tools and strategies to the team (rubrics, outlining guides, etc.)
- Team agrees on areas for consistency
- ELA launches a strategy or tool
- Other content areas find or create opportunities to use that strategy or tool in their subsequent lessons
- The whole team checks in on progress, looks at student work and makes adjustments to tools or strategies and common plans

## **Fishbowl Protocol**

### **Purpose**

The fishbowl is a peer-learning strategy in which some participants are in an outer circle and one or more are in the center. In all fishbowl activities both those in the inner and those in the outer circles have roles to fulfill. Those in the center, model a particular practice or strategy.

The outer circle acts as observers and may assess the interaction of the center group. Fishbowls can be used to assess comprehension, to assess group work, to encourage constructive peer assessment, to discuss issues in the classroom, or to model specific techniques such as literature circles or Socratic Seminars.

### **Procedure**

1. Arrange chairs in the classroom in two concentric circles. The inner circle may be only a small group or even partners.
2. Explain the activity to the students and ensure that they understand the roles they will play.
3. You may either inform those that will be on the inside ahead of time, so they can be prepared or just tell them as the activity begins. This way everyone will come better prepared.
4. The group in the inner circle interacts using a discussion protocol.
5. Those in the outer circle are silent, but given a list of specific actions to observe and note.
6. One idea is to have each student in the outer circle observing one student in the inner circle (you may have to double, triple, or quadruple up.) For example, tallying how many times the student participates or asks a question.
7. Another way is to give each student in the outer circle a list of aspects of group interaction they should observe and comment on. For example, whether the group members use names to address each other, take turns, or let everyone's voice be heard.
8. Make sure all students have turns being in the inside and the outside circles at some point, though they don't all have to be in both every time you do a fishbowl activity.

### **Debrief**

Have inner circle members share how it felt to be inside. Outer circle members should respectfully share observations and insights. Discuss how the fishbowl could improve all group interactions and discussions.

### **Variation**

Each person in the outside circle can have one opportunity during the fishbowl to freeze or stop the inside participants. This person can then ask a question or share an insight.

## **Getting the Gist Protocol**

### **Determine Importance—Summarize and Synthesize**

You can get the gist of the article by summarizing your understanding of it, using 15 important words. Select the 15 most important words from the text. Then, use them to write a summary statement.

#### Important Words

- |          |           |
|----------|-----------|
| 1. _____ | 9. _____  |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ |           |

#### Summary

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## **Hosted Gallery Walk Protocol**

### **“The Gallery Jigsaw”**

#### **Purpose**

This strategy offers participants an opportunity to share information with others in a gallery walk type setting. The protocol involves small-group collaboration, while making individuals responsible for the learning and the teaching.

#### **Procedure**

1. Divide participants into groups—size of group will vary with the topic and how it can be divided, size of class, age of participants, etc.
2. Assign each group a specific segment of your topic (example: legislative branch of government, role of a worker bee, or transportation on the river).
3. Provide each group with additional materials they need to further enhance the study that has already been introduced, probably in a large-group setting (example: Government, Insects, Importance of our River).
4. Allow time for group to read and discuss the new information. Using prior knowledge along with the new knowledge, have them create a visual representation that each person in the group will use to teach others in the class.
5. Be clear that each person has to understand the text and images on the poster in order to present the information effectively. Allow time for the groups to help one another focus on key components.
6. Post the work around the room or in the hallway.
7. Regroup participants so each new group has at least one member from the previously established groups.
8. Give specific directions at which poster each group will start and what the rotation will look like.
9. The speaker at each poster is the person(s) who participated in the creation of the poster.
10. When all groups have visited each poster, debrief.

#### **Debrief**

- What was your biggest “a-ha” during the tour?
- How was your learning enhanced by this method?
- What role did collaboration play in your success?
- Why was the individual responsibility component so important?



## **Interactive Word Wall**

### **Purposes**

The interactive word wall aims to provide students with an opportunity to demonstrate their understanding of a related set of terms as well as to establish visual models that enhance understanding of a set of terms.

### **Procedure**

1. Using note cards or sheets of paper, write one term or picture per card. Limit the number of cards to around 10, fewer for younger children.
2. Also make cards with one-way and two-way arrows.
3. Use the floor or magnets and a magnetic board to display the cards. Make sure the terms on the cards are known.
4. Ask a student or a pair of students to arrange the cards in a way that connects them or makes a model of the terms. Ask the student to explain what they are doing as they go along. Observers may ask questions once the model is created
5. Repeat with another student or pair
6. Keep the cards available for use as long as the terms/topic are part of the instruction

### **Debrief**

#### **Possible questions:**

- How did working with the cards help you understand the topic?
- Was your thinking similar/different from the student doing the arranging?
- Are there words you would add/subtract from the word wall?

### **Modification**

Give each student his or her own set of word cards

## **Peer Critique Protocol**

### **Non-Negotiables**

1. **Be Kind:** Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.
2. **Be Specific:** Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.” Provide insight into *why* it is good or what, specifically, you like about it.
3. **Be Helpful:** The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time.
4. **Participate:** Peer critique is a process to support each other, and your feedback is valued!

## **Guidelines**

1. Have the author/designer explain his or her work and explain exactly what type of critique would be helpful (in other words, what questions does he or she have or what is s/he confused about that s/he would appreciate help with).
2. The critique audience should begin comments by focusing on something positive about the work ("warm" feedback), then move on to constructive sharing of issues or suggestions ("cool" feedback).
3. When critiquing a peer's work, use "I" statements. For example, "I'm confused by this part," rather than "This part makes no sense." Remember the three important phrases:
  - "I notice...."
  - "I wonder...."
  - "If this were my work, I would...."
4. Use questions whenever possible. For example, "I'm curious why you chose to begin with...?", or "Did you consider adding...?"

## **Praise, Question, Suggest Protocol**

### **Purpose**

This protocol can be used to offer each other critique and feedback for revision of products. It should be used after a draft phase of what will become a finished product. This process will help participants see what is working and then ask questions and offer suggestions, leading to revision and improvement. It is important participants understand that the focus should be on offering feedback that is beneficial to the author/creator. Explicit modeling is necessary for this protocol to be used successfully.

### **Materials**

Provide product descriptors and rubrics as clear guidelines of the expectations and criteria for the product. If the product is written, copies for the critique group are helpful.

### **Procedure**

1. As a whole group, create or refer to a list of revision questions based on the criteria for the product.
2. Model the procedures with the whole group several times before allowing small independent feedback groups.
3. Participants work in groups of 2-5.
4. The first participant presents/reads the draft of her piece. She may ask peers to focus on a particular revision question or two that she is struggling with from the list.
5. Feedback is best written on Post-it notes and given to the creator. Peers first focus on what is praiseworthy or working well. Praise needs to be specific. Simply saying "This is good" doesn't help the creator. Comments such as "I notice that you used descriptive picture captions" or "You have a catchy title that makes me want to read your piece" are much more useful.
6. Next, ask questions and offer helpful suggestions. "This part is unclear. I wonder if it would be better to change the order of the steps?" or "I can't tell the setting. Maybe you could add some details that would show the reader where it is taking place?" or "I wonder if adding a graph to highlight your data would be effective?"
7. Feedback should relate to the revision questions identified by the group or presenter.
8. After each member of the group has offered feedback, the presenter discusses which suggestions he wants to implement and thanks the group.
9. Others then present their work in turn and cycle through the feedback process.

### **Debrief:**

Some whole-group discussion about the kinds of feedback that are beneficial as well as the kinds of comments that are too general or negative to be helpful is important. Again, it is critical for the facilitator to have modeled and scaffolded participants in the process for a successful peer critique session.

## **Questioning Strategies to Engage All Learners**

### **Purpose**

In order to engage all learners in the classroom, ensuring everyone has the opportunity to participate in discussions and do the important thinking when a question is posed; teachers use a variety of questioning strategies. In addition, teachers strategically vary the types of questions they ask to generate meaningful dialog that supports the development of high-order thinking skills. For more on developing strategic, focused and higher order thinking questions, see *Strategic Questioning*. See also *Total Participation Techniques* (citation here) for a variety of approaches to engaging all learners.

### **Building a Culture of Total Participation**

5. Clarify with students the importance of everyone doing the thinking, learning and reflecting throughout each stage of every lesson.
6. Model how a variety of questioning strategies will be used in the classroom, reminding students that they can say “please come back to me” if they need more think time or are unsure and want to build on the ideas of their peers. However, be sure to let them know you will *a/ways* come back to them.
7. Ensure you and your students have the materials needed, such as cold call cards or sticks, white-boards, dry-erase markers, poster board, computers/other technology, pencils, etc.
8. Practice questioning strategies with students. Repeat over several classes or as necessary until various strategies become routine.
9. Make think-time a regular routine. This means structuring thinking time of about 3 seconds after a question is posed in various ways:
  - a. During student responses—give students at least three seconds to articulate their responses
  - b. Before sharing, students pause to illustrate a response to a question
  - c. In response to questions, students synthesize their thinking with individual or group headlines: short, compelling phrases that capture their thinking like a news headline
  - d. Teachers ask recap questions and students review and add to their notes
  - e. Students stop and track their own questions during learning activities or after a question is posed
  - f. Students pose questions to each other and respond to teacher questions in chalk talks and written conversations with a peer or small group

### **Strategies**

#### **Cold Call**

- Name the question before identifying students to answer it
- Call on students regardless of whether they have hands raised, using a variety of techniques such as random calls, tracking charts to ensure all students contribute, name sticks or name cards
- Scaffold the questions from simple to increasingly complex, probing for deeper explanations

- Connect thinking threads by returning to previous comments and connecting them to current ones. In this way, listening to peers is valued, and even after a student's been called on, he or she is part of the continued conversation and class thinking

### **No Opt Out**

- Require all students to correctly answer questions posed to them
- Always follow incorrect or partial answers from students by giving the correct answer themselves, cold calling other students, taking a correct answer from students with hands raised, cold calling other students until the right answer is given, and then returning to any student who gave an incorrect or partial answer for complete and correct responses

### **Think or Ink-Pair-Share**

- Students are given a short and specific timeframe (1-2 minutes) to **think** or **ink** (write) freely to briefly process their understanding/opinion of a text selection, discussion question or topic.
- Students then share their thinking or writing with a peer for another short and specific timeframe (e.g. 1 minute each).
- Finally the teacher leads a whole-class sharing of thoughts, often charting the diverse thinking and patterns in student ideas. This helps both students and the teacher assess understanding and clarify student ideas.

### **Turn and Talk**

When prompted, students turn to a shoulder buddy or neighbor and in a set amount of time, share their ideas about a prompt or question posed by the teacher or other students. Depending on the goals of the lesson and the nature of the Turn and Talk, students may share some key ideas from their discussions with the class.

### **Go-around**

When a one- or two-word answer can reveal student thinking, teachers ask students to respond to a standard prompt one at a time, in rapid succession around the room.

### **Whiteboards**

Students have small white boards at their desks or tables and write their ideas/thinking/answers down and hold up their boards for teacher and/or peer scanning.

### **Hot Seat**

The teacher places key questions on random seats throughout the room. When prompted, students check their seats and answer the questions. Students who do not have a hot seat question are asked to agree or disagree with the response and explain their thinking.

### **Fist-to-Five or Thumb-Ometer**

To show degree of agreement or commonalities in ideas, students can quickly show their thinking by putting their thumbs up, to the side or down; or by holding up (or placing a hand near the opposite shoulder) a fist for 0/Disagree or 1-5 fingers for higher levels of confidence or agreement.

**Human Bar Graph**

Identify a range of answers to a question or prompt as labels for 3-4 adjacent lines. Students then form a human bar graph by standing in the line that best represents their answer to the question(s) posed.

**Four Corners**

Students form four groups (vary the number based on your purpose) based on commonalities in their responses to a question posed. In those groups students discuss their thinking and one student shares their ideas with the class. Students in other groups/corners may move to that corner if they change their thinking based on what they hear.

## **Tea Party Protocol: A Before-Reading Strategy**

*“The more we frontload students’ knowledge of a text and help them become actively involved in constructing meaning prior to reading, the more engaged they are likely to be as they read the text. Dependent readers must be reminded often that comprehension begins prior to reading and extends into the discussions they have after they’ve finished.”*

**—Kylene Beers (2002). When Kids Can’t Read—What Teachers Can Do.**

**Portsmouth, NH: Heinemann.**

### **Purpose**

This strategy offers students a chance to consider parts of the text before they actually read it. It encourages active participation and attentive listening with a chance to get up and move around the classroom. It allows students to predict what they think will happen in the text as they make inferences, see causal relationships, compare and contrast, practice sequencing, and draw on prior knowledge.

### **Procedure**

1. Decide on phrases, sentences or words directly from the text to copy onto strips or index cards.
2. Don’t paraphrase the text. You may omit words to shorten a sentence, but don’t change the words.
3. Have students organized into groups of four or five.
4. Hand out strips or cards with phrases from the text, two (or more) students will have the same phrases.
5. Each student independently reads their phrase and makes a prediction about what this article could be about. Then, write a quick statement on prediction graphic.
6. Next students mingle around the room, reading to each other and discussing possible predictions.
7. Return to the small groups and, as groups, write a prediction starting with “We think this article will be about..., because....” Also, list questions they have.
8. Now, read the selection. Students read independently or as a group, highlighting information that confirms or changes their predictions.
9. Write a statement on the second part of the recording form about revised predictions. Also continue to list lingering questions.

### **Debrief**

Share-out thoughts from groups. How did their predictions differ from the text? What lingering questions do they have? What was it like to engage in reading in this way?

## **Teaching the Gist: Sample Mini Lesson**

### **Grade Level**

All. Vary text complexity and levels to meet student needs

### **Time**

5-10 minutes

### **Identifying Main Idea**

**Sometimes getting the *gist* is enough.**

It is not always necessary for readers to understand every word. Sometimes struggling readers slow down comprehension by grappling with each word. This can be discouraging and stall momentum so that comprehension breaks down further. Teach students to determine the *gist* or essential idea of a passage.

### **Learning Target**

I can make connections between what I know and new information to make sense of complex text. (*Adapt as needed to fit your context*)

### **Procedure**

- Review learning target. Students put it in their own words (Think-Pair-Share)
- Frame modeling: let students know you will be thinking aloud to share how you think as you read to make sense of the text. Let them know their role is very important but they will save their questions and ideas for the end so everyone can hear all your thinking first. Ask students to either jot down what you record to use later as a model for their work and/or to document your specific steps and strategies. If appropriate, ask them to track your work compared to the target and assess your progress
- Model as follows:  
Use first paragraph of (text) to model connecting what you know to unfamiliar words and phrases to make meaning from the first paragraph.  
Underline what you know and summarize above it with annotation. Circle unfamiliar words or phrases. Talk through what you're doing as you do each step.  
State the gist in your own words. Write it in margin.  
Let students know that if you don't get the gist, there's something you can do!
  - i. Go back to circled items.
  - ii. Re-read, what does context tell you? What does it remind you of? Use a resource like a dictionary, friend, etc. if necessary.
  - iii. Re-read the paragraph and follow steps a-c again
- Debrief: Ask students debrief questions tied to the target and their task, such as  
Did I meet the target? Explain your thinking.  
What steps did I follow? How did they help me meet the target?  
Then students share any questions and identify strategies used. Chart these strategies.



## **Vocabulary Strategies**

### **Components of Vocabulary Instruction**

- Introduce and activate word meanings
- Present words in a variety of contexts
- Provide multiple opportunities to learn and expand on meanings
- Promote active and generative processing
- Provide ongoing assessment and communication of progress

<b>Guidelines for selecting to-be-learned vocabulary</b>	
<b>Do...</b>	<b>Avoid...</b>
Less is more—depth is more. Teach fewer vocabulary terms, but teach them in a manner that results in deep understandings of each term.	Teaching or assigning words from textbooks just because they are highlighted in some way (italicized, bold face print, etc.).
Teach terms that are central to the unit or theme of study. These are terms that are so important that if the student does not understand them, s/he likely will have difficulty understanding the remainder of the unit.	Teaching or assigning words just because they appear in a list at the end of a text chapter.
Teach terms that address key concepts or ideas. While a text chapter may contain 15-20 vocabulary terms, there may be only 4 or 5 that address critical concepts in the chapter — sometimes only 1 or 2!	Teaching or assigning words that will have little utility once the student has passed the test.
Teach terms that will be used repeatedly throughout the semester. These are foundational concepts upon which a great deal of information will be built on over a long-term basis.	Assigning words the teacher cannot define.
	Assigning large quantities of words.
	Assigning words that students will rarely encounter again.

### **Elaborating definitions of new terms**

There are several elaboration techniques that appear to be particularly powerful facilitators of comprehension and memory of new terms. These are briefly described below.

#### **Elaboration technique #1:**

Teach new terms in context of a meaningful subject-matter lesson, and facilitate student discussion that centers on use of the new term. At some point, students should use the new term themselves in a sentence within the context of discussing broader topics.

The traditional practice of having students look up definitions and then write sentences using the new terms likely stems from the idea that students must think of the term and create a context for which it might be appropriately used. While composing written sentences clearly is an important elaboration technique for the learner, essential to also include in the learning process is learning about the term within an overall context so that relational understanding can develop.

Although providing opportunities for students to elaborate about new terms requires a significant portion of class time, it is clearly a worthwhile instructional practice. The problem is students are often expected to memorize the definitions of far more terms than there is time in class to elaborate upon. To provide meaningful opportunities for elaboration, we need to teach considerably fewer terms, and invest considerable more time in developing deep knowledge structures of those that are really essential for students to know. This means that students are typically expected to memorize far too many terms each week. The adage “less is more—depth is more” is very true in this case.

### **Elaboration technique #2:**

Facilitate paraphrasing of new term's definitions so that students can identify the core idea associated with the overall meaning of the term, as well as distinguish the new term's critical features. If you were to dissect the semantic structure of a new term, you would find that its definition actually has two main components: (i) The core idea of the new term is like its “gist” or main idea; and (ii) critical features of the definition are specific bits of information in the definition that clarify the broader, more general core idea. This is analogous to paraphrasing main ideas of paragraphs when reading in which the reader says what the overall paragraph was about (main idea) and indicates important details in the paragraph. With new terms, the goal is to paraphrase the core idea of the term and identify specific critical-to-remember details that clarify the core idea.

### **Elaboration technique #3:**

Make background knowledge connections to the new term. While teaching the new term in context of a subject-matter lesson is a critical instructional technique, an equally important elaboration technique is for students to relate the term to something in which the students are already familiar. There is a wide array of methods by which students can formulate knowledge connections. For example, they can identify how the term is related to previous subject-matter they have learned, they can identify something from their personal life experiences the term reminds them of, they can create metaphors or similes for the term, or they can say how the term relates to understanding or solving some form of real-life problem. An essential part of this elaboration process is having the students explain the connection. For example, the students should not only say what personal experience the term makes them think of, but also why it reminds them of it.

### **Elaboration technique #4:**

Identify examples/applications as well as non-examples/non-applications related to the new term's meaning. Comprehension is greatly enhanced if the learner can accurately identify examples of the term or ways the new term can be appropriately applied within the context of

discussing another context. For example, the term “peaceful resistance” might be used when describing Martin Luther King’s approach to solving racial discrimination problems.

You will likely find that students’ comprehension of new terms becomes considerably more focused and refined if they can also identify examples of what the term is not about or inappropriate applications of the term’s use. Having the student discuss of what the term is not an example, or other concept with which someone should not confuse it, can facilitate this.

### Elaboration technique #5:

Create multiple formats for which students can elaborate on the meaning of new terms. Many teachers will utilize all of the above elaboration processes within the context of a class discussion, and yet some students still do not seem to “get it.” This is because the manner in which elaboration was facilitated was all “lip-ear,” or verbal or listening, forms of instruction. Writing elaborations, even for those where scripting is a laborious process, creates an opportunity for greater reflection on the term’s meaning. Other forms of elaboration involve use acting out via role-play the meanings of some terms or creating mnemonic pictures or stories that capture the essence of a new term’s meaning.

The Clarifying Routine focuses on ways each of the above forms of elaboration can be facilitated. The teacher uses an instructional tool, called a Clarifying Table, to facilitate these kinds of thinking behaviors. Figure 2 illustrates a Clarifying Table that was used in the context of an integrated unit with a “Titanic” theme.

CLARIFYING TABLE		
Term <b>Elitism</b>		
Core Idea being especially proud of belonging to a small group who thinks its superior		
<input checked="" type="checkbox"/> Use it to describe...	Clarifiers	Knowledge Connections
<input checked="" type="checkbox"/> Example of...		
how many 1st class passengers behaved on the Titanic	* “superior to others” belief	snobby acting movie stars
	* “more valuable” belief	
	* snobby acting	banker’s wife on Beverly
	* member of aristocracy	Hillbillies
<input checked="" type="checkbox"/> Don’t confuse it with...	* usually the super-rich, celebrities, & stars	
<input type="checkbox"/> Not an example of...		The Yacht Club
empathy - sensing and caring how others feel when they have problems		
Example Sentence Elitism occurs when you act like you are more special than everybody else.		

Figure 2 – Clarifying Table

## Concept Definition Map

**A Concept Definition Map prompts students to take a key term, concept, or reading selection and...**

...uncover its component ideas  
...show their structure and interrelatedness, and  
...chart these findings on a graphical organizer.

A Concept Definition Map trains students to place information in logical categories, to identify defining properties and characteristics, and to offer examples (and non-examples) of ideas. This strategy is especially useful for analyzing brief, but content-rich, reading selections.

### Steps to Concept Definition Mapping:

- Distribute a copy of the Concept Definition Map (see below) to each student.
- Identify several main concepts in a reading selection. Have students select one of these concepts and write it in the center section of the map form.
- Ask the students to fill out the chart while reading the selection. Students should focus on three areas: the properties of the concept, examples of the concept, and comparisons/related ideas to the concept.
- Next, have students suggest a category for the concept. This category will probably arise from the general context of the selection or the student's prior knowledge.
- Finally, ask students to complete the form by providing a succinct, but full, definition of the concept as expressed within the context of the reading selection.

Concept Definition Map		
Category _____		
Comparison _____ _____ _____	Concept _____  Examples _____ _____ _____	Properties _____ _____ _____

## **Contextual Redefinition**

Contextual Redefinition offers students specific steps for deducing the meaning of unknown (or unclear) words in a reading passage by seeking clues from their context in a larger text selection.

This strategy encourages students...

- To focus on what is clear and obvious in a reading selection,
- To state, as much as is possible, the author's general intent/meaning in a passage, and
- To use these observations to help interpret unclear terms and ideas within the known context.

Additionally, Contextual Redefinition calls for close attention to word order, syntax, parallel ideas, and examples as keys for predicting word meaning.

### **Steps to Contextual Redefinition:**

1. Select several key words from a reading selection (especially words that have multiple meanings or might otherwise be unclear to readers). Write these words on the chalkboard.
2. Have students suggest definitions for these terms before reading the selection. Most likely, students will provide a range of definitions since the words are considered in isolation from any specific context. Some of the proposed definitions will be inexact, hinting at, but not fully defining, the term.
3. Record all definitions suggested on the chalkboard.
4. Have the students read the text selection, noting the specific sentences in which each of the words appears.
5. Ask students to revisit their previous definitions and see which, if any, reflect the use of these words in the context of the selection. Use dictionaries if student definitions lack enough clarity to match the contextual meaning of the words.
6. Reiterate that words have multiple meanings and uses and that the context of a word in a text selection determines its meaning.

## **Frayer Model**

The Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by...

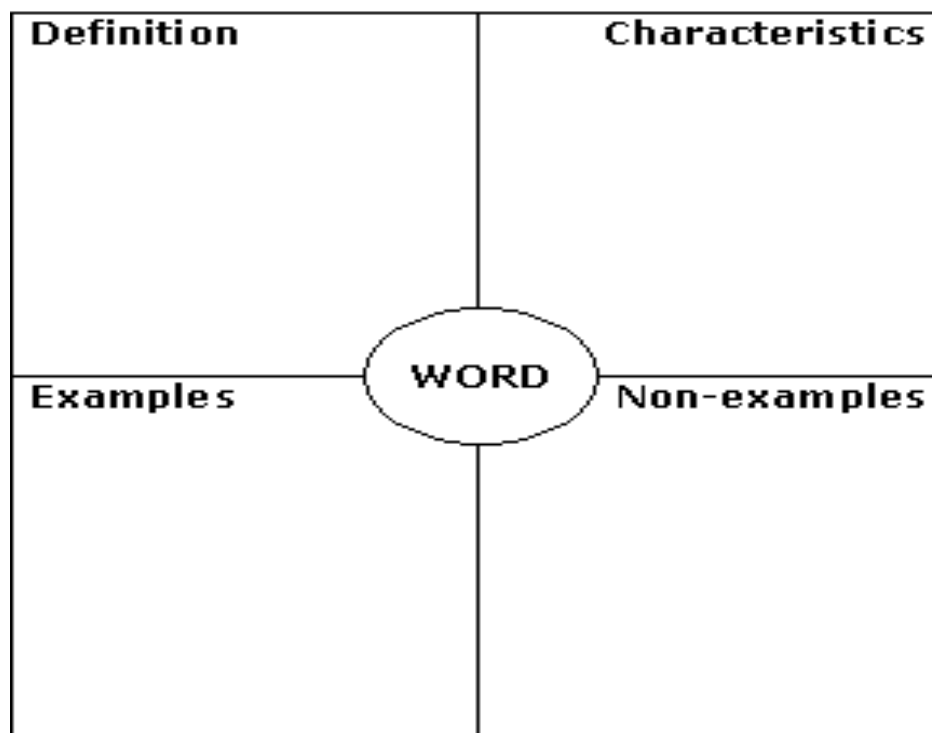
- Defining the term,
- Describing its essential characteristics,
- Providing examples of the idea, and
- Offering non-examples of the idea.

This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples.

### **Steps to the Frayer Model:**

1. Explain the Frayer Model graphical organizer to the class. Use a common word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.
2. Select a list of key concepts from a reading selection. Write this list on the chalkboard and review it with the class before students read the selection.
3. Divide the class into student pairs. Assign each pair one of the key concepts and have them read the selection carefully to define this concept. Have these groups complete the four-square organizer for this concept.
4. Ask the student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.

## **Frayer Model**



### **List/Group/Label**

The List/Group/Label strategy offers a simple three-step process for students to organize a vocabulary list from a reading selection. This strategy stresses relationships between words and the critical thinking skills required to recognize these relationships.

List/Group/Label challenges students to...

- List key words (especially unclear and/or technical terms) from a reading selection.
- Group these words into logical categories based on shared features.
- Label the categories with clear descriptive titles.

### Steps to List/Group/Label:

1. Select a main topic or concept in a reading selection.
2. Have students list all words they think relate to this concept. Write student responses on the chalkboard. *Note:* Since the concept is presented without a specific context, many of the student suggestions will not reflect the meaning of the concept in the reading selection.
3. Divide the class into groups of 3 or 4 students. Have these teams join together related terms from the larger list. Have the teams provide “evidence” for this grouping—that is, require the students to articulate the common features or properties of the words collected in a group.
4. Ask the student groups to suggest a descriptive title or label for the collections of related terms. These labels should reflect the rationale behind collecting the terms in a group.
5. Finally, have students read the text selection carefully and then review both the general list of terms and their collections of related terms. Students should eliminate terms or groups that do not match the concept’s meaning in the context of the selection. New terms from the reading should be added, when appropriate. Terms should be “sharpened” and the groupings and their labels revised, when necessary.

### Possible Sentences

Possible Sentences is a pre-reading strategy that focuses on vocabulary building and student prediction prior to reading. In this strategy, teachers write the key words and phrases of a selected text on the chalkboard. Students are asked to...

- Define all of the terms.
- Group the terms in related pairs.
- Write sentences using these word pairs.

These “possible sentences” introduce the important skill of pre-reading prediction. Students then “check” their predictions by a close, careful reading of the text selection.

### Steps to Possible Sentences

1. Prior to the reading assignment, list all significant vocabulary words in a reading selection on the chalkboard.
2. Ask students to define the words and select pairs of related words from the list.
3. Require students to write sentences using each of the word pairs that they might expect to appear in the selection, given its title and general subject area.
4. Select several students to write their “possible sentences” on the chalkboard. Engage the students in a discussion of the appropriateness of the word pairing and the “plausibility” of each sentence as a “possible sentence” in the selection.
5. Have students read the selection and test the accuracy of their predictions. Sentences that are not accurate should be revised.
6. Poll the class for common accurate and inaccurate predictions. Discuss possible explanations for the success or failure of these predictions.

Sample Words for a Possible Sentences Activity about the Internet		
network	modem	ISP
URL	webpage	hyperlink

<b>graphic</b>	<b>text</b>	<b>web browser</b>
<b>AUP</b>		
<b>Sample Words for a Possible Sentences Activity about Computer Security</b>		
<b>login</b>	<b>virus</b>	<b>worm</b>
<b>logout</b>	<b>AUP</b>	<b>hacker</b>
<b>password</b>	<b>firewall</b>	<b>proxy</b>
<b>copyright</b>		

### **Semantic Feature Analysis**

Very often you'll find yourself in a situation in which you need to sort out the similarities and differences among a group of events, people, objects, or ideas. A technique that can help you do that is called Semantic Feature Analysis.

Semantic Feature Analysis uses a grid to help you explore how a set of things are related to one another. By analyzing the grid you'll be able to see connections, make predictions and master important concepts. You'll also realize things that you don't know yet, so you'll know what additional research you need to do.

#### **Procedure**

1. Identify the general topic to be analyzed'
2. Make a list of typical examples or ideas related to the topic. From this point on, we'll refer to these as the "elements" to be analyzed.
3. On an overhead transparency, chalkboard, sheet of paper, or within a computer program begin a sample chart. Put five to 10 of the elements in your list across the top row of the chart.
4. Make a list in the leftmost column of the grid some features or characteristics that some of the elements might have.
5. Look at the cells in the grid and ask yourself, does this element have this feature? If the answer is yes, put a "+" sign in the grid. If the answer is no, put a "-." If you don't know, leave it blank.
6. As you work your way through the grid, ideas will occur to you about additional elements or features to add. Keep adding them as long as they seem to add to your understanding of the topic.
7. When the grid is completed to your satisfaction, it's time to take a look at it and see what patterns emerge. Ask yourself...
  - Which columns are similar to each other? What features do the elements in these columns have in common? Is there a name for the grouping of these elements? Could you make one up?
  - Which rows are similar to each other? What elements are tagged in the same way in those rows? What does this similarity tell you about these features?
  - Which cells are still blank? Where can I go to find the information I'll need to complete those cells?
8. When you've completed this first look at your grid, write-up a summary of what you've learned. Your summary should answer the questions listed above.



### Example

The example is from a social studies class.

1. **Identify the general topic to be analyzed.** The topic or category selected was nations of the Pacific Rim.
2. **Make a list of typical examples or ideas related to the topic.** Let's look at the United States, Russia, Japan, Australia, New Zealand, Hong Kong, Taiwan, the Philippines, Indonesia, Singapore, and China.
3. **Put five to 10 of the elements in your list across the top row of the chart.**
4. **Make a list in the leftmost column of the grid some features or characteristics that some of the elements might have.**
5. **Place a + in cells in which a given element has that feature, a - where it doesn't, and leave it blank if you don't know.** Here is how the grid might look at this point:

	U.S.	Russia	Japan	Australia	Taiwan	Philippines	Indonesia	Singapore	China
Democratic gov't	+	+	+	+	+	+	-	-	-
Population more than 100M	+	+		-	-	-	+	-	+
Centrally planned	-	+	-	-	-	-	+	+	+

6. **Add more columns and rows as ideas for additional features and elements occur to you.**
7. **After completing the grid, summarize what you've found and what you still don't know.**

### Semantic Webbing

Semantic Webbing builds a side-by-side graphical representation of students' knowledge and perspectives about the key themes of a reading selection before and after the reading experience. Semantic Webs achieve three goals:

- "Reviving" or "reactivating" students' prior knowledge and experience,
- Helping students organize both their prior knowledge and new information confronted in reading, and
- Allowing students to discover relationships between their prior and new knowledge.

Semantic Webbing takes two forms: divergent webbing and convergent webbing.

#### **Steps to Divergent Webbing:**

1. Write a key word or phrase from a reading selection on the chalkboard.
2. Have students think of as many words as they know that relate to this key idea. Write these words to the side on the chalkboard.
3. Ask students to group these words into logical categories and label each category with a descriptive title.

4. Encourage students to discuss/debate the choice of the category for each word. Write the students' conclusions (the categories and their component words) on the chalkboard.
5. Finally, have the students read the text selection and repeat the process above. After reading, have students add new words and categories related to the key idea.

### **Steps to Convergent Webbing:**

1. Identify several themes in a reading selection. Write each theme at the top of a column on the chalkboard.
2. Ask students to share their prior knowledge on each of these themes. Write brief summary statements on this information beneath the appropriate category.
3. Encourage students to make predictions about how the text will handle the stated themes. Stress the context of the document (time frame, author's background, subject matter, etc.) as the criteria for making these predictions.
4. Discuss the predictions and have the class decide which are best. Write these predictions under the appropriate category on the chalkboard.
5. Have students read the selection. Record any new information (beyond prior knowledge) students gained from reading. Encourage the group to evaluate the accuracy of their predictions.
6. Require students to revise the information recorded on the chalkboard based on their reading experience.

### **SVES (Stephens Vocabulary Elaboration Strategy)**

The Stephens Vocabulary Elaboration Strategy (SVES) requires students to maintain a vocabulary notebook. Whenever a new (or unclear) word confronts a student, the student writes and defines the term in the vocabulary notebook. Students should regularly review these words with the ultimate goal of integrating them into their working vocabularies.

This strategy stresses dictionary skills. Students use a dictionary to define new words and their parts of speech. The dictionary also points out the multiple meanings of many words. Students use critical thinking skills to analyze the specific content of a reading selection to determine the most appropriate definition of a word.

### **Steps to Stephens Vocabulary Elaboration Strategy (SVES)**

1. Require students to obtain a spiral notebook to record new vocabulary words.
2. Ask students to write any new or unclear word in the notebook. Also, ask them to write the context in which the word was used.
3. Require students to write dictionary definitions (including the parts of speech) by any new word in their notebooks. For words with multiple definitions, students should select the most appropriate meaning for the context.
4. Encourage students to also define the terms in their own language and compare their thoughts with the dictionary definitions. Personal definitions should be revised to more precisely reflect the meaning conveyed in the dictionary, without sacrificing the individual's vocabulary.

5. Ask students to regularly review their growing vocabulary list. Encourage students to use these new words in their written and oral presentations.

**Learn More:**

Brown, Jean E., Phillips, Lela B., and Stephens, Elaine C. (1993). *Towards literacy: theory and applications for teaching writing in the content areas*. Belmont, CA: Wadsworth.

**Student VOC**

The Student VOC Strategy combines the strengths of the Contextual Redefinition and Visual Imagery strategies. Students first identify key words in a reading selection and define them (or deduce their definitions) from their context within the larger document. Students then “visualize” or imagine the scene described in the reading in vivid sensory terms.

The “visualizations” tie the “unknown”—the current reading content—to the “known”—the reader’s past knowledge and experience. This strategy greatly enhances retention by adding a sensory connection between the reading content and the reader’s prior knowledge.

**Steps to the Student VOC Strategy**

1. Prior to a reading assignment, list key vocabulary words from the selection on the chalkboard.
2. Ask students to identify any word that is unknown or unclear.
3. Have student try to define (or deduce) the meaning of these words by...
  - a. Locating the sentence in the document containing the term and trying to uncover the term’s meaning from this context.
  - b. Looking up the term’s definition in a dictionary or discussing the term’s definition with a classmate.
  - c. Writing the word in a new sentence to demonstrate comprehension.

**Word Analogies**

“Visualizing” the term as presented in the document—that is, by imagining the scene in the text in sensory detail (in terms of sight, sound, touch, taste, and smell). Students should be encouraged to associate this “visualization” with some past personal experience. This sensory connection with Word Analogies allow students to link familiar concepts with new ideas—prior experiences with new information. In this strategy, students confront two related words and are challenged to explain the nature of their relationship. Next, students apply this same relationship to other word pairs.

Typically, a word analogy exercise takes this form: “Term A is to Term B as Term C is to what word?” Students think critically on two levels: First, in describing the relationship between the first word pair and, second, by suggesting new word pairs with the same relationship.

Vacca and Vacca (1996) outline the following word analogy types:

<b>Types of Analogies</b>	
Part to whole	battery : flashlight :: hard drive : computer
Cause and effect	fatigue : yawning :: itching : scratching
Person to situation	mother : home :: teacher : school
Synonym	obese : fat :: slender : thin
Antonym	poverty : wealth :: sickness : health
Geography	Chicago : Illinois :: Denver : Colorado
Measurement	pound : kilogram :: quart : liter
Time	March : spring :: December : winter

### **Steps to Word Analogies**

1. Prepare students for drawing word analogies in a reading assignment by a detailed discussion of the reasoning process in making analogies and by modeling both positive and negative examples of analogies.
2. Lead students in group exercises to identify the relationship between word pairs and, then, to extend this relationship to a second word pair.
3. Assign students (or student groups) word analogy worksheets for practice in this complex task.
4. Once students are comfortable building word analogies, choose the key words from a reading selection and create a word analogy exercise to reinforce the meanings of and relationships between these words.

### **Word Sort**

Often seen as a word identification, vocabulary and/or comprehension strategy, word sorts have been found useful in both elementary and secondary classrooms. In the secondary classrooms, content area teachers can use word sorts as both a pre-and-post reading strategy. As a pre-reading strategy, students can use their background knowledge to sort words and set a purpose for reading. As an after-reading strategy, students can reflect on what they learned and process their understandings on the text and concepts (Johns & Berglund, 2002). In the elementary classroom, word identification may be based more on word families, parts of speech, or common roots. Either way, words sorts offer students a way to become more active in the words found in text and the world around them.

There are two types of words: open and closed. Both can be adapted to content area topics for math, social studies, science, and language arts (Vacca & Vacca, 1999).

In closed word sorts, the teacher defines the process for categorizing the words. This requires students to engage in critical thinking as they examine sight vocabulary, corresponding concepts, or word structure.

Closed Word Sort Examples											
<b>Categories (provided by teacher):</b> metals, nonmetals <b>Words:</b> nickel, bohrium, sulfur, mercury, bromine, lithium, krypton, cobalt											
<b>Student Work Sample</b> <table> <tr> <td><i>Metals</i></td><td><i>Nonmetals</i></td></tr> <tr> <td>nickel</td><td>lithium</td></tr> <tr> <td>bohrium</td><td>bromine</td></tr> <tr> <td>mercury</td><td>krypton</td></tr> <tr> <td>cobalt</td><td>sulfur</td></tr> </table>		<i>Metals</i>	<i>Nonmetals</i>	nickel	lithium	bohrium	bromine	mercury	krypton	cobalt	sulfur
<i>Metals</i>	<i>Nonmetals</i>										
nickel	lithium										
bohrium	bromine										
mercury	krypton										
cobalt	sulfur										

In open word sorts, the students determine how to categorize the words, thereby, becoming involved in an active manipulation of words. While closed sorts reinforce and extend students' ability to classify words and concepts, open sorts can prompt divergent and inductive reasoning (Vacca & Vacca, 1999).

Open Word Sort Example
<b>Words:</b> nickel, bohrium, sulfur, mercury, bromine, lithium, krypton, cobalt
<b>Student Work Sample (categories chose by students)</b> <i>metals with luster and malleability</i> nickel bohrium mercury cobalt  <i>metals with high reactions</i> lithium  <i>noble gases</i> krypton  <i>nonmetals</i> bromine sulfur

### Step-by-Step Process

(Johns & Berglund, 1998)

1. Select 15-20 words that are important to the understanding of the lesson. Words can be chosen on a tier 2 or tier 3 level. At this time, the teacher should determine if it will be an open or closed sort.
2. Copy words onto index cards or print them on slips of paper. Provide enough words for each group of 3-5 students. (An alternative would be to first model for a whole group using a whiteboard or overhead transparency.)

3. Pass-out words to groups. Based on if this is a pre-reading strategy or after-reading strategy, the teacher should decide how much support to provide. In either case, the teacher should encourage students to use metacognition skills.
4. If the activity is a closed sort, remind students they will need to use the categories provided to them. If it is an open sort, suggest to students that they categorize the words into groups that make sense to them. Remind them that they will need to be able to explain their rationale for the groups they created.
5. Give students approximately 10 minutes to create their sorts. Next, give students a short amount of time to rotate to other groups to examine other sorts from their classmates' groups.
6. As students read the text or discuss it in more detail, allow them to reclassify their words.
7. Have students to reflect on their sorts and how it increased their understanding before and/or after the reading of the text. Did they make changes? Why or why not?

Upon completion of a word sort, students can write a summary or reflection on why they chose words for a particular category.

<b>Content Area Example: Business</b>	
<b>Vocabulary Words</b> market price capitalism capital free enterprise supply scarcity interest labor land	<b>Summary/Reflection</b> I chose my words based on a conversation with my father. I will admit that, at first, I thought all the words could go under either category my teacher gave us. After I started talking to my dad and then my group, I saw that all the factors of production really makes sense to me. Without labor, nothing would be produced. Without land, we wouldn't have trees and materials to possibly produce anything or maybe just not room to make a factory. Capital is needed to often start production. My mind changed a lot about supply. I thought it would have an even higher value on production than scarcity but I'm not so sure anymore.
<b>Relating to factors of production</b> labor land capital scarcity supply	<b>Relating to a Market Economy</b> capitalism interest free enterprise market price



Gather students together, whole group. Make sure to review and emphasize vocabulary that you want students to know and understand, after completing Quiz-Quiz-Trade, as individual students will not have the opportunity to see and define every key term during this activity.

### Sample Quiz-Quiz-Trade Vocabulary Strips

<b>foliage</b>	Plant life
<b>marvelous</b>	Amazing; spectacular; wonderful
<b>ascent</b>	Climb; move upward
<b>sorts</b>	Place into categories; arrange; classify
<b>specimen s</b>	Examples; samples; a type of something
<b>collection s</b>	A set of objects; a group of things

### Word Walls

A word wall in your classroom is a powerful instructional tool to strengthen content vocabulary. A word wall is an organized collection of words displayed on a wall or other space in the classroom. Display the word wall where both you and students can see and use it. It can be part of the main word wall in the classroom or displayed separately in the science center.

Word walls have been extensively used for spelling and reading vocabulary, but word walls can also provide a place for students to review and learn important content words. Though there are no set rules for word walls, we recommend that the words be written on large index cards, strips of paper, or tag board so that they can be used for activities throughout a series of lessons. We also recommend that not many words be put up on the wall at one time. During class, teachers can use the word wall to review and make connections for students.

A word wall will support student learning if both teacher and students are actively engaged in using it. A “just putting a word on the wall” approach does not aid student learning.

If at all possible, place a photograph or a clear plastic bag with the object inside next to the words on the word wall. This allows your students, particularly your English Language Learners, another connection to the word.

### Creating the Word Wall



## **Procedure**

1. Use index cards or strips of cardstock that are large enough to be read easily from a distance.
2. Have students neatly print vocabulary words onto the card. You may encourage students to create illustrations for each word. It is important that each word is defined.
3. Designate a spot in the classroom for the word wall and reserve a spot for new vocabulary words.

## **Some Word Wall Activities**

- Categorize and Classify: Have students classify the terms.
- Compare and Contrast: Create categories to compare and contrast.
- Concept Map: Use the words to create a concept map.
- Conceptual Model: Use the words to construct a conceptual model that represents student thinking and/or scientific phenomenon.
- Create descriptions: Use the words to describe concepts.
- Challenge the students to use all of the words on a short answer quiz.
- Label Diagrams: Use the words on the wall to label student diagrams and illustrations.

**List of Educational ACRONYMS in NYS and RHCSD (added July 2014)**

<b><u>ACRONYM</u></b>	<b><u>MEANING</u></b>
<b>A</b>	
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention-Deficit/Hyperactivity Disorder
AIS	Academic Intervention Services
AP	Advanced Placement
APE	Adaptive Physical Education
AYP	Average Yearly Progress
AP	Advanced Placement
<b>B</b>	
BEDS	Basic Educational Data System
BOCES	Board of Cooperative Educational Services
BOE	Board of Education
<b>C</b>	
CCLS	Common Core Learning Standards
CSE	Committee on Special Education
<b>D</b>	
<b>*DASA</b>	<b>Dignity for All Student Act</b>
DBQ	Document-Based Question
DO	District Office
<b>E</b>	
ED	Emotional Disturbance
ELA	English Language Arts
ELL	English Language Learner
ESL	English as a Second Language
<b>E</b> <b><u>*Fountas and Pinnell</u></b>	<b>Also known as F &amp; P. It is an assessment tool used to measure reading ability.</b>
<b>I</b>	
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
<b>L</b>	

LEA	Local Educational Agency
LEP	Limited English Proficient
LOTE	Language Other Than English
LRE	Least Restrictive Environment
<b>M</b>	
MR	Mental Retardation
MST	Mathematics, Science and Technology
<b>N</b>	
NCLB	No Child Left Behind Act
NCTM	National Council of Teachers of Mathematics
NSF	National Science Foundation
NYSAA	New York State Alternate Assessment
NYSTCE	New York State Teacher Certification Examination
NYSUT	New York State United Teachers
<b>O</b>	
OT	Occupational Therapist/Occupational Therapy
<b>P</b>	
PD	Professional Development
PreK	Prekindergarten
PSAT	Preliminary Scholastic Aptitude Test
PT	Physical Therapist
PTA	Parent Teacher Association
<b>R</b>	
RtI	Response to Intervention
RTTT	Race to the Top
<b>S</b>	
SED	State Education Department
<b>T</b>	
TBI	Traumatic Brain Injury
<b>*TEACH</b>	<b>TEACH Online Services System (Office of Teaching Initiatives)</b>
TIMSS	Third International Mathematics and Science Study
TOEFL	Test of English as a Foreign Language
TRS	Teachers' Retirement System
<b>U</b>	

UPK	Universal Prekindergarten
<b>OTHER</b>	
504	<u>Rehabilitation Act of 1973 (Public Law 93-112, Section 504)</u>