Preparing for the Educating All Students Test (EAS)

3

TEST INFO BOX

The Educating All Students (EAS) test is built around six teaching-related areas.

There are forty-two selected-response items and three brief constructed responses. Thirty-two of the selected responses and all three constructed-response answers are built around eight teaching scenarios. Each scenario includes a description of a learning situation, data about the situation, and a draft lesson plan. Each scenario includes four selected-response items. Three of these scenarios also include a constructed-response item.

Selected response: 70% of score   Constructed response: 30% of score

The approximate distribution of selected-response and constructed-response items is shown below.

	Approximate Number	
	Selected Response	Constructed Response
Diverse Student Populations	12	1
English Language Learners	12	1
Students with Disabilities and Other Special Learning Needs	8	1
Teacher Responsibility (What a teacher should do)	5 (no scenario)	
School-Home Relationships (A focus on communication)	5 (no scenario)	

SCORES

In the school year ending June 2014, the state average EAS score was about 530 higher than the average ALST average score. New York State reports EAS scores as Level 1 or Level 2 (Mastery). Passing scale scores below 563 are classified as Level 1, while scale scores 563 and above are classified as Mastery. Less than 10% of the statewide scores were at the Mastery level. It is not clear whether this dual classification will be meaningful.

PREPARATION STRATEGIES

The scenarios can be very detailed and may appear complex. However, the items address only a small portion of the material in the scenario. Reading the scenario in detail will only waste time and likely slow you down. Any test about teaching methods may include a certain amount of subjectivity. We give the most likely correct answers based on our review of test scoring practices.

For the selected-response items, the best strategy is to skim the scenario, and then review each item in turn. Use the information in the item to locate the needed information in the scenario.

Write constructed responses of about 150 to 200 words. Answer all parts of the prompt. A well-written response can help make up for any selected-response items you may have missed.

USING THIS CHAPTER

This chapter contains a summary EAS review built around the five teaching-related areas. Most people find the review helps focus attention on the tests main areas. You can study the review in as much detail as is needed.

You should complete the practice EAS scenario with selected-response and constructed-response items. The explained answers appear immediately after the practice items.

A BRIEF EAS REVIEW

This Brief EAS Review is designed to focus your attention on the five EAS Strands and some of the topics you may encounter. The primary source of EAS information is your extensive college course work in these five areas.

ETHNIC DIVERSITY

The statistics from the U.S. Census Bureau show the ethnic diversity in New York State compared to the ethnic diversity in the United States as a whole. The most striking results show the much higher proportions of New Yorkers who are foreign born and equally higher numbers who do not speak English at home. In many areas of the state, these differences are even more striking. With a population of about 20,000,000, a few percentage points represents a lot of people.

U.S. Census Bureau 2013

	New York State	United States
Black or African American alone	17.5%	13.2%
Asian alone	8.2%	5.3%
Two or more races	2.3%	2.4%
Hispanic or Latino	18.4%	17.1%
White alone, not Hispanic or Latino	57.2%	62.6%
Foreign born persons	22.0%	12.9%
Language other than English spoken at home	29.8%	20.5%

This diversity is compounded by the persistent level of poverty in New York State. Recent reports indicate New York ranks fourth in the United States for the number of people living in poverty. Those same reports indicate that nearly 40 percent of female-led households with children live in poverty. About 27 percent of Latinos and 25 percent of African Americans live in poverty compared to less than half that number for other ethnicities. In some areas, nearly 50 percent of children live in poverty. The number of known homeless children in New York State exceeds 100,000 at any one time.

Income inequality is a striking feature of New York State. In the United States, the level of income inequality is at the highest level since this index was first measured about twenty-five years ago. New York is second only to Washington, DC in income disparities between wage earners in all income categories.

Being an educator in New York State means being prepared to respond to an ethnically and economically diverse population, as well as to childhood poverty and childhood homelessness.

STUDENT MOTIVATION

Motivation

Most good lessons begin with motivation. Motivation keeps learners interested and focused on the lesson. It is important to maintain students' motivation for the duration of the lesson.

The motivation for a lesson may be intrinsic or extrinsic. Intrinsic motivation refers to topics that students like or enjoy. Effective intrinsic motivations are based on a knowledge of what is popular or interesting to students of a particular age.

For example, you might introduce a lesson about the French and Indian War to older students by discussing the book and movie *Last of the Mohicans*. You might introduce a lesson on

patterns to young children by picking out patterns in children's clothes. You might introduce a lesson on fractions to middle school students with a discussion about the stock market.

Extrinsic motivation focuses on external rewards for good work or goal attainment. Extrinsic rewards are most successful when used in conjunction with more routine work. Extrinsic motivations may offer an appropriate reward for completing an assignment or for other acceptable performance. Establish rewards for activities that most students can achieve and take care to eliminate unnecessary competition.

For example, you might grant a period of free time to students who successfully complete a routine but necessary assignment. You might offer the whole class a trip or a party when a class project is successfully completed. Special education programs feature token reinforcement in which students receive or lose points or small plastic tokens for appropriate or inappropriate activity.

Motivation needs to be maintained during the lesson itself. Follow these guidelines for teaching lessons in which the students remain motivated. Lessons will be more motivating if you have clear and unambiguous objectives, give the students stimulating tasks at an appropriate level, get and hold the students' attention, and allow students some choices. Students will be most motivated if they like the topic or activity, believe that the lesson has to do with them, believe that they will succeed, and have a positive reaction to your efforts to motivate them.

Individual work gives a further opportunity to use intrinsic motivation. Use the interests and likes of individual students to spark and maintain their motivation.

The extrinsic motivation of praise can be used effectively during a lesson. For praise to be successful, it must be given for a specific accomplishment (including effort) and it must focus on the student's own behavior. It does not compare behavior with other students or establish competitive situations.

SUCCESSFUL LEARNING

Research indicates that the following factors are likely to lead to successful learning.

- Students who are engaged in the learning process tend to be more successful learners, particularly when they are engaged in activities at the appropriate level of difficulty.
- Students learn most successfully when they are being taught or supervised as opposed to working independently.
- Students who are exposed to material at the appropriate level of difficulty are more successful learners.
- Students are successful learners when their teachers expect them to master the curriculum and use available instructional time for learning activities.
- Students who are in a positive, uncritical classroom environment are more successful learners than students who are in a negative, critical classroom environment. This does not mean that students cannot be corrected or criticized, but that students learn best when the corrections are done positively and when the criticisms are constructive.
- Students generally develop positive attitudes to teachers who appear warm, have a student orientation, praise students, listen to students, accept student ideas, and interact with them.

CLASSROOM APPROACHES

Effective classrooms are characterized by a variety of teaching approaches. The approaches should be tailored to the ability of the learner and the lesson objectives. When utilizing these approaches, the teacher should also keep in mind the varied ways children develop cognitively. Some of the methods used follow here.

Zone of Proximal Development

Lev Vygotsky developed the concept of the zone of proximal development (ZPD). The ZPD consists of those tasks the student cannot do without help but can do with help. Vygotsky held that teachers should present activities that are in a student's ZPD to encourage a realistic opportunity for advancement of student learning.

SCAFFOLDING

Scaffolding applies Vygotsky's ZPD to the classroom, although scaffolding was not developed by Vygotsky. In scaffolding, a student receives help to learn something in his or her ZPD. The help is withdrawn in a measured way until the help becomes unnecessary. The term *scaffolding* was chosen because of its conceptual resemblance to the way a scaffold is removed, say, from a building as it is no longer needed for construction.

Gardner's Multiple Intelligences

Howard Gardner presented a theory of multiple intelligences. He proposed a list of nine because he felt that the traditional view of intelligence did not reflect the wide range of ability demonstrated by students. His theory has received a cool reception from many psychologists because of a lack of empirical evidence. However, it has received a much better reception from those involved in education because of the theory's practical usefulness. Many educators believe that attention to the theory may encourage teachers to try alternate approaches when students are having difficulty learning. A list of Gardner's intelligences with brief explanations follows.

1. Spatial thinkers learn best by visualizing problems and solutions.
2. Linguistic thinkers may learn best through words and language.
3. Logical-mathematical thinkers may learn best through abstract and scientific thinking, and through solving numerical problems. It is said that this type of thinking is strongly related to traditional measures of intelligence.
4. Students with bodily-kinesthetic intelligence may learn best through physical activity and are generally good at sports and dance.
5. Musical students may learn best by listening and tend to excel at singing and playing instruments.
6. Interpersonal thinkers may learn best by working with others and tend to be sensitive to the needs of others.
7. Intrapersonal thinkers may learn best by working alone and tend to be intuitive and introverted.
8. Naturalistic thinkers may learn best by relating subject matter to nature and to the world around them.
9. Existential thinkers may comprehend concepts beyond the actual information given.

Maslow's Hierarchy of Needs and Human Motivation

Maslow's hierarchy of needs is a linear description of levels leading to the top level of self-transcendence. There are basic (deficiency) needs, which Maslow holds must be met for a person to be motivated to achieve the higher-level (being) needs. It is the achievement of one level of needs that "motivates" someone to pursue the next level of needs. Maslow holds that without motivation, it is unlikely that the higher level of needs will be achieved.

DEFICIENCY NEEDS

1. Biological and physiological: hunger, thirst, bodily comforts
2. Safety: feel safe, personally secure, free from danger; and for adults, a secure employment
3. Belongingness and love: be affiliated with others; and with a family, feel accepted and loved
4. Esteem: to gain approval, be seen as capable and have self-respect

BEING NEEDS

5. Cognitive: to know, to understand, and explore
6. Aesthetic: the appreciation of and search for beauty, order, and form
7. Self-actualization: to find self-fulfillment and realize one's potential
8. Self-transcendence: to help others find self-fulfillment and self-realization

LEARNING STYLES IN THE CLASSROOM

There is an incredible variety of learning styles. A student's learning style may change as he or she matures, and the style may be different for different types of learning and different subjects. There are some fundamental learning styles for a teacher to consider as he or she teaches. The three most frequently discussed styles are given below.

Auditory

The student learns best through listening to spoken information.

Try books on CD or books that can be "read" aloud by an e-reader. Encourage students to make oral reports and repeat aloud difficult words or ideas. In general, allow for periods in which oral expression is as important as written expression.

Visual-Spatial

The student learns best through reading and viewing tables, charts, and maps.

Try writing words on the board as you speak, make provisions for a rich selection of books and other written learning materials, and encouraging students to write reports or create PowerPoint presentations. Try handing out typed versions of complex instructions that you are giving orally.

Kinesthetic

The student learns best through physical activity and hands-on activities.

The ideal is for a teacher to structure classroom learning to incorporate opportunities for all these learning styles. Naturally, there are physical and emotional needs to be met as well,

and these needs may well be a determining factor in student success. Teaching is a complex business. Here is a brief summary of some ways that teachers can account for each of the listed learning styles.

Particularly in mathematics and science, give students opportunities to learn through hands-on experiences and experiments. Incorporate projects that students can work on in small groups at their own pace. Some educators recommend giving kinesthetic learners an opportunity to take breaks and to participate in field trips and role-playing.

Metacognition

Metacognition is "knowing about knowing." In the classroom, metacognition includes what a student knows about him- or herself, what a student knows about strategies, or what a student knows about the topic to be learned or the problem to be solved. The term *metacognition* sounds exceptionally complex, but it can be as simple as noticing that one concept or skill is more difficult to learn than another.

Metacognition can help students perform cognitive tasks more effectively. Teachers can encourage metacognition in a number of ways. One metacognitive strategy is self-questioning (Have I solved a similar problem? What do I already know about this topic?). Other suggested strategies include using graphic representations such as flowcharts or concept maps. Still other educators recommend writing out thoughts or "thinking aloud" as effective metacognitive strategies.

Teacher-Centered Approaches

Teacher-centered approaches are characterized by teacher presentation, a factual question, and a knowledge-based response from the student.

Lecture or Explanation

You can present material through a lecture or an explanation. A lecture is a fairly long verbal presentation of material. Explanation refers to a shorter presentation. Lecture and explanation are efficient ways to present information that must be arranged and structured in a particular way. However, lecture and explanation may place learners in too passive a role.

Lecture and explanation work best under the following circumstances: (1) the lesson begins with a motivation, (2) the teacher maintains eye contact, (3) the teacher supplies accentuating gestures but without extraneous movements, (4) the presentation is limited to about 5–40 minutes depending on the age of the student, and (5) the objective is clear and the presentation is easy to follow and at an appropriate level.

Demonstrations

Demonstrations are lectures or explanations in which you model what you want students to learn. That is, you exhibit a behavior, show a technique, or demonstrate a skill to help students reach the objective. Demonstrations should follow the same general rules as lectures, and the actual demonstration should be clear and easy to follow.

Teacher Questions

Teachers frequently ask questions during class. The following guidelines describe successful questions.

- Formulate questions so that they are clear, purposeful, brief, and at an appropriate level for the class.
- Address the vast majority of questions to the entire class. Individually addressed questions are appropriate to prepare "shy" students to answer the question.
- Avoid rhetorical questions.
- Use both higher and lower level questions on Bloom's Revised Taxonomy. All types of questions have their place.
- Avoid question-and-answer drills. A consistent pattern of teacher questions that call for responses at the first level of Bloom's Taxonomy is too limiting for most classrooms.
- Pause before you call on a student to answer the question, giving students an opportunity to formulate their responses.
- Call on a wide range of students to answer. Do not pick students just because they are either likely or unlikely to respond correctly.
- Wait 4 or 5 seconds for an answer. Do not cut off students who are struggling with an answer.
- Rephrase a question if it seems unclear or vague.
- Set a target for about 70 percent or so of questions to be answered correctly.

Student-Centered Approaches—Active Learning

In a student-centered or active learning environment, the teacher ceases to be the prime presenter of information. The teacher's questions are more open-ended and indirect. Students will be encouraged to be more active participants in the class. This type of instruction is characterized by student-initiated comments, praise from the teacher, and the teacher's use of students' ideas.

Just because there is student involvement does not mean that the teacher is using a student-centered or active approach. For example, the pattern of questions and answers referred to as drill is not a student-centered approach.

Cooperative Learning

Students involved in cooperative learning work together in groups to learn a concept or skill or to complete a project. Students, in groups of two to six, are assigned or choose a specific learning task or project presented by the teacher. The group consults with the teacher and devises a plan for working together.

Students use many resources, including the teacher, to help and teach one another and to accept responsibilities for tasks as they complete their work. The students summarize their efforts and, typically, make a presentation to the entire class or the teacher.

Cooperative learning is characterized by active learning, full participation, and democracy within a clearly established structure. Cooperative learning also engages students in discovering how to establish personal relationships and a cooperative working style.

Inquiry Learning

Inquiry learning uses students' own thought processes to help them learn a concept, solve a problem, or discover a relationship. This kind of instruction has also been referred to as Socratic. Inquiry learning often requires the most structure and preparation by the teacher. The teacher must know that the situation under study will yield useful results.

The teacher begins by explaining inquiry procedures to students, usually through examples. Next, the teacher presents the problem to be solved or the situation that will lead to the concept or relationship. Students gather information and ask questions of the teacher to gain additional information. The teacher supports students as they make predictions and provide tentative solutions or results. Once the process is complete, the teacher asks students to think over and describe the process they used to arrive at the solution. This last step is referred to as a metacognition.

Resources for Instruction

You may have to assemble a number of resources for instruction. It often helps to jot down the resources you will need to teach a lesson or a unit. The materials you select should help the students meet the lesson objectives and match the teaching-learning approach you will use. The resources may include textual, manipulative, technological, and human resources.

Be sure to assemble in advance the materials you need to teach a lesson. The materials may include texts, workbooks, teacher-made handouts, or other printed materials. Check the materials to ensure that they are intact and in appropriate condition.

You may use manipulative materials to teach a lesson. Be sure that the materials are assembled and complete. Any laboratory materials should be tested and safe. Be sure that the materials are at an appropriate level for the students.

You may use technological resources, such as a computer, during your lesson. Be sure that the computer will be available during your lesson. Try the computer out and be sure that it is working. Be sure that any software you will use is at an appropriate grade and interest level and matches the objectives of the lesson.

You will frequently use human resources in your lesson. You may decide to cooperatively teach a lesson or unit with another teacher. This approach requires advanced planning and regular communication. You may need to arrange for a guest speaker to speak to the class about a particular topic.

Special education teachers frequently teach in consultive or collaborative roles. That is, they work in classrooms with regular education teachers. In this arrangement, teachers must coordinate their activities and agree on how they will interact during the lesson.

CHARACTERISTICS OF SUCCESSFUL TEACHERS

In general effective teachers have these general characteristics.

- Accept children within a teacher–student relationship.
- Set firm and clear but flexible limits.
- Enforce rules clearly and consistently.
- Have positive, realistic expectations about students' achievements and adaptations.
- Have clear reasons for expectations about students.
- Practice what they preach (model acceptable behavior).
- Don't take students' actions personally. Students usually misbehave or act out because of who they are, not because of who the teacher is.

CRITICAL THINKING

Critical thinking involves logical thinking and reasoning, including skills such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critiquing.

CREATIVE THINKING

Creative thinking involves creating something new or original. It involves the skills of flexibility, originality, fluency, elaboration, brainstorming, modification, imagery, associative thinking, attribute listing, and metaphorical thinking. The aim of creative thinking is to stimulate curiosity.

HIGHER-ORDER THINKING

This type of thinking is based on the higher levels of Bloom's revised taxonomy of educational objectives: cognitive domain, discussed on page 387. For example, skills and concepts that involve analysis, evaluation, and the creation of new knowledge are classified as higher-level thinking. Encouraging higher-order thinking is worth the extra effort because this type of thinking is more likely to be applied to new or unique situations.

INDUCTIVE AND DEDUCTIVE REASONING

Inductive reasoning leads the learner from the specific to the general. Deductive reasoning takes the learner from the general to the specific. A student who bases a conclusion on an observation is thinking inductively. In general, a student drawing a conclusion based on an established scientific fact is thinking deductively. Discovery and inquiry learning in science and mathematics are examples of inductive thinking.

PROBLEM SOLVING

In this approach students apply critical and creative thinking with established steps to solve a problem. This term is used most frequently in mathematics education in which students may use specific strategies such as clue words, working backward, and interpreting the remainder to solve a problem.

INVENTION

This approach asks students to create something new or better. As simple examples, a student might be challenged to invent a better approach to checking out at a food store or a better way to store books in a classroom.

MEMORIZATION AND RECALL

Memorizing and recalling information is at the lowest rungs on Bloom's taxonomy. Still, it is often important to remember and recall details and there are mnemonic devices available to improve recall. Examples of these devices are "Roy G. Biv" to remember the colors of the rainbow or "Please Excuse My Dear Aunt Sally" to recall the order in which arithmetic operations should be performed.

CONCEPT MAP

A concept map is a graphical tool for representing and organizing concepts. These concepts are usually shown as squares or circles and are connected with labeled arrows to show the downward flow of concept development. This technique is often referred to as concept mapping.

PROJECT APPROACH

This approach builds learning around the study of a particular topic rather than a particular skill or concept. In this way students learn a wide range of subject skills and concepts in the context of the topic.

LOCAL EXPERTS

This approach uses local experts from the community to help students learn. The experts may be parents or guardians of students in the class.

PRIMARY DOCUMENTS

This approach relies on original documents rather than a description of the document. For example, students would learn about the Revolutionary War by studying the Declaration of Independence rather than reading about the Declaration.

SERVICE LEARNING

This integrates service to the community and learning. This experiential approach to instruction seeks to teach students about civic responsibility while encouraging a lifetime of engagement with the community.

COMPUTERS AND THE INTERNET IN EDUCATION INCLUDING E-MAIL, WEB PAGES, CDS, DVDS, AND SMART BOARDS

Computers and computer-related technology are widely used in schools for tasks ranging from word processing to the presentation of graphics and sound. There are many computer-based effective instructional programs available. The Internet and SMART Boards are among the many technological applications being fully integrated into the schools. The Internet makes a wide array of information and media available to teachers and students. Hyperlinks to Internet websites can be integrated with text as students prepare papers and reports. Electronic e-mail gives those in the schools the ability to communicate electronically throughout the world. Services such as Skype permit students to videoconference using only a computer, a portable camera, and a microphone.

Teachers should be aware that the Internet also presents a number of dangers, from inappropriate content to an adult's ability to make inappropriate contact with students. Social networking sites are also very popular among students. These sites carry their own problems, as it is possible for someone to misrepresent someone else's picture and personal information, and because a person may be able to learn his or her personal information. Schools and teachers typically take steps to reduce the likelihood that these dangers will be present on a school's computers, but these efforts may not be universally successful.

Students may create copies of documents, images, and video on CDs and DVDs. Most modern computers are equipped with players for recording or playing these flat round disks. School are increasingly using e-book readers.

Interactive white boards, typically the trademarked SMART Boards, give teachers an interactive "chalk board" that can integrate text, images, and sound. Teachers frequently use SMART Boards to display PowerPoint presentations. The Board enables the teacher to write directly on the presentation images and to save the presentation along with the handwritten text. The graphic capabilities of the SMART Board increase each month and the use of these boards is becoming widespread.

In addition to the technology available for use in any learning setting, there is a wide array of adaptive devices to support learning and living for students who are disabled.

PLANNING INSTRUCTION

Common Core State Standards Initiative

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). These standards define the knowledge and skills students should have within their K–12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- are aligned with college and work expectations;
- are clear, understandable, and consistent;
- include rigorous content and application of knowledge through high-order skills;
- build upon strengths and lessons of current state standards;
- are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- are evidence based.

Objectives

All useful instruction has some purpose. Planning for instruction begins with choosing an objective that expresses this purpose. Objectives usually refer to outcomes, while goals usually refer to more general purposes of instruction. The terms *aim, competency, outcome,* and *behavioral objective* are also used to refer to an objective.

Objectives are often established by national or state organizations. The national or state English, mathematics, and science professional organizations may recommend objectives for their subject. The national or state organizations for speech, primary education, elementary education, preschool education, and special education may recommend objectives for specific grades or specialties.

Most school texts contain objectives, usually given for each text unit or lesson. These objectives are also reflected in national, state, and local achievement tests.

School districts usually have their own written objectives. There may be a scope and sequence chart that outlines the objectives for each subject and grade. The district may also have a comprehensive set of objectives for each subject and grade level.

Taxonomy of Objectives

Benjamin Bloom and others described three domains of learning: cognitive, affective, and psychomotor. The cognitive domain refers to knowledge, intellectual ability, and the other things we associate with school learning. The affective domain refers to values, interests, attitudes, and the other things we associate with feelings. The psychomotor domain refers to motor skills and other things we associate with movement.

Each domain describes various levels of objectives. The six levels on the revised cognitive domain, noted below, are most useful in classifying objectives. Students should be exposed to objectives at all levels of the taxonomy.

1. **REMEMBERING**—Remembering specifics, recalling terms and theories.
2. **UNDERSTANDING**—Understanding or using an idea but not relating it to other ideas.
3. **APPLYING**—Using concepts or abstractions in actual situations.
4. **ANALYZING**—Breaking down a statement to relate ideas in the statement.
5. **EVALUATING**—Judging a decision or critiquing according to a particular criteria.
6. **CREATING**—Creating new ideas or a new product or perspective.

Choosing and Modifying Objectives

Initially, you will identify an objective from one of the sources noted previously. Consider these criteria when choosing and sequencing objectives.

- The objective should meet the overall goals of the school district.
- The objective should be appropriate for the achievement and maturation level of students in the class.
- The objective should be generally accepted by appropriate national, regional, or state professional organizations.

The objective you select may not exactly describe the lesson or unit you are going to teach. Modify the objective to meet your needs. You also may need to select or modify objectives and other plans to meet the needs of diverse student populations.

Your class may be academically diverse. You may teach special-needs students or you may have special-needs students in your class under the inclusion model. When you select and modify objectives for academically diverse students, consider the different achievement levels or learning styles of these students.

Your class may be culturally diverse. When you select and modify objectives for a culturally diverse class, consider the range of experiences and backgrounds found among the class. Do not reduce the difficulty of the objective.

Your class may be linguistically diverse. You may have limited English proficiency (LEP) students in your class. For a linguistically diverse class, take into account the limits that language places on learning. You may have to select or modify objectives to help these students learn English.

Writing Objectives

An objective should answer the question: "What are students expected to do once instruction is complete?" Objectives should not describe what the teacher does during the lesson. Objectives should not be overly specific, involved, or complicated.

Whenever possible, objectives should begin with a verb. Here are some examples.

Not an objective:	I will teach students how to pronounce words with a silent *e*. [This is a statement of what the teacher will do.]
Not an objective:	While in the reading group, looking at the reading book, students will pronounce words with a silent *e*. [This statement is overly specific.]
Objective:	Sounds out words with a silent e. [This is an objective. It tells what the student is expected to do.]
Objective:	States what he or she liked about the trip to the zoo.
Objective:	Reads a book from the story shelf.
Objective:	Serves a tennis ball successfully twice in a row.

Do not limit objectives to skills or tiny bits of strictly observable behavior. Specific objectives are not limited objectives. Objectives can include statements that students will appreciate or participate in some activity. Objectives should include integrating subject matter, applying concepts, problem solving, decision making, writing essays, researching projects, preparing reports, exploring, observing, appreciating, experimenting, and constructing and making art work and other projects.

Planning to Teach the Lesson

Once you have decided what to teach, you must plan how to teach it. Consider these factors as you plan the lesson or unit.

- Determine the prerequisite competencies. This is the knowledge and skills students must possess before they can learn the objective. Draw up a plan that ensures students will demonstrate prerequisite competencies before you teach the lesson.
- Determine the resources you need to help students reach the objective. The resources could include books, manipulatives, overhead transparencies, and other materials for you or the students to use. The resources could also include technological resources including computers or computer software and human resources including teacher aides, students, or outside presenters.
- Devise a plan to help students reach the objective. In addition to the factors discussed previously, the plan will usually include motivation and procedures.

Madeline Hunter posited the following important stages for effective lessons.

- Anticipatory set—Something that is said or done to prepare students and focus the students on the lesson.
- Objective and purpose—The teacher should state the objective of the lesson, and the students should be aware of the objective.
- Input—New information is presented during this stage.
- Modeling—The skills or procedures being taught or demonstrated.
- Checking for understanding—Following the instructional components in the previous two stages, the teacher should ensure that students understand the concept before moving to the next phases of the lesson.

- Guided practice—Students are given the opportunity to practice or use the concept or skill with the teacher's guidance.
- Independent practice—Students practice or use the concept on their own.

Classrooms are filled with the teacher's verbal and nonverbal communication. While most verbal communication is deliberate, much of nonverbal communication is expressed in ways that the teacher did not intend. A teacher can overtly develop a set of meanings for particular nonverbal communication that furthers the goal of a smoothly functioning classroom. These gestures should be carefully explained to students so that the students know the appropriate response. There are gestures that communicate approval, whereas others signal it is time to get back to work. Teachers can use gestures to tell students to take their seats, to get out their books, and for a whole host of routine classroom activities. Teachers should be sensitive to the cultural norms among their students. Moving into a student's personal space can be seen as approval by some students whereas others will see it as an unwanted intrusion. Even simple gestures like a "thumbs-up," universally seen as a sign of approval in this country, may be offensive to some learners.

A main focus of a teacher's communication is always to foster interactions and to stimulate discussions. The teacher pursues a wide range of strategies that embrace the full range of Bloom's Taxonomy and an energized approach to teaching.

The teacher will be there to help students formulate and flush out their ideas while continuing to probe learners for a deeper understanding of the subject matter. The teacher will create a safe environment where students feel comfortable taking risks and he or she will help students question facts and opinions to stimulate their curiosity in a way that furthers learning. The teacher will help students recall factual information needed for learning and then build on the recall to help students explore concepts. The teacher will help students learn how to engage in both convergent and divergent thinking.

TEACHING FOR STUDENT LEARNING

Planning instruction and implementing instruction are intertwined. Many of the points discussed here will have been considered during the planning process.

Classrooms are dynamic places. Students and teachers interact to further a student's learning and development. Follow these guidelines to establish a successful classroom and teach successful lessons.

MANAGING THE INSTRUCTIONAL ENVIRONMENT

Classroom management is a more encompassing idea than discipline or classroom control. Classroom management deals with all the things a classroom teacher can do to help students become productive learners. The best management system for any classroom will establish an effective learning environment with the least restrictions.

Teachers who are proactive and take charge stand the best chance of establishing an effective learning environment. Classroom management is designed to prevent problems, not react to them.

Classroom management begins with understanding the characteristics of students in your class.

Characteristics of Students

Some general statements about the students in a class can be made. For example, 3–7 percent of girls and 12–18 percent of boys will have some substantial adjustment problems. Prepare yourself for these predictable sex differences.

Boys are more physically active and younger children have shorter attention spans. Respond to this situation by scheduling activities when students are most likely to be able to complete them.

A teacher's management role is different at different grade levels. Prepare for these predictable differences in student reaction to teacher authority.

In the primary grades, students see teachers as authority figures and respond well to instruction and directions about how they should act in school. In the middle grades, students have learned how to act in school and still react well to the teacher's instruction.

In seventh through tenth grade, students turn to their peer group for leadership and resist the teacher's authority. The teacher must spend more time fostering appropriate behavior among students. By the last two years of high school, students are somewhat less resistant and the teacher's role is more academic.

Adolescents resent being touched and that teachers may anger adolescents by taking something from them. Avoid this problem by not confronting adolescent students.

There will be cultural differences among students. Many minority students, and other students, may be accustomed to harsh, authoritarian treatment. Respond to these students with warmth and acceptance. Many minority students will feel completely out of place in school. These students also need to be treated warmly and with the positive expectation that they will succeed in school.

Many other students may be too distracted to study effectively in school. These students may need quiet places to work and the opportunity to schedule some of their own work time.

Other factors, such as low self-esteem, anxiety, and tension, can also cause students to have difficulty in school.

Classroom Management Techniques

The following guidelines for effective classroom management include techniques for dealing with student misbehavior.

Teacher's Role

Teachers who are good classroom managers understand their dual role as an authority figure and as someone who helps children adapt to school and to life. Teachers are authority figures. Students expect the teacher to be an authority figure and expect teachers to establish a clear and consistent classroom structure.

Teachers must also help students learn how to fit into the classroom and how to get along with others. Teachers fare better in their role as authority figures than they do in this latter role. But teachers who have realistic expectations and know how to respond to problems can have some success.

Establishing an Effective Climate for Management

CLASSROOM PHYSICAL LAYOUT

There are several general rules to follow for a successful classroom layout. Set up the initial layout of the room so that you can see the faces of all the students. Rearrange the desks for individual and group work. Ensure that heavily used areas are free of all obstacles. Arrange the room so students do not have to stand in line, by having books and supplies available at several locations.

CLASSROOM LEADERSHIP

Research indicates that the following factors are most important in establishing effective classroom leadership. Develop a cohesive class by promoting cooperative experiences and minimizing competition among class members. Identify and gain the confidence of peer leaders, particularly in Grades 7–10. Establish an authoritative, but not authoritarian, leadership style.

Depending on the grade level, set three to six reasonable, adaptable rules that describe the overall nature of acceptable and unacceptable behavior. The expectations that accompany these rules should be stated clearly. The rules should be posted for students to see.

Much of the first two weeks of school should be spent establishing these rules, which may be stated by the teacher and/or developed through class discussion. Once the rules are established and the expectations are understood, the teacher should follow through. Student misbehavior should be handled immediately and appropriately but without causing a confrontation or alienating the student from the class.

Effective classroom managers take steps to ensure that the majority of class time is spent on instruction. They also take steps to ensure that students use their seat work and other inclass study time to complete assignments.

Specific Management Techniques

There are some specific management techniques that a teacher can apply to all classes. These techniques are summarized here.

KOUNIN

Kounin is a well-known expert on classroom management. Research results show that a number of Kounin's management techniques are effective. The following techniques have the most research support.

Kounin noted that teacher with-it-ness is an important aspect of classroom management. In other words, teachers who are constantly monitoring and are aware of what is happening in the classroom are better managers.

Kounin also showed that effective managers' lessons have smoothness and momentum. By this he meant that these lessons are free of teacher behavior that interrupts the flow of activities or slows down lesson pacing.

Finally, Kounin showed that group alerting was an effective technique. In group alerting, the teacher keeps bringing uninvolved students back into the lesson by calling their attention to what is happening and forewarning them of future events.

CANTER AND CANTER

Canter and Canter developed an approach called assertive discipline. Their approach is popular but lacks the research support of the approach recommended by Kounin.

The Canters recommend a direct and assertive approach to problem children. They point out that passive and hostile reactions to student misbehavior are not effective. Among other approaches, they recommend that the teacher and students establish rules and post those rules in the classroom. During each class session, the teacher writes and then marks the names of students who have violated rules. One rule violation in a session requires no action. Two rule violations, and the student meets with the teacher after school. Three violations require a parental visit to the school.

CUEING

Cues are words, gestures, or other signals that alert students to a coming transition or that gain their attention. A cue may be spoken, such as "We'll be leaving for art in about 5 minutes. Take this time to get ready." Another cue might be, "Your group has about 15 minutes to complete your project."

Other cues are nonverbal. You may glance at a student or make eye contact to re-engage the student in the lesson. You may raise your arm or hold your hand in a particular way to gain attention. You may flick the classroom lights quickly to indicate that groups should stop working and return to whole-class instruction.

OTHER EFFECTIVE TECHNIQUES FOR MAINTAINING ATTENTION DURING A LESSON

The techniques listed below have proven effective in classrooms.

- Stand where you can scan and see the entire class.
- Ask questions of the whole class and then call on individuals for a response.
- Involve all students in the question-and-answer sessions and do not call on students just to catch them in a wrong answer or because they will give the correct answer.
- Gain attention through eye contact or a gesture.
- If a comment is required, make it very brief.
- Ensure that the material being taught is at an appropriate level.
- Base seat work or group work on an established system that is monitored closely and positively.

ASSESSMENT PROGRAMS

Every teacher evaluates instruction. The assessment program and the assessment instruments should measure mastery and understanding of important topics. The assessment program should also be used as a teaching tool. That is, the program should be used to help students learn and to improve instruction. The program should include authentic assessment of students' work as well as teacher-made and standardized tests.

Formative assessment information is usually gathered before or during teaching. Formative information is used to help you prepare appropriate lessons and assist students. Formative evaluations help teachers decide which objectives to teach, which instructional techniques to use, and which special help or services to provide to individual students.

Summative assessment information is usually gathered once instruction is complete. Summative evaluation is used to make judgments about student achievement and the effectiveness of the instructional programs. Summative evaluations lead to grades, to reports about a student's relative level of accomplishment, and to alterations of instructional programs.

Assessment information may be used for both purposes. For example, you may give a test to determine grades for a marking period or unit. You may then use the information from this test to plan further instruction and arrange individual help for students.

You may informally gather formative and summative information. Just walking around the room observing students' work can yield a lot of useful information. You can frequently discern the additional work that students need and identify different levels of student achievement.

Assessment Instruments

Tests have long been used to determine what students have learned and to compare students. Every test is imperfect. Many tests are so imperfect that they are useless. It is important to realize how this imperfection affects test results.

Some students are poor test takers. Every test assumes that the test takers have the opportunity to demonstrate what they know. A student may know something but be unable to demonstrate it on a particular test. Teachers must also consider alternative assessment strategies for these students.

Familiarize yourself with these basic assessment concepts.

■ **ERRORS OF MEASUREMENT**—Every test contains errors of measurement. In other words, no one test accurately measures a student's achievement or ability. Carefully designed standardized tests may have measurement errors of 5 percent or 10 percent. Teacher-designed tests typically have large errors of measurement.

A test result shows that a student falls into a range of scores and not just the single reported score. Focusing on a single score and ignoring the score range is among the most serious of score-reporting errors.

■ **RELIABILITY**—A reliable test is consistent. That is, a reliable test will give similar results when given to the same person in a short time span. You cannot count on unreliable tests to give you useful scores. Use only very reliable standardized tests and be very aware of how important reliability is when you make up your own tests.

■ **VALIDITY**—Valid tests measure what they are supposed to measure. There are two important types of validity: content validity and criterion validity.

A test with high content validity measures the material covered in the curriculum or unit being tested. Tests that lack high content validity are unfair. When you make up a test it should have complete content validity. This does not mean that the test has to be unchallenging. It does mean that the questions should refer to the subject matter covered.

A test with high criterion validity successfully predicts the ability to do other work. For example a test to be an automobile mechanic with high criterion validity will successfully predict who will be a good mechanic.

NORM-REFERENCED AND CRITERION-REFERENCED TESTS

Norm-referenced tests are designed to compare students. Intelligence tests are probably the best-known norm-referenced tests. These tests yield a number that purports to show how one person's intelligence compares to everyone else's. The average IQ score is 100.

Standardized achievement tests yield grade-level equivalent scores. These tests purport to show how student achievement compares to the achievement of all other students of the same grade level.

A fifth grader who earns a grade level equivalent of 5.5 might be thought of as average. A second-grade student with the same grade equivalent score would be thought of as above average. About half of all the students taking these tests will be below average.

Standardized tests also yield percentile scores. Percentile scores are reported as a number from 0 through 100. A percentile of 50 indicates that the student did as well as or better than 50 percent of the students at that grade level who took the test. The higher the percentile, the better the relative performance.

Criterion-referenced tests are designed to determine the degree to which an objective has been reached. Teacher-made tests and tests found in teachers' editions of texts are usually criterion-referenced tests. Criterion-referenced tests have very high content validity.

AUTHENTIC ASSESSMENT

Standardized and teacher-made tests have significant drawbacks. These types of tests do not evaluate a student's ability to perform a task or demonstrate a skill in a real-life situation. These tests do not evaluate a student's ability to work cooperatively or consistently.

In authentic assessment, students are asked to demonstrate the skill or knowledge in a real-life setting. The teacher and students collaborate in the learning assessment process and discuss how learning is progressing and how to facilitate that learning. The idea is to get an authentic picture of the student's work and progress.

Students have an opportunity to demonstrate what they know or can do in a variety of settings. Students can also demonstrate their ability to work independently or as part of a group.

Portfolio assessment is another name for authentic assessment. Students evaluated through a system of authentic assessment frequently keep a portfolio of their work.

EFFECTIVE BRIDGES

Creating Bridges Among Curriculum Goals and Students' Prior Experiences

One effective approach to instruction is to connect the curriculum goals with a student's prior experiences and knowledge. Consider these four ways to build a bridge between the curriculum and a student's prior knowledge.

Modeling

The term *modeling* means demonstrating a desired behavior or presenting a representation of an important theory, idea, or object. Each of these meanings can link curriculum goals with students' prior knowledge and experience.

Activating Prior Knowledge

Activating prior knowledge helps students recall what they already know about the material being studied. The teacher may encourage students to discuss what they already know, or the teacher may take the lead and directly discuss their prior knowledge. In either case, the activated prior knowledge is incorporated in instruction.

CULTURAL AND LINGUISTIC DIVERSITY AND ELL STUDENTS

SES (socioeconomic status)—Socioeconomic status and school achievement are highly correlated. Overall, students with higher SES will have higher achievement scores. In America, SES differences are typically associated with differences in race and ethnicity. However, the achievement differences are not caused by and are not a function of these differences in race or ethnicity. Rather, achievement differences are typically caused by differences in home environment, opportunity for enriched experiences, and parental expectations.

Teachers frequently have a higher SES than their students. These students often behave differently than teachers expect. The crushing problems of poor and homeless children may produce an overlay of acting out and attention problems. All this frequently leads the teacher to erroneously conclude that these students are less capable of learning. In turn, the teacher may erroneously lower learning expectations. This leads to lower school performance and a compounding of students' difficulty.

A teacher must consciously and forcibly remind herself or himself that lower SES students are capable learners. These teachers must also actively guard against reducing learning expectations for lower SES students.

There are appropriate ways of adapting instruction for students with different SES levels. For high SES students, minimize competitiveness, provide less structure, and present more material. For low SES students, be more encouraging, guard against feelings of failure or low self-esteem, and provide more structure. Do not lower learning expectations, but do present less material and emphasize mastery of the material.

CULTURALLY DIVERSE—Almost every class will have students from diverse cultural backgrounds. Use the values embedded in these cultures to motivate individual learners.

LINGUISTICALLY DIVERSE—The first language for many students is not English. In addition, a number of American students speak local variants of the English language. Teachers frequently, and erroneously, lower their learning expectations for these students. There are a number of useful strategies for adapting instruction for these students.

A number of students are referred to as Limited English Proficiency (LEP) who need English as a second language (ESL) instruction. Teaching English as a second language to ELL students can be accomplished in the classroom, but often requires a specialist who works with students in "pull-out programs."

ELL STUDENTS

We often think of ELL students as those children who enter the classrooms without a word of English. These ELL students are frequently recent newcomers to the country and frequently do not communicate effectively for some time.

This so-called "silent period" may last anywhere from just a few days to several months or in extreme cases even close to a year. This is a time of uncertainty for the ELL student and the teacher. The student is trying to understand written and spoken communication and to fit into the cultural framework of the school. The teacher may be concerned about the student's progress and in search of promising approaches.

How a second language is acquired is still not fully understood. Students show varying patterns, rates, and styles of acquisition. One student may seem to "take off" and become quickly conversant in English, while others continue to struggle even after lengthy periods of exposure. At other times, self-confident children will attempt verbal interactions in the second language more quickly, which helps with social adjustment.

Prior language development and competence are also a key in determining how well a student acquires English as a second language. Adequate development in the primary language at home helps students learn English. Students frequently come without the necessary competence in their native language to allow an easy bridge into second language learning. Difficulties in vocabulary development and syntax, poor writing skills, and difficulty keeping up and participating in class may all be symptoms of an earlier lack of competence in a first language.

CORRECTED MISUNDERSTANDINGS ABOUT ELL STUDENTS

There are several key misunderstandings about ELL students and second language acquisition.

MISUNDERSTANDING: Students can learn English quickly by being exposed to and surrounded by native language speakers.
CORRECTED: Mere exposure to English does not itself ensure English proficiency. Reports also indicate that while grammatical proficiency may be established in a few years, academic competence comparable to that of native language peers takes much longer, perhaps even between five and as much as 10 years.

MISUNDERSTANDING: The ability to converse comfortably in English signals proficiency and means the child should be achieving academically.
CORRECTED: It is easy to confuse conversational competence with academic competence in a language. Proficiency in social language interaction in English is not the most important indicator of school success. Spoken practice in English may not be necessary for development of English proficiency and may retard it in some instances. Emphasis on interpersonal communication may even inhibit academic achievement

MISUNDERSTANDING: Students should learn English before attempting to study an academic subject in that language.
CORRECTED: While pull-out ELL classes may make ELL students more comfortable, much of the English taught in these classes focuses on social interaction. This does little to assist the student in learning an academic discipline. Academic disciplines have their own vocabularies and performance expectations. These are rarely taught outside the subject area classroom, except perhaps in sheltered content courses.

MISUNDERSTANDING: ELL students should stop speaking their native language and concentrate on speaking English.
CORRECTED: Full proficiency in the native language facilitates second language development, and academic achievement is significantly enhanced when ELL students are able to use their native languages to learn in school. Some studies have found that second language students who achieved the greatest academic success were enrolled in bilingual programs that provided solid cognitive academic instruction in both the first and second language.

SECOND-LANGUAGE ACQUISITION AND STRATEGIES FOR LEARNING ENGLISH AS A SECOND LANGUAGE

Second-language acquisition refers to learning a second language once a first language has already been learned. This typically happens in the United States when a student has learned the second language before the child comes to school.

The field of second-language acquisition often includes a number of terms such as English language learners (ELLs), English as a second language (ESL), English for speakers of other languages (ESOL), and English as a foreign language (EFL).

The ability of a student to learn a second language depends in large part on whether the second language is spoken at home. That makes it important to involve parents and guardians in an effective second-language acquisition program.

Sheltered Instruction

The term *sheltered instruction* describes one approach teachers use to help ELLs. Sheltered instruction provides meaningful instruction in the content areas while students move toward English proficiency. The approach is notable since it frequently integrates Vygotsky's ZPD and Gardner's multiple intelligences. The approach is contrasted with other approaches for ELLs that offer content instruction below grade level while focusing primarily on a student's development of English skills.

One approach to sheltered instruction is the sheltered instruction observation protocol (SIOP). The SIOP model includes activities associated with the following interrelated activities.

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review/Assessment

Each of the strategies is accompanied by a series of specific activities.

ADDITIONAL ELL RECOMMENDATIONS

RECOMMENDATION 1

Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

- Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.
- Choose a small set of academic vocabulary for in-depth instruction.
- Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).
- Teach word-learning strategies to help students independently figure out the meaning of words.

RECOMMENDATION 2

Integrate oral and written English language instruction into content-area teaching.

- Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content.
- Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.
- Provide daily opportunities for students to talk about content in pairs or small groups.
- Provide writing opportunities to extend student learning and understanding of the content material.

RECOMMENDATION 3

Provide regular, structured opportunities to develop written language skills.

- Provide writing assignments that are anchored in content and focused on developing academic language and writing skills.
- For all writing assignments, provide language-based supports to facilitate students' entry into, and continued development of, writing.
- Use small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing.
- Assess students' writing periodically to identify instructional needs and provide positive, constructive feedback in response.

RECOMMENDATION 4

Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

- Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development.
- Design the content of small-group instruction to target students' identified needs.
- Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy.
- For students who struggle with basic foundational reading skills, spend time not only on these skills but also on vocabulary development and listening and reading comprehension strategies.

VISUAL-PROCESSING PROBLEMS

Visual-processing problems arise when students have difficulty processing visual input. Visual-processing problems are particularly important in the elementary grades. Students can have perfect vision and still have visual-processing problems.

The most appropriate action for a teacher who suspects that a student may have difficulty processing visual information is to refer the child for a special test that can identify students with this problem. A regular vision test will not identify this problem and eyeglasses will not correct it.

Visual-processing problems usually create reading problems, but visual processing problems can create learning problems in other school subjects. Experts believe that as many as 80 percent of students may have visual-processing problems not severe enough to interfere with learning.

LEARNING DISABILITIES

The formal definition of learning disability comes from the Individuals with Disabilities Education Act (IDEA).

A learning disability is . . . a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Learning disabilities do not include, . . . learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

There are many different types of learning disabilities. A partial list is given below.

Dyslexia	Difficulty processing language	Problems reading, writing, spelling, speaking
Dyscalculia	Difficulty with math	Problems doing math problems, understanding time, using money
Dysgraphia	Difficulty with writing	Problems with handwriting, spelling, organizing ideas
Dyspraxia (Sensory Integration Disorder)	Difficulty with fine motor skills	Problems with hand-eye coordination, balance, manual dexterity
Auditory Processing Disorder	Difficulty hearing differences between sounds	Problems with reading, comprehension, language
Visual Processing Disorder	Difficulty interpreting visual information	Problems with reading, math, maps, charts, symbols, pictures

ATTENTION-DEFICIT DISORDER AND ATTENTION-DEFICIT HYPERACTIVITY DISORDER

The three main symptoms of a child with attention-deficit disorder (ADD) or attention-deficit hyperactivity disorder (ADHD) are inattention, hyperactivity, and impulsivity. Usually one of these symptoms is predominant. Not everything about students with ADD/ADHD has a negative impact on learning, and there are many successful people with ADD/ADHD. However, students who fit these classifications usually present a problem in a typical school setting.

INATTENTIVE: Inattentive students may be harder to identify because these students may not be disruptive. However, these students may not follow rules and directions, whether it is in interactions with teachers or with other students. These students may be unorganized.

HYPERACTIVE: Students are normally active, but students with hyperactive symptoms seem to be constantly on the move. They move suddenly from one activity to the next. Attempts to be still may be accompanied by what seems an involuntary movement such as tapping fingers or feet.

IMPULSIVE: Impulsive students lack self-control. They may make off-the-topic comments or ask irrelevant questions. They may break into other people's conversations or inappropriately move into another student's personal space.

There are many intervention programs for learning disabled students. However, the teacher should see the symptoms of these problems as behavior the student can likely not control. This step will help the teacher work with special educators and parents to develop effective classroom strategies.

MENTAL RETARDATION

A child under the age of 18 must meet two specific criteria to be classified as mentally retarded: (1) The child must have an IQ below 70; and (2) There must be meaningful limitations in at least two of three areas of adaptive behavior: social skills, daily living skills, and communication skills. Mental retardation is a disability and not a disease. There is no known cure for mental retardation. However, students with mental retardation can learn to function effectively within the limits of their disability.

An IQ score is determined by an IQ test. These tests have a mean score of 100 with a standard deviation of 15. That means a student classified as mentally retarded on the basis of these tests is at least two standard deviations below the mean. There are many causes of a low IQ score other than low intelligence, and it is very important to eliminate these causes before accepting the validity of the score.

Here are the categories of mental retardation based solely on IQ scores.

Degree of Mental Retardation	IQ Score
Profound	less than 20
Severe	20–34
Moderate	35–49
Mild	50–69

The other limitation required for a diagnosis of mental retardation is based on scores from an adaptive rating scale, which is based on the abilities a person is known to possess at a particular age. The evaluation and scale are administered and scored by a professional evaluator, and are typically beyond the responsibilities of a classroom teacher.

There are many such scales and each focuses on these three important areas of adaptive behavior.

Social skills as demonstrated by interactions with family members, teachers, and peers.

Daily living skills such as self-feeding, personal toilet habits, and dressing oneself.

Communication skills such as understanding what someone is saying and the ability to respond orally to comments and questions.

BEHAVIOR DISORDERS IN CHILDREN

Students classified with behavior disorders exhibit aberrant behavior that goes well beyond the problems normally demonstrated by children. These behavior disorders are particularly noticeable in the preschool years and in adolescence. The following biological and family factors make children most at risk for behavioral disorders: (1) low birth weight, (2) neurological damage, (3) early rejection, (4) separation from their parents, (5) physical and sexual abuse, or (6) being raised by mothers who have suffered physical or sexual abuse or who are living in poverty.

TYPES OF BEHAVIOR DISORDERS

Oppositional Defiant Disorder

Students exhibiting this disorder disobey rules formulated at home or in school. These students frequently argue and have temper tantrums, refuse to obey rules, defy authority, reject responsibility for their behavior, and show evidence of resentment and revenge seeking.

Conduct Disorder Behavior

Students exhibiting this disorder are usually older children or teens who disobey rules and laws formulated by the larger society, including laws that may lead to arrest and incarceration. These students may run away from home, not attend school, destroy property, or set fires. They may bully other students or steal, they may threaten to injure people or animals, and they may find themselves in youth detention facilities or in special programs.

DEVELOPMENTAL DELAYS

The IDEA is the source of the definition of developmental delay. These are students who [are] experiencing developmental delays as defined by the State and as measured by appropriate diagnostic instruments and procedures in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and who, by reason thereof, need special education and related services.

A teacher must be familiar with his or her state's definition of *developmental delay*, and, indeed, whether the state uses this term. A student may qualify for services as a developmentally delayed student in one state but not in another.

Developmental delays are determined by comparing what a child can do compared to the normal range of performance for children the same age. Developmental evaluations must be conducted by a trained professional. The evaluation typically focuses on five developmental areas.

Physical development
Cognitive development
Speech and language development
Social skills and emotional development
Child's ability to care for him- or herself

As long as a state defines the term and requires local school districts to use the term, a finding of developmental disabilities means special education services are available free of charge through the school system for children over the age of three.

AMERICANS WITH DISABILITIES ACT AND AMERICANS WITH DISABILITIES ACT AMENDED

The Americans with Disabilities Act (ADA) includes five main titles, but most important for education are the life activities defined more clearly in the Americans with Disabilities Act Amended (ADAA).

The ADA defines a covered disability as "a physical or mental impairment that substantially limits a major life activity."

Recently, the ADAA broadened the interpretations and added to the ADA examples of "major life activities" including, but not limited to, "caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working," as well as the operation of several specified "major bodily functions."

INCLUSION, MAINSTREAMING, AND LEAST RESTRICTIVE ENVIRONMENT

Inclusion, mainstreaming, and least restrictive environment (LRE) have different meanings.

LRE comes from the IDEA mandate that disabled students should be placed in learning settings whenever possible with students without disabilities. The term *LRE* does not refer to any particular setting, but emphasizes that the less a learning setting is like a traditional setting the more restrictive it is.

Inclusion has a more specific meaning. It means deliberately placing disabled students in regular classrooms with students who have no disabilities, when the disabled student can receive an appropriate education in the class. Inclusion reflects a more comprehensive plan than the less-used term *mainstreaming*, although the two terms still tend to be used interchangeably.

INDIVIDUALIZED EDUCATION PLAN

An individualized education plan (IEP) is required by the IDEA for a child who is classified as disabled by federal or state regulations. To qualify, the child's disability must have an adverse effect on the child's educational progress.

Once a child is found eligible for services, the school sets up an IEP team to develop the IEP. Specific IEP requirements may vary from state to state. An IEP team established by the school typically includes the student's teacher, the student's parents or guardian, a special education teacher, and someone to evaluate the child's evaluation reports, such as a school psychologist. The school may invite other experts to the meeting, and it is not unusual for the parents or guardian to arrange for an advocate or an attorney to join the team. It is also not unheard of for students beyond the primary grades to participate in the meeting.

The whole purpose of this effort is to bring everyone together to consider a child's strengths and deficits and to develop a plan that will best meet the child's educational needs. The IEP may include a wide variety of educational adaptations as well as work in a regular class.

The initial IEP must be accepted by the parents or guardian, or appealed within a set time, typically 10 days. Any member of the team may call a meeting to request an alteration to the IEP. An extensive system of conflict resolution procedures are set out in the statutory provisions.

SECTION 504 OF THE REHABILITATION SERVICES ACT

The best way to understand Section 504 of the Rehabilitation Services Act is to understand how it differs from the IDEA.

Section 504 has more lax requirements than the IDEA. That is, students may receive less assistance from schools with less overview and regulations under Section 504 than under IDEA. Section 504 covers a person's entire life span and safeguards the rights of persons with disabilities beyond education.

Schools are not required to identify students who qualify for services under Section 504, and parental permission is not required for students receiving 504 services. However, parents may raise concerns about the services and petition for a 504 hearing. Section 504 students have a plan but not an IEP. A Section 504 student is typically not placed in a special education setting.

ADAPTING INSTRUCTION

Adapt instruction for the following factors, types of learners, and students.

AGE—Primary students should have more structure, shorter lessons, less explanation, more public praise, more small group and individual instruction, and more experiences with manipulatives and pictures. Older students should have less structure, increasingly longer lessons, more explanation, less public praise, more whole-class instruction, more independent work, and less work with manipulatives.

ACADEMICALLY DIVERSE

APTITUDE—Students exhibit different abilities to learn. You can provide differentiated assignments to enable students at different aptitude levels to maximize their potential.

READING LEVEL—Ensure that a student is capable of understanding the reading material. Do not ask students to learn from material that is too difficult. Identify materials at an appropriate reading level or with an alternative learning mode (tapes, material read to student). Remember that a low reading level does not mean that a student cannot learn a difficult concept.

LEARNING DISABLED—Learning-disabled students evidence at least a 2-year discrepancy between measures of ability and performance. Learning-disabled students should be given structured, brief assignments, manipulative experiences, and many opportunities for auditory learning.

VISUALLY IMPAIRED—Place the visually impaired student where he or she can most easily see the instruction. Use large learning aids and large print books. Use a multisensory approach.

HEARING IMPAIRED—Ensure that students are wearing an appropriate hearing aid. Students with less than 50 percent hearing loss will probably be able to hear you if you stand about 3 to 5 feet away.

MILDLY HANDICAPPED—Focus on a few, highly relevant skills, more learning time, and lots of practice. Provide students with concrete experiences. Do not do for students what they can do for themselves, even if it takes these students an extended time.

GIFTED—Gifted students have above average ability, creativity, and a high degree of task commitment. Provide these students with enriched or differentiated units. Permit them to test out of required units. Do not isolate these students from the rest of the class.

Changing Behavior

Students may act so unacceptably that their behavior must be changed. Here are some suggestions for changing behavior.

REINFORCEMENT

All teachers use positive reinforcement, whether through grades, praise, tokens, or other means. Teachers also use negative reinforcement by showing students how to avoid an undesirable consequence (poor grade) by doing acceptable work. Negative reinforcement is not punishment.

CONTRACTS AND LOGS

You may be able to help children change behavior by using contracts or by asking students to maintain logs. These approaches cause students to think about their behavior and both have been proven effective.

When writing a contract, work with a student to establish desired learning goals or classroom behavior. The contract, signed by the teacher and the student, sets short-term goals for classroom conduct and academic achievement. A teacher may also ask students to maintain a log of their classroom behavior. A brief daily review of the log may improve behavior.

PUNISHMENT

Punishment is a temporary measure. It should be administered to improve student performance, not to make the teacher feel better. Limited punishment given for a specific reason when students are emotionally stable can be effective. Other punishments, such as extra work, punishment of the entire class, and corporal punishment, are usually not effective.

Effective punishment should be reasonable, deliberate, and unemotional. The punishment should also be short and somewhat unpleasant. The reason for the punishment should be clear, and the punishment should be accompanied by examples of appropriate behavior.

NEW YORK STATE TEACHER RESPONSIBILITY AND EDUCATION LAW

These links take you to specific information about New York State Education Laws and Regulations and New York State Teaching Standards.

New York State Education Laws and Regulations

www.p12.nysed.gov/sss/lawsregs

Search for "New York State Education Law"

New York State Teaching Standards Page

www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf

Search for "New York State Teacher Responsibility

LEGAL, LEGISLATIVE, AND POLITICAL INFLUENCES

WHO'S IN CHARGE OF EDUCATION

The Constitution of the United States does not assign the responsibility for education to the federal government, leaving this responsibility to each state. The state government, including the governor, the legislature, and the courts have the ultimate responsibility for public education. A state board or commission is usually responsible for the operation of the schools. A state commissioner of education reports to the state board.

The commissioner, in turn, oversees a state education department. The state education department is responsible for the state's daily responsibility for the schools. Other organizations in a state, including regional and county authorities, may have education responsibilities.

Local or regional boards of education are directly responsible for operating schools in their district or town. In more than 80 percent of the cases, these boards are elected. A local or regional superintendent of schools reports to the board and, along with other administrators and support staff, has the daily responsibility for operating the schools.

Building principals report to the superintendent and are responsible for the daily operations of their school building. Teachers have the responsibility for teaching their students and carrying out district and state education policies.

IT'S THE LAW

A complex set of federal, state, and local laws govern education. Court cases are changing the interpretation of these laws each day. Here is a brief summary of legal rights as they may apply to schools, teachers, and students. This summary should not be used to make any decisions related to school laws. Any specific interest in legal issues should be referred to a competent attorney.

Schools

- Schools may not discriminate against students, teachers, or others because of their race, sex, ethnicity, or religion. "Reverse discrimination" *may* be legal when hiring teachers, but it is not legal when dismissing teachers.
- Schools must make children's school records available to parents and legal guardians.
- Schools may remove books from the school library. However, a book may not be removed from the library just because a school board member or other school official does not agree with its content.

Teachers

- Nontenured teachers usually have very limited rights to reappointment. Generally speaking, schools may not rehire a nontenured teacher for any reason. For example, the schools may simply say that they want to find someone better, that the teacher doesn't fit in, or that they just do not want to renew the contract.
- Teachers cannot be fired for behavior that does not disrupt or interfere with their effectiveness as teachers. However, even personal behavior away from school, which significantly reduces teaching effectiveness, might be grounds for dismissal.
- Teachers may be dismissed or suspended for not doing their job. Any such action must follow a due process procedure.
- Teachers may be sued and be liable for negligence. Successful suits and actions against teachers have occurred when the evidence showed that the teacher could have reasonably foreseen what was going to happen or that the teacher acted differently than a reasonable teacher would have acted in that same situation.
- Teachers have freedom of speech. Teachers have the same free speech rights as other citizens. They may comment publicly on all issues, including decisions of the school administrators or the school board. However, a teacher may not disclose confidential information or be malicious, and the statements cannot interfere with teaching performance. Teachers do not have unlimited academic freedom or freedom of speech in the classroom or elsewhere in the school. Teachers are not permitted to disrupt the school or the school curriculum.

Students

- Handicapped students from ages 3 to 21 are entitled to a free and appropriate public education as a matter of federal law. This education should take place in the least restrictive environment available.
- Students have limited freedom of the press. Student newspapers supported by school funds may be reviewed and edited by school officials. However, papers paid for and produced by students off school property may not be censored by school officials.
- Students are entitled to due process. In particular, students have a right to a hearing and an opportunity to present a defense before being suspended. Students who pose a threat to others in the school are not entitled to this due process.

TEACHER-PARENT COMMUNICATION

Communication between parents and teachers is an essential part of effective instruction. The approaches listed below are proven strategies for effectively involving parents in a child's education.

Parent Surveys
Positive Phone Calls
Class Newsletters
Class Website and E-mail Updates

Parent Classroom Visit
Weekly Folders
Flexible Scheduling for Conferences

DIVERSITY IN SOCIETY AND CULTURE

America is a multiethnic and multicultural society. Consequently, the culture of the community and the culture of the school varies widely depending on the school's geographic location, socioeconomic setting, and local norms. To understand schools, we must understand society and culture.

Anthropology and sociology provide a scientific basis for studying society and culture. Anthropology is the formal study of culture and the development of society. Much of the early anthropological work dealt with primitive cultures. However, in recent years anthropologists have turned their attention to communities and schools. Sociology is the study of how people behave in a group. Sociology can help us understand how students behave in school, how teachers function on a faculty, and how citizens interact in the community.

Culture is directly affected by the ethnicity of the community. Each ethnic group brings its own culture, its own language, and its own customs to this country.

Until recently, most immigrant groups have been acculturated. That is, they have largely adopted the dominant language and culture of the United States. Lately there has been a shift toward cultural pluralism in which immigrants maintain their cultural, and occasionally linguistic, identity.

Under cultural pluralism, the challenge is to provide equal educational opportunity while also providing for these cultural differences among students. There is little prospect, however, that non-English speakers will realize their full potential in the United States.

Socioeconomic status has a direct effect on culture and on the schools. As noted earlier, there is a strong correlation between SES and academic achievement. In the United States, groups, communities, and schools are stratified by social class. Social stratification often occurs within schools. Unlike many other countries, individuals are able to move among social classes, usually in an upward direction.

THE SCHOOL AND SOCIETY

The School in Society

The school is a part of society. It reflects the society and socializes students. To that end, the schools prepare students to function in society. Students are taught, directly and indirectly, acceptable social values and behavior.

The academic curriculum reflects society's expectations. Students are taught a generally accepted body of knowledge. Students are also prepared for society by being exposed to potential careers as a part of the school curriculum.

Every society has a culture. The culture combines the history of the society and the society's current norms. The culture includes customs, values, ethical and moral structures, religions and beliefs, laws, and a hierarchy of most valued contributions by members of society.

The School as a Society

The school is a society in itself. The school society consists of a complex interrelationship of teachers, students, administrators, parents, and others. Each school has its own character, practices, and informal hierarchy. Generally speaking, new teachers must find a niche in the school's society to be successful. The school has a formal decision-making hierarchy of teachers, supervisors, principals, superintendents, and school boards. The new teacher must usually gain acceptance at each level of this hierarchy to experience success.

Each state in the United States has its own system of education. States are legally responsible for education. Locally elected or appointed school boards usually have the most direct legal impact on the schools. Within state and federal laws, school boards pay for the schools from tax receipts and other funds, hire teachers and administrators, approve curricula, and set school policy.

Many of the decisions made by school boards are affected by the amount of money available to the schools. Generally speaking, wealthier districts have more money to spend on schools. The difference in the funds available may create a difference in the quality of schooling.

THE FAMILY

The family remains the predominant influence in the early lives of children. However, the nature of the American family has changed.

Divorce rates are very high, and some say that a majority of Americans under the age of forty will be divorced. American families are fragmented, with about 30 percent of children living with a step-parent. About one-third of children are raised in single-parent families, and about two-thirds of these children live below the poverty level.

An increasing number of children, called latchkey children, return from school with no parents at home. School programs developed for these students cannot replace effective parenting.

In many respects, the school, social or religious institutions, peer groups, and even gangs have replaced parents. This means that parents and families have less influence on children's values and beliefs.

The pressures of economic needs have drastically changed the American family. Less than 10 percent of American families have children, a mother at home, and a father at work. More than 30 percent of married couples have no children, and more than 70 percent of mothers with children are working mothers.

SOCIETAL PROBLEMS

This decade finds our society beset with unprecedented problems of crime and violence, alcohol and drug abuse, sex, AIDS, high dropout rates, and child abuse. Many of these problems can be traced directly to poverty. Schools are a part of society, so they too are affected by these problems.

Crime and Violence

Students bring guns to school. More than 70 percent of those who commit serious crimes are never caught. We live in a society where crime is rampant.

Crime in school presents a particular problem for teachers. Some estimate that 3 to 7 percent of all students bring a gun with them to school. Students attack teachers every day in the United States. While this behavior is not defensible, attention to the principles of classroom management mentioned earlier can help in averting some of these incidents.

Alcohol and Drug Abuse

Alcohol is the most used and abused drug. Even though it is legal, there are serious short- and long-term consequences of alcohol use. Alcoholism is the most widespread drug addiction and untreated alcoholism can lead to death.

Tobacco is the next most widely used and abused substance. Some efforts are being made to declare tobacco a drug. Irrefutable evidence shows that tobacco use is a causative factor in hundreds of thousands of deaths each year.

Other drugs including marijuana, cocaine, heroin, and various drugs in pill form carry with them serious health, addiction, and emotional problems. The widespread illicit availability of these drugs creates additional problems. Many students engage in crimes to get money to pay for drugs. Others may commit crimes while under the influence of drugs. Still others may commit crimes by selling drugs to make money.

More than 90 percent of students have used alcohol by the time they leave high school. About 70 percent of high school graduates have used other illegal drugs. Awareness programs that focus on drug use can have some positive effects. However, most drug and alcohol abuse and addiction has other underlying causes. These causes must be addressed for any program to be effective.

Sex

Many teens and preteens are sexually active, and many of these children know little about sexual education. It is in this environment that we find increases in teenage pregnancies, abortions, dropouts, and ruined lives. Sex spreads disease. So we also note increases in syphilis, gonorrhea, and other sexually transmitted diseases.

About 10 percent of teenage girls will become pregnant. Teenage pregnancy is the primary reason why girls drop out of high school. These girls seldom receive appropriate help from the child's father and are often destined for a life of poverty and dependence.

AIDS

Acquired immune deficiency syndrome (AIDS) is a breakdown in the body's immune system caused by the human immunodeficiency virus (HIV). This virus can be detected with blood tests. People with the HIV may take ten years or longer to develop AIDS.

HIV is transmitted by infected blood and other bodily fluids. Sexual relations and contact with infected blood, including blood injected with shared hypodermic needles, are all examples of ways that HIV can be transmitted. Some 2 to 5 percent of the teens in some urban areas may be HIV-positive.

Students can try to avoid becoming HIV-positive by reducing their risk factors. Abstinence from sex and never injecting drugs will virtually eliminate the likelihood that a teenager will

become HIV-positive. Less effective measures, such as using condoms, can be taken to help sexually active students reduce the likelihood of becoming HIV-positive. Girls run a higher risk than boys of becoming HIV-positive through sexual activity.

Acquiring HIV is associated with drug and alcohol use. Even when students know the risks and how to avoid them, alcohol and drug use can lower inhibitions and lead to unsafe practices.

Dropouts

Dropout rates are worst in urban areas, with over half the students dropping out of some schools. High school dropouts are usually headed for a life of lower wages and poorer living conditions.

Many of these students feel alienated from society or school and need support or alternative learning environments. Intervention, counseling, and alternative programs such as therapeutic high schools, vocational high schools, and other special learning arrangements can help prevent a student from dropping out.

Child Abuse

Child abuse is the secret destroyer of children's lives. Some estimate that between two and three million children are abused each year. Child abuse is a primary cause of violent youth, runaways, and drug abusers.

Physical and sexual abuse are the most destructive of the abuses heaped upon children. Contrary to popular belief, most child abuse is perpetrated by family members, relatives, and friends. Younger children are often incapable of talking about their abuse and may not reveal it even when asked.

In many states, teachers are required to report suspected child abuse. When child abuse is suspected, a teacher should follow the guidelines given by the school, the district, or the state.

DESCRIPTION

This is Ms. Daley's first year as a fifth-grade teacher. She was previously a third-grade teacher, and the difference between the grades is noticeable. Her class of 24 students is culturally and linguistically diverse, although most of the students are high performing. In recent years, another ethnic group has moved into this town and quickly became 20 percent of the school population. Performance among this new population has eclipsed that of the longer-term residents and these newer students tend to win most of the academic awards. Last year, the top 10 percent of ACT and SAT scores in the high school were from this new group.

Ms. Daley is just learning about this particular mix of students at this grade, and she is maintaining a daily log. She watches students' interactions in class and during lunch, and she reviews last year's assessment data. It is quite daunting because she finds that all the students in the class perform above grade level and most of the students from the newer group receive the highest scores. She also notes that there is friction between a few members of each of the distinct class groups.

DATA

Ms. Daley's Notes

I can see immediately what my biggest challenge will be. The students in this class are smart and accomplished. Even at this early stage they do more than asked and there is a competitive atmosphere among students in the classroom. I hear only one foreign language being spoken, but even those students seem to have a fairly good command of English. It's going to be a lot of late nights for me to keep up with these students.

I was an English major in college and the school administration asked me to teach fifth grade to strengthen the literature part of the curriculum. I previously taught third grade. But moving from that grade to fifth grade seems like moving to the high school with these students. In one recent lesson, I introduced the idea of an unstated topic or main idea. I expected this lesson to be difficult because the topic and main idea have to be assembled from among the details in the passage. There are a few students who have difficulty, and I noticed those students often spoke the foreign language, but overall the students mastered the lesson objective quickly.

There is a real tendency among students in the second language group to be very quiet in class. They seem to follow a "don't speak unless spoken to" approach to class participation. At first I thought that the issue was primarily language, and that is true for some students. However I am becoming aware that this behavior is more cultural than linguistic. I am learning that in the second language culture it is considered rude to speak out, and it is never acceptable to criticize or even question the teacher's authority. I am going to have to find some way to loosen up the class discussion to have the kind of interchanges and discussion that will deepen and expand learning.

LESSON PLAN
New York Standard Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Objective Write a brief poem using both metaphors and similes.
Preview Figurative language is not meant to be taken literally; it does not mean exactly what the words say. Today we are going to begin learning about metaphors and similes, two different types of figurative language.
Teach Explain: A metaphor is a comparison between two things. A simile is a comparison of two things using the words "like" or "as." Say: Here are a few examples of metaphors. I'm jumping for joy. It is raining cats and dogs. Ask students to give their own examples of metaphors. Help students who make mistakes. Continue until it is clear students understand. Say: Here are a few examples of similes. The coins were as bright as sunlight. The raindrops looked like little pearls. Ask students to give their own examples of similes. Help students who make errors. Continue until it is clear students understand.
Activity Ask students to write a brief four-line poem that includes two metaphors and two similes. Explain that the poem need not rhyme.

1. What is the most likely cause for the biggest challenge Ms. Daley will face?

   Ⓐ Her move from a third-grade teacher to a fifth-grade teacher
   Ⓑ Having to deal with second language students in her class
   Ⓒ Emphasis of education at home for the second language group
   Ⓓ The lack of classroom engagement among the second language students compared to other students in the class

2. Which of the following would be the best assessment of the lesson on similes and metaphors?

   Ⓐ The end of chapter test in the textbook about similes and metaphors
   Ⓑ An informal review of the poems written during the activity stage
   Ⓒ An informal review of the simile and metaphor examples given during each portion of the lesson
   Ⓓ An informal assessment of students' knowledge of similes and metaphors during the Preview stage of the lesson.

3. The overview of Ms. Daley's class reveals that students would benefit most from which of the following types of activities?

   Ⓐ Carefully structured lessons built around central curricular themes
   Ⓑ Activities that show a cultural sensitivity to both the native speakers and the second language students
   Ⓒ Small group work intended to provide help for students who are having difficulty keeping up with the rest of the class
   Ⓓ Open-ended lessons that enable students to pursue concepts and ideas beyond the lesson's objectives

4. Which of the following actions by Ms. Daley is most likely to address the participation of second language students?

   Ⓐ Enable these students to work in pairs to share ideas in a more private setting
   Ⓑ Encourage students to just speak up when they have something to offer
   Ⓒ Wait until after the discussion is over and then ask these students to share ideas
   Ⓓ Ask very challenging questions that these students are likely to have an answer to

Constructed-Response

5. Review the exhibits, and then write a brief response in which you
   ▪ describe a unique learning issue that Ms. Daley has in this class;
   ▪ present a strategy that would address this unique learning issue; and
   ▪ support your decision to use the strategy and explain why it would be successful.

Answer Explanations

1. **(C)** Ms. Daley identifies the high functioning of students as her biggest challenge, and the second language group as the highest functioning. So her challenge is most likely dealing with the high achievement resulting from an emphasis on education at home among the second language students.

2. **(B)** The poems come at the end of the lesson and are thus the best way to assess the lesson's effectiveness. An informal review by Ms. Daley is sufficient to reveal the general grasp of these concepts by students in the class.

3. **(D)** The students in this class are capable and would benefit most from lessons that enable them to pursue and explore the full range of their capabilities.

4. **(A)** Of all the strategies listed, this choice has been shown to have the most success in eliciting comments and participation from students.

EAS Constructed-Response Scoring Guide

SCORING EXPECTATIONS

The response should meet the stated specific requirements.
The response should demonstrate an understanding of the applicable exhibits.
The response should provide e-mails to support the main themes.

SCORING

4 The response demonstrates a STRONG grasp of the applicable content and skills and always includes all required response elements.

3 The response demonstrates an ACCEPTABLE grasp of the applicable content and skills and always includes all required response elements.

2 The response demonstrates a LESS THAN ACCEPTABLE grasp of the applicable content and skills and may not include all required response elements.

1 The response is INCOMPLETE AND/OR OFF TRACK and usually does not include required response elements.

U The response can't be scored because it is off topic, written in a language other than English, or contains too little information to score. Note, a well-written but off-topic response will be scored U.

B You did not write anything.

CONSTRUCTED-RESPONSE EXAMPLE

5. This response would be graded a 4 or perhaps a 3.

The unique learning issue I see is the competition in the class, and that 80 percent of longer-term resident students in the class seem to be at a competitive disadvantage to the newer group of advanced second language students. This kind of competition can cause significant conflicts as the school year progresses. There is nothing to be done about gaps in ability. However, there is something to be done to have an effective classroom environment.

As a whole, the students are self-motivated. Ms. Daley should take advantage of that ability to act independently and make more use of cooperative learning groups. Each group could be crafted to represent the full range of students in the class. The cooperative groups would have specific directions with specific desired outcomes, and groups should benefit as a whole from the results of the groups' work.

I choose this strategy because it emphasizes group and not individual responsibility. The emphasis on cooperation removes some, but not all, of the competition noted in the class. The approach emphasizes the contribution of each individual to the larger whole and gives an opportunity for students to learn from each other. I believe the strategy will be successful because of the ability of the students in this class to work without a lot of close scrutiny, and because, as a whole, they may be able to learn more from each other than from Ms. Daley.

Discussion

It is important to note immediately that there are many possible responses to this assignment. This assignment responds specifically to each of the three elements of the response prompt. The unique learning issue is creatively devised and clearly explained. The approach of using cooperative learning is supported by details and explains the benefits to be gained by students. The reasons for selecting this approach are clearly stated and detailed, while the expectation of success is directly tied to the information in the exhibits. Overall, the response could be very useful to a teacher in the same situation as Ms. Daley.