FOUNDATIONS OF EDUCATION AND INSTRUCTIONAL ASSESSMENT



Jennfer Kidd, Jamie Kaufman, Peter Baker, Patrick O'Shea, Dwight Allen & Old Dominion U students
Old Dominion University

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1.1: Why Do Teachers Teach? 1.1: Why Do Teachers Teach?Edit Update titlecancel

By Alyschia Conn

Why Teach?

Why do teachers teach? It is a rather simple question, however the question, what is a teacher, must be addressed first. Merriam-Webster's definition of a teacher is "one whose occupation is to instruct" (Merriam-Webster, 2008, para. 1). That is a rather one dimensional definition of a teacher, as teachers these days, offer so much more to the class than just the information. They offer themselves. A collective definition of a teacher, is someone who "yearns to help children learn, watch them grow, and make a meaningful difference in the world" (Teacher Support Network, 2007, para. 2). This definition must be the main reason as to why individuals pursue teaching as a career. Generally the pay is low to fair, but the overall rewards are much greater, for as a teacher one can touch the hearts of the young and open their minds in order to tap their thirst for knowledge.

The Long Road

Becoming a teacher is a lengthy process obtained by numerous routes, such as night school or attending a four year college. Regardless of the process it is important to obtain at least a Bachelors degree in the desired teaching area, as well as a teacher certification which should include clinical experience (Lewis, L., Parsad, B., Carey, N., Bartfai, N., Farris, E. & Smerdon, B., 1999, para. 3). The average starting salaries were about $31,704 in the year 2003-04, whereas the average teaching salary was about $46,597 for the year 2004-2005 (Pearson Education Inc, table). Compare this to the average cost of living in the United States today which is continually rising (Boskey, para. 3).

Teaching is not a pocket cushining job, but one with long hours and a flat rate of pay. The income of course, depends on where the teacher is instructing. Private schools generally pay their teachers less for they do not need to have proper credentials, whereas schools located in urban areas pay more for those with proper credentials (Vedder, 2003, Public vs. Private, para. 1). Despite the lower pay for private school teachers, it is the students, the teacher's indivdiual commitment to faith, and the freedom provided by not being governmentally run that attracts teachers (Vedder, 2003, Public vs. Private). Considering the figures above, it is clear that teaching is not a lucrative profession. It is the perogative of these individuals to choose a career in teaching, and often they have a strong motive behind their decision. Perhaps teachers teach for personal gain, or they have the desire to spread knowledge, or to watch children reach their full potential beneath their instruction. Regardless of the reason, the reward must be substantial to compensate for the lack of monetary reward.

Passion

There are multiple factors in deciding to become a teacher. For one, it is a healthy alternative to other professions as the TDA's research has found that about twice as many teachers truly enjoy their work, as opposed to those who have careers in marketing, IT and accounting (TDA, In Summary, para. 1). Although work is not truly, work, if it is enjoyed. For example, Beth Ashfield, a math teacher, spoke of her job with passion "I love my subject, but I know it's not socially acceptable to say that… in school, I can be as enthusiastic as I want to be. I'm able to convey that enthusiasm to the students, to allow them to become confident and creative in their approach to the subject" (TDA, Beth Ashfield, Maths teacher, para. 1). Becoming a teacher was important for her, due to her great love of a particular subject, and the desire to share it with others in hopes that they might discover the same for themselves. As a teacher one is always learning, whether it is of one's content material, or something new from a pupil. Being a teacher requires an open mind, for the teacher is always the student. A teacher guides his or her charges on a path to self discovery where they learn about the world, and ultimately, themselves.

Love

Beyond passion, another reason that teachers teach is simply for the love of teaching. As stated by (Liston & Garrison, 2003) Love is a "creative, critical, and disruptive force in teaching and learning." A teacher who loves his or her job will be a better teacher and have a greater impact on the students he or she influences. Classroom efforts to manage, instruct, and direct groups of twenty to thirty students frequently requires a feelings for others and an intuition that connects teacher to student and to subject matter. (Liston & Garrison, 2003) For the new teacher that multiple tasks entailed in this activity can be overwhelming. (Liston & Garrison, 2003) For the experienced teacher they can seem almost unconscious. (Liston & Garrison, 2003) This connection between students and teachers can sometimes be a form of love and concern for the well being of other human beings. A teacher must have a strong desire to see the well being of young students is advanced and know that at the end of the day they have played

a small part in the bettering of these students. Most teachers truly have passion for what they do, but they also have a love for it as well.

The Challenge

There are points when teaching becomes a challenge, but it is those that thrive on the challenge of reaching kids who are truly the most effective. Though they may seem under appreciated, the individuals who instruct in our country's challenge-schools, or schools located in poor urban areas, are very important. Laura Hendrickson conducted a study that looked into high-challenge urban schools, and how good teachers affect the students education. It was obvious that with three years of quality teaching the students performed almost nearly as well as those who were not situated in a high challenge school. Often teachers leave such places due to their struggles with reaching the children in those areas however, those that stayed had the following reasons; "relationships with students, rewards, instructional focus, collegiality, feeling needed and a desire to help others, challenges and parents" (Morris, 2007, Abstract para. 4). The teachers took their responsibility to not merely be educators, but also to provide different avenues of understanding so that all students could "master basic learning objectives" (Cotton, 2001, para. 3). These objectives were acquired through the encouragement and support of the teachers who established the connection between the student's effort and his or her outcome, as opposed to luck or good fortune. The effort of these teachers was remarkable as they faced the challenges of the student's unstable and sometimes uneducated backgrounds and found ways to reach the children by being flexible with their teaching style and creative with rewards (Cotton, 2001, para. 5).

Creativity Is Key

Beth Anders, once a physical education teacher, now heads the coaching faculty of the field hockey team at Old Dominion University. Her view on teaching was similar to that of Beth Ashfield, for she loves to teach and develop people. "Life is learning and to be part of people developing and acquiring knowledge. Every person is unique and the challenge is to find fun ways to guide individuals to learn and understand what they are interested in learning" (B. Anders, personal communication, February 2, 2008). There are many ways to be creative in the classroom, whether it is using projects, videos, and presentations, but what if the creativity stemmed from the teacher?

Being creative is important in teaching, for the students are the audience. No one knows this better than entertainers, who are creative and use their ingenuity to bring to life rather dull aspects of education. This in and of itself is talent, and there are those who devote themselves to that. Paul Keogh, a Modern Languages teacher had always aspired to be an entertainer, however, he chose teaching as his profession instead. He does not regret this choice for, he's always got someone to perform for. He equated teaching to entertainment, but more importantly he remarks, "I love to see them growing personally, socially and academically" (TDA, Paul Keogh, Modern Languages teacher, para. 3). This statement itself encompasses the point of education, for there cannot be growth without learning, and learning stems from observing from someone of an educated status higher than one's-self.

The Rewards

The rewards received by being a teacher are different than those received by someone like a salesman for example. If a salesman is doing well, he makes his quota, and he then earns his monetary bonus. It is possible that he receives a plaque to hang behind his desk stating that he was the number one salesman for this period in time. Teacher's rewards are not so tangible, but rather, "they are rewarded more by witnessing their students succeed and follow their dreams than by any plaque " (Daily Egyptian, 2005, para. 7). A group of school teachers who had participated in a study that looked into why teachers taught in high challenge schools, jointly agreed that what their students achieve under their instruction was reward enough for all the time that they devote to their students. "Student achievement was another reward the teachers discussed as a reason for staying. When their students were successful, the teachers felt incredibly rewarded." (Morris, 2007, pg 58). The reward teachers receive is a feeling, and feelings are more special and memorable than gold and silver plaques hung stoicly on a wall proclamming an individuals success. For teaching, it is not about what the teachers can achieve, but what they can get their students to aceive, and through their students, reflects a teacher's greatest achievement.

In Conclusion

To address the opening question, why do teachers teach? The answer is simple, "they teach for the love of children and to contribute to the well-being of all of us" (Teachers are Important, 1998, para. 4). It is something inside them. It is a drive, a force, a passion, a talent that they wish to dispel upon his or her students in order to watch them succeed. Choosing to be at teacher is not for the money, as a teacher's monetary compensation is hardly adequate given all that they give to their students. Becoming a

teacher is almost like heading a calling. It is not for the light at heart, but rather, for those who love children and people, who have a passion for education, and who love to share in that passion. Teachers yearn to see the burning desire to learn, and love to see the excitement of discovery, and that, is why teachers teach.

Exercise 1.1.1

Review Questions

1) How does the average salary of a teacher compare to that of a teacher who is just beginning?

A. greater

B. less

C. much greater

D. much smaller

2) Beth Ashfield speaks animately about why she teaches. What emotion shows through when she speaks of her reasons?

A. Interest

B. Concern

C. Passion

D. Aggression

3) Explain what the teachers of 'high-challenge' urban schools provide to the students that they teach?

A. compassion and advice

B. encouragement and direction

C. encouragement and support

D. safety and security

4) The classroom can become a platform for leanring and growing for students, and teachers can bring their own flair to the class. What flair did Paul Keogn bring to the class, and did the students respond well to it?

A. Singing; the students loved it

B. Singing; the students hated it

C. Entertaining; the students hated it

D. Entertainging; the students loved it

5) What feedback rewards teachers the most?

A. Support from the PTA

B. Teacher Appreciation Week

C. Plaques and signs of honor

D. Witnessing students succeed

Answer

1) A

2) C

3) D

4) D

5) D

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1.2: Why Teachers Leave the Profession 1.2: Why Teachers Leave the ProfessionEdit Update titlecancel

By: Sarah Wolff

Learning Objectives

- Reader should be able to identify key factors that influence a teacher's decision to stop teaching.
- Reader should be able to identify the effects of low teacher retention.
- Reader should be able to identify ways by which states and schools can boost teacher retention.

Introduction

Why do teachers leave the profession? Teacher attrition has been on the rise for the past two decades and it is no surprise that it has become a major concern. (Brooks-Young, 2007). Every year, approximately one-third of the nation's teaching force turns over and the retention rate of new teachers after five years is only sixty-one percent. (Kersaint, 2007). Researchers believe that teacher shortages are caused not by lack of interest in teaching, but by too many teachers leaving the profession. (Williby, 2004). What must be addressed are the factors affecting teachers' decisions to leave, the effects on the students and schools of low teacher retention, and the possible solutions to increase teacher retention.

Factors Influencing Teacher Turnover

According to Smithers and Robinson, there are five main reasons for teachers leaving the profession: workload, new challenges, school situations, salary, and personal circumstances. Among those five main reasons, workload was the most important factor in affecting teacher turnover, while salary was the least important. (Smithers & Robinson, 2003).

Workload

Being a teacher is not an easy job. Teachers must teach their students, as well as complete paperwork, lesson plans, assessments, etc., and at times this can be overbearing. There is an increase on assessment and accountability of teachers, which means there is an emphasis on testing, evaluation, and passing state standards. Teachers are required to teach to state standards and for their students to pass standardized tests, adding another requirement to be placed upon teachers. Also, many times, teachers are expected to sponsor a club or activity on top of everything else they must do. This means spending more time at school working. Meeting these requirements and juggling these tasks can be hard and frustrating, especially for new teachers with little experience.

New Challenges

New Challenges often cause new, inexperienced teachers to leave the profession. For the most part, their first few years in the classroom are spent trying to get organized, get a grasp on the pace of teaching the material, and learning how to effectively manage a classroom. Disruptive or troublesome students can make a teacher's job that much more difficult by having to deal with the students and in some cases having to take disciplinary actions

School Situation

School situation encompasses many different things. It can be how the school is run, who runs the school, what type of programs are available to teachers, geographical setting of the school, and much more. Geography can play a major role in affecting a teacher's decision on whether to leave the profession. In rural settings, the main reasons for teachers leaving was due to cultural differences, the geography (i.e. being too far away from a city or town), and professional isolation. (Williby, 2004). For urban settings, the reasons for leaving were an emphasis to oversee extracurricular activities and whether they were teaching at an at-risk school. How the school is run is also another factor causing teachers to leave. A lack of administrative support is damaging to a teachers self-esteem, poor facilities cause teachers to become frustrated, and insufficient mentoring leaves the teacher with nowhere to look for advice, and ultimately cause teachers to leave.

Personal Circumstances

Since teaching requires a lot of time and effort, sometimes personal circumstances can affect a teacher's decision on whether or not to leave. The most common personal circumstance that causes teachers to leave is family. This encompasses everything from pregnancy, spending more time with family, and taking care of family. For women who get pregnant while teaching, they may find

it more cost effective to leave and become a stay-at-home mother (Kersaint, 2007). For other teachers, quality time with their family and taking care of their family is very important and the workload of being a teacher doesn't allow them much time to do this. Age is also another personal circumstance that causes teachers to leave. Typically, it is younger teachers or older teachers approaching retirement that usually leave the teaching profession. For older teachers, there is a direct correlation with early retirement and pension-plans. (Ingersoll, 2001). This means that it is more likely for an older teacher to retire if they have a pension plan.

Effects of Teacher Turnover

The effects of teacher turnover is astounding, not only for the school systems, but for the students as well. Teacher turnover can have a negative effect on student learning. Schools usually hire last-minute teachers who are under-qualified and inexperienced. (Kersaint, 2007). According to the National Commission on Teaching and America's Future, inexperienced teachers are noticeably less effective than senior teachers. These new, inexperienced, and under-qualified teachers passing in and out of the school systems can have an emotional and physiological effect on students and student learning.

Note

The cost of teacher turnover is over $7 billion dollars a year. (NCTAF, 2007)

For the school systems, teacher turnover is a fiasco. It drains resources, diminishes teacher quality, undermines the ability to close the gap of student achievement, and is financially burdening. (NCTAF, 2007). Resources are drained due to the need of experienced teachers to train and mentor new teachers. Financially, schools are suffering from teacher turnover because of the cost of recruiting, hiring, advertising, and providing incentives. (Harris & Adams, 2007). Ultimately, the effects of teacher turnover on the school systems directly impacts the students; the financial cost of teacher turnover takes money away from other projects that could be beneficial to the students, the quality of teachers hired directly impacts student learning and student achievement, and the school community and effectiveness can be destroyed.

Boosting Teacher Retention

So now the question is, what can be done to boost teacher retention? Teachers leave the profession for several reasons from lack of administrative support to poor facilities to low pay. There are several steps schools can take to boost teacher retention.

To retain teachers that are inexperienced, schools can implement a well-organized induction program. This type of program would include mentoring and peer review evaluations. This allows teachers an outlet for help and instruction, as well as advice on how to improve performance. These types of programs also prepare teachers on what to expect and how to effectively do their job. Studies show that teachers who receive intensive mentoring are less likely to leave than those who receive little to no mentoring. (Williby, 2004).

Other ways to boost teacher retention include new administrative and organizational strategies. Since workload is the major reason for teachers leaving the profession, strategies such as job sharing or part-time work may be more appealing to some teachers, or time to get work done during the school day through extended planning time, etc.

Hiring incentives are also another way to boost teacher retention. Although salary is not the biggest force driving teachers away from the profession, incentives would give them more of a reason to stay. These incentives inlcude: hiring bonuses, health insurance, pension plans, and higher salaries.

Conclusion

All-in-all teacher turnover is a growing problem and must be solved. The reasons for why teachers leave the profession vary from teacher to teacher, but there is no doubt that something must be done to boost teacher retention. Teacher turnover effects student learning, student achievement, and the school systems. The cost is astounding, and new programs and strategies must be developed so teacher retention does not become an even bigger problem than it already is.

Exercise 1.2.1

1. What is the retention rate of new teachers after 5 years of teaching?

a. 51%

b. 47%

c. 61%

d. 67%

2. What is the most influential factor affecting teachers' decisions to leave?

a. Salary

b. School Situation

c. Personal Circumstances

d. Workload

3. Susan is thinking of leaving the teaching profession because she feels like she has no one to give her advice, instruct her on classroom management, and provide assistance to her. What would most likely influence her to continue to teaching?

a. a bonus

b. mentoring

c. health insurance

d. Peer evaluations

4. John has noticed a high level of employee turnover at his son's school. What may this be concerning to John?

a. It shows there may be a problem with how well his son's school runs and functions.

b. It shows that teachers hate their jobs.

c. It shows that students cause teachers to quit.

d. It shows that his son is not recieving a proper education.

Answer

1. c
2. d
3. b
4. a

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1.3: Is Teaching A Profession? 1.3: Is Teaching A Profession?Edit Update titlecancel

By Jessica M. Vasiliou

Introduction

Teaching as a profession has become a huge concern in our society. I would think all parents would want their children to be taught by a professional. However, teaching as a profession is the question that remains to be answered clearly. The academic society needs to spell out a sense of professionalism in order to ease this concern. “Unlike other professions where you make ‘machines’ work, this profession allows one to deal with the most complex phenomena on earth. Ranging from most studious to most mischievous students, the teachers need to maintain a balanced attitude and approach in transforming them to mature individuals” (Kishore, 2000, paragraph 4). Professionalization of the teaching workforce is a major concern that needs to be addressed because it is a field of significant knowledge. The process of teaching can influence the lives of many students.

The Definition of Profession

Eliot Freidson, author of Professional Powers (1986), cautions, “a word with so many connotations and denotations cannot be employed in precise discourse without definition” (Freidson, 1986, p. 35). In trying to break down the debate about teaching as a profession, we must first look at the concept of “profession.” Originating from the Latin, *professio*, profession originally meant "the declaration of belief in or acceptance of religion or a faith" usually related to religious beliefs (Dictionary.com). However, by the sixteenth century, this rather narrow meaning expanded to include “body of persons engaged in some occupation” (Dictionary.com). The meaning of profession seems to be very unclear which is why people still cannot determine if teaching can be known as a profession.

The noun profession, referring to an occupation, also dates back to at least the sixteenth century, and is equally vague. Profession as a noun is defined as “a vocation requiring knowledge of some department of learning or science” (Dictionary.com). It is compared to a “learned profession” such as that of medicine and law (Freidson, 1986). “Inherent within this context is the elite and prestigious connotation many hold of ‘the professions’ to this day” (Freidson, 1986, p. 3). As Freidson said, “the original professionals addressed each other and members of the ruling elite who shared some of their knowledge and belief in its virtues. They did not address the common people or the common, specialized trades. So it is our time” (Freidson, 1986, p. 3).

If we as teachers are going to be “professionals” in our occupation, we need to realize that professionalism is for the most part a state of mind. Preparation is vital in the teaching world in order to provide every student with a proper education. Hence, one who calls themselves a professional teacher would want to conduct their classroom with character and dignity. A professional teacher would take the time to produce an intellectual exchange within their classroom. Professionals in education would want students to learn from the methods, ideas and lessons presented in their classroom.

A Professional Teacher

It is not easy to find someone who is opposed to the concept of teacher professionalism. Juliane Brown, a teacher in Lancaster, Pennsylvania said, “I believe I am a professional because I am a master at what I do, I love what I do and I make a living at what I do. I engage in this activity known as teaching so much that it is what I live for. Therefore, I believe that I am a professional.” Teachers are no longer being seen as people who simply transport packages of knowledge. Rather, teachers are evolving in a way that they are seen as information-holders and knowledge-makers, possessing much skill, which newcomers to the world of teaching must strive to obtain through experience, study, thought and reflection. Professionalism of teachers will insure our students with the finest education yet.

> **Note**
>
> “I believe I am a professional because I am a master at what I do, I love what I do and I make a living at what I do. I engage in this activity known as teaching so much that it is what I live for. Therefore, I believe that I am a professional" (Brown,2008, January 28).

Teaching-Not a True Profession?

Some people have concluded that teachers need more training. For example, a Bolton-born education expert claims, “Teaching should not be considered as a profession because not enough training is given to those who go into it” (Bolton-born education expert, Teaching not true profession, 2005, paragraph 1). Possibly to get to the point of teaching being a true profession more in

depth education may be needed. Many think that teaching cannot compare to that of a career in medicine and law in terms of professionalism because it “has a shorter qualification route” (Phil Revell, Teaching not true profession, 2005, paragraph 2). Perhaps in the future more years of education will be needed to become a teacher.

Professional Versus Non-professional

A professional could be said to be a person who has an extremely developed talent or skill (Buijs, 2005). All professionals whether it be a professional dancer or doctor receive pay for what they are doing. On the other hand, a non-professional or amateur may not receive pay (Buijs, 2005). A more significant contrast is that “being a professional conveys the connotation, not only of a high level, but of a consistent level, of performance. Professional athletes or professional entertainers, for instance, can be counted on to perform in diverse, and sometimes adverse, circumstances; they can, and often do, perform regardless of personal mood, motivation, or even injury. Neither the expectations nor the level of performance of a professional is demanded of an amateur” (Buijs, 2005, p. 331). What is trying to be explained here is the fact that there is a certain standard of performance for professionals that should be met, but does not have to be met by that of an amateur or a non-professional.

What is the American Government Doing?

The American government is very involved in improving the education systems (Denlinger, 2002). However, the government may not be concerned with the right issues when it comes to teacher professionalism. “Instead of looking at the real problem-poor working conditions and low salaries- the government is arguing that we need to become tougher on our teachers, demand more in terms of work, and do more testing to see if teachers are doing their jobs” (Denlinger, 2002, p. 116). Low wages is the true dilemma in this field, which our leaders are refusing to admit (Denlinger, 2002). “Bush has proved this by his approach to another, similar problem: low morale in the armed forces. To cure that problem, has he argued that we need to demand more of our soldiers? No… Instead, Bush has decided that we need to increase the salaries of our armed forces” (Denlinger, 2002, p. 116). Denlinger went on to say, “His business logic is self-evident; the only way to draw the best talent is to pay the best wages. It’s not that the talent isn’t there to staff our armed forces-they’ve just chosen to go where the pay and appreciation matches the job’s demands” (Denlinger, 2002, p. 116). This is happening with our college graduates who are graduating with a teaching degree. These graduates choose to enter a higher-paying job and a career that they will have competitive wages, are appreciated and gain rewards. If the salaries became more competitive in education perhaps there would not be such a scarcity of teachers and “the quality of education would improve markedly” (Denlinger, 2002, p. 117).

Conclusion

In the world of education, teachers are a guiding light to students. I think teachers are miracle workers when it comes to trying to get every student to pass a test. Do doctors get all their patients to pass their tests in terms of being healthy and physically fit? If they did, I would consider doctors miracle workers as well. Teachers are also knowledge workers, transporting much knowledge while shaping the minds of our youth and thus have a responsibility and image to uphold. In today’s work force, there are many options available and college graduates are choosing careers simply because of the pay rather than choosing something that they love to do. Whether looked at as a profession or not, teachers should be respected for what they are doing just as doctors and lawyers are. In order to maintain some structure of professionalism in the educational environment, education systems need to take steps to make sure they handle this task efficiently.

According to Valeri R. Helterbran, EdD, an associate professor in the Department of Professional Studies in Education at Indiana University of Pennsylvania, Indiana, "identifying and engaging in professional strategies to develop one’s own level of professionalism is important to the overall understanding of this topic and may be the lynchpin that makes the difference in determining whether or not a teacher is a professional. Teachers must decide who they are and how they want to be perceived in the classroom. Becoming increasingly professional implies a commitment to change, to strengthen, and to grow as a person and as an educator. It is equally apparent that it is imperative for teachers, individually and collectively, to consider what they can do to ensure that they are practicing the art and craft of teaching in a manner that is of service to children’s achievement and society. A more thorough understanding of the attributes of professionalism can serve as an introduction for preservice teachers and a reminder to both novice and seasoned teachers to ensure that they conduct themselves as professionally as possible. Professionals take ownership of their job responsibilities, assignments, and personal conduct. Being a professional is a matter of personally emulating and modeling the qualities we demand of our students and colleagues as scholars, contributors, and owners of personal destiny. (Valeri R. Helterbran, Professionalism: Teachers Taking the Rein, 2008, p. 126)"

Note

Schools should...

- Train teachers regularly
- Create Teachers' forums and encourage teaching communities
- Pay teachers adequately
- Treat them with respect
- Maintain schools properly

(Kishore, 2000, paragraph 6)

"Education is the only investment that will have highest return on investment"

(Kishore, 2000, paragraph 6).

Exercise 1.3.1

1.Many times people do not see teaching as a profession because of?

A. Low wages

B. Poor training

C. Summers off

D. Teachers not communicating

2. Angela loved to dance. She especially liked ballet and knew she wanted to concentrate on that style of dance while she was growing up. When she became old enough she tried out for the American Ballet in New York City. She got the role as Victoria

Page in the famous ballet *The Red Shoes.* Angela gets a weekly salary for what she loves to do most in life, which is ballet dancing. According to the Wikibook article, Angela is now considered a person who has

A. An exciting pass time

B. A neat hobby

C. A job performing ballet

D. A professional career

3.Profession as a noun is defined as?

A. A person who teaches or instructs useful information.

B. A vocation requiring knowledge of some department of learning or science.

C. A person or thing that leads and develops ideas and skills.

D. A person who speaks about what they are educated in.

4.Instead of entering a career in education, many colleges graduates are choosing to enter a _____ and a career that they will have competitive wages and gain rewards.

A. Higher-paying job

B. Job that involves traveling

C. Job that involves working with animals

D. Job that involves traveling

5.Education systems as well as teachers should take steps to handle the responsibility of teachers being professional in the classroom. Which answer listed below is not one of these steps?

A. Pay teachers adequately

B. Maintain schools properly

C. Treat teachers with respect

D. Give good benefits

Add exercises text here.

Answer

1. A
2. D
3. B
4. A
5. D

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1.4: Teacher Training- Ideal vs. Reality 1.4: Teacher Training- Ideal vs. RealityEdit Update titlecancel

By Adrienne Scott

Introduction

Teachers have the rare opportunity to mold a person's life forever. It's no wonder that with such a tremendous responsibility comes conflict. People are beginning to question if what teacher candidates are learning is effectively preparing them for their career. The question presentation by this issue is clear, "do the ideal training teachers receive match with the reality they will face?" The answer however, is not as clear. Critics believe that institutions fall short when it comes to equipping teachers, not taking into account certain factors. Some of these factors are gender, technology availability, classroom experience, diversity, and social issues. On the other side are those who support institutions and their teaching programs. These supporters believe that teaching programs are sufficient and to make the programs any more specific would be detrimental to future teachers. There is no clear right or wrong answer on this issue. This chapter will serve as a source of information on the topic at hand. The goal of this chapter is to educate you on the topic so you will be able to make a more informed decision concerning teacher training, the ideal vs. the reality.

Go Teacher U.!

Teacher candidates often receive the best building blocks from their institutions. These blocks are styles, methods, and techniques, which give teacher candidates a foundation to build on. Many people criticize institutions for how they choose to prepare future teachers. The critics believe that an unreachable image of what teaching will be like is painted. In reality, institutions equip future teachers with all the tools they will need to become an effective teacher. For example, a course on integrating technology into the classroom might not be practical for teachers who will teach in inner-city schools, low budget school districts, or in communities suffering from digital divide. However, institutions realize that technology is becoming more accessible and that teachers need to learn how to be flexible and adapt to whatever school district they are in. It is the job of the institution to educate teacher candidates on the basics of teaching. Those candidates will then be able to take their problem-solving and application skills, which they also learn in college, and tweak the basics to appropriate their school.

Institutions educate future teachers on how to be effective in their classroom. The bottom line is that there is no way institutions can prepare teacher candidates for everything that might happen throughout their teaching career. The U.S. Department of Education conducted a study of teachers' reflections of their educational institutions. They found that most teachers believed "there were issues for which no college or university could have prepared them" (U.S. Department, 2008). Lisa Shipley, a seventh and eight grade teach in Missouri, believes that her university prepared her the best it could for the expected, but the unexpected is another story (U.S. Department, 2008). Shipley states "college did not prepare me for the student whose mother was murdered by a jealous boyfriend; for the student who witnessed a drive-by shooting; for the student who was removed from her home because of an abusive father. These realities do not exist in textbooks, yet they are, sadly, all too often the realities that people—with real lives and real problems—bring into my classroom" (U.S. Department, 2008). Teacher preparation programs prepare future teachers in an effective manner, it is unfair for third parties to criticize this preparation because there is no way which teacher candidates can be completely prepared for the emotional stress their new job will bring.

Even after participating in teacher preparation programs, individuals really must complete on the job training in order to become more prepared and effective teachers. One semester of student teaching generally does not adequately condition a future teacher in that it is impossible for them to encounter every possible conflict, just as Lisa Shipley had lamented (U.S. Department, 2008). It takes a fair bit of on-the-job training or roughly two years to become competent at classroom management, and around six to seven years to become an effective teacher (Wallis, 2008). This is where the harsh reality of the real world comes into play as many teachers struggle in their early years and consequently throw in the towel. "Between a quarter and a third of new teachers quit within their first three years on the job," and this is due to how under-prepared the teachers are and what little support they receive from their respective schools (Wallis, 2008).

Welcome To The Real World

In college, students are taught that boys and girls should be treated the same at all times however, in the classroom it is important for the teacher to make the distinction between the two groups. This distinction should not be made to favor one group over the other but to target each group with the specific teaching styles that will best reach them. David Kommer, middle levels specialist at Ashland University, does not agree with what teacher candidates learn in college. Kommer believes that it is essential for teachers

to be aware of differences in gender so that they are able to be “purposeful in the treatment of each, and so they are able to send the healthiest messages” (Kommer, 2006). In fact, Kommer doesn’t even believe that boys and girls should be treated the same, “Our goal is not to try to make boys and girls the same; we tried that several decades ago. We might have more success if we teach boys and girls to respond to each other as people” (Kommer, 2006).

Most colleges now require teacher candidates to take a course in technology integration. This course is wonderful; it enlightens future teachers on how technology is necessary and shows them how to use it to enhance the curriculum. The only problem with this class is that it makes the assumption that all schools will have up-to-date computer labs with various software and technology in every classroom. The reality is that many teachers will graduate college and begin their teaching career in an inner-city school, a school that doesn’t have the resources to provide students with constant access to technology, or in a community suffering from digital divide. Digital divide is “the gap between those who benefit from digital technology and those who do not” (Smith, 2008). Digital divide may not seem that important but in reality it has a huge impact on the poverty problem around the world. “Access to digital technology greatly enhances the effectiveness and affordability of efforts to improve the water supply, improve rural health and education, generate jobs and address any of the other interrelated problems of poverty” (Smith, 2008). It is important for future teachers to be educated on digital divide and ways to close the gap.

“Everyone should be treated equal”, this is a quote that many people pride themselves on, however, in education this declaration of equality could end up harming student’s education. Teachers against prejudice (TAP), is an organization devoted to erasing prejudice in school systems. TAP believes that future teachers need to be trained “to create a level-playing field respecting the inherent right of all to self-identify rather than be labeled” (Teachers, 2008). In the classroom, not every student is equal. Not every student learns the same way or has the same experiences, and teachers who treat them as though they do explicitly hinder their learning experience. Dr. Aretha Faye Marbley, an associate professor at Texas Tech University, believes that “the future welfare and the national security of our country depends not only on how well we educate our children, but also on how well we prepare teachers for working with racially and culturally diverse learners” (Marbley, 2007).

Institutions are not properly preparing teacher candidates for their future profession if they are not altering course content to match the present workforce. When teachers first enter a classroom they need to have knowledge about some of the social problems effecting children today.

Future teachers should have even more knowledge about the social problems affecting the specific age group they plan to teach. Melissa Luroe, a seventh and eighth grade teacher in Maryland, feels as though her institution failed to prepare her for the social issues her middle-school students were dealing with. Luroe confesses, “My children are dealing with issues I never imagined when I was a 13-year-old. AIDS, abuse, neglect, drugs, and sex are `buzz words' I overhear in the hallways, classrooms, lunchroom, and library” (U.S. Department, 2008). Luroe’s college did not prepare her for handling these issues, but that will not keep her from tackling the problems, “as a teacher, mentor and friend, I have to deal with these issues every day” (U.S. Department, 2008).



Figure 1.4.1: Two students, one drinking a beer, the other pregnant. Two major issues that teenagers deal with. (CC-BY-SA-NC-2.0, Bluegrass Annie, Flickr)

This picture shows two high school students. One is drinking a beer and the other is pregnant. This picture is a snapshot of two major issues that teenagers are dealing with today, alcohol and sex. Effective educators need to be able to address these topics with sensitivity in a way that will reach their students.

Bridging The Gap

As you may recognize from the information provided on this topic, there is no right or wrong answer when it comes to figuring out if teaching training is ideal. However, choosing a stand on the issue is just the first step. Whether you support, oppose, or are just

undecided on your view of teacher preparation programs, you must realize that many programs are not being finely altered. What this boils down to is that regardless of what teacher candidates believe, they must find a way to bridge the gap between the ideal and reality.

Teacher candidates can help their ideal education become more like their future reality by taking initiative. One way for them to bridge the gap is to make the most of the experiences they do have. For future teachers this mean devoting time to studying and researching their subject and grade level and then putting those efforts into application during observation and practicum. This also means that teachers should be experimenting with different techniques and methods of dealing with children during their field experiences. Another way for future teachers to take initiative is by seeking outside opportunities to work with children and gain classroom experience. For some this may mean getting a job substituting in public schools or working at a day care center while for others, it may mean getting a summer job as a camp counselor. Taking responsibility is another way teacher candidates can help bridge the gap. Future teachers should know about the social issues their students are facing. Some way to do this are by attending PTA meetings, attending school board meetings, communicating with experienced teachers and community outreach programs, or simply by watching the local news.

My opinion of whether or not institutions are properly preparing future teachers falls somewhere between the two extremes. I believe that many colleges and universities are doing a good job by equipping teachers with basics that they will be able to mold and apply to many situations. However, it would be beneficial if these programs could focus more on realities teachers will face and classroom management. Good teaching can only go so far if the teacher can't reach the children, whether its gender, technology, diversity or social issues getting in the way. That said, educators need to stop blaming their teacher preparation programs for not being ready for the work force and except some of the blame themselves. Our generation differs greatly from that of our parents, so imagine how out of touch we will be with our students if an extra effort isn't extended. I believe that this extra effort is essential in a classroom to achieve effective learning.

? Exercise 1.4.1

1. It's Mrs.Foreman's first year teaching fifth grade and she is shocked when one of students accidently drops a cigarette on the floor. She never would have expected this and she doesn't even know how to begin to remedy this problem. This sceanario is an example of what issue?

a. Gender

b. Technology

c. Diversity

d. Digital Divide

2. In what way could Mrs.Foreman have become more ready for this problem?

a. Researched different school districts to make sure she wasn't accepting a job in a poverty-stricken area where crimes and delinquency rates tend to be higher.

b. Take part in the PTA and community organizations to find out what her students are dealing with and how to takle those issues.

c. Have a strict disciplinary actions in place for students who fall victim to social issues such as these.

3. Some believe that institutions do a more than adequate job at educating teachers because:

a. They teach them everything they will ever need to know.

b. They teach them building blocks which teachers can then mold and apply in different situations.

c. They hand them a diploma.

4. Why is it important for teachers to be aware of social issues prevalent to their student's area and age group because?

a. So that teachers make sure to ignore those issues completely.

b. So that teachers are able to understand the notes they find in desks.

c. So that teachers are able to connect with their students and figure out a style of teaching and interacting that will best benefit the student.

5. How can you bridge the gap between ideal and reality?

a. Use only the materials proided to you by your university or institution.

b. Research the social issues that children in you intended age group and area are dealing with.

c. Choose your school district carefully.

Answer

1.) C

2.) B

3.) B

4.) C

5.) B

? Exercise 1.4.1

Essay Question

Do you think that your educational institution is doing a good job of preparing you for your future career? What suggestions, if any, would you offer your institution to make your experience more benficial?

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1.5: What do I need to do to become a teacher? 1.5: What do I need to do to become a teacher?Edit Update titlecancel

Written by: Jasmine Tucay

Note

"Those who can't do, teach..." - The School of Rock.

Learning Objectives

- The reader will find out what makes a good teacher
- The reader will learn about different types of degrees and the cerficates that are offered
- The reader will learn about the tests that one is required to take prior to becoming a teacher
- The reader will learn about the career opportunities existing after getting licensed

Introduction

"Those who can't do, teach, and those who can't teach...teach gym" (IMDb.com, Inc., 2008). All silliness aside, in the movie "The School of Rock" the career of a teacher, in so many words, chose the main character. Through various realistic, and unrealistic events, he learned to love the profession. However, he lacked the credentials and certification that teachers need to teach.

All right, so life isn't exactly like the movies, but this particular movie does show an important point. There are certain steps that a person has to take before he or she can be a licensed teacher.

In today's career driven society, there are always steps that you have to take to get where you want to go. Becoming a teacher falls in line with this mentality. The first step to becoming a teacher is taking the plunge and deciding that you want to be in the field of education. After this decision, you want to find a university offering a program that will earn you a degree and licensure to teach. While taking various classes, you'll be required to take numerous exams to assess your competency on knowledge regarding your future as an educator. After taking classes and teaching tests, you can receive your degree(s) and find a school to start your career as an educator.

What Makes a Good Teacher?

There are many qualities and characteristics that make up a good teacher. Engaging, caring and innovative are some things that may come to mind. According to Dr. Richard M. Reis, a professor and executive director at Stanford University, the top priority of teachers should be that they want to be good teachers. In his article he states that as teachers "we respect students who really try, even if they do not succeed in everything they do, so they will respect us, even if we are not as good as we want to be" (Reis, 2007). Your future students will know that you want to be a good teacher if you yourself strive to become one. To supplement this point, "among 150 teachers in the first three years of their careers aged under 26 reveals that 85 per cent of this 'Generation Y' probably or definitely want to be working in a school in 20 years, with only two per cent definitely not" (National College for School Leadership). With this being said, teachers with enthusiasm are working in the education field today.

In addition, Reis adds that teachers should be good listeners as well (Reis, 2007). With the varying ages, gender and personalities of your future students, it will benefit you and the students you teach to listen to what works for them, and what to never try again.

There are many opinions on what goes into a good teacher, but only you can implement the characteristics in your own teaching career.

Getting Your Degree

There are many programs that you can pursue on your way to get your degree. First you would choose your specific grade level, then you would go onto to taking your various classes. For example, at Old Dominion University, there are a few different educational tracks that you can pursue including: Pre-K - 3, Pre-K - 6, K - 12, K - 12 with a emphasis on Special Education, and Secondary Education which includes 6 - 12 (Darden College of Education 2008).

After picking a program, you will be required to take different courses such as History and Math, depending on your focus. For example, if you were pursuing a Bachelor of Science Degree in Interdisciplinary Studies Teacher Prep. with a Concentration on

Pre-K - 3 Early Childhood Emphasis, you would be taking various general education courses, major content courses and some classes focusing on professional aspects of being a teacher (Old Dominion University Catalog, 2006-2008). Within the profession education courses, you may be required to observe in the classroom among other things. For example, during my observation period, I saw how a first grade classroom was taught and managed. It was a rewarded experience that I'm glad is required for teachers in the state of Virginia. I learned a lot and got to interact with the children as well. Observing is just half the battle though. After some professional education courses, you will still have other classes to pass.

Once you've graduated with your Bachelor's Degree, you may want to move on to take your Master's Degree. You may be thinking that an extra year of school isn't going to matter. There are two sides to this argument. According to Linda Gorman, a writer for the National Bureau of Economic Research, " Teachers who entered teaching with a master's degree, or who earned it within five years of beginning to teach, were as effective as teachers without a master's degree" (Gorman). You may be one of the people who has what it takes to make it as a teacher with four years of college and an undergraduate degree. Contrary to this opinion, according to The Apple, teachers in the United States with a Master's degree can get paid any where from $2,000 to almost $10,000 more than what they would be getting paid with only a Bachelor's (The Apple, 2008).

Note

According to The Apple, teachers in the United States with a Master's degree can get paid any where from $2,000 to almost $10,000 more than what they would be getting paid with only a Bachelor's - The Apple.

Testing

There are many tests that are required for future educators to take. Two of the most known ones in Virginia, that have many future teachers writhing in fear, are the Praxis 1 and 2. According to the Educational Testing Service, better known as ETS, the Praxis is a test consisting of "rigorous and validated assessments that provides accurate, reliable information for use by state education agencies in making licensing decisions" (ETS, 2008). Within these tests, you will be assessed on basic mathematics, reading and writing skills in the Praxis 1, along with a specialized test that is more focused on the path of education that you chose to go for in the Praxis 2 (ETS, 2008). Preparing for the Praxis tests can be very intimidating, but your university may provide help with prepping for the tests. Along with this, you can also purchase a study guide for the Praxis tests online or your local bookstore. I found that practicing with old praxis tests was very useful for helping me pass my Praxis tests.

After achieving a passing score on the Praxis 1 and 2 tests, you have a couple more tests to pass. The Virgina Communication and Literacy Assessment (VCLA) and the Virginia Reading Assessment (VRA) are two tests that assess your knowledge communicating and literary abilities and how well you can teach reading skills (2008–2009 VCLA and VRA Registration Bulletin, 2008). These tests are required to be taken by future elementary education and special education students that want to teach in Virginia (2008–2009 VCLA and VRA Registration Bulletin, 2008).

Once you achieve passing scores on the tests listed above, you're ready to apply for a teaching license. Applying for licensure is different for every state. For example, in the state of Virginia, "An individual seeking licensure must establish a file in the Department of Education by submitting a complete application packet, which includes official student transcripts " (Virginia Department of Education, 2007). For a general list of what to do to apply for your teaching license, you may want to visit a general website such as Ehow.com (Reynolds, 1999 - 2008) or ask your university for information.

Venturing Into The Real World of Education

Now that you're licensed to teach, you can now start looking into finding a career. According to the Department of Labor, "Job opportunities for teachers over the next 10 years will vary from good to excellent, depending on the locality, grade level, and subject taught" (U.S. Department of Labor, 2007). The reason for the good outlook on jobs is that many teachers may be retiring.

Along with finding a job as a teacher, you may want to further your career to become an administrator to a school, or even a superintendent to a school district. For these job opportunities to work out, you would have to go back to school again. Along with this, you may want to try for your PhD in education.

You may also want to teach classes at a local recreation center, or do volunteer work helping a teacher a school around your neighborhood. Although it may not be a paying job, I believe that every one still has time to learn something no matter what stage they are at in their lives. Along with this, you can gain experience, and give a local teacher a helping hand.

Another career move could be possibly teaching overseas. There are many teaching abroad programs and you could even become a teacher through the Department of Defense or the Department of State (U.S. Department of State, 2008). "During 1995-96, 190 schools received grant assistance and technical support from A/OPR/OS. Because they are private institutions, these schools hire their own staffs" (U.S. Department of State, 2008) and many of these schools are over seas. Personally, I plan on trying this program sometime in my near future career as an educator.

Conclusion

Although there is a long process in becoming a teacher, I believe that the product from your hard work will be more than rewarding. Through the classes, the credentials, and the tests, you get a license to teach students in a chosen state, or even all around the world if that is where life takes you.

Much like Jack Black's Character in "The School of Rock", if the career of teaching does choose you, or you choose it, what is most important in my eyes is the students that you will be teaching. Whether you become an elementary school teacher, or a gym teacher, the steps all boil down to the deciding that education is in your intended career.

? Exercise 1.5.1

Choose the best answer for the following questions.

1. According to Dr. Richard Reis, what is the top priority of what makes a good teacher?

    1. A. the teacher should be on time
    2. B. the teacher should be engaging
    3. C. the teacher must want to be a good teacher
    4. D. the teacher must a good listener

2. What three skills are tested in the Praxis 1?

    1. A. math, writing, and reading
    2. B. science, English, and math
    3. C. reading, math, and geometric figures
    4. D. math, history, and reading

3. If you wanted to travel abroad, what kind of career path would you choose?

    1. A. a 2nd grade teacher at the school a mile away from your house
    2. B. to Washington D.C. for a teaching job at GWU
    3. C. a history professor at Old Dominion University
    4. D. a teacher for the department of defense or state

4. What kind of degree do you need to become a teacher?

    1. A. Bachelor's
    2. B. Masters
    3. C. Both A and B
    4. D. None of the Above

5. You want to pursue a more options for your career in education, and you already have your

Master's Degree, what choices do you have?

    1. A. Go back to school for a PhD
    2. B. Travel abroad and teach
    3. C. See what you can do in your community and volunteer
    4. D. All of the above

Answer

The answers to the questions are **BOLD**

1. According to Dr. Richard Reis, what is the top priority of what makes a good teacher?

A. the teacher should be on time

B. the teacher should be engaging

C. the teacher must want to be a good teacher

D. the teacher must a good listener

2. What three skills are tested in the Praxis 1?

A. math, writing, and reading

B. science, English, and math

C. reading, math, and geometric figures

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A. a 2nd grade teacher at the school a mile away from your house

B. to Washington D.C. for a teaching job at GWU

C. a history professor at Old Dominion University

D. a teacher for the department of defense or state

4. What kind of degree can you have to become a teacher?

A. Bachelor's

B. Masters

C. Both A and B

D. None of the Above

5. You want to pursue a more options for your career in education, and you already have your

Master's Degree, what choices do you have?

A. Go back to school for a PhD

B. Travel abroad and teach

C. See what you can do in your community and volunteer

D. All of the above

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1.6: Are the Best Teachers Highly Qualified? 1.6: Are the Best Teachers Highly Qualified?Edit Update titlecancel

by Kelley Atkins

Introduction

What is teaching exactly? Some argue that it is a learned profession, others say it requires many years of training. I believe it is a combination of both. “Teaching is, or ought to be, a difficult and complex endeavor. When one considers what is expected of a teacher in terms of end results- the preservation and improvement of our culture and civilization-teaching is perhaps the most important job in a democratic society.” (Troen and Boles, 34 and 35)

Personally Qualified

Teachers are a special kind of human beings. They are willingly entering a career with minimum room for promotion, hardly any recognition from society, a dastardly amount of pay, and in many cases, unfavorable working conditions. It takes a special person to become a teacher, especially to become a good teacher. Anyone can become a teacher, hence the phrase, “Those who can’t do, teach.” In order to become an influential teacher you not only have to be highly qualified, you have to be highly dedicated. In the book “Extraordinary Teachers, The Essence of Excellent Teaching,” Fred Stephenson outlines the qualities of an extraordinary teacher:

1. Extraordinary teachers have a great passion for their work.
2. Extraordinary teachers know what to teach, how to teach, and how to improve.
3. Extraordinary teachers excel at creating exciting classroom environments.
4. Extraordinary teachers connect exceptionally well with students.
5. Extraordinary teachers challenge students to reach their full potential.
6. Extraordinary teachers get extraordinary results.

Stephenson, Introduction page xix.

Standards, degrees, laws, or any other structural requirement is not stated on this inspiring list. The essence of teaching is wanting your students to excel, genuinely caring about their success, and having the will to improve your own methods. It is a sad misconception that anyone can teach, and that it takes minimal skill and talent. To be a highly qualified teacher, one must be a dedicated, hard-working person, who is drawn to teaching through a sense of high purpose and social conscience. “They genuinely like children and want to help them achieve success.” (page 32 Troen and Boles) Aside from these personal characteristics, a highly qualified teacher should also be competent. This is the side of teaching that requires passing exams, mastering material, and holding up to government standards.

Standards

Note

"In my opinion, mastery of the subject matter and staying current, having a teaching plan, and being organized, and developing one's communication skills are the responsibility of *every* teacher. These are components of effective teaching that teachers owe their students.

Keith J. Karnok, "Thoughts on College Teaching"

If our teachers are to become more highly qualified in an academic sense, we should make it a priority to make the standards and/or qualifications as well as their implementation more clear and concise. In a study performed to uncover the “implementation of the highly qualified teacher provisions of the No Child Left Behind Act,” the following was found:

•While the majority of teachers were aware of the state requirements for highly qualified teachers, nearly half of the teachers said they had not received official notification of their status.

- Special education teachers were almost four times as likely to report that they were not considered highly qualified (15 percent) than were general education teachers (4 percent).

- Nearly all teachers reported taking part in content-focused professional development related to teaching reading or mathematics, but only 20 percent of elementary teachers participated in more than 24 hours of professional development on reading strategies, and only 8 percent participated in extended training in teaching mathematics.
- About half of high school mathematics teachers (49 percent) said they received no professional development focused on the study of mathematics content.
- States have been working to update their data systems, but most reported difficulty tracking some data elements and in collecting and maintaining data on teacher qualifications.
- A minority of districts provided targeted support for teachers who were not considered highly qualified. About one-third of districts reported providing increased amounts of professional development to teachers who were not highly qualified with little variation by poverty or minority level or district size.
- Almost two-thirds (63 percent) of Title I instructional paraprofessionals were identified as qualified; 28 percent did not know their status. Paraprofessionals in medium- and high-poverty schools were notably less likely to have completed two years of college or an associate degree (one of the three NCLB requirements) than were paraprofessionals in low-poverty schools.

The No Child Left Behind Act has a meaningful and potentially influential purpose, but it has not been implemented to its full degree. If teachers were actually held to the standards it provides, school systems today would be a completely different level of achievement. Some of standards set by the NCLBA are listed below:

- Elementary teachers must pass a state test demonstrating their subject knowledge and teaching skills in reading/language arts, writing, mathematics and other areas of basic elementary school curricula.
- Middle and high school teachers must demonstrate a high level of competency in each academic subject area they teach. Such demonstration can occur either through passage of a rigorous state academic subject test or successful completion of an undergraduate major, a graduate degree, coursework equivalent to an undergraduate major, or an advanced certification or credentialing.

Note

"Good teaching requires a lifelong commitment to learning."

by Fred Stephenson, "Extraordinary Teachers, The Essence of Learning"

The NCLBA defines “a highly qualified teacher as one who has (1) fulfilled the state's certification and licensing requirements, (2) obtained at least a bachelor’s degree, and (3) demonstrated subject matter expertise.” Meeting these standards is very important in the process of becoming a highly qualified teacher. In order to relay information to his/her students, a teacher must be confident in their own mastering of that information. “Research shows that teacher subject-matter knowledge is greatly associated with student learning.” (wikiweb3) When a teacher is confident in their knowledge, it makes portraying that information easier and more effective. Requiring that teacher candidates pass certain tests and attain certain degrees gives further insurance of their competientcy.

Conclusion

To become a highly qualified teacher is no easy task, in any sense of the term. Not only do you have to meet government standards, which are evaluated and altered very frequently, you also have to meet your own standards. Starting with personal characteristics that include compassion, dedication, and patience is ideal. Combing these attributions with standards provideded by a higher power only completes the model. Highly qualified teachers are indeed the best teachers, they are the only teachers. If a teacher is not highly qualified, I do not believe they are a teacher at all. An un-qualified teacher is merely someone looking to pay the bills, not change lives.

Exercise 1.6.1

1. What percent of high school mathematics teachers said they received no professional development focused on the study of mathematics content?

A. 17%

B. 25%

C. 49%

D. 45%

2. While the majority of teachers were aware of the state requirements for highly qualified teachers, how many of the teachers said they had not received official notification of their status?

A. nearly all

B. none

C. nearly half

D. all

3. What kind of degree does the No Child Left Behind Act require for teachers?

A. Bachelor's

B. Associate's

C. Master's

D. no degree

4. Is teaching viewed as a prosperous career by society today?

A. Yes

B. No

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1.7: What are some non-traditional educational careers? 1.7: What are some non-traditional educational careers?Edit Update titlecancel

Learning Objectives

- Advantages and Disadvantages of non-traditional educators
- Creative Methods and Techniques
- Value of Feedback.

There are many new approaches to recruiting educators in high need subject areas including alternative and expedited routes to teacher licensure and career switching programs in order to gain the expertise of educators with previous professional work experiences. Many people who are considering a career change look to teaching as a way to incorporate and apply their existing knowledge in a content area. Many elementary, middle, and high schools are actively accepting applications for teachers in what the Virginia Department of Education calls the “critical shortage areas such as mathematics, foreign languages, sciences, and technology education” (Education).

However, there is yet another educational career opportunity that is emerging and gaining respect and popularity in the classroom by the students *and* teachers!

What is a *non-traditional* educational career?

Classroom based teachers are taking their students outside of their classroom and visiting science, nature, and history centers seeking more effective learning (Price). These centers employ educational coordinators who deliver information to students through unique and creative methods. These non-traditional educators, sometimes called “field teachers” (Payne), bring a unique edge to the educational experience for students and teachers alike.

Non-traditional educators integrate different learning methods to meet the needs of different types of learners in a real world setting.

They incorporate new knowledge with social interaction by prepare exciting lessons and creative activities for the students such as inside of the classroom or outside during a field trip.

Non-traditional educators work with school teachers to meet the needs of the students and lesson plans as well as work with a school system’s high expectations that the experience will be worthwhile (Payne).

Are they effective?

Non-traditional educators who present information to students through field trips, guest lectures, and other types of class demonstrations are gaining recognition for their effective teaching styles.

Advantages

Non-traditional educators have some advantage over the traditional classroom teachers and lesson plans. “Teachers teach daily. If there is an important message, a different instructor can be a breath of fresh air to the students. If an important message is taught incorrectly, you are sending the wrong message, and in my case, it could be deadly.”(Packett, 2009)

Non-traditional educators are an expert within the subject matter being taught. They generally present the same information to audiences on a regular basis. Packett discussed his advantage of his work history and experience that provided his concentrated knowledge base. It allowed him to "hone in on it and perfect it.”

Although field educators have advantages over a classroom based teacher, a cooperative relationship can be established. Pre-visit and post-visit classroom based lessons can emphasize the learning experience. Also, guest speakers and field educators can give validity to the classroom teacher by repeating terms and lessons that have been introduced in the classroom (Payne).

“we offer things that support and complement” what can be taught in the classroom.

Disadvantages

Non-traditional educators have a limited time to learn the types of students that are present in a classroom or in a class group. This can present as a disadvantage for an instructor. Also acting as a disadvantage is the limited amount of time to present subject

material given the distance for travel or time restraints that surround the field trip or classroom period.

Student Benefits

Non-traditional educators recognize that students learn in different ways and there is a responsibility to teachers to present new knowledge in a way for all types of learners to benefit. Some students need to have a reason for learning, some are able to learn new facts without needing a personal connection, while some students benefit most from exploring and learning firsthand (Payne). Non-traditional educators take these differences into consideration and use various teaching techniques to connect to as many individual students in a classroom.

Connection to their world

Students benefit from out-of-the-classroom opportunities that non-traditional educators present for many reasons. The presentations allow students the chance to connect with a new environment outside of the classroom. Also, students are eager to learn if the lessons of the classroom can be applied to their real world (Payne). Teagle further explains, “we are also teaching students the value of working in the field. History is not just in books, but in the artifacts.”

Alternative to Lectures

Some non-traditional educators use constructivist principles and social interactions using small groups as an alternative to lecture methods (Payne). Payne explains, “Telling is not teaching”.

Small, interactive groups

He explained that during field trips, smaller groups led by parent chaperones and teachers allow for easier orchestration of rotating stations, maximizing the amount learning for students and exposure to new material. “When I’m in the classroom, I tend to have larger groups. When groups get large, retention goes down.”

A unique perspective

When students and teachers take field trips and visit farms, museums, and other places, visitors "get the sights and smells and all of the student’s senses are filled" (Packett, 2009). Teagle adds, “we offer a different perspective of the 1700’s and a unique setting to the students. We are teaching kids how to make research and learning a continuous process. We are unearthing new information every day, just as we’ve shown them in the artifacts digging station”(Teagle, 2009).

Who are they?

Non-traditional educators come from a variety of backgrounds to teach a variety of specialty subjects. They are safety educators, museum interpreters and curators, history and environmental site educators, and trainers for advanced educational workshops.

A ndrew Packett, Public Relations Coordinator for Northern Neck Electric Cooperative, has 20 years of experience as a non-traditional educator. Formerly a DARE Drug Abuse Resistance Education officer for drug prevention, he currently teaches electrical safety to elementary school children. Packett says “Who better to go into the classroom to teach electrical safety, but me. It should be an expert in the field.”

After spending several years as an interpreter for Shirley Plantation, Virginia’s historic first plantation, Robert Teagle is the Education Director and Curator for [www.christchurch1735.org/ Historic Christ Church]. His years of experience in interpretation and personal interest in Virginia history offer visitors a unique perspective.

Some historical and environmental site educators use their settings' existing resources as a tool for teaching. The Chesapeake Bay Foundation’s Port Isobel Island Study Center and Fox Island Study Center offer the perfect setting for their Field Educators to carry out Chesapeake Classrooms courses.

An interesting alternative is the National Park Service’s Teacher to Ranger to Teacher program that draws from all perspectives as a traditional classroom instructor, a Ranger student, and a field instructor (Interpretation and Education).

Note

"Instructors draw upon their expertise as professional scientists, authors, historians, artists, and adventurers" - National Park Service, Institutes and Field Schools

Advice from the experts

Persue it!

Robert Teagle encourages all educators who are considering a non-traditional career to "Persue it!" He has created an impressive workshop for elementary age school children, complete with take home art work and post-visit history fairs where children can win exciting prizes.

Be Enthusiastic!

Andrew Packett encourages non-traditional educators to incorporate excitement into their presentations. “I come into the classroom very enthusiastic! The level of enthusiasm you must maintain, to capture students’ attention and keep it, can be exhausting!”

Learn the Terms!

Packett also recommends familiarizing yourself with the public school system. Field educators should target the curriculum. "You must address the Virginia SOL’s or you may not get into the classroom." Also, if classroom experience is limited, a field educator "must enter the classroom and observe the grade levels that you will be presenting information to. You need to understand the terminology and acronyms in current public school systems!"

Make it fun!

Teagle and Packett both agree that field experiences and guest speakers into the classroom must include an element of entertainment. Make it fun! Use active learning and hands-on stations.

Value of Feedback

Lastly, field educators place high value on post-visit feedback from classrooms and teachers. Questionnaires can be completed by the students and teachers as well as informal types of feedback such as thank you letters from the schools. Assessments that occur during the educational sessions are also of value. Teagle says "kids provide the best critiques". When performing activities with the children, he critiques his own lesson plans and learns best by doing activities with the children. He concludes that he uses this valuable feedback to help shape the content of future school groups.

? Exercise 1.7.1

1. What is another name for non-traditional educators, a term coined by Payne?

a.substitute teacher

b.field officers

c.field teachers

d.classroom teacher

2.A large school group arrives to Jamestown for a visit to this historic first settlement. The group of 90 students were only able to travel with 3 teachers and one adult parent of a student. When the adults discussed how they will split up the students into smaller group activities, the one parent admitted that they were not comfortable leading a group of students alone. This meant that there would be groups of 20 children each. Which of the following statements will be true?

a.The large groups of children will retain more new information.

b.The large groups of children will have no impact on their retention of the new information.

c.The large groups of children will retain less information.

d.None of the above.

3. What is one way for a classroom based teacher and a non-traditional "field" teacher to create a cooperative relationship?

a.immediately upon completion of the presentation of the field teacher, the classroom teacher should correct the misinformation.

b.discuss the lesson plan before the presentation of new material and create pre- and post-visit activities.

c.classroom teacher discusses success of field trip and expertise of field teacher with principle and recommends hiring that person for the next nine week session of earth science.

4. Which of the following is not a role of a non-traditional educator?

a.incorporate new knowledge with social interaction.

b.avoid incorporation of SOL material in presentations as to avoid interruption in the lesson plans of the classroom based teacher.

c.integrate various teaching styles to appeal to the many types of learners that exist in a classroom.

d.provide opportunities to apply their new knowledge in a real world setting

5. Which of the following situations would be the best way for a field teacher to go about getting feedback after a class presentation?

a.The field teacher contacts the classroom teacher by phone.

b.The field teacher contacts each student's parent by phone for an interview.

c.The field teacher gives the classroom teacher questionnaires to be completed immediately following the presentation and offers to pick up the completed questionnaires in 3 days.

Answer

1) c

2) c

3) b

4) b

5) c

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CHAPTER OVERVIEW

2: Educational Philosophy

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2.1: What are philosophies of education? 2.1: What are philosophies of education? Edit Update titlecancel

by Dionne Nichols

Introduction

What makes a teacher? Teaching is like a salad. Think about it. If you were to attend a party for any given holiday, the number of and variations to each salad recipe that might be present for consumption could outnumber those present at the party. There are so many different ways to teach, varying circumstances to take into account, and philosophies to apply to each classroom. And what better way to have a positive impact on the world than to offer knowledge for consumption? The term ‘teacher’ can be applied to anyone who imparts knowledge of any topic, but it is generally more focused on those who are hired to do so (teach, n.d., n.p.). In imparting knowledge to our students, it is inevitable that we must take into account our own personal philosophies, or pedagogies, and determine not only how we decide what our philosophies are, but also how those impact our consumers.

Lessons in Pedagogy

Early teacher education classes frequently separated the concept of philosophy into separate schools (Roberson, 2000, p. 8). “Philosophy has been taught in the theoretical realm rather than the practical sense,” meaning that the ideas were placed before the teachers without the scaffolding to create a bridge into the classroom (Roberson, 2000, p. 7). The teachers, as students, were given a body of thought and expected to translate that into lessons for their own students. Once you have the idea, how do you apply it to teaching?

> **Note**
>
> *An analogy is one of a teacher's most useful tools. It helps the instructor relate a difficult concept to something the students will already have the infrastructure for, thus enabling the students to cement the ideas in their mind.*

What, exactly, are education philosophies? According to Thelma Roberson (2000), most prospective teachers confuse their beliefs with the ideas of teaching (p. 6). Education philosophies, then, are not what you want to do in class to aid learning, but why you do them and how they work. For example, Roberson’s students state they “want to use cooperative learning techniques” in their classroom. The question posed is, why? “[I]s cooperative learning a true philosophy or is it something you do in the classroom because of your belief about the way children learn?” (Roberson, 2000, p. 6). Philosophies need to translate ideas into action – if you want to use certain techniques, then you need to understand how they are effective in the classroom to create that portion of your education philosophy. It helps to have an overview of the various schools out there.

Philosophies of Education have traveled down a tree of branches. The first four support branches of philosophy are the Idealist school, the Realist school, the Pragmatist school, and the Existential schools of thought (Ornstein, 2003, p. 99). It might help to look at the tree and its individual branches rather than read about them...

- Idealism - focuses on a subject-matter curriculum emphasizing the great ideas of the culture. You must ponder ideas to make them whole (Ornstein, 2003, p. 99).
- Realism - A subject-matter curriculum stressing objective knowledge and values. Reality is objective, meaning everyone should obtain the same results regardless of what he does or how he consider concepts (Ornstein, 2003, p. 101)
  - Perennialism - Focuses on human concerns that have caused concern for centuries, revealed through 'great works' (Ornstein, 2003, p. 110)
  - Essentialism - Rooted partially in Idealism, as well - Emphasizes skills and subjects that demonstrate the cultural heritage and contribute to society (Ornstein, 2003, p. 110)
- Pragmatism - Instruction is organized around problem-solving following the steps of the scientific method - emphasizes the need to act on concepts by testing them (Ornstein, 2003, p. 104).
  - Progressivism - Instruction features problem solving and group activities - The instructor acts as a facilitator as opposed to a leader (Ornstein, 2003, p. 110)
  - Social Reconstructionism - Instruction that focuses on significant social and economic problems in an effort to solve them (Ornstein, 2003, pg.110)

- Existentialism - Classroom dialogue stimulates awareness - each person creates an awareness gleaned from discussion and encourages deep personal reflection on his or her convictions (Ornstein, 2003, p. 108).

Perennialism

Perennialists are instructors who feel that the knowledge that has been passed through the ages should be continued as the basis of the curriculum, like the classic works of Plato and Einstein. Perennialists base their teachings on reason, logic, and analytical thought. Only information that stood the test of time is relevant. They do not illicit student input. The classes most likely to be considered under this approach would be history, science, math, and religion classes (Educational Philosophies in the Classroom, pg.1).

Positivism

The instructors whose teaching philosophies are based on documented facts and tangible truths are normally those who would be in the math and science departments. These teachers do not feel that religion and the supernatural should be a part of the thinking process. The idea of uncertainty and the unknown is considered illogical (Educational Philosophies in the Classroom, pg.1).

Behaviorism

Behaviorists believe in rewards and punishments as an approach to controlling the teaching environment due to their belief in the intrinsic nature of humans to react to internal or external stimuli. This teacher-centered system ultimately allows the students to be controlled by the educator, who makes the environment pleasant or unpleasant depending on the students' behavior (Foundations of Education, pg.1).

Essentialism

Essentialists believe that there is a universal pool of knowledge needed by all students. The fundamentals of teaching are the basis of the curriculum: math, science, history, foreign language, and English. Vocational classes are not seen as a necessary part of educational training. Classrooms are formal, teacher-centered, and students are passive learners. Evaluations are predominately through testing, and there are few, if any, projects or portfolios. These instructors easily accept the No Child Left-Behind Act because test scores are the main form of evaluation (Foundations of Education, pg. 1).

Progressivism

This is a student-centered form of instruction where students follow the scientific method of questioning and searching for the answer. Evaluations include projects and portfolios. Current events are used to keep students interested in the required subject matter. Students are active learners as opposed to passive learners. The teacher is a facilitator rather than the center of the educational process. Student input is encouraged, and students are asked to find their interpretation of the answer (Educational Philosophies in the classroom, pg.1).

Reconstructionism

This student-centered philosophy strives to instill a desire to make the world a better place. It places a focus on controversial world issues and uses current events as a springboard for the thinking process. These students are taught the importance of working together to bring about change. These teachers incorporate what is happening in the world with what they are learning in the classroom (Educational Philosophies in the Classroom, pg.1).

Constructivism

Active participation is the key to this teaching style. Students are free to explore their own ideas and share concepts with one another in nontraditional ways. “Hands on activity […] is the most effective way of learning and is considered true learning” (Educational Philosophies in the Classroom, pg.1).

Humanism/ Existentialism

Also a student-centered philosophy, this educational method is based on the idea that the students should be presented with choices about the learning process. The student is engaged in all aspects of learning and works together with the teacher and her peers to develop a curriculum and evaluation system that allows for individual interests and abilities (Educational philosophies in the Classroom, pg.1).

Note

Your philosophy of education is what you believe about education and the way children learn.” - Roberson pg 4

In addition, the ‘constructivist’ school of philosophy, rooted in the Pragmatic pedagogy and branched off from the 'Social Reconstructivist' school, has gained much popularity. Around the turn of the century (early 1990s), many teachers felt the rote memorization and mindless routine that was common then was ineffective, and began to look for alternate ways to reach their students (Ornstein, 2003, p. 111). Through the constructivist approach, "students “construct” knowledge through an interaction between what they already think and know and with new ideas and experiences” (Roberson, 2000, p. 8). This is an active learning process that leads to deeper understanding of the concepts presented in class, and is based on the abilities and readiness of the children rather than set curriculum guidelines (Ornstein, 2003, p. 112). Constructivism "emphasizes socially interactive and process-oriented 'hands on' learning in which students work collaboratively to expand and revise their knowledge base" (Ornstein, 2003, p. 112). Essentially, knowledge which is shaped by experience is reconstructed, or altered, to assist the student in understanding new concepts (Ornstein, 2003, p. 112). You, as the teacher, help the students build the scaffolding they need to maintain the information even after the test is taken and graded.

Four Philosophies in Assessment

Once you know how you want to lead your classroom, it is important to consider how to assess your students' progress. And when we think of school, we automatically consider the threesome subjects, Reading, Writing, and ‘Rithmatic. In all aspects of learning, however, the ability to communicate comes to the forefront. Communication is used in class discussion as well as unit test short answers. Writing is present in almost all subjects in some form, and writing translates to communication. Richard Fulkerson (2000), in his article “Four Philosophies of Composition,” questions whether “a […] set of four philosophies of composition might exist, each one stressing a different element in the communicative transaction” (p. 3). Fulkerson’s schools of communicative philosophy fall into the following categories:

- **Expressionism:** a way of writing that demonstrates the students’ thoughts and can be lead by “non-directive teachers, some of whom insist that one neither can nor should evaluate writing” or more hands-on teachers who “design classroom activities to maximize student self-discovery” (p. 5). This school of thought emphasizes the student.
- **Rhetorical:** this school states that good writing is adapted to achieve a specific reaction from the audience (p. 6). This is focused on the connection between goal and process in completing assignments, and it emphasizes the audience.
- **Mimesis:** states that “a clear connection exists between good writing and good thinking” and focuses on logic and reason as exemplified in the completion of assignments (p. 5). This school emphasizes a well-rounded student in that, research, prior knowledge, and the ability to recognize both sides of an argument are necessary for success (p. 6).
- **Formalism:** this school focuses primarily on the form of the assignment – it disregards content to the extent that poor grammar can distract the audience from absorbing the content, and therefore, the work is judged “primarily by whether it shows certain internal [mistakes]” (p. 4).

While most teachers fall primarily into one school of composition pedagogy, Fulkerson (2000) points out that it is necessary to hold on to them all when he states “they are not mutually exclusive” (p. 6). The trick is to learn when each is applicable and to what extent it should be employed.

Hooked on Phonics?

So, you know how you want to lead your class, and you have an idea as to which kind of 'grader' you are. What next? Another area where teachers have struggled is simply in helping their students learn to or improve their reading. How do we teach reading? The two battling schools of thought are between those who support Whole Language, and those who support Phonics. “The disputes have been dubbed the Reading Wars, and the participants call them ‘vicious’” (Collins, 1997, n.p.). Several states have even intervened and enacted laws mandating one or the other.

But what are they? Just as their names state, the difference is in how the words are read. Phonics was taught primarily in the 1970s (Collins, 1997, n.p.) and study the individual components of each word, called ‘phonemes,’ which are the “smallest meaningful sounds in a language” (Collins, 1997, n.p.). “Cat, for example, has three: “kuh-aa-tuh” (Collins, 1997, n.p.). A reader needs to understand how the words are broken up and that each letter has its own sound in order to read (Collins, 1997, n.p.). Phonic teaching focuses on code learning. Once the students understand the ‘code,’ and how the words phonemes are put together, they are supposed to be able to understand the entire word.

Whole language advocates disagree with the process of breaking each word down. They feel readers cannot focus on every letter in a word, or every word in a text (Collins, 1997, n.p.) and made their opinions known during the 1980s (Collins, 1997, n.p.). If they did, “and if they tried to translate what they saw into sounds, reading would be much too cumbersome” (Collins, 1997, n.p.). Instead, whole language teachers instruct their students in ‘skipping strategies’ – ways of guessing which word comes next to fill in any blanks (Collins, 1997, n.p.). Overall, reading is considered an organic process by which the students learn phonics “only when a question about phonics comes up in the course of reading” (Collins, 1997, n.p.). Whole language focuses on the meaning behind the words.

Which is better?

Just as in many other walks of life, statistics and studies show that one philosophy of teaching will prevail over another. The National Assessment of Educational Progress, as stated in J. Collin’s article (1997), claims that “from 1971 to 1980 there was a steady improvement in the reading comprehension of nine-year-olds. However, during the 1980s…the scores did not improve and rather declined” (n.p.).

The 1990s brought the topic full circle. It was then that Marilyn Adams, a cognitive psychologist, wrote a book describing the best methods to teach learning. “Programs that combined systematic phonics instruction with meaning emphasis seemed to work best of all” (Collins, 1997, n.p.). The key to reading is that words need to be recognized so the brain can interpret the meaning behind it (Collins, 1997, n.p.). Thus, putting the two methods together was necessary for correct comprehension of the concepts presented.

What else do I need to know?

We’ve discussed the accepted definition of pedagogy, varying schools of thought for assessment, and the difference between reading philosophies. Your salad components are increasing by number exponentially. But what toppings to you add to your thought salad? What else do you need to consider when you are setting up your classroom, your teaching styles, and your lessons?

Teaching is the hardest job you can have. You are in a position to touch hundreds of lives over the course of a career, and yet, how do you succeed? The fact remains that “when a teacher and his/her students face each other in the classroom they must truly work with each other” (Cadenas, 1999, n.p.). How else can you ensure that the students are learning what you are teaching?

The first thing to keep in mind is your own knowledge basis. Cadenas (1999) recommends that you “renew and refresh your knowledge of the subject matter” (n.p.) to stay on top of changes and help you incorporate them in to your lessons. Our world changes so rapidly that to stay on top of technology, your field of expertise, or even other areas that can be integrated into your subject matter, it is necessary to take a class or attend a seminar every once in a while (Cadenas, 1999, n.p.).

Next, “prepare interesting, colorful, captivating lesson plans and deliver then with gusto” (Cadenas, 1999, n.p.). An entertaining teacher will help cement information into a student’s memory with much more ease than one who is monotone or inactive (Cadenas, 1999, n.p.). The more entertaining you are, the deeper a connection you will make with your students, as well.

In addition to the captivating lesson, make sure “it [is] a number one priority to ensure that your student can follow the lesson” (Cadenas, 1999, n.p.). This will assist all your students in grasping the information you are placing before them in class, and will help you reach students of all learning styles (Cadenas, 1999, n.p.). You don’t want to end up teaching only to the auditory learners and leaving the visual learners to fend for themselves!

Last, “help your students to put their learning to use immediately” (Cadenas, 1999, n.p.). Show them how the lessons you are teaching are applicable to them so they feel like school is worth an investment of time and energy (Cadenas, 1999, n.p.). If nothing else, have them help each other out in class to reinforce the lesson!

> **Note**
>
> [You] may spend as much as 60 hours a week creating lesson plans, teaching, advising students, grading, supervising extracurricular activities and meeting with colleagues and parents” Valerie Marchant – *Time*

Conclusion

You are ready to graze at a Fourth of July picnic. You walk over to the table, and you see an array of salads ready for you to dive in to them. How do you pick which ones you want to sample now or save for later? How do you narrow the choices down?

Educational philosophies are as abundant as salads at any holiday spread. And even though the difference between one potato salad and the one next to it is an addition of mustard, the two are by no means exactly alike. Your classes will be just as diverse. You will have students from all economic classes, with differing levels of English language ability, and all bringing various and beautiful experiences to your class. How do you reach each individual?

Knowing who you are as a teacher before you enter the classroom will help significantly. Teaching is so much more than just the content. Teaching is a learning curve on philosophy that will never be finished. Just as your classroom will change every year, continue to alter your philosophies. See what works for you and your students on a collaborative level. **In the words of J. W. Apps, "a working philosophy is never completely developed the ultimate working philosophy never reached. We're always moving toward, hopefully, a more complete, and thus more useful, working philosophy." (The Educational Philosophies of Training and Development Professors, Leaders, and Practitioners, pg. 1)**

? Exercise 2.1.1

1. Amy is working with her third grade class to improve their reading skills. She is asking them to write the words on a specific list down and break them apart based on their syllables and then combine them back into their original words. Amy is making use of which theory for reading?

a. Whole Language

b. Phonics

c. A combination of the two

2. Lou asks his students to critique their formal essays for APA formatting and grammar. He then asks them to write him an informal letter explaining their thought process on the formal essay, and how they thought they did overall on it. Lou is implementing which two schools of philosophy of assessment?

a. Formalism and Mimesis

b. Mimesis and Rhetorical

c. Rhetorical and Expressionism

d. Expressionism and Formalism

3. A student who is writing her formal pedagogy paper for class expresses an interest in incorporating technology into her history class. She then lists several ways she will consistently make use of technology in her classroom. In order to ensure technology is part of her pedagogy, what does this student need to do?

a. Develop the reason behind why she wants to use technology, including an explanation for what she hopes to accomplish

b. Develop her lesson plans fully so she has alternatives in case the electricity goes out, her LCD projector blows a bulb, etc.

c. Research statistics that show pros and cons to using technology in the classroom

d. Interview experienced teachers to hear what they have to say about using technology in the classroom

4. A student receives his paper back from his teacher and on it is written a comment, "Where is the opponent's viewpoint?" This student's teacher is focusing on which philosophy for assessment?

a. Rhetoricism

b. Mimesis

c. Expressionism

d. Formalism

5. Adam has been teaching for 11 years and needs to complete his recertification points to maintain his licensure. He signs up for a conference on reaching students with learning disabilities. Which step is he taking to help him stay focused on his original purpose of teaching?

a. Applicability to real life

b. Ensuring all students can participate

c. Refresh his pedagogical knowledge

d. Preparation of lesson plans

Answer

1. (b)
2. (d)
3. (a)
4. (b)
5. (c)

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2.2: What is the purpose of education? 2.2: What is the purpose of education?Edit Update titlecancel

By: Karen Herndon

Introduction

Have you ever asked yourself what the purpose of education is? It is believed to be a question that is highly thought about but in reality it is not. We tend to focus on the tasks at hand rather than the overall goal. Many will find that when asked specifically what education's purpose is, the answer in return is nothing outside of the course curriculum (Bass, 1997). Well you may be questioning why this is. In order to provide an answer we need to consider both sides of the topic. On one hand the government controls the educational system which enforces the use of mandatory testing to evaluate each student as well as the educational institution. In other words, emphasis is placed on providing students with the skill that they will need to succeed. On the other hand, there is the belief that children should not only be presented with the abilities to learn but they should be able to expand what is given through individual growth and development beyond materials obtained from the classroom. Their inner talents need to be brought out and polished (Minor, 2007).

Note

"Do not then train youth to learn by force and harshness; but direct them to it by what amuses their minds so that you may be better able to discover with accuracy the peculiar bent of the genius of each." ~Plato (Minor, 2007)

Government Effects on Education's Purpose

If one looks closely at the government's heavy involvement in what to teach and what not to teach children it's the administering of assessment tests. These tests do not allow a child to form opinions on subjects which in turn impedes social growth and development. The government forces school districts to meet certain minimal requirements so unfortunately the focal point has become mainly to teach material that students will need to know in order to obtain passing scores on standardized tests (Bass, 1997). This is attributed to the government's implementation of laws such as the No Child Left Behind Act (NCLB) (A Firsthand Look at NCLB, 2006). Students are expected to follow certain guidelines and curriculum; however teachers are pressed for time. In order to ensure they achieve all of the mandated guidelines and curriculum they teach only what they are required to. This leaves little time to introduce material to students that may be beneficial to them in the long run (Bass, 1997). For example the NCLB has received strict criticism for focusing too much on testing and not enough on actually teaching and allowing the student to further their knowledge. It has been brought up that the NCLB's ignorance towards equity has caused problems. For instance one school system may possess funding which would make it easier to obtain the minimum passing score versus a school system that lacked funding. (A Firsthand Look at NCLB, 2006).

Social Development's Role in Education

Education is not only being presented with material to learn but to also expand one's knowledge of themselves and their surroundings. It appears that the growing trend today in school systems is to teach students particular course work with little to no regard to instruction on how this material could relate to life. Since most subjects utilize textbooks they are heavily relied upon and do not allow the student much freedom to think outside the box (Lim, 2005). Children will naturally form opinions from the material that is presented and being able to express these opinions will only help them to grow socially and eventually fit in with the rest of the world. Social growth is very important because when it is time for the child to become independent if they have not developed that part of their life then interaction with other people and situations could be quite daunting. Most parents and parental guardians do want their child to follow a structured curriculum; however, they still want their child to have time for recreation and family. Childhood is an important part of everyone's life. It encourages social interaction and development as well as teaching them to be independent. People that are deprived of their childhood regret it when they grow up which could negatively impact their lives and the lives of others (Lim, 2005).

Note

"The only purpose of education is to teach a student how to live his life-by developing his mind and equipping him to deal with reality. The training he needs is theoretical, i.e., conceptual. He has to be taught to think, to understand, to integrate, to prove. He has to be taught the essentials of the knowledge discovered in the past-and he has to be equipped to acquire further knowledge by his own effort. ~Ayn Rand

(Yero, 2001-2002. p. 1)

Thomas Jefferson's View

With regard to the purpose of education Thomas Jefferson was one of the biggest advocates of the principle that ignorance and political liberty could not co-exist. Jefferson believed the purpose of education was to properly prepare young minds so they would be able to make educated decisions and uphold the integrity of the country. He insisted on providing four main subjects to elementary school students. Geography, arithmetic along with reading and writing made up these subjects. These subjects were deemed crucial for the proper development of children in order to function later in life. One example of this is that Jefferson believed that children needed to be given proper education in order to become informed voters. He supported free education through taxation as well as equal opportunity education. Jefferson believed the purpose of education was not to segregate but to educate (Jewett, 1997).

Evaluating Student Assessment

Getting back to assessment and student evaluation drives one to consider if whether we are going about education wrong as a country by placing so much importance upon standardized tests. As previously stated, it has been debated whether The No Child Left Behind Act does little to expand the constantly developing minds of our youth (A Firsthand Look at NCLB, 2006). A child's mind can be compared to a sponge, in that they need to soak up information and substance in order for it to expand, otherwise, it dries out. If you observe the examinations and how students are generally evaluated in today's school systems, you will see that the vast majority of them are made up of multiple choice questions. Since there is typically only one correct answer, it is almost impossible for the child to reflect upon the question and develop a view that they can grow from or share with others if they so choose (Yero, 2001-2002).

In Summation

When considering both sides of the purpose of education you may want to reflect on the words of Plato when he said: "Do not then train youth to learn by force and harshness; but direct them to it by what amuses their minds so that you may be better able to discover with accuracy the peculiar bent of the genius of each (Minor, 2007)." However, the government's involvement in education has had positive impacts on students since the NCLB has forced teachers and other school officials to focus on all children including those with special needs (A Firsthand Look at NCLB, 2006). No matter what side of the river you are on with regard to your opinion on this topic, it is hard to discredit the fact that one purpose (if not the main purpose) of education is to prepare the youth for their future and ours.

? Exercise 2.2.1

1. Thomas Jefferson believed that

A. Awareness and political liberty could not co-exist.

B. Awareness and tyranny could not co-exist.

C. Ignorance and political liberty could not co-exist.

D. Ignorance and tyranny could not co-exist.

2. What does NCLB stand for?

A. No Child Left Backward

B. No Child Left Behind

C. No Children Left Backward

D. No Children Left Behind

3. Thomas Jefferson affirmed that the purpose of education was not to segregate but to?

A. Educate

B. Estimate

C. Intimidate

D. Procrastinate

4. What plays an integral part in everyone's life?

A. Childhood

B. Hapiness

C. Upbringing

D. Wealth

5. Generally student evaluations in today's school systems are primarily made up of what?

A. Essay questions or topics

B. Multiple choice questions

C. Short answer questions

D. True and false questions

Answer

1. C
2. B
3. A
4. A
5. B

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2.3: How is Plato a philosophical leader in education? 2.3: How is Plato a philosophical leader in education?Edit Update titlecancel

By Laira Stewart

Learning Objectives

- Readers should be able to define the Socratic method
- Readers should be able to give an example of the dialectic method
- Readers should be able to describe Plato's educational thought as outlined in *The Republic*

Overview of Plato

Considered by historians to be one of the most influential minds of Western thought, Plato described the Socratic method of instruction and further developed this dialectic method in his later years. (Smith, 1997). The Socratic method is basically a learning method using a question and answer dialogue between the teacher and student. The idea is that the ensuing debate exposes flaws in reasoning and brings forth a better understanding of the issue. Plato improved on the Socratic method in his later years and developed a philosophy of education as outlined in *The Republic* that became the hallmark of a European liberal arts education.

427 to 347 BC. Plato was born in Athens in 427BC. When his father died, his mother married, Pyrilampes, a friend of Pericles. Plato began to pursue a political career, but became disillusioned with the politics of the time. Evidently, he was good at athletics, poetry and drama. In 409 BC he met Socrates, and according to Plato, he was one of Socrates more outstanding students. Socrates did not follow the then current trend of the Sophist method of teaching which used rhetoric or persuasion to dictate learning to their students. The Sophists asked high fees for their teaching while Socrates charged nothing. Plato, while mistrustful of the Sophists did share their interest in investigating values rather than physical science. In 399 Socrates was brought to trial for corrupting the minds of youth because of his skepticism regarding religious deities. He was convicted and sentenced to death. Socrates committed suicide rather than face execution. Plato wrote about the trial and Socrates decision not to try to escape from prison. After this Plato traveled extensively studying religion, geometry and astronomy. In 387 BC he returned to Athens and founded a university that included philosophy, physical science, astronomy and mathematics. Plato also developed a philosophy of education for prospective rulers requiring them to be philosophers first and rulers second as detailed in *The Republic* He is thought to have died at the age of 80 in 347 BC. (GradeSaver).



Figure 2.3.1: Bust of Plato Read a short biography or read a more detailed one. (CC0, Wikimedia)

Socratic Method

The Socratic method is a dialectic method of teaching, named after the Greek philosopher Socrates, in which the teacher uses questions to get the student to think about what he/she already knows and to realize what they do not know. This question and answer session stimulates the brain, engages the learner, and can bring new ideas to life. As one educator stated, "Think of it as the relentless pursuit of truth through unceasing questions. To engage in dialectic method, establish your goal to clearly understand truth and get on with it." (Kern, 2008).

Today, law schools are trying to find better ways to teach their students the important concepts they will need in the future. The Socratic Method is one of the ways a lot of teachers have found to be most useful. Since the Socratic Method is the basis for which

courts handle cases, it seems only fitting to have the students at a law school learn that way. In a court room a series of questions are asked to get the judge and/or jury to see the truth of the situation at hand. The teacher likes using the Socratic Method in their classes because they believe it helps the students get into the mind set of being a lawyer, plus they believe it helps the students learn and retain the information better. "One of the principle benefits that the Socratic Method confers is to allow large bodies of students to engage in "active learning." "Students learn better when they are actively involved in the learning process" rather than passively taking notes and the teacher dispenses information." (Jackson, 2007).

Note

Here are some Videos on Plato

These links will take you to some very interesting videos about Plato and Socrates.

1. **Watch this clip,** Plato The Encyclopedia Channel. YouTube.
2. **Watch this clip,** Socrates How Stuff Works.
3. **Watch this clip,** Socratic Method in Law school Pacific McGeorge School of Law Faculty. YouTube.

Dialectic Method Example

The benefits of this method are that the student becomes engaged in the learning process and contributes in developing the answers (led by the teacher). This is in contrast to didactic learning in which the teacher tells the student what they need to know.

Begin with a question that has several possible answers or is ambiguous so that you can begin asking the question in different ways until the students reason out the answer you wish them to learn. Then encourage them to ask themselves other responses.

For example: High School class discussion after reading the Noah's Ark story from the Old Testament:

Teacher: What is a covenant?

Possible answer: An agreement.

Teacher: I agree to meet you for lunch, is that a covenant?

Possible answer: Sort of.

Teacher: What was the covenant God made to Noah?

Possible answer: God promised never to destroy the world by a flood.

Teacher: Does a covenant imply something more than an agreement?

Possible answer: A promise

Teacher: Yes, a covenant is an agreement with a promise. I make an agreement to meet you for lunch and I promise to be there no matter what.

Notice in this example the student has come up with the answer. If the teacher had simply told the student the definition of a covenant, chances are the student would simply not care to remember the meaning. In this example, the student is more likely to remember the meaning since he/she was involved in finding the answer.

Note

Go to this link for a specific example that was used in a 3rd grade elementary math class.

Thoughts on the Republic

Plato believed that a teacher must care deeply for the student and have a good understanding of the subject being taught. In *The Republic* Plato outlines a lifelong learning process for rulers that begins with learning to read, write and do mathematics at age six. As the child grows music and sports are added. At age 18 military services are added. At age 30 the ruler should study philosophy and politics. It is not until age 50 that the ruler should rule. This lifelong liberal arts education would ensure that the ruler had experience and wisdom in order to make just decisions. *The Republic* is mostly about defining justice and the different types of justice. Only a philosopher-King can dispense the appropriate justice. This method of instruction became useful during the Middle

Ages in the royal classes, and can be seen in the British royal family today. The British males are required to do military service, attend university, and work in civil service for many years before they take over the role of King. An interesting note is that the current Queen of England, Elizabeth, was reluctant to hand over the reins to Phillip until after he had a wife and family, and has not yet retired. (Jowett)



Figure 2.3.2: Plato and Aristotle in the School of Athens by Raphael (CC0, Wikimedia)

Note

Here are some other interesting links on Plato

These links will take you to some very interesting videos about Plato and Socrates.

1. **Click this link,** Plato Biography Kraut.
2. **Click this link,** Plato Outline Kemerling.
3. **Click this link,** Socratic Method in Law Schools Jackson.

Summary

Both the Didactic and Dialectic methods are necessary for teaching. There are many times when telling the student what he/she needs to know is the only way to impart information. However, the dialectic method is essential for engaging students in interactive learning, in giving them some ownership of discovery in the learning process. The dialectic method can provide an opportunity for debate of issues, exploration of ideas and use of higher thinking skills. Since the object of learning is to be able to discern and make decisions based on knowledge, the dialectic method is critical for growth of knowledge.

Exercise 2.3.1

1. Plato's foremost contribution to education was:

a. Teaching royalty the proper way to dress

b. Use of the dialectic method

c. Use of the didactic method

d. Writing about Socrates life

2. An example of the dialectic method is:

a. Asking students what they know about widgets

b. Telling student about how a widget works

c. Telling students the history of the widget

d. Telling students why widgets are necessary

3. The best way to explain Plato's educational ideal for a ruler as outlined in *The Republic* is:

a. A philosopher has the knowledge needed to bestow justice.

b. A philosopher should advise the king or ruler.

c. Justice can only be learned by hard work.

d. Justice is wasted on the old.

4. What is not an essential ingredient for the success of Plato's method.

a. Asking a question

b. Caring about the student

c. Deep knowledge of your subject

d. Explain the answer

Answer

1) b

2) a

3) a

4) d

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2.4: What is constructivism? 2.4: What is constructivism?Edit Update titlecancel

Todd Douglas Vanderbilt

What is Constructivism?

The root word of *Constructivism* is “construct.” Basically, Constructivism is the theory that knowledge must be constructed by a person, not just transmitted to the person. People construct knowledge by taking new information and integrating it with their own pre-existing knowledge (Cooper, 2007; Woolfolk, 2007). When trying to learn the applications of Constructivism, it is good to know the theory first.

Jean Piaget’s Theory of Constructivism

Jean Piaget was one of the major constructivists in past history. His theory looks at how people construct knowledge cognitively. In Piaget’s theory, everybody has *schemes*. People organize and structure knowledge and information. This organization, or structure, of knowledge and information is known as a scheme. For example, “food” can have a scheme. It can be organized into different food groups such as the following: bread/ pastas, fruits, vegetables, meats, dairy, and sweets (Kail & Cavanaugh, 2007).

According to Piaget’s theory, one way people construct knowledge is through *assimilation*. People assimilate when they incorporate new knowledge and information into pre-existing schemes. Here is an example. A child sees a car and learns that it can be called a vehicle. Then the child sees a motorcycle and learns that it can be called a vehicle as well. Then the child sees a truck and calls it a vehicle. Basically, the child developed a scheme for “vehicles” and incorporated trucks into that scheme (Kail & Cavanaugh, 2007).

Another way people construct knowledge, according to Piaget’s theory, is through *accommodation*. People accommodate when they modify or change their pre-existing schemes. Here is an example. A child sees a dog (a furry four-legged animal) and learns that it can be called a pet. Then the child sees a cat (a furry four-legged animal) and learns that it can be called a pet as well. Then the child sees a raccoon (also a furry four-legged animal) and calls it a pet. Afterwards, the child learns from his or her parents that a raccoon is not a pet. At first, the child develops a scheme for “pet” which includes all furry four-legged animals. Then the child learns that not all furry four-legged animals are pets. Because of this, the child needs to accommodate his or her scheme for “pet.” According to Piaget, people learn through a balance of assimilation and accommodation (Kail & Cavanaugh, 2007).

Lev Vygotsky’s Theory of Constructivism

Lev Vygotsky was another major constructivist in past history. While Jean Piaget’s theory is a cognitive perspective, Vygotsky’s theory is a sociocultural perspective. His theory looks at how people construct knowledge by collaborating with others. In Vygotsky’s theory, people learn and construct knowledge within the *Zone of Proximal Development*. People have an independent level of performance where they can do things independently. Likewise, people have an instructional level of performance where they can do things above the independent level with the help and guidance of others. The range, or zone, between these two levels is the Zone of Proximal Development (Cooper, 2007; Kail & Cavanaugh, 2007; Woolfolk, 2007).

In the Zone of Proximal Development, assistance needs to be given by another person. This assistance, help, or guidance is known as *scaffolding*. Because the zone has a range, assistance needs to be given, but not too much. If not enough assistance is given, a person may not be able to learn the task. On the other hand, if too much assistance is given, the person may not be able to fully construct the new acquired information into knowledge. For example, a child needs help doing math homework. With no help, the child may not be able to do it. With too much help, the homework is done for the child, so the child may not fully understand the math homework anyway (Cooper, 2007; Kail & Cavanaugh, 2007; Woolfolk, 2007).

Constructivism in the Classroom

In the classroom, the teacher can use Constructivism to help teach the students. The teacher can base the instruction on the cognitive strategies, experiences, and culture of the students. The teacher can make the instruction interesting by correlating it with real life applications, especially applications within the students’ own communities. Students can work and collaborate together during particular activities. The teacher can provide feedback for the students so they know what they can do independently and know what they need help with. New concepts can be related to the students’ prior knowledge. The teacher can also explain how new concepts can be used in different contexts and subjects. All these ideas are based on Constructivism(Sherman & Kurshan, 2005).

Research shows that constructivistic teaching can be effective. According to research conducted by Jong Suk Kim at Chungnum National University in Korea, constructivistic teaching is more effective than traditional teaching when looking at the students' academic achievement. The research also shows that students have some preference for constructivistic teaching (Kim, 2005). Again, when the theory of Constructivism is actually applied in the classroom, it can be effective for teaching students.

Response from the Author

According to the research, incorporating constructivistic teaching into the classroom is a good idea. Allowing students to work together can be beneficial; however, there may be a problem with time management if the classroom management is not under control. Correlating new concepts to real life applications is a great way to further develop students' schemes. Again, the problem with doing this may be time management. With all the material that needs to be covered throughout the school year due to standardized testing, it is possible that real life applications can become "irrelevant" because they won't be on the standardized tests.

Based on Constructivism, it can be argued that rote memorization is not real learning. Rote memorization requires no assimilation or accommodation. It is like putting information on a solitary island all by itself. Once the information has served its temporary purpose, it will just float away. By assimilating new information into pre-existing schemes, this problem can be avoided.

The last point is that it is not the sole responsibility of the teachers to educate the students. According to Constructivism, students have some responsibilities when learning. A student may be quick to blame the teacher for not understanding the material, but it could be the case that the student it not doing everything he or she could be doing. Because knowledge is constructed, not transmitted, students need to make an effort to assimilate, accommodate, and make sense of information. They also need to make an effort to collaborate with others, especially if they are having a hard time understanding the information.

? Exercise 2.4.1

1. Jean Piaget's theory of Constructivism is a _____ perspective.

A. ecological
B. sociocultural
C. cognitive
D. behavioral

2. Lev Vygotsky's theory of Constructivism is a _____ perspective.

A. ecological
B. sociocultural
C. cognitive
D. behavioral

3. Incorporating new knowledge into pre-existing schemes is known as _____.

A. scaffolding
B. assimilation
C. accommodation
D. scheme development

4. The range between a person's independent level of performance and their instructional level performance is known as _____.

A. the learning level of performance
B. the mesosystem
C. the range of scaffolding
D. the Zone of Proximal Development

5. All the following are examples of constructivistic teaching except _____.

A. using positive reenforcement
B. allowing students to work together
C. relating new concepts to prior knowledge
D. providing feedback to the students

List some of the methods of constructivistic teaching and explain how they relate to the theory of Constructivism.

Answer

1. C
2. B
3. B
4. D
5. A

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2.5: What is the difference between teacher-centered vs. student-centered philosophies? 2.5: What is the difference between teacher-centered vs. student-centered philosophies?Edit Update titlecancel

By: Hope Gibbs

Learning Targets

Readers will be able to understand the differences of teacher-centered philosophies and student-centered philosophies.

Introduction

In today's school, there are essentially two types of teaching philosophies. Both types will be different in their teaching styles; however, both want the best for their students. So what kind of teachers am I talking about? I am talking about teacher-centered and student centered teachers. Their philosophies are different. What type are you? Your ideas and attitudes about education will help shape what kind of teacher you want to be.

Students vs. Teachers

Even though both teacher-centered and student-centered teachers what to help the students learn, they are like night and day in their approaches. Teacher-centered philosophies focus around essentialism and perennialism. Some of the most popular student-centered philosophies include progressivism, social reconstructionism, and existentialism. According to Mary P. Driscoll, "teacher-centered and student-centered views put primacy on the learning of the student, and all other aspects of the learning environment and instruction are planned from that initial standpoint" (1999).

What are Teacher-Centered Philosophies?

Teacher-centered philosophies are the ones you are probably most familiar with. These philosophies focus on what the teacher wants his or her students to learn. There are a lot of factors that determine what kind of teaching philosophies to use. Shawn A. Faulkner and Christopher M. Cook state that "the state tests seem to drive the curriculum and warrant more teacher-focused instructional methods—lecture, worksheets, and whole-class discussion" (2006). We remember this from our own experiences in school. Do you remember when you were in class and the teacher was in front and she lectured to you? Everyone student remembers taking notes off of the blackboard. These are just two examples of teacher-centered practices. Kathy Brown clarifies that "the teacher-centered approach is associated chiefly with the transmission of knowledge" (2003). Getting the knowledge out and to the student is the main focus. The students are accountable for what they have learned and the teachers are also. Teachers are in control and they plan out activities and learning strategies according to specific times during the lesson (Teacher Vision). Teacher-centered philosophies that are mostly used in teaching include essentialism and perennialism. Let us briefly look at these two philosophies.

1. Essentialism in the Classroom

In the excerpt of the book Teachers, Schools, and Society: A Brief Introduction to Education, authors David Miller Sadker, Ph.D and Karen R. Zittleman, Ph.D state how "Essentialism strives to teach students the accumulated knowledge of our civilization through core courses in the traditional academic disciplines" (2007). What this means is that our society has certain viewpoints and practices that schools must pass down to students in a more authoritarian way. According to William Gaudelli, who is an assistant professor of social studies education at the University of Central Florida, "essentialists concern themselves with teaching students how to survive, succeed in their lives, and not be a burden to others" (Gaudelli, 2002). Essentialist teachers believe that what they teach will help their students in real-life situations as they grow older (Gaudelli, 2002). In the classroom, you will most likely see traditional subjects such as math, English, science, and history as the foundations of learning. "Essentialist teachers rely on achievement tests scores to evaluate progress and teachers expect that students will leave school not only with basic skills, but also disciplined, practical minds that are capable of applying lessons taught in school in the real world" (Sadker and Zittleman, 2007). In essence, teachers want their students to be able to use what they have learned in school and use it appropriately in the real world.

2. Perennialism in the Classroom

Perennialism and essentialism may sounds somewhat alike, but perennialists are in fact different in their approaches. "Perennialists recommend that students learn directly from the "Great Books"—works by history's finest thinkers and writers, books meaningful today as when they where first written" (Sadker and Zittleman, 2007). "Perennialist generally prefer a past orientation, because it

tends to be based on historical truth, rather than conjecture about the present and guessing about the future" (Gaudelli, 2002). This means that perennialists believe that a student can be influence by such heroes in our past like Washington and Lincoln. In a perennialist classroom, the teacher will focus on the importance of reading and will often use the underlying reading lessons to make a moral point (Sadker and Zittleman, 2007). These teachers want to teach their students how to be excellent leaders in society just like history portrays.

What are Student-Centered Philosophies?

Student-centered learning is just what is says. It is basically learning by doing. Teachers believe that education should be child-centered. According to Julie K. Brown, she basically says that "student-centered instruction is when the planning, teaching, and assessment revolve around the needs and abilities of the students" (2008). This is quite the opposite from what you have just read. "Regardless of variations in developmental levels, all children are exposed to the same content in the same time period and the teacher's role is to facilitate growth by utilizing the interests and unique needs of students as a guide for meaningful instruction" (Teacher Vision). According to Becky A. Smerdon and David T. Burkam, "students develop analytic skills that can be applied to other problems and situations, rather than accept their teachers' explanation" (1999). This technique gives the students the chance to use their abilities and experiences to solve problems and find new ways of learning. One example of this would be if a math teacher lets his or her students work in groups to solve different problems or let students create their own test. With student centered learning, students and teachers are committed to working together and finding the best achievable way of learning.

1. Progressivism in the Classroom

"Progressivisms build the curriculum around the experiences, interests, and abilities of students, and encourage students to work together cooperatively" (Sadker and Zittleman). The progressivist teacher would use games like Monopoly or Jeopardy to illustrate important points. Unlike Perennialists, Progressivists do not believe in teaching "Great Books," but use "computer simulations, field trips, and interactive websites on the Internet to offer realistic learning challenges for students, and build on students' multiple intelligences" (Sadkier and Zittleman, 2007). Many props are used to expand the students' abilities and to make them think a little differently. Instead of just lecturing to students, teachers try to find more interesting ways to communicate important learning techniques and this "affords students opportunities to explore ideas and construct knowledge based on their own observations and experiences" (Smerdon and Burkam, 1999). Teachers ultimately serve as their students' guide and they want their students to use problem-solving strategies they have learned in class to help manage the challenges of life.

2. Social Reconstructivism in the Classroom

"Social Reconstructionism encourages schools, teachers, and students to focus their studies and energies on alleviating pervasive inequities, and as the name implies, reconstruct into a new and more just social order" (Sadker and Zittleman, 2007). Social reform is the key to this type of philosophy and social challenges and problems help guide teachers with their message. A social reconstructionist teacher wants to not only inform their students, but rouse emotions and point out the inequalities that surround them and the world (Sadker and Zittleman, 2007). The teacher engages the students to discuss and address problems such as poverty, homelessness, violence and many more issues that create disparity. The teacher's role is to explore social problems, suggest alternate perspectives, and assist students' examinations of these problems (Sadker and Zittleman, 2007). For examples in the classroom, "one group of students might analyze news coverage of racial and ethic groups of a community or students might arrest and trial records in order to determine the role race plays in differential application of the law" (Sadker and Zittleman, 2007). The main focus of this philosophy is to help students find ways to improve society. The teacher wants the student to value society and realize that there is unfairness in the world and it is important to be aware and act as advocates for those who are being judged.

3. Existentialism in the Classroom

Existentialism is another student-centered philosophy. "Existentialism places the highest degree of importance on student perceptions, decisions, and actions" and individuals are responsible for determining for themselves what is true or false, right or wrong, beautiful or ugly (Sadker and Zittleman, 2007). To sum it up, students make choices and then take the time to evaluate those choices. "The teacher's role is to help students define their own essence by exposing them to various paths they may take in life and by creating an environment in which they can freely choose their way" (Sadker and Zittleman, 2007). This philosophy means that students think for themselves and are aware of responsibilities assigned to them. Existentialism philosophies say no to tradition and focuses on the students' unique talents. The teacher views each student as an individual and students learn how to achieve their full potential by trying new concepts.

Conclusion

There are many philosophies that come along with teacher and student-centered teaching. Which one is the best? It depends on the content being taught. Research indicates that teachers' personal and professional characteristics are related to how they teach (Smerdon and Berkam, 1999). The way a teacher feels comfortable with the subject matter may influence him or her on how the subject will be taught. The most important goal is to teach the students and help them prepare for life after school. Both teacher-centered and student-centered philosophies can achieve that for the student.

Exercise 2.5.1

1. This teaching-centered philosophy believes in teaching students the accumulated knowledge of our civilization through core courses in the traditional academic disciplines

A. essentialism

B. extentialism

C. perennialism

D. progressivism

2. This type of learning involves the individual students' learning and the teacher acts as a facilitator in the classroom.

A. principal-centered learning

B. school-centered learning

C. student-centered learning

D. teaching-centered learning

3. Marie is a third grade teacher and is playing a monopoly-like game with her students to review for their math test. After the game, she will also let her students work together and play math games on the computer. Marie's approach is related to

A. essentialism

B. extentialism

C. perennialism

D. progressivism

4. Which characteristic would NOT be found in a teacher-centered classroom?

A. cooperative learning

B. lecturing

C. strict rules

D. students taking notes off the blackboard

Answer

1. A
2. C
3. D
4. A

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CHAPTER OVERVIEW

3: History of Education

3.1: What are the educational milestones of the 17th and 18th centuries?

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3.5: What is the history of teacher education?

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3.1: What are the educational milestones of the 17th and 18th centuries? 3.1: What are the educational milestones of the 17th and 18th centuries?Edit Update titlecancel

by Kim Rodriguez

Education in the 17th and 18th centuries was influenced primarily by theologians, philosophers, and government which included the pedagogies of Sir Francis Bacon of England, Wolfgang Ratke of Germany, René Descartes of France, Jean-Jacques Rousseau of Switzerland, John Comenius (a.k.a. Komensky) of Moravia, and John Locke of England. There were other groups of teachers that impacted education reform during this period such as the Jesuits, the Oratorians, and the Puritan reformers; however, discussion for this text will focus on the individuals who have made an impact on education during this Age of Enlightenment. Ideologies and methodologies were set forth and established as a result of these influences, many of which are in practice today. For example, Comenius's ideas for separating students into three levels of schooling based on age is popularly structured in today's school systems. We have elementary, middle, and high school, as well as higher learning in colleges. The milestones that were made have changed the way education is perceived and the way in which teaching is conducted with great thought aimed towards what is best for the student to become a contributing member of society.

Sir Francis Bacon (1561–1626)

> **Note**
>
> Knowledge is power.—Nam et ipsa scientia potestas est - Sir Francis Bacon

Bacon observed that the educators of his time were close-minded and ineffective because they presented themselves as orators of empty rhetoric rather than teachers of factual scientific information based on proven theory. His approach to teaching included a method he called empiricism, "the doctrine that knowledge derives from experience" (Merriam-Webster). Bacon argued that pupils need to be prepared for life through proper schooling so that they would be better able to function within, and contribute to, their society. He believed that the science of life and the use of inductive reasoning would best prepare a person for nearly all aspects of living. One form of inductive reasoning and the empirical method that we use today is the Scientific Method, based largely on Bacon's philosophies of observing, studying, and analyzing factual data rather than relying on the ideas and guesswork of our own or others. The Scientific Method was originally named for him and is sometimes referred to as the Baconian Method (Encyclopædia Britannica).

Rene Descartes (1596-1650)

> **Note**
>
> I think- therefore, I am (cogito ergo sum) - Rene Descartes

Descartes had a different approach in mind for teaching and learning than Sir Francis Bacon's empiricist ideas. Unlike the analytically structured approach, he believed that the basis for learning originates from human reasoning which must be the foundation for all critical thinking and analytical practices. Arguably, one of his greatest achievements is his work, *La géométrie*. Descartes *La géométrie* explains how to apply algebraic computations to geometry, also known as Cartesian geometry today (O'Connor, Robertson). His work focuses on these major points:

1. First step towards a theory of invarients
2. Algebra makes it possible ro recognize problems in geometry
3. Algebra imports into geometry the principles of division and hierarchy method
4. Geometrical solvability is not possible without algebra

(O'Connor, Robertson)

René Descartes also the invented the way we plot points on a graph. This method is called the Cartesian Coordinate System, which is used the same way all over the world for purposes of mapping and graphing by plotting points (plot points horizontally first, vertically second). Although Descartes might be best known as a great philosopher, his most notable achievements are in the field of mathematics and much of his math theory (as shown in the table above) is in use today.

Note

Descartes awakened late at 11:00 each morning for most of his life due to an undetermined illness; however, during his stay with Queen Christina of Sweden he was requested to draw tangents each morning at 5:00. After a few months in this environment, cold and early morning awakenings, he died of pneumonia (O'Connor, Robertson).

John Comenius (Jan Komensky) (1592-1670)

Note

...the whole of the human race may become educated, men of all ages, all conditions, both sexes and all nations. - Comenius

The above quote comes from Comenius's work *Pampaedia*, in which he emphasized the belief that everyone should be educated to fulfill their lives, an ideal he called *Pansophism* meaning universal wisdom. Comenius, once a bishop of the Moravian Church, developed this philosophy shortly after escaping "religious persecution by taking refuge in Poland, Hungary, Sweden, and The Netherlands" (Gutek). Comenius was a leading philosopher of education during this period. He proposed the segregation of schools according to age and grade levels. At seven to 12, pupils would enter a "vernacular school" (Gutek) where there would be six different classes, one for each age. During this time the pupil would learn "religion, ethics, diction, reading, writing, math, music, economy, civics, history, geography, and handicraft" (Encyclopædia Britannica). In these lower levels, the pupil would hone his/her imaginative and memorization skills. At 13-18, pupils would learn Latin, i.e. grammar. Courses involving language arts and the sciences would be further studied. At 19-24, the pupil would continue on to higher education at a university which Comenius believed each province should establish. In 1657, Comenius's methods were incorporated into The Great Didactic which emphasizes two schools of thought: the Arts and the Sciences. Additional publications by Comenius were *The Gate of Tongues Unlocked* (1631), which was used to teach pupils Latin from their native language; also *Orbis Sensualium Pictus* (1658), which was a picture book for young readers. Comenius believed that children learned best through sensory perceptions and pictures that identified with labeled objects. Today, classes that are grouped by age, two primary schools of thought (arts and sciences), and the use of illustrated children's books to promote literacy is a nearly universal ideal.

John Locke (1632-1704)

Note

Let us then suppose the Mind to be, as we say, white Paper, void of all Characters, without any Ideas; How comes it to be furnished...? To this I answer, in one word, From Experience: In that, all our Knowledge is founded; and from that it ultimately derives it self. - John Locke

The above quote comes from Locke's *An Essay of Understanding*. His main idea was that humans are born with minds that are "blank slates - *tabula rasa*, and empty of ideas" (Gutek). Locke believed that the human mind should entertain initial thoughts that should progress and yield to complicated thoughts and ideas. Locke believed that a person must experience what he/she learns from life situations. His writings were very important during the Age of Enlightenment because his thoughts focused not only on education during that era, but also government. State education was a major concern for philosophers during that period and Locke's influence in politics may have helped pave the way for his philosophies to take root in government planning for education.

Jean-Jacques Rousseau (1712-1778)

Note

I hate books; they only teach us to talk about things we know nothing about. - Jean-Jacques Rousseau

Rousseau helped bring about an educational revolution in France with his work "Emile". In this book Rousseau talks about how children should be allowed to be outside in the sunlight playing; this is where they learn the best. He also states that children have stages of development as they grow and education should coincide with them. Before age 12 a child is limited in the complex thought so they should be taught simply. Between ages 12 and 16 reason starts to develop and by age 16 children become young adults; young adults should be taught a trade such as masonry or carpentry. A child that grows up in this fashion will have the best possibility to develop to his full potential. Rousseau also says that education begins at home and parents should not preach but lead

by example. For the most part Rousseau believes that children should make their own decisions and their educators should be there for support.

Educating the Masses during the Age of Enlightenment

During this era, philosophers and educators believed that deductive and inductive reasoning was paramount in the teacher and learning process. Though most of the 17th and 18th century pedagogies originate in Europe, these ideas made a great impact on influential Americans such as Benjamin Franklin and Thomas Jefferson, who both saw the importance of scientific, critical, and exploratory thought, as well as "a civic education" (Gutek). So given all of these ideologies, many of which are closely aligned to one another in some way, how did some leaders of nations comply? Below are some examples of attempts that were made at that time.

In Prussia: Mandatory schooling for all children ages 5–14 was implemented under the regime of Frederick the Great of Prussia. His minister was Freiherr von Zedlitz who "supported the founding of new schools and the centralization of school administration under an Oberschulkollegium, or national board of education (1787)" (Encyclopædia Britannica).

In Russia: Catherine II of Russia attempted to nationalize education. She issued an education act in 1786 which called for two years of study in district schools followed by five years of study in provincial schools. Religious instruction was absent from these schools. Unfortunately, only half of the towns had the schools (approximately 250 towns). Alexander I implemented a system of education that was free and controlled by the state, which led all the way through the university level. However, years later these reforms came under re-consideration by conservatives.

In America: Benjamin Franklin and Thomas Jefferson, well-known Francophiles and ambassadors to France, embraced and incorporated the new ideas which were implemented in the European countries as much as possible and helped influence a strong foundation for education in America. Compulsory education became paramount in early America. Although most school instruction was initially deeply based on religious modules from Puritanical influences, the later political separation of church and state (***First Amendment of the Constitution of the United States*** - ***Article [1]*** - [1]) removed religious instruction from state supported schools.

We take for granted that compulsory schooling in our world today is the norm; however, evidence indicates that nearly 50% of all children in the world (ages 6-18) do not attend school (Gutek). The United Nations Educational, Scientific and Cultural Organization (UNESCO) strives to help all children in the world to attend school and eradicate illiteracy. While much success has been achieved by such organizations, there is still much to be done.

Note

Thomas Jefferson declared that John Locke, Francis Bacon and Isaac Newton were the "three greatest men the world had ever produced" (Peterson, 1236).

Exercise 3.1.1

1. Which quote originated from René Descartes?

a. Knowledge is power

b. I think - therefore, I am

c. Love Truth, but pardon error

d. We hold these truths to be self - evident, that all men are created equal

2. Which philosopher believed that the human mind starts as a blank slate - *tabula rasa*?

a. John Comenious

b. Wolfgang Ratke

c. Rene Descartes

d. Jonn Locke

3. Francis Bacon's analytical approach to learning and understanding is called which of the following?

a. Scientific method

b. Pansophism

c. Tabula Rasa

d. Rationalism

4. The division of teaching based on age levels is part of whose philosophy?

a. John Comenious

b. Thomas Jefferson

c. Benjamin Franklin

d. Alexander I

5. René Descartes most famous work explains which of the following ideas?

a. The belief that everyone should be educated in order to fulfill their lives

b. explains how to apply algebraic computations to geometry

c. The Baconian, or Scientific, Method

d. The belief that reality is the origin of knowledge

Answer

1. b
2. d
3. a
4. a
5. b

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For simple definitions, [www.m-w.com]

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3.2: What are the educational milestones of the 19th century? 3.2: What are the educational milestones of the 19th century?Edit Update titlecancel

by Amber Showalter

Learning Objectives

1. Students should be able to identify the Common School Period and its goals.
2. Students should be able to identify two of the major innovators of education in the 19th century.

INTRODUCTION

The 19th century encompassed many changes in America. One change in particular that influenced our education system was the beginning of the public school system. This movement made education available to the masses. Reformers and education innovators of the time worked tirelessly to make education public instead of private, free, and state maintained. In this article we will review the era of educational history known as the "common school movement, or the "common school period". We will also discuss two of the major educational innovators that were integral in developing the first public schools, or common schools and their curriculum.

THE COMMON SCHOOL PERIOD

The years 1830 until 1872 are known as the "common school movement" or the "common school period." During this period in history, great changes were made in public schooling in nearly every state of the union. The goals of the common school movement were to provide a free education for white children, to train and educate teachers, and to establish state control over public schools (Church, 1976). Prior to common schools, the closest thing to public schools were the schools that existed in some of the northern British colonies. They often only lasted for 10 –12 weeks per year, favored boys, and were not free. As a result, race, gender, and family wealth greatly influenced education (Stone, 2001). There were many arguments in defense of the common school. As the immigrant population grew in the northern states during this period, the common school was used to “Americanize” all foreigners (Payne). Yet another argument for common schools was from advocates like Horace Mann. Mann believed that a common education for all meant that society in general would be more productive and prosperous. He once wrote that education “can raise more abundant harvests, and multiply the conveniences of domestic life;...it can build, transport, manufacture, mine, navigate, fortify;...a single new idea is often worth more to an individual than a hundred workmen” (Church, 1976, p. 66). A typical day in a common school would begin around 8:45 a.m. and last until 4 p.m. Usually breaks were taken for recess and for lunch. The children learned from textbooks such as *McGuffey Readers* and Webster’s *American Spelling Book*. A teacher might receive $25 a month as salary and would stay with families in the surrounding areas (Huntington, 2005).

HORACE MANN

Horace Mann was born in Franklin, Massachusetts in 1796. His education began in a one-room schoolhouse and continued until he reached Brown University. He later studied law and found himself in the political arena. He was soon appointed to the newly formed Massachusetts State Board of Education in the position of Secretary. He served as Secretary from 1837 until 1848 (Sass, 2008). Mann became known as the “Father of the Common School” (Stone, 2001). He believed that education was a universal right for all. Everyone should have the opportunity to attend school no matter what their social class or income may be. Mann also advocated for a longer school year and the funding of schools to be the responsibility of the state instead of the individual. He helped establish laws for compulsory attendance and these laws were in every state by 1918 (Payne). Mann also advocated for a more trained and professional teacher. Training institutions called normal schools were established for teachers. The first public normal school was opened in 1839 (Church, 1976). Mann knew that the key to elevating the standard of learning was to elevate the standards in which the teachers were trained. He sought to make teaching a profession (Stone, 2001).

PROFESSOR WILLIAM HOLMES MCGUFFEY

One of the key problems for educational reformers during the 19th century, was the creation of a curriculum. A small publishing company called Truman and Smith played a vital role in the first textbooks for American children. Truman and Smith wanted to sell textbooks, but first they had to find someone to write these books. Their search ended with William McGuffey (Payne, The McGuffey Readers). McGuffey had already published his first reader in 1841 that introduced children to his ethical code. The book

contained fifty-five lessons and the child modeled in this book was prompt, good, kind, honest and truthful (Payne, The McGuffey Readers). The child depicted in the McGuffey Readers was white and Protestant. The second reader appeared almost simultaneously with the first. It had eighty-five lessons, sixteen pictures, and one hundred sixty pages. There were lessons on a multitude of topics. Children learned about history, biology, and even table manners (Payne, The McGuffey Readers). The secular tone of the McGuffey Reader was unlike any of the other Puritan texts from that era (Sass, 2008). Reformers believed that the moral training of children occurred hand in hand with their academic training. The McGuffey Readers provided the necessary lessons in conjunction with a moral undertone. McGuffey Readers were called “eclectic readers” because they were written from a number of sources. They were considered remarkable literary works and had great influence (Payne). The McGuffey Readers have sold over 100 million copies since 1836 (Church, 1976).

Note

"The following stanza is copied from page 61 of the edition of 1844 to illustrate the method of presenting words:

I like to see a lit-tle dog, And pat him on the head; So pret-ti-ly he wags his tail When-ev-er he is fed."

(Vail, 1911, p. 6)

CONCLUSION

The 19th century was a turning point in American education. The beginning of public schools, school reform and state funding were just a few of these changes. Innovators and reformers sought to make education available to the masses and not just to the wealthy and privileged. Innovators and reformers like Horace Mann and William Holmes McGuffey made it possible for common schools to establish themselves as the first public schools in the nation. This era and its innovators paved the way for our public school system as we know it today.

Exercise 3.2.1

1. What was the 19th century called in reference to educational reform?

a. The Old School Movement

b. The New School Movement

c. The Common School Movement

d. The High School Movement

2. Who was considered the "Father of the Common School"?

a. Horace Mann

b. William McGuffey

c. Thomas Jefferson

d. John Joseph Hughes

3. Who wrote one of the first textbooks or readers ever used in public schools?

a. George Washington

b. Thomas Jefferson

c. William McGuffey

d. Horace Mann

4. Education reformers such as Horace Mann wanted to make school_____.

a. fun, creative, and worthwhile

b. attainable, religious, and moral

c. free, public, and state maintained

d. expensive, private, and secular

5. One of the three goals of reformers who supported common schools was_____.

a. to get rich

b. to educate teachers

c. to be famous

d. to make school only for the elite

Answer

1. C
2. A
3. C
4. C
5. B

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3.3: What are the educational milestones of the 20th century? 3.3: What are the educational milestones of the 20th century?Edit Update titlecancel

Veronica Montalvo

INTRODUCTION AND THE GROWTH OF EDUCATION

In the United States, the start of the twentieth century marked a movement towards the inclusion of more people than ever into the educational system. In 1900, close to six percent of teenagers graduated from high school (Thattai, 2001). States attempted to increase that number by making that goal more accessible through the construction of more high schools in both urban and rural localities (Wolfe, 2001). Laws were passed that made school mandatory for children until elementary school; later it became obligatory until the child became sixteen years old (Thattai, 2001). However, a good and equal education was not yet widely available to all Americans. Marginalized groups hovered at the fringes of the educational system. African-Americans received unequal and inferior educations as compared to that of whites, as did other minorities and students with limited-English-proficiency (LEP). Women were discriminated against, as well as the handicapped, in being fully included in the educational system. Major developments in the twentieth-century education system include various rulings and acts that promoted a fair and equal education for Americans that had been neglected and marginalized.

G.I. BILL of 1944

Established in 1944, the G.I. Bill was designed to provide assistance to veterans returning from World War II. Although the educational provisions within the Bill were originally intended as “another form of unemployment relief,” the educational system experienced a drastic change in its perception by Americans (Clark, 1998, p. 173). Prior to the influx of veterans in colleges and universities, a college education was perceived as being a privilege of the wealthy and a mark of high status. The veterans returning from WWII were viewed as everyday men, and to see and hear about them going to college broke down that perception and made the dream of a college education more of a reality for all Americans (Clark, 1998). According to Hess and McGuinn (2002), “Education gained a new prominence after World War II” (p. 76). More students were graduating from high school and going to college after the G.I. Bill passed (Hess and McGuinn, 2002).

Aside from changing the perception of college education and increasing enrollments, the G.I. Bill led to the growth of community colleges and vocational schools (Wolfe, 2001). The 2.2 million veterans utilizing the educational benefits of the G.I. Bill (Bound and Turner, 2002) demanded a curriculum with classes more similar to what they had been exposed to in the military. Practicality was a vital aspect in their desired education, and schools responded by creating vocational programs to suit their needs (Clark, 1998). The G.I. Bill impacted future generations by making college more accessible to the average citizen and by causing the expansion of the college curriculum.

BROWN V. BOARD OF EDUCATION, 1954

In 1954, the Supreme Court ruled that segregation in public schools was unconstitutional in *Brown v. Board of Education*. The decision marked the beginning of more educational opportunities for African-Americans, but these opportunities were still severely limited. The Supreme Court declared that schools must desegregate, but did not make a deadline or any guidelines as to when it must be complete (Carson, 2004). A decade after the decision, less than 10% of black students were attending an integrated school (Ravitch, 2000). Throughout the ‘60s and ‘70s, the government used funds to force schools to desegregate or risk losing their funding (Carper, 2001), and by 1980, the practice of legal segregation for the most part had ended (Thattai, 2001).

Despite the long delay in achieving the goal of desegregation, the message that *Brown* delivered impacted the educational system and future policy in civil rights (Carson, 2004). *Brown* revealed the potential for other minority groups to begin the struggle for equal educational access (Gándara, Moran, and García, 2004). Equal and fair education began to be viewed as “the birthright of a free citizenry” (Hess and McGuinn, 2002, pp. 76–77), and more groups began demanding that right.

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

The Elementary and Secondary Education Act of 1965 sought to equalize the education opportunities for all children. As the start of federal government grants to states for education (Hess and McGuinn, 2000), the law attempted “to compensate in some sense for disadvantages due to inequities in the social system” (Wolfe, 2001). President Johnson hoped that increasing and equalizing education for all children would one day rid the country of poverty (Easley, 2005). Funds were provided to the states for services for poor and minority students (Baker, 2001) as well as for “school library resources, textbooks, and other instructional materials

for school children" (*Digest of Education Statistics*, 2006). In 1967, Title VII authorized grants to be given for programs for LEP students (Baker, 2001). More than giving funds for different programs for the poor and minorities, ESEA along with the Civil Rights Act of 1964 aided in providing funds for the desegregation of southern schools who had refused to do so (Ravitch, 2000), more than a decade after the *Brown v. Board of Education* ruling. ESEA served to make an equal education more obtainable for all classes and races.

TITLE IX OF 1972

The place of women within the educational system was limited in terms of opportunities and the material being taught. The Civil Rights Movement during the '60s and '70s led women to protest more and demand equality in education. The Civil Rights Act of 1964 included the requirement that grants be given to the states in order for them to work towards that gender equality in education, and in 1972, Title IX of the Education Amendments was passed (Marshall, 2002). Title IX required that there be gender equality in schools that received money from the government and that "curricula should not stereotype girls' and boys' interests and careers" (Marshall, 2002, p. 712). In spite of the worthwhile objectives of Title IX, it was a feeble mandate. No penalties existed for schools that refused to comply, and a way to even supervise them was not set up until a quarter of the century after the passage of Title IX (Marshall, 2002).

In 1974, the Women's Educational Equity Act (WEEA) was passed. This act provided a financial backbone to Title IX with funds granted to the schools and agencies in order to fulfill the goals of Title IX (*Women's Educational Equity*). Title IX and WEEA made great strides in opening up more doors to education for women in the twentieth century.

INDIVIDUALS WITH DISABILITIES ACT OF 1975

The place of handicapped children in schools improved in the twentieth century. Almost five percent of students have a mental disability (Gunning, 2008), and with the 1975 Education for All Handicapped Children's Act, they are able to receive a better education (Keyes, Hanley-Maxwell, and Capper, 1999). The name later changed to the Individuals with Disabilities Act (IDEA), but the goal of guaranteeing an education to disabled students remained the same (Keyes, Hanley-Maxwell, and Capper, 1999). A "free appropriate public education" or FAPE requires that "special education and related services are provided at public expense" (McLaughlin and Thurlow, 2003, p. 436). Disabled children must be placed in the least restrictive environment possible, meaning that their educational environment is as close to that of their nondisabled classmates as possible (Keyes, Hanley-Maxwell, and Capper, 1999). Individualized Education Programs (IEPs) are used to monitor the learning disabled student's progress, and in 1997, assessments became mandatory for disabled students in order to make the schools more accountable for the students' progress (McLaughlin and Thurlow, 2003). If necessary, accommodations in the assessments may be used (Gunning, 2008). Thanks to IDEA, more disabled students are graduating than if IDEA had not been passed (*Special Education and the Individuals with Disabilities Education Act*).

CONCLUSION

The twentieth century achieved a great deal in terms of including more groups that had been previously excluded or marginalized. A great deal still remains to be done in making education truly equal and accessible to every American, but the foundation has been laid for more work in the twenty-first century. Each American deserves to have equal educational opportunities, and as society progresses and more policies are created, that goal may be achievable.

? Exercise 3.3.1

1. In 1956, what type of education might most African Americans in the deep south likely have recieved?

a. A separate but equal education to that of whites

b. A better education but still in segregated schools

c. An inferior education compared to that of whites

d. An education that was rapidly improving since 1954

2. After 1975, in what kind of learning environment are handicapped children found?

a. Separate classrooms where they are taught basic skills

b. A school day split between a special education class and a regular class

c. Full integration into regular classrooms with nondisabled students

d. Separate schools that can accommodate their needs more

3. In 1970, women's education most likely included what class?

a. Physics

b. Auto repair

c. Calculus

d. Home economics

4. After World War II, which belief suporrted the passage of the G.I. Bill?

a. Veterans returning home would be mostly unemployed

b. Veterans would be eager to further their education while working

c. There would be a surplus of jobs and veterans could be picky

d. Veterans would probably not use the benefits anyway

5. What type of classes could most likely appeal to the returning World War II Veterans?

a. Art history

b. English composition

c. Mechanics

d. Psychology

Answer

1. B
2. B
3. D
4. A
5. C

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3.4: What are the educational milestones of the 21st century? 3.4: What are the educational milestones of the 21st century?Edit Update titlecancel

by: Jim Eason

Teaching Technology: An Introduction

Modern technology is advancing at a blistering pace. New innovations are available to the public so quickly that tech gadgets are obsolete within a year. Today's society is practically run by computers and other technologies. It is very important that we, as educators, prepare students for the real life challenges that lie ahead for them upon graduating high school and even university. New collaborative learning environments must also be incorporated to help them achieve success. Nearly every job on the planet requires technological knowledge. "To be able to compete for these positions, workers must have viable technology skills, and the educational system must prepare students for this work" (Thomas, 2007, p. 4). We can't expect students to learn these skills on their own. Educators must instill proper techniques at early ages to make sure they are ready for the workforce.

The Educator's Role

Note

Teacher education programs in the United States are trying to equip tomorrow's teachers with the technology skills needed to impact learning in the classroom. Learning the skills is not enough - teachers must learn how to integrate these skills in the classroom (Graham, Culatta, & Pratt, 2004, p. 127).

Modern teaching is much different from the methods used in years past. We must adapt our teaching to the way students learn. As students learn about computers at younger and younger ages, it is important that the educator is competent enough to teach to their level of learning. "Teacher education programs in the United States are trying to equip tomorrow's teachers with the technology skills needed to impact learning in the classroom" (Graham, Culatta, & Pratt, 2004, p. 127). This article contends further that learning the skills is not enough- teachers must learn how to integrate these skills in the classroom (Graham *et al.*, p. 127). This article is emphasizing that it is our job to learn this technology, and in turn, relay this knowledge to the student.

Every school has some form of technology available for teacher use. These range anywhere from an overhead and a VCR to network connected classrooms with Smart Board technology. There are many strategies to implement technology. Students use the Internet to do research or to expand learning of certain topics. This technology "allows students to have more control over their own learning, to think analytically and critically and to work collaboratively" (Kosakowski, 1998).

Repetition is also an imperative use of this technology. Lessons can be delivered using a variety of sources. Teachers can present material, and then follow up with online games and quizzes. Regular and special education classes benefit from this type of learning. Students usually learn more, and more rapidly (Kosakowski, 1998).

Cooperative Learning

Cooperative learning is another method of teaching considered vital to today's educational environment. Students can be put into small groups to complete certain tasks. "Cooperative learning is beneficial because knowledge is exchanged and converges through social interaction" (Weinberger, Stegmann, & Fischer, 2007, p. 416). When the grade of an entire project depends on the group as a whole, students are encouraged to share opinions and knowledge. This offers a less competitive learning environment. Weaker students or those that are less apt to share ideas openly or take part in classroom discussions are encouraged to participate. This helps build self confidence in those students. Computers are a tool that teachers can use to create their cooperative learning classroom. "Students have shown overall positive effects of learning with computer based technology on student achievement, attitudes towards learning, and self concept as compared to traditional instruction (Lou, 2001, p. 452).

Learning with Technology

It is important to note that there is a difference between learning from technology and learning with technology. Learning from technology is simply looking at a machine – whether it is a computer or an overhead projector – and gaining knowledge. Learning with technology puts the problem solving skills in the students' hands. The technology gives them the resources they need to analyze material and draw their own conclusions. This gives them the opportunity to expand on the given lesson. This is vital to life

after school. It gives them the chance to solve real world problems by “exploring, analyzing, and interpreting information” (Lou, p. 453). This doesn’t suggest that learning from technology should be avoided. Using computers for information is akin to having an expert in the classroom other than the teacher. Other benefits are “decreased instruction time, and an increase in the equity of access to quality instruction” (Lou, p. 453). This type of environment will give the teacher one on one time with the weaker students, which will keep them from falling behind in the curriculum.

Teacher Perspecitves on Technology

Teachers generally view technology as advantage, but there are problems associated with the desire to use technology. One such problem is availability. Many school systems have limited resources and only purchase a limited supply of technological tools. Often there are several teachers wanting to use the same tools at the same time. Another thought teachers state is that it affects their planning time. Teachers with more experience with technology themselves believe that the lesson planning time is shorter, while those with less experience with the use of technology believe it takes longer to prepare a lesson when incorporating technology. Teachers also express that students are more engaged when forms of technology is used and they gain a greater understanding of the material. The students learn the given material faster. When students have the opportunity to learn from technology, they tend to grasp the content quicker and the teacher is able to cover more material in a shorter amount of time. Technology aids in the reinforcement of content with extra practice with more "drill, practice and hands-on learning (Oncu, Delialioglu, Brown, 2008).

The Government's Role

The government, in January of 2002, enacted the No Child Left Behind Act. “A major objective of this act is to ensure high quality teachers for all students, regardless of race, ethnicity, or income, because a well prepared teacher is vitally important to a child’s education” (No Child Left Behind Act [NCLB]).

Schools are now held accountable for their students’ progress. Public schools receiving federal funds are now required to ensure all teachers hired after January 2002 are highly qualified. Each state is mandated to ensure all teachers are highly qualified no later than the end of the 2005-2006 school year. This information is available on the NCLB website section 1111. A “highly qualified” teacher, according to the Department of Education website is one with full certification, a bachelor’s degree, and demonstrated competence in subject knowledge and teaching (NCLB).

The benefits of this are profound, especially among minorities. Annual assessments of nine and thirteen year old African American students are at all time highs (NCLB). The No Child Left Behind Act also encourages parental involvement. Parents have more options and resources than ever at their disposal to ensure that their children are getting a quality education. Parents now have a choice to send their children to accredited schools if their own school is not meeting national standards. Students who are performing below standards have access to free tutoring and other academic support services.

A (maybe not so) Fictional Look into the Future

In this section let's throw the research aside and see where all this technology can take us. We already have podcasts of class lectures. How far off will it be before this technology goes into secondary and even middle schools. I'll explain: Some university students can get a degree online - never stepping into a classroom. What about homeschool students? More and more parents are taking their children out of public and private schools and opting to teach their children themselves. What about the mothers that would like the opportunity to homeschool, but lack the knowledge or education to do it themselves? This is where podcasts come in! Parents can download lessons that their child would normally be getting at school. They can follow along with the teacher and make sure their child keeps up with the workload. He or she can take the tests at home and then the parent can submit his or her work for grading. Video conferencing is prevalent in business. It would be a great start if a student can experience this first hand in middle school. He can because, a new program could be implemented so that children from foreign countries can now learn from American schools via a video conference inside a middle school classroom. Students can be put into cooperative learning groups with a student from Russia, one from Kenya, and one in Brazil. They can break down language barriers and even learn multiple languages from communicating across the globe. Simple things like getting homework assignments from your teacher from a text message are not far off in the future if it's not here already. We already live in a global work environment. Is global education far behind? This last question will leave people debating for years to come.

Conclusion

It is imperative, as modern day educators, to adapt teaching styles to the many ways students learn. The days of just standing in front of the class to deliver material are now gone. This practice is no longer adequate. Ever changing technology has given

students renewed motivation in the classroom to fill their minds with information. Teachers must also be open to learning. Most students learn early on how to use technology devices. They have access to an unlimited amount of information on the Internet. It is the responsibility of adults, especially teachers, to guide them and help them decipher what information is accurate and pertinent to their studies. Teachers must have the knowledge to be their guide in these endeavors. Students, teachers, parents, administrators, and even state and local governments must work collaboratively to ensure students are getting the quality education they deserve; an education that will prepare them for the world outside of school grounds.

Exercise 3.4.1

1. Is learning technology skills enough for teachers to be successful in the classroom?

a. Yes

b. No

2. What is a basic technology that almost every school has?

a. Telephone

b. Absentee Reporting

c. Overhead Projector

d. Walkie Talkie

3. What is an advanced technology that only few schools have?

a. Overhead Projector

b. VCR

c. DVD player

d. Smart Board

4. Which President enacted the No Child Left Behind Act?

a. Bill Clinton

b. George Herbert Walker Bush

c. George W. Bush

d. Ronald Reagan

5. Which of the following is NOT an example of learning WITH technology?

a. Standing in front of the class and watching a powerpoint lecture

b. Researching Abraham Lincolin on the internet

c. Making a spreadsheet of recorded data using Excel

d. Finding out how cds are made

Answer

1. b
2. c
3. d
4. c
5. a

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3.5: What is the history of teacher education? 3.5: What is the history of teacher education?Edit Update titlecancel

by Rebeca Coleman

Learning Objectives

- Students should be able to understand the beginnings of teacher education, starting in the ancient times.
- Students should understand the progression from few requirements to many requirements to teach.

Introduction

Teacher education has changed quite a bit over the last few hundred years. Teachers have gone from scholars to men and women in a schoolroom to trained educators from specific schools. Over time though, the gift of being able to teach stayed true in those teachers.

Before the Seventeenth Century

In earlier times, priests and prophets taught noble and wealthy children skills that were needed to excel in business and politics. Priests were treated well because of their great knowledge. The first private teacher was Confucius in the fifth century BCE. In Ancient Greece, knowledge was considered very sacred and the same ideology passed through the time of Christianity. Education was not very popular among lower classes of people until after the Middle Ages. The Roman Catholic Church took responsibility and created centers of learning, which eventually became the great universities of Europe, including Cambridge (John's 2003).

The Beginnings of Specific Training

Note

"Children are guilty of unpardonable rudeness when they spit in the face of a companion; neither are they excusable who spit from windows or on walls or furniture." St. John Baptist de la Salle (de la Salle, 1695)

Specific teacher training originated in France in 1685 by St. John Baptist de la Salle (Teacher 2007). The training spread through Europe through the monitorial system, which is the method of education where there are number of students at a bench, a monitor (older student) who is instructed by the teacher and then instructs the younger students, and then the teacher (Teacher 2007). It spread through Europe thanks to August Hermann Francke and Johann Pestalozzi. It came to the United States in the early 1800s through this system (Teacher 2007). Schools could be a student's room in a wealthy household or a one-room schoolhouse for poorer groups of children.

Teacher Education Moves to the United States

Teachers were predominantly male before the early 1800s. Men were taught to read and write from the early days of language, and women were not taught very widely until the nineteenth century. This made it very difficult for them to teach. If a person could read and write, that person was basically qualified to teach. Teachers were chosen based on their moral quality by the local government (John's 2003).

In the 1820s, teacher training became important in the universities and academies in the United States. Women could only be taught in teacher training academies, while men could be taught in universities (History 2007). Samuel Hall created the first private normal after-high school teaching school which taught teachers in 1823. The first government funded normal school was created in Massachusetts in 1837 (John's 2003). Henry Barnard and Horace Mann helped the spread of more normal teacher-education schools (Teacher 2007). More and more universities then began to take note and included teaching schools within them. By the end of the eighteenth century, there were 127 state-supported normal schools and a larger number of private normal schools (Angus 2001 p. 6).

Teachers were starting to be required to be certified in the late nineteenth century (Angus 2001 p. 4). Pennsylvania was the first state in 1834 to require tests to show general knowledge of arithmetic, writing, and reading (Ravitch 2003). And by the middle of the nineteenth century, most other states required this sort of testing. This was a huge development because before this testing came

about on the state level, teachers only had to prove themselves to the cities and counties and that usually rested upon a teacher's morality. By mid-century, the test also started to require history, spelling, grammar, and geography (Ravitch 2003).

Teaching Styles and Schools

There were two different types of teaching styles-eastern and western. Eastern normal schools mainly taught to young women with no prior teaching experience, and aimed at teaching them for elementary education. The western normal schools taught mainly older students, especially more men, and the teaching was aimed at getting young women better jobs and then young men better administrative jobs (Angus 2001). This difference in teaching led to a change from normal schools to teaching schools in the late 1800s. There also became more requirements to attend teaching schools.

The first two graduate schools in education were established at New York University (1887) and then Teachers College, Columbia University (1888), and since then graduate programs have increased exponentially (Teacher 2007). Graduate schools gave the idea to teachers to consider themselves as a profession, which became a very controversial idea in the twentieth century, and continues to remain one today.

The Twentieth Century

By the beginning of the twentieth century, there came about the idea to make teaching more of a profession, with specific standards for certification. At this point, every state had different standards. There also was dispute because, since the creation of graduate programs, teachers wanted to be considered a profession, just like law and medicine, but they were not considered such to the professional world. This was mostly because it was such a new idea for it to be a profession, and also there were no specific standards yet. So the American Council on Education established a National Teacher's Examination in the 1930s (Ravitch 2007). This was very controversial. There was a large setback with this test because of World War II. There was a teacher shortage, and school systems did not have the luxury of caring if a teacher was properly certified or not. After World War II, though, it became more received. The requirements for having the testing became more rigorous (Angus 2001 p. 21).

Arguments

Some people argue that teachers should better themselves and should learn the latest teaching research to stay on top of everything, much like in the medical field with new medical advancements (Ravitch 2007). People like this argue that teaching cannot become a viable profession until such measures are taken to learn from history and continue to learn from research. Some people question the competency of teacher's policy analysis (Martinez 2008).

My Beliefs

Note

"What is nobler than to mold the character of the young? I consider that he who knows how to form the youthful mind is truly greater than all painters, sculptors and all others of that sort." St. John Chrysostom (Chrysostom)

I believe that teaching is a profession in itself. I think it is important along with law and medicine in the professional field. Where would doctors and lawyers be without the teachers who taught them? I believe that teachers should educate themselves and keep up-to-date on current research and ideas. Technology is wonderful and should be integrated into classrooms, especially with younger generations now growing up entirely in a technologically advanced world.

Exercise 3.5.1

1. Who is considered the first private teacher?

(A) St. John Baptist de la Salle

(B) Samuel Hall

(C) David Angus

(D) Confucius

2. Where was the first graduate school for education established?

(A) Columbia University

(B) New York University

(C) Harvard University

(D) Carnegie Mellon University

3. What is a reason behind the monitorial system being effective?

(A) The teacher only had to teach a handful of students and could relax the rest of the time.

(B) The teacher did not have to try very hard.

(C) The teacher was able to teach older students and then help younger students understand as necessary.

(D) It was not effective.

4. What describes the western style of teacher education?

(A) Only male students, with the intent to get them into administrative positions.

(B) Only female students, with the intent to get them into administrative positions.

(C) Mostly older students, but the intent was to get young women into better teaching jobs and young men into administrative positions.

(D) Mostly younger students, but the intent was to get young women into better administrative positions and young men into better teaching positions.

Answer

1. D
2. B
3. C.
4. C

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CHAPTER OVERVIEW

4: Educational Reform

4.1: What are the effects of educational reform in the classroom?
4.2: How do magnet and charter schools represent new visions of public education?
4.3: What is the case for and against vouchers?
4.4: What are the benefits and drawbacks of home schooling?
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4.1: What are the effects of educational reform in the classroom? 4.1: What are the effects of educational reform in the classroom?Edit Update titlecancel

By Sharon Manana

Introduction

Now more than ever, students have become progressively more infused with the use of technological advances both in the home and at school. In fact, a study by the Kaiser Foundation found that the typical 8-18 year-old lives in a home with 3.6 CD or tape players, 3.5 TVs, 3.3 radios, 2.9 VCRs/DVD players, 2.1 video game consoles, and 1.5 computers (Rideout, Roberts, & Ulla, 2005). As teachers, we can integrate technology in our curriculums and utilize these devices as a source for learning. Podcasting is commonly used as one such medium since educators use them to convey complex information for material that would be less interesting if it appeared in print (Villano, 2008, p. 2). With each passing day, teachers are changing their teaching methods as technology advances beyond the use of chalk and into the era of Power points. This benefits the students because technology integration has popularized itself as an innovative way to learn while keeping the students actively engaged. Furthermore, student interaction and discussion groups are other non-traditional approaches to teaching. The following sections will cover the various ways of teaching in the classroom with the help of technology integration, student interaction, and discussion groups.

Facts

The Kaiser Foundation also conducted several studies about how much media the majority of U.S. teenagers use. The results were as follows:

The Youth and Media	Statistics
Uses the Internet	87%
Hours a day playing video games	6.5
Uses the Internet at school	78%
Downloads music from the Internet	64%
Uses Instant Messaging	66%
Have a cell phone	39%
Have created a personal Web Site or Web Page	32%
Have an MP3 player	18%
Have a hand held device that connects to the Internet	13%

(Rideout, Roberts, & Ulla, 2005).

These are not surprising results considering the average student listens to their iPod while text messaging, navigating the Internet, watching television, and doing homework(Rideout, Roberts, & Ulla, 2005). Although technology used in this sense has been characterized as distractions by some, it can also be a means for us as teachers to stay connected with our students, while helping them learn.

Out with the Chalk, In with the... Technology?

For many years, teachers have had rows of students, chalkboards, and red apples on their nicely organized desks. Times have changed and instead of the student asking the teacher where Samoa is located, the student can easily navigate the Internet to find its geographical setting, governmental structure, history, and population capacity. Some teachers are adamant about not changing the way they teach primarily because students are relying more on technology and less on teachers (Teacher, 2005). For this reason, manufacturers like Apple and Microsoft are working with educators to make technology advantageous for everyone. Power points, iPods, and podcasts are some of the technological aids teachers use to help their students learn (Hitlin, Lenhart, & Madden, 2005). Teachers are slowly straying away from primitive methods of teaching and have turned to alternative techniques. For example, instead of passing out handouts in classrooms, teachers save paper by posting the handouts on Blackboard, even making it

accessible for the students who missed class. Even teachers who are not accustomed to using Blackboard as a teaching tool, have agreed that it is convenient (Teacher, 2005). As the world vastly advances in the Digital Age, it is our job as teachers to keep up with the times by erasing the chalk marks and using the laser pointers.

The "T" Word

> **Note**
>
> "It's much more important to give teachers a
>
> sense of the range of possible uses of technology and where any given technology activity may lie in
>
> that continuum" (Bledsoe, 2008).

Technology integration in schools has become a common phenomenon. It means, "Using computers effectively and efficiently in the general content areas to allow students to learn how to apply computer skills in meaningful ways."(Holland, 2005). Teachers are now using iPods for testing, podcasts for lectures, and Text Messaging for quizzes (Carstairs, M., 2007). A couple of years ago, these devices would be the reason teachers said, "Power Down," as students walked into classrooms but as of late, those two words are losing their significance. Research indicates that technology integration is a ground-breaking and exciting way to teach especially since students have become increasingly involved in their learning process(Holland, 2005). Also, technology integration has made learning a global enterprise for both counterparts, the student and teacher. A student in Japan can communicate with their teacher in Hawaii via Instant Messaging, a webcam, or even a cell phone. This is one of the remarkable ways students and teachers can stay connected. Technology integration has molded teaching into a simplified process and made learning an experience for academic success. Despite the praise it receives from both the student and the teacher, technology integration has confounded with the recipients of the Digital Age(The Children's Partnership, 2000).

The Downside to Technology

Unlike students, adapting to technology is not an innate trait for most teachers. In fact, some teachers are required to take courses to familiarize themselves with technological terms, the use of computers—software and hardware, the World Wide Web, Microsoft Word, Excel, Power point, etc. (Holland, 2005). The Digital Divide doesn't just apply to low-income households, foreign-born people, and the under-educated; it also encompasses the wide gap between student and teacher (The Children's Partnership, 2000). Because of this partition, many teachers have become oblivious to the ways in which students "beat the system." A prime example of this stupor is cheating. It has always been education's malignancy and every teacher's worst nightmare. For centuries, students have come up with multiple ways to double-cross the educational system and the use of technology has made cheating even easier. Rebecca Boone wrote a compelling article about one of the ways in which students use technology to cheat; iPods. Teachers who confiscated iPods have found answers to tests embedded in song lyrics, while others were recorded as part of the songs. The growing number of students' cheating caused some schools to ban the devices first in classrooms, then on school grounds (Boone,2007). "With ESL English, some astute students use cell phones for 'dictionaries', and the situation does occur when a student says 'dictionary' when seen texting" (Carstairs, 2007). In incidents like this, the student texts to get the answer to a question and since the teacher is unaware of how manipulative some technology is, they wont know that the student is cheating. It is equally imperative for teachers as well as students to familiarize themselves with technologies' capabilities so that any exploitation in the educational system can straightforwardly be avoided.

Remain Mundane Or Divert to the Digital Age?

Incorporating technology in one's curriculum is not mandatory for teachers but it is unquestionably beneficial for students. It is our job as teachers to prepare students for the future and real life experiences. Technology is an immense part for both aspects and for us to shun away from the idea is fundamentally unwise. Some teachers find technology undeniably difficult to use and that is understandable (Teacher, 2005). It is not by any means an easy task to grasp every part of technology but even the diminutive steps count toward a greater feat. Most teachers today have practiced the use of Power point in lectures as opposed to having their backs to the classroom as they fervently write on the chalkboard (Holland, 2005). For the most part, technology can make teaching pleasurable for both the student and the teacher but it is up to the teacher to make the first move; they can remain mundane in their teaching tactics or divert to the digital age. Ultimately, the goal is to teach the student in a way that is efficient, effective, and advantageous.

Supplementary Ways to Teach

The use of technology is certainly a great way to teach but other methods have proven to be just as superior. Research shows that student interaction and group discussions are other resourceful ways for students to learn (Picciano, 2002). This may be because of the peer-to-peer understanding students have with each other that they would not otherwise have with their teacher. Levels of competence, assessments, and difficulty are readily shared between students moreso than with their teachers. For this reason, when students learn from each other and discuss their findings, teachers are no longer confined to the traditional way of teaching but broaden the students' potential in terms of what they can contribute to the classrooms' learning experience (Hitlin, Lenhart, & Madden, 2005). In-person discussion boards or the ones found on Blackboard.com encompass the notion of student interaction on a couple of levels. For one, they encourage students to talk amongst themselves and rarely involve the teacher's input. They also promote social skills required in most real-life situations thus preparing the student for life after school(Picciano, 2002).

Summary

The amount of time students spend with the media and technology has grown immensely over the years (Rideout, Roberts, & Ulla, 2005). Teachers are no longer limited to one way of teaching their students and can simply incorporate the use of technology in their everyday learning. Also, student interaction and discussion groups are two different ways students can learn without necessarily following the traditional guidelines of what a typical classroom would look like; this refers to a teacher lecturing for a long period of time without any student input (Picciano, 2002). The use of all three teaching techniques make learning an efficient, effective, and advantageous way for students to learn. On the other hand, the use of technology in classrooms can be an arduous and time-consuming task but the benefits are well worth the efforts (Holland, 2005). Teachers are not required to use any alternative teaching methods in their current curriculums but students would appreciate new and creative ways to learn in order to be successful both in and out of school.

Exercise 4.1.1

1) Which of the following is NOT true?

a) iPods cannot be used for cheating.

b) Podcasts are used for lectures.

c) Text Messaging is another way for teachers to incorporate technology in teaching.

d) Student interaction is one way to teach.

2) What does Technology Integration mean?

a) The use of technology via computers, iPODs, podcasts, etc. in the classroom with the help of teachers.

b) The idea of replacing teachers with computers and other technological advances to help students learn.

c) Using technology for specialized classrooms for gifted students.

d) Taking a mandatory computer class before one graduates.

3) What did the Kaiser Foundation find in their research?

a) Technology has become part of teenagers' everyday life.

b) Students only use technology when in their homes.

c) School funding does not permit the use of technology in the classroom.

d) Teachers are not willing to use technology because it does not benefit the student.

4) Who is more prone to knowing a lot about technology?

a) The student.

b) The teacher.

c) The parent.

d) Anyone.

5) How is technology incorporated in learning?

a) iPods.

b) Student interaction

c) Calculators.

d) It is not incorporated.

Answer

1) A

2) A

3) A

4) A

5) A

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4.2: How do magnet and charter schools represent new visions of public education?

4.2: How do magnet and charter schools represent new visions of public education?
Edit Update titlecancel

By: jyaeg001

Learning Objectives

- Define the terms "magnet school" and "charter school."
- Explain how the school populations of magnet and charter schools are chosen.
- List the pros and cons of magnet and charter schools.
- Summarize what the research about these two forms of education reveals.
- Explain the concerns that teachers and parents should have about magnet and charter schools.

Introduction

In the early 1980s, the National Commission on Excellence in Education issued a report card for the public schools of the United States that showed a sharp decline in students' achievement scores (Noll, 2005). As a response to the news that the United States was no longer a leading country in preparing its youth for the future, educational reforms were initiated in many public school districts. Magnet schools and charter schools were two approaches that stirred excitement among parents and many educators. Exactly what are these alternative forms of education termed magnet and charter schools? Who is allowed to attend magnet and charter schools? What do proponents and critics say about magnet and charter schools? According to the research, how to magnet and charter schools compare with traditional public schools and what are the implications of the research findings for parents and teachers?

What is a magnet school?

A magnet school is designed to do just what its name suggests: attract students. Within any student population, there are children with a variety of interests and career aspirations. Magnet schools offer specialized curriculums that appeal to particular student groups, such as young people who want to study in depth such areas as foreign languages, drama, computer technology, or advanced sciences. These schools are under the umbrella of a larger school district and may even be housed in an existing school that also offers a traditional curriculum (Villaverde, 2003). Magnet schools receive at least part of their funding from the sponsoring public school district. In addition, because magnet schools can assist in attracting racially mixed student populations from different socio-economic backgrounds, federal government grants related to desegregation are available to help support the costs of some schools (Villaverde, 2003).

Who is allowed to attend a magnet school?

The student population of magnet schools can be chosen in more than one way. The enrollment process often begins with the parents of an interested student filling out an application. Some districts choose students solely on the basis of a lottery that includes applicants from different income levels, neighborhoods, ethnic backgrounds, gender, and races. Other districts also have application requirements related to minimum academic achievement levels. Parents list their first, second, and third choice for magnet school attendance on their applications. Waiting lists are compiled for those students who do not receive immediate placement. With these restrictions, free choice is more accurately termed controlled choice (Archbald, 2004).

What is a charter school?

A charter school is a "publicly funded school that is typically governed by a group or organization under a contract or charter with the state…In return for funding and autonomy, the charter school must meet accountability standards" (National Center for Education Statistics, 2007, par.2). The charters list the school's goals, details about the programs offered, specifics about student body selection, and the criteria that will be used for assessment (Buckley and Schneider, 2007). The charters have time constraints that typically range from three to five years. At the end of that time period, the charter-granting overseers, such as state officials, make a continuance decision based on how the terms of the charter have been met. A charter school may be founded by teachers or

administrators within a school district, by a group of parents, or even by a private or community organization. Federal grants are available to assist with the initial costs, and funds also come from the school districts whose students are being served by the charter school (Peterson, 2003). Like magnet schools, most charter schools are focused on providing more effective, innovative programs than parents are offered in traditional public schools (Buckley and Schneider, 2007).

Who is allowed to attend a charter school?

Since charter schools receive state and federal funding, they need to meet the same diversity requirements as public schools and "reflect the social/ethnic makeup of their district" (Noll, 2005, p. 226). There is an application process that may require meeting certain other criteria, such as passing an audition if the charter school has a curriculum that emphasizes theatrical arts. Many schools have no restrictions and often choose the student population on the basis of lottery outcomes. Using the lottery is a way to fairly decide who gains admittance to these schools with much smaller enrollments than most public schools (Noll, 2005).

What do proponents say about magnet and charter schools?

1. Proponents of magnet and charter schools believe that these schools provide much-desired options for parents who are dissatisfied with the job that public schools are doing. Magnet and charter schools are especially appealing to those parents whose children are from lower socio-economic backgrounds and have been placed in schools with below average achievement statistics (Peterson 2003).

2. Magnet and charter schools encourage competition and make public schools more aware of and more involved in improving their curriculums, teachers' performance, and administration procedures (Villaverde, 2003).

3. When compared with most traditional public schools, both magnet and charter schools offer better student-teacher ratios and smaller, more personal school environments that help prevent student dropouts and capitalize on students' interests (Noll 2005).

Note

The director of the organization called Friends of Choice in Urban Schools stated about alternative schools that they "provide choices for parents, opportunities for teachers, and better schooling right now to some kids, rather than making them wait for yet another system-wide overhaul" (Buckley and Schneider, 2007, p. 285).

What do critics say about magnet and charter schools?

1. These special schools can drain school districts' budgets and result in districts having less money to meet the needs of a much larger percentage of students (Peterson, 2003).

2. Magnet and charter schools have failed to attract diverse student populations that match the composition of the communities' school districts, and the existing diversity requirements are not being enforced (Archbald, 2004).

3. The average achievement scores of students in magnet and charter schools are not higher than those of traditional public schools (Buckley and Schneider, 2007).

What does the research reveal about magnet and charter schools?

1. **Use of public funds and effects on school districts**: A Western Michigan University study (1998) concluded that "charter schools may not be living up to their promise of educational innovation and more effective use of public money" (Noll, 2005, p. 227). An extensive UCLA study of California charter schools (1998) in ten school districts found "no evidence that charter schools can do more with less" (Noll, 2005. p. 226). Marc Bernstein, a New York school district superintendent, explains that when money is taken from public school districts for the operation of charter and magnet schools, "there are but two choices: raise taxes or reduce programming. Either choice has serious consequences for public education" (Noll, 2005, p. 228).

2. **Diversity of student populations in magnet and charter schools**: A 2003 study of magnet schools across the nation was reported in *Sociology of Education*. The researchers examined the effect of magnet school choice on the socio-economic stratification in school districts with magnet school as compared with the socio-economic stratification in school districts without magnet schools. The study did not find a positive growth in the socio-economic redistribution of students as a result of offering magnet school choices (Archbald, 2004). Similar research findings of charter schools were reported earlier in a Minneapolis study

(1997) and a Texas study (2002). The reason for this failure of specialty schools to redistribute students more equitably along socio-economic lines was believed to be due to parents' reluctance to have their children bussed long distances and due to parents' reluctance to "face the prospect of their child being in a small minority…parents were likely to sort themselves along racial/ethnic lines" (Buckley and Schneider, 2007, p. 122). A 2004 study of magnet schools reported in the *Journal of Education for Students Placed at Risk* found that magnet schools did not significantly affect racial and class segregation because many magnet schools have entrance requirements that can only be met by students from higher income areas (Neild, 2004).

3. **Achievement**: Magnet and charter schools typically attract higher achieving students, so it could be predicted that achievement scores of students attending these schools would be higher than students in traditional public schools. However, a November 2004 report by the National Assessment Governing Board concluded from its testing of elementary students in public school and elementary students in charter schools that the average achievement scores of those students enrolled in charter schools were lower than those students in public schools (National Education Association, 2008). The UCLA study of seventeen California charter schools (1998), mentioned above, also did not find an increase in academic scores (Noll, 2005). Finally, in 2006, the Public Policy Institute of California studied the magnet and charter schools in the city of San Diego and concluded that "on the whole, there was no systematic improvement or deterioration in test scores from participating in a choice program" (Betts and Rice, 2006, p. 184).

Conclusion: What are the considerations for parents and teachers in relation to magnet and charter schools?

There are success stories among the many magnet and charter schools started across the nation, but the overall research findings concerning average achievement levels are not favorable to these school reforms. Parents may want to consider using their influence to encourage school districts to offer innovative educational programs for all students, rather than creating or encouraging separate schools. Teachers may need to voice their concerns about the financial resources that are siphoned from the school districts for these unproven schools that serve a small proportion of the community's children. This outflow of tax dollars affects the curriculums that public schools can afford. Both parents and teachers should be concerned about the fact that specialty schools can further segregate children along racial, socio-economic, and ethnic lines since school choice can often mean choosing to attend a school with students of the same backgrounds. Rather than creating the diversity that was intended by these school reforms, school choice could actually foster the growth of the very prejudices that a free public education for all was meant to eliminate.

? Exercise 4.2.1

1. How do magnet and charter schools differ?

a. Charter schools have their own governing documents that specify assessment criteria.

b. Charter schools receive no public funding.

c. Magnet and charter school do not differ.

d. Charter schools always require IQ and achievement scores for admittance while magnet schools are always open to anyone in the district.

2. What does the research reveal about the diversity of magnet and charter school student populations?

a. The diversity meets existing stated requirements.

b. There is no diversity

c. The diversity of magnet and charter schools is identical with the school systems in the area.

d. The diversity in many charter and magnet schools does not match the diversity of the school systems in which they are located.

3. If you were a parent facing the choice of placing your child in an existing charter school, what question would the research findings lead you to ask the charter school principal in order to safeguard your child?

a. What recreational programs are offered for my child?

b. How many teachers are employed by this school?

c. How do achievement levels of this charter school compare with the achievement levels of the existing public schools?

d. Are the parental monthly payments automatically deducted or is a tuition bill sent?

4. If the school district where you were working planned to open a charter school, what question would the research findings lead you to ask at the school board budget meeting?

a. Will the charter school have penalties for uniform dress code violations?

b. What career training will the charter school offer students?

c. How will the district's administrators make sure that the charter school follows all the rules and regulations of the school district?

d. How will the loss of money to this new charter school's operation impact the current school district's programs?

Answer

1. a
2. d
3. c
4. d

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4.3: What is the case for and against vouchers? 4.3: What is the case for and against vouchers?Edit Update titlecancel

by Lucyna Russell

Learning Objectives

1. Readers will learn what school vouchers are.
2. Readers will learn what proponents of school vouchers say.
3. Readers will learn what opponents of school vouchers say.
4. Readers will learn if school vouchers work.

What are school vouchers?

A school voucher, also called an education voucher, is a certificate issued by the government by which parents can pay for the education of their children at a school of their choice, rather than the public school to which they are assigned(Wikipedia). School vouchers can also be considered scholarships funded by the government, private organizations, or both. These funds are given directly to the family instead of the public schools. Parents then have the choice to choose whatever public or private school they would like their child to attend (Coulson 1998,).

There has been heated controversy on the subject of educational vouchers. There are many variables to be considered. One to be considered is who would receive school vouchers? Is everyone with school aged children eligible or do we target specific groups? There are many plans being proposed as to how to use school vouchers. One being restricting vouchers to private schools that will accept vouchers as full payment and limiting vouchers to low income families, children with disabilities, and those attending substandard schools (McCarthy,2007).

Proponets of School Vouchers

One of the arguments for school vouchers is that low income families should have the same opportunity to send their children to any school they desire as do wealthy parents (Messerli 2008). Proponents of school vouchers argue that vouchers targeted to low income families more clearly serve the goal of enhancing equal opportunity (Howell, West, & Peterson, 2008).

Note

" Support for vouchers is highest among African Americans and Hispanics. Within these two groups, supporters outnumber opponents by as much as five to one." (Howell,2008)

Another argument for school vouchers is that through competition public schools will be made better (Matus, 2008). Competition between school will increase, thus forcing public schools to be more efficient and public schools will be compelled to teach values such as hard work, respect, and discipline(Messerli,2008). Milton Friedman, a Nobel Prize winning economist, argued that school quality would improve with free-market competition as the student and their money would go to good schools and leave the bad ones behind(Boyd,2006). Market pressures will improve education for everyone because incompetent schools will be eliminated(McCarthy,2007).

Yet, another argument is that private schools would help improve children's values and their academics. Private schools have a certain reputation and a proven history of results. Private schools do not have an accountability to the government, but to the parents of their children. If they do not do well, the parents can remove the children. This kind of dynamic forces the private schools to do better(Messerli,2008). Another factor to consider is that private schools are not bound by the same government regulations as public schools are and can therefore have more flexibility in their teaching methods.(Messerli,2008). Statistically, parents of voucher students are more satisfied with their current schooling than non voucher parents. Parents are more satisfied with the overall school performance in discipline, academics, class sizes, and racial mix(Rouse, Burrow,2009).

One more argument for school vouchers is that it would bring more diversity and equality into the schools(Messerli,2008). Howard Fuller, Ph.D, Director of the Institute for the Transformation of Learning at Marquette University in Wisconsin, states that "we should focus vouchers on poor and working class families who do not have the resources to move if they live in communities where schools do not work, nor do they have the resources to put their children in private schools."(Boyd,2008) It is true that poor

and minority students are limited to their educational choices and are forced to go to failing schools(Boyd,2008). African-American students who participated in the voucher program in New York City Schools Choice Scholarship Program stated that they were more satisfied, the classrooms were more diverse, and they received higher scores on their test compared to students in public schools (Boyd,2008).

Opponents of School Vouchers

One of the arguments against school vouchers is that they violate the 1st Amendment which is the separation of church and state. Most private schools are religious and the majority of school vouchers go to religious schools, therefore, government funding to religious schools violates the 1st Amendment.(Messerli,2008). There have been many court decisions opposing and supporting the inclusion of religious schools. "The central question concerning the legality of state-supported school voucher plans under the U.S. Constitution is whether the inclusion of religious schools violates the First Amendment's establishment clause by allowing government funds to flow to religious institutions. Claims have also been made that free exercise and equal protection rights are abridged if religious schools are excluded from voucher programs that allow nonsectarian private schools to participate." (McCarthy,2007) The Supreme Court answered that question in 2002 when it upheld the decision in, *Zelman v. Simmons-Harris*.The Supreme Court decided that the Cleveland Scholarship Program which allowed public funds for private education was neutral in providing choices to families and answered the establishment clause question in 2002(McCarthy,2007). In other words, it was not unconstitutional to provide public funding for religious education if it is the parents choice. However, a state is not required to include secular schools if other private schools are participating (McCarthy,2007).

Note

In the Washington DC Opportunity Scholarship Program the statistics showed that of those who participated:

- 65% went to Roman Catholic schools
- 17% went to other religious schools
- 18% went to non-sectarian schools

(Wolf,Gutman,Puma,etc.,2007)

Another argument against school vouchers is that public schools will lose their fundings. This would be devastating to schools who are already underfunded. As it is, public schools are underfunded and cannot keep up with the rising cost of books, technology, security, and, salary. To take even more money away would be detrimental(Messerli,2008). Arguments for vouchers are that a "an education voucher system should be no more expensive than the current system as the state (or other public entity) would simply send a voucher check to schools for each participating child rather than to the local public school or district. However, if implemented on a large scale, there may be other, less appreciated costs that would depend critically on the design of the program." (Rouse, Barrow,2009). What else needs to be kept in mind is how the programs are handled. Who would fund the transportation of children, the record keeping, the monitoring of enrollments and, the handling of voucher disputes when amounts are varied. These factors could actually exceed what is being estimated now and would not make school vouchers "cost-neutral"(Rouse, Barow,2009).

Yet, another argument against school vouchers is the right for private schools to discriminate. Unlike public schools, private schools are not required by law to accept everyone. Therefore, they could discriminate between who they can accept or make their standards higher to make it harder for certain families to get in (Messerli,2008).

One more argument against school vouchers is ironically the same as the argument for school vouchers. This is that private schools are not accountable to the government. The argument is that private schools do not have to follow that same rules and regulation and teaching methods proposed by the government. This in turn leaves private schools with no accountability to anyone and their performance cannot be monitored (Messerli,2008).

Do School Vouchers Work?

The jury is still out on whether or not school vouchers improve academics in students. Although there are some reports on successes,the "empirical evidence regarding the impact of vouchers on parent choice, student achievement, and fiscal school management is inconclusive and incomplete" (McCarthy,2007). A report that came out by the Department of Education stated that there were no significant differences in math and reading scores compared with students that were not on a voucher system. This report was focused on the Washington Dc Opportunity Scholarship fund a year later (Wolf, Guttman, etc.,2007). Even the longest

running voucher programs in Milwaukee, Wisconsin(1990)and Cleveland, Ohio(1990) showed insignificant results when it came to students academic success (McCarthy,2007).

Conclusion

The school voucher debate has been a controversial topic for many years. Both the proponents and opponents carry equally weighted arguments. As to whether these arguments can be adjudicated through data and research remains unclear. The only data we have received is from small samples and it has been inconclusive. It is impossible to know what the data would show with a larger sample and over an extended period of time. Though, it would be interesting to see!

Exercise 4.3.1

1. Public School Vouchers are funded by

a. low income families

b. private organizations

c. the government

d. the government and/or private organizations

2. All of these are arguments for school vouchers EXCEPT

a. Funds are taken away from public schools

b. Increased competition between schools

c. Increased diversity in schools

d. More choices for low income families

3. Chelsea is a disabled student under the school voucher program

a. she is eligible to recieve school vouchers

b. She is not eligible to recieve school vouchers

c. She needs to have low grades in order to be eligible

d. She does not qualify because of her disability

4. Whether or not school vouchers work depends on

a. The government

b. Parents

c. Private schools

d. more data and research with larger samples

Answer

1. **d**
2. **a**
3. **a**
4. **d**

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4.4: What are the benefits and drawbacks of home schooling? 4.4: What are the benefits and drawbacks of home schooling?Edit Update titlecancel

By: Megan Galligan

Introduction

Many believe that home schooling has its roots in the 1960s though the 1970s when educational reform became an issue on the national forefront (Dobson, 2000, paragraph 5). Actually, until 1852, public school attendance was not mandatory. It was only in 1852 that the state of Massachusetts made the first compulsory attendance law and eventually all other states followed suit. (All About Parenting). This issue has become increasingly debated because the number of students enrolled in home school has been increasing 15 to 20% each year for the last fifteen years (Dobson, 2000, paragraph 9). Parents are faced with the option to send their children to public or private schools, or to keep their children at home to educate the children themselves. The parents must consider many aspects of education to make this decision including their educational aptitude as teachers, the possible social effect on the children, the production of good citizens, the attention the children need to learn, and the external pressures of the school systems placed on the children.

Pros of Home Schooling

Home schooled children had many more freedoms than other children in public school settings. They have Educational freedom giving them choices to learn what they want with subjects that interest them. They have physical freedom to have more hands on experiences such as field trips to museums or aquariums. Religious freedoms is one of the largest gains of home schooling for most families. They have the opportunity to incorporate their religious and spiritual beliefs without standards and rules to abide by. According to the *Journal of College Admissions*, home schooling is the fastest growing forms of educating children (Ray, 2004, paragraph 2). It is estimated that there are 1.7 to 2.1 million students in grades k-12 that are enrolled in home school as of 2003 and that number seems to be growing every year (Ray, 2004, paragraph 2). Home schooling began as a way for parents to have more control over the curriculum being taught to their children (Cooper and Sureau, 2007, paragraph 9). There were two major view points considered when deciding to remove a child from public school and continuing the education at home. Parents either believed that public schooling developed topics that conflicted with the religious teachings or believed that they, as parents, could serve as a better educator for their children (Cooper and Sureau, 2007, paragraph 9).

In an article written by Michael Romanowski, a professor at Ohio Northern University, he states that “No other factor in life will have more of an effect on a child's life than the family, and home schooling enables the family to play its important role more actively”(2001, paragraph 6). Home schooling also allows the parents more of and opportunity to become involved in all aspects of the child’s life because they become the focal point in all aspects of their life. In Romanowski’s article, he also states that the intensified relationship with the parents will extend to other siblings that are also being home schooled. He believes that the since of communication is strengthened which allows a more personal relationship (2001, paragraph 7).

There is also the argument that home schooled individuals grow up to become more well rounded citizens. According to a separate article by Romanowski, 71 percent of people who were home schooled were involved in community service(2007, paragraph 14). Moreover, only 37 percent of individuals who were educated in the public school system were involved in public service activities (Romanowski, 2007, paragraph 14). The percentage variations also exist when examining topics such as young voters aged eighteen to twenty-four, contributions to a political party, and active participation in local politics (Romanowski, 2007, paragraphs 15,16,17, and 18)

Another reason for parents choosing the option of home schooling is for the protection of their children. It seems that reports of violence in schools in the news and media are increasing. For example, weapons being brought into public and private schools; increase in gangs; bulling and fights have become more violent; and acts against students are being video taped and broadcast on the internet. These are a few of the reasons why some parents feel that public as well as private schools are no longer safe. Although news reports of such violence seems to be increasing, the percentage of violent acts occurring in public schools has decreased; yet students’ absence due to fear of violence has increased. According to the National Indictors for Education Statistics, “There is some evidence that student safety has improved. The victimization rate of students ages 12–18 at school declined between 1992 and 2005. However, violence, theft, drugs, and weapons continue to pose problems in schools” (“Indicators of School Crime and Safety,” 2007). Furthermore, some parents who home school do so as a way of protecting their children from the exposure to drugs, alcohol, tobacco, and premarital sex. Parents who home school are able to teach their children about these issues

in a way that supports their beliefs. By home schooling their children they believe that they can provide them with a well rounded education in the safety of their own home.

Public education uses a set curriculum to teach all children in a given classroom. The classroom is filled with a variety of learning styles, interests, and abilities. For the parent who has chosen to educate their child at home, the curriculum can be catered to meet each child's individual needs, interests and learning style. There is also the element of time. More personalized time is given to the child at home and there is not the waisted time standing in line for lunch, recess, others to finish their work, etc. and therefor much of the schoolwork is completed much earlier in the day, leaving time for real life learning experiences. (All About Parenting).

I have also discerned that parents who are teaching their children at home also have the benefit of the one-on-one interaction with the child. The child does not need to pace them self with the other members of the classroom. They have the freedom to spend extra time on a troubling topic or to speed through a trivial part of a subject.

Note

Amos Bronson Alcott, a teacher and writer from the 19th century once said, "A true teacher defends his pupils against his own personal influence". Is this possible when it is a parent teaching their child?

Cons of Home Schooling

On the other side of the issue there are many downsides of homes schooling that need to be accounted for. Parents who home school their children struggle with time constraints for getting all of the work load done by one person. This can consist of creating a schedule, activities, learning, and hands on projects/trips. Aside from time restraints there are many financial restraints as well, having one parent in the working world and one in the teaching world can cause some financial strain. In the article “The Pros and Cons of Homeschooling” Isabel Shaw says, “Surprisingly, most home schooling families believe that the brief loss of income is well worth the satisfaction of watching their kids grow and learn in freedom.” In an article by Susan Orloff, she states that there are certain things learned in the school setting that do not occur in other environments but they “…in the school setting they are happening every day” (Orloff, 2005, paragraph 5). These things include making friends, learning to follow directions, and becoming able to handle deadlines. Orloff also states that she has “All too often… seem home schooling as an escape from school and pressures that structured environment demands” (Orloff, 2005, paragraph 7). However, note that many home schoolers participate in peer groups that allow for some of these things to happen.

Another factor that should be considered in the choice to home school is that added financial burden. Families spend an average of $400 per child each year to cover costs of curriculum, softwar, field trips, materials for projects, etc. (All About Parenting)

If the reason behind taking the child out of public school and beginning home school is to decrease the pressures that the public school produces, it could only lead to the future detriment of the child. The child needs to be able to develop coping skills to deal with the trials that life would present. Set backs allow a person to grow and develop the skills to combat similar situations in the future. Taking the child out of public education for this reason only teaches the child to escape their problems, not how to learn from them.

Based on the data provided by the Home School Legal Defense Team, 92% of who parents make the decision to home school their children intend to have the child’s entire education at home, grades K-12 (Ray, 1997). Although the majority intend to complete they education at home, only 26% of students can claim to have over ten years of their schooling at home (Ray, 1997). These statistics seem to imply some type of inconsistence in schooling. On average, of high school graduates who were home schooled can claim 6.9 years of home schooling (Ray, 1997). This seems to require quite an adjustment for the children in school. They are required to go in between home and public school and make the required modifications socially and academically.

In Romanowski’s article, “The Strengths and Limitations of Home Schooling”, he states that “To receive a complete education, students need to engage in discussions, share ideas, compete, and work with other students” (2001, paragraph 19). He believes that in order to strengthen the ideas, a person must get feedback and criticism on those ideas. The original idea seems to change, expand, and grow with the input of others. He also introduces the idea that the parent that becomes the primary educator might not have the proper background to adequately teach the upper level subject to the children (Romanowski, 2001, paragraph 24). He questions whether parents have the ability to teach their children “…higher levels of math, complex biological terms, or an in dept analysis of American history” (Romanowski, 2001, paragraph 24). A parent may be knowledgeable in some of the subjects required, but it would be astonishing if they were skilled enough to teach in all areas.

Home Schooling and the Federal Government

Once an isolated practice with little support, home schooling “has now reached a level of unprecedented visibility, politicization, and publicization” (Cooper, p. 111). Parents and advocates have gained significant legal, political, and social ground, substantially raising public awareness. Subsequently, the increase in home schooling’s power and popularity has caused state and local educational leaders to adjust some of their policies. This has brought considerable criticism from supporters of the “democratic, public control of education” (Cooper, pg 112). They claim home schooling “denies democratic accountability” (Cooper, pg. 112) and is “detrimental to the common good” (Cooper, pg. 115).

Note

Despite political pressure to conform, homeschool families have become well informed, active, and influential - all qualities that are critical to the public life of society (Cooper, pg. 132).

In light of this fiery opposition, how far legally and constitutionally can the federal government go to regulate home schooling and overturn parents’ rights? Twenty years ago, home schooling was considered a crime, and although many states began legalization in 1999, the court controversies are far from over. The cases range in variety and often address attendance, parent qualifications, supervision, and dual-enrolment in public facilities (Cooper, pg. 123).

In most recent legislation, the Second District Court of Appeals in Los Angeles, CA stated in February 2008 that “children ages six to 18 may be taught only by credentialed teachers in public or private schools — or at home by Mom and Dad, but only if they have a teaching degree” (Kloberdanz-Modesto). California’s governor, Arnold Schwarzenegger, defended parents’ rights for the well-being of their child and guaranteed protest (Kloberdanz-Modesto). This decision is merely another pull by the federal government in the tug-of-war being played with home school advocates.

Conclusion

There seem to be many considerations before deciding which type of schooling is best for a child. What seems to be the overriding factor is that all children are different. It depends of the individual when deciding if home school is a plausible option. There seems to be pros and cons that balance each other. The benefits and the detriments are comparable. The education of children seems to be an extremely important and personal decision that all parents face. Yet, will this decision stay in the parents' hands? The constant influx of court cases addressing the uses and abuses of homeschooling makes the future of home schooling unpredictable.

Exercise 4.4.1

1. When do most people believe home schooling began?

A. 1850s-1860s

B. 1990

C. 1960s-1970s

D. 1760s-1780s

2. The number of students enrolled in home schooling has _____ over the past years.

A. Increased

B. Decreased

C. Stayed the same

D. Fluctuated

3. What is not a factor that leads a parent to choose home schooling?

A. Religious Factors

B. Economic Factors

C. Parents believing they could be a better teacher than the system provides

D. To increase personal attention given to the student

4. What does Professor Romanowski believe is the most important factor in a child's life?

A. Family

B. Friends

C. Education

D. Physical Activity

5. What is not considered a "Con" of home schooling?

A. Teaching limitations of the parent

B. Limited peer interaction

C. Limited productivity in society

D. Smaller class sizes

Answer

1. C
2. A
3. B
4. A
5. C

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4.5: Is the NCLB Act a cure or a curse? 4.5: Is the NCLB Act a cure or a curse?Edit Update titlecancel

by Elizabeth Donoghue

Learning Objectives

- The reader will be able to name the components of the No Child Left Behind Act (NCLB).
- The reader will be able to identify why some support NCLB.
- The reader will be able to describe what factors are of concern in NCLB.
- The reader will be able to identify what changes have been made to NCLB.

Note

“No matter what your circumstance, no matter where you live, your school will be the path to promise of America. … [We are] challenging the soft bigotry of low expectations. … We will leave no child behind.” --- George W. Bush in his acceptance speech to the Republican National Convention, September 9, 2004 . ("Text of Bush Speech", 2004)

"We must fix the failures of No Child Left Behind. We must provide the funding we were promised, give our states the resources they need and finally meet our commitment to special education." --- Barack Obama in his speech, “What’s Possible for Our Children,” May 28, 2008 ("Text of Obama Speech",2008, para. 17)

Introduction

The No Child Left Behind Act of 2001 was a major emphasis of the Bush Administration education policy. ("How to Fix", 2007) The law was meant to hold schools accountable for student progress, and, in fact, to expect that all children will be able to perform at or above grade level in reading and math by the year 2014. ("Key Policy", 2002; "How to Fix", 2007)

Since the passage of No Child Left Behind (NCLB), many educators and politicians have loudly expressed their disagreement with the law and its regulations, while others have lauded the accomplishments of successful schools around the country. The Obama administration is poised to begin implementing its agenda, which has been critical of aspects of the No Child Left Behind legislation. This paper will examine how NCLB hopes to cure America's schools, what parts of NCLB are considered of concern to the schools and students, and what changes to NCLB some hope will help American students meet their potential.

Standards Set by No Child Left Behind

Note

The 4 Pillars of No Child Left Behind

- 1. Stronger accountability for results
- 2. More freedom for states and communities
- 3. Proven education methods
- 4. More choices for parents.**” ("Four Pillars", 2004, para. 1) .**

Schools are Accountable for Students' Results In an effort to increase accountability, all states must have state standards for performance and test their students on these standards. Each state develops its own standards and tests. In addition, schools must track the performance of certain groups of students who have not performed as well in the past, (i.e. minority students, students in poverty, students with disabilities) and attempt to “close the achievement gap.” ("Four Pillars", 2004, para. 1). The Annual Yearly Progress (AYP) towards the goals are monitored, and schools must meet certain improvements within a specific timeframe or major restructuring will be required, including "replacing administation and staff, reopen as a charter school, state takeover" ("Key Policy Letter", 2002,in Restructuring (Year Four)).

Local Control NCLB allows states and communities to decide how to use federal funds. Funds can be funneled to teacher recruitment or training, or to school safety, for example. ("Four Pillars", 2004).

Effective Teaching Methods Making instruction effective is the aim of the regulations on using teaching methods which are research-based and proven effective. ("Four Pillars", 2004)

Alternatives for Families If, after several years, a school is not providing adequate progress under NCLB, parents are able to move their child to a well-performing school in their district. In addition, tutoring and extended educational opportunities will be available to low-income students who do not make adequate progress.("Four Pillars", 2004)

Support for NCLB

High Standards, Strict Regulations Making such sweeping change to the education system and holding all schools to such specific and high standards has ignited strong feelings in educators, politicians, and families. Diane Piche', the Executive Director of Citizens' Commission on Civil Rights, and a strong proponent of NCLB, believes that many schools have shown that children can reach these high standards, even when they have a large percentage of children in poverty(Pinche',2007). Pinche' believes that a "no-excuses approach to teaching the children of the poor" (Pinche', 2007, para. 8) is the model for success. She also believes that removing funding from schools failing to reach their goals is necessary(Pinche',2007).

Link to video of successful schools ("Success stories", n.d.) [1]

Be Persistent: Federal Expectations Will Take Time As a civil rights lawyer, Pinche' likens educational reform to civil rights reform (Pinche', 2007). She is adamant that educational excellence for minority and poor children can only come from strict standards on a federal level(Pinche', 2007). Pinche' asserts that progress towards the goal is important and that persistence is necessary as it will take more time before the objectives are reached (Pinche', 2007).

> **Note**
>
> "Since when has leaving it all up to the states helped the poor and minorities achieve equality of opportunity? Not when it came to voting rights. … Not when it came to desegregating schools in the aftermath of Brown v. Board of Education. And certainly not now, when the achievement gaps based on race and class are as virulent as ever, with only modest signs of abatement." (Pinche', 2007, Common Ground section, para. 2)

Progress Made The U.S. Department of Education highlighted the accomplishments under NCLB in December 2008("Progress by our Schools", 2008). They cited higher test scores, and improvements by children with disabilities and children for whom English is not their native language("Progress by our Schools, 2008). They report that the "achievement gap is narrowing"("Progress by our Schools", 2008, para. 3) and that accountability testing is occurring in all schools. For example, "average reading scores for 4th-grade students with disabilities improved by 23 points between 2000 and 2007 [and] the achievement gap between white and African-American 8th graders narrowed by three points between 2003 - 2007" ("Progress by our Schools, 2008, para. 3 & 4).

Virginia Report Card Percent Passing

"English Performance subgroup	2005 - 2006	2006 - 2007	2007 - 2008
white students	89	90	91
black students	73	76	78
Hispanic students	76	72	81
students with disabilities	64	62	67
students identified as disadvantaged	73	73	77
Mathematics Performance subgroup	2005 - 2006	2006 - 2007	2007 - 2008
white students	81	85	88
black students	62	66	73
Hispanic students	66	71	75
students with disabilities	53	58	65

students identified as disadvantaged	62	67	73"

(Virginia Report Card, 2008, Percent Passing)

Funding Funding for the changes needed under NCLB has been under discussion. Umstead reports that federal funding for NCLB would cover schools' expenditures on assessments as long as schools do not choose the most expensive assessment methods (Umpstead, 2008).

Concerns about NCLB

Accountability Critics state that teachers are now teaching to the test, which may allow scores to improve at the cost of decreasing creativity in the classroom (Smyth, 2008). Others are concerned that time spent improving reading and math scores is robbing students of time to study science and the arts ("How to Fix, 2007). In fact, some are concerned that states are setting their test standards so low in order to have a larger percentage of students who pass (How to Fix", 2007). For example, of Mississippi's 4th graders, 89% passed the state reading test, but only 18% passed the national test ("How to Fix", 2007). A national test standard has been proposed to truly bring all states up to par ("How to Fix", 2007).

Annual Yearly Progress (AYP) Each state can determine what progess towards proficiency the groups in their school must make in order to meet the final NCLB goal of 100% grade level performance in 2014 ("Key Policy," 2002). AYP measures have come under a great deal of fire. Many educators believe that the AYP system relies too heavily on punishment and that it is too easy to fail ("How to Fix", 2007). Progress may have been made in some areas, but schools fail if even one measure is not met("How to Fix, 2007). Many believe that factors outside of the school building, such as poverty and family support, are the cause of some students' poor performance at school, and that these issues must be addressed if children are to succeed (Wallis, 2008).

Children with Disabilities Children with disabilities provide a unique challenge to school systems. Hardman and Dawson (2008) report that many educators question whether children with disabilities should be instructed and tested with the general school population. They cite individualized instructional methods needed for students with disabilities as being at odds with a standardized test(Hudson and Dawson, 2008). And many fear that it is an impossible goal to ever expect 100% of children to be reading and doing math on grade level ("How to Fix", 2007).

Rural Schools Rural schools also find it challenging to meet NCLB standards, according to Mitchem, Kossar, and Ludlow (2006). They report that rural schools find it difficult to find staff who meet the NCLB requirements due to low populations and remote areas. Combine this difficulty with the requirements for special education teachers, and rural schools find themselves unable to meet NCLB standards. (Mitchem, Kossar, and Ludlow, 2006).

Funding Funding for the NCLB standards is of grave concern for many school systems. In fact, the National Education Association, along with several states, filed "a federal lawsuit … charging that the Department of Education has failed to provide dequate funding for the NO Child Left Behind initiative" (Dobbs, 2005, para. 1). Others are concerned about the lack of funding for remediation services to assist troubled schools (Pickert, 2008).

Changes made to NCLB

After several years of data from states, U.S. Secretary of Education, Margaret Spellings, announced three changes to NCLB to respond to areas of concern:

- 1. **"The Modified Academic Achievement Standards"**("Final Regulations", 2008, title) provide a modified test for students with special needs who will be tested on grade level material, but in a less advanced fashion ("Final Regulations", 2007).
- 2. **"The Growth Model"** ("Secretary Spellings", 2009, title) is a sophisticated statistical model that measures student progress for students who may not be up to grade level yet, but have made progress ("Secretary Spellings", 2009).
- 3. **"Differentiated Accountability"** (2008, title) allows schools that are closer to meeting their AYP goals to receive less stringent consequences than schools that are seriously behind ("Differentiated Accountability", 2008).

What's Next?

President Barack Obama has been very clear about his agenda for NCLB. He believes in increasing funding for the program, revising assessments, and allowing for more individuation("Education Agenda" 2008). He also plans to "improve NCLB's

accountability system so that we are supporting schools that need improvement, rather than punishing them" ("Education Agenda", 2008, para. 5).

Note

"If we really want our children to become the great inventors and problem-solvers of tomorrow, our schools shouldn't stifle innovation, they should let it thrive … by using visual arts, drama and music to help students master traditional subjects like English, science and math." --- Barack Obama in his speech, "What's Possible for Our Children," May 28, 2008 ("Full Text", 2008, para. 15)

Conclusion

The No Child Left Behind legislation did target a grave concern abaout America's education system. After years of testing, it is of great concern that some groups of students (minorities, low-income, students with disabilities) continue to have consistently lower achievement levels. However, major disagreements remain as to how to raise the achievement levels of these students, and, indeed, whether all students can achieve at grade level.

Early concerns about measuring schools' success have led to changes in the NCLB regulations. NCLB now allows schools to measure student growth towards the goal, as well as to provide accommodations for students with disabilities. The Obama administration has targeted more funding to help struggling schools and encouraged more creativity in the classroom. Despite strong differences of opinion about the implementation of NCLB, all seem to agree that America's children should be provided with an effective education which will lead them to be productive citizens in the 21st Century.

Exercise 4.5.1

1. What does the No Child Left Behind Act expect of all students, by the year 2014?

a) Students will perform as well as possible in reading and math.

b) Students will perform at or above grade level in reading and math.

c) Students will perform better than last year in reading and math.

d) Students will perform better than last year's students in reading and math.

2. Why does the U.S. Department of Education believe that the No Child Left Behind Act is working?

a) All states are testing their students.

b) Students with disabilities are improving their test scores.

c) The scores of minority students are gradually moving closer to the scores of white students.

d) All of the above.

3. The schools in a Virginia city have increased the amount of time that students spend on math and reading each day in order to meet NCLB standards. What concern do parents and educators have about the effect of NCLB on their school?

a) The school system does not have good math teachers.

b) The students will not be as good at math as students around the world.

c) The teachers give too much homework.

d) There is less time to study science and the arts.

4. The teachers in a Virginia county were concerned that their students with disabilities could not pass the state tests. What can the teachers do that will help the students pass the test, that would be allowed by the recent changes to the NCLB laws?

a) Give the students a less advanced grade level test.

b) Give the students a test for a lower grade level.

c) Give the students a test that includes only the material they have studied.

d) Give the students last year's test.

Answer

1) b

2) d

3) d

4) a

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4.6: What is the purpose of school? 4.6: What is the purpose of school?Edit Update titlecancel

BY: Jennifer Scarce

Learning Objectives

- Reader will recognize the social effects of school on a child's life.
- Reader will recognize the intellectual effects of school on a child's life.
- Reader will know when the first school came into existence.

WHAT IS SCHOOL?

1. an institution where instruction is given, esp. to persons under college age: The children are at school.

2. an institution for instruction in a particular skill or field.

3. a college or university.

4. a regular course of meetings of a teacher or teachers and students for instruction; program of instruction: summer school.

5. a session of such a course: no school today; to be kept after school.

6. the activity or process of learning under instruction, esp. at a school for the young: As a child, I never liked school.

7. one's formal education: They plan to be married when he finishes school.

8. a building housing a school.

9. the body of students, or students and teachers, belonging to an educational institution: The entire school rose when the principal entered the auditorium.

10. a building, room, etc., in a university, set apart for the use of one of the faculties or for some particular purpose: the school of agriculture

BACKGROUND

The first public school came into existence in the mid-nineteenth century. Its founders called it the “common” school. Common schools were funded by local property taxes, charged no tuition, open to all white children, governed by local school committees, and subject to a modest amount of state regulation(Tyack,2001). Students often went to the common school from ages six to fourteen, although this could vary widely. The duration of the school year was often dictated by the agricultural needs of particular communities, with children being off when they would be needed on the family farm(Katz, 1987). Typically, with a small amount of state oversight, each district was controlled by an elected local school board. Traditionally a county school superintendent or regional director was elected to supervise day-to-day activities of several common school districts. Since common schools were locally controlled, and the United States was very rural in the nineteenth century, most common schools were small one-room schools(Kaestle, 1983). Common schools had a single teacher (usually female) and all the students were taught together, regardless of age. Common schools typically taught reading, writing, arithmetic, history, geography, and math. Evaluation of students was very varied (from 0-100 grading to no grades at all), but an end-of-the-year recital was a common way that parents were informed about what their children were learning(Cremin,1980).

THE INTELLECTUAL IMPACT OF SCHOOL

What's the purpose of school anyway? This is a question that every child asks at some point in their adolescent years. After all, what is appealing to a child about going to bed early, getting up early, and sitting in a desk for six and a half hours a day? Children don't understand how important going to school really is, but the importance of education is quite clear. Education is the knowledge of putting one's potentials to maximum use. Training of a human mind is not complete without education. It tells one how to think and how to make decisions. The importance of education is that only through the attainment of education, man is enabled to receive information from the external world to acquaint himself with past history and receive all necessary information regarding the present(Katz, 1987). Knowledge of education is built upon a foundation that begins with pre-school, where a lifetime of learning begins. It is vital to have a solid foundation of learning because each year new applications are taught and learning is like building

blocks, you continually build on what you were initially given. If you miss a piece of information along the way, you will never be able to reach the top.

GOOD CITIZENSHIP

Achieving a good education to further knowledge is not the only purpose of school. Today's schools really focus on teaching good citizenship and good character. I have substituted for the past year and a half and I have to share an example of being a witness of following through with this application. I recently substituted at an elementary school that encourages children to be honest and that no good deed goes unnoticed. To follow through with this concept, each morning during announcements the principle recognizes children for picking up paper towels in the restroom or turning in money found on the floor, even if it is just a penny. The children are so proud of themselves when they are acknowledged and this has really become an epidemic throughout the entire school.

SOCIAL SKILLS

At a very young age children are taught to share and to be considerate of other people's feelings. They are also taught a great deal about emotions, behavior, and the consequences of their actions. Being able to interact socially and have healthy relationships is a very important part of life. While in the classroom children are constantly interacting with others and whether they are aware of it or not, they are learning to co-exist in a very diverse world. This socialization helps children build critical thinking skills and develop good communication skills. Schools also provide lots of extracurricular activities that incorporate teamwork, good sportsmanship, and exercise into participation. The elementary school ages are considered to be the fundamental grades and stages of development. With this in mind, it is important that children are taught positive behaviors and habits early in life. By teaching children positive behaviors at a young age, kids are more able to understand and engage in long-term attitudes and actions that will guide them towards future success. To encourage students, and to teach all kids positive behaviors, elementary schools across the country have implemented positive behavior programs to improve student awareness, knowledge, and development(Wiggins, McTighe, 2008).

CONCLUSION

Even before they enter school, young children learn to walk, to talk, and to use their hands to manipulate toys, food, and other objects. They use all of their senses to learn about the sights, sounds, tastes, and smells in their environments. They learn how to interact with their parents, siblings, friends, and other people important to their world. When they enter school, children learn basic academic subjects such as reading, writing, and mathematics. They also continue to learn a great deal outside the classroom. They learn which behaviors are likely to be rewarded and which are likely to be punished. They learn social skills for interacting with other children. After they finish school, people must learn to adapt to the many major changes that affect their lives, such as getting married, raising children, and finding and keeping a job. Because learning continues throughout our lives and affects almost everything we do, the study of learning is important in many different fields. Teachers need to understand the best ways to educate children. Psychologists, social workers, criminologists, and other human-service workers need to understand how certain experiences change people's behaviors. Employers, politicians, and advertisers make use of the principles of learning to influence the behavior of workers, voters, and consumers. The purpose of school is to provide a quality education so that all students have an equal opportunity to develop their full potential(Wiggins, McTighe, 2008).

Note

"The central job of schools is to maximize the capacity of each student." ~Carol Ann Tomlinson

Exercise 4.6.1

1. What are three purposes for going to school?

A. Socialization, knowledge, and good citizenship skills

B. Playing games, learning, and meeting new people

C. Watching movies, taking tests, and sports

D. Friends, parties, and meeting new people

2. One day Suzie went to school and found a dollar on the play ground. When she turns in the money to the teacher, what is she demonstrating?

A. Communication

B. Good citizenship

C. Trust

D. Courage

3. When did the first public school come into existence?

A. The mid-nineteenth century

B. The mid-sixteenth century

C. The mid-eighteenth century

D. The seventeenth century

4. What is the name of the first public school that came into existence in the mid-nineteenth century?

A. The Schoolhouse

B. The "Common" School

C. The First School

D. The Best School

Answer

1. A
2. B
3. A
4. B

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4.7: Are we really a nation at risk? 4.7: Are we really a nation at risk?Edit Update titlecancel

By Ed Farinholt

Learning Objectives

- Identify specific risks outlined in the 1983 "Nation At Risk" document.
- Relate various means that the Public Education system has used to deal with the identified risks
- Name at least one method available to address the qualification risks faced by U.S. Public education teachers
- Identify some choices for increasing teacher motivation from a list of options

Introduction

Having been in school during the Ronal Reagan presidency and coming from a conservative political background these years were exciting to say the least. My friends and family were excited to hear that Dr. William Bennett had been named Secretary of Education and would be investigating the state of education systems in the United States. This article examines several of the risks identified by the National Commission on Excellence in Education headed by Dr. Bennett and assesses their relative merit vis-a-vie the advancements made in the United States public education systems.

Identified Risks

In 1983 the National Commission on Excellence in Education enumerated the following risks faced by the public education systems at that time in an "Open Letter to the American Public" entitled "A Nation At Risk: The Imperative for Educational Reform." (Gardner, 1983) The impetus for this commission, and ultimately this report (hereafter referred to as NAR), was the precipitous decline of the competitive advantage the United States enjoyed in the realm of education compared to that of other countries. (Segal, 2004) While students abroad have long sought advanced degrees from many of the United States noted medical and legal engineering and technological degree programs there has been a noted decrease in the number of Unites States-born students in these schools.

The NAR attempted to grasp for an ultimate direction the United States needed to take to insure the general increase in academic standards for both teachers and students. The directives of this article will focus on the recommendations made toward the public education system since they account for over eighty-seven percent of all United States students. (Hanushek, 1997) While the report from the Commission covers a wide berth of issues pertinent to the state of education, this article will deal with the risks identified in dealing with teachers.

1. Teacher qualifications
2. Teacher preparation weighted toward methods, vice subject matter expertise
3. Salaries are not condusive to attract highly qualified and experienced individuals to the field
4. Shortage of teachers qualified to teach such courses as mathematics, science, languages, as well as courses for gifted and talented or special needs students
5. Compared to other countries, there are severe deficiencies in the relative competency of both teachers and students in the areas of math and science

Considerations

Note

All, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children by virtue of their of their own efforts, competently guided, can hope to attain the mature and informal judgement needed to secure gainful employment, and to manage their own lives, thereby serving not only their own interests but also the progress of society itself. (Gardner, 1983)

While many erstwhile pundits have severely criticized the Commissions findings on the state of education, we will for purposes of this exercise address the ways these identified risks have been addressed to date. In truth, many of these deficiencies have been directly addressed in many of the High School programs throughout the country. We must also remember that public school

education monies are largely dependent on local property tax dollars and heavy state and federal subsidies. It could be argued that local business investment in local schools may have a direct impact on supply of qualified graduates.

In practice high schools are designed to prepare students for both degree-oriented academics or vocational careers. In terms of financials, “expenditure outside of instructional staff salaries, going from one-fifth of total current expenditure in 1890 to one-third in 1940 and to more than one-half in 1990. “ (Hanushek, p. 5). School budgets must now cover everything from teachers but extended administrative personnel and counselors with extended social and even psychological skills. During some of my own experience during teacher observation I learned that public schools are now in a situation that all applicants must be accepted and accommodated. In addition, the introduction of technical resources such as computers and sophisticated measurement technologies into the public school classrooms has further extended expenses. When you add the fact that these computers require software, licenses and extensive support resources the price tag for maintenance magnifies each passing year.

Many regard the subsequent reforms imposed upon the education system as "laid down" and often missing the mark with regard to root problems faced by teachers. Teachers must now be equipped to handle a wide array of potential issues in their classrooms, especially with the onslaught of such conditions (properly or improperly diagnosed) as Attention Deficit Hyperac DisorderAcute Hyperactivity Disorder and those of students with English as a second language. While no one ever regarded the costs of providing and maintaining a public education system was ever going to be inexpensive, the jury is still out concerning the return on investment when the public schools attempt to effectively teach under such circumstances. No doubt this is why such programs as Standards of Learning (SOL) and demands for certification of all teachers has been promoted at both the state and federal levels.

Assessments

The publication of the NAR has resulted in numerous studies and controversies attempting to address some of the risks identified. Among those dealing with teacher qualifications, references were made to increased expenditures for both staff and non-staff resources. Schools today are equipped with technical devices such as cable television networks, local area networks, and sophisticated computer software in order to offer students access to the global world of educational opportunities. These in turn require staff who are well versed in these technologies, their maintenance and current uses of them in the global marketplace. The implications of this trend are staggering in terms of the support structure that will be necessary to keep students on an equitable if not a more advanced standing compared to students in other countries.

Teachers are obtaining advanced degrees and in many states must obtain certification from state mandated programs in order to teach. While these have been requirements for a number of years the breadth and extent to which these qualifications cover subject areas pertinent to modern classrooms has significant bearing. Skills such as assessment, familiarity with current technology and multimedia are bearing fruit in terms of involving students and enhancing educator's means of communication and lesson planning.

Tuition tax credits have resulted from the long and bitter battle for vouchers for parents seeking some relief from the taxation burden when in fact they chose to send their children to private schools. Whether for spiritual, advanced placement or special needs, the public school system did not always offer students a suitable environment to excel.

Standards of Learning (SOL) requirements have applied to children in public schools to gage their progress but unfortunately have caused the negative effect of pressure upon teachers to instruct toward specific test goals rather than tailor classes according to the more laudable intrinsic and formative form of pedagogy. The summative aspect of SOLs provide only a benchmark but have treated the objective of learning as the proverbial black box. (Black and William, 1998) Mr. Black and Mr. William contend the focus ought to be on the process of education and the use of formative assessment to insure students are on target with learning objectives and assisted as needed should they fall behind.

Charter, private and home schools have increased in number during the last ten years and bear witness to the increased participation of parents into the educational welfare of their children. Studies have shown that Charter schools have both increased the aptitude of both students who excel in public schools and minority students who would not otherwise have means or access to the advanced technologies or skilled teachers these institutions employ. (Hoxby, 2004) Home schooling have burgeoned and while their effectiveness has largely been at the primary school level, the author's experience is that the issues of limited socialization and technological opportunities faced by home schooled children are more than compensated by innovative parents pooling their collective resources to meet these needs. With this population of students growing yearly it would behoove the public education systems to study their methods.

Another consideration maybe that the problems with education today lay squarely in the laps of parents and guardian involvement in their children's learning. Given that the composition of students throughout the United States has become multicultural, the fact of cultural variances with regard to expectation of parents in regard to their children's knowledge levels brings to bear a much

broader element of adaptability by teachers than even ten years ago. The rate of growth of Hispanic full-time teachers increased 2.7 percent to 5 percent between 1998 and 2003. (Weinberg, p. 10) Arguments have been made for bi-lingual education and in many states such as California, Florida and Texas.

Arguments have been made for bi-lingual education and in many area of this country such as Southern California and much of Texas and Florida this may in fact be a necessity. Following an original supposition of this article one could forcefully contend that if answers to educational reform should be indicative of the local community than in fact what happened in the Salinas high school district provides an excellent example of parental activism with regard to not just what their children ought to be taught but how it should be taught. (Arriaza, p. 14) This argument as been argued at a more universal level by Mr. Author Combs who notes that “educational reforms which do not have whole-hearted support of those who must carry them out are a waste of time, effort and taxpayer's money.” (Combs, p. 4)

Another risk which was not broached by NAR was that of morals. When I was in elementary school I remember seeing videos about family planning produced by Planned Parenthool and videos discouraging from drug use like the plague. As an adult, I am offended that I only received part of the story with regard to these ethics while the Christian point of view was not even considered. Today school teachers and administrators cannot even provide an aspirin to a child without a release from the parent or doctor. Yet this same student can receive counseling about such moral decisions as birth control or abuse prevention with no consultation of the child's guardian. (FCPS, 2008)

Conclusion

School reforms ought to be a continual process. Unless public schools are constantly questioning their direction, their curriculum, and their motivations the changing world will continue to force their obsolescence. So in answer to the title of this article, the author proposes a resounding “YES.” Risks are a part of life as everyone can attest. In fact it is the human condition to not only contend with but to face and conquer risks each day. While the right to education by all is firmly upheld in these United States there are many troubles introduced and even some ethical considerations which are inadvertently compromised. The degree to which our nation's educational systems, whether public or private, contend with the ever changing educational requirements will effect the competitiveness and even the moral fortitude of today's students. The ability to effectively teach our young the skills required to think, judge and choose properly, based on sound learning principles, will ultimately decide the degree of success our future leaders will have facing the challenges of the world.

? Exercise 4.7.1

1. A risk identified by the 1983 National Council on Excellence in Education which addresses the ability of teachers to effectively teach physics to High School students would be which of the following findings.

A. Shortage of teachers

B. Teacher preparation

C. Teacher qualifications

D. Teacher salaries

2. County education boards have started to increase the requirements of teacher qualification for freshman and sophomore mathematics teachers through both in-school seminars and mandatory periodic testing addresses which of the following educational reform mandates.\

A. Shortage of teachers

B. Teacher preparation

C. Teacher qualifications

D. Teacher salaries

3. Demands for High School science textbooks to include more realistic lab experiments dealing with such items as water purification and effects of solar power are examples of which of the following educational reform mandates.

A. Industrial currency

B. School Board inattention

C. Staff resources

D. Teacher salaries

4. A vote by a town council in a southwestern Virginia county to allot twenty percent more money for teacher salaries is an example of addressing which of the following reform mandates.

A. Shortage of teachers

B. Teacher preparation

C. Teacher qualifications

D. Teacher salaries

5. Teachers have noticed increasing SOL scores from their students since they have been implementing cooperative efforts to develop formative assessment models for their classes. which of the following recommendations might they make for the enhancements to the state-mandated SOL committees?

A. Include art history related questions

B. Introduce spanish vocabulary questions

C. offer so effective formative questions for inclusion in the SOLs

D. Make the questions addaptive to the level of student's knowledge

Answer

1) B

2) C

3) A

4) D

5) C

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4.8: Are for-profit schools and corporate sponsorships viable? 4.8: Are for-profit schools and corporate sponsorships viable?Edit Update titlecancel

by Myanc004

Can you imagine a school sponsored by NIKE or maybe Levi Straus? Would you be apprehensive about sending your son or daughter to a school that promotes specific products? What if that same school had the highest test scores in the state and the highest percentage of graduates going on to college? The very idea that our children could be subjected to commercial product endorsement as early as kindergarten may be of concern, but so too is the idea that our children are failing to rise academically in the global arena (Zeiger, 2004) (KJ, 2008).

Learning Objectives

- understand the motivations behind for-profit and corporate sponsorship of schools.
- know the concerns, advantages, and disadvantages of for-profit and corporate sponsored schools.
- recognize a for-profit and corporate sponsored school.

Introduction

For-profit schools claim they can better manage the school system and are more equipped to run the financial side of educating our youth. Those who agree with this premise believe it is the combination of forces in business, competition and profit, which will produce the exceptional education that people in the U.S. desire (Symonds, Palmer, Lindorff, McCann, "For-Profit", 2000).

In today's economic times, many people are concerned about the future. With the collapse of mortgage companies, banks, and insurance giants; coupled with rising fuel prices that make basic operating costs of schools difficult, many are struggling to obtain funding for the public school system (KJ, 2008).

This financial question has caused many public school systems to search for means of change from a seemingly unlikely source: the corporate world. Whether it is handing management of the schools over to a corporations, or merely seeking sponsored products and supplies, schools are looking to the business world (Keen, 2006).

In a search for a solution to this growing problems of public education; states, cites, and parents have considered many alternative answers, from school vouchers, charter schools, magnet schools, etc. This search has yielded a myriad of possibilities that are being attempted throughout the country today. Within these options is the alternative of outsourcing public schools to varying degrees to private businesses that may open up a wide array of educational choices. This alternative of corporate involvement was used by the city of Philadelphia, when in 2002, they turned over management of forty-two of their schools in an attempt to improve their school system (Steinberg, 2002).



Figure 4.8.1: Old classroom at Torf- and Siedlungsmuseum Wiesmoor (GFDL, Simplicius, Wikimedia)

For-Profit Schools

A simple explanation of a for-profit school is any school that operates in terms of making money.

Every decade seems to have its push for reform, and beginning in the early 1990s the idea of privately run public schools come to the forefront. This outsource of management of public schools to the private business sector are the educational management organizations (EMOs) (Molnar, Miron, Urschel, 2008). These EMOs began in the early 1990s with the likes of the Edison Schools. An EMO, as defined by Molner, Miron, and Urschel in their report on for-profit schools, is, “an organization or firm that manages schools that receive public funds, including district and charter public schools. A contract details the terms under which executive authority to run one or more schools is given to an EMO in return for a commitment to produce measurable outcomes within a given time frame” (2008, p. 3).

The premise behind these for-profit schools is varied. Some feel that these schools are better able to respond to change and have the finances to provide it. Some also believe that the for-profit schools offer an opportunity to increase competition in both teaching approach and curriculum (Lips, 2000). Yet others believe that it is a natural expansion of the free market system and a “competitive market is the most effective and efficient way to make schools accountable and to determine the success or failure of a school” (Lips, 2000, p. 8).

In a typical EMO, the corporation is initially burdened by large start-up costs and entrenched teacher’ unions, but they are also free of some regulations that allow greater latitude for designing the school and its curriculum (Lips, 2000).

When considering for-profit schools, one has to also look at those operating in the college and trade school market venues. These include the likes of DeVry, ITT, and University of Phoenix to name but a few. These for-profit institutions have attempted to fill a niche for career training and have been able, in the past to create considerable profit for their investors with a 460% stock increase during the years of 2000-2003 (Brown, 2004).

For-Profit Schools	
"Innovations	**Obstacles**
New or varied curriculums designed to improve student performance	Huge capital costs: Unlike public schools, must pay for their own buildings
Longer school days and school years	Political opposition from the education Establishment
Most don't have teachers' unions, but offer merit pay and stock options	Far fewer *frills*, such as extracurricular activities
Less spending on administrative and central-office expenses	Fewer programs for severely disabled/special-education students
More parental involvement	More difficulty attracting experienced teachers
Freedom from traditional school bureaucracy	Huge startup costs mean most companies are losing money" (Symonds, Palmer, Lindorff, McCann, "Primer", 2008)

Corporate Sponsorship of Schools

Corporate sponsorship, on the other hand, takes many forms in the school system. Corporations are involved in the full management of schools (EMOs), but also involve themselves in many other lesser forms. These involvements are seen in schools selling naming rights to locker rooms as in the case in Sheboygan, Wisconsin (Keen, 2006). In order to increase their revenue and be able to better afford the costs of educating children, they renamed their gym for the sum of $45,000 (Keen, 2006).

Other schools have followed suit and done similar things.

- In Newburyport, Massachusetts the school collected from $5,000-$100,000 for the renaming of several buildings (Keen, 2006).
- An insurance company paid $650,000 for the ability to name two athletic field houses after their company (Keen, 2006).

Corporation sponsorship also takes the form of materials used in the classrooms, such as, pamphlets and books that are funded by businesses. Businesses further sponsor school activities by providing uniforms for sporting activities, backing the “Book-it” program, and the program Channel One that is offered to schools ("Corporate-Sponsored", 1998).

In the case of the Channel One program, viewing participation of schools allots them the benefit of free visual media players ("Corporate-Sponsored", 1998).

In some school lunchrooms, corporations aid schools by providing students the availability to purchase Subway, Pizza Hut, or Arby's for lunch at their own school ("Corporate-Sponsored", 1998).

Pros	Cons
Increased revenue	Commercialism
Longer school days and school years	Students subjected to advertising campaigns
Larger budgets for school activities	Objectivity clouded
Still maintain public school status	

Results

Of the six largest for-profit organizations operating in 2000, none of them were making a profit, (Symonds, Palmer, Lindorff, McCann, "The Business", 2000).

Harvard study found that between 2002 and 2006, Philadelphia EMOs had a 10-8 percentage point increase over the other public and district run schools operating in the same area. (Garland, 2007)

Many for-profit schools remain unregulated and in the state of California, it is the responsibility of the student to assure accreditation, until full disclosure laws become enacted (Fensterwald, 2008).

A slight yearly increase in the number of EMOs, approximately 2 additional EMOs in 2007, and student enrollment, approximately 25,000 students, has been seen. (Molnar, 2008, p. 7-10)

Suggestions

The debate over the extent or even involvement of private corporations in the school system stems from a concern over influence and goals. Since corporations are by nature indebted to their stockholders, where do their loyalties lie when running a school? This is the concern that motivated the National Council for the Social Studies (NCSS, 1999) to advise a focus on these eight steps to maintain the integrity of education where corporations are involved:

- • "Corporate involvement shall not require students to observe, listen to, or read commercial advertising.
- • Selling or providing access to a captive audience in the classroom for commercial purposes is exploitation and a violation of the public trust.
- • Since school property and time are publicly funded, selling or providing free access to advertising on school property involves ethical and legal issues that must be addressed.
- • Corporate involvement must support the goal and objectives of the schools. Curriculum and instruction are within the purview of educators.
- • Programs of corporate involvement must be structured to meet an identified education need, not a commercial motive, and must be evaluated for educational effectiveness by the school district on an ongoing basis.
- • Schools and educators should hold sponsored and donated materials to the same standards used for the selection and purchase of curriculum materials.
- • Corporate involvement programs should not limit the discretion of schools and teachers in the use of sponsored materials.
- • Sponsor recognition and corporate logos should be for identification rather than commercial purposes."(NCSS, 1999)

Conclusion

We all want the ability to have and offer the best possible education for our youth and ourselves. Though there may be debate as to how to achieve this, for-profit schools and corporate sponsorship of schools is an option to attempt to achieve our full potential as an educated country.

? Exercise 4.8.1

1. Which one of these schools would be considered a for-profit school?

    a. Charter schools

    b. Magnet schools

c. Private schools
d. All of the above

2. One of the concerns associated with corporate involvement in education is

a. Increased revenue
b. Low Capital costs
c. New or varied curriculum
d. Political opposition

3. Ms. Anderson is a kindergarten teacher, and she tells her students to pull out their activity book on recycling. On the cover is a small golden globe from *Nick's World of Pancakes* in the upper portion of the page, and the back has a coupon for a free kid's stack of pancakes with the purchase of a regular meal. What concern should the teacher have about the use of this book if any?

a. She should not worry about using this pamphlet.
b. She should worry that it is exposing commercialism.
c. She should worry that they may equate "Nick's" with trash.
d. She should worry whether her students eat there

4. Mr. Brewster is a principal of a local high school and is finding it difficult to find funds to support the financial needs for this year. He is hoping to find a solution in the community. Which choice would allow the least changes to the school and the curriculum?

a. Allow “Shamrocks” on uniforms from local diner
b. Hire an EMO to manage the school
c. Let “Sue’s Books and More” to supply the health books
d. Play “Bob’s Car Parts” ad before morning announcements

Answer

1. D
2. D
3. B
4. A

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CHAPTER OVERVIEW

5: Diversity - Classroom Practices and Law

5.1: What is Inclusion?
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5.8: Gifted students can take care of themselves, right?

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5.1: What is Inclusion? 5.1: What is Inclusion?Edit Update titlecancel

By Emily Mitchell

Note

"Inclusion is being a part of what everyone else is, being welcomed and embraced as a member who belongs." (Tomko,1996)

Introduction

After working as a special education aide for a year, I have developed an interest in this topic. Loneliness and fear are something we all feel when we are different from everyone else. When everyone else seems to get along and understand one another, and we are left out, we feel inferior and worthless. We would feel even more worthless if someone told us that we were not good enough to be with everyone else. We cannot talk and play with the other kids because we slow them down. The practice of inclusion attempts to help students with disabilities avoid these feelings of fear, isolation and worthlessness. The Individuals with Disabilities Education Act (IDEA), updated in 2004, provides students with disabilities the right to a free and appropriate public education in the least restrictive environment possible. Inclusion attempts to provide this education for students with disabilities and now many school systems throughout the country practice it. Inclusive education comes with benefits as well as downsides.

Definition

Schools are not required to include students with disabilities in the general education classroom, but are required to provide them with the most appropriate education in the least restrictive environment. Including a student in the general education classroom is the best solution, if possible. This means the student is taught with his non-disabled peers and has full access to the general education curriculum, extracurricular activities and other programs available to non-disabled students. If a student is capable of being successful in this environment, it is difficult for schools to justify isolating him in a special classroom or special school. A team of educators, specialists and parents construct an Individualized Education Plan (IEP) to ensure that the student's educational needs are being met. If the decision is made to keep the student from the general education classroom, this team must have valid reasons why that environment is not appropriate for the student (Stout 2007). In order to allow students to be successful in the least restrictive environment, schools use paraprofessionals or co teaching to help the student integrate into the general education classroom (Scruggs, Mastropieri, & Mcduffie, 2007). The idea of inclusion does not relate to academics alone. Students with disabilities are included in the community of the class and school as well. Inclusion encourages students to be a part of the classroom both academically and socially (Burke & Sutherland, 2004).

What does Inclusion Look Like?

A student who attends an inclusive school spends the majority of his school day in the general education classroom, with other students his age. Depending on the level of his disability, he will have an aide assigned to shadow him throughout the day and help him when necessary. The job of the aide is to help enable the student to be successful, while allowing the student to gain independence and confidence in the process. The aide helps to adapt materials and find resources that will help the child function well in the general education classroom. A school practicing inclusion seeks to adapt the classroom in order to meet the needs of students with disabilities (Burke & Sutherland, 2004). A student is not thrown into a classroom and expected to function like everyone else. His teachers must adapt their curriculum and practices to ensure his success. In order for inclusion to be successful, teachers must be comfortable teaching students with disabilities. Many general education teachers do not feel equipped to handle the issues associated with these students. In the article, "Attitudes Toward Inclusion: Knowledge vs. Experience", authors Burke and Sutherland (2004) explain that many teachers will leave the teaching profession after being exposed to an inclusive classroom they feel unequipped to handle. The authors later stated that teachers who received the most intense training to work with students with disabilities were the most successful in an inclusive classroom. The general classroom teacher must be willing to help include the student, for inclusive education, to work. Authors Griffin, Otis-Wilborn and Winn (2005)in their article, "Beginning Special Educators' Forays into General Education", also stress the importance of preparing teachers to be successful in an inclusive setting. They explain that many special education teachers are not prepared for inclusion either. The article states, "many special education teachers are lacking knowledge of general classroom curriculum and pedagogy, skills to accommodate resources effectively for their students and strategies for clarifying roles and for collaborating with general classroom teachers". In order for inclusive education to be successful, all members of a student's educational team must be equipped to deal with that student's needs.

Inclusion Impacts all Members of the School Community

Many wonder what effect inclusion has on non-disabled students in an inclusive classroom. In the article “Parent Perception of the Impacts of Inclusion on their Nondisabled Child” authors Gallucci, Peck, and Staub (2004) report a study done to find out what impact inclusion has on non-disabled students. The authors cite a study that surveyed eighty-one parents whose children were in elementary classrooms with students with severe disabilities. Eighty percent of these parents reported that they believed their children were gaining positive social and emotional growth. Over ninety percent believed their child’s experience with a classmate with a disability was positive. Not all parents or community members agree with the parents surveyed, however. While working as an aide I had a student with autism who tended to display extremely aggressive behavior. He began the year in the general classroom, but after biting and scratching the same child twice, he was removed. The parent of the child who had been bitten demanded that the child with autism be separated from his child. The decision was made to remove the child with autism from his general education classroom and place him in the special education classroom alone. For the second half of the year, this child spent the majority of his school day being educated by aides and isolated from his classmates. He spent thirty minutes a day with a licensed teacher. Inclusion causes a problem when the student is unable to function successfully in the general classroom, or when the parents of the non-disabled children are unwilling to cooperate with the efforts of the teachers and aides to include that student.

Issues with Inclusion

Authors Griffin et al. (2005) speak to other issues that arise in an inclusive classroom. Some teachers are unwilling to dedicate the extra energy and work necessary to include a student with disabilities in their classroom. In addition, confusion can arise over who is primarily responsible for the student’s education. General classroom teachers do not necessarily take responsibility for the student and the collaboration of all members of a student’s educational team is crucial to that student’s success. Effective communication between general and special education teachers can be another challenge of inclusion. The student may not feel safe or supported in the classroom and will not be as successful as a result. At the beginning of the school year, one of my students with autism communicated to his teacher that he did not want to do his work because he did not think she believed he was smart. The student learned to trust her, and things improved overall. Students with disabilities need to feel wanted in the general education classroom or they will be less successful. If the teachers involved do not communicate, or if the general education teacher refuses to reach out to the student, he will not be successful in an inclusive environment.According to Margaret Hoban a couple of the problems faced by teachers that teach inclusion classes is the little teacher prep time and limited resources and the need for extra professional development dealing with inclusion. As well as, the officials applying more effort to developing the inclusion model and monitor their success more efficiently.http://escholarship.bc.edu). The states are now requiring more and more standardized and comprehensive testing. Teachers are already overwhelmed and are sometimes unable to meet the schools and states request for academic accountability and achievement. When teacers have an inclusive classroom, they are put under more pressure and strain. Another problem that is dealt with inclusion is labeling. You hear that a child for instance has ADHD the child is automatically seen as a problem child, and the teacher usually has a low learning expectation of the student. This can and does affect the child’s learning and behavior. According yo Deloney and Thompkins, regular students in inclusive classes do not get the full learning time allotted to them. A lot of the time, their education is interrupted because of the students with disabilities. Either the teacher has to stop their teaching process because of behavior problems, outbursts/distractions, or explaining thngs over and over. You also have the teachers that really do not understand or really want to teach in such an environment could do much to undermine the potentially positive benefits of inclusion.

Those Who Like It

Although, there are parents, teachers and administrators who are not in favor of the inclusive classroom, there are those who think that inclusion has a lot of positive benefits. socialization is a key factor to this. Many parents, teachers and administrators feel that students with disabilities that are in inclusive classrooms have higher self concept about themselves and achieve at higher levels when with their peers (Deloney, Thonpkins). They have "normal" role models and therefore, know what age appropriate behavior is supposed to be. Children learn from each other and will learn how to act and how not to act during certain settings and situations. Scholars also think that the regular students benefit from being in an inclusive class. They will learn to accept differences among people, and become more accepting towards peoples differences as they get older. This acceptance may cause them to have a diverse set of friends. Having students with disabilities in their class will encourage cooperation and patience. Traits that will be good to have growing up.

Improving the Inclusion Model

Some improvements that can be made on existing models can be made to better the quality of learning for both the special ed and the non special ed students. Such as “increasing, the quality time spent with getting disability children to focus on material through enhanced and stimulating communications”. This can be by using power points. Children are growing up on computers and to just teach via lecture and note taking may not be right for a special needs student. I have found jeopardy websites dealing with topics that I have taught in classes and the students really love these. They are all done via power point. I noticed an increase in test grades dealing with the topics that I have played the jeopardy games with as well as other games. The students really enjoy competing with one another. We have hangman and spelling word whomps with our spelling words every week. This as well has increased the spelling test grades. Teachers can also allow more time for the organization of information just received. It is proven that students with disabilities need more time to organize and apply the information that they just learned.

Conclusion

The Individuals with Disabilities Education Act requires that a free and appropriate education in the least restrictive environment be provided to all students with disabilities. As a result, general and special education teachers must work together to provide the best education for their students with disabilities. This process can be rewarding for everyone involved if they are willing to expand their comfort zones and are willing to work at including the student. Inclusion is not an easy process. As with all educational practices, inclusion has strengths and weaknesses. In light of this reality, educators and parents must determine what educational plan will best meet the individual student’s needs and work to successfully implement that plan. Ideally, the student will feel included in the general education classroom both socially and academically and will receive the best education possible.

? Exercise 5.1.1

1. Which student goes to school in an inclusive setting?

a. Sally goes to a special school for students with autism

b. Mark goes to public school with his peers, but he spends his day in a classroom full of other students with autism

c. Tom has a tutor who comes to his home to educate him

d. Beth spends her day in the general education classroom with her peer without disabilities

2. Sally spent a successful year in the general education classroom with her peers. She is now isolated because the teacher did not like having a student with a disability in her classroom. What law is Sally’s school violating?

a. Least Restrictive Environment Act

b. Individuals with Disabilities Education Act

c. Brown vs Board of Education

d. Fair Treatment of Students Act

3. Which does NOT explain why Sally’s situation is a violation of the law above?

a. Students with disabilities must not receive individual attention from teachers

b. Students with disabilities must be educated in the least restrictive environment

c. Students with disabilities must be given access to the same resources as their peers without disabilities

d. Students with disabilities must be provided with a free and appropriate education

4. Smith Elementary has decided to include all students with disabilities in their general education classrooms. What are NOT some problems the school community may face when this occurs?

a. General education teachers who are unwilling or unequipped to relate to the students with disabilities

b. General and special education teachers who fail to communicate

c. Parents of the students without disabilities who refuse to support change

d. Students with disabilities who have a different learning style than everyone else

5. Mark refuses to complete his assignments. Which is NOT a way his teacher can encourage his educational success?

a. She can make sure he knows he is accepted and appreciated by his teacher and classmates

b. She can adapt Mark's work so that the format is easier for him to understand

c. She can state that Mark is not being successful in the general education classroom and have him removed

d. She can attend training session and workshops that will educate her on ways to better reach students with autism

Answer

1) D

2) B

3) A

4) D

5) C

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5.2: What can be done to handle students with ADHD in the classroom? 5.2: What can be done to handle students with ADHD in the classroom?Edit Update titlecancel

by Amy B. Williams

Learning Objectives

- Be able to recognize symptoms of ADHD.
- Comprehend the need for behavioral modification to be used in the classroom with an ADHD student.
- Be able to differentiate between positive reinforcement and negative reinforcement.
- Understand the important role of the teacher in making a connection with the ADHD student.

Introduction

It is inevitable in a teacher's career that a student diagnosed with ADHD will be present in their classroom. It will most likely be one of the biggest challenges a teacher can face. They can experience frustration and exhaustion, which will then trickle down to the rest of their students in the classroom. Turning the event of having a student with ADHD into a positive experience, incorporating behavioral modifications, and using classroom techniques will result in success. Success for the teacher, the ADHD student and the entire classroom. Behavior modifications and classroom modifications can be the lifeline for a teacher with an ADHD student, but more importantly, they teach the student very valuable skills to exist within the confines of their diagnosis.

Note

http://www.ed.gov/teachers/needs/speced/adhd/adhd-resource-pt2.pdf

Teaching Children With Attention Deficit Hyperactivity Disorder

Instructional Strategies And Practices

Written by the U.S Department of Education and covers everything from how to identify ADHD, great teacher strategies to classroom seating plans. It is 32 pages full of everything a teacher needs to survive in the classroom!

It's Everywhere, It's Everywhere: Statistical Data and Information

Let's begin by briefly looking into the scientific data to allow for a better understanding of ADHD. ADHD stands for Attention Deficit Hyperactivity Disorder. The American Psychiatric Association defines ADHD as a "persistent pattern of inattention or hyperactivity-impulsivity that is more frequently displayed and more severe than is typically observed in individuals at a comparable level of development" (Diagnostics and Statistical Manual of Mental Disorders, 2000, p. 85). ADD stands for Attention Deficit Disorder and is also a form of ADHD. ADD is not accompanied by hyperactivity (Swanson, 2007). Barkley discusses in his book the staggering toll that ADHD has unleashed on society. He conservatively estimates that 1-2 ADHD students will be present in every classroom in the United States. This breaks down to 2.5 million school-age students that are diagnosed with ADHD or 5-8% of all children attending school (Barkley, 2005). So in every classroom there will most likely be two students diagnosed with ADHD. Teachers are going to have to be proactive by understanding the symptoms of ADHD so let's discuss some a teacher might encounter with an ADHD student.

You're So Smart Now Act Like It: Characteristics of ADHD

Not too uncommon words from a teacher who is frustrated with a student's behavior who they feel is bright and clever, but just can't get to the final stage in a project, sentence or thought. Teachers also witness the impulsive, unorganized, and easily distracted student, along with the fidgety hands, excessive talking, forgetfulness and inability to stay in their seat (Diagnostic and Statistical Manual of Mental Disorders, 2000). In Charles's book, he discusses a hidden meaning behind the inappropriate behavior of a student with ADHD. The hidden meaning is a cry for help saying "reach me and their desire for a connection with their teacher and to be accepted" (Charles, 2008, p. 167). Teachers can look at the glass half-full or half-empty when dealing with a student with ADHD. Making a connection with the student and incorporating behavior and classroom modifications will yield a higher success rate.

Dr. Pavlov, May I Use A Dog Or Two?: Behavior Modification

Two words can sum up the teacher's approach to the ADHD student in the classroom: behavior modification. It will be their life preserver when dealing with the student by using both positive and negative reinforcement. Let's look closer into just what positive and negative reinforcement consists of:

Note

http://www.childdevelopmentinfo.com/learning/teacher.shtml

Classroom Interventions for Children with ADHD

Outstanding website for teachers to use in the classroom that is full of ideas and strategies. It gives different scenarios with appropriate accommodations that should be made.

Don't enter the classroom without it!

Positive Reinforcement

- A touch on the shoulder and a smile so the student knows what good behavior is (Barkley, 2005).
- Ask the ADHD student what types of rewards they enjoy within the first few days of school (Rief, 2007.)
- Tape a piece of paper down on the corner of a desk and as you pass by the student place a sticker on it (Barkley, 2005).
- Place smiley posters up randomly throughout the classroom and stand next to one when the student is making good choices (Barkley,

  2005).

- Use verbal reinforcement with positive praise (Harwell, 2001). An example might be, "How wonderful you raised your hand instead of

  just blurting out the answer Hayden." To change the reward system up a bit, allow special privileges like lunch with the teacher,

  extra time on the computer, and extra recess (Barkley, 2005).

- Use a token system for immediate rewards. In other words, a teacher might want to start with every 2-3 tokens resulting in candy,

  stickers, special classroom duties or free play (Barkley, 2005).

- Give the ADHD student specific tasks (e.g., turning off/on lights, pencil and paper pusher) that will require movement in the

  classroom. Students can also be allowed to move around the room quietly after they complete a task (Nowacek and Mamlin, 2007. An

  example might be, "Hayden, when you are finished with your writing I want you to quietly get up and walk around the classroom for me

  three times while you are keeping your eyes and hands to yourself."

Negative Reinforcement

- Ignoring mild inappropriate behavior (Nowacek and Mamlin, 2007). An example might be, "Alright, I see all but two of my students sitting in

  their chairs and getting ready to go to lunch." This is purposely ignoring the inappropriate behavior, while rewarding the students with

  appropriate behavior.

- Putting a hand on the student's shoulder to remind him or her their behavior is escalating ("Advice for schools..., 2005).
- If the student is destructive or disruptive, the teacher can incorporate a time out system where the student is immediately asked to put away

  their work and place their head on their desk (Barkley, 2005).

- Use a timer that is started when bad behavior is occurring, which is then taken off recess time for the ADHD student (Barkley, 2005).
- Start each day by giving the student 15 minutes of free time to use in the classroom. From that time, the teacher can deduct a minute of free

  time for every instance the student was seen not working or acting inappropriately (Barkley, 2005).

Behavior modification is a useful and positive tool that emphasizes appropriate behavior instead of inappropriate behavior. In addition to behavior modification, there are some other techniques teachers can also incorporate inside the classroom. Let's take a closer look at some of these techniques in the next section.

Tricks Of The Trade: Classroom Modifications

Not only is behavioral modification and reinforcement pivotal in dealing with ADHD students, but just as imperative are classroom modifications. One simply cannot have one without the other. This is really what it is all about: surviving and keeping control of the classroom. Let's take a closer look at the following techniques, which can be used as a cheat sheet for teachers in dealing with ADHD students:

- Provide structure at all times in the classroom and remain calm (Charles, 2008).
- Get eye contact before giving instructions or asking questions (Rief, 2005).
- Stand close to the student to allow for less distraction (Charles, 2008).
- State directions in a logical and ordered sequence (e.g., first, next, last). The teacher should aim for educating the student on how to

  follow rules as quickly as possible without repeating them (Charles, 2008).

- Have the student repeat verbal instructions to ensure he or she clearly understands what is being said (Rief, 2007).
- Provide advanced warning when a change is about to take place (e.g., in five minutes we are going to put away our math work and begin our

  reading). This reduces anxiety and frustration (Rief, 2007).

- Use webbing techniques for writing and graphic organizers, which helps with visual-spatial skills (Harwell, 2007).
- Take five minutes with the student each day to make sure he or she is using a planner for organization (Harwell, 2007).
- Charts and outlines are useful in maintaining attention and understanding concepts (Harwell, 2007).
- Divide tasks into chunks to help decrease frustration and make tasks obtainable (Swanson, 2007). An example might be, "Hayden, we

  will do 15 minutes of writing and 5 minutes of computer."

- Consider shortening assignments if they are too long and overwhelming to the student (Nowacek and Mamlin, 2007).
- Utilize the computer as much as possible with an ADHD student as it will give them immediate feedback (Amen, 2001).
- Give the student encouraging and positive feedback to increase his or her motivation and attention (Rief, 2005).
- Consider how desks are arranged in the classroom and be sure ADHD students are grouped with other non-diagnosed students. Frequently switch

groups of two students so the ADHD student builds relationships with other students in the classroom. An ADHD student wants nothing more than

to be accepted by others (Nowacek and Mamlin, 2007).

It's a great idea to have a copy of these techniques handy, even laminated, to reference them quickly when just beginning to teach a student with ADHD.

Note

user.cybrzn.com/kenyonck/add/teaching_tips.html

Teaching Tips For Those Working With ADHD Kids

Dawn Hogan, a 2nd grade teacher from Connecticut, has a fantastic website for teachers. Her first hand experience and knowledge are priceless.

This is a must see!

Final Thoughts

As learned in this article, there is no magic pill or ointment to make the symptoms of ADHD disappear. The teacher needs to be able to face this adversity with a smile, words of support and determination. A deep connection with the ADHD student along with both behavior and classroom modifications are more likely to result in a stimulating and positive educational experience. Teamwork involving teachers, the ADHD student, parents, fellow students and administration is the only way to help combat the diagnosis of ADHD. Students who are ADHD must be taught not just from a book, but they also need to hear they are special and discover that their differences are okay. The success rate for ADHD students depends on the teacher, the teacher's attitude, classroom tips and techniques being used, and their knowledge and comfort level of behavior modification involving *both* positive and negative reinforcements.

Exercise 5.2.1

1. During the first few days of school, it is imperative that the teacher do which of the following:

A. Let the student know the teacher rules the classroom with an iron fist.

B. Allow the student to choose what rules are best for him or her.

C. Make sure the student knows the teacher would like him or her transferred to another classroom.

D. Discuss with the student what rewards work best for him or her.

2. What two types of approaches are the most effective for teachers when dealing with an ADHD student:

A. Don't be too firm and only give hugs as a reward.

B. Behavior modification and classroom modification.

C. Corporal punishment and expulsion.

D. Discipline *every* misbehavior the student does and not allow any recess.

3. When an ADHD student is completing a task it is best to do the following:

A. Insist he or she must hurry so the teacher can stay on task.

B. Have the teacher divide the task into sub-units or chunks so finality is obtainable.

C. Help the student with the answers because it make the teacher look better to have higher student grades.

D. Tell the other students in the classroom there will be no recess if the ADHD student does not finish in time.

4. Mrs. Williams is the teacher in a classroom with an ADHD student named Hayden. She is trying a new class behavior program

by flipping of green, yellow, and red cards. Which choice best describes Mrs. Williams?

A. Ready to retire and fed up.

B. Utilizing positive reinforcement and appropriate classroom techniques.

C. She is known as the school's yeller and the staff is afraid of approaching her.

D. Begging to get rid of the ADHD student so she can enjoy the rest of the year.

5. Mrs. Williams notices that Hayden has not made a connection with the class and she is concerned. How might she ease him into a group scenario?

A. Pair him with another ADHD student who might better understand his feelings.

B. Allow for more time to pass hoping eventually the class will grow to accept him.

C. Be more flexible with groups and begin to show the class she accepts him and has a connection with him.

D. Talk about the situation with other teachers in the employee lounge.

Answer

1. D
2. B
3. B
4. B
5. C

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5.3: How can we teach English language learners? 5.3: How can we teach English language learners?Edit Update titlecancel

By: Tatiana Torres

Teaching English Language Learners can be a very difficult task without any understanding of the issue. However, with the proper knowledge of successful methods and approaches to the matter, it can be a very successful and rewarding experience. There are many different ideas of how to make an experience of teaching ELLs (English Language Learners) a positive one. The main idea to keep in mind is that every situation is different and different people respond well to different things, so there is no right or wrong way to handle English Language Learners. There are however, a few main ideas that have been popularly used throughout diverse classrooms and have had successful end results.

Helping ELLs Understand the Teacher

It is very commonly said to keep your ELLs in mind when speaking to the class and making special adjustments to the way you speak to make it a little easier on the ELLs to understand basic directions, along with providing additional assistance where it is needed apart from class lecture. The idea is not to single an English Language Learner out from their group of fellow classmates, but rather, allow them to build relationships with the teacher as well as with their classmates by giving them the help that they need on a more personal level. “Diverse children should be part of a learning community where people acknowledge, help, and support one another”.i Using lots of visual aids when teaching ELLs makes their learning easier because it gets rid of the language barrier. Other helpful strategies include activities that are hands on, giving the students the option of participating when they feel comfortable, and understanding that time is needed to master a new language.

Note

“Use visual cues such as posters, overhead pictures, slide shows, videos, and illustrated books. Use active methods of learning such as games, skits, songs, partner interviews and structured conversation with classmates”.

Alienation

When English Language Learners are put into an environment where they are at a disadvantage because of the language barrier along with a serious culture shock with being in a completely different country that has numerous differences in culture norms, ELLs can become very alienated and depressed.i “Many children are made fun of when they try to speak English and also when they speak their native language; so they end up silent and withdraw from participation. This further interferes with their learning and achievement.”iii This problem can be avoided by making all of the students culturally understanding. Another approach to helping this problem is to seat students with similar backgrounds near each other so they can help each other with instructions and understanding. It is also important to make sure that the English Language Learners culturally understand proper classroom behavior such as when it is appropriate to speak and when it is appropriate to sit and listen. Other cultures may have different norms in this environment and could cause the student to be embarrassed in front of their peers if the difference is not properly understood.

Usage of Translators

The aid of translators can be very useful in a classroom with numerous students that speak the same foreign language. This can be used in communication with non-English speaking parents. In a note going home to the parents, the translator can be used to translate the note into the parents’ language so that foreign parents can also be involved in their children’s school lives and are not less involved because of the language barrier. This is an example where it is also important to remember that parents can also feel alienated and depressed from the same struggles that their children have with a language barrier. However, it is not safe to assume that all of the non-English speaking parents always want to speak in their native language, some parents may be offended by this since they are trying to learn how to speak English and want to practice speaking English as much as they can. It is important to get to know each of the parents and know their preference with speaking and adjust to that in proper manner. If a teacher shows the effort to learn the ELLs native language as well that could be a very flattering and rewarding experience for both the ELL student and their parents. It is easier to have a productive and positive environment in a classroom if everyone is happy and comfortable with the each other; this includes parents of the students.

It is very important for teachers of English Language Learners to remember that their students have a different cultural background then the rest of the class. Good ways to make that factor a positive learning opportunity is to allow the students to do learning activities where they learn about different cultures around the world, including the ones of their classmates.

Note

"Plan assignments that bring student's cultures, families, languages, and experiences front and center".

Cultural Differences

It is recommended that teachers use questions frequently throughout a lesson. Doing this offers ELLs the chance to use English and a chance for the teacher to assess the English Language Learner's grasp on the information that is being presented to them. "…Teachers must know the stages of language acquisition and be able to determine what stage each ELL is in…By knowing the stages of language acquisition and stage-appropriate questions, a teacher can engage students at the correct level of discourse".iv It is important as the teacher to make yourself familiar with the students background. Learning about the students culture will not only make you more aware of the student but will also show the student that you care. Because ELL students feel like outcasts this could help stop that feeling of complete isolation. More importantly, "students whose native culture is valued have a greater sense of self-worth and higher academic achievement". vi

Things To Remember

There are general standards schools have that can help teachers stay on track of keeping an equal learning environment, which may be forgotten with the challenge of teaching English Language Learners. There must be a supportive, as well as challenging atmosphere in the school. There must be strong instructional leadership in the school. It is necessary to have a special learning environment that tends to the needs of all of the students according to the differences in their needs. There must be a curriculum that balances both basic and higher-order skills. There must be instructional strategies that help understanding of material being learned along with being able to practice those skills. And family involvement to build a strong environment between the home and the school.v

To sum up, teaching English Language Learners is not just a job for ESL (English as a second language) teachers to deal with. Although the aid of ESL teachers and translators can be very helpful when teaching ELLs, a teacher cannot depend on them solely, there are other factors that can and will affect their classroom as well. Therefore, it is key for the teacher to try not just one approach, but several approaches, because each classroom is different as well as each student. What works for most of the classroom may not work for one particular ELL individual, leaving them feeling alienated. Teachers can even get creative and try their own approach they think may work. The idea is to just keep trying until the right one is found and the whole class is happy and able to learn properly.

Exercise 5.3.1

1. Juana, an ELL student in your class, has suddenly become extremely quiet. When spoken to, she avoids responding, and when she does respond, she talks very quietly. However, it is noticed that this behavior is only in school; her family has not seen any change in her behavior. What is the most likely cause for Juana's change in behavior in the classroom?

a. Juana does not like the curriculum and is rebelling.

b. Juana doesn't like the teacher and doesn't want to talk as a result.

c. Juana has misunderstood the culture and thinks that silence is the appropriate behavior in school.

d. Juana is being made fun of by her peers when she speaks and is feeling alienated as a result.

2. What is a good way to open students' minds to other cultures?

a. Give them candy each time they ask someone of another culture about their culture.

b. Have them do projects on other cultures.

c. Tell them to go on vacation to another country.

d. Write a letter to their parents asking them to expose them more to other cultures.

3. It is time for parent-teacher night and while half of your class is Hispanic, you don't know if their parents speak any English. What is the best approach in order to make them comfortable with talking to you, while not offending them by assuming that they don't know how to speak any English?

a. Hire a translator to translate a letter that is being sent home to the parents asking if any special accommodations need to be made for anyone.

b. Ask the ELL students if their parents speak any English.

c. Tell the ELL students to come with their parents so that they can translate.

d. Just hope that everything goes well.

4. Why are general school standards important to remember when teaching ELLs?

a. It makes learning easier on students coming from different backgrounds.

b. They can keep the teacher on track when a special situation starts taking them in other directions.

c. They keep other teachers on the same level of expertise.

d. They are easy solutions to problems with parents.

5. Why do visual aids help with teaching ELLs?

a. Visuals help with understanding of words they don't know.

b. Just as with regular students, some ELLs are visual learners, so giving them visuals helps them learn better.

c. Visuals give them some distraction from the language that they do not understand.

d. Visuals help get their minds working.

Answer

1. D
2. B
3. A
4. B
5. A

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5.4: How can we be culturally responsive in our teaching? 5.4: How can we be culturally responsive in our teaching?Edit Update titlecancel

by Jenny Pennington

Learning Objectives

- The reader should be able to identify how Culturally Responsive Teaching can be integrated into the classroom
- The reader should be able to recognize examples of different cultural norms that may conflict with standard classroom behavior
- The reader should be able to understand how typical teacher candidate training may create culturally insular educators

The Increasing Need for Cultural Response

As our nation's cultural diversity continues to evolve, teachers are finding it necessary to adapt their mindset and lesson plans to accommodate students with varying cultural identities and experiences. A common phrase for helping students from different backgrounds adapt to each other is building a cultural bridge. According to the "InTime: Integrating New Technologies Into the Methods of Education" (2002) website, teachers can become proactive in combining "academic abstractions" and "lived sociocultural realities" through Culturally Responsive Teaching (CRT). Today's teachers have a greater responsibility to address the growing "melting pot" of students in their classrooms and to adapt lesson plans to respect the varying cultural identities of a heterogeneous group.

Note

Noted scholar Gay describes Culturally Responsive Teaching as "Validating, Comprehensive, Multidimensional, Empowering, Transformative, and Emancipatory" (as cited in Edwards and Kuhlman, 2007)

What Is It?

Culturally Responsive Teaching is "using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them" ("Intime" par. 1). Being mindful of this type of teaching requires "teach[ing] to and through the strengths of students" ("InTime", 2002, para. 1) by using "multicultural information, resources, and materials in all subjects" (para. 1).

Some characteristics of Culturally Responsive Teaching include:

- "Acknowledg[ing] the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum
- Us[ing] a wide variety of instructional strategies that are connected to different learning styles
- Teach[ing] students to know and praise their own and each others' cultural heritages" ("InTime", 2002, para. 2).

How CRT Affects Teachers

Noted and oft-cited scholar in CRT studies, Gay contends teachers tend to be "culturally insular" (as cited in Edwards and Kuhlman, 2007, para. 3), or narrow-minded, and can learn how to use CRT as a "means for releasing the potential of ethnically diverse students by exploring both the academic and psychosocial abilities of the students" (para. 3). Gay finds teachers "often focus on what their students 'don't have and can't do' while claiming cultural neutrality, believing that their own personal experiences are normal" (para. 6). Furthermore, Gay explains the reason behind this mentality is that teacher candidates begin their teaching careers "with little preparation for working with children who differ from them racially, culturally, and economically" (para. 7). Obviously, Gay's stance is not true of all teachers and their training. Yet it is worth questioning if teaching in an area where students' backgrounds are similar to each other or similar to the teacher is the fault of either. It is hard to imagine anyone disputing the need for cultural sensitivity whether students experience different cultures firsthand or study them in class. Barnes (2006) notes in her article "Preparing Preservice Teachers to Teach in a Culturally Responsive Way" that the "teaching force remains homogenous—predominantly white, female, and middle class" (para. 1). The perception that the teaching force is not heterogeneous highlights a larger issue that isn't addressed here, but the idea that those who typically choose to enter the teacher profession exhibit similar traits certainly does not mean the teachers are doomed to complacency in their lessons or apathy toward

their students. There may be a “cultural discontinuity” between teacher and student (para. 1), but it can be inferred that as the diversity in our population increases, it will be evident among teaching staff, not just students. Diversity is more apparent in urban school settings; however, research indicates that teachers across the nation train through “curricula historically grounded in Euro centric traditional styles of pedagogy” (Barnes, 2006, para. 1). Therefore, until the teacher training curriculum reflects an understanding of different cultures (i.e. reading literature from authors with more diverse backgrounds), new teachers may have to adopt the practice that how they teach is not how they were taught. Respecting and having a passionate curiosity in each other's cultures are ways to break the perceived disconnect in the teacher-student relationship.

Another factor that may account for a lack of Culturally Responsive Teaching in the past is the common “fostering” of individualism in U.S. school systems (Rothstein-Fisch, Greendfield, and Trumbull, 1999, p. 64), which “emphasizes information disengaged from its social context” (p. 64). Educators may recognize collectivistic values in some students, or values that “emphasize the interdependence of family members” (p. 64). Teachers see collectivism in students who tend to join or help others in a task so that they are “contribut[ing] to the success of any group they belong to” (p. 64). Collectivism may also account for students who relate school-based instruction to stories told in their home instead of discussing learned information in more “scientific language” (p. 66). Rothstein-Fisch, Greenfield, and Trumbull (1999) suggest that as part of “advocating cultural sensitivity [. . .] teachers recognize their own practices as cultural in origin rather than as simply the ‘right way’ to do things” (p. 66). Acknowledging cultural differences and how they affect learning is akin to the need to realize that everyone has an accent—everyone has a culture and we all should respect that if we wish to address the needs of all our students.

In “Cultural and Academic Excellence Leaves No Child Behind,” Stickney (2003) states that “[e]ffective educators understand the verbal and nonverbal communication styles of cultures other than their own” (para. 6). Cultural norms may dictate students perform or react in ways anathema to what teachers expect, which is using “eye contact, tak[ing] turns, speak[ing] one at a time, and us[ing] body language that shows they are being attentive” (para. 6). One example of this perceived deviation is in African American cultures in which students “sometimes use call-and-response banter when communicating (a self-explanatory practice in which someone speaks and another replies = banter), [in] Latino cultures [when students] at times talk along with speakers to show support for what is being said, and [in] Hawaiian cultures [when students] communicate more effectively by storytelling than by quick replies” (para. 6). Teachers will need to research the cultural norms of their students—such norms are far too varied and complex to be summarized here, and new norms may emerge each year as new students enter our classrooms. In general, students’ behavior in classrooms will “depend upon cultural norms regarding what is polite or respectful, [even] culturally accepted gender roles” (para. 7). If one is to incorporate cultural sensitivity in his or her teaching, “lesson plans need to blend information on how students can become comfortable with American culture with ways that other students can become culturally responsive to members of diverse cultures” (para. 7). As the U.S. population diversifies, an inspiring definition of American culture will be just that—diversity, the idea of the "melting pot" becoming a lived reality in more and more places.

Note

Ladson-Billings (Education Alliance, 2009) contends that Culturally Responsive Teaching is "an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes."

What Can CRT Do?

CRT can capitalize on cooperative learning ("InTime", 2009, para. 11) as students “become social critics” (para. 10) with “more caring, concerned, and humane interpersonal skills” (para. 12). Students can benefit from CRT by gaining a “better understanding of interconnections among individual, local, national, ethnic, global, and human identities” as well as “acceptance of knowledge as something to be continuously shared, critiqued, revised, and renewed” (para. 12). "The Knowledge Loom" (2009), a site created by the Education Alliance at Brown University, maintains CRT is “premised on the idea that culture is central to student learning” (para. 1), and also suggests CRT is a means to “recognize, respect, and use students’ identities and backgrounds as meaningful sources for creating optimal learning environments” (para. 1). One can deduce that the CRT concept negates the groundbreaking notion that students’ minds are a blank slate, or tabula rosa ("The Knowledge Loom", 2009, para. 4), since background and experience are integral factors in the learning environment—and can provide richer learning experiences for student and teacher.

In the Classroom

The premise of a learning community can come to fruition in a culturally responsive classroom. Since CRT can expand to all subjects, teachers can collaborate to make students’ experiences multidimensional through: “curriculum content, learning context,

classroom climate, student-teacher relationships, instructional techniques, and performance assessments" ("InTime", 2009, para. 6). In fact, teachers of varied subjects like language arts, science, social studies, and music can collaborate "in teaching a single cultural concept, such as protest" (para. 6). Cooperative learning lends itself not just to student groups but to a group of teachers who can work together to strengthen cultural understanding.

CRT and NCLB

A strong correlation between the No Child Left Behind act and Culturally Responsive Teaching is the result of higher test scores because "educators' integration of cultural nuances and acceptance of different cultural communication styles in classrooms positively correlate with improvements in time on task, attending behaviors, participation in classroom dialogue, concept mastery, recall of factual information with greater accuracy, and more student enthusiasm and confidence in learning" (Stickney, 2003, para. 4). Proponents of the NCLB act promote CRT since they consider "students from less dominant cultures [. . .] to be at particular risk for school failure" (para. 1). Cooperative learning through students working in groups helps students get to know each other's backgrounds while working together to complete a task or meet a goal. If anyone can argue against a student feeling accepted into a diverse group, it may be from a homeogenous mindset a la speaking in Standard English or all people using/speaking the same language.

Conclusion

Studies of Culturally Responsive Teaching indicate that teachers' "perceptions of culturally relevant teaching varie[s]" (Edwards and Kuhlman, 2007, para. 27), but one can integrate CRT in the classroom in the same vein one works with students "who may have emotional and physical problems" (para. 28)—i.e., by continuing to acknowledge and accommodate diversity among student populations. Edwards and Kuhlman (2007) urge teachers to "know that the process of becoming a culturally responsive teacher is nurtured by living, experimenting, traveling, and reading" (para. 28). Combining teachers' knowledge of different cultural norms with classroom application creates an "opportunity to insert education into culture rather than culture into education" (para. 11). Imagine a classroom in which the teacher and student stir who they are, where they come from, and what they believe into the collective pot, creating a respectful school culture where diversity is the accepted norm.

? Exercise 5.4.1

1. What is a proven benefit of culturally responsive teaching as it relates to the No Child Left Behind act?

A. great cultural diversity

B. call and response system

C. increased student productivity

D. higher test scores

2. A student who decides to help another student in a task such as cleaning a chalkboard is participating in what norm for certain cultures?

A. Serving others before self

B. Possessive personality

C. Collectivism

D. Accepted gender norms

3. A secondary school English course instructor incorporates materials from the standard literary canon of typically white, male authors. The instructor's teacher training probably stems from what focus?

A. Euro-centric

B. Collectivism

C. Culturally responsive

D. Multicultural

4. The season of Spring is fast approaching. How might teachers of different subjects collaborate to create a learning community for elementary age children studying the season?

A. The teachers join the students outside on the first sunny day for field day sports.

B. The history, art, and physical education teachers create a lesson to teach students about May Day.

C. The school has a fundraiser selling flower bulbs to the community.

D. The Easter bunny visits students and hands out candy during lunch.

Answer

1. D
2. C
3. A
4. B

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5.5: How can we be sensitive to gender issues? 5.5: How can we be sensitive to gender issues?Edit Update titlecancel

Learning Objectives

By reading this article, the student should be able to:

1) Identify the general developmental differences between boys and girls

2) Describe how to create an classroom that is fair to both genders

3) Explain Title IX and the push for women's equality in education

4) Understand the debate over single-sex schooling

Gender Differences and Teaching to Both Genders

The vast majority of public educators will spend their careers in co-educational classrooms. As a result, they get to observe firsthand how "boys and girls create very distinct cultures" (Kommer, 2006, sect. 1, para. 4). The challenge for these teachers is to create a learning environment that is both fair and equal, taking into account differences in gender.

Boys and girls do differ, both socially and intellectually. Generally speaking, boys are more physical and more competitive than girls (Kommer, 2006). They like to move around a lot and learn through "exploratory play" (Geist & King, 2008, No. 5, para. 1). They often enjoy challenges where they can compete individually to see who is "the best" (Geist & King). Girls tend to be less physical – they often find it easier to sit still – and they focus more on cooperation and collaboration (Kommer). Girls are more likely to put the needs of the group first (Geist & King).

If teachers wish to teach both genders effectively, they must learn to use methods that incorporate both competition and cooperation (Geist & King, 2008). They should create both individual and group projects for students. They must also encourage physical exploration, since so many boys are kinesthetic learners (Geist & King).

Teachers must also understand male and female brain development and difference. Although the two genders are essentially equal in intelligence (Raymond, 2008), they are hard-wired for learning differently. Girls tend to use both hemispheres of their brain, while boys are predominantly right-brained (Kommer, 2006). As result, girls tend to excel verbal tasks like language and reading, while boys tend to excel in spatial activities like "mathematics, graphs and maps" (Kommer, sect. 2, para. 7).

Teachers can help close learning gaps by helping students learn language and math in their own ways: for instance, girls may do better by learning math "verbally," as in having math problems presented in the form of word problems. On the other hand, boys may find it easier to earn language skills "spatially," such as by means of charts or graphs (Geist & King, 2008). In any event, teachers can draft problems or assignments that can be solved or completed in different ways (Geist & King). This makes it easier for both boys and girls to learn.

As Kommer notes, "Girls mature more quickly than boys" (2006, sect. 2, para. 3). As a result, boys' language skills, fine motor skills, and handwriting skills take a bit more time to develop (Tyre, 2006). This is not to say that girls are inherently "better" than boys – boys eventually fully catch up with girls (Geist and King, 2008). But it is important for teachers to understand that boys and girls mature on different timetables.

The differences between boy and girls become magnified with age. At the middle school level, children "begin to explore gender roles" (Kommer, 2006, sect. 1, para. 3). Boys feel pressed by society to control their emotions, while girls become more in tune with their seemingly innate "emotional intelligence" (Kommer). Girls are still, of course, maturing more quickly than boys. The onset of puberty arrives sooner; hormones, such as progesterone, help girls develop bonding tendencies (Kommer). Boys soon experience an upsurge in testosterone which is a double-edged sword: while possibly making boys more confident, it can also cause them to engage in risky behaviors (Kommer).

Because their brains mature more quickly, middle-school girls "process information faster" and more accurately than middle-school boys on timed tests (Tyre, 2006, para. 17). Although boys eventually catch up with girls in this respect, it is important for teachers to be aware of this important developmental difference (Tyre). Teachers can, for instance, make sure they are giving students of both genders enough time to finish assignments, especially timed tests.

Although they are outpacing boys in terms of maturity, girls in middle school experience a sudden drop-off in their levels of confidence (Kommer, 2006). It is vastly important that girls of this age be encouraged to keep developing their skills in math and science, since women tend to be underrepresented in these fields.

During adolescence, both boys and girls begin to care deeply about how the opposite sex perceives them, and a cult of appearance or personal beauty develops (Kommer, 2006). Kommer proposes that students of this age be educated in “media literacy,” so they may combat unrealistic media portrayals of how they should look, or how thin they should be. In this way, schools may actually reduce the incidence of eating disorders and body image disorders, which affect boys as well as girls.



Figure 5.5.1: The teacher is new this year. She boards for $7.50 a week, receives an annual salary of $800. Most such teachers don't stay on since if they are well qualified, they can get better paying jobs elsewhere. (Public Domain, USDA, Wikimedia)

Title IX and Fighting for Gender Parity

In 1972, in response to the civil rights movement, Congress passed the law commonly known as Title IX ("Title IX Legal Manual"). This law stipulates that any school receiving federal funds must allow equal access to educational programs. Although Title IX is most often associated with athletics, because it is written so broadly, it actually paved the way for many improvements in women’s status in academics ("Achieving Success Under Title IX"; *Title IX - Gender Equity in Education*). It is important to remember that Title IX protects both sexes from discrimination. According to the American Civil Liberties Union, “Title IX benefits both males and females and is the lynchpin of thirty-five years of efforts to promote and establish gender equity in schools” ("Title IX – Gender Equity in Education", para. 1).

Despite the progress initiated by Title IX, many educators still felt women and girls were feeling the pangs of discrimination. In 1992, the American Association of University Women (AAUW) published a major study titled *How Schools Shortchange Girls*. This study shed light of the ways in which schools consciously or unconsciously discriminated against girls. Among other things, the study noted how girls were often stereotyped or neglected by the educational system. The study claims that curricula and tests were sometimes even biased in favor of males ("How Schools Shortchange Girls"). At times, females are also victims of sexual harassment in schools, which can cause a huge disruption in the learning process("How Schools Shortchange Girls").

How Schools Shortchange Girls elicited national attention and action. However, a popular backlash has recently begun to develop. According to Thomas (2008, para. 7), “In recent years, a number of critics have said that attempts to achieve greater gender equity [are] producing unintended negative effects on boys." In other words, boys may be the ones getting shortchanged now. Boys are now deemed more likely to exhibit behavior problems and to need remedial assistance (Kommer, 2006). Although groups like the AAUW still contend that girls’ advances have not come "at the expense of boys," many feel it would be wise to bolster our support of boys (Thomas, para. 1; Tyre, 2006). We can do this by incorporating methods that specifically appeal to boys: kinesthetic learning, visual learning, and competitive learning.

The Debate Over Single-Sex Schooling

In the wake of the so-called “gender wars,” a new idea has recently come into play: the concept of single-sex schooling. The rewriting of Title IX in 2006 approved the creation of single-sex public schools. In the past, co-educational schools were seen as

"more socially appropriate, liberating, and enlightened" (Meyer, 2008, sect. 2, para. 5). The co-educational movement of the 1960s and 1970s vastly improved opportunities for female students, offering them entry into previously closed prestigious institutions (Meyer).

Nowadays, many Americans have come to believe that single-sex classrooms can still be fair and equal for both sexes. In fact, they claim that such students in such classrooms do better because there are fewer distractions, meaning that students can focus more on the material, and because teachers can "[address] gender differences in learning" (Meyer, 2008, sect. 5, para. 2). Rather than catering to both genders at once, a teacher can tailor the instruction for one gender only.

Critics of single-sex classrooms claim that they do not adequately prepare students for the real world. After all, as Kommer notes, "[W]e do not live in a gender segregated world" (2006, Section 1, para. 10). Critics also claim that single-sex classrooms actually undermine the accomplishments of Title IX by making education unequal. (In their view, separate cannot be equal.)

The debate over single-sex classroom will continue to rage. What is clear is that the research about its effectiveness is still not sufficient (Salomone, 2006). In effect, single-sex schooling is still experimental. It remains to be seen whether it should be something implemented on a broader basis.



Figure 5.5.2: Japanese school girls (CC-BY, l'interdit, flickr)

In Brief

Within the last century, education has come a long way towards achieving gender equality. It is important that teachers understand the many differences between boys and girls, but children should still be treated as individuals. Gender differences should be recognized as general truths, not specific truths that apply to all children across the board.

In a co-educational classroom, the needs of boys and girls should be balanced. Single sex classrooms remain an interesting option for promoting fairness and teaching specifically to each gender, although critics contend there can be no equality between separate institutions. Only time and further research will prove whether single-sex schooling is in fact superior.

What is fair to say is that all teachers strive for equality and wish the best for their students, whether male or female. Getting there is the hard part.

? Exercise 5.5.1

Girls tend to be more:

(a) Focused on leaning by physical activity

(b) Focused on group collaboration

(c) Focused on classroom competition

(d) Focused on spatial problem-solving

A teacher who encourages "exploratory play" in his or her classroom is:

(a) eliminating the need for separate physical education classes

(b) violating the federal law commonly known as Title IX

(c) supporting single-sex education

(d) creating a gender-affirming classroom that aids many boys who are kinesthetic learners

Bill is an 11th grade student in Virginia. Bill has noticed that the boys' locker room is old and decrepit, while the girls' locker room has been recently remodeled and outfitted with better equipment. Bill soon learns the school has no plans to upgrade the boys' locker room. Bill's school is most likely violating:

(a) the law passed in 1972 known as Title IX

(b) the student's right to free speech

(c) the business code of ethics

(d) the American's With Disabilities Act of 1990

Marsha is a middle school teacher who sees many of her students struggling with eating disorders and unhealthy body images. What could Marsha do to help these students?

(a) propose the school offer a mandatory course in "media literacy"

(b) propose the school make its physical education program more rigorous

(c) suggest that these students start to bring their own lunches

(d) suggest that the school buy a new candy machine

Answer

1) b

2) d

3) a

4) a

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5.6: How does code-switching come into play in the classroom? 5.6: How does code-switching come into play in the classroom?Edit Update titlecancel

Written By: Trenice Durio

Learning Objectives

Upon reading this article, the reader will be able:

1.) To know the three types of code-switching: borrowing, calque, and intersentential.

2.) To use strategies/ activities to increase their students' abilities to code-switch effectively.

3.) To recognize the negative and positive aspects of code-switching.

What is Code-Switching?

Note

Definitions of Code-Switching

“consciously modifying speech to slip from one culture to another.”

(Haddock, 2008)

“change from lexical register to another”

(McCoy, 2006, p. 24)

“Shift in language that is guided by a shift in context”

(Knestrict & Schoensteadt, 2005, p. 177)

“use of complete sentences, phrases, and borrowed words from another language”

(Hughes, Shaunessy, and Brice, 2006, p. 8)

Code switching is the ability to recognize that different scenarios require a change in speech among multilingual groups. A person must identify that a change in a social situation has occurred in order to switch codes. Codes refer to different contexts of speech, such as formal vs. informal language or Spanish vs. English. Students who are bilingual or who come from different cultural backgrounds are noted for their ability to code switch. Since standard English is not their primary language, it takes these students added efforts to speak according to the standard Some are able to code switch fluently from one language to another, while some are unable to switch back and forth with ease. Unless a proper understanding of when and how to code switch is attained by the student, a lack of understanding will sometimes translate to a lack of knowledge. (Wheeler, 2008) For African-American students this lack of knowledge means “persistent over-representation in special education and remedial basic skills classes to under-representation in honor classes, to lagging SAT scores, to low high school graduation rates” (Wheeler, 2008).

Types of Code-Switching

There are three types of code-switching: borrowing, calque, and intersentential. The first type refers to using words from the secondary language in the same grammatical format, but words unavailable in the primary language (Hughes et al., 2006). Calque is literally translating a phrase without regard to proper context (Hughes et al., 2006). Third, intersentential is inserting an entire phrase from the secondary language into a conversation using the other language (Hughes et al., 2006). All types refer to switching back and forth from one language to another to communicate to others based on the situation.

Note

Types of Code-Switching

Borrowing: Saying "Bueno bye" (Spanish and English) instead of "Goodbye" (English) or "Buenos dias" (Spanish)

Calque: Saying "El lote deparquear" (Improper Spanish Translation) instead of "Parking lot" (English) or "Campo de estacionamiento" (Proper Spanish Translation)

Intersentential: Saying "Sientense, students" (Spanish and English) instead of "Sit down, students" (English) or "Sientense estudiantes" (Spanish)

Code-Switching As A Valuable Tool

For bilingual speakers, code-switching is a valuable tool for various reasons. It offers another language to use when words in the primary language are insufficient due to the speaker or listener's limited English proficiency (Hughes et al., 2006). Since code-switching is motivated by situations, the speaker may use it to identify with a particular group of people (Hughes et al., 2006). Also, it can be a sociolinguistic tool, used for clarification, emphasis, separation from feelings, and achievement of a dramatic effect(Hughes et al., 2006). By giving the speaker more ways in which to communicate, code-switching is a useful tool in the bilingual community.

Code-Switching As a Negative Tool

Although code-switching can add to a student's toolbox, it can also be a sign of delay in language ability. Bilingualism can be viewed as either a subtractive or an additive language process. Subtractive refers to increasing the fluency and vocabulary in one language while the ability in the other decreases(Hughes et al., 2006). Therefore, this process involves the replacement of one language for the other. The additive process is when the speaker holds on to the knowledge of the first language and adds on the skills of the second language(Hughes et al., 2006). Some people view code-switching as negative because they view it from the subtractive perspective, believing that the addition of a second language shows lack of knowledge. Also, a bias of which language is inserted into English is evident. For example, if a French phrase such as "je ne sais quoi" is used it shows academic achievement, while Spanish phrases such as "adios" signifies a lower status (Hughes et al., 2006). If a language is not used at a proper time or place, a student's ability to communicate effectively may be misunderstood.

They're Not Speaking Incorrectly!

A child says to his teacher, "I be doing my homework" or "Hola! How are you?" These examples both represent using vernacular language in an improper setting or lack of code switching (Wheeler, 2008). Teachers often identify this as speaking incorrect standard English. However, these students are not in fact making errors, but are simply speaking in their vernacular language. They were not attempting to communicate in Standard English, therefore the problem does not lie in correcting their speech, but teaching students an alternative means of communication (Wheeler, 2008). By knowing the focus of education, teachers are able to more effectively meet the students' educational needs. To help teachers meet the needs of struggling students, Rebecca S. Wheeler designed a three-step strategy, including: Scientific Inquiry, Comparison and Contrast, and Code-Switching as Metacognition (2008). The first step, Scientific Inquiry, is to build a code-switching chart identifying grammar patterns in the student's writings. The chart is divided into five sections: examine sentences, seek patterns, define the pattern, test the hypothesis, and write informal English pattern. This step identifies the area of struggle for students and the pattern they use in informal language. For example, instead of using "owner + 's + what is owned" (i.e. Leon's ball) as in formal language, students may use "owner + what is used" (i.e. Leon ball) in their informal language (Wheeler, 2008, p. 56). After the pattern is defined, the next step, is to compare and contrast the Formal English with Informal English, using the chart. Now, the students can visually and audibly know the difference between the two forms of language. Lastly, in Code-Switching as Metacognition, the child practices code switching between the two. Students will identify the appropriate language for a given setting. Students can understand the two choices of formal and informal language and know the appropriate time to use each. (Wheeler, 2008) By giving students an alternative form of language and not changing their primary form of communication, teachers give students an additional tool in their education toolbox.

From the Perspective of a Teacher

In William McCoy's article, "Helping Students Find A Voice, by Giving Them the Words," a teacher gives a personal account of how he succeeded at teaching 26 "at risk" students how to code-switch effectively. He believes it is the lack of understanding of their expectations and an insufficient academic vocabulary that causes students to fail in school. The first step in using the right words for a given setting is to know the audience (McCoy, 2006). He uses code-switching activities in his class, such as:

- Simulating a job interview with two applicants, one using slang and the other formal language. Through this activity, students understand that the type of language used has a strong impact on other's perceptions of that person (McCoy, 2006).

- Writing a conversation in informal language on the board, and asking students to translate into the language used by professionals, such as a lawyer or professor (McCoy, 2006).

McCoy reports that at the beginning this exercise is a struggle for his students, but with practice their performance improves. After identifying the proper audience for a situation, students are to acknowledge the difference in situations and appropriate word usage. To teach this lesson, McCoy gives them a phrase like “I want some money,” and has them discuss how their speech would differ when robbing someone at a bank, asking for a raise at work, and requesting money from a parent. It is easy to see that each situation merits a different set of words by the speaker. Finally the students can use their knowledge and apply it to writing, focusing on having a purpose for their work. The goal is for the writer to have a thesis, support it with details, and recognize the opposing side's argument. As a result of McCoy’s work, he stated “I was reminded that students can succeed when given the tools and experiences to do so” (McCoy, 2006, p. 25). Without first identifying that students did not possess the skills to succeed, he would not be able to give them the tools needed for success.

Exercise 5.6.1

1. The term code-switching refers to

A. changing your password when you forget it

B. modifying your speech when changing cultures/situations

C. speaking in one language at all times

D. switching from one school to another

2. "Sientense students" is an example of what type of code-switching?

A. Borrowing

B. Calque

C. Intersentential

D. Mixing

3. Identifying that in informal language students will say "Him goes to the store" and in formal language students will say "He goes to the store," is what step of Rebecca S. Wheeler's strategy?

A. Comparison and Contrast

B. Metacognition

C. Scientific Inquiry

D. All of the Above

4. When speaking to the President, which form of language should be used?

A. Foreign language

B. Formal language

C. Informal language

D. Unwritten language

Answer

1.) B

2.) C

3.) A

4.) B

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5.7: What issues do lesbian, gay, bisexual, and transgender students face in the classroom? 5.7: What issues do lesbian, gay, bisexual, and transgender students face in the classroom?Edit Update titlecancel

By Jocelyn Carter

Learning Objectives

Students should be able to:

a) Identify Homophobia in Class.

b) Identify the Importance of incorporating GLBT curriculum in the classroom.

c) Describe strategies for creating a safe classroom for GLBT Students.

Introduction

Human diversity is a normal, natural thing. We teach our kids that it is alright to be different, but we don't tell them how different it is okay to be. Today, the most common place to study differences of the world is in the classroom. If children are to grow up prepared to live in a complex, multicultural society, more issues of diversity need to be discussed in the classroom (Banks 1993). The issue of sexual orientation has become of great importance to today's children. Researchers and Social scientist suggest that 1 to 3 of every 10 students is either gay or lesbian, or has an immediate family member who is (Wood p. 16). This article will focus on homosexuality and homophobia, GLBT students in the classroom, social bias, and what can be done to provide a safe classroom for GLBT students.

Why is "Homophobia" present in the Schools?

Most people would agree that the topic of homophobia carries very negative undertones; I guess that is unless you are homophobic. Homophobia is the fear, dislike, and hatred of same-sex relationships or those who love and are sexually attracted to those of the same sex. It occurs in schools on personal, institutional, and societal levels (Woods p 14). Homophobia is often based on ignorance, because an individual is so closed-minded that they are not willing to educate themselves on something they know nothing about. When Eric Marcus, a homosexual man and author, addressed the question, "What do students learn about homosexuality in elementary school and high school?" his answer was simply stated. "Students learn plenty about homosexuality in school, almost all of it informally, and nearly all of it bad. The first lesson occurs when one child calls another a fag in elementary school cafeteria, and the lesson continue right on through high school, when a group of students decides to torment a theater teacher they think is gay" (Marcus, 1999 p 173)

We are taught when young that being "gay" is bad. You may not even know what the word gay means, but your parents and everyone else around you have already put in your head that it is wrong and not accepted. Everyone is afraid of what they don't know. When you are introduced to something new, it is a natural reaction to be skeptical about it. You hesitate to try it, or you state from the beginning; I know that I am not going to like it. How do we teach students about GLBT related topics? How do we protect our GLBT students in the school?

Why is it important to include GLBT related issues into the curriculum?

Imagine this, Lindsey is sitting in her 4th grade class on the first day of school, and everyone is sharing stories about their families. When it's Lindsey's turn she tells the class that she has two moms because they are lesbians. The class is confused and Megan asks "What is a Lesbian?" What do you do as a teacher? DO you answer the question or ignore it and change the subject? How do you answer this without overstepping your ethical boundaries? When discussing the inclusion of GLBT it is important to understand the diversity in a classroom. There may be students in your class that are already struggling with understanding their own sexual orientation. One report indicated that lesbian, gay, and bisexual students first come to realization of their sexual orientation at age 10(D'Augelli & Hershbeger, 1993) When you put that age into perspective, that child is in the 3rd or 4th grade. People fear the unknown. They fear what they are unfamiliar with. On the issue of homophobia, Kevin Jennings, executive director of the Gay, Lesbian, and Straight Education Network states, " If you really want a long-term solution to homophobia, you'd better start when kids are young, and start teaching very early" (Quinlan, 1999).

Note

"Many of us, particularly in the dark days before the Stonewall riots, remember going into libraries to check for references that would give some validity to the vague stirrings inside us we knew marked us out as different" – Curry

Opposition

There are different reasons why incorporating GLBT issues in the classroom may come result in negative results rather than positive. It may not be the best to bring these issues up with children that are 8 or 9, even though some may already be experiencing a feeling of attraction towards the same sex, and not understand why they feel that way. Teachers could feel great discomfort in speaking about this subject in the classroom. Many parents feel that incorporating GLBT curriculum into the classroom, may cause their child to choose a gay lifestyle. When a teacher raises gay and lesbian issues in the classroom, some students respond with intellectual curiosity, but often the consequences are less positive. Some students: become embarrassed and uncomfortable, become hostile, or even question the teacher's sexuality. A lot of times students tend to make homophobic accusations against other students in the class or against other students and staff within the school (Lipkin 1999). Negative results could come about when GLBT issues are raised in the classroom.

Creating a Safe learning environment for GLBT Students

Everyone is entitled to a safe learning environment, no matter what your sexual orientation is. I think it is important to let the GLBT students know that we care, and that they are not alone. It is the duty of a teacher to keep order and command respect for everyone in their classroom, and I am sure many people sincerely would like to create a safer environment for GLBT students. There are ten suggestions that were compiled by Youth Pride, Inc. that would help with reducing homophobia in your environment:

1. Make no assumption about sexuality.

2. Having something gay-related visible in your office or classroom.

3. Support, normalize and validate student's feelings about their sexuality.

4. Do not advise youth to come out to parents, family and friends as they need to come out at their own safe place.

5. Guarantee confidentiality with students.

6. Challenge homophobia.

7. Combat heterosexism in your classroom.

8. Learn about and refer to community organizations

9. Encourage school administrators to adopt and enforce anti-discrimination policies for their schools or school systems which include sexual orientation

10. Provide role models.

It is important to incorporate this suggestion into the school. GLBT students need to be protected and I think the best way to start that is by educating their classmates and peers on what it means to be GLBT. "Opening these conversations with young children gives us an opportunity to prevent prejudice, discrimination, and violence and to support the lives of all children just as they are" (Chasnoff and Cohen, 1997, p 10)

Conclusion

An estimated 6 to 11 percent of school children have gay or lesbian parents, and another 5 to 9 percent will at some point realize that they are homosexual (Chasnoff and Cohen, 1997). Even with these statistics, schools are still hesitant to include gay or lesbian curriculum into the school. The fact remains that in the present 21st century, gay and lesbians no longer represent a taboo. Students are choosing to come out while still in school, and they are expecting to be accepted. No matter what a student's sexual preference is, they deserve to be able to come to school and feel like they are safe. Whether or not it is the teacher's or school's responsibility to educate students on GLBT issues, is still to be decided. But in the meantime it is of upmost importance that these students are treated with respect and equality.

Exercise 5.7.1

1. Which of the following is NOT a way to reduce homophobia in the classroom?

A. Challenge homophobia

B. Point out all the GLBT students in your classroom and tell the students not to make fun of them.

C. Provide role models

D. Support, normalize and validate student's feelings about their sexuality.

2. What is the definition of Homophobia?

A. Refers to sexual behavior with or attraction to people of the same sex, or to a homosexual orientation.

B. Refers to sexual behavior with or attraction to people of both sexes, or to a bisexual orientation.

C. The fear, dislike, and hatred of same-sex relationships or those who love and are sexually attracted to those of the same sex.

D. To cause harm to those who are not like yourself within sexual preference.

3. Researchers and Social scientist suggest that ___ of every 10 students is either gay or lesbian, or has an immediate family member who is gay?

A. 1 to 3

B. 4 to 6

C. 7 to 10

D. 2 to 4

4. If a teacher hears a student yell out " That is so Gay" how should they respond to the student's outburst?

A. Ignore it.

B. Laugh with the students, because it's not like they called a specific student gay.

C. Take the student to the side and explain to him or her why that is an inappropriate thing to say.

D. Tell the student to go to the principal's office.

Answer

1. B
2. C
3. A
4. C

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5.8: Gifted students can take care of themselves, right? 5.8: Gifted students can take care of themselves, right?Edit Update titlecancel

by Candace Grantz

Introduction

When one hears the phrase "special education," thoughts turn to students with learning disabilities or students who cannot keep up with the pace of the classroom. However, a certain group of special education students is often overlooked. These children are indeed in need of special education but not in the manner to which we are accustomed. These are the gifted students, who, since they do not show traditional signs of academic distress, can be overlooked. Although they are often thought to be relatively self-sustaining in the classroom, gifted students deserve special education to meet their individual needs.

Note

If we were TV sets, some of us would only get five channels. Others are wired for cable (the general population) and some of us (the gifted) are hooked up to a satellite dish. That makes these gifted children capable of making connections that others don't even know exist! Teaching those types of voracious minds in a regular classroom without enhancement is like feeding an elephant one blade of grass at time. You'll starve them. – Elizabeth Meckstroth

Recognizing Gifted Students in a Classroom

Over the years, as the issue of gifted students in the classroom has earned increased attention, the definition of a gifted student has evolved. As author Sandra Manning investigates, in her article "Recognizing Gifted Students: A Practical Guide for Teachers," in the past, the definition of a gifted student has focused on everything from a student's high IQ test scores to a student's exceptional performance in life situations (Manning, Sandra 2006). Now, the popular use of the title "gifted" is for students with a high academic or intellectual ability (Manning 2006). Although Manning admits that definitions of the word "gifted" carry much ambiguity, she asserts that these gifted students exhibit certain characteristics that can be identified by instructors in the classrooms (Manning 2006).

The first group of characteristics that the author examines is the set of "cognitive characteristics of intellectually gifted children," characteristics in how the students think and learn (Manning 2006). According to Manning, gifted students often exhibit strengths in reception, processing, and retention of information (Manning 2006). They possess the ability to comprehend materials at higher levels, and their abstract thinking skills are usually more developed than those of their peers (Manning 2006). Gifted students not only possess stronger abilities to take in information, but they also have the desire to pursue studies in specific areas that interest them (Manning 2006). These students can see connections and relationships between ideas and are creative in their ideas and problem-solving techniques (Manning 2006). Gifted students tend to be high-energy learners, who can focus longer and investigate deeper into a project (Manning 2006).

Manning goes on to address a second aspect of recognizing gifted students in a classroom: the "affective characteristics of intellectually gifted children," behavioral characteristics of the students (Manning 2006). She explains how gifted students often possess a strong desire to share their knowledge with other students (Manning 2006). They tend to be more conscious of the emotions of others, have an unusual sense of humor, and have a stronger sense of self-awareness (Manning 2006). These students also exhibit advanced emotional depth, moral judgment, and ideas of justice (Manning 2006). All of these characteristics are common in gifted students, but that is not to say that every gifted student will exhibit all of these characteristics.

The last group of characteristics that Manning discusses is "characteristics of atypical gifted students", or students who are gifted but whose talents for some reason have not emerged in the traditional manner (Manning 2006). Characteristics of atypical gifted students include logic skills and an ability to understand and utilize analogies, as well as an easily overlooked ability to manipulate a symbol system (Manning 2006). Atypical gifted students can display their abilities in a broader array of subjects, such as creative arts (Manning 2006). Also, these students tend to be adaptive in their families, be capable of taking on leadership or parenting roles in a troubled family, and possess a strong sense of self-worth and pride (Manning 2006).

Special Needs of Gifted Students

Gifted students may ace the tests and boost up the class average on standardized tests, but are their scores true indicators of their academic success and fulfillment of their learning desires? Although their test scores may be high, gifted students have special needs of their own that possibly cannot be met by the day to day runnings of a classroom. In her article, author Karen B. Rogers introduces five "lessons" about the needs of gifted students (Rogers, Karen B. 2007). First, she explains that in order for gifted students' talents to flourish and grow, they need to be presented with a daily challenge that will enhance their particular strength (Rogers 2007). With progressively more difficult challenges, the students will grow intellectually in their areas of strength and will learn to connect old and new ideas (Rogers 2007). Rogers goes on to assert that gifted students need opportunities for independent work pursuing their specific areas of interest (Rogers 2007). Opportunities like that are not easy to create in the structure of a traditional classroom, depriving gifted students of that need. Another great need of gifted students is advanced instruction in a subject area in which they are exceeding (Rogers 2007). They need the opportunity to learn at their own levels; how can a fifth grader who is reading on an eleventh grade level be appropriately challenged in her fifth grade class? In addition to academic needs, Rogers explains that gifted students need opportunities to spend time with other students with abilities similar to theirs (Rogers 2007). This gives the students an opportunity to work with their peers and spend time with students who think how they do. Gifted students sometimes feel isolated because they are different from the other students in the classroom; this gives them a chance to work with students who are similar to them. Lastly, gifted students need to learn at their own pace. Just like any other students, in order to be academically challenged, they need to work at a pace that matches their learning styles and abilities (Rogers 2007). Gifted children tend to learn and retain information at a much quicker rate. If they experience too much down time while the rest of the class is reviewing, they will become bored and lose focus. They too need to learn at their own rate in order to maximize their learning abilities (Rogers 2007). School systems have many different ways of dealing with their gifted students. One of the most popular ways is grade skipping. Sometimes parents think this is appropriate because their child is smart enough to be moved up a grade or two. Other times it’s the school system that feels grade skipping will benefit the child but is this true? Davis and Rimm identify the two major concerns for grade skipping in their Education of the Gifted and Talented book. The first concern is missing critical basic skills. For example “many teachers feel that if a child is not taught an important math or reading skill, he or she will be at a great disadvantage in later grades”(p. 125) The second problem is social adjustment. It is a myth that gifted children are more adjusted socially and emotionally than average students. The truth is gifted students have a harder time adjusting because others do not relate to them.

In the article Differentiation: Asset or Liability for Gifted Education?, Sandra N. Kaplan examines what she sees as the ubiquitous classification of differentiated learning. Kaplan suggests that a rather broad definition and assignment of the term differentiation has posed a potential problem for gifted education. The author implies that because the definitive idea of differentiated learning has “lost its vitality,” its significance to gifted instruction has consequently waned.

Kaplan states that gifted education programs, falling under the scope of differentiated learning, require explicit and unique curriculums that distinguish them from general education studies. She claims that constantly shifting educational practices and their overreaching classification and application of “differentiated” have resulted in the failure to adequately define unique instruction that specifically addresses the needs of the gifted learner. Says Kaplan, “When differentiation is used to justify educational practices that alter the ends or goals of learning rather than the means to these ends, it has the potential to become a deterrent rather than a facilitator to the education of gifted students.” Problems arise, as Kaplan views it, when teachers categorically allot set tasks for the whole of an identified group without the flexibility and options of projects that assist the abilities and weaknesses of the individual student

The Effects of NCLB on the Gifted

Differentiation is strongly emphasized in the educational system, but the gifted student is often overlooked. These students could be the ones that make that marked invention that changes society and need to be challenged to reach their maximum potential. One problem on the horizon is the No Child Left Behind act. Now teachers are so focused on bringing up scores and differentiating to accommodate the struggling child that the gifted student faces no challenges in his environment. School systems are happy with their scores and feel no need to stretch their abilities further. According to an article by Henley, McBride, Milligan and Nichols, there are three significant problems associated with NCLB and the gifted student. First, the gifted students that had little or no attention before are ignored now; secondly, teachers are being taught that they need to focus on bringing the low end students to proficiency and the average to advanced; therefore, the gifted are not even in the consideration. Thirdly, students that had been receiving gifted services were being retained in the classroom for test preparation and basically eliminating any special services

they had been given. It is a great concern for the advanced students to receive little or no formal services due to the emphasis on the lower end child.

Twice Exceptional Students

Some gifted students have additional issues that impede their success. They may be rapid learners who need very little repetition while at the same time they may have a learning disability or physical challenge. These types of learners are known as Twice Exceptional because they sit on both sides of the normal bell curve of students. And it can be a challenge to meet their needs. Educators need to know that these students exist and they must be identified early in order for them to be successful and reach their potential. A young man I know did not learn to read fluently until he was ten years old, in the fourth grade. He said that the letters and words moved around on the page and would not sit still as he tried to read them. He had known all of his letter sounds by the time he entered kindergarten because he was a speech student due to a genetic tongue thrust that caused a mild lisp. Because of this, and the fact that he could remember and recite poems the first time he heard them (a skill that is one of the markers for a reading disability), his learning disability was compensated for by his strengths until he was in the second grade. That was when he was finally identified as having a form of dyslexia, or as stated on his IEP, a nonspecific learning disorder. It is not politically correct to use the term dyslexia on IEPs in the state of California, which is where he was identified. He was and is an excellent listener and could correctly answer all the teacher's questions during group discussions. But he could not read the tests, they had to be read to him by the resource teacher, and he was placed in a pullout program for reading. His IEP has been modified as necessary through the years as his needs have changed. He has progressed from one on one testing assistance to small group testing to full inclusion. He earned a perfect score on his Earth Science SOL as an eighth grade advanced science student. According to Jean Stropp, this young man may be successful because he had support consistently and early in his school career (Stropp, 2002). This young man is now a 16 year old gifted vocalist and musician currently taking 8 high school classes as a dual strand sophomore in a Performing Arts Academy Program in Virginia Beach. Some of his classes are Algebra II/Trig, Chemistry, Academy Orchestra, Comprehensive Musicianship and the advanced academy chorus, Vox Harmonia. According to Stropp, twice exceptional students face many obstacles to success caused by being gifted and having challenges (2002). With early identification, intervention, guidance, and support, these students can become successful and thrive in a high expectations educational environment.

Conclusion

After outlining some of the major concerns regarding educating gifted students, the question arises of how these issues can be addressed. After outlining some of the major concerns regarding educating gifted students, the question arises of how these issues can be addressed. There are some who will suggest that the best solution is advancing the child ahead in grade level, while those who oppose claim that the student will not necessarily be emotionally and developmentally ready for this advance. Others promote grouping students within the grade level by their academic ability, so they will be in classes with their academic peers. The gifted students will be able to cover the standard material more rapidly and have time to further investigate topics of interest to the students. At the same time, the slower learners will be able to take the material at their own pace, avoiding the stress of not keeping up, and students of all levels will have the comfort of a classroom environment with other students at their own levels. Opponents to this idea fear that the slower and average students will feel bad for not being in the gifted class. A third option is to have an extra program in addition to the normal school day for the gifted students. However, this type of program would not be able to meet frequently, being limited to either during the school day, causing the students to miss instructional time, or after school, which eliminates students who do not have transportation. Some schools unfortunately do not offer any type of gifted education program. However, it is doubtful that any school would be permitted to operate without a Special Education program. In conclusion, due to the specific needs of gifted students, it is up to every school system to make proper accommodations for these students to make sure that they, like every other student, reach their full academic and developmental potential.

? Exercise 5.8.1

Clues that a student in your classroom is gifted can emerge in a variety of ways. Choose whether in the following scenarios the student is displaying cognitive, affective, or atypical characteristics of gifted students.

1. Tommy is in fifth grade. He comes from a broken family, living with his father, who works two jobs, and his three younger sisters. He acts as a second parent in the family, getting his sisters ready for school, making breakfast, and taking care of baths and bedtime. He is a strong leader in the classroom, eager to take on classroom chores, and automatically takes on a leadership role in group projects. Tommy's characteristics are:

A. Cognitive

B. Affective

C. Atypicle

2. Michael, a third grader, has a hard time paying attention to his teacher during class. He is rarely disruptive, but he can hardly bring himself to put down his books about outer space. On library days, he heads straight to the science section, and always chooses a book about the planets, stars, or universe, usually well above his grade level. Michael's characteristics are:

A. Cognitive

B. Affective

C. Atypicle

3. A first grader named Emily is very sensitive to the feelings of the other students in her class. She has an unusual ability to think about others' feelings before her own, and is understanding and kind to everyone. She has a quirky sense of humor, and displays her emotions in a very mature way. Emily's characteristics are:

A. Cognitive

B. Affective

C. Atypicle

4. Rachel is a confident, excited fourth grade student. She always brings her su-do-ku books and logic puzzles to school, solving them rapidly during lunch and recess. She is proud of her work, and confident in her own abilities. Rachel's characteristics are:

A. Cognitive

B. Affective

C. Atypicle

5. Suzanne is in fifth grade, but she can understand her eighth grade sister's math homework. She has abstract thinking skills that far surpass those of her classmates. She learns her classroom material as soon as she sees or hears it and absorbs information like a sponge. Suzanne's characteristics are:

A. Cognitive

B. Affective

C. Atypicle

Answer

1: C

2: A

3: B

4: C

5: A

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CHAPTER OVERVIEW

6: Sociological Influences- Economics and Culture

6.1: What is the effect of poverty on learning?
6.2: How do we combat learned helplessness?
6.3: How does racism affect students?
6.4: How do we create safe schools?
6.5: What are the ways in which sex education can be taught?
6.6: What is the influence of peers and youth culture inside and outside the classroom?
6.7: What effect does student mobility have on productivity?

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6.1: What is the effect of poverty on learning? 6.1: What is the effect of poverty on learning?Edit Update titlecancel

By Lauren Mike

Learning Objectives

1.Define Poverty and Glocalization

2.Understand Poverty in America

3.Understand No Child Left Behind Policy

Note

"If all the rich and all of the church people should send their children to the public schools they would feel bound to concentrate their money on improving these schools until they met the highest ideals." Susan B. Anthony

What is Poverty and Glocalization?

Not having a roof over your head or food on the table is not the only poverty in the nation. Poverty also plays a huge role in education. The Merriam – Webster Dictionary defines poverty as the state of one who lacks a usual or socially acceptable amount of money or material possessions. Education and poverty go hand in hand especially throughout different regions of the United States. "Glocalization is a term that was invented in order to emphasize that the globalization of a product is more likely to succeed when the product or service is adapted specifically to each locality or culture it is marketed in (Language Translation, 2006.)" Some parts of the United States of America have better education than other regions because of their location and their poverty level. In the wealthier places, they can get the resources that they need to be able to teach; as for the non-wealthier places it is harder for them to get the same resources to teach effectively and up to date.

Poverty in America

In 2007, the statistics of people in poverty in the United States was 37.3 million. According to LexisNexis Academics the number of the poor was 9.5% in the Midwest region of the United States and 12.5% in the South region of the United States during the year 2000. The south's poverty rate was at the lowest it has ever been. The United States Census Bureau states that the poverty rate during the year 2007 was the lowest rate ever since the year 1959 and those rates of 2007 were the highest than during the year 2000 rates. The percent of poverty for children under the age of 18 was at 18.0% in the year 2007. Robert E. Rector and Kirk A. Johnson, Ph.D stated in Understanding Poverty in America, that the two main reasons why children are poor are because their parents do not work enough or they live in a single family home. They say that only sixteen hours of work a week is the amount that their parents work, which adds up to eight hundred a year. Two-thirds of children are children that are living in single family homes, it is stated that if the parents weren't single then the children would be lifted out of the poverty level (Heritage.Org).

No Child Left Behind Policy

In January 8, 2002, George W. Bush signed No Child Left Behind into the law. "It redefines the federal role in K-12 education and will help close the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents and an emphasis on teaching methods that have been proven to work (ed.gov)" The funding for NCLB is an issue for the schools in the states. Some states have different funding to buy certain materials and even to hire high quality teachers. Most people criticize the funding aspect on NCLB. Susan B. Neuman states her concern with the policy, "In [the most disadvantaged schools] in America, even the most earnest teacher has often given up because they lack every available resource that could possibly make a difference. . . . When we say all children can achieve and then not give them the additional resources … we are creating a fantasy" (Wikipedia). Susan B. Neuman is absolutely correct about not given additional resources. Most school districts throughout the nation are not on the same page with additional resources. Even in the same school districts some of their own schools are not even on the same page with resources.

As a substitute for the City of Virginia Beach, I have experienced it right before my eyes. For example, the funds are low when it comes to textbooks. I went Salem Middle, a school in the Virginia Beach Public School District that issued every student a textbook for the year but when I substituted at Bayside Middle another Virginia Beach Public School, the students informed me that they there are not enough textbooks to issue to each student. Salem Middle School is in a middle class area of Virginia Beach while Bayside Middle School is in a lower area where the is much of section eight housing. So how could the No Child Left Behind Policy work for all the schools in the nation if they are not even on the same page for funding? Some schools cannot even purchase enough textbooks. Glocalization is not effective for the NCLB policy and the education system.

In My Own Opinion

I believe that every school in the United States of America should be on the same page. All of the schools need to have the same resources to teach the students. It is not fair for some students to have a better education than others. Each state should have the same funding no matter if it is a wealthy area or non-wealthy area. When every school has a different funding towards resources and curriculum it is not fair to the student. An example, a student lives in an area that the funding is better towards the material but then has to move to a district in which the funding is horrible. The student has to readjust to that districts material and resources for the student's learning environment. Now the student has to lower their learning standards to meet with the new district. No matter if you're rich or poor everyone is still entitled to the same education and should get the same education.

? Exercise 6.1.1

1. According to LexisNexis Academics, what is the lowest region in poverty?

A) South

B) North

C) Midwest

D) East

2.In the year 2007, how many people in the United States of America are in poverty?

A) 12.5 Thousand

B) 20.8 Million

C) 37.3 Million

D) 14.9 Million

3.If you as a teacher wanted to know what exactly the No Child Left Behind Policy was how would you go about finding out the answer?

A) Google

B) Look up the policy on the governments website

C) Contact you school district/school

D) Both answers B and C

4.Which can be considered living in poverty stated by Robert E. Rector and Kirk A. Johnson, Ph.D.?

A) Having clothes to wear

B) Having food to eat

C) Having cable

D) All of Above

Answer

1. A
2. C
3. D

4. D

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6.2: How do we combat learned helplessness? 6.2: How do we combat learned helplessness?Edit Update titlecancel

By Amy Baker

Learning Objectives

1. Understand what learned helplessness means for students
2. Understand the traits related to learned helplessness
3. Implement some strategies to help with learned helplessness in the classroom

What Is Learned Helplessness?

The bell rang and students began pouring into the classroom, slowly they put away their backpacks and began trickling to their desks amongst all the chatter. Now that they were all seated, we were ready for our morning brain warm ups! Math worksheets were handed out and a sea of whining filled the classroom. “I can’t do this,” “These are all hard problems,” “I give up,” “How do you do these? I don’t know how!”

Before students even have a chance to see what they were working on they feel defeated. This is known as learned helplessness or a psychological condition in which a student “has learned to act or behave helpless in a particular situation, even when they have the power to change their unpleasant or even harmful circumstance" (Seligman, 1975).

Note

“Students who are repeatedly exposed to school failure are particularly at risk for the development of learned helplessness” (Sutherland and Singh, 2004, pg. 172).

Learned helplessness “exists when individuals believe that their own behavior has no influence on consequent events” (Seligman, 1975). Seligman believes this phenomenon is comprised of three different parts “(a) an undermining of one’s motivation to respond; (b) a retardation of one’s ability to learn that responding works; and (c) an emotional disturbance, usually depression or anxiety.”

For students this becomes a vicous cycle since one component can directly affect another and rapidly create a snowball pattern. Typically students are depressed about past failures and “begin to doubt their intellectual abilities, and this leads them to doubt that they can do anything to help overcome their difficulties. They then lessen their achievement efforts, particularly when faced with difficult material, and this leads in turn to continued failure” (Sutherland and Singh, 2004, pg. 172). Obviously, students who are wrapped up in this snowball effect get the overwhelming feeling that they will never get problems correct. This becomes a difficult task for students to overcome.

Exercise 6.2.1

10 Ways to see if your student exhibits learned helplessness behaviors!

Does your student….

1. Prefer to do easy problems rather than hard ones?
2. Takes little independent initiative?
3. Fail one part of a task and is certain to fail at the entire task?
4. Make negative or degrading comments about his/her ability when s/he performs poorly?
5. Give up when you correct them?
6. Stop trying when s/he encounters an obstacle in school work?
7. Asks for help from aides, other students more than necessary?
8. Fail a few problems, and continues to do poorly even though the problems are within his/her ability range?
9. Not respond with enthusiasm and pride when asked how s/he is doing on an academic task?

> 10. Attribute their good grade to luck, problems being easy or you were being nice?
>
> Student Behavior Checklist (Fincham et al. 1989)

How does learned helplessness affect my students?

When students are feeling as though they cannot “control” their failure, they do show some symptoms. The most common signs of learned helplessness are those of “shared depression symptoms such as passivity, interjected hostility, weight loss, appetite loss, and social deficits. In addition to these familiar signs, learned helplessness also has some diagnostic symptoms including depressed mood, feelings of worthlessness, and suicidal ideation” (Wikipedia, 2008). This is a lot for a child to have to deal with in addition to learning the information being presented.

These depression like symptoms affect students in their educational learning. Fincham, Hokoda, Sanders asserts that if a child finds new material particularly difficult he/she falls into a defensive pattern, learned helplessness, which increases obstacles in learning (1989, pg. 138).

This psychological condition can greatly affect academics because of the snowball effect. Academic failures of the past lead to flawed deductive reasoning in children, the conclusion of which is that failure is the norm. This vicious cycle of failure, doubt and failure again can manifest in both academic achievement and social development. Thus learned helplessness is not only an additional learning barrier but also a comforting internal excuse (Wikipedia, 2008).

Once behind in academic skills, students feel hopeless and lose interest in even trying. Since we know this condition can cripple our students’ education, how do we prevent this from entering our classrooms?

How can I teach these students?

What we do know is that students with learned helplessness exhibit symptoms similar to depression. As teachers we do have tricks up our sleeves to help eliminate learned helplessness behaviors in our classrooms. Sutherland and Singh believe “academic failure may result in students’ receiving little positive reinforcement” (2004, pg.169). The first thing we can attempt with these students is forms of positive reinforcement. When good performance is achieved; perhaps positive verbal feedback, tokens, stickers or some type of reward for a job well done; anything that will give these students a pat on the back and make them feel worthy.

This, over time, will hopefully build the students’ confidence and begin to break down those depressive behaviors. Additionally, studies have shown that the teacher-student dynamic is contributing to the development and maintenance of learned helplessness. It is not that teachers actively reinforce learned helplessness behaviors but rather because of student disposition, positive reinforcement occurs so seldom between teachers and students that students are unfamiliar with the positive reinforcement dynamic (Sutherland and Singh, 2004, pg. 171).

For this method to be effective it needs to occur over time and it needs to be consistent so the student learns the connection between the performance and the praise. In addition to the positive praise we give students, we also need to be aware of the type of critical response we give. Criticisms directed towards students like "I'm very disappointed in you" are often received as personal attacks and further reinforce the underlying depressive emotions of learned helplessness that are represented as "I'm no good, I'm a failure." However, process criticism like "Maybe you can think of another way to do it?" leads to a healthier academic attitude. This paradigm is mirrored in the person versus process praise dynamic as well. Person praise such as "I'm very proud of you" leads to student centered outcomes such as "I'm a success, I'm a failure;" whereas process praise like "You must have tried really hard" leades to challenge centered outcomes such as "I can do this" (Sutherland and Singh, 2004, pg. 175).

As teachers we have to be conscious to make our criticisms and praise about the process of the problem not the person so that the failure can be attributed to the actual work not an intelligence factor. Since we know positive reinforcement is helpful over time it is necessary to make process praise a part of our everyday curriculum.

But how can we aide these students with academic performance? Tests of course!! Research shows that with learned helplessness “students who had hard questions before the easy questions would tend to give up on the easy questions due to frustration…the perceived failure alone was sufficient to make students feel helpless and give up on the test” (Firman et al., 2004, pg. 692). What does this mean for us?

To avoid this test anxiety we can alter our tests so that all students can feel successful while taking them. “For decades, teachers and test developers have been advised to arrange the test items in the ascending order of difficulty so that the test takers would be motivated by the early successful experience and continue the test” (Firman et al., 2004, pg. 692). This method will hopefully

motivate your students and build confidence so that over time (and throughout the test) they may begin attributing their success in the beginning questions with intellectual ability rather than external occurrences.

Conclusion

In today's society, our students have additional pressure for high academic performance from their parents, school systems, and state tests. This additional anxiety often leads to learned helplessness behaviors that we see in the classroom more and more. Although these behaviors are difficult to handle in our classroom management, it is our duty to try different methods to combat this condition.

Evidence shows that "teachers provide less academic instruction to students who exhibit problem behavior" (Sutherland and Singh, 2004, pg. 169). We need to make conscious efforts to give special attention to these students so that they may succeed in their academic career.

In addition to the one on one time, we have to remember to stay positive and model positive behavior in our classroom. For these students a "lack of positive reinforcement leads to a lack of confidence, a developmental increase in the need for external approval, a perception that one has little control over outcomes in one's life, and ultimately a decrease in motivation" (Sutherland and Singh, 2004, pg. 173). This is often a difficult task to accomplish all year long, but keep it simple: praise, praise, praise on procedure and model the positive behaviors in your classroom.

Exercise 6.2.2

1. Students with learned helplessness believe

A. Once they have help they can succeed

B. Other students can learn to help them

C. Teachers are great and always teach great lessons

D. They will continue to fail on future problems

2. Students with learned helplessness may exhibit all of the following EXCEPT:

A. Ask their peers for help

B. Give up when you correct them

C. Prefer easy questions over hard

D. Sit quietly and not respond

3. Telling a student "I really like that you showed your long division work" is an example of

A. Person criticism

B. Person praise

C. Process criticism

D. Process praise

4. To best create a test to avoid learned helplessness behaviors teachers can

A. Create special tests for these students

B. Place factual questions before conceptual questions

C. Read the test out loud

D. Use all multiple choice questions

Answer

1. (D)
2. (D)
3. (D)

4. (B)

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6.3: How does racism affect students? 6.3: How does racism affect students?Edit Update titlecancel

by Kelsey E. Thompson

Learning Objectives

- Know the difference between race and racism
- Understand that racism occurs everywhere
- Apply the knowledge learned to understand everyday happenings
- Recognize racism in everyday life

Definition: Race

1. A local geographic or global human population distinguished as a more or less distinct group by genetically transmitted physical characteristics. 2. A group of people united or classified together on the basis of common history, nationality, or geographic distribution: the German race. 3. A genealogical line; a lineage. 4. Humans considered as a group. 5. Biology a. An interbreeding, usually geographically isolated population of organisms differing from other populations of the same species in the frequency of hereditary traits. A race that has been given formal taxonomic recognition is known as a subspecies. b. A breed or strain, as of domestic animals. 6. A distinguishing or characteristic quality, such as the flavor of a wine.

Definition: Racism

1. The belief that race accounts for differences in human character or ability and that a particular race is superior to others. 2. Discrimination or prejudice based on race.

A Dissection of Racism

Racism has been around for hundreds of years dating back to the Enlightenment. Most scientists in the nineteenth century compared females to the lower race, which was mainly made up of blacks(Goldberg, 1990). Females and blacks were also compared to apes. As such, the research the scientists conducted was that of weighing the brains between females and those of lower races, and made the connection that the two were similar. For example, the white males were superior to the white females and the blacks. Because of their similarity, "women and lower races were called innately impulsive, emotional, imitative rather than original, and incapable of the abstract reasoning found in white men"(Goldberg, 1990). A white male's brain processes and hormones were different from the females, so in return, the females were considered a different 'species'(Goldberg, 1990). As the years went by, racism became dependent on the outcome of people's behaviors. For example, under certain circumstances "...belief, intention, act, consequence, principle, rule, or institution can be racist"(Goldberg, 1990). In isolation, expressions such as slurs and epithets can and will be considered racist(Goldberg, 1990).

Sociology of Racism

According to David Mason, race is a legitimate concept for sociological analysis and remains a pivotal concept in sociology(Mason, 1994). Racism and race can be analytically eminent from one another by "the separation of human populations according to a notion of human stock difference, the characteristic mark of construct of race, need not to posit a hierarchy of groups"(Mason, 1994). However, racism should not be limited in situations with discourses and practices that are associated with biogenetic differences(Mason, 1994). In general, the categories of personal, social cultural competences should not coincide with the concept of race. Race, as Mason states, is a social relationship. For example, populations generally are separated by genetic makeup and not by race. Racism also has negative stereotypes and evaluations of groups. These stereotypes and evaluations represent a kind of symbolic resource such as power for example(Mason, 1994). As such, "power is both relational and situational" (Mason, 1994).

Racism in Education

"Positionality: the idea that peoples' backgrounds and identities, often seen as fixed in racial and gendered categories, are relational, contextual, and subject to change over time"(Maher, 2008). According to Frinde Maher, gender, race and class are shifting

proportions not predetermined categories of identity(Maher, 2008).

Critical Race Theory(CRT) is oppositional and resists single-truth claims(Masko, 2008). CRT is based on six tenets: "1.racism is ordinary; 2.the current system of White-over-color ascendancy serves important purposes; 3.race and races are products of social thought and relations; 4.the dominant society racializes different minority groups at different times; 5.intersectionality and antiessentialism are present, whereas everyone has overlapping, conflicting identities and loyalties; and 6.there is a shared minority experience that people of color communicate about race and racism that White people are unlikely to know is present"(Masko, 2008).

Some schools find resistance within their faculty, staff, and students. In a study done in a Mid-western state, resistance was found in the administration in adherence to the current curriculum and within the school's student body(Masko, 2008). The most common resistance in the administration was the teacher's frustration(Masko, 2008). However, the students resisted "societal expectations of low achievement for students of color, and...multicultural curriculum"(Masko, 2008). For example, one of the administrators gave a motivational speech to the student body that "teeters between chastising poor behavior and inspiring higher achievement"(Masko, 2008) as a form of resisting societal expectations of the students.

In addition, schools can also get in trouble for putting too many kids of one race in a certain program. For example, "black students are more likely than white youth to be labeled as 'mentally or educationally retarded' and assigned to special education"(Hill, 2004). In addition, a high amount of foster care students receive special education(between 30% and 41%) (Hill, 2004). However, racism can also be applied to teachers. "Black teachers who subscribe to stereotypes about blacks may also exhibit aversively racist behavior that results in 'double standards' in the differential treatment of black and white students"(Hill, 2004).

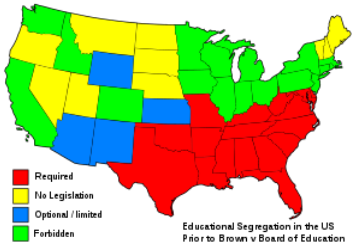


Figure 6.3.1: Prior to Brown vs Board of Education (GFDL, Wikimedia)

Institutional Racism

Normally, black families have multiple risk factors such as unemployment and poverty, that cause the majority of children to become abused and neglected. Abuse and neglect is highly strenuous among the poor(Hill, 2004). As such, blacks tend to be overrepresented in child welfare because of the family's class status, not race. Because of this, "institutional racism influences the operation of child welfare"(Hill, 2004). Hill states in a statistic, that black children comprise about one of five children in the nation's population and account for more than two out of five of the 600,000 children who are placed in foster care(Hill, 2004).

Blacks are highly represented in child welfare because of their poverty status. Consequently, the definition of institutional racism is "the systematic oppression, subjugation and control of one racial group by another dominant or more powerful racial groups, made possible by the manner in which the society is structured"(Hill, 2004). For instance, some characteristics of institutional racism are that it can be covert or overt, unconscious or conscious and unintentional or intentional. However, racism does not necessarily occur in groups of people who meet and conspire. Even by internalizing the norms and values of an agency, institution or society can be called racism(Hill, 2004). Unfortunately, racism can occur without the person even knowing what he or she is doing.

In addition, institutional racism is also interconnected with sexism and classism(Hill, 2004). The most serious of this type of racism is commonly found among poor families headed by women who are of racial minority(Hill, 2004).

The personal opinion...

Unfortunately, racism occurs everywhere. With experience from a racially diverse high school and a diverse high school sociology class, racism was a strong subject as to who it applies to and what is acceptable to each race. As such, in a discussion on derogatory words, one student made a comment that she did not understand why people were getting so worked up over the subject. This caused myself to interject and speak my opinion. Some black teens in my class mentioned that it was okay for themselves to call each other a "nigga" as long as it was not "nigger". I however made the suggestion of what if a white person came up to you in the hallway and called you by the first term that ends with the 'a'? The student who responded said that they would be offended. Why

would one be offended when a white person calls them that, but not a fellow black? Racism. Some people tend to judge before they get to know the other. Sometimes to judge is to be prejudice or racist. Naturally, to judge is something almost everyone tends to do at one point in their life. However, I tend to stray away from it. I'm not friends with just white people. Some of my closest friends were black and in that sociology class. I was the quiet girl who never spoke unless she was called upon. That one day in class, everything changed. Not one person in that class looked at me the same because I voiced my opinion about racism. You could be green, purple, orange, yellow or red and I would still want to be your friend. I do not judge often and when I do, I am usually wrong about that person.

Everyone deserves a chance to become a friend. You never know who you will be friends with until you try. Race should not be apart of that decision.

? Exercise 6.3.1

1. What is the most common derogatory name used towards blacks even today?
   A. Blacky
   B. Jungle Bunny
   C. Nigger
   D. Wog
2. In the past, scientists compared females and lower races to what animal?
   A. Ape
   B. Baboon
   C. Cat
   D. Dog
3. Crystal is one of many black students at a local high school. She along with a few others were placed in a special education program in elemenraty school that has followed them to high school. Crystal and her classmates are associated with CRT how?
   A. Disproportionally
   B. Equally
   C. Inversely
   D. Proportionally
4. If a minority student is being teased on or called names because of social class, the color of his or her skin and what classes he or she is taking, what is the student experincing?
   A. Education
   B. Happiness
   C. Racism
   D. Segregation

Answer

1. C
2. A
3. D
4. C

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6.4: How do we create safe schools? 6.4: How do we create safe schools?Edit Update titlecancel

by Amanda M. Artzer

Bullying

Children are more often the target of violence, rather than the cause. Schools should be a safe place for all students. (U.S. Department of Education Institute of Education Sciences , 2007)

Bullying is a form of violence. What is bullying?

Note

From 1994-1999, 253 deaths were associated with violent events. Of these, 74.5% were caused by guns.

“In 1998-99 academic year, 3,523 students were expelled for bringing a firearm to school.”

“Nearly 8% of adolescents in urban junior and senior high schools miss at least one day of school each month because they are afraid to attend.”

(National Education Association Health Information Network, 2005)

Bullying can be physical, threats, teasing, and exclusion. The bully will often blame their target for their actions. (StopBullyingNow)

Why are people bullied?

• They are shy
• They look different
• They do not fit in
• Race
• Sexual orientation
• They are an easy target
• Social status

Types of Bullying

• Physical
o Punching, kicking, sexual assault, showing, tripping, etc.
• Psychological
o An example of this gossip, and spreading rumors about a person.
• Verbal
o Such as teasing and taunting a person.
• A newer one is Cyber bullying
o Cruelty through instant messages, web pages, emails, etc.

Who bullies?

They are people who feel the need to dominate others. They can think of themselves as the greatest, or be very insecure. Others have personality disorders (Teens health, 2007).

Note

What is bullying?

“Physical aggression: hitting, kicking, pushing, choking, punching
• Verbal aggression: threatening, taunting, teasing, starting rumors, hate speech.
• Exclusion from activities: This does not mean that a student should have to be friends with every other student; it does mean

> that children should not be allowed to systematically exclude others: "No one play with Mary;" "No one wants to play with him;" "Don't be her friend."
>
> (StopBullyingNow)

Examples of Bullying

The McKinney North High School and The Texas Cheerleading Scandal

Five cheerleaders at McKinney high school in Dallas, Texas were at the heart of a huge scandal. They did not just bully students, but they bullied teachers as well. The girls called themselves the “Fab Five” and were the top social clique at their school. The “ringleader” of the group was the daughter of the principal, Linda Theret. On homecoming night, some of the girls arrived to the dance already drunk.“When one teacher told a squad member to quit chatting on her cell phone in class, the girl replied, "Shut up, I'm talking to my Mom." When another teacher, on a separate occasion, was disciplining her, the girl replied, “Pull your panties out of a wad.” The girls drove five cheerleading coaches to quit in three years.

The last coach the girls dealt with, Michaela Ward, was bullied by the girls as well. “Among the pranks they allegedly pulled on Ward: giving her what the report described as a "chocolate tampon" and sending racy text messages from her cell phone to her husband and another coach.” When pictures of the girls surfaced on the internet of them in Condom shops, and drinking; the girls were suspended from the cheerleading squad. When they were told they would be kicked off if another incident occurred a girl replied, “Good luck with that.” Ward is the one who took action. She resigned from the school, and went to the media (Kovach, Campo-Flores , 2007).

Reducing Violence

Why is it important to rid schools of violence?

If violence is addressed in a school, before the students reach adulthood, it can help eliminate violence and crime in communities (SafeYouth).

How can schools reduce violence?

In order to effectively address the problem, schools must have a plan and not act blindly. According to the 2000 Safeguarding Our Children:An Action Guide, from the Departments of Education and Justice and the American Institutes of Research, studies have found plans need three separate criteria:

1. Positive behavior must be addressed and supported. This does not just include discipline, but extends to academics as well. Teachers must provide a “caring school environment,” and engage students to participate and excel. Love and support should be shown to all students, and not just negative behavior should be noticed.

2. Students who have “…severe academic or behavioral difficulties early on…” should be recognized and helped immediately. This should begin early on, before problems can escalate and become overwhelming challenges. Services, such as tutoring and counseling, should be provided.

3. Students who are “…experiencing significant emotional and behavioral problems…” should have intervention from schools. Schools needs to collaborate with outside sources, such as “…social services, mental health providers, and law enforcement and juvenile justice authorities.”

How can teachers prevent violence in their classrooms?

How will you, a future teacher, recognize gang members? Schools must work with their teachers. General staff meetings are routinely held at schools to help teachers understand the specific threats of violence in their school’s community. An example of this would be possible gang activities, and ways to identify members of a nearby gang. Administrators also listen to teachers, because teachers may have prior knowledge through interaction with students (Schwartz, 1996).

How do you prevent students from being involved in gangs?

Positive attention is the best way to prevent violence before it happens. Teachers often identify problems before administrators, because of their close contact with students. Teachers should offer help with schoolwork, let administrators know of possible

concerns with a student, "…or even just [be] a sympathetic ear." If you notice any at risk student, or a student being bullied, let the administrators of your school know. Do not ignore your concerns (Schwartz, 1996).

But, how can schools further help future teachers?

Possible future and further help for teachers would be training how to prevent violence. Many bus drivers already go through similar training. This will help teachers feel more secure, and "…to deal safety with violence should it erupt." Programs must include identifying risks and what to do in situations (Schwartz, 1996). Unfortunately, not all schools provide these services. If your school does not, provided below are a few links for help.

Above is mentioned that a teacher must have the right environment. But, how do you create a nurturing classroom? What are some things a teacher SHOULD NOT do?

In order for children to gain your trust, and have a nurturing classroom, do not sit back behind a desk while students do exercises at their desks. Let them know you are there to help. Walk around and make sure no one has questions.
Do not verbalize frustration, or "pick on" students. Be very mindful of comments that can be hurtful, or considered negative reinforcement. Never yell or scream at a student. Make sure that you, the teacher, do not become a bully (StopBullyingNow).

Link for more information to assess what makes a teacher a bully: www.stopbullyingnow.com/bullying%20by%20teachers.htm.

Note

"T.E.A.C.H.
T – Tailor for diversity. Make it a point to know as much as possible about your students, including their diverse cultural, ethnic, behavioral, and learning characteristics, along with stressors they may experience outside of school.
E – Encourage positive behavior. Aim for a 4:1 ratio of positive comments to negative corrections for all the students.
A – Arrange the environment for success. Teach your behavioral expectations directly and immediately through collaboratively-established classroom rules and well designed classroom routines.
C – Consult your peers. Seek collaboration with experienced teachers and specialists before difficult problems start to become entrenched.
H – Hug yourself. Prevent stress and burnout by focusing each day on what you are accomplishing and not just on what is frustrating."
(The Melissa Institute for Violence Prevention and Treatment)

Look for at Risk Students

How do I identify these students?

Students who are not attending class, and are disruptive are an example. Other factors are listed on the TeachSafeSchools website. It is important to catch them early (The Melissa Institute for Violence Prevention and Treatment).

Look for disruptive behavior, and wonder why a student is acting that way. Try to understand students as best as possible. Enforce behavior in September to establish authority. Sit disruptive children near the teaching area. For more ways to intervene, go to www. teachsafeschools. org/bully_menu5. html#5b .

Some of the examples listed are:
"Never use victim's names with the bulling student so as to reduce retaliation possibilities."(The Melissa Institute for Violence Prevention and Treatment)

Personal Analysis

Teachers are not just responsible for teaching, but also need to look out for students. They have a responsibility to students to try to help them out as much as possible. Teachers should make students feel safe and comfortable to learn in their classroom.

The Overall Summary of this Article

1. Do not be afraid to tell administrators your concerns.
2. Positive reinforcement allows for a better classroom environment.
3. Stop problems before they become problems.

4. Collaborating allows for more effective problem solving.
5. Teaching is not the only responsibility of teachers in the classroom.

Exercise 6.4.1

1. On the first day of school, Ms. Stevens is welcoming her class of fourth graders. Her student, Sean, immediately begins being disruptive. He is talking and making jokes while they are reading out loud. Of the choices below, which would be the best action for Ms. Stevens to do?
a. Send Sean to the Principal's office.
b. Verbalize her discontent for his behavior with anger, and make him write his name on the board.
c. Next class she should move him closer to her desk, and try to enforce positive behavior.
d. Sit him in the back of the classroom and ignore him the rest of the day.

2. What does bullying include?
a. Showing off, being disruptive, teasing
b. Refusing to do activities
c. Teasing, being rude to others
d. Physical and Emotional abuse

3. What percentage of adolescents in urban and junior and senior high schools, miss at least one day of school each month because of fear to attend?
a. 5%
b. 6%
c. 7%
d. 8%

4. Mrs. Evans suspects a student in her class of being involved in a gang. What is the best action?
a. Call his parents
b. Notify an administrator
c. Ignore her concern
d. Give him detention

5. Behavioral enforcement and rules should begin when?
a. After exams
b. After a student acts up
c. The first day of class
d. When many students are disruptive

Answer

1. The best answer is "C." Ms. Stevens does not know why Sean was acting that way. Was he bored? Did he finish ahead of the other students? Is he having trouble reading? Or is it another issue?
2. "D" is the answer. Please review the bullying section.
3. "D" is the answer here as well, and the information is in a sidebar.
4. "B" is the best answer. Mrs. Evans should not ignore it, and the parents may not care that he is in a gang.
5. The best answer is "C." Let students know from the first day of class what the rules are, and what you expect.

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6.5: What are the ways in which sex education can be taught? 6.5: What are the ways in which sex education can be taught?Edit Update titlecancel

Amanda Burke

Learning Objectives

- Define abstinence-only sexual education.
- Define comprehensive sexual education.
- Define Title V of the Social Security Act.
- Understand the controversy concerning sexual education.

Introduction to Sexual Education

Sexual education is a very controversial topic in our public education system. It has been called by many names including, sex ed, family life, and family planning. The goal of this program is to educate today's youth with the facts about sexual health. From the statistics on the right, posted by SADD in 2007, it is easy to see that teenagers are more sexually active than ever before. Children and teens are exposed to sex everyday in the form of movies, television, advertisements, magazines, and the internet. With this large scale exposure it is easy to understand the statistics. Teens feel pressured to become sexually active at a much earlier age, and pregnancy rates and STDs are on the rise. The need for education of today's youth is apparent, but the question is who should be teaching our children about sex? Should it be the parents, the childâ€™s religious organization, or the schools? Each person will probably answer this question in a different way, but most people seem to agree that sexual education should be taught in school. "A 1999 survey conducted by Hickman-Brown Research Inc. found that 93 percent of all Americans believe sex education should be taught in high schools, and 84 percent believe it should be taught in middle or junior high schools (Masland, 2008). So why is it so controversial if 93 percent believe that it should be taught? The answer to that question isn't if it should be taught, but what type of sexual education should be taught.

A Brief History of Sexual Education

The idea of sexual education is not new. The National Education Association (NEA) began calling for teacher training in sexual education as early as 1912, but the first step was the introduction of a family life program in 1953(Pardini, 1998). This was followed by the production of five pamphlets called the "sex education series," which was published as a joint effort between the NEA and the American Medical Association, in 1955 (Pardini, 1998). These programs and pamphlets continued through the 1980's despite growing opposition from religious organizations and others. Up until the 1980's, sexual education classes were taught in a more comprehensive manner. In 1986, due to a recognized AIDS epidemic, "U.S. Surgeon General C Everet Koop issued a report calling for comprehensive AIDS and sexuality education in public schools, beginning as early as the third grade" (Pardini, 1998). This spiked some of the most highly debated issues concerning sexual education. The same groups that had opposed these classes through the 60's and 70's claimed that teenagers would be more sexually active if they were given more knowledge about birth control methods, and this comprehensive style of learning would serve as more of an encouragement than a deterrent. The push began for an abstinence-only program. There are no federal laws that require sexual education to be taught in public schools. It is left up to the state to decide if and what kind of program will be offered, however in 1996, "Title V, Â§ 510(b) of the Social Security Act (now codified as 42 U.S.C. Â§ 710b), commonly known as Title V" was provisioned by the federal government (Wikipedia, 2008). This was a welfare reform law that guaranteed federal funding to states who were willing to teach abstinence-only programs in their schools. This gave states the option to participate to receive the funding or they could choose to continue with comprehensive education and receive no funding. Title V has been extended repeatedly, but there has been a strong push for something new. The Responsible Education About Life (REAL) Act has been proposed which will offer federal funding for programs that teach not only abstinence but comprehensive information about birth control (Wikipedia, 2008). To locate state specific laws please visit The Education Commission of the States, Sex Education Laws in the States at [1]

Note

Teenage Statistics

- 46.8% of high school students admit to having sex
- 6.2% of those had sex before age 13
- 14.3% of all sexually active students have had 4 or more partners

- 3 out of 10 teenage girls become pregnant at least once before age 20
- 1 in 2 sexually active teens will contract an STD by age 25
- Half of all new HIV infections occur in teenagers
- 40% of all older teens believe the birth control pill or shot protects them against HIV/STDs

(SADD Statistics, February 2007).

Abstinence-Only Sexual Education

Abstinence-only sex ed, is centered around the idea that teens should not engage in any sexual activity outside of marriage. "Critics [of this program] say some of the most popular of these programs rely on scare tactics to get their message across and sometimes include inadequate and inaccurate medical information (Pardini, 1998). It has been said by many that abstinence-only programs only focus on the failure rates of birth control methods in an attempt to scare teens into refraining from sexual intercourse. This type of program does not provide birth control, such as condoms, to the students, or provide any information about how to properly use birth control methods. Abstinence is seen as the only sure fire way to prevent pregnancy and sexually transmitted diseases from occurring in teenagers. This has been the preferred method by many states since the early 1980's, and is also backed by federal funding.

Comprehensive Sexual Education

Comprehensive, or abstinence-plus sexual education, provides information about the different forms of birth control available in attempt to prevent the spread of sexually transmitted diseases and pregnancy. This is done in addition to teaching that abstinence is the only way to be one hundred percent protected. Comprehensive sex ed also covers topics such as sexuality, masturbation, and homosexuality. "Critics [of this program] say such curricula increase teen sexual activity, although studies show otherwise" (Pardini, 1998).

Elementary School Sexual Education

One aspect of sexual education, that is often overlooked, is the elementary years. Many states include sex ed or family life for elementary aged children. These programs usually cover such topics as good touches and bad touches, reproductive anatomy, correct terminology, puberty and menstruation, and similar information. Many states offer the option for parents to opt their children out of thess sensitive classes. It is important to recognize that sexual education does not only refer to secondary schools.

Controversy Concerning Sexual Education

Controversy still surrounds sexual education, although it is widely accepted that this is a needed curriculum in today's schools. "Ninety-three percent of public school teachers in five specialties-biology, health education, home economics, physical education, and school nursing--who teach grades 7-12 report that their schools offer sex education or AIDS education in some form (FAM,1989.) It is safe to assume that that number has grown over time. Educators have been effective in implementing and maintaining a sexual education program, but the question still remains which program is the most effective? Some argue that abstinence-only is the most effective program. It encourages today's youth to refrain from sexual activities, and withholds information about effective birth control methods. It is thought by many that this will scare teens into abstaining from sex. Those for abstinence-only argue that giving more information about birth control and proving that methods other than abstinence are effective, will only make teens more sexually active. Those in support of comprehensive education have proven that teens make more responsible choices when presented with the correct knowledge about what forms of birth control are available to them. This has resulted in a decrease in teen pregnancies and STDs in schools using a comprehensive program. Supporters of the comprehensive style of sex ed have often argued that teens will have sex anyway, and by not providing them with the proper knowledge, educators are putting them at a greater risk for becoming pregnant or contracting an STD.

The Future of Sexual Education and Today's Teachers

What is the future of sexual education? The United Stated is, once again, beginning to lean more towards the comprehensive style of sex ed. The proposed REAL Act would allow for federal funding of new comprehensive programs too. Even as early as 1989, "virtually all the teachers [said] that school sex education should cover sexual decision-making, abstinence and birth control methods" (Forrest, 1989). Until the 1980s a comprehensive program was the norm. A study was conducted to evaluate the effectiveness of various sexuality programs on groups of students compared to control groups. In discussing the results the following was said of the comprehensive program, "Young people throughout the country tend to become more permissive toward

premarital sex as they grow older. While the control groups became more permissive, the sexuality students in the longer, more comprehensive programs did not. This suggests the programs had a conservative effect on their attitudes" (Kirby, 1984). That was 1984, before the internet and the great technology boom. These growing influences, and the general acceptance of sex in society, have had an even greater effect on students. Technology gives them access to any kind of information they want. It is the school's responsibility to make sure they are getting correct and responsible information from qualified teachers. As educators we must recognize that times have changed, and be willing to embrace changes in curriculum that might arise from the new proposed act. States that once found themselves teaching abstinence-only programs may be quickly introduced to a more comprehensive plan. By keeping ourselves educated and up to date, we are helping our students. Sexuality is a natural part of every human being. The reality is most teens will not stop having sex, getting pregnant, or contracting STDs, but we can help combat these problems by providing today's students with the most effective programs available and helping them make better choices. Typically sex ed is taught by a health instructor, school nurse, or other specialized teacher in secondary schools, but even an elementary school teacher may find themselves covering early sex ed topics in their lesson plans. As educators, it is important to understand the history, facts, and the future of sexual education in today's schools.

? Exercise 6.5.1

1. What Act provides federal funding to states for comprehensive sexual education programs?
a.All of the Above
b.NEA Act
c.REAL Act
d.SSA

2. A school that teaches about the proper use of condoms is using which type of sexual education program?
a.Abstinence-only Sexual Education
b.Comprehensive Sexual Education
c.Plus Education
d.Refrainment Sexual Education

3. Abstinence is?
a.Being sexually active with four or more partners
b.Opting out of a sex ed program.
c.Refraining from marriage until your 18.
d.Refraining from sex outside of marriage.

4. A school nurse presents the risks and failure rates only, of various birth control methods. This is what type of sexual education?
a.Abstinence-only Sexual Education
b.Comprehensive Sexual Education
c.Obstetric Sexual Education
d.Sexuality-based Sex Education

Answer

1. c
2. b
3. d
4. a

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6.6: What is the influence of peers and youth culture inside and outside the classroom? 6.6: What is the influence of peers and youth culture inside and outside the classroom?Edit Update titlecancel

By Sarah Pope

Introduction

Middle school and high school years are filled with activities. Students can engage in sports, clubs, and perhaps, the year book staff or the school news paper. Unfortunately, many students do not. They face greater challenges than the debate team. They face and fall short against peer pressure. Peer pressure can have both a positive and negative effect on a student. Adolescents base much of their behavior (positive or negative) on either attempting to fit in with a peer group or because they are excluded or rejected by a peer group (usually results in negative behavior). Middle and High school is a time when students are forming their self-image and feelings of ridicule and rejection towards them from other students can lead to feeling of isolation and loneliness. In order to compensate for these feelings students will attempt to find an outlet for their frustration (Lashbrook, 2000). Three common outlets are the proverbial "sex, drugs, and rock and roll". They are compelled to consume alcohol and other drugs; have intercourse at an early age; even reenact the lyrics in their music. Ultimately, conforming to their social culture, many teens succumb to “what their friends are doing”. Their school is where they come to learn. They learn about mathematics, science, English and geography, but they should also learn the facts on drugs, sex and their prevention. As teachers, it is our duty to educate the youth of America. Yet, we can also strive to understand, relate to and reassure the students. All of us have been there before. We bring to the classroom wisdom and experience that students have yet to learn. We can support our pupils and help them conquer the stress that they face daily. First, we must educate ourselves and the students. This will be a prime arsenal needed in this battle of temptation.

Drugs in the school

The use of drugs in the public school system is growing at an alarming rate. According to a survey conducted by the National Center on Addiction and Substance Abuse at Columbia University, 51% of high school students and 20% of middle school students, said that drugs are used, sold, and kept in their school (Loesevitz, 2008). This not only increases the likelihood that students will engage in substance abuse, but also the probability that students will have a “disrupted educational process” (Loesevitz,2007 paragraph 4). Consequently, this will lead to lower grades, increased failure, and ultimately dropping out of school, which leads to future problems in the road ahead of them. Requiring the schools and teachers to be proactive on this regards, and encourage their students to “be above the influence" before they are introduced to that lifestyle, will have a profound impact on adolescence drug and alcohol use (abovetheinfluence.com). Project Northland, a study done in Minnesota, concluded that intervention, social behavior curricula, peer leadership, and parental involvement, beginning in the sixth grade, reduced the number of students in high school abusing drugs (Perry,*et al.*, 1996). Seventy-five percent of our nation’s schools offer Drug Abuse Resistance Education (D.A.R.E.) programs, but that education focuses on younger students (dare.com/home/about_dare.asp). The students who face peer pressure to consume alcohol and other drugs do not have such opportunities (Cook, 2007). Legislators are beginning to get involved, and asking schools to start school-based drug programs in their district (Tobler,*et al.*, 2000). A great way to get the truth about drugs across to teens could be as simple as a mandatory “afterschool special." There the students will learn ways to say no to drugs, taught threw a skit or reenactment of a collaborative student created script. Here the kids would also find support, which will help them face their biggest obstacle, each other. However, there is help for those that, despite intervention attempts, fall victim to drug and alcohol abuse. Teen Help is a website available to teens that will guide them away from the downward spiral of alcohol and substance abuse. Also, the shoulder of a caring teacher or counselor can also have an enormous impact on students desperately in need of guidance.

Authors Lizabeth Crawford from Bradley University in IL, and Katherine Novak from Butler University IN, concluded in an article featured in the February issue of The Family Journal that students from broken homes are more likely to engage in substance abuse. These young adults do not receive the support they need at home so they turn to their peers. They get that sense of a family with their friends, this relationship is a double edge sword; where one influences the other (Pope self experience). Substance and alcohol abuse are not the only subjects of peer pressure, but sex as well.

Sex in the classroom

Spin the bottle, an innocent game of kissing is just one example of how kids encourage each other's sexual behavior (Jaccard, 2005). Where do kids learn such games: their older siblings or parents? Where do they learn anything on the subject of sex?

Schools have implemented a morsel of sex education in to the curriculum, but many questions go unanswered. Teens will turn to each other or pornography for their answers (http;//focusas.com /sexual behavior.html), two sources that will give distorted answers. In primary school, children often learn about puberty (parent willing) in the classroom. When they arrive in middle school, they learn about reproductive health. That is the extent of public school's sex education (Pope self experience). There are not any classes on how to say no to early intercourse, or what to do if you become pregnant. Kids need to know the following facts about sex and its risks. “According to the U.S. Centers for Disease Control and Prevention (CDC), about 25% of sexually active teenagers get a sexually transmitted disease (STD) every year, and 80% of infected teens don’t even know they have an STD, passing the diseases along to unsuspecting partners. When it comes to AIDS, the data is even more chilling -- of the new HIV infections each year, about 50% occur in people under the age of 25.” (http;//focusas.com /sexual behavior.html) “Each year, almost 750,000 teenage women aged 15-19 become pregnant.”(www.guttmacher.org/pubs/2006/09/12/USTPstats.pdf) “The abortion rate among teen's ages 15-17 are 14.5 abortions per 1,000 females in 2000…More than one-third of all teenage pregnancies end in abortion. (http://www.childtrendsdatabank.org/indicators/27TeenAbortions.cfm) Teens will develop their own cultural normality on sexual behavior, thus teaching them the right way to say no will benefit their well being. Is it the lack of sexual knowledge coupled with a curiosity for sex that urges them to have intercourse? Or is it the music they are listening to?

It is in the Music

In the digital age of the twenty-first century, there is no problem getting a hold of popular music. In fact, the average teen listens to 1.5 to 2.5 hours of it daily. Music is important to a growing teen’s identity (prdiatrics.aappublications.org). Many social groups are formed around the genre of music its members listen to. However different the music, they all have a common thread: similar themes, like sex run threw them all. So, this question arises: does exposure to sexual lyrics prompt a listener to engage in sexual behavior (Dunbar, 2008)? A national survey done by the American Academy of Pediatrics, on 1461 teenagers found that, when teens listen to music with “degrading sexual lyrics” they are more prone to engage in a range of sexual activities; they also found that reducing the amount of exposure to music with this type of content could help delay the onset of sexual behavior” (prdiatrics.aappublications.org). Music has evolved within the past four decades. There are new genre like “gangsta rap”, and “heavy metal," both groups that offer very explicit lyrics to its listener. An alarming conclusion, to a study preformed in Sweden, stated that adolescents that begin to listen to rock music at an early age were more likely to be influenced by their peers (prdiatrics.aappublications.org). Like the old saying goes “if you hang out with ducks, you’re bound to get in the water.” The American Academy of Pediatrics urges adults to stress the importance of music and lyric selection in young teen’s music. Music, to the adolescent, helps them deal with many issues they are facing like, friendship, growing up, having fun and struggling (Dunbar, 2008). There are no laws to censor the air waves; only designation of explicit lyrics on the cover of CDs. Teachers can do their part by not allowing it in the classroom, a standard rule in most schools, yet a commonly broken rule. They can also, influence the students to be more selective in their musical choices.

Conclusion

Not all students will rely on their peers for support. Many find guidance and help at home. For the children that are not as fortunate, we as the extended family can have a great impact on their teenage lives, as well as their future. Heading these kids off at the curb and nipping any problems in the bud, will have an enormous impact on their future. I decided to write this article because I was a troubled teen. After my mother remarried and my little brother was born, I did not receive the supervision I needed. Consequently, I ran to my friends for comfort. I abused drugs and cut class. At the end of my high school years, I did graduate, but I was six months pregnant. I don’t think I would have made it to graduation at all if it had not been for the influence of caring teachers. They encouraged me while in class, as well as to continue with my education. Now, nearly ten years later, I have an associate degree and I am currently working on a bachelor’s degree. Someday I will be that caring teacher that will change someone’s life. A new trend among students is forming because of devoted teachers. They are reassessing their music selection and the risks and dangers of sex and drugs. With continued education and mentoring programs, students will be prepared not only for their graduation day, but also to say no to negative influences, and possibly help a friend.

? Exercise 6.6.1

1. Based on the article, who are teens turning to for unanswered sex questions?

A) Their really cool parents.

B) Their involved schools.

C) Their friends and pornography.

D) The local library.

2. D.A.R.E. stands for what?

A) Drugs Are Really Expensive.

B) Drug Abuse Resistance Education.

C) Drug Assistance Retrieval Education.

D) Does Abuse Really Exist?

3. As a child in the public school system, how would I learn about my changing body?

A) Through a sex education class given in Elementary School.

B) Through a class project assigned by the teacher.

C) By reading the graffiti on the bathroom stalls.

D) By reading a note based around class.

4. As a teen that listens to degrading sexual lyrics in my music selection, I may decide to do what?

A) Have a slammin' party.

B) Rob a liquor store.

C) Dance real funny.

D) Have premarital sex.

5. When assigned to teach a school based drug prevention program in the classroom, my main focus is what?

A) Educate students on drug abuse.

B) Help the students start a drug ring in school.

C) Teach students the definition of prevention.

D) Tell the students where to score the best "stuff".

Answer

1. C) Their friends and pornography.
2. B) Drug Abuse Resistance Education.
3. A) through a sex education class given in Elementary School.
4. D) Have premarital sex.
5. A) Educate students on drug abuse.

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6.7: What effect does student mobility have on productivity? 6.7: What effect does student mobility have on productivity?Edit Update titlecancel

By Joshua Tarwater

Note

"**Student mobility** refers to the phenomenon of students changing schools for reasons other than grade promotion" (Hartman, 2002)

Learning Objectives

- Define Student Mobility
- Describe in detail the effects of Student Mobility on a student's productivity
- Identify common trends on Student Mobility
- Identify effective practices which can lower the adverse emotional effects on those students who are "mobile"

Introduction

As a teacher, one might begin each year by asking themselves questions such as: 'What subjects am I teaching? Where will I be teaching? How will I go about teaching?' and of course, 'Who am I teaching?' Unfortunately, due to student mobility, answering this last question could turn out as a difficult concern. As the economy changes, so might a student's financial situation, living environments, and basic needs might change as well which could lead to a student having to move from home to home, city to city, or even just school to school. Even in some instances, even a student attending a Private school might have to switch to public schooling due to lack of funds or problems in the home or current classroom.

How Might Student Mobility Effect The Student?

A student's move within a school district, state, country, what have you, can be due to a myriad of reasons. This move might not always be a physical move, but could also be an extremely emotional and unavoidable relocation altogether. Some students who are moving short distances have the possible chance of less immediate change in their lifestyle. Contrary to short moves, a student who is making a further move may be leaving close friends, family members, or possibly just a familiar environment, which ultimately could adversely effect their emotional status. Some effects on students losing these familiarities might feel insignificant, lost, displaced, or even "home-sick" regardless if moving with their nuclear family or not. The bonds this child might have made prior to one, or multiple move(s) have either just been severed or compromised.

This switch in emotional states could lead to distraction from their studies and their involvement in their new educational domain. As North Central Regional Educational Laboratory (NCREL) states, "Student mobility has a negative impact on educational achievement for students and schools, creating an achievement gap between mobile and nonmobile students. Frequent relocation interrupts regular attendance, continuity of lesson content, and the development of relationships with teachers and peers. In addition, high student mobility has a slowing effect on basic skills acquisition, creating a long-term risk of school failure and dropout. Another risk, because academic records are not always available, is inappropriate placement in a new school. . . " (Paik & Phillips, 2002). I feel that this statement is extremely relevant and gives good examples concerning what to look out for as an educator. Signs such as self-displacement or removal from peers, sadness, dropping grades, or less attendance and participation might indicate to an educator that this child could be in need of therapy. I use the term therapy loosely; I don't believe that every child's problem should be resolved by medication or a psychiatrist, however, peer study groups, meetings with family members, and special attention to this student could give them the self-worth needed to progress in this new environment.

Note

"A national longitudinal survey . . . found that 31 percent of eighth graders had changed schools two or more times between the first and eighth graders and 10 percent changed schools two or more times between the eighth grade and twelfth grades, not counting regular promotions between elementary, middle and high schools" (Rumberger & Larson, 1998 p. 2).

Student Mobility's Effect On The Classroom

In the classroom, student mobility adds to the tension of not only those students who are dealing with a new environment, but assuredly so those students who are coping with the addition of a new classmate as well. Thinking back to elementary and middle school it would be safe to assume there were the typical archetypes one could expect to encounter in the classroom' such as; the quiet one, the bully, the crier, the clown, and the nerd (amongst others). Imagine learning your peers' traits and characteristics, the process of self-discovery and creating a level of comfort in your surroundings. Now remove yourself from that comfortable environment and move yourself to a completely new school and having to undergo the process all over. Not only are you conforming yourself to learn characteristics of those surrounding you, finding a lunch buddy, surviving dodge ball, you are also the "new kid". All that was previously mentioned could possibly be a huge distraction and a lot to cope with. These stresses along with whatever the reasoning behind the student's move ultimately could be detrimental to a student's productivity in the classroom. Due to Student Mobility such distractions and in-classroom tensions can result in "lower achievement levels due to discontinuity of curriculum between schools, behavioral problems, difficulty developing peer relationships, and a greater risk for dropping out" (Hartman, 2002).

The Who of Mobility

Most studies done on Student Mobility lead to a general consensus as to who undergoes a higher level of mobility and those who do not. In an article posted on EdWeek.org, a website run by Editorial Projects in Education, Inc., the three groups of which had the highest level of mobility where children of migrant workers, homeless children, and low-income children (Student Mobility, 2008). These children are at risk of higher mobility due to migration of family from one location to another location either due to location and availability of work. Unfortunately, this type of move is usually unavoidable and leaves the student feeling insecure or with a lack of a sense of home. Educators who observe these types of moves typically live in areas which undergo crop rotations or are near a border of another country. This being said, educators in those areas would be well off to try and establish in the classroom a type of familiarity with the student to aide their attention levels and learning while in that classroom. This would also help the student comfortable which might allow the formation of bonds with the teacher and those around him or her.

These statistics, as with many other researches, do not include military families in their research. Reasoning for this particular omission would be the special circumstances that the departments of the Military and Department of Defense consider and implement to reduce to the effects of mobility on their students and children. "Approximately 13 percent of these students attend schools run by the Department of Defense. Due to targeted programs aimed at reducing the negative affects of mobility, DOD students tend to have high academic achievement" (Student Mobility, 2008). Reasoning behind this would be the level of study done on family members of extremely mobile federally dictated families. Families who are moved by the government are usually around other families who have to move around - strangely enough giving them a bonding point. Along with being surrounded by others who must move, private schools on military bases are much smaller and allow the students to grow and connect with each other and their teacher in a way that crammed public schools might not be able to.

How to Fight the Effects of Mobility

Glori Chaika graciously offers a few examples of what can be done in the classroom to attempt reversing the effects of Mobility on younger students. Chaika suggests:

- "A class could throw a party at the end of the last day for a child who is moving. At the party, each child in the class could say one thing he or she will miss or one thing he or she appreciates about the child who is leaving.
- A class could give a child who is moving a going-away gift. A nice remembrance is a good-bye book with photos of classmates and notes from them. Or children can draw pictures of themselves and use talk bubbles in which to say a farewell to their classmate. A card, an autograph book, a T-shirt signed by each classmate, or an address book with the address of everyone in the class are other gifts the class could give a child who is moving.
- A teacher could send letters from a child's classmates to the child's new school to greet the child when she or he gets there."

By utilizing these suggestions, teachers are giving the student a small type of buffer that would aide the student with coping with a move. Where these will not completely remedy the hindrance at hand, it alleviates a degree of post- or pre-move stress and tensions the child might be undergoing.

Exercise 6.7.1

1) What Does Student Mobility Refer to?

a) student movement from school to school

b) student movement from subject to subject

c) student progression through grade levels

d) student transportation to and from school

2) Maria is a student new to the 7th grade class. It does not seem as though she is close with any of her classmates, does not communicate well with others or the teacher, does not maintain regular and consistent attendance, nor does she do well on her assignments. Maria is a student that falls into which category?

a) foreign exchange

b) has a speech impediment

c) inclusion student

d) new student to the school or area

3) As a child who undergoes frequent mobility, I am likely to experience . . .

a) lower grades and test scores

b) lower peer relationship development

c) lower level of comprehension and retention of information

d) all of the above

4) Out of Eighth grade students ___% of students have moved schools more than twice excluding progression to middle/high school.

a) 14%

b) 26%

c) 31%

d) 87%

Answer

1. a
2. d
3. d
4. c

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CHAPTER OVERVIEW

7: School Organization

7.1: Are all schools created equal?

7.2: How are individual schools governed?

7.3: What are the roles of local, state and federal agencies in education?

7.4: Should I join a union or professional organization?

7.5: Who decides if I am successful, and how?

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7.1: Are all schools created equal? 7.1: Are all schools created equal?Edit Update titlecancel



Figure 7.1.1: Field of lavendar (CC-BY-SA, Shelly Simmonds, Wikimedia)

By Shelly Simonds

School funding: Are all schools created equal?

Just imagine; you're moving to a new city, you've got a wife and two young kids and tons of money. Where would you want to send your kids to school?

If you moved to New Hampshire, you could send them to a private boarding school called Phillips Exeter Academy where they have small class sizes, talented students and a one billion dollar endowment (Fabrikant, 2008). Or you could send your child to a poor public school district an hour away in Lawrence, Massachusetts where students have at times needed to bring in their own toilet paper (Kozol 1992).

Hummmm…. difficult decision? I don't think so. All parents make rational choices about their children's education. Unfortunately, poor parents in the inner city don't have the same choices as wealthy and middle class parents because they are physically stuck where they are by limited opportunities. Minorities in the inner city are the biggest victims of school funding inequality, or the way some schools in America have more resources than others.

The topic of equal funding for schools is very important for teachers because many of us are asked to prepare students for a successful future without adequate resources. In my opinion, we are increasingly held accountable for the success or failure of our students, although we are rarely provided with the facilities, materials and support needed for success.

This article will provide teachers with new information on how their schools are funded and show how current inequalities in school funding impact minority students. In it, I will argue that the inability of the United States to fix inequalities in school funding could hurt our country's future economic growth. This inequality also threatens to create an underclass of people who cannot find jobs and as a result, place a drain on government resources. The article will conclude by presenting multiple perspectives on ways to solve the current problems in school funding.

Why are there inequities in America's schools?

Public schools are funded by a complex mix of local property tax revenue, state funding and federal grants. The federal government currently only contributes 9 percent of K-12 funding with states and localities contributing the rest (Miller, 2008).

Although most people agree that more money should be spent on school funding, there is much debate over which level of government should provide the money. This disagreement has stood in the way of school finance reform (Walter and Sweetland, 2003). Both local and state budgets are under increased pressure for funds in areas such as pensions, health care, and corrections (Walter and Sweetland, 2003).

Local control of schools, and school funding, dates back to colonial times when colonists were leery of central government authority. When rich and poor lived side by side in cities and towns property taxes seemed like a fair way to fund the schools all children attended (Miller, 2008). But the funding gap began to increase in the 20th century as the wealthy and middle classes began moving out of large cities and into the suburbs, leaving poorer citizens behind.

What is the impact of this inequity on minorities?

The reason that the school funding issue is so important is that it has a huge impact on minorities who are the majority of students attending schools in the inner-city. These are also the schools without a large property tax base. Over time many inner-city schools

have been the victims of a downward spiral in revenue which occurs like this: Once schools become known for having insufficient resources, those with means move else where, which causes housing prices to drop, which in turn means even fewer tax dollars can be collected to pay for schools (Miller, 2008). The result is that the poorer schools get poorer and the richer schools get richer.

“The dirty little secret of local control is the enormous tax advantage it confers on better off Americans; communities with high property wealth can tax themselves at low rates and still generate far more dollars per pupil than poor communities taxing themselves heavily,” argued Matt Miller in the online edition of the Atlantic Monthly (2008).

This dynamic has a huge impact on minorities, who make up the majority of those attending poorly-financed city schools. Students of color made up 69 percent of students in the 100 largest school districts3 (Darling-Hammond, 2007).

As the number of minorities increase as a percentage of our population, our failure to educate them in urban schools will decrease the number of our citizens who can enter the job market of the future (Darling-Hammond, 2007). This failure to invest in education will cost the country in economic growth over the long run.

According to Darling-Hammond (2007) “Those who are undereducated can no longer access the labor market. While the United States must fill many of its high-tech jobs with individuals educated overseas, a growing share of its own citizens are unemployable and relegated to the welfare or prison systems, representing a drain on the nation’s economy and social well-being rather than a contribution to our national welfare,” (p 318).

Note

Why it matters

- The United States once had the highest percentage of students attending university in the world. Today European countries are sending almost 50 percent of their students to college – whereas just over a third of US students participate in higher education today (Darling-Hammond, 2007).
- The lost taxes from one class year of high school dropouts equals $192 billion dollars, or 1.6 percent of gross domestic product, according to Rouse (2006), an economists whose research appeared in Education Week.
- Dropping out of high school increases your chances of going to jail. According to research by Moretti (2006) published in Education Week, the United States could save over $1 billion a year for each percent we increase high school graduation rates, just because of the reduction in crime.

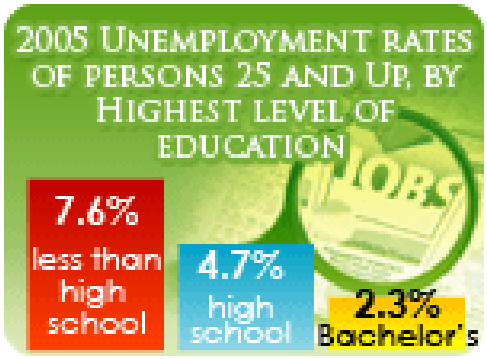


Figure 7.1.2: 2005 unemployment rates of persons 25 and up, by highest level of education. (Public Domain, National Center for Education Statistics)

How can we provide equal opportunity in education?

- One of the main indicators of school success, or failure, is the quality of instruction students receive. An increasing body of research has linked student success to the quality of teachers, according to Darling-Hammond (2007). She suggests a national policy as aggressive as the post World War II Marshall Plan to increase the number of qualified teachers in impoverished schools. This new policy would include: $25,000 service scholarships to draw teachers to high-need school districts; stipends to experienced teachers who agree to teach in high-poverty schools; improved teacher preparation and professional development; as well as programs to mentor all beginning teachers. (Darling-Hammond, 2007).
- A number of experts have pointed to the need for more federal government support of education. Darling-Hammond also recommends that the federal government create programs to promote “thinking curriculums” which would emphasize problem solving and the higher-order thinking skills required of the 21st Century jobs.

Others are calling for the federal government to greatly increase the amount of funding it grants local schools. Much of the recent educational gain by European countries can be attributed to centrally funded schools with clear national standards for education (Miller, 2008).

"If we're serious about improving our schools, and especially about raising up the lowest, Uncle Sam's contribution must rise to 25 or 30 percent of the total," stated Miller (2008, online).

- Another strategy being pursued to improve the quality of inner-city schools is fiscal equity litigation. This entails using lawsuits to force states to provide adequate educational opportunities for all students. They are also called adequacy lawsuits. Over the last 20 years many such lawsuits have been successful and funding models having been declared unconstitutional in 17 states (Rebell, 1999). Unfortunately, enforcing such rulings has been difficult and many rulings have been ignored by state legislatures.

  The recent court rulings in favor of more equitable funding shows that people are increasingly concerned about fairness in education (Rebell, 1999). According to Rebell (1999) "what seems to be at play here is the resurgence of a powerful democratic imperative at the core of the American political tradition" (p. 5). In other words, more and more people are seeing equal access to education as an essential part of democracy.

Conclusion: is change on the horizon?

This change in attitude is good news for those in favor of more evenly distributed school funding. For many years Americans have stuck to the notion that our current funding system offers equal opportunity to all (Darling-Hammond, 2007). This belief has been a major obstacle to change because, until there is a consensus about resource problems in our poorest schools, we won't begin looking for solutions.

"The common presumption that schools currently provide a level playing filed paralyzes necessary efforts to invest in schools attended primarily by students of color," according to Darling-Hammond (p. 329).

In this way, I think the federal No Child Left Behind Act of 2001 may have moved the country closer to accepting the fact of inequality. Now that the government acknowledges the problem as a matter of law, it needs to invest real financial resources in the solution.

Efforts to equalize educational resources are already working in my city, Newport News, Virginia. Millions of dollars were recently spent to renovate a crumbling urban school and, as a result, children from more wealthy neighborhoods are happily riding the bus downtown to attend. The school, Booker T Washington, now has a Marine science focus, a new aquarium, a small number of students, and some of the best teachers in the city. My daughter has begged me to let her go there for middle school. Difficult decision? I don't think so.

? Exercise 7.1.1

1. Ms. Smith is a parent of a public school child. She wants more funding for her school. Where does her school get most of its funds?
A. From state and local governments
B. From the federal government
C. From the state supreme court
D. From endowments

2. Ms Smith wants to send a letter to the people in charge of her public school budget, to whom should she send it?
A. The state government
B. Local government and school boards
C. The federal government
D. The United Nations

3. Ms Smith is doesn't like the poorly funded inner-city school her niece attends. Students there are most likely disadvantaged because…
A. They don't have the most qualified teachers
B. They can't learn

C. They eat too much lead paint
D. They lack motivation

4. The family of an inner-city child has been asked to participate in a fiscal equity lawsuit. The goal is to….
A. Allow the federal government to take over schools
B. Force local governments to charge more property tax for schools
C. Require more charter schools
D. Require states to fund education more equitably

5. Based on recent experience, how successful will the lawsuit be?
A. Very successful, such lawsuits have resulted in more equitable funding for schools
B. Somewhat successful, they hold states accountable for providing adequate education
C. Unsuccessful, they can't prove inequities really exist because everyone has equal opportunity
D. Not successful at all, they loose in court every time

Answer

1. A. From the state and local governments is the answer
2. B. Local government and school boards are the answer
3. A. They don't have the most qualified teachers is the answer
4. D. Require states to fund education more equitably is the answer
5. B. Somewhat successful because the hold states accountable is the answer

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7.2: How are individual schools governed? 7.2: How are individual schools governed?Edit Update titlecancel

Learning Objectives

Students will identify the tiers of the hierarchy of public school governing.

Students will identify the responsibilities of each tier.

The Hierarchy of the System

Who is the boss in the school systems? The public school governing system is actually a hierarchy (March, 1978). There are several tiers to this hierarchy beginning with the federal level and ending with the individual teachers. It is a pyramid of administrators doing everything they can to educate today's students.

Federal and State

While some may believe that administration of schools starts with the federal government, the truth is that on the federal level there is very little involvement in education, even in funding (Federal Role, n.d.). The federal government sets some guidelines for education, such as the No Child Left Behind Act, but not specific ones such as curriculum taught. In actuality, the states have most of the power over their own schools and what they teach (Education Commission of the States [ECS], 1999). The states set what the students will learn and what standards they have to meet. This means that if a child is meeting their grade level standard in Tennessee they may or may not be meeting the Virginia standards for that grade level. States try to decide what knowledge is imperative for students to learn before they move on to the next grade or even college (ECS, 1999).

States also choose the standards that the teachers must meet (ECS, 1999). The state wants the teacher to be able to educate the students to achieve the set standards. There are things that every state requires, but each of them has their own variation. Every state requires the teacher to have a college degree and some form of standardized testing to be able to teach in their public school system. There are national tests available, but each state requires different ones. Teachers moving to a different state may be required to complete a new test or even a new course before gaining licensure in that state.

States have the largest financial role in the schools. Very little funding comes from the federal government. Most of the federal funding is applied for by the individual school in the form of a grant for a special purpose (Federal Role, n.d.). The states provide teacher salaries and the money required to run each individual school. Each individual school has a PTA that can help the school gain funds for things like technology (ECS, 1999).

Note

Hierarchy Tiers on a District Level

School Board

Superintendent

Principal

Teacher

District

Each state is broken up into districts (ECS, 1999). Most administration deals on a small level, either within the district, or in the individual school (March, 1978). The districts each have their own school board made of elected members (Office of the Education Ombudsman, n.d.). Those boards decide how their schools will achieve the standards set by the state. They will also decide anything else they believe the schools should be doing to service their district's children. Some of these things include overseeing the curriculum and helping to promote better teaching techniques (Education Administrators, n.d.). The board has to have all schools achieving at a level set by the state, so they use their resources to push the schools to achieve the standards they have set (ECS, 1999).

Superintendent

A superintendent is chosen to oversee the schools in the district (ECS, 1999). Much like a politician, this office is often given to those who have worked their way up from the bottom of the hierarchy (March, 1978). They are in charge of making sure the schools are doing what is required by the school board. They make routine visits to schools to check on how they are doing. They work with the principals and teachers to see that children are getting the most out of each school day.

Principal and Assistant Principal

The district hires principals to oversee each individual school. These principals are there to see that the teachers are doing their job and the children are getting the education they deserve (Office of the Education Ombudsman, n.d.). They are responsible for scheduling, planning the daily activities, and managing the overall activities of the school (Office of the Education Ombudsman, n.d.). Principals make routine visits to classrooms to make sure they are running smoothly and that teachers are making the most of their instructional time. Another difficult duty of the principal is the budget for the school. The principal must decide how to best spend the school's money (Education Administrators, n.d.).

The schools also have assistant principals. These administrators help the principal in the daily activities of the school. They also handle most of the discipline problems leaving the principal available to focus on other duties (Education Administrators, n.d.).

Teacher

Each school is responsible for the hire of their teachers. The principal can decide who to hire as long as they are qualified by the state (ECS, 1999). Teachers apply for a job through the district and might interview at several schools before being hired by one. Each school is different so principals often look for a teacher who will fit into the school.

The teacher is the one with the most direct affect on students. They ultimately decide what happens in the classrooms (ECS, 1999). When the door closes every morning it is up to the teacher to make an effective use of time and get children to those standards set by the state. If children in their classrooms are not performing well, the teacher is held responsible.

Summary

In summary, the federal government makes general regulations for education and contributes very little funding for the schools (Federal Role, n.d.).

The states have most of the power because they are able to set the standards for teachers and students, and they fund the public school system almost completely (ECS, 1999).

The district has the power in the area entrusted to them by the state. Each district has an elected school board that determines how state standards are achieved and anything else they see fit to better the students' education (Office of the Education Ombudsman, n.d.).

The superintendent oversees the schools in the district and makes sure they are following what is set by the states and the district (ECS, 1999).

The principals manage their individual school with assistance from the assistant principal (Office of the Education Ombudsman, n.d.).

The teachers instruct the students in accordance with the standards set before them by all levels of the hierarchy.

? Exercise 7.2.1

1. Which tier of the hierarchy of education is responsible for hiring teachers?

a. The federal government

b. The principal

c. The school board

d. The state

2. Which is not a responsibility of the principal?

a. Budgeting the individual school's money

b. Hiring teachers

c. making standards for curriculum

d. Scheduling activities

3. A teacher does not meet the standards set by the state, district, and school. Who will act on correcting the situation?

a. The board of educatiion

b. The federal government

c. The principal

d. The superintendent

4. When will the state get directly involved in an individual school?

a. When an individual teacher is not teaching the curriculum set by the state

b. When the building needs repair or rebuilding

c. When the school board sets standards higher than the states' standards

d. When the school is not meeting state standards repeatedly

Answer

1. B – The principal hires the teachers that they think fit best in the school.

2. C – The principal does not make a standard for the curriculum. The states and districts choose the curriculum that will be taught.

3. C – The principal will deal with the situation because if it is not a matter of the whole school, it is dealt with on a small level.

4. D – The state does not intervene in individual schools unless the school is not meeting state standards and steps have not been taken by the lower tiers of the hierarchy.

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7.3: What are the roles of local, state and federal agencies in education? 7.3: What are the roles of local, state and federal agencies in education?Edit Update titlecancel

By: Melissa Belliares

Learning Objectives

- Be able to differentiate educational roles of each level of the government
- Identify legislation and programs offered by the federal government...
- Be able to define the major roles the state play in the school system...
- Be able to understand the goals of the local government...

Federal

The federal government sets up departments, advisory committees and programs (such as the We the People Program) to ensure the state and local agencies follow the basic human rights for all citizens by implementing civil rights amendments and programs that endorse good citizenship. The departments also serve to allocate funds and ensure a good development of students and curriculum. Originally, the federal government's main use was land grants for states to develop colleges and universities. As world competition soared after and during the world wars of the 20th century, the U.S. government started to help with education assistance (Wiki's GI Bill website) for returning veterans; and then later, the National Defense department in 1958 set up allocations to help potential students better in all core areas like math and science (click here to find out more about the National Science Foundation). "In the State of the Union Address on January 31, 2006, United States President George W. Bush announced the American Competitiveness Initiative. Bush proposed the initiative to address shortfalls in federal government support of educational development and progress at all academic levels in the STEM fields" (STEM 2008).
The federal government also sets up a great resource tool for teachers. The Federal Resource for Educational Excellence (FREE) allows teachers to utilize the internet for classroom resources for all subjects and levels from the National Science Foundation and other federally funded programs like the Endowment for Humanities, National Park Service, Library of Congress, Smithsonian Institution, National Institutes of Health, and even the Labor Department among others.

Although the federal government has no constitutional role in education because of the 10th amendment, and no mention in the document pertaining to the federal role, in 2003, the Secretary of Education released the revision of the "constitutionally protected prayer" in public schools (originally from the Elementary and Secondary Act) and mandated by the No Child Left behind Act of 2001 (ASCD, 2003) (Findlaw 2008). The voucher system gives parents an option for their child's education through the faith-based initiatives issued by the white house in 2002 to "create a level playing field for faith and community based organizations to compete for USAID programs" (USAID). The executive branch has implemented National Charter Week for a week in May starting this year, 2008.

Giving options and opportunities to parents and students is the underlying theme in the federal's role in the educational system. They have the power to make changes and institute ideas that help students benefit more from the national educational system. The federal government's role in education also plays a socio-economic role on a national level because most of these changes dealt with funding and civil rights and a lot of controversy build awareness for some these issues.

State

Each state's department of education holds the certification role for teachers on a state level and the VEA (a non state-funded organization) also help teachers earn national certification. According to "Home Instruction in Virginia," guidelines set by the Department of Education of Virginia, home-school teachers must meet licensure requirement in addition to a high school diploma. Virginia's department of education has a great job resource site for state-certified teachers at Teach Virginia Education Career Center. Here, teachers can find job opportunities in state or out of state.

The following are offices that work under the Department of Education of Virginia for the improvement of all Virginia's schools.

Division of Student Assessment & School Improvement: *reporting of results for the commonwealth's statewide assessment programs, develop the tests that make up the commonwealth's statewide assessment system (like the SOL's), promotes student learning and achievement by assisting schools and school divisions in the implementation of effective instructional strategies and best practices and include school-level and division-level academic reviews, school improvement planning, and innovative*

programs such as the Partnership for Achieving Successful Schools (PASS).
Division of Finance: *makes payments to school divisions, including entitlement payments and state and federal reimbursement requests; collaborates with the Department of Planning and Budget and the General Assembly for budgets and provides assistance to public education funding to school divisions; oversees federal grant allocations; implements Department of Agriculture programs for lunch and breakfast with training and technical assistance to all schools*
Division of Instruction: *works with each level to ensure instructional programs adhere to requirements; oversees gifted and physical (among elective others) education; oversees the SOL's; implement early childhood education (i.e. Head Start)*
Division of Policy & Communication: *oversees public communication between the citizens and the Board of Education; releases news and relays a summary news articles for members; help with members speeches*
Division of Special Education & Student Services: *over sees the deaf and blind state schools; provides education, strategy and options for special education for parents and teachers; revises state special education requirements*
Division of Teacher Education & Licensure: *implements state and federal regulations for licensure for preK-12 levels*
Division of Technology & Career Education: *contains designated adult literacy office; promotes educational technology; calculates and reports state and federal accountability results*

Local

Nobody can bring the school community together more than the collaboration of parents and teachers when it comes to general and special education. According to the guidelines set by the state, the superintendent collects curriculum information from home-school parents as well. Constitutionally, all students should have the same opportunities that can be implemented not only by the federal and state governments, but through local means as well. Together, the parents and the teachers with consideration of the students, can best represent the school's wants and needs. The local agencies have to have their submitted "programs" in order to get funding from either the state or the federal governments (under the ESEA of 1965, all programs must comply with all other programs under the act). There seems to be an overwhelming outcry for alternatives to public education by people who believe the local agencies are not doing enough for their schools; may it be for more home schools or school vouchers. But, the popular trend of privatizing various school programs has some parents wondering if this is a real alternative or just product placement. (Manning, 1999) The PTA (parent and teacher association) is locally and state funded with cooperation on the national level. It is the PTA that brings communities and schools together to ensure proper development of the student and school is being implemented. A good example of this is the Standards of Learning Test nationally mandated, state funded, locally implemented.

? Exercise 7.3.1

1. Which educational reforms are in chronological order ?

a. Gi Bill, Section 504, Higher Education Act, NCLB

b. Higher Education Act, National Defense Act, NCLB

c. NCLB, National Defense Act, Section 504

d. National Defense Act, Higher Education Act, IDEA

2. How does the National Park Service contribute to the educational system?

a. A teachers' classroom information tool; part of FREE

b. A program that helps teachers plant a tree in every school yard

c. A program that builds a playground on every school yard

d. Names parks after the most apreciated teachers

3. Mary's' mom believes that parents should be involved as much as possible, which state funded organization implemented locally would her mom belong to?

a. ESEA

b. PTA

c. NCLB

d. VEA

4. Rapheal Carter said "The misconceptions about grammar posted on the 'Net are at least as bad as the misconceptions about evolution, presumably because American public schools do an equally bad job of teaching both." Which of the following statements would he agree with most?

a. The federal government should mandate evolution to be taught in public schools

b. School's curriculum should be emphasized on grammar in English and and fair instruction on evolution in History and Science

c. Our teachers need better state funded training with the internet

d. Our local communities should donate more computers

Answer
1. D
2. A
3. B
4. B

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7.4: Should I join a union or professional organization? 7.4: Should I join a union or professional organization?Edit Update titlecancel

By: Kayla Bise

Learning Objectives

- Readers should understand the benefits and disadvantages of Teachers Unions
- Readers should understand how the Unions effect teachers
- Readers should be able to decide if they would like to join a union once they begin their career

Introduction

Throughout time unions have worked to provide more for their employees. In 1857 the National Education Association; also known as the NEA; was formed by one hundred educators (NEA). The NEA became an advocate for children who were not learning to read and write. Over the course of one hundred and fifty years the NEA has become the largest teaching union (NEA). Currently there are over 3.2 million members across the United States (NEA). While the NEA is the largest teaching union the American Federation of Teachers is the second largest teaching union. The AFT was founded in 1916 to represent the economic, social and professional interests of classroom teachers (AFT). The American Federation of Teachers currently has 1.4 million members that belong to three thousand local affiliates nationwide and forty-three state affiliates (ATF). Virginia does not belong to the ATF as a state affiliate but there is a local affiliate in Fairfax County (ATF). Although teachers are not required to join the NEA or ATF many do to protect their selves in many aspects. These unions often provide employment security while protecting teacher's rights with working conditions, teacher pay and benefits and other contract provisions. This raises the question to up and coming teachers as to whether they should join a teachers union.

Note

"Today unions represent 67 percent of the nation's 3 million active public elementary and secondary school teachers" Randall W. Eberts

Benefits of Joining a Union

There are many benefits of joining a teachers union. When a teacher joins a union they are granted many more benefits then teachers that do not join a union. The benefits that teachers are most concerned with are their pay and benefits, working conditions, employment security. A study found that teachers who are members of the union earned between five and twelve percent more than those who did not join a union (Eberts, 2007). These teachers also had more benefits and this may have increased the quality of education (Eberts, 2007). Teachers are often concerned about their working conditions such as class size, time for preparation and other activities away from students (Eberts, 2007). Studies found that that the student-teacher rations were seven to twelve percent lower for union teachers than for nonunion teachers (Eberts, 2007). The study also found that union teachers were allowed more time in class preparation and administrative duties (Eberts, 2007). Without the union teachers would not be allowed this planning time which is necessary for their classroom to run smoothly. While the unions protect a teachers pay and benefits and working conditions it also protects their employment security. Many teachers are granted tenure after teacher for a few years (Eberts, 2007). Tenure protects teachers from dismissal except for specific causes, which are not related to performance (Eberts, 2007). As you can see there are many benefits to joining the union that will protect you as a teacher.

Disadvantages of Joining a Union

While there are many benefits of joining a union there are also many disadvantages. Some teachers do not want to join the union because they are often very political and they may not agree with what the union stands for. Randall W. Eberts stated, "Teachers were not always anxious to be part of organized labor" (Eberts, 2007). While the unions often helped with the financial aspects of being a teacher they had many views and were often not agreed by the teachers (Eberts, 2007). There are also some districts that say that a teacher must be part of a union. Many people are forced to go along with the views of the largest unions like the NEA and AFT because there are no counter propaganda organizations (Moore, 1996). A disadvantage of joining the union is the cost. The average annual dues for the National Education Association is between four and six hundred dollars (Moore, 1996). This raises seven hundred and eighty five million dollars in revenue for the NEA (Moore, 1996). While the union may do a great job at

protecting teachers pay, working conditions and their employment security it also protects bad teachers. An example of this is a high school teacher that was fired for producing and appearing in an x-rated video and asking students to be involved (Moore, 1996). The union defended this teacher claiming that he was working to augment his income (Moore, 1996). Teachers like this should not be protected under the union. These disadvantages may outweigh the benefits of joining a union.

Conclusion

There are many benefits and disadvantages of joining a teachers union. While some teachers want to protect their pay and benefits, working conditions, and employment security others view the unions as if it was forced upon them. Some may feel that unions are too political for them to join whither it is for a religious reason or ethical view of the NEA. Some may believe that joining the union is costly while others see that there are benefits in joining the unions that may increase their pay. As future teachers we will have to decide whither we will join the 3.2 million teachers across the United States in the NEA. One must weigh out their views of the unions and decide if joining will be an advantage or disadvantage for their career as a teacher.

? Exercise 7.4.1

1. Who is the largest Teaching Union in the United States

A. AFT

B. CBS

C. NEA

D. NNEA

2. How many members does the largest Teaching Union in the United States have?

A. 3.8 Million

B. 1.4 Million

C. 7.2 Million

D. 3.2 Million

3. True or False: The average teacher's wages will increase if they join a union.

4. One reason many teachers do not join unions is:

A. They will have a pay increase

B. Religious and Political Views

C. To fight for better cafeteria food

D. There is not a teachers union

Answer

1. C
2. D
3. True
4. B

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7.5: Who decides if I am successful, and how? 7.5: Who decides if I am successful, and how?Edit Update titlecancel

By Patrick King

Introduction

The teaching profession is one of the most important, fundamental occupations in today's society. Teachers play a very influential role in the lives of their students, and have a great impact on their future and on society as a whole. Because teachers play such an intricate part in society's well-being, school systems have to make sure teachers have efficient skills and knowledge in their disciplines, and that their methods of teaching are effective. Teachers frequently have to undergo an evaluation process in which school administrators assess the teacher's competence, teaching abilities, effectiveness, and overall success. It is imperative that this assessment be carried out honestly and accurately to ensure the best quality of education for the students.

The Evaluation Process: Who Evaluates?

The teacher evaluation process is a collaborative project in which members of the School administration take part. The principal, and other administrators in the school system, come together to complete this task. Before the school year begins, the principal, administrators, and teachers meet to discuss specific goals for the school and its classes. The principal explains the supervision process, and reviews the evaluation instrument with the teachers (Spokane, 2002). The teacher must then prepare the lesson plan for the class and think of a way to administer the classroom in an effective manner. The principal usually has scheduled observation dates, and may also have unscheduled and unannounced dates of observation and evaluation. The teacher is assessed based on performance, the validity of the material taught, and overall effectiveness and connectivity with the students.

Note

"By understanding the means by which teachers have attained student learning and growth, assessors can verify that they actually possess the skills, knowledge, and habits necessary to attain consistent, continued student learning and growth," (Johnson & Jones, 1998, p. 1).

The Evaluation Process: Support and Criticisms

Each teacher has his or her own individual style and methods of teaching. It is impossible for all teachers to adopt a universal system of teaching because each teacher has a different background, different life experiences, and unique morals and values. These differences must be taken into consideration when creating an evaluation rubric for teachers, and in the actual process of evaluation. Many people believe that most teacher evaluation systems are fair, but a great number of people disagree. They feel that many evaluation instruments used in school systems eliminate individuality in teaching styles and take away the essence of a good education. Teachers and administrators have very different outlooks on the evaluation process. According to Enz & Searfoss (1993), evaluation of teacher performance "only perpetuates the status quo (principals' views) and causes nothing but frustration over missed opportunities (teachers' views)," (p. 7). Enz & Searfoss (1993) found that administrators were reluctant to alter the status quo. Even though the administrators agreed that the evaluation system should be augmented to improve the assessment of holistic, integrated classrooms, they felt change was unnecessary because the effective teachers would "top out" on the evaluation instrument regardless, and their merit pay would not be affected by the change (Enz & Searfoss, 1993, p. 5). The teachers in this study felt that their holistic and integrative teaching philosophy was unappreciated by the principals, who used an evaluation system based on a direct instruction model (Enz & Searfoss, 1993, p. 3). Rather than trying to defend their holistic, integrated beliefs, the teachers prepared a direct instruction lesson for their evaluation in order to please the principals (Enz & Searfoss, 1993, p. 6). These teachers viewed their evaluations as missed opportunities: opportunities in which the principals missed out on discovering the accomplishments of holistic, integrated classrooms (Enz & Searfoss, 1993, p. 6).

The Impact of Evaluation: Teachers, administrators, and students

Teacher evaluations affect everyone in the school system, directly or inadvertently. Teachers' stress levels may increase due to the fear of poor performance or receiving a bad report. Students in the class during an evaluation may feel that they are being evaluated as well and may either become more engaged in the class or may avoid giving input, asking questions, or participating in discussions as much. Administrators, especially those who directly carry out the evaluations, may be stressed by the number of

evaluations or might be concerned with making sure the evaluation is a fair assessment. Teacher evaluations may also create a strange relationship between teachers and administrators, increasing tensions on both sides. The positive impacts of teacher evaluation outweigh the negatives and are much more important for the well-being of the students. Proper evaluation of teachers allows the administration to determine which teachers are beneficial to the students. An extremely significant duty of the administration is to maintain a school wide, productive learning atmosphere for all students. Accurate and honest teacher evaluation is an essential part of maintaining an efficient school system.

What happens after evaluation?

Once the teacher is evaluated by the administrator, decisions regarding the teacher's performance will be made based on the results. The teacher's quality is judged based on his or her own personal performance, and how the students benefited from the teacher. This calls for two main types of assessment, formative and summative (Harris, 2007, p. 2). Formative assessment is on-going throughout the year, which includes the periodic announced and unannounced teacher and classroom evaluations (FCIT, 2007, "Classroom Assessment"). The summative assessment refers to the end-of-the-year compilation of retrieved data to come to a conclusion about the teacher's overall performance and effectiveness (FCIT, 2007). These assessments are also used to monitor the students' progress throughout the year, and how beneficial the teacher's instructional methods were to them. Beginning in 2001, with the passage of the No Child Left Behind (NCLB) law, schools have shifted toward evaluating the teachers based on the students' results more so than individual performance and characteristics (Harris, 2007, p. 3). Even though the NCLB law has put more focus on holding schools accountable for students' success rather than individual teachers, the pressures were designed to "trickle down" and influence the actions of the teachers (Harris, 2007, p. 4).

Universal Evaluation Practices

The process of teacher evaluation should be somewhat universal in order to provide fair and just treatment of teachers. Teach for America (TFA), a national teacher corps of recent college graduates, developed an evaluation instrument called the Performance Assessment Instrument (PAI) (Johnson & Jones, 1998, p. 1). The main ideas that the instrument is based on are the extent to which the teacher has attained the goals established in student learning and growth, and the means by which the teacher has impacted student learning and growth (Johnson & Jones, 1998, p. 1).

Conclusion

Teacher evaluation plays a monumental role in the educational experience of students, in the proficiency of school systems, and in the society as a whole. The school administrations must deliver evaluations that effectively assess the teacher's abilities, interactivity, and the resulting success of the students. Proper teacher evaluations allow successful teachers to teach and lead the students who will become the future of society.

? Exercise 7.5.1

1.) Which of the following requirements would be the best for teacher evaluations?

a. They all must be announced and scheduled.

b. They can only be unannounced and unscheduled.

c. They can be either announced and schedule or unannounced and unscheduled.

d. They are all unannounced.

2.) Why would school administrators feel that it is unnecessary to change or augment their teacher evaluation system if their effective teachers always did well on evaluations?

a. Effective teachers would "top out" regardless.

b. Too much time and effort.

c. Teachers comfortable with existing system.

d. Fear of more strict policies and regulations.

3.) Why would teachers prepare a direct instruction lesson for their evaluation, even if they'd rather teach more holistically?

a. Because they support the direct instruction model.

b. Simply to please the biased principal and pass the evaluation.

c. Because the principal held strong holistic, integrated beliefs.

d. Because the students preferred direct instruction.

4.) Summative assessment is used as:

a. Evaluation of growth at the end of the year.

b. On-going, periodic evaluation to measure growth.

c. A measurement of absences throughout the school year.

d. A way to monitor behavioral problems.

5.) Formative assessment is used as:

a. Evaluation of growth at the end of the year.

b. On-going, periodic evaluation to measure growth.

c. A measurement of absences throughout the school year.

d. A way to monitor behavioral problems.

Answer

1. C
2. A
3. B
4. A
5. B

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CHAPTER OVERVIEW

8: Curriculum

8.1: Is it still the "three Rs"?
8.2: Is there a "hidden curriculum"? Where is it hiding?
8.3: Who decides what is taught?
8.4: Are we moving toward a national curriculum?
8.5: How can we prepare all students for life after high school?
8.6: What are the effects of standardized testing on school curricula?

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8.1: Is it still the "three Rs"? 8.1: Is it still the "three Rs"?Edit Update titlecancel

Krista Olah

Learning Objectives

- recognize and understand the concepts of the original R's
- grasp the basic concepts of writing
- understand the differences between phonics and whole language
- decide if a piece of work is plagiarized

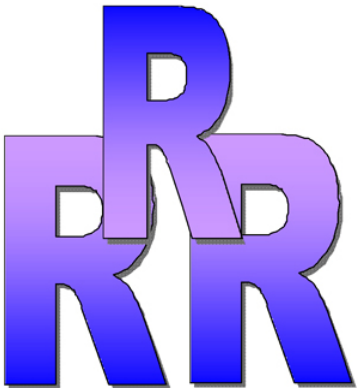


Figure \(\PageIndex{1}\): The three Rs (CC-BY-SA, Kolah001 Wikimedia)

Introduction

Back in the 1800's, Sir William Curtis an alderman later dubbed Lord Mayor of London made a toast to the Board of Education(Sir William) about "reading, 'riting and 'rithmetic"(American Heritage). It is unknown if he pronounced the words inaccurately on purpose due to illiteracy or if he was trying to be ironic. Either way, the phrase was found intriguing and used by others. However, there are more subjects in today's schools, more and different jobs that involve technology and other medias than there was in the 1800's, so it's smart to say that the 'Three R's' have changed or expanded from just reading, writing, and arithmetic. Because of this teaching has changed as a whole, instead of focusing on teaching the original 'Three R's' we are now teaching multiple subjects.

Original Three R's

When Sir William Curtis introduced the 'Three R's', it was from then on assumed that reading, writing, and arithmetic would be the basis of education. One had to master these three subjects before he, and sometimes she, could move on in life and be successful. From there he could go into a profession and learn other subjects such as science, history, literature, etc. In modern times we are taught first how to count, recite the alphabet and recognize it. Afterwards, we expand to applying this knowledge into reading literature, studying history, investigating science, and others. From there we choose different electives to study more in depth leading us to our chosen careers.

Students should be able to absorb the 'Three R's' knowledge and use it. Basically being able to recite, recognize, and write letters' then form them into words. Finally, these words can become sentences, paragraphs, papers. Students also need to know how to count and calculate. From there they can solve mathematical problems that can help with medical, scientific, and technological breakthroughs. However there are certain rules and steps they need to follow in order to do these things properly.

Reading

The ongoing debate on how to teach to read is whether to use phonics, pronouncing the word by each syllable, or whole language, emphasizing the use and recognition of words in everyday context (whole language). The debate is whether to stress technique and mastery, phonics, or meaning and context, whole language (Roy). There are three sides to this, those supporting phonics, those in favor of whole language, and some who believe that reading should involve both ideas. "Research evidence also shows that a balanced approach works better for children learning to read" (Early).

Writing

Writing follows precise rules such as grammar, punctuation, capitalization, and spelling.

Grammar includes:

- Person, Place or Thing
- Subject, verbs and their agreement
  - Fluffy and Babydoll are my pets.
- Pronouns
  - I, You, He, She, It, We, They
- Adjectives
  - Describe Nouns
    - "sweet apple"; "ugly color"
- Adverbs
  - revise any word except for nouns and pronouns
  - answers how, when, where
    - "swam quickly"

Punctuation includes:

- Periods, Quotation Marks, Question Marks, Exclamation Points
- Colons, Parenthesis
- And many more

Along with the writing rules, there is also a **legal** rule. Plagiarism, the use of one's words or ideas as your own without crediting them, in education betrays trust in the student and teacher, creates liars and dishonest people. Plagiarism is also theft, if caught you could face charges from failing the paper being arrested, having a record, and paying a fine. However, some may not realize that they are plagiarizing. Here are some tips on how to avoid it, always give credit when (Overview):

- another person's ideas, opinions, or theories are used
- facts, statistics, graphics, drawings, music, etc.,is used and did not come from the government
- quoting
- paraphrasing
- giving a fact that is not common knowledge

Arithmetic

Math is important because we use it in everyday routines, such as(Importance):

- Problem solving
- Budgeting money
- Time management
- Calculating tips and tax
- Memorizing phone numbers and locker combinations
- Estimating distances or weight



Figure \(\PageIndex{2}\): A clock icon (BSD, Vadim Plessky, Wikimedia)

Fourth R and Beyond

In today's classrooms reading, writing, and arithmetic are still the basis for learning everyday subjects such as math, literature, history and science. However, knowledge in the classroom does not stop there but continues on into saving the environment, forming relationships, and expanding the creative side of your brain. If you were to go out into the world today and ask people what they thought the "Three R's' were you might be told multiple different things such as Relief, Recovery and Reform from the Great Depression; or Revenue, cost Reduction, and Regulations from a businessman (Three Rs). Although, these 'Three R's' do not relate to education another set does and that is reduce, recycle and reuse (Waste Hierarchy).

Reduce, Recycle, Reuse

It may not seem to be a part of education; however, teachers are always trying to teach their students to conserve and be a part of repairing the environment. Some schools, such as Southeastern Elementary in Chesapeake, Virginia, will have each grade level plant at least one tree every year. The students are being taught how to use scissors correctly and are praised when they waste as little paper as necessary. Teachers even come up with art ideas such as using old scraps of paper to form a collage.

Relationship

Teachers today want their students not only to be successful in technology and knowledge, but to be able to go out in the world and form a relationship with friends, family, boss, co-workers, future children, and future husband/wife.

Rhythm

Music is a part of everyday life. People listen to it in their car, at home, in movies, while trying to relax, at concerts, and much more. Music is a stress reliever and helps increase energy. Music cannot be made without rhythm. As a fourth R, Rhythm can also be used to help memorize a poem, or make a story interesting like in the movie "Renaissance Man".

Art

Art, Fine Art, is important because it brings knowledge to your brain, senses, and emotions, basically educating your soul. Art teaches many things such as observing reality, making judgments,understanding the human conditions, expressing values, training the mind, and uniting reason and emotion(Fourth R).

Some educators believe that one or more of the above should be added on to the 'Three R's'.

To Answer the Question

In my opinion, the basics of learning reside in the original "Three R's", however as time goes on we expand our knowledge. Since we are expanding our knowledge there are more lessons being taught. Some of these lessons have SOL's, Standards of Learning tests (state of Virginia)such as a being able to read the amount of liquid in a tube whereas others do not such as Recycle, Reduce and Reuse. Just like in the debate of phonic and whole language, it is the combination of all these things and more that make up education.

? Exercise \(\PageIndex{1}\)

1) What are the original 'Three R's'?

a) reading, 'riting, 'rithmetic
b) reduce, recycle, reuse
c) relief, recovery, reform
d) revenue, reduction, regulations

2) Who created the phrase 'Three R's'?

a) Sir Curtis Williams
b) Sir John Williams
c) Sir Peter Curtis
d) Sir William Curtis

3)A student is writing a paper about Albert Einstein and quotes "Imagination is more important than knowledge"(Collected). At the end of paper the is no Resource List. Is this plagiarism?

a)No, because there are quotation marks.

b)No, because this is a paper about Einstein.

c)Yes, because the quote is not credited.

d)Yes, because this is a paper about Einstein.

4)In a Kindergarten class there are multiple students who can pronounce the words and read out loud extremely well but cannot comprehend the meaning of the words. What would you suggest to the teacher?

a)Good Job! But stress the phonics side.

b)Good Job! But stress the whole language side.

c)Good Job! Keep it up, you're being very balanced.

Answer

1) a

2) d

3) c

4) b

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8.2: Is there a "hidden curriculum"? Where is it hiding? 8.2: Is there a "hidden curriculum"? Where is it hiding?Edit Update titlecancel

by Aubrey W. Bibbs, Jr.

Learning Objectives

1. Reader should be able to recognize various types of hidden curriculum/character education.
2. Reader will be able to identify reasons for implementing a hidden curriculum/character education into an existing curriculum.
3. Readers are expected to distinguish the differences between the goals associated with hidden curriculum/character education from those of a traditional/formal curriculum

Introduction

The Random House College Dictionary (1988) defines curriculum as: “the aggregate of courses of study given in a school, college, etc” (p. 328). The term “hidden curriculum” comes from the concept that such an aggregate of courses is comprised of a curriculum which is both formal and informal, also known as written or directed curriculum and unwritten or undirected curriculum respectively. Formal curriculum is traditionally an explicit lesson plan, either produced by the individual teacher or created by the school/school district intended to address intellect and/or vocation, and teach lessons in areas of study such as: mathematics, science, reading, writing and art. Informal curriculum, commonly referred to as hidden curriculum, due to its implicit nature, addresses behavioral and character aspects of life which include, but are not limited to: social responsibility, personal relationships, competition, respect for authority and time management. These aspects are taught by such methods, techniques and procedures as class bells, restroom passes, dress codes, classroom etiquette, class rank charts, etc.

The general consensus is that hidden curriculum has the potential to teach, stimulate and foster good or bad lessons, behavioral pattern and character traits respectively. Some educators feel that hidden curriculum is creating more negative repercussions for students and society, than it is positive results. John Taylor Gatto (1992) expressed his concern during a speech by stating, “…these are the things you pay me to teach. 1. CONFUSION…2. CLASS POSITION…3. INDIFFERENCE…4. EMOTIONAL DEPENDENCY…5. INTELLECTUAL DEPENDENCY…6. PROVISIONAL SELF-ESTEEM…7. ONE CAN’T HIDE…” (p. 2-12). His main argument was that hidden curriculum was “dumbing us down” (Gatto). This was a popular sentiment echoed throughout school systems and communities in the U.S. over the past thirty to forty years.

Teaching Character

Recently, in the past ten to fifteen years, there has been a collective effort by parents, educators and politicians alike for schools to look into placing more focus on areas of hidden curriculum such as, character education; also referred to as value education or moral education intended to help students “to acquire certain character strengths: sound judgment, a sense of responsibility, personal courage, and self-mastery” (Ryan & Bohlin, 1999, p. 207), and realize both the individual benefit and the benefit to the greater good of society when they “internalize these lifelong habits” (p. 207). This movement was brought on by obvious indications that our nation's youth was lacking sufficient moral fiber as demonstrated through “frightening statistics about youth homicides and suicides and by soaring numbers of teen pregnancies“ (p. xiii), staggering high school drop out rates and gang affiliation. As a result of the movement to create formal programs which propagate positive outcomes by focusing on the potential that hidden curriculum has to influence character development, the term “hidden curriculum” has become synonymous with character education. Another point presented by advocates for character education is that a value/moral driven curriculum was deemed a necessity by our nation’s founding fathers, such a Thomas Jefferson, who believed that formally teaching virtue early on was integral to the ultimate success of our nation and its established structure (Lickona, 1991).

Note

“To educate a person in mind and not in morals is to educate a menace to society” (Lickona, 1991, p. 3).

Criticism

One would be hard pressed to find a teaching philosophy, idea or technique that was introduced without some form of criticism, skepticism or opposition. So, despite concerns from educators in regards to the countless challenges that students face beyond the scope of academics, an air of skepticism still lingers among many. Taking into consideration the enormous pressures placed on educators to create and implement lesson plans in accordance with No Child Left Behind legislation, consequently forcing many teachers to make drastic adjustments to their preexisting curricula and teaching styles; many educators find it unfeasible to introduce and implement a character driven curriculum while simultaneously maintaining a traditional academic driven curriculum (Allred, 2008, November). Another source of pessimism stem from claims that character education "amounts to imposing particular values or personality traits on young people or crude manipulations of children by dominant powers in their lives" (Ryan & Bohlin, 1999, p. 140). Simply put, some educators feel that character education is nothing short of "brainwashing" (Ryan & Bohlin, p. 140) children. Aside from fear of a decline in academic standing, failing to meet academic benchmarks or indoctrination, educators are open to and optimistic about employing a curriculum that encompasses both academic advancement and character development.

Character Education Programs

There are dozens of character education programs in practice today, making it unfeasible to discuss each one individually. Instead, an overview of some of the key overlapping points from the numerous character education programs currently in use is a more practical approach. Most programs adopt a curriculum centered on a structure that promotes a synergy among the individual student, community and society. Essentially, these programs expect to teach students to make positive decisions not just for self benefit, but for the well being of others. Due to the nature of such programs and their goals, they are often divided into components or levels. Some programs consist of more components than others (components within components), but essentially share three similar components: the school, the family and the community. Additionally, these programs rely heavily on a philosophy that encourages students to use a three division cycle of self-reflection in order to develop good character habits. This cycle is comprised of a continuum of moral knowing/thoughts/thought, moral feeling/feelings/emotion, moral actions/actions/response. Supplemental lessons/techniques common to character education programs include: leading by example, moral literature, storytelling, and cooperative learning to name a few.

Positive Action, a character education program which has been widely used in the state of California for over five years is an example of a program that has successfully incorporated a synergistic structure in its lesson format combined with a self-reflecting philosophy in efforts to build good character traits and behavior while maintaining, and in many cases improving academic standards. In fact, "it was recognized as the only program in the nation to simultaneously improve academics and behavior in character education" (Allred, 2008, November, p. 27) by the U.S. Department of Education What Works Clearinghouse.

Note

"Only a virtuous people are capable of freedom. As nations become corrupt and vicious, they have more need of a master… Nothing is of more importance for the public weal, than to form and train up youth in wisdom and virtue" (Ryan & Bohlin, 1999, p. 220).

Conclusion

Hidden curriculum, more specifically, character education has been revered by many as an essential educational element since the birth of our nation and the development of our nation's educational system. Despite mild criticism, character education has an abundance of benefits on an individual, communal and societal level having both immediate and long term pay outs. Additionally, taking inventory of the moral issues associated with our nation's teenage demographic couple with evidence that character education has the ability to simultaneously instill strong morals and values, creating good character and improve academic performance is proof positive that there is an ever present need for a curriculum that incorporates character education into traditional academic driven education.

Exercise \(\PageIndex{1}\)

1. Which of the following is an aspect of hidden curriculum?

a. Intellect

b. Vocation

c. Competition

d. Formal education

2. Which of the following is not an issue which sparked the movement for implementing character education?

a. A national increase in mathematical aptitude

b. Gang affiliation

c. Teen Pregnancy

d. Youth suicide rates

3. Ms. Trinidad is a second grade teacher at Lakeview Elementary in Portsmouth, Virginia. She feels that she's under a tremendous amount of pressure to succeed, considering she's a first year educator. Ms. Trinidad has recently attended a lecture about character education. She was impressed by the lecture, but isn't sure she can manage merging any new programs with her existing curriculum. What's something Ms. Trinidad can do to implement character education without effecting her current curriculum too much?

a. Teach a traditional curriculum for the first half of the year, and character education for the second half of the year

b. Try a different technique everyday until she finds one that's reasonable

c. Adopt a new curriculum which is completely dedicated to character education

d. Integrate moral literature into her daily story telling time.

4. Mr. Carver, one of Ms. Trinidad's colleagues has noticed drastic improvement in the general behavior and class conduct of Ms. Trinidad's students since she's implemented a few character education techniques into her lesson plans. Mr. Carver is extremely impressed and ponders on the potential of such techniques to help improve his students' behavior, but is reluctant implement such techniques into his lesson plan. What could be potentially holding Mr. Carver back from implementing character techniques of his own into his current curriculum?

a. Doing so has the potential to interfere with and/or ruining a preexisting state exam preparation schedule

b. That implementing such techniques will actually help improve his students' behavior

c. That his colleagues will judge him for blending character education into his formal curriculum

d. He feels that character education techniques are not as likely to work on his class of fifth graders as well as it did for Ms. Trinidad's class second graders

Answer

1.) c.

2.) a.

3.) d.

4.) a

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8.3: Who decides what is taught? 8.3: Who decides what is taught?Edit Update titlecancel

> Note
>
> "Good schools, like good societies and good families, celebrate and cherish diversity." —Deborah Meier

Food For Thought

A school's core curriculum should not be shaped without forethought. What do our students need to know today? What will they need to know tomorrow? What about their unique and individual lives determines what they need to know? Finally, wrapping all of these issues into the question at hand, who decides what is taught?

- Consider the following questions, and develop your own opinion.

Must a student's socioeconomic-driven factors and personal needs be considered in order to form a proper educational plan? Must each of us learn the same content nationwide in order to reach a proper level of education?

Local, or National?

Throughout the history of American education, a student's need for the basics of reading, writing and arithmetic has been obvious and a concentration of the accepted curriculum. But, our national curriculum was not always nationally shaped. In the past, before America's school system operated under national oversight, teachers traveled from town to town and worked on a freelance basis for a few weeks. Without oversight, the teacher taught as he/she saw fit.

Modern strides in science have made staples of classes focused on branches of biology, computer science and advanced mathematics, especially for students thinking of attending a university and going into fields requiring further academically-advanced skill sets. Elective studies, often geared towards the arts, have a tendency to receive funding based on availability, rather than out of necessity. "Funding for the visual arts, music, theater and dance are losing ground across the country due to a ballooning deficit and legislation that caters to standardized testing...Compliance with the No Child Left Behind Act, which makes teaching to standardized testing regulatory, is being cited by some in the education field as the main reason why arts funding is on the chopping block as the first sacrifice to be made (Harbaugh)." So, we recognize nationally that there are basic classes needing to be taught, and that others are not always necessary in order to lead a successful life. These cut classes have been classified as optional when funding runs low, and when well-intentioned acts, such as No Child Left Behind, place emphasis on instilling the fundamentals of modern education. In turn, national philosophies are not able to always satisfy local and personal needs, therefore curriculum should be drafted with some insight.

One study determined that nationally-controlled educational systems have teachers who are "more likely to teach the same mathematics curriculum as teachers in educational systems with local control (Stevenson/Baker, 1)." This, as we've examined, means that we seem to have a national understanding regarding the importance of core education. The study goes on to show a disparity, stating that, "when the control of curricular issues is at the national level, the amount of the mathematics curriculum that is taught is generally not related to the characteristics of the teachers of the students, whereas in educational systems with local control, it is related to teachers' and students' characteristics (Stevenson/Baker, 1)." Locally controlled bodies draft culturally-influenced curricula, while still teaching alongside national regulations. This is an important factor when considering the amount of authority that should be placed on national boards, versus local decision making boards.

Is it better to have a broad-reaching math (or any other field of study) education plan, or is it better to have a plan geared towards the needs of particular communities and states? A state that makes much of its money off of nuclear engineering, or the manufacturing of battleships, could require a workforce with higher math skills than a part of the country graduating future farmers.

That said, Even if higher levels of math (as an example) weren't required in all states, or areas of a state, every level of math education should still be made available to any student desiring the content. This can be provided through distance-education means, like internet broadcasts. A national board may not have the foresight to dedicate particular classes to areas of the country with varying educational needs, and certain districts may simply not have the funds to hire teachers for less-than-popular class choices; today's ever-cheaper communication advances can help fill in any gaps.

Who determines content?

Who decides what is taught? "In the U.S., each state, with the individual school districts, establishes the curricula taught. Each state, however, builds its curriculum with great participation of national academic subject groups selected by the United States Department of Education (Wikipedia)." It's a team effort, but the debate involves determining which body should have the heaviest hand in the final decision making process, regarding what should be offered.

In one experiment of ways to govern a school system (the Denver Curriculum Program), teachers were given the duty of helping to recreate the school system's curriculum. The outcome was that "Teacher participation resulted in a teaching staff increasingly alert to its problems. The program of curriculum revision had stimulated and motivated professional study and had been most effective in creating the desire for the assistance of constructive supervision. Teacher participation had also resulted in the emergence of leadership. It placed a premium on the initiative of the individual teacher (Peltier, 215)." Teachers were able to step up and take the reigns of their schools. This might not be possible everywhere, depending on the collective ambitions of individual teaching staffs, but here is an example of how local decision making works, and can benefit an area. As a bonus, the teachers' involvement boosted the confidence of the local school structure in its own capabilities.

Another part of the debate should mention the creation of textbooks. Regardless of the decisions as to what is taught, and where, eventually the curriculum will revolve around the content that is held in textbooks. Textbooks are not written by high-school teachers, for high-school teachers. Textbooks are penned by "college professors, many of whom have never spent a day as a teacher in the schools for which they are attempting to write texts (Borgeson, 181)." This isn't to say that college professors should not be writing the textbooks, since many high-school teachers likely don't have adequate training to complete the process of creating a textbook. This issue is simply brought up to point out a gap between those who decide what content is available, and those actually teaching and learning in a live classroom setting. It wouldn't be possible for each school district to write its own text books, but that doesn't nullify the disparity.

School: a Social Evolution Context

The American educational system continuously evolves, and is composed of variously influenced tentacles. Historically, as the leading groups within society adapted the curriculum to meet their group-related needs, "similar social groups continued to benefit and, likewise, other social groups were disadvantaged (Goodson, 74)." Only by adapting naturally-evolving curricular needs, based upon what is right for societal and local needs, will America's system of education benefit the many and help the needy rise to individual potential. With the world evolving in so many ways, so must education. The economy of America is changing everyday. The international trade market affects the country in many ways. Trade is very important to the growth of the country, representing 25 percent of the country's gross domestic product. (Source)Trade in services once was a large export but for the past seven years service imports have grown faster then service exports (source). Most industries face international competition causing for companies to look for the lowest-cost work they can work to cut cost. With all these things going on in the economy in America, the government must take a look into evolving educations. For most students and schools this means that high school is not the end of education like it was over 30 years ago. Times are changing and thirty years ago you could get a job without any education after high school. With the job competition on the rise it will be more important for students to go to college in turn changing the outlook on high school across the nation. So what high school students were doing 30 years ago, will that be good for the economy? Should it stay the same?

This is possible on a national level, on a local level, or through a combination of both. Which would you prefer? Who should decide what is taught, to whom?

Independence in thought - COMMENTARY

Schools are created for society, by selected members of society. The simple fact that the decision making bodies are "selected" is reason enough to require that their decisions are grounded in objectivity, while allowing for classes relevant to particular areas of the country with unique needs. Hopefully those in the position of decision makers are world wise and understanding that cultures can change so much from one area of a city and state to the next.

It comes to light that curricula should not be set in stone. As culture and society changes, changes in curricula are necessary. America may be a unified jigsaw, but each citizen doesn't necessarily need, or want, to learn the same as every other. Students should certainly receive and learn non-optional core material, but students nationwide will not benefit by learning through an educational plan drafted entirely as though all people are exactly the same, everywhere. We are all people, true enough, but it's

known that culture plays a powerful role in shaping what people value, and don't, in education. We should allow for cultural and personal variation as much as we can afford to, while continuing to reinforce universal education needs.

It seems an obvious step that each district should be self-motivated and granted the right to determine its own curriculum, at least in part. How can a man in a California computer-science funded locality determine what is best learned by a man in a West Virginian mining community? The answer is that he really can't. He may be able to set a theoretical basis for what all people need know, but he'll never be able to properly dictate what is entirely appropriate for outliers determined by cultural and socioeconomic variation. We may share a larger national border, but we shouldn't expect that a national educational edict be followed, unless it also considers personal and local-based social requirements.

Note

"The fact that an opinion has been widely held is no evidence that it is not utterly absurd." —Bertrand Russell

Exercise 8.3.1

1) Choose the correct answer to fill in the blank:

Historically, three topics that have always held a necessary place in educational curricula are Reading, Writing, and _____

a) Home Economics

b) Art

c) Drama

d) Arithmetic

e) Physical Education

2) Choose the answer that best fills the blank, according to the text:

Nationally-controlled educational systems have teachers who are "_____ likely to teach the same mathematics curriculum as teachers in educational systems with local control."

a) less

b) just as

c) more

3) Choose the correct answer to fill in the blank:

Most High School textbooks are written by _____ educators.

a) Elementary School

b) Middle School

c) High School

d) College

4) Choose the correct answer to fill in the blank:

The board, out of the list below, which takes part in setting curricula nationally, is the _____.

a) Department of Education

b) Department of Curricula

c) Department of Childhood Development

d) Department of Schooling

e) Department of Thought

5) Choose the correct answer to fill in the blank, based on the text:

Teacher participation results in the emergence of _____ roles.

a) Parental

b) Peer

c) Social

d) Interpersonal

e) Leadership

Answer

1) D

2) B

3) D

4) A

5) E

ESSAY TOPIC: Working from your readings and personal experiences, write a short essay explaining how you think curricula should be drafted. Should national boards draft a country-wide curriculum that is based on nationally-accepted norms considering the content students are taught, or should local education bodies have the option of drafting culture-specific curricula, operating in conjunction with core subjects?

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8.4: Are we moving toward a national curriculum? 8.4: Are we moving toward a national curriculum?Edit Update titlecancel

by Ken Gauss

National standards play a critical role in today's educational community. These standards shape what is taught to students, and more importantly, how teachers teach. National standards have a profound impact not just on the regular education classroom, but also the advanced programs including Advanced Placement and International Baccalaureate.

National Standards

In education, there has always been a debate over what to teach our students. In addition, it is important to remember that how something is taught is as valuable as what is being taught. The top programs in today's American school system are the Advanced Placement program and the International Baccalaureate program. When creating national standards, these programs must be held in high regard. The brightest students along with the best teachers participate in these programs. National standards should be developed that can challenge not only students but teachers as well.

International Baccalaureate

The International Baccalaureate Organization states that educational standards are a key part in the development of sound students and teachers (IBO.org). The IB student completes a rigorous program and is challenged on a daily basis. While the students work their way through the program they are forced to meet objectives. Within the IB program, students reach above and beyond what is typically expected of them. IB students must understand how the learning system is not compiled of separate parts, but is the sum of all parts together. National standards can unify students and objectives together as one.

"The International Baccalaureate Theory of Knowledge program provides students a complete view of education" (High Performance). Students have the chance to examine each area of education. Students begin to realize that while learning is different for each area, the basic methods used are the same. In this way students are pushed to understand how each content area interacts. Within each way of knowing is an intermittent part of the others. Each area in and of itself directly affects the others. Once students understand the standards they achieve a better understanding of their learning experience. These standards which can be transferred directly to the national system enhance the learning experience. In this portion of the program students begin to breakdown the walls that divide learning, and view the educational instrument as a whole. Through this portion of the International Baccalaureate program, students understand that each standard directly affects the others.

Advanced Placement

Advanced Placement program also provides students with an opportunity to challenge themselves at a higher level. In the Advanced Placement program students are given college level work, and upon completion, they are given the chance to receive college credit for their efforts. Since these advanced students are learning on a college level they are exposed to college-level material. Being that national standards must push the envelope in the world of education, it is pivotal for advanced placement to play a role in the creation of these standards. As students study in the AP program, they are constantly forced to look outside the box, and approach problems full circle. This skill proves to be vital in the forming of any type of national standard. If they are allowed to only approach problems from the most obvious viewpoint they are denied the experience of seeing problems through. Also they do not gain the chance to observe these from different angles, and achieve solutions which shy away from the norm. More often than not educational problems can't be solved with the most obvious solution. By taking the Advanced Placement outlook students see problems in different way, and thus find more complete solutions.

Standards are a vital part of education. In every educational community standards can vary, and students are taught differently. This leads to varying educational levels across the country. In recognizing this problem, it is easily understood that national standards need to be established in order to form a more complete educational plan. With both the International Baccalaureate and Advanced Placement programs, students are challenged to bring out their fullest potential. With this in mind, we can see that national standards should be shaped around these programs. Not all students are capable of performing in advanced programs, but all students should be challenged to their maximum potentials. When standards are made that require students to reach inside themselves, the ultimate result is students that are better than before. These standards create students who not only solve problems, but understand the issues surrounding the problems.

Conclusion

In the creation of national standards, teachers and students must understand that these advanced programs provide an excellent base to build an educational program. Students who are taught within these standards develop as complete packages in the world's eye. Teachers who teach with these standards not only better students, but better themselves. In teaching on a higher level, teachers inspire students and provide a much needed advancement in the national educational standard. Students pushed to be better themselves ultimately become people who push for a better tomorrow. In establishing a national standard largely influenced by advanced programs there can only be an improvement in education as a whole. With teachers and students constantly pushed to better themselves the entire nation will improve.

Note

"It is better to solve one problems five ways than five problems one way" - George Polya

Exercise 8.4.1

1. IB differs from normal education classes in that

a. IB students only do independent study

b. Students have a customized IB curriculum

c. Students take regular classes, but are expected to do more work

d. There is no difference

2. The IBO states that educational standards are key in

a. Creating a strong school

b. Establishing smart students

c. Development of sound students and teachers

3. Which class provides IB students a full view of education

a. Theory of Knowledge

b. Logic and Ethics

c. IB Psychology

4. In Advanced placement students are given what type of work

a. Honors level work

b. The same work as other students

c. College level work

5. One main goal of the AP programs is to

a. Have students look outside the box

b. Develop complete students

c. Prepare students for the challenges of college

d. All of the above

Answer

1.B

2.C

3.A

4.C

5.D

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8.5: How can we prepare all students for life after high school? 8.5: How can we prepare all students for life after high school?Edit Update titlecancel

By: Cassaundra Lewis

I. Introduction

Every year thousands of students graduate from high school and go on to college. Every year hundreds are not as successful. What can be done to assure that more high school students go on to college? What can we do to prepare students for life after high school? The United States has been debating these questions not only on state levels, but national as well. In this article I will discuss some of the benefits, hindrances, advances, and the content of vocational education and college preparation courses.

II. College Prep vs. Vocational Education

First we should define college preparation and vocational education. College preparation is a course or series of courses that help students adjust to many college-level requirements. William Tierney writes, “Important objectives of most programs are the smoothing of the transition from school to college, improvement of study habits, increase of general academic readiness, and expansion of academic options” (Increasing Access to College, 2002, pg 3). Vocational education is a course or series of courses that give students work related experience to express the nature of careers and help them learn skills that will assist towards careers in the future. According to Unger, “the basic purpose of vocational education is to get a job” (But What If…, 2006, pg 33). “In no other area has greater emphasis been placed upon the development of curricula that are relevant in terms of student and community needs and substantive outcomes.” (Curriculum Development, 1999, pg 3).

Note

Did You Know…?

Did you know…

Education for work began 4,000 years ago? According to Finch, “(the) earliest type of vocational education took the form of apprenticeship” (Curriculum Development, 1999, pg 4).

III. Main Targets of College Prep and Vocational Education

One of the main targets of college preparation courses are low-income students and minorities, who make up a very small percentage of students attending both two and four year colleges directly after high school (Preparing for College, 2005, pg 3). “Educational institutions, state and federal governments, and local communities have committed significant resources to the development of a wide array of outreach activities designed to identify and assist underrepresented students in their pathways to college” (Preparing for College, 2005, pg 1). Vocational education targets those who are even less likely to attend college immediately after high school. “Millions of students all over the world are not suited for and have no interest in traditional academic schooling—which is why alternative career education was developed: to teach students the skills they need to get a good job” (But What If…, 2006, pg 4). Both college prep and vocational education attempt to enlighten students about career choices and assist them with the transition from high school into the adult world.

IV. Positives and Negatives in College Preparation

According to Anne Lewis, of the Education Digest, “more students are taking upper-level math and science classes and more are enrolled in Advanced Placement classes” (College Prep, 2004, paragraph 1). By this, she means that more students are enrolled in classes to help them prepare for college. She goes on to state, unfortunately, “the likelihood of ninth-graders completing high school and enrolling in college by age 19 (…, having graduated from high school within four years and directly entered a higher education institution) has declined”(paragraph 2). Another major negative in college preparation is that the population targeted is not always the one assisted. Tierney writes, “Programs such as MESA, Upward Bound, AVID, (etc.)… are well intentioned, (but) minority students remain underrepresented on college campuses”(Preparing for College, 2005, pg 1).

Note

Did You Know…?

Did you know…

The National Center for Public Policy and Higher Education grades each state, on a scale of A to F, on ability to effectively prepare students for college? Seven states received an “A,” Connecticut, Colorado, Massachusetts (who scored the highest), Maryland, New Jersey, New York, and Utah. Louisiana and New Mexico were the only states to receive a “F”(College Prep, 2004, paragraph 7).

V. Positives and Negatives in Vocational Education

There are many benefits of vocational education. According to Unger, “Employers generally respect the credentials of graduates from vo-tech schools, which usually have strong job placement services and close ties with employers. Vo-tech students emerge stronger in academics as well, because students learn English, math, science, and other subjects in conjunction with their vocational education and, therefore, find these areas more interesting”(But What If…?, 2006, pg 20). Two negatives associated with vocational education are that, “Unfortunately, there are only about 325 vo-tech schools across the United States” and there is a rising inability to keep students interested (But What If…?, 2006, pg 20).

Note

Did You Know…?

Did you know…

“It’s easy to get into college, but not easy to finish and graduate? More than 40% of students who enroll in American colleges and universities quit without graduating” (But What If…, 2006, pg 3).

VI. Curriculum Content

What all is included in the curriculum for college preparation and vocational education? What factors help in considering whether or not a program should be added or subtracted? “Curriculum materials are resources that, if used properly, can assist an instructor in bringing about an intended desirable behavior change in individual students” (Curriculum Development, 1999, pg 208). Unfortunately, there is no fool proof way of being able to tell what is going to help and what isn’t. There are many things to take into consideration when choosing what programs to keep and eliminate (Increasing Access to College, 2002, pg 3). As far as college preparation is concerned, a lot of the learning occurs in advanced classes. Many different approaches are used, such as computer-based assessment and writing assessment. With vocational education, you must determine: What will the student want to study? What does the community need as far as work experience? What will motivate the students toward life after high school (Curriculum Development, 1999, pg 92)?

VII. My Personal Experience with College Preparation and Vocational Education

While I was in high school, I was fortunate enough to experience both college preparation and vocational education. In my opinion, college preparation did very much to help me familiarize myself with what college would actually be like. I attended all honors classes and college preparation meetings. During my time as a vocational education student, I had hands on job training and was able to get my license as a cosmetologist when I graduated from high school. Vocational education did just as much for me on an overall level as college preparation. I do understand that not everyone was as fortunate as I and may not have had the same type of support that I received. One contributing factor, that is very often overlooked, is the influence of home life on attending college directly after high school.

VIII. Conclusion

In conclusion, college preparation courses and vocational education courses are both designed to promote success in the community but use different avenues. College preparation is focused on getting students to college. Vocational education is focused on providing an alternative to a college education for those who might not be as interested capable. When used properly and effectively, these means of education can provide options after high school for all students.

Exercise 8.5.1

1. Which course is more likely to be a college preparation course?

a. Cosmetology

b. Health Education

c. Honors English

d. US History

2. Which course is more likely to be a vocational course?

a. Brick Masonry

b. Calculus

c. Driver's Education

d. Honors English

3. What could be done to increase student’s interest in college?

a. Allow students to research colleges and gather info on their own

b. Help students find out how college will benefit them personally

c. Inform students of which colleges are best and worst

d. Talk to students about your college Experience

4. What could be a benefit in attending vocational education courses?

a. Being able to go straight into the workforce after highschool

b. Developing skills to use in college

c. Making more money than students who do attend 4 year colleges

d. Spending less money than you would at a 4 year college

5. What other factors would least contribute to a student’s decision to go to college?

a. Family's interests and exoectations

b. Gender and race of students attending college

c. Student's personal expectations

d. Total Household Income

Answer

1. C
2. A
3. B
4. D
5. B

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8.6: What are the effects of standardized testing on school curricula? 8.6: What are the effects of standardized testing on school curricula?Edit Update titlecancel

by Angela Marcotte

Learning Objectives

- distinguish between benefits and downfalls of standardized testing
- know how standardized tests are utilized
- determine who is being held accountable by standardized testing

Introduction

Testing students has been around since the time of Socrates. For instance, in order to better guide a student in his or her learning, the teacher would ask students questions to measure what has been absorbed from his teachings. Since the first World War, standardized tests have been used to "sort, track and stratify individuals and groups... for employment, higher education and the professions." (Scherer, 2005). More recently, as an admission requirement for colleges and universities, the SAT and ACT standardized tests are claimed to be useful tools in determining college readiness (Giuliano, 2006, 80).

Within the past decade, state and national governments have made annual administration of standardized testing mandatory. The original goal of standardized testing was to help administrators and government officials determine if progress was being made in the education of our youth.

The View of the Supporters

Some believe there are pros to standardized testing. Because many standardized tests consist of true-false or multiple choice questions, the scoring can be done expediently and rather inexpensively. Many of the exams given to students today are scored by computers rather than by people (K12 Academics). Scantron sheets are fed into a machine and read, grading papers in a reasonable time period. Computers can grade multiple tests with minimal errors. It would likely take a teacher longer to grade exams by hand, with an opportunity for errors and bias. Rather than measuring the students' mastery of the subject, a teacher may take into account his or her personal feelings of the student when grading an essay or free writing. Another example would be human error. If the person grading the exam is distracted, he or she may mark something incorrectly.

Many supporters believe standardized assessments are the best way to guarantee high principles of learning and accountability. It is believed that the tests convey what is expected of students and education professionals. Exams measure levels of progress and where it is being made. The reasoning behind accountability is that educators should be making progress and the improvements should be apparent in the results of the students' exams(Giuliano, 2006).

The View of the Opposition

Opponents to standardized testing feel that a single test is not an accurate assessment of performance. Some argue that because of the pressure put on accountability testing, children are denied access to a more challenging, diverse curriculum. Others believe that rather than using a more sophisticated thought process, which may call for more of an explanation, students are given test questions that are based on rote memorization. While this form of testing will evaluate knowledge, it does not evaluate how and why the students came to their conclusion.(Popham, 2004).

According to Alfie Kohn, author of *The Case Against Standardized Testing*, the content and format of instruction are affected by standardized testing in that what is tested becomes the focus or curriculum for the school year. Furthermore, Kohn explains that many people feel that standardized testing has caused a "dumbing" down on the American education system (Kohn, 2000, p29).

Due to the pressure put on teachers for their students to succeed, many educators do not spend time on curriculum that is not going to be covered on the standardized tests. A teacher may instead fixate on the test rather than focusing on the meaningful learning of the tested material. If the students do poorly on the exams, it affects the amount of school funding provided by the government, in addition to affecting the employment of many qualified teachers. (Popham, 2004, p. 167-168)

Note

"If instruction focuses on the test, students have few opportunities to display the attributes of higher-order thinking such as analysis, synthesis, evaluation, and creativity, which are needed for success in school, college and life." (Neill, 2006).

Note

"While state accountability tests are important, they do not give a full picture of student learning... there are usually some important educational goals that aren't easily assessed in a large-scale, standardized way" (Jay McTighe, in an interview by Judith Richardson, 2009).

In Summary

There are many conflicting views regarding the validity and necessity of standardized testing. While there is a serious need to measure the progress and capabilities of a school, its teachers, and its students, there are more opportunities available than one year-end test.

Author's Comments

As a parent and future educator, I have mixed feelings regarding standardized assessments. I believe that all schools, teachers, and students must be evaluated to ensure that proper instruction and an understanding of material is being put forth. However, I feel that one test should not be the final judgment. I am more concerned with the importance placed on a single group of tests than I am with standardized testing in general. There are many options for evaluation and many different factors that affect the way students test.

Exercise 8.6.1

1. Standardized tests are used

a) as a measure for college readiness

b) for picking out lunches

c) to measure the efficiency of lab technicians

d) to test animals intelligence.

2. Who is held accountable by standardized testing?

a) bus drivers, students, teachers

b) doctors, parents, principals

c) parents, students,teachers

d) students, schools, teachers

3. Sarah is a junior in high school, getting ready to apply for colleges. She will need to take at least one standardized test in order to complete her application. Which would be the most appropriate test for Sarah?

a) The ASVAB

b) The GRE

c) The SAT or ACT

d) None of these apply

4. Mrs. Manley teaches at a local elementary school. Some of Mrs. Manley's students did very poorly on standardized exams. Which of the following is NOT a consequence for the low test scores?

a) Mrs. Manley could be demoted or fired.

b) Mrs. Manley could get a promotion.

c) Students could be held back to repeat the grade.

d) The school funding may be revoked.

Answer

Question 1 (A)

Question 2 (D)

Question 3 (C)

Question 4 (B)

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CHAPTER OVERVIEW

9: Effective Schools

9.1: What makes a school effective?

9.2: How can mentoring support new teachers?

9.3: Is pre-kindergarten the solution to early intervention?

9.4: What are the benefits of school and community partnerships?

9.5: How can we create positive learning environments?

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9.1: What makes a school effective? 9.1: What makes a school effective?Edit Update titlecancel

By: Amy West

Learning Objectives

1. Students should know the reasons why effectiveness in education is important.
2. Students should be able to understand the characteristics which make a school effective.
3. Given a list of characteristics, students should be able to identify whether they are effective or ineffective.

Introduction

People often talk about the importance of education and how schools need to improve. However, that is usually as far as the idea goes. This is because everyone has different definitions for what an effective school is and how to improve ineffective schools. Just because a student goes to school every day, it does not mean the school is doing the best job they can. There is always room for improvement, even in the best of schools.



Figure 9.1.1: A normal classroom (CC-BY-SA Darklanlan, Wikimedia)

Essentially, an effective school is one which is conducted in a safe environment by qualified teachers (Ashley, 2006). Everyone in the education field should have goals and high expectations for the school and its students (Ashley, 2006). Students should not only be taught academics, but also life skills (Ashley, 2006). There are many schools which are not at this level of effectiveness, though. Ineffective schools are most commonly found in high poverty areas (NEA, 2001). They typically are not well funded, do not have enough technology, and do not have highly qualified leaders (NEA, 2001).

Improving ineffective schools should be one of America's top priorities. A good education is the foundation of every qualified professional in this country. There have been many studies done to find out what makes high performing schools effective (Sadker, Zittleman, 2006). These studies show that there are six top factors which make a school effective, among other characteristics.

Positive Classroom Environment

The classroom environment is a very important aspect of an effective school. If a student does not feel safe or comfortable while in their classroom, they will not be able to focus on what is being taught.

It is essential that students feel safe while in school (Sadker, Zittleman, 2006). Even though 98% of teachers and 93% of students say they feel safe in their school, safety is still a topic of debate (Sadker, Zittleman, 2006). Making schools safe begins with teaching students respect, for themselves and others (Sadker, Zittleman, 2006). Another key step in safety is to identify student problems early, before the student turns to violence to solve them (Sadker, Zittleman, 2006).Aside from safety, it is also valuable for students to feel at ease while at school (Ashley, 2006). They should feel able to approach their teacher and other students (Ashley, 2006). The learning environment should also be open, clean, colorful, and inviting (Armstrong, 2002).

Qualified Educational Leaders

Having qualified leaders in the field of education is essential for success. These are the people who are around the children for approximately 35 hours each week. They are the people who will teach, inspire, and guide the students and they need to be qualified to do so.

The school leadership begins with the principal. The principal should be open and honest with teachers and staff (Ashley, 2006). They should make themselves approachable so teachers feel comfortable approaching them with new ideas (Ashley, 2006). Principals should allow their teachers to be creative and innovative in the classroom (Ashley, 2006). The other aspect of school leadership is the teachers. Schools should require that all of their teachers are highly qualified and fully certified (NEA, 2001). There also needs to be incentives for teachers who meet these requirements and do their job well (Lockheed, Levin, 1993). Incentives could include mentoring programs to help teachers adjust and loan forgiveness for those who teach in low performing schools (NEA, 2001).

Setting Goals

Setting goals for schools and students is an important process. It helps to motivate people when there is something specific to aim for. It is also a good way to show the clear path to success. The principal should work with the teachers to develop a plan and mission for the school (Sadker, Zittleman, 2006). Once they have done this, they should share it with the students (Sadker, Zittleman, 2006). Goals should include specific strategies and techniques for improvement and progress (NEA, 2001). Also, everyone should be pushed to work hard in order to achieve the goals and be successful and effective (Ashley, 2006).

High Expectations for Students

It is a known fact that people often live up to what is expected of them. If you do not expect much from a person, they often will not give you much. This is why it is crucial for teachers to expect their students to do well so there is a standard for students to uphold.

Each student should be expected to do their best on each assignment, despite previous performance or social background (Ashley, 2006). There is no reason that any student should be held to a lower standard than any other student (Ashley, 2006). When a teacher holds low expectations for a student, they tend to treat them differently (Sadker, Zittleman, 2006). They may even give those students less praise and less communication (Sadker, Zittleman, 2006). Once teachers have made their expectations clear to the students, they need to develop objectives that the students can excel in (Sadker, Zittleman, 2006).

Conducting and Implementing Research and Funding

It is necessary for schools to conduct research for many reasons. They need to use their research findings in order to find out what works in schools and what does not. Then, schools need to receive funding in order to implement plans that support the research findings.

Research should be conducted in many different ways in order to reach each student (Lockheed, Levin, 1993). Everyone in the field of education should pay close attention to the findings in order to figure out where next to go with the school curriculum (Lockheed, Levin, 1993). If the research shows that something is not working, the subject or technique should be discarded and a new plan should be implemented (Lockheed, Levin, 1993).

One of the biggest problems when it comes to funding in education is the difference of funds spent on students in high poverty areas compared to those in better financed schools (NEA, 2001). Low performing schools need the funding the most due to all of the resources they are already lacking (NEA, 2001). However, all schools need more funding in order to provide everything necessary for each student to get the best education possible (NEA, 2001).

Monitoring Student Progress

One of the best ways to see if the school curriculum is effective is by monitoring student progress. If a large majority of students are not progressing, it probably means that there needs to be massive curriculum changes. On the other hand, if only a few students are struggling, it most likely is a sign that they need extra help.

The best plan to have when monitoring progress is to take a well rounded approach since one test is not a good measure for everyone (NEA, 2001). Progress reports should be made so students can know their own strengths and weaknesses, as well as where they are now and future goals (Sadker, Zittleman, 2006). Students should be assessed in comparison to national averages as

well as to see if they know the material (Sadker, Zittleman, 2006). There have also been studies done which show that doing homework is a good way to monitor progress and raise student achievement scores (Sadker, Zittleman, 2006).

Other Factors

Early Start

Typically, when a child starts attending school is based on their age. However, a child's age does not have much to do with their ability to learn. Some children may be ready to start learning earlier than the minimum required age. Educational studies have shown that children who attend early start schools receive better grades and have higher IQs as adults (Sadker, Zittleman, 2006).

Extended Learning

It is common sense that more time spent in school means more time spent learning. This exra learning time could help students who are struggling to catch up with their classmates (NEA, 2001). Other methods to extend learning include longer school years, more testing, more graded homework assignments, and more after school programs (NEA, 2001).

Better Behavior

One of the biggest complaints from well behaved students is that their teachers spend too much time disciplining students with behavioral issues (Ashley, 2006). When teachers have to stop their lesson in order to discipline a student, it causes a huge disruption for the rest of the class. Teachers need to be taught how to handle all of these minor interruptions, as well as major disciplinary issues, so that valuable learning time is not lost (Ashley, 2006).

Smaller Classes and Schools

Whenever a student is in the position to receive extra support and attention, they are likely to excel in their schoolwork. Small class size, particularly during elementary school, typically has a positive effect on students because they receive more individual attention (NEA, 2001). Studies have shown that, for older students, being in smaller schools is most beneficial (Sadker, Zittleman, 2006). It has been proven that students who attend small schools are more likely to pass their classes and attend college (Sadker, Zittleman, 2006).

Community Partnerships

The saying, "It takes a village to raise a child," is true when it comes to a child's education, as well. A child will only benefit if teachers, parents, policy makers, and any other community figures are involved in their education (Ashley, 2006). It is also beneficial if all of these people involved share their ideas with each other about how to improve education (Ashley, 2006). It is extremely important for parents to have chances to be involved with their child's education by opportunities such as skill workshops and volunteer programs (NEA, 2001).

Student Driven Curriculum

There have been studies which have shown that when students have a hand in developing the curriculum, they are more invested in it (Armstrong, 2002). This is also a good way to develop assignments in which all learning styles are addressed (Armstrong, 2002). After all, the students are the ones who know how they learn best. Also, students have said that they learn better when assignments are individualized and engaging (Armstrong, 2002).

Technology

Using technology at schools and for homework can be a great thing for students. Technology can be an excellent motivational tool for students who are otherwise disinterested (NEA, 2001). Schools can also use technology to keep track of student behavior and to monitor progress (NEA, 2001).

Planning for the Future

It is vital that schools help prepare their students for the future. Students should leave school with the knowledge that lifelong learning is the key to success (Armstrong, 2002). Also, students who leave high school to enter the "real world" should have been taught the skills necessary for surviving it (Armstrong, 2002).

Conclusion

Education is the key to success in this country. It is vital that we do everything we can in order to ensure that each student gets the best education available. This is important because these students are going to be entering professional fields and, possibly, even

teaching the next generation.

Simply attending school does not guarantee a good education. There are many factors which must be used together in order to build the best education possible. It is necessary for schools to have positive, open environments with highly qualified leaders. It is also crucial for schools to research progress in order to see what is or is not working so they are able to build a balanced curriculum.

A school does not just need to offer an education, they need to offer each student the best education they possibly can. By implementing as many of these factors as they can, a school can give each student a well rounded, successful, and effective education.

? Exercise 9.1.1

1. In what areas are ineffective schools most common?

A) affluent areas in America

B) other countries

C) middle class suburbs

D) high poverty areas

2. What percentage of students say they feel safe in their school?

A) 55%

B) 93%

C) 25%

D) 72%

3. A school is described as having minimally qualified teachers, an unsafe environment, and not enough funding. What type of education would this school provide?

A) ineffective

B) excellent

C) effective

D) well rounded

4. A school wants to become more effective. Which of the following is something they should do to accomplish this?

A) spend most of the funding on athletics to bring in more money and attention

B) have the principal develop the curriculum by himself as he sees fit

C) develop incentives to attract highly qualified teachers

D) increase class sizes to increase learning

Answer

1. D
2. B
3. A
4. C

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9.2: How can mentoring support new teachers? 9.2: How can mentoring support new teachers?Edit Update titlecancel

By: Nancy Currence

Note

"In the mentoring process, reflection enables us to slow down, rest, and observe our journey and the process of self-knowledge that is so important along the way." - Huang and Lynch, 1995

Introduction

Unlike many professions which allow a recent graduate to work side by side with an experienced professional, the teaching profession requires the new professional to be alone in a classroom gaining experience without the benefit of a seasoned professional watching over them. This isolation may lead to discouragement and high anxiety among novice teachers resulting in high attrition and low retention rates. A solution to this problem is implementing an effective mentoring program.

Imagine you're the teacher in a high school classroom when a verbal argument begins between two young men. This is your first year of teaching and you are not much older than your students and have never been involved in a conflict like this. You are trying to remember what your textbook taught you to do in this situation, but things are escalating faster than you can think. You know you cannot leave the room in search of help nearby, but something must be done immediately. Before you can place a call for help, the argument escalates into a physical confrontation. By the time help arrives, the situation is way out of hand. Or, imagine you are sitting quietly grading papers when one of your students knocks on your door. She is obviously upset and crying and asks if she can speak to you. She tells you she is pregnant and her boyfriend wants her to have an abortion. Looking at this young girl you realize she not much younger than you are, and she has entrusted her future to you. You realize that not only is her future at stake but also the life of another human being. You feel overwhelmed with the burden of responsibility. Has your formal education really prepared you for this non-textbook experience? If your school has an effective mentoring program then you know where to go for assistance in resolving these issues or you may have already had a discussion about these issues with your mentor. At least you know you are not alone!

What is mentoring?

As defined by Webster's Third New International Dictionary, mentor means "a close, trusted, and experienced counselor or guide." Among many professions, such as physicians, engineers, architects, and lawyers, direct supervision by a licensed professional is required in order to obtain professional licensure. A mentor who can communicate hope and optimism is needed to assist a novice teacher with the transition into the profession of teaching. There are many different types of induction (or mentor) programs, but this one aims at under-girding novice teachers.

What is the role of a mentor?

A mentor can provide for the novice teacher direction and guidance in how to set up behavioral management plans for the classroom, how to be flexible when problems arise, knowledgeable information about the characteristics of students they will be teaching, information about the community and local activities available for the student, how to organize and manage their classroom, the school procedures and policies, and how to interact with the administration.

The agenda of the mentoring program is to pair a veteran teacher and novice teacher in a mutually satisfying relationship. Steve Metz, a veteran science teacher was happy to mentor Lisa a first year teacher, and expressed that "the hidden secret—now revealed—is that I received by far the better part of the bargain." Lisa offered enthusiasm for teaching, which was infectious and stimulated Steve's imagination again allowing him not only to help Lisa experience personal professional development but also rekindled his desire for continued professional growth.

Note

"My advisor kind of walked me through the year. She was always there to listen to my ideas, my reflections. I never felt alone, even when she wasn't in the room…" - Moir, 2003

Why the need for a mentor program?

According to “School’s Out: The Crisis in Teacher Retention” approximately thirty percent of new teachers leave the teaching profession within three years; and associated with this is the estimated $2.6 billion annual cost due to this turnover (Alliance for excellent Education, 2004) which has brought about an increased awareness for the need of additional support for novice teachers. The mentoring program has been in the forefront of discussions as a method of retaining new teachers. First year teachers are known to show high levels of stress due to their lack of practical skills in the profession. They have difficulty balancing their work load of lectures, class interaction, resolving classroom issues, grading, administrative duties, and assuring that their lesson plan is addressing the standards of learning which is necessary for their evaluation as an effective teacher. It is evident that there is a need to retain new teachers and mentoring is one viable way to address this situation.

Note

“Mentors who assume the mentor role without adequately preparing themselves or their relationship are often disappointed and dissatisfied.” - Zachary, 2000

How to ensure a successful mentoring program

In order for the mentoring program to be successful, training is necessary for the mentor. Workshops can help the mentor become aware of issues that they will need to address with novice teachers. A detailed job description is also needed so the mentor is aware of the objectives of the program (Rowley, 1999). The program should be supervised and evaluated for effectiveness.

- A mentor should be a veteran teacher who demonstrate the ability to assist in the professional growth of a novice teacher
- A mentor should have a strong belief in the teaching profession
- A mentor should believe that all children can learn
- A mentor should be skilled in a wide range of teaching strategies
- A mentor should communicate well (verbal and written)
- A mentor should be sensitive and capable of maintaining confidentiality
- A mentor should be proficient in planning and organizing.

E-Mentoring

One problem that has been associated with the mentoring program is efficiently matching up mentors and mentees in their appropriate fields. This especially occurs in the area of special education. East Carolina University has come up with a successful option to this situation. They have established an e-mentoring program. The program is web based, using Moodle " (http://moodle.org), a free, open course management system." (Williams, J., Warren, S., 2007). The mentors are matched with new teachers in their field, usually in a distant school district from the mentor with similar grade levels and classroom situations. They are required to maintain weekly contact with their mentors and "participate in one learning module per semester. Modules address specific topics and needs expressed by new teachers" (Willialms, Warren, 2007). such as inclusion, managing classroom behavior, etc. These topics often lead to forums which groups can participate in and is moderated by a university facilitator. The teachers/mentors can share personal success stories, resourses and gain comradery through this method. This is a potential option for those districts that have distant schools where mentors are in short supply or there are special needs teachers with little or no menotrs available as well. (Williams, Warren, 2007).

Reflection Summary

As I embark on completing my formal education to become an educator I look forward to entering my profession yet I also feel great apprehension when realizing that without guidance I could be doomed to failure at what has been the dream of my life. However with the thought of a supportive mentoring program available for me I realize that the uncertainty of the first few years of teaching can be rewarding. I would look forward to working side by side with a veteran mentor who has been trained and is qualified to assist me in my new endeavor with optimism and hope of becoming an effective educator.

I had the opportunity to interview Leigh R. Quick, School Board, District 3, New Kent County who was instrumental in creating a mentoring program for New Kent County. I asked what goal she set when preparing the mentoring program and she replied, “to make new teachers feel welcome, give them resources (a mentor, as well as a written guide), and help prepare them as much as possible. I knew their success would translate into good instruction for our students and, hopefully, they would decide to stay a long time.”

I believe that the mentoring program is a great opportunity for novice teachers and will dispel many of the fears and trepidations facing someone new to the profession. While research indicates that the mentors greatly benefit from this experience and grows professionally while interacting with novice teachers. This interaction appears to counter the inevitable stagnation and complacency that may occur when a teacher has been teaching the same thing the same way for many years. Many experienced teachers express a renewed interest in the profession as a result of being a mentor. Mentoring can be a win-win situation for both the mentor and the novice teacher.

Note

"The real-life classroom presents questions that only real-life experience can answer." - Zachary, 2000

Exercise 9.2.1

1) A contributing factor to low first year teacher retention is:

a) high levels of stress

b) difficulty balancing work loads

c) resolving classroom issues

d) all of the above

2) A novice teacher is:

a) beginning teacher

b) experience teacher

c) mentor

d) none of the above

3) An effective induction program for novice teachers is:

a) a practical skill seminar

b) a formal education class

c) a mentoring program

d) a veteran teachers seminar

4) A mentor is:

a) a veteran teacher that helps students

b) a novice teacher that works with students at risk

c) a veteran teach that acts as a trusted counselor or guide to a novice teacher

d) all of the above

5) Attrition means:

a) a veteran teacher that works with a novice teacher

b) a reduction or decrease in numbers, size, or strength

c) a support programs for new teachers

d) a programs for novice teachers

Answer

1) d

2) a

3) b

4) c

5) b

Essay

How do you view the role of a mentor?

Essay Response

I believe a mentor is someone who enjoys their profession and wants to share their knowledge and experience with others. A mentor is someone that familiarizes you with the school and the community where you will be teaching. They will give you advice about daily classroom management, they will inform you of successful behavioral management plans for the classroom, explore first day strategies for the upcoming school year, help with individual problems as they arise and offer positive reinforcement. They will be your sounding board and bridge the gap from formal education to real-life classroom experiences. But most of all a mentor is someone who cares.

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The “Benefits of Mentoring” is a good article because in the article the author writes about how the mentors need to be trained for the mentoring program to be effective. The novice teachers will learn more form the teachers that have been trained to mentor new teachers. In the article the author also writes about how the mentor teachers help the new teachers. The mentors help the new teachers by teaching them how to write lesson plans and observe there classes so the mentors can provide feedback on how the new teachers can improve. Even though the author of the article that I am editing included that the mentors need to me trained, I feel that “The Benefits of Mentoring” will expand on the subject of training mentor teachers.

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9.3: Is pre-kindergarten the solution to early intervention? 9.3: Is pre-kindergarten the solution to early intervention?Edit Update titlecancel

Note

The direction in which education starts a man will determine his future life. - Plato

Learning Objectives

- Identify arguments that support pre-kindergarten education.
- Identify arguments that oppose pre-kindergarten education.
- Understand the vital role teachers have in the success of a pre-kindergarten program.
- Understand the significance of parental involvement in measuring long-term academic gains for children who attend pre-kindergarten.

Introduction

One of the most critical decisions a parent will make is when and where to begin their child's formal education. Various schools of thought exist on the matter ranging from beginning a traditional academic curriculum once the child is toilet trained to retaining the child in the home so the parent can home school. A commonality exists in all cases and that is the expectation for the preschooler to gain a solid foundation in academics, social interaction, and cognitive functioning in order to enable their future scholastic achievements. Before enrolling a child in any sort of preschool program, it is imperative the parents evaluate their child's readiness and define their expectations for the preschool program. In a 2005 study conducted in Charlottesville, Virginia, researchers found dissimilarities between the expectations of teachers and the expectations of parents for preschool children (Lane, Stanton-Chapman, Jamison & Phillips, 2007). Their findings suggest the importance of communication between teachers and parents and the necessity of making the child aware of the desires of both (Lane et al., 2007). A child's success in any early childhood education program hinges on the guidance given to them by their parents and teachers.

The Pros

Potential for Early Identification

Proponents of pre-kindergarten education identify the potential for early identification of learning disabilities as a basis for their position. Early identification increases the likelihood the child will achieve greater academic gains and avoid the development of secondary problems (Steele, 2004). These secondary problems include "frustration, anxiety, behavior problems, greater academic deficiencies, and subsequent motivation problems" (Steele, 2004, pp. 75–76). As with any prospective problem, an early diagnosis increases the chances of improvement. Thus, experts in various fields agree the ages between birth and five are crucial for early detection of a child's learning deficits (Steele, 2004).

The Early Impact (EI) Program

According to Larmar and Gatfield (2007), "The Early Impact (EI) Program is an early intervention and prevention program for reducing the incidence of conduct problems in pre-school aged children" (p. 703). A 2006 study regarding the effectiveness of the program surveyed 455 preschool children and found significant gains in the management of behavior problems in pre-kindergarten students (Larmar & Gatfield, 2007). Additionally, parents, teachers, and students all acknowledged a positive regard for the EI program (Larmar & Gatfield, 2007). Implications of such research suggest the possibility for implementation in preschools across the country with the prospect to negate behavior problems in a child prior to them entering kindergarten thus reducing the need for further discipline at the elementary school level.

Greater Academic Gains/Closing the Gap

It has been widely noted that significant academic gaps exist for children of low socioeconomic status and varied multicultural backgrounds (Perez-Johnson & Maynard, 2007). According to Perez-Johnson and Maynard (2007), "Our focus on the period of early childhood stems from two critical research-based observations. First, early childhood is when achievement gaps first emerge. Second, early childhood represents an optimal period for intervention, because gaps compound and become more costly and difficult to address as time passes by" (p. 588). It is their belief that if a child from a disadvantaged background can be reached at

an early point, then it is plausible they will enter kindergarten on a “level playing field” (Perez-Johnson & Maynard, 2007). Although it seems Caucasian children are more likely to be enrolled in preschool programs assessed to be of better quality, African-American and Hispanic children are still benefiting greatly from their attendance in government sponsored programs such as Head Start.

Proponents of a universal pre-kindergarten program cite the potential to balance the academic performance levels of all U.S. children as a paramount purpose to substantiate their cause.

The Cons

Pre-K Isn't Cost Effective

With the recent presidential election, this topic has been thrust to the center of a national debate. Critics question spending scarce state and federal resources on the education of preschoolers when students in upper grade levels are not performing as expected. In a recent Wall Street Journal article, two contributors from the Reason Foundation presented evidence against President Obama’s claim that “every dollar spent on preschool will produce a 10-fold return” (Dalmia & Snell, 2008). It is their assertion a universal preschool program would be of little value until the failures of the K-12 system can be repaired (Dalmia & Snell, 2008). In Virginia, only 13 percent of those children enrolled in preschool attend a state funded program (VA Snapshot, 2009). Thus, parents who do not meet the guidelines for a state funded program are left to bear the financial burden of enrolling their child in a private preschool. Critics assert that whether the burden is assumed by the state or the parent the gains do not substantiate the cost.

Lack of Parental Involvement

Opponents of mandatory pre-kindergarten contend instruction becomes less advantageous if concepts learned are not reinforced in the home by the caregivers. A study including 77 children attending a Head Start program examined the relationship between a child’s language acquisition skills and “parental nurturance” (Merlo, Bowman & Barnett, 2007). Researchers followed up with the 77 students approximately four years later and found those who lived in a more loving home environment with greater parental involvement displayed greater gains in their early reading skills (Merlo et al., 2007). Unfortunately, no universal preschool program in the world can compel parents to maintain an active interest in their child’s academic progress if they choose to be estranged from the learning process.

Inappropriate Curriculum

Currently, preschools, especially private ones, vary widely on the type of programs implemented in their institutions. Additionally, many early childhood educators are not trained to differentiate instruction for students who perform on either end of the academic spectrum. While much focus remains on the early childhood special education, those students who may later be categorized as gifted are left behind. Also, those students characterized as “twice-exceptional preschoolers” can often be overlooked in the preschool classroom. This term refers to those students who may have academic deficits in one area but show extraordinary abilities in another (Chamberlin, Buchanan & Vercimak, 2007). Recommendations for the improvement of preschool curriculum include the merging of special education and gifted education methods to reach children at every sector of the academic continuum (Chamberlin et al., 2007).

Conclusion

In examining the plethora of opinions on early childhood education, certain factors must exist in order for a child to attain lasting academic benefits from their pre-kindergarten instruction. These include open communication among teachers, parents, and students, clearly defined expectations for the young pupils, proper training of early childhood educators, and ample parental involvement. With such components in place, children can derive many advantages from their attendance in pre-kindergarten program including possible early identification of learning disabilities, a decrease in problematic behaviors, and a more level playing field. However, since each child is different, every case needs to be considered on an individual basis with the well-being of the child remaining the primary focus.

As a parent who has research the subject in depth on behalf of my own child, I would like to offer the following advice for others now making similar decisions. First, know your child. This sounds simple but some programs focus on social growth while others stress academic gains. Enroll your child in a program that best suits them. Second, evaluate your options based on cost, transportation availability, accreditation, and any other elements you find important in a preschool program. Prior to enrollment, interview the director, observe the classroom your child would join, and, if possible, speak with your child’s prospective teacher to gain a sense of his or her teaching philosophies. Lastly, I would advocate you trust your instincts both as a parent and as a current

or future educator. If the program you are considering does not seem to fit your child's needs, then find one that does. Likewise, if you feel teaching your child the basic skills from home is most beneficial, you should provide ample opportunity for socialization through playgroups and work diligently from home to ensure your child is prepared for kindergarten. Simply, a mandatory pre-kindergarten is not the answer. The answer lies in allowing parents to make decisions based upon the best interest of their child and trusting their determinations.

Exercise 9.3.1

1. Which of the following IS NOT one of the arguments for pre-kindergarten education?

a) A decrease in behavior problems as the student enters elementary school

b) Lessening parent responsibility for child's academic gains

c) Possible early identification of learning disabilities

d) The leveling of the playing field for children from disadvantaged backgrounds

2. Which of the following IS NOT one of the arguments against pre-kindergarten education?

a) Costs more substantial than academic gains

b) Inadequate parental involvement and/or nurturance

c) Lack of adequate curriculum to service needs of ALL students

d) Possible early identification of learning disabilities

3. Mrs. Smith teaches 4-year old Zachary who exhibits great ability in phonemic awareness but has a documented disability, ADHD. In order to best suit his individual needs, Mrs. Smith wants to utilize the most beneficial research-based teaching strategies available. As a colleague, what sort of advice would you give Mrs. Smith?

a) Combine both special education and gifted education methods to reach this twice-exceptional preschooler

b) Focus on Zachary's advanced early literacy skills and hope the behavior corrects itself

c) Treat Zachary the same as all the other students so as not to stigmatize him

d) Use positive reinforcement techniques to counteract Zachary's negative ADHD related behaviors

4. One of your brightest 4-year old students, Sophia, seems to grasp number recognition during your lessons at school. Since she is so interested in numbers, you send home worksheets so she can continue to practice while not at school. However, you have begun to notice that after the weekends Sophia returns to school with the worksheets blank and displays little improvement in her overall counting skills. What additional factor seems to be at play in this situation?

a) Sophia does too many extracurricular activities on the weekend to complete worksheets

b) Sophia is not receiving the parental nurturing she needs from her single mother who works two jobs

c) Sophia is probably just not as interested as she appeared to be in class

d) Sophia may have a learning disability in math

Answer

1. b) Preschool doesn't lessen a parent's role in their child's academic success.

2. d) Early identification of learning disabilities is an argument for pre-kindergarten education.

3. a) Although Zachary has multiple needs, none of them should be ignored. Mrs. Smith should research twice-exceptional students and utilize both special and gifted education tactics with this student.

4. b) Sophia does not appear to be receiving reinforcement of concepts learned within the home. Therefore, she is not retaining the information as expected.

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9.4: What are the benefits of school and community partnerships? 9.4: What are the benefits of school and community partnerships?Edit Update titlecancel

By: Shelby C. Blair

Note

"I could sit in my garage all day long and that doesn't't make me a car. I can sit in class all day and that does't make me a student. It is what you DO that makes you a student."

Jamie Accashian, Principal

Learning Objectives

- Define and give two examples of what a School and Community Partnership is.
- Have working knowledge of what Communities In Schools is.
- Name two benefits of School and Community Partnerships.

Introduction

Let's imagine this scenario. You are a first year freshman English teacher. You have a student who has the potential to be very successful. However, you have noticed recently that he has skipped classes, not turned in assignments, and went from makings "B's" to "D-'s" and "F".

You talk to the student and he tells you that he has had to take on two jobs to help support his family. What do you do? How can you help him?

What is School and Community Partnerships

A school-community partnership involves "the connections between schools and community individuals, organizations, and businesses that are forged to promote students' social, emotional, physical, and intellectual development" (Saunders, 2001).

These organizations can give money or volunteer their time and services. A few ways they can volunteer their time is by mentoring a student, tutoring, or just allowing a student to shadow them.

Why do we need Community Partnerships in our Schools?

Schools are being held accountable for students learning and what they know. However, schools cannot do this alone. This is where school and community partnerships come into play. In these different partnerships students are given the best opportunities to succeed in school because the community can sometimes provide resources that schools cannot really afford to provide. In a personal interview with Mr. Bob Cartwright, he said that, "in tight monetary times, the financial advantages to the school are apparent" (B. Cartwright, personal communication, September 30, 2008).

What is Community In Schools?

Communities In Schools (CIS) is a nationwide organization that helps to prevent students from dropping out of school and being prepared to become active and productive citizens in their communities (Communities in Schools At A Glance). CIS is a place where students can feel safe and feel as though someone actually cares about what happens to them. They are free to learn and not worry about being bullied. For some they are given a second chance at an education. One thing CIS helps to provide is alternative high schools that offer both day and night programs.

The teacher in the above scenario could recommend this to her student. The principal and the faculty would have worked with the student to help him be able to work to help his family and to still get his degree. They could even transpose his work experience into high school credit and work with his job to make sure he is able to attend school. The teachers are caring and go out of their way to help their students. I know all of this because I was lucky enough to experience it. I was that student that wanted to learn but had a hard time functioning in regular high school. The night school program was strict, as with any Community In Schools (CIS) program. Attendance is mandatory and if you miss so many days of school, you are dimissed from the program until the next semester. (B. Cartwright, personal communication, September 30, 2008).

After my sophomore year, I was dealing with more family issues at home and being picked on at school. It got to the point that I really did not want to go to school and begged to be sent to a private school. Private school was not feasible and I had heard about an alternative high school that my best friend attended. It was called Burger King Academy, and the only ties we had to Burger King were that we received generous amounts of monetary funding from them.

We were still a public high school in Chesterfield County, VA. The school is now called Community High School. I actually felt free at school to learn and not be fearful of being picked on because it was simply not tolerated. Our principal was not only a leader for us but also a mentor. The teachers were able to really get to know me there because there were fewer students in my class. I had a relationship bond with them that if something was bothering me I could talk to them about it and I knew they would help me if they could. They were some of the inspirations in why I wanted to go into teaching. I still talk and visit with them today.

Benefits of School and Community Partnerships

There is research out there about the many benefits of community and school partnerships. One benefit is opportunities for students to take what they have learned in the classroom and apply it to a project that is meaningful (Bouillion and Gomez, 2001). One way this is happening is through a program called, Junior Achievement. This program pairs business professionals with students in local schools. I remember being in middle school and participating in Junior Achievement in one of my classes. Our class was broken up into groups and we were to form our own businesses. We had to come up with everything from the product to the price and everything in between.

A second benefit is students are able to build real relationships and networks to prepare them for the "real world". Through Communities in Schools, as well as other regular high schools, students are given a chance to network with professionals in the business world through cooperative education programs. A student at a CIS school would work during the day and turn in the work to the teacher. The class would be more of an independent study course.

A third benefit is one that affects students' attendance rates. Research done by Sheldon (2007) has shown that the stronger the connection between school and community partnerships, the better school attendance is. Students test scores on achievement test went up when schools partnered with the community (Sheldon, 2003). When schools and communities partner together students graduation rates increase According to Chesterfield County Public Schools website, more than 1,000 students graduated from Chesterfield County Public Schools with the help of CIS. In my personal interview with two people who worked in a Communities in Schools (CIS) High School, I asked them about the benefits of Communities in Schools (CIS). According to Coach Jamie Accashian students benefit both "financially" and through "marketable skills that would lead to direct employment" (J. Accashian, personal communication, September 22, 2008). A teacher at the night school program said, "A hand-picked, and volunteer staff that was more in tune with the needs of, and approaches to, these special situation students" (B. Cartwright, personal communication, September 30, 2008).

Note

"As I reflect, I keep remembering the students that could see the light at the end of the tunnel, and who could, quite often, say that they were proud of setting and reaching a goal for the first time in their lives. But they need not say it; it was always apparent in their positive attitudes, and their proud smiles." ~ Mr. Bob Cartwright

Conclusion

School and Community partnerships can provide students today with a better education and help with the demands put on the schools to meet expectations set by federal and state education mandates. The partnerships can provide monetary and non-monetary support. Through Communities in Schools students can have access to resources that can help them succeed in school. The benefits of community and school partnerships are numerous. In a world that is changing every moment and with more pressure being put on teachers to make sure students meet high standards of excellence, the community can help. In my opinion all we need to do is ask.

Exercise 9.4.1

1. What is not considered to be a development promoted by a school and community partnership?

A. Cognitive

B. Emotional

C. Intellectual

D. Physical

2. What is Community In School (CIS) actively trying to prevent happening to students?

A. Absences

B. Bullying

C. Dropping Out

D. Partying

3. What is one way in which you, as a teacher, can make a project meaningful?

A. Assign the student a book and have them report on what they read.

B. Get students involved by solving a "real-world" problem by having them participate in a clean-up project at a nearby creak.

C. Have a party once everyone has completed the project.

D. Have students individually work on a project and present the class.

4. What is one way in which you, as a teacher, could get the business community involved in your school?

A. Hold Parent/Teacher conferences

B. Hold a Parent Teacher Association Meeting

C. Hold a school pep rally

D. Write a letter to a particular business asking for sponsorship of an enrichment program for the students

Answer

1. A. Cognitive
2. C. Dropping Out
3. B. Get students involved by solving a "real-world" problem by having them participate in a clean-up project at a nearby creak.
4. D. Write a letter to a particular business asking for sponsorship of an enrichment program for the sutdentsAdd texts here. Do not delete this text first.

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9.5: How can we create positive learning environments? 9.5: How can we create positive learning environments?Edit Update titlecancel

By Karen Jordan

Introduction

Why do children in today's classroom like or dislike school? How can a child have confidence in his ability to learn? What motivates a child to learn? An enthusiastic teacher can create a positive learning environment that will give a child a positive attitude toward school. He will be motivated by interesting learning experiences and strive to meet his potential because there is an enthusiastic teacher that sees the value of his contribution to the classroom family. The teacher is the thermostat that will control the classroom climate. The elements of a well-planned physical structure, effective behavior management and the caring teacher will blend together and create a positive learning environment.

Physical Environment

According to Konza, Grainer & Bradshaw (2001) in their book, Classroom Management: A Survival Guide explains that the physical environment within a classroom is an indicator of your expectations as a teacher. Before the school year begins, the foundation for the class must be established by the physical arrangement of the classroom. The first step in establishing conditions for learning and preventing behavior problems is to create an orderly setting. “The physical environment can influence the way teachers and students feel, think and behave.” (Stewart, Evans, and Kacyzynski, Winter 1997, p. 53). A classroom that has an aesthetic appearance and is well organized can have a positive effect on student behavior, allowing for more frequent and quality teacher-student interactions without excessive noise or disruptions. (Stewart, Evans, and Kacyzynski, Winter 1997, p. 53).

The first thought in arranging the classroom is to make sure the teacher's desk is located with a bird's eye view of the classroom. The desks should be arranged to promote learning, and consideration should be given to the inclusive classroom. Analyze the specific activities you will incorporate in your lessons and design areas for this purpose, and when possible allow students to help decorate these areas. Designate an area of the classroom to display the student's work. All age groups like to see their work displayed. (Stewart, Evans, and Kacyzynski, Winter 1997, p. 53). Other options for classroom decor are to creatively post classroom rules, the students assignments and emphasize a new unit or new skills. Bulletin boards are another key area for decoration. They should be should not be cluttered, but attractive, and changed frequently. Plants are another means to make the classroom environment aesthetically pleasing. (Nevin, Knoblock, 2005 p. 19).

Behavioral Environment

Chris Johnson has stated that the Chicago Fire Department spends 80% of their budget on the prevention of fires. They spend less than 20% of the remaining budget putting out the fires. Prevention is the key to a controlled classroom environment (Meyers, 2007, p. 22). From the very beginning of school, the teacher needs to establish the leadership roll.(Meadows, Melloy, Yell, 1996, p. 124.). Start by setting up the routines the first month of school. Get to know the students—who they are, their interests, and what kind of learning experiences are motivating to them (Meyers, 2007, p. 22).

From the very beginning, the teacher must establish what she expects from the students. “Rules: This is your opportunity to set yourself up for a year of happiness, or a year of grief-the decision is yours” (Meyers, 2007, p. 22). The rules should be brief and specific, presented in a positive manner, and limited to five or six important rules (Meadows, Melloy, Yell, 1996,.p. 124). They should not be just listed and recited; instead, create a special assignment for each of the important rules you want to emphasize . Build “student ownership and include students voices and input. Finish the lesson with a follow-up that encourages students to think about, discuss and reflect upon the need for the rule in their classroom (Meyers, 2007, p. 22)”. Once the rules are established and understood, it is crucial that the consequences are enforced consistently (Meadows, Melloy, Yell, 1996,.p. 124).

Classroom behavior is also directly related to the teacher's structure of the class. Effective classroom managers are aware of what is taking place in the class and maintain student involvement (Meadows, Melloy, Yell, 1996, p. 124). The attention of the students is increased by repeatedly giving clear instructions and keeping the pace of the instruction moving as rapidly as the class is capable. Appropriate assignments, feedback and making smooth transitions between subjects will help the students be more attentive during class. Another element that is crucial to the structure of the classroom is positive reinforcement. Given consistently, students are motivated to choose appropriate behavior. Wise choices for positive reinforcement would be positive notes and phone calls to

parents, rewards, extra privileges and meaningful praise (Meadows, Melloy, Yell, 1996,.p. 124). A teacher that is effective in creating a positive learning environment will “act more than react.” Meadows, Melloy, Yell, 1996, p. 124).

The student that creates behavior challenges for the teacher can pose problems within a positive environment, since it does not solve all problems. In my own experience, I have had a difficult child that was diagnosed ADHD and oppositionally defiant. This was only the beginning of the student's symptoms. The child was a first grader and yet could not remain in his seat or sit quietly. It was not unusual for the child to be redirected to his seat 50 times in a single day. I decided to try giving this student freedom to move as he needed by creating a large boxed area with tape and giving him two desks approximately six feet apart within that space. He has freedom to move around as he needs, but he MUST stay within his box. To help with his talking out, his voice must remain in the box as well. I provided the student with his own trash can, water bottle, pencil sharpener, and extra puzzles to occupy him during transitional times in class. This has proven to be highly effective for this student, reducing the number of redirections to his seat to approximately eight times, but what works for one may not work for another. The point is that a teacher needs to be creative in an inclusive classroom.

Emotional Environment

It is the teacher who establishes the climate for the classroom. An enthusiastic teacher can supply motivation for students in a positive learning environment. “Stimulating teaching has been described as entertaining, motivating, interesting, and thought-provoking (Nevin, Knoblock, 2005 p.19).” A teacher's attitude affects how children perceive school. She should have high expectations of their students and believe they are all capable of learning (Stewart, Evans, and Kacyzynski, Winter 1997, p. 53).

Note

Enthusiastically Create a Positive Learning Environment and Build a Positive Relationship with Students (Nevin and Knoblock, 2005, p. 18)

Smile, laugh, show emotion, and a passion for learning. Greet students personally. Engage students in activities will ask them to share their personal experiences. Switch tasks to frequently and encourage more experiential styles of learning in class. Acknowledge positive behavior and use language that is positive. Avoid embarrassing the students. Keep good eye contact and use humor. .

Every child has a need for acceptance and therefore the teacher needs to have a good relationship with each of the students. A teacher that focuses on the individual needs of each of the students will enthusiastically adapt the instruction to the various learning styles and at the same time make special provisions for diversity (Stewart, Evans, and Kacyzynski, Winter 1997, p. 53).

Conclusion

A positive learning environment in the classroom is possible with an enthusiastic teacher that builds a personal relationship with the students. Preparation must begin before the first day of class. The foundation needs to be laid from the beginning with the establishment of the rules that are consistently enforced throughout the remainder of the year. The teacher must be structured, conscientious and vary the lessons according to interest, learning styles and diversity. The enthusiastic teacher that has created a positive learning environment has a classroom that is motivated to learn.

Exercise 9.5.1

1. The key to a controlled classroom environment is:

A. An aesthetically appealing classroom

B. Prevention

C. Negative Reinforcement

2. The _____ establishes the climate for the classroom.

A. Principal

B. Students

C. Teachers

3. An effective classroom manager is aware of what is taking place in the classroom and will

A. Maintain student involvement.

B. Have mirrors strategically placed.

C. Place the desk in the front of the classroom.

4. One way to instruct the students of the classroom rules is to:

A. Write the rules 10x each.

B. A group classroom project.

C. Recite the rules daily for a week.

5.A(n)_____ can supply motivation for the students:

A. treasure box

B. enthusiastic teacher

C. firm discipline system

Answer

1. A
2. C
3. C
4. B
5. B

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CHAPTER OVERVIEW

10: Effective Teaching

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10.1: Are teachers born or made? 10.1: Are teachers born or made?Edit Update titlecancel

By Brittany Bowman

Learning Objectives

1. Understand that some people are born with certain qualities that make them better suited for the job.
2. Understand the benefits of proper training and experience.
3. Understand that the teaching profession demands more than just training ensure success.

Introduction

While good teachers are essential, great teaches are invaluable. We always remember our greatest teachers. They are the ones that not only educated us, but the ones that motivated and pushed us to our greatest potential. They were driven by the passion of intellectual aspiration. They are the ones that we looked up to as role models, giving us inspiration to one day repay their dedication and teach our future students with as much passion as when they taught us. They are the individuals we go back to visit to reaffirm how great they once were and how great they still are. These are the teachers that we are so fortunate to have had in our lives. But what makes up a great teacher? Some say it is in the genetic make-up of individuals who are born with distinct, innate qualities and characteristics that makes them better equipped for working in the classroom. Others say that taking courses and reading through textbooks makes a teacher better suited for the job. But who is to say that it can not be somewhere in the middle. Taking into consideration the ideas behind both sides, maybe the answer to the question 'are teachers born or made?' is simply both?

Note

"It's easy to make a buck. It's a lot tougher to make a difference." -Tom Brokaw (Brokaw 2009)

It's in the Genes

Some believe that genetics and the structured DNA sequence that makes up an individual plays a significant role in how that individual can excel within the classroom as a teacher. A person's genetic sequence can enable them to inherit certain characteristics and qualities that enables their nurturing and teaching side to emerge. These innate characteristics and personality traits can not necessarily be taught, and by tapping into inner talents, the full potential of the teacher can be discovered.

"By nature, some people possess a combination of personality characteristics that are conducive to effective teaching" (Malikow, 2006 1). Having a caring, patient, encouraging, and joyous personality really makes a 'born' teacher stand out compared to a 'made' teacher. These innate characteristics along with many others can not be learned or acquired from reading a textbook or by taking education courses; you either have them or you don't. For a teacher from Framingham, Massachusetts, he had all these qualities and much more. Everyone always remembered Charles Sposato as a natural-born teacher, he went above and beyond expectations. Mr. Sposato was known to be full of spirit and have high amounts of energy that he brought in the classroom to ensure that his students would always be surrounded by a positive environment (Spitz 2007). He even helped a student's family buy needed clothing when money was scarce (Spitz 2007). All the little things really do add up. Based on Mr. Sposato's actions, he was more than a teacher to his students, and he didn't learn that by reading through any textbook.

Note

"Teaching is the only major occupation of man for which we have not yet developed tools that make an average person capable of competence and performance. In teaching we rely on the "naturals," the ones who somehow know how to teach." -Peter Drucker

(Drucker 2007)

Along with many other professions, teaching is primarily based on leadership and communication (Vilhanova 2008). Teachers must have the ability to lead and guide their classroom in a way that promotes controlled and free thinking. It is very important for teachers to be able to communicate effectively, not only to the students but to the parents as well. Communicating to the students is so important to the learning process. If a teacher can not get his/her point across, then it is very possible for the students to not

understand the lesson being taught. Communication must be present among, both the teacher and the student. This is where the student can begin to gain trust from the teacher, and vice versa, where the teacher can gain trust from the student (Vilhanova 2008). Gaining each other's trust is very valuable because they are able to rely on each other.

All these aspects and characteristics can only be obtained if it is present in the individuals genes. They can not be taught or learned and that is why, those who possess these innate traits must use them productively or else they would just go to waste.

It's in the Books

To some individuals, an excellent education and a comprehensive training creates the best foundation in the classroom setting and that natural talent helps but it can't provide for the necessities that makes up an adequate and positive teaching environment. Being good or great at something does not always mean that there will always be passion. People who may not possess a natural talent for teaching, but are determined to still become a teacher, may have more passion that those born with the gift. These individuals would have to work harder for their reward, which shows how driven and committed they truly are.

> Note
>
> "...even the most brilliant scientists may not know how to communicate their knowledge to children." -Jay Mathews (Mathews 2002)

The main point for teacher education and training programs is to inform teachers about effective instruction methods that can be very beneficial to improve and make the overall classroom experiences more desirable and more successful (Malikow, 2006 2). Once the teacher training and education is completed, the teachers become higher quality because it allowed teachers to gain more practice and experience. In essence, teachers really do 'make themselves' (Moore, 2004 6).

Teachers' work reflects on the students' work. Studies have shown that teachers, with no means of education training or certification, have a negative influence on students in the classroom. Teachers without this proper training, have a higher percentage of students in their class that scored lower on standardized tests (Mathews 2002). Other studies have revealed that the individuals who received a five-year degree from a teacher education program, tend to stay teaching longer that those who graduated with a four-year degree; also, the individuals with four-year degrees stay teaching longer than those with little or no training at all (Mathews 2002).

According to Education Secretary, Roderick P. Paige, and his teacher quality report, he states that "we now have concrete evidence that smart teachers with solid content knowledge have the greatest effect on student achievement" (Mathews 2002). Well isn't that exactly what teachers strive to accomplish? They want their students to be able to reach their greatest or maximum potential and to get the most out of their education. There is an old saying that parents want what is best for their children. Can't teachers want what is best for their students? The answer is of course, and by spending more time taking extra classes or going through additional educational training, this really underlines how the average teacher can be 'made' into a great teacher.

It's Both

To the others who fall in the middle, including myself, we believe that great teachers are a combination between the two. Having the qualities, characteristics, and drive in becoming a good teacher is one thing, but taking classes to better educate yourself on how to better your students really takes it over the edge into becoming a great teacher. Who is to say that teachers who seem to be born with this raw, natural talent, couldn't benefit from some type of educational training to reemphasize their strengths and build on their weaknesses.

Teachers are a lot like athletes and artists. All three were born with talents, and those talents will be refined because of the training and performance that comes along with each career (Malikow 1). Even the people that were born with all the traits that would make them an excellent teaching candidate, they still might be missing something. If they do not have the desire, drive, or passion to become a teacher, then these innate traits can be thrown out the window. Proper training and experience will help give advise on different techniques and methods that can be utilized. After teaching for quit some time, the teacher will be able to throw out the methods and techniques that did not work or fix the methods to better suit or accommodate the students. Practice makes perfect!

Exercise 10.1.1

1. Caring, encouraging, nurturing, showing leadership, and patience ...

a. are innate characteristics that make up a great teacher

b. are qualities that make up a good person

c. are traits that teachers can learn

d. can be taught

2. What is one main point for teacher education and training programs?

a. they learn innate qualities and characteristics that makes them better equipped for working in the classroom

b. they make teachers better role models and they are liked more by their students

c. to inform teachers about effective instruction methods that can be very beneficial to improve and make the overall classroom experiences more desirable and more successful

d. all of the above

3. What did Mr. Sposato do that went above and beyond?

a. he focused most of his attention to the students that really needed it

b. he helped a student's family buy needed clothing when money was scarce

c. he never assigned homework

d. he never gave a 'bad' grade

4. How are teachers similar to athletes and artists?

a. all of them like to exercise on a daily basis

b. all of them took classes on how to draw

c. they were born with talents, and those talents will be refined because of the training and performance that comes along with each career

d. they are determined to do what is right

5. So, are teachers born or made?

a. born

b. both

c. made

d. still under much debate and people have different viewpoints and opinions about it

Answer

1. a
2. c
3. b
4. c
5. d

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10.2: What are the differences between direct instruction and discovery learning?
10.2: What are the differences between direct instruction and discovery learning?
Edit Update titlecancel

By: Megan Heath

Learning Objectives

- be able to identify the differences between discovery and direct learning and where each style stems from.
- be able to explain methods of teaching for both instruction types.
- be able to discuss the debate of which learning style is most efficient, and what educators and scholars think about each.

Mrs. Smith escorts the students, in her kindergarten classroom, outside to the playground. She asks her students to take off their shoes; she wanted them to feel the grass between their toes, to walk on the rocks and cement, and all the things that had different textures. They spent a little time while outside, just taking in the air and observing things around them. Then she asked them to put their shoes back on and follow her in a line back into the building. On the way back into the school, Mrs. Smith asked her students questions like, “What do you see as we walk down the hall?” “What does it smell like?” “Do you hear anything?” When all of the students returned to their desks, their teacher continued asking questions for the students to brainstorm. She asked them “What color was the fence?” “Did they see any people?” Then she asked her students “what parts of your bodies did you use to get all of this information?”

Across the hall, another kindergarten teacher starts her class; she takes out a folder full of worksheets and distributes them around the classroom; on each worksheet are five square boxes, and in each square is a picture. One picture was a hand, representing touch; a nose was in another box, representing smell. The students study each box, trying to better understand what their teacher was going to teach them today. The teacher takes out some markers and begins to write and draw on the board; she explains to her students what each of the five senses is, and she has them write the words in the correct boxes as she writes them on the board. She explains in detail everything she can possibly think of that her students would need to know about the five senses, including what body parts each sense works with, what smells and tastes one may discover, and even ways some people do not have all of their senses. The teacher talks and explains as her students listen, draw and write the things she puts on the board.

Both of these teachers have taught their students the same information today, however, they each used a different method of teaching to do so. Teacher one, who took her students on a field trip, was performing discovery learning through exploration; whereas, the teacher across the hall was implementing direct instruction.

What is Direct Instruction?

Direct Instruction can also be referred to as explicit teaching; it occurs when educators teach using lectures, presentations and text books to demonstrate a lesson to their students. This type of teaching is the most common way of instruction, and includes direction by the teacher. To teach by direct instruction, you must know what you want your outcome to be; teachers must have a purpose and a specific reason for teaching the subject in order for it to be structured and well planned out (Saskatoon).

What is Discovery Learning?

“Discovery learning is a type of learning where learners construct their own knowledge by experimenting with a domain, and inferring rules from the results of these experiments (Joolingen, 1999, p.385).” In other words, this means that students actively learn through hands-on and interactive experiences. In a discovery learning atmosphere, students are free to work with little or no guidance in order to discover information (Mayer, 2004). Discovery learning focuses on the beliefs of Jean Piaget, in which students should be able to choose how they are going to learn, discover new information, and do so without correction from an educator (Mayer, 2004; Piaget,1970). Of course, teachers would still be present in a discovery learning situation; they would monitor each student and ensure things ran smoothly.

Note

“Each time one prematurely teaches a child something he could have discovered for himself, that child is kept from inventing it and consequently from understanding it completely."
(Piaget, 1970, p. 715)

Educator's Preference

Most educators in mathematics and science typically instruct using discovery learning, as opposed to direct instruction, because they believe it is the best way to achieve an understanding of the subject that will stick with the student, because students learn best by doing (Klahr, 2004). “Over the years, however, some researchers and educators have challenged the argument for hands-on learning. They maintain that a more straightforward approach—known as direct instruction—has the potential to help students learn science more effectively" (Cavanagh, 2004, p. 12). Some educators also believe that using discovery education for younger children works better than direct learning, because it enables the young learners to be engaged and not bored with the subjects they are learning (Klahr, 2004).

What Statistics Show

A study was conducted by the Department of Psychology at Carnegie Mellon University, in which it was discovered that “many more children learn from direct instruction than from discovery learning" (Klahr, 2004, p. 661). This study was conducted on 112 third and fourth grade students and it measured their ability to acquire and retain new information. Based on this information, it is obvious that discovery learning requires some past knowledge of the subject being “discovered” in order to obtain new information. Based on a “half-century of advocacy associated with instruction using minimal guidance” or discovery learning, there has never really been any scientific evidence that proves discovery learning works better than direct instruction (Kirschner, 2006, p. 83).

What Method I Would Use in My Classroom

Personally, I think the ideal classroom would be one that incorporated both direct instruction and discovery learning. I think novice information could be taught using direct instruction and then supplemented by discovery learning. For example, students could be taught the basics by their teacher and then allowed to work independently to discover more about that topic. I don’t foresee a classroom being able to run smoothly when their focus is solely on discovery education, because, in my opinion, at some point direct instruction would have to occur. I believe that educators should make it a priority to incorporate activities into their classroom that allows for students to discover and explore; technology is so readily available, yet so infrequently used for classrooms; something as simple as a WebQuest could allow direct instruction and discovery learning to intermingle as one teaching method.

Note

“If we teach today, as we taught yesterday, we rob our children of tomorrow”- John Dewey

Exercise 10.2.1

1.Which expert is related to the concept of Discovery Learning?

A. B.F. Skinner
B. Carl Rogers
C. Ivan Pavlov
D. Jean Piaget

2. What are three tools for Direct Instruction?

A. hands-on activities, interactive games, and lectures
B. lectures, text books and presentations
C. lectures,demonstrations, and interactive games
D. text books, labs, and group discussions

3. Mrs. Heath's class is learning about volcanoes; Each student constructs an erupting volcano and discusses with the class how he did so. What is this student demonstrating?

A. Direct Instruction
B. Discovery Learning

C. Explicit Learning
D. Guided Instruction

4. What would be the most efficient way for Mrs. Heath to incorporate Discovery Learning into her classroom?

A. Allow her students to construct a lab in which they dissect a grasshopper.
B. Assign a chapter in the text book to read and answer questions on.
C. Create a worksheet for her students to fill out while listening to her lecture.
D. Write definitions on the board and let her students memorize them.

Answer

1. D

2. B

3. B

4.A

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10.3: How can we teach to meet all students' needs? 10.3: How can we teach to meet all students' needs?Edit Update titlecancel

By Honorina Maristela

Learning Objectives

- Define differentiated instruction and understand the use of this approach in the classroom.
- Identify the teacher's role in differentiated instruction.

Introduction

In a traditional classroom setting, the teachers talk while the students listen. Nowadays, traditional settings have completely changed in the field of education. The way the classroom are set-up, the teaching and learning style, the accommodation of individual students and application of small group instruction made the school and teaching challenging both for teachers and students.In addition to these changes, differentiated instruction has been emphasized.

The district and state and federal governments have established our standards and have handed our curriculum down to us. These standards make up goals established for all students. How we reach the goals may require different paths. The core of differentiated instruction is flexibility in content, process, and product based on students' strengths, needs and learning styles. (Levy, 2008 cited in The Clearing House, 2008)

What is Differentiated Instruction?

At the most basic level, differentiating instruction means "shaking up" what goes on in the classroom. Students have multiple options for taking in information, making sense of ideas and expressing what they learn. (Tomlinson, 2001) In other words, differentiated instructing is catering to student's needs and interests so they can acquire learning efficiently..

The State of Virginia encourages the school districts to apply differentiated instruction in the classrooms. In 2004, the Superintendent of Public Instruction conducted a Professional Development to all School Heads, member of Virginia Association of Elementary School Principals, Assistant Principals and Lead teachers to participate in the conference entitled " Differentiated Instruction: Meeting the Needs of All Children" the highlight for this conference included the special needs students and at-risk students.

Why differentiate?

Individual students are different in many ways. The use of differentiated instruction will gives the students the opportunity to meet their needs in an intensive step that will expedite the learning skill of the individual student. We as teachers give the support and the careful planning of the instruction to make sure that the activities will be in the students' instructional level and interest.

Differentitate Why: addresses the teachers' reason for modifying the leaning experience. Teachers believe modification is important for many reasons. Three key reasons include access to learning, motivation to learn and efficiency of learning. Any or all of these three reasons for differentiating instruction can be tied to students readiness, interest, and learning profile. (Tomlinson, 1999)

In differentiated classroom, teachers begin at the level of the students, not the front of a curriculum guide. They accept and build upon the premise that learners differ in important ways. Thus, they also accept and act on the premise that teachers must be ready to engage students in instruction though different learning modalities, by appealing to differing interest and by using varied rates of instruction along with varied degrees of complexity. In differentiated classrooms, teachers ensure that a student competes agains himself or herself as he or she grows and develops more than he or she competes against other students. (Tomlinson, 1999)

Though differentiated instruction and activities, students take a greater responsibility and ownership of their own learning, activities that are primarily focused on students' multiple intelligences, higher order thinking, and learning styles. With this in mind, differentiated instruction is an effective tool to implement in the classroom in order to meet students' learning style and strengthen multiple intelligences and encourage them to use high order thinking. (Bailey and Williams-Black, p. 134)

How to Differentiate?

It has been a big question for teachers how to differentiate instruction in the classroom. It is indeed a challenging task to put into use this approach. I myself can relate to this for it took me five years to attain the effectiveness of this approach and I am still learning until now. The preparation and designed activities should target the individual needs of the students.

Being in an inclusion is a tough job, having four groups of students with individual needs ranging from high, average, low level and special needs students with IEP (Individualized Education Program) and 504 plans. It is a team work of the teacher, special education teacher and the students in carrying out the activities in the classroom.

Use formal and informal assessments in making decision with small group instruction. Most schools are required certain formal assessments such as TPRI(Texas Primary Reading Assessment, DIBLE(Dynamic Indicators of Basic Early Literacy Skill, DRA(Developmental Reading Assessment) and/or QRI(Qualitative Reading Inventory. (Diller, 2007)

These assessments are useful tools for teachers for figuring out how to start with their small groups. Once the teacher determined the level of the individual students she may begin applying the differentiated instruction in the classroom. The teacher can design her own activities that are according to the instructional level of the students. One great example is in reading. Using leveled books that are color coded are useful in targeting the instructional level of the students and work towards it to improve to the fullest. The idea of using the flexible grouping of Debbie Diller is useful for teachers to differentiate. As Diller stated, to create flexible group folders for thinking about small groups as well as in whole group. Once the student show progress he/she can be moved into different group. (Diller, 2007,p. 24)

Flexible groupings were defined by Radencich and McKay (1995) as" grouping that is not static, where members of the group change frequently. This emerged as a practice to address concerns. It acknowledges that all grouping patterns- large groups, small groups, teams and individuals have value because they all offer the reader slightly different experiences with different outcomes. Students may work with a partner, in a small cooperative or teacher-led group, or with the whole class. The basis for this may be students' interest or needs. (Ford, 2005 cited in Radencich and McKay, 1995)

In planning flexible grouping teachers should consider the strengths and weaknesses of each grouping approach and then put them together to allow the teacher to best meet the needs of the classroom. The groups are formed and dissolved as needs changes to allow for maximum flexibility, avoiding the static nature of the grouping patterns of the past. (Ford, 2005 cited in Radencich and McKay, 1995)

Note

Key Principles of a Differentiated Instruction

- The teacher is clear about what matters in subject matter.
- The teacher understands, appreciates, and builds upon student differences.
- Assessment and instruction are inseparable.
- The teacher adjusts content, process and product in response to student readiness, interest, and learning profile.
- All students participate in respectful work.
- Students and teachers are collaborators in learning.
- Goals of a differentiated classroom are maximum growth and individual success.
- Flexibility is the hallmark of a differentiated classroom.(Tomlinson, 1999)

Teachers Role

Mixed-ability classrooms that offer differentiated instruction make good sense for teachers, as well a student. For many teachers, offering differentiated instruction first requires a paradigm shift. (Tomlinson, 2001)

Teachers who become comfortable with differentiated classroom would probably say their role differs in some significant ways from that of a traditional teacher. When teacher differentiate instruction, they move away from being themselves as keepers and dispensers of knowledge and move toward seeing themselves as organizers of learning opportunities. (Tomlnison, 2001)

Teachers who differentiate instruction focus on their role as coach or mentor(Tomlinson, 2001). We serve as a guide and facilitator for the students in doing their responsibilities in completing their task. We organize the activities for them to discover, explore and share acquired knowledge. ..

Note

A teacher is a compass that activates the magnets of curiosity, knowledge, and wisdom in the pupils. ~Ever Garrison

Conclusion

When applying differentiated instruction time is required in order for it to work. It is not an overnight activity to see the effectiveness of this approach. It takes time and dedication to help the learners be successful.

For most teachers, the classroom is the place where we spend our career. The classroom is the place where we give the better part of our lifetime trying to make a difference. It is a curiosity of teaching that no two days are the alike. We must remember that we have every opportunity to transform ourselves and our practice, just as we have every opportunity to stagnate, remain much the same teacher we were when we began. (Tomlinson, 1999)

Exercise 10.3.1

1. It is the “shaking up” what goes in the classroom so that students have multiple options for taking in information, making sense of ideas and expressing what they learn. This is called?

A. Whole group instruction

B. Differentiated instruction

C. Cooperative learning

D. Flexible group

2. The grouping that is not static where members of the group change frequently is called?

A. Flexible group

B. Paired activity

C. Leveled group

D. Mixed group

3. Ms. Parker is planning to differentiate instruction in her class. Which is the best tool for her to use in figuring out her small groups?

A. Use student’s gender

B. Use students formal and informal assessments

C. Use students race

D. Use students’ favorite color

4. Mr. Castro is a third grade teacher applying differentiated instruction in his class. He walks around in each group providing assistance in the group while the students work . Mr. Castro can be describes as?

A. Guest in the classroom.

B. Coach or mentor in the classroom

C. Student in the classroom

D. Principal in the classroom

Answer

1. B
2. A
3. B
4. B

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10.4: What are the theories of multiple intelligences and emotional intelligence?
10.4: What are the theories of multiple intelligences and emotional intelligence?Edit Update titlecancel

By Meagan Keith

Learning Objectives

- recognize and define Gardner's ten intelligences
- distinguish traditional views of intelligence (e.g., IQ) from Multiple Intelligences and Emotional Intelligence
- identify which kind of learning is best for them (e.g., visual, kinesthetic, etc.)

What is intelligence?

The traditional view of intelligence has always been that people are born with a fixed amount of intelligence in which that level does not change over a lifetime (Hampton, 2008). Under the traditional view of intelligence, intelligence consists of two abilities—logic and language. Short answer tests, such as the Stanford-Binet Intelligence Test and the Scholastic Aptitude Test, are common ways of measuring intelligence.

However, in the past twenty years or so, a more modern view of intelligence has begun to replace existing traditional views. Extensive research has shown that it is, indeed, possible to have more than one intelligence and that the level of intelligence can change over a lifetime. This theory of intelligence is called Multiple Intelligences as created by Howard Gardner, Ph.D., a psychologist and professor of neuroscience from Harvard University.

According to Gardner, "Intelligence is the ability to respond successfully to new situations and the capacity to learn from one's past experiences" (Hampton, 2008). Gardner believes that, "we all possess at least [seven] unique intelligences through which we are able to learn and teach new information" (Hampton, 2008). He believes that "we can all improve each of the intelligences, though some people will improve more readily in one intelligence area than the others" (Hampton, 2008).

Gardner does not believe in short-answer tests to measure intelligence because "short answer tests do not measure disciplinary mastery or deep understanding, rather they measure root memorization skills and only one's ability to do well on short-answer tests" (Hampton, 2008). Assessments that value the process over the final answer, such as the Performance Assessment in Math (PAM) and the Performance Assessment in Language (PAL), are more accurate measures of intelligence in Gardner's theory than short-answer tests.

Introduction to Multiple Intelligences

In 1983 Howard Gardner proposed his theory of multiple intelligences in the book Frames of the Mind: The Theory of Multiple Intelligences. In his book, Gardner proposes that there are seven possible intelligences—linguistic intelligence, logical-mathematical intelligence, musical intelligence, bodily-kinesthetic intelligence, visual-spatial intelligence, interpersonal intelligence, and intrapersonal intelligence. Gardner would go on to add three more intelligences to his list—naturalist intelligence, spiritual intelligence, and existential intelligence—in his later book Intelligence Reframed: Multiple Intelligence for the 21st Century (1999).

According to the *Educational Researcher*, to arrive at Gardner's first seven intelligences Gardner and his colleagues examined literature on the "development of cognitive capacities in normal individuals, the breakdown of cognitive capacities under various kinds of organic pathology, and the existence of abilities in 'special populations,' such as prodigies, autistic individuals, idiots savants, and learning disabled children" (Gardner & Hatch, 1989).

Gardner and his colleagues also examined literature on "forms of intellect that exist in different species, forms of intellect valued in different cultures, the evolution of cognition across the millennia, as well as two forms of psychological evidence—the results of factor-analytic studies of human cognitive capacities and the outcome of studies of transfer and generalization" (Gardner & Hatch, 1989).

Intelligences that appeared repeatedly in Gardner's research were added to a provisional list, whilst intelligences only appearing once or twice were discarded. Gardner claimed that, "as a species, human beings have evolved over the millennia to carry out at least these seven forms of thinking" on his provisional list (Gardner & Hatch, 1989).

Multiple Intelligences Defined

Linguistic intelligence is the ability to learn languages and use language to express what is on one's mind and to understand people. Those who have high linguistic intelligence are well-developed in verbal skills and have sensitivity to sounds, meanings and rhythms of words (Hampton, 2008). These kinds of people enjoy reading various kinds of literature, playing word games, making up poetry and stories, and getting into involved discussions with other people (Hampton, 2008).

Examples of people with high linguistic ability include poets, writers, public speakers, TV and radio newscasters, and journalists.

Logical-Mathematical intelligence is the ability to detect patterns, reason deductively, and think logically. Those who are "math smart" have the capacity to analyze problems logically, carry out mathematical operations, and investigate scientifically (Smith, 2008). Those with high Logical-Mathematical intelligence are highly capable of thinking conceptually and abstractly (Hampton, 2008). This kind of intelligence is often associated with scientific and mathematical thinking (Hampton, 2008).

Careers that "math smart" people tend to be employed in include computer technicians and programmers, accountants, poll takers, medical professionals, and math teachers (Smith, 2008).

Musical Intelligence is "the capacity to think in music, to be able to hear patterns, recognize them, and manipulate them" (Hampton, 2008). Those who are musically intelligent learn through sounds, rhythms, tones, beats, music produced by other people or present in the environment," according to Gardner (Hampton, 2008). Musically intelligent people also have the ability to perform, compose, and appreciate music and music patterns (Smith, 2008).

Jobs in which musical intelligence is a desired aptitude include advertising, music studio directors and recorders, singers and songwriters, conductors, and music teachers (Hampton, 2008).

Bodily-Kinesthetic intelligence is defined as "having the potential of using one's whole body or parts of the body to solve problems" (Smith, 2008). Those with high kinesthetic intelligence communicate well through body language and like to be taught through physical activity, hands-on learning, acting out, and role playing (Lane, n.d.). These kinds of people have a keen sense of body awareness and have the ability to use mental abilities to coordinate bodily movements (Smith, 2008).

Gymnasts, physical therapists, mechanics, athletes, builders, dancers, doctors, surgeons, nurses, and crafts persons tend to be highly kinesthetic.

Spatial intelligence "involves the potential to recognize and use patterns of wide space and more confined areas," according to Gardner (Smith, 2008). As well as, "the ability to manipulate and mentally rotate objects," adds Gardner (Thompson, 1999). Graphic artists, architects, and mapmakers tend to be highly spatially intelligent. These people are very aware of their environments.

Interpersonal intelligence is the capacity to understand the intentions, motivations, and desires of other people (Smith, 2008). These kinds of people are "people smart" and work well with others. Examples of people with high interpersonal intelligence include educators, salespeople, and religious and political leaders. Interpersonally intelligent people learn through personal interactions.

"[People with high interpersonal intelligence] probably have a lot of friends, show a great deal of empathy for other people, and exhibit a deep understanding of other people's viewpoints," according to *MI Indentified* (Hampton, 2008).

"**Intrapersonal intelligence** is the capacity to understand oneself, to appreciate one's feelings, fears and motivations," according to Gardner. "It involves have an effective working model of ourselves, and to be able to use such information to regulate our lives" according to *The Encyclopedia of Informal Education* (Smith, 2008). People who possess high intrapersonal intelligence are "self smart." These people know who they are, what they are capable of doing, how to react to things, what to avoid, and what they gravitate to (Hampton, 2008).

Psychologists, philosophers, social workers, and counselors are all examples of "self smart" careers.

Naturalist intelligence is defined as the ability to recognize and categorize plants, animals and other objects in nature (Hampton, 2008). Those with high naturalist intelligence include gardeners, biologists, birdwatchers, florists, horticulturists and more.

According to *EdWeb*, "People who are sensitive to changes in weather patterns or are adept at distinguishing nuances between large numbers of similar objects may be expressing naturalist intelligence abilities" (Carvin, n.d.). Naturalist intelligence is the intelligence that presumably helped our ancestors survive—"to decide what to eat and what to run from" (Holmes, 2002).

Existential Intelligence is defined as the ability to be sensitive to, or having the capacity for, conceptualizing or tackling deeper or larger questions about human existence, such as what is the meaning of life? Why are we born? And why do we die (Wilson, 2005)? Existential intelligence is often called the "wondering smart" or the metaphysical intelligence.

The clearest definition of existential intelligence defined by Gardner is: "individuals who exhibit the proclivity to pose and ponder questions about life, death, and ultimate realities" (Wilson, 2005). However, Gardner has not fully committed himself to this ninth intelligence despite his book Intelligence Reframed: Multiple Intelligence for the 21st Century in which he first mentions the possible existence of a ninth intelligence.

Spiritual Intelligence according to Dr. Cynthia Davis, clinical and corporate psychologist and emotional intelligence business coach, "is the ultimate intelligence in which we address and solve problems of meaning and value, in which we can place our actions and our lives in a wider, richer, meaning-giving context, and the intelligence with which we can assess that one course of action or one life path is more meaningful than another" (Mindwise Pty Ltd, 2004) .

"Spiritual intelligence is the intelligence that which makes us whole, integral and transformative," according to Danah Zohar, author of Spiritual Capital: Wealth We Can Live By (Spiritual Intelligence and Spirtual Health, 2008). Spiritual intelligence is not necessarily religious nor is it dependent upon religion as a foundation (Mindwise Pty Ltd, 2004). Characteristics of spiritual intelligence include the capacity to face and use suffering, the capacity to face and transcend pain, the capacity to be flexible, actively and spontaneously adaptive, and high self-awareness (Mindwise Pty Ltd, 2004).

Note

GARDNER'S THEORY OF MULTIPLE INTELLIGENCES

Linguistic Intelligence

"Word Smart"

Logical-Mathematical Intelligence

"Number/Reasoning smart"

Spatial Intelligence

"Picture Smart"

Bodily-Kinesthetic Intelligence

"Body Smart"

Musical Intelligence

"Music Smart"

Interpersonal Intelligence

"People Smart"

Intrapersonal Intelligence

"Self Smart"

Naturalist Intelligence

"Nature Smart"

Existential Intelligence

"Wondering Smart"

Spiritual Intelligence

"Spiritual Smart"

Conclusion to Multiple Intelligences

Note

"The single most important contribution education can make to a child's development is to help him towards a field where his talents best suit him, where he will be satisfied and competent."

-Howard Gardner

Since the publication of Gardner's Frames of Mind: The Theory of Multiple Intelligences, Gardner's theory has been put into practice in schools all over the world. Gardner's theory teaches that teachers should not teach the same material to the entire class rather individualize instruction by identifying students' strengths and weaknesses.

One way of identifying students' strengths and weaknesses is to offer a multiple intelligence assessment. Multiple Intelligence assessments typically ask students/test takers to rank statements from 1-5 indicating how well that statement describes them ("5" being the statement describes you exactly, and "1" being the statement does not describe you at all). Statements might look like the ones below from Dr. Terry Armstrong's online assessment of strengths (Armstrong, n.d.):

- I pride myself on having a large vocabulary.
- Using numbers and numerical symbols is easy for me.
- Music is very important to me in my daily life.
- I always know where I am in relation to my home.
- I consider myself an athlete.
- I feel like people of all ages like me.
- I often look for weaknesses in myself that I see in others.
- The world of plants and animals is important to me.

Teachers can use assessments like Armstrong's to take an inventory of learner's skills so that they can tailor their teaching methods to their learner's strengths.

Introduction to Emotional Intelligence

Emotion can be any number of things. It can be anger, sadness, fear, enjoyment, love, surprise, disgust, or shame (Goleman, 2005, p. 289). Author of Emotional Intelligence, Daniel Goleman, suggests that emotion refers to a "feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act" (Goleman, 2005, p. 289). But, the most fascinating part about emotions is that they are universal. People from cultures around the world all recognize the same basic emotions, even peoples presumably untainted by exposure to cinema or television (Goleman, 2005, p. 290).

There are two basic definitions of emotional intelligence. One is the Mayer-Salovey definition and the other, the Goleman definition. There are numerous other definitions of emotional intelligence floating about, especially on the net. However, none are as academically or scientifically accepted as Goleman's and Mayer and Salovey's.

Emotional Intelligence Defined

Mayer-Salovey Definition

The first two people to suggest that emotional intelligence is a true form of intelligence were Jack Mayer and Peter Salovey. Mayer and Salovey are leading researchers in the field of emotional intelligence. They first published their findings in a 1990 seminal article where they defining emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and other's feelings and emotions," as well as, "the ability to discriminate among them and to use this information to guide one's thinking and actions" (Hein, 2007). Mayer and Salovey further described emotional intelligence as, "a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life" (Hein, 2007).

Along with their definition of emotional intelligence, Mayer and Salovey proposed that there were four branches of emotional intelligence. Here is a compiled list of details from Mayer and Salovey's 1990 and 1997 articles on the four branches of emotional intelligence:

1. Perception Appraisal and Expression of Emotion

- Ability to identify emotions in faces, music, and stories (1990)
- Ability to identify emotion in one's physical states, feelings, and thoughts (1997)

- Ability to identify emotions in other people, designs, artwork, etc. through language, sound, appearance, and behavior (1997)
- Ability to discriminate between accurate and inaccurate, or honest vs. dishonest expressions of feeling (1997)

2. Emotional Facilitation of Thinking

- Ability to relate emotions to other mental sensations such as taste and color (1990)
- Ability to use emotion in reasoning and problem solving (1990)
- Emotions prioritize thinking by directing attention to important information (1997)
- Emotions are sufficiently vivid and available that they can be generated as aids to judgement and memory concerning feelings (1997)
- Emotional states differentially encourage specific problem-solving approaches such as when happiness facilitates inductive reasoning and creativity (1997)

3. Understanding and Analyzing Emotions; Employing Emotional Knowledge

- Ability to solve emotional problems such as knowing which emotions are similar, or opposites, and what relations that convey (1990)
- Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving (1997)
- Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss (1997)
- Ability to understand complex feelings: simultaneous feelings of love and hate or blends such as awe as a combination of fear and surprise (1997)
- Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction or from anger to shame (1997)

4. Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth

- Ability to understand the implications of social acts on emotions and the regulation of emotion in self and others (1990)
- Ability to stay open to feelings, both those that are pleasant and those that are unpleasant (1997)
- Ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility (1997)
- Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential or reasonable they are (1997)
- Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey (1997)

Goleman Defintion

Daniel Goleman, Ph.D., is another important figure in the field of emotional intelligence. Goleman is the successful author of New York Times bestsellers, Emotional Intelligence and Social Intelligence, as well as an internationally known psychologist. Goleman is currently working as a science journalist and frequently lectures to professional groups, business audiences, and on college campuses (Bio, 2009). Goleman is one of the foremost experts in emotional intelligence. In his book, Emotional Intelligence, Goleman defines emotional intelligence as, “a set of skills, including control of one’s impulses, self-motivation, empathy and social competence in interpersonal relationships” (Goleman, 2005).

Goleman, like Mayer and Salovey, divided emotional intelligence into key components; three that pertained to oneself and two that pertained to how one relates to others (Gergen, 1999). Goleman's five key components of emotional intelligence are: Emotional self-awareness, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships. Goleman, for the most part, agrees with Mayer and Salovey. However, in recent years, Goleman has favored a four component system as opposed to his original five components in 1995.

Five Key Components (Goleman, 2005, p. 43-44):

1. *Knowing one's emotions*

- Self-awareness—recognizing a feeling *as it happens*—is the keystone of emotional intelligence
- The ability to monitor feelings from moment to moment is crucial to psychological insight and self-understanding
- People who know their emotions have a surer sense of how they really feel about personal decisions from whom to marry to what job to take

2. *Managing emotions*

- Handling feelings so they are appropriate is an ability that builds on self-awareness
- People who are poor in this ability are constantly battling feelings of distress, while those who excel in it can bounce back far more quickly from life's setbacks and upsets

3. *Motivating oneself*

- Marshalling emotions in the service of a goal is essential for paying attention, for self-motivation and mastery, and for creativity
- People who have this skill tend to be more highly productive and effective in whatever they undertake

4. *Recognizing emotions in others*

- Empathy is the fundamental people skill
- People who are empathetic are more attuned to the subtle social signals that indicate what others need or want; this makes them better at callings such as caring professions, teaching, sales, and management

5. *Handling relationships*

- Skill in managing emotions in others
- These are the abilities that undergird popularity, leadership, and interpersonal effectiveness
- People who excel in these skills do well at anything that relies on interacting smoothly with others

Conclusion to Emotional Intelligence

In 1998, Goleman developed a set of guidelines for *The Consortium for Research on Emotional Intelligence in Organizations* that could be applied in the workplace and in schools. This set of guidelines is divided into four parts: preparation, training, transfer and maintenance, and evaluation. Each phase is equally as important as the last.

Some of the first guidelines pertain to assessment. Teachers should assess the class and individuals and inform them of their strengths and weaknesses. In delivering the assessment the teacher should try to be accurate and clear. They should also allow plenty of time for the student to digest and integrate the information (Cherniss, 1998). The teacher should provide feedback in a safe and supportive environment and avoid making excuses or downplaying the seriousness of the deficiencies (Cherniss, 1998).

Other guidelines include: maximizing learner choice, encouraging people to participate, linking learning goals to personal values, adjusting expectations, and gauging readiness (Cherniss, 1998). Teachers should foster a positive relationship between their students and themselves. They should make change self-directed; tailoring a learning program that meets individual needs and circumstances.

Teachers should also set clear goals and make the steps towards those goals manageable, and not too overly ambitious (Cherniss, 1998). Teachers should provide opportunities to practice the new behaviors they have learned. Then, teachers should provide periodic feedback on the learners' progress (Cherniss, 1998).

Teachers should rely on experiential methods of learning, such as activities that engage all the senses and that are dramatic and powerful, to aid learners in developing social and emotional competencies (Cherniss, 1998). Eventually, learners will develop a greater self-awareness. They should be able to understand how their thoughts, feelings, and behavior affect themselves and others at this point (Cherniss, 1998).

Note

The Self Science Curriculum

from Self Science: The Subject is Me by Karen F. Stone (Goleman, 2005, p. 305)

Main Components

Self-awareness:

obeserving yourself and recognizing your feelings; building a vocabulary for feelings; knowing the relationship between thoughts, feelings, and reactions

Personal Decision-making:

examining your actions and knowing their consequences; knowing if thought or feeling is ruling a decision; applying these insights to issues such a sex and drugs

Managing Feelings:

monitoring "self-talk" to catch negative messages such as internal put-downs; realizing what is behind a feeling (e.g., the hurt that underlies anger); finding ways to handle fears and anxieties, anger and sadness

Handling Stress:

learning the value of exercise, guided imagery, relaxation methods

Empathy:

understandign other peoples' feelings and concerns and taking their perspective; appreciating the differences in how people feel about things

Communications:

talking about feelings effectively; becoming a good listener and question-asker; distinguishing between what someone does or says and your own reactions or judgements about it; sending "I" messages instead of blame

Self-disclosure:

valuing openness and developing trust in a relationship; knowing when it is safe to risk talking about your private feelings

Insight:

identifing patterns in your emotional life and reactions; recognizing similar patterns in others

Self-acceptance:

feeling pride and seeing yourself in a positive light; recognizing your strengths and weaknesses; being able to laugh at yourself

Personal Responsibility:

taking responsibility; recognizing the consequences of your decisions and actions, accepting your feelings and moods, following through on commitments (e.g., studying)

Assertiveness:

stating your concerns and feelings without anger or passivity

Group dynamics:

cooperation; knowing when and how to lead, when to follow

Conflict resolution:

how to fight fair with other kids, with parents, with teachers; the win/win model for negotiating compromise

Exercise 10.4.1

1. Who is author of the theory of multiple intelligences?

(a) Daniel Goleman

(b) Howard Gardner

(c) Mayer and Salovey

(d) Reuven Bar-On

2. Mary loves reading, writing, and telling stories. Her favorite course in school is Language arts. What kind of learning would be best for Mary?

(a) Interpersonal

(b) Kinesthetic

(c) Linguistic

(d) Spatial

3. According to Mayer and Salovey, emotional facilitation of thinking is the ability to_____.

(a) Label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving

(b) Relate emotions to other mental sensations such as taste and color

(c) Use emotion in reasoning and problem solving

(d) Both B and C

4. Mr. Conway likes to incorporate lots of hands-on activities into his curriculum. His often asks his students to role-play in class projects. What type of learner is Mr. Conway?

(a) Interpersonal

(b) Intrapersonal

(c) Kinesthetic

(d) Spatial

5. What might be a traditional view of intelligence?

(a) Intelligence is fixed at birth

(b) Standardized tests such as the Stanford-Binet tests accurately measure intelligence

(c) There is only one way to measure intelligence

(d) All of the above

Answer

1. B
2. C
3. D
4. C
5. D

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10.5: What is the nature of cooperative learning? 10.5: What is the nature of cooperative learning?Edit Update titlecancel

by Aaron Burdon

Learning Objectives

- The definition of coopertive learning and how it differs from other styles of learning.
- Effective application of coopoertive learning in today's classroom, such as Jigsaw and Round Robin style learning.
- Advantages to coopertive learning.
- Possible challenges with coopertive learning, such as social anxiety, and possible methods to overcome them.

Overview

Our comprehension of our vast universe grows each day. With every new discovery and information gathered from researchers across the globe, we continue to come closer and closer to our understanding of the universe we live in. Not long ago, we believed that the world was flat; however, today we have access to real time pictures taken from satellites orbiting our world to prove its true form. What we teach our children today may be far advanced from what we learned as children ourselves. New discoveries may lead to future generations treating the knowledge of today as obsolete and outdated.

Perhaps equally as important to what we teach our students is also how we teach them to learn the material. As we grow in our understanding of how the human brain operates, we must also use this understanding to help us learn more efficiently. One of the more widely accepted methods of learning that is being applied in today's classroom is that of cooperative learning. This method differs in many ways to that of traditional lecture methods of learning. In this article, we will explore the many ways to effectively apply cooperative learning, the advantages, and the possible challenges of this method.

What Is Cooperative Learning?

The traditional classroom often consists of classes in which children of similar ability levels are taught together. Nearly all classrooms in the United States are taught by grade level specific to the age of the student rather than his or her ability. Many schools also group students according to their apparent ability levels, but this risks becoming a self-fulfilling prophecy for each respective group. By placing students into group in this way, we run the risk of those placed in low-level learning groups perceiving themselves as unintelligent or slow-witted. Grouping students together with varying levels of ability and backgrounds can help eliminate this threat. A very popular method of learning in this way is called cooperative learning.

Cooperative learning is defined as "the collaboration on a task by a small group of students who resolve differences of opinion, share responsibility, consider one another's ideas, and work toward common goals." (Berk, 2008) Unlike traditional methods, cooperative learning lets students enhance the weaknesses of their peers with their own strengths. Students feel a part of a team rather than isolated and students deemed as having low-ability can benefit from those considered higher. In a symbiotic relation, higher level students also tend to do better by teaching the learned material to their peers.

Note

Cooperative learning is the collaboration on a task by a small group of students who resolve differences of opinion, share responsibility, consider one another's ideas, and work toward common goals. (Berk, 2008)

According to Robert E. Slavin of Johns Hopkins University, there are four major perspectives on cooperative learning, which are motivational, social cohesion, cognitive development, and cognitive elaboration (Slavin, 1995). The **motivational perspective** focuses on the reward for the group in achieving their objective, and that the only way for the group to achieve this goal is to learn how to work together. The theory that students want each other to succeed is more in keeping with the **social cohesion perspective**, but is similar to the motivational perspective in that the members of the group are motivated to succeed, but instead of goal oriented, it is more motivated by compassion.

The **cognitive development** perspective takes a very different approach to cooperative learning in that it contends that the interaction of students with their peers stimulates the mind and increases the ability to learn. Unlike being motivated by a common

goal or by compassion for their peers, those who follow the cognitive development perspective feel that the human brain simply learns better in a group environment than on its own.

A variation of this is the fourth theory of **cognitive elaboration**, which contends that the best way to enhance the knowledge already present in the brain is to in turn explain it to ones peers. This slightly differs from cognitive development perspective in that the members of the group must already have some knowledge of the material before entering the group.

Note

Four major perspectives on cooperative learning:

motivational - group focused on common goal

social cohesion - group wants each other to succeed

cognitive development - the human brain simply learns better in a group environment

cognitive elaboration - the best way to

What are some Cooperative Learning examples?

For almost a quarter of a century, Dr. Spenser Kagan has been developing teaching structures of learning based on cooperative learning, called Kagan Structures, to help in the classroom as well the business world. (Kagan, 2008)

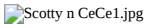


Figure 10.5.1: Image 1

One of Kagan's most widely used method of cooperative learning is that of **RoundRobin**, purposely spelled as one word to differentiate the term from the standard definition of round robins, a type of athletic tourneyment. In a RoundRobin group, each learner takes a turn orally presenting the material that they have learned, helping them to better organize their thoughts on the material. Kagan says that labeling methods of cooperative learning like RoundRobin are beneficial to the student because "students know exactly what to do" when instructed to use a specified method. According to Kagan, this is also helpful to instructors in that it helps facilitate communication among peers in learning from each other how to teach.

Another method that is fast becoming a popular form of cooperative classroom learning is that of the **Jigsaw** method. Elliot Aronson, Professor Emeritus at the University of California in Santa Cruz, first implemented his Jigsaw method in 1971 initially as a way to deal with the sudden desegregation of schools in Austin, Texas. By placing students into groups with various social and ethnic differences each with the same goal to succeed, the hostility became muted as the students were forced to work together to achieve success.

The Jigsaw method gets its name because each student is a vital piece of the overall puzzle that is the learning task. Students are first divided into groups and assigned various portions of the material to become an expert on. Then, each student meets with students from other group assigned to the same portion of the material and discuss what they have learned. This allows for the student to share what he or she learned on their own while also hearing other students perspectives. Eventually, these students return to their original groups and in turn teaches the members of their group the material that they learned.

Note

Examples of Cooperative Learning:

RoundRobin (Kagan) - the group takes turns orally presenting the material.

Jigsaw (Aronson) - learners are split up into groups, assigned portions of the material to learn, meet with learners from other groups assigned the same portion, and then return to their groups to teach the material they have learned.

Advantages and Possible Challenges of Cooperative Learning

As mentioned earlier, there are many advantages to cooperative learning supported by empirical evidence. Students who participate in cooperative learning programs have outperformed students in traditional learning programs at the elementary, secondary, and collage levels, as cited in Boling and Robinson's article on how cooperative learning is used in lecture-based distance learning. According to the journal article, students have been shown to increase social skills, perceptions of their own ability, and the relevance of the material they are learning (Boling 1999).

Although cooperative learning can be highly effective, there are also some possible challenges in this style. One of the major criticisms of cooperative learning is that it tends to hold back the learning potential of those students who are naturally gifted. Oftentimes, students who are prone to social anxiety and prefer to work alone may suffer a negative effect of cooperative learning. Instructors must understand that cooperative learning is not for everyone and must compliment or supplement some material to students who thrive in a less socially active environment.

Conclusion

In conclusion, cooperative learning is a very different style of learning than how traditional school systems have taught student. There are a number of theories behind why this method tends to be effective; however, there are still a number of unknown variables out there that make cooperative learning hardly the absolute best way to present material. Still, learning methods like Kagan's RoundRobin and Aronson's Jigsaw techniques have proven to be very helpful and have empirical evidence that supports the increase in participants learning ability.

Exercise 10.5.1

Question 1: What is **cooperative learning**?

A) Collaboration on a task by a small group of students who resolve differences of opinion, share responsibility, consider one another's ideas, and work toward common goals.

B) A type of social interaction in which children orient toward a common goal, such as act out a make believe theme or working on a project together.

C) A style of learning that incorporates small groups of like minded students with similar backgrounds and learning styles in order to enhance their learning potential.

D) A small, diverse group of students goofing off on a project that they were supposed to turn in last week.

Question 2: Which of the following would be the best example of effective **cooperative learning**?

A) A group of students with similar interests in books forming a reading club to discuss their favorite books, and voting on which will be their club's official favorite each week.

B) A small group of students of different cultural backgrounds sharing their favorite foods from their native land with each other.

C) A large, diverse group of students assigned to each write a two page paper on their political party leanings, to be turned in and graded by the instructor.

D) A small group of students with differing political views tasked with a presentation comparing and contrasting where both Presidential Candidates in this year's election stand on issues related to education.

Question 3: Which of the following is not one of the four major theoretical perspectives of cooperative learning, according to Slavin?

A) Learners are motivated by a common goal and must work together to achieve this goal.

B) Learners want their peers to succeed and are fueled by compassion to help them learn.

C) Learners learn better when they have to repeat or teach the material that they have learned to their peers.

D) Learners have a higher ability to retain knowledge if they are seen as the leader of a cooperative learning group and assert themselves as such.

Question 4: Which of the following could one not use the Jigsaw or Round Robin techniques of learning?

A) A team of lawyers must find a precedent for their client's situation and convince the judge and jury to issue a verdict of "not guilty" in light of this information.

B) Students of an economics class must find a newspaper article that relates to their current lesson and present it to the class.

C) A basketball team faces their rival in the upcoming championship game and they must develop new plays to overcome their opponents notorious offense.

D) All of the above can take advantage of either Jigsaw or Round Robin techniques.

Answer

1) - A) According to Berk, the definition of cooperative learning is "collaboration on a task by a small group of students who resolve differences of opinion, share responsibility, consider one another's ideas, and work toward common goals." (Berk 470)

2) - D) The group with the Candidate comparison would be the best choice in that the students are given a task, must resolve differences of opinion, and work toward the common goal of the presentation.

3) - D) A cooperative learner taking charge as the leader sometimes can have an adverse effect on the rest of the group and is not one of the four perspectives mentioned by Slavin. The other three responses are motivational, social cohesion, and cognitive elaboration perspective.

4) - D) Jigsaw and Round Robin techniques are not exclusive to the classroom and can be used in a variety of circumstances, such as preparing for a legal case, an upcoming championship basketball game, or reading a newspaper article.

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10.6: What is the effect of having high expectations for students? 10.6: What is the effect of having high expectations for students?Edit Update titlecancel

by Kathleen Crossin

Introduction

Most of us are guilty of forming opinions of people based on our first impressions. What happens when a teacher forms an opinion of a student based on first impressions, cognitive abilities, economic status, ethnicity, gender, or perceived achievement level? Are the teacher's expectations of the student likely to have an effect on student performance?

Pygmalion Effect and Self-Fulfilling Prophecy

Researchers Rosenthal and Jacobson published a study of the effects of teacher expectations. The Pygmalion effect, also known as the "teacher expectancy effect" ("Pygmalion effect," 2008, para.1) explains that students will meet the expectations they feel the teacher has for them. If the student feels that the teacher expects them to do well, they will meet those expectations. Conversely, if a teacher has low expectations for a student, the teacher's behavior toward that student will ensure that the expectation was accurate (Tauber, 1998, para. 5). The Pygmalion effect is closely associated with the self-fulfilling prophecy ("Self-fulfilling prophecy, 2008). Robert Merton is credited with this term (Tauber, 1998). He explained the five points involved:

- "The teacher forms expectations."
- "Based upon these expectations, the teacher acts in a different manner."
- "The teacher's treatment tells each student (loud and clear) what behavior and what achievement the teacher expects."
- "If this treatment is consistent, it will tend to shape the student's behavior and achievement."
- "With time, the student's behavior and achievement will conform more and more closely to that expected of him or her." (Tauber, 1998, para. 8)

> **Note**
>
> “Whatever we expect with confidence becomes our own self-fulfilling prophecy”--- Brian Tracy

How Perceptive are Children to a Teacher's Expectations?

According to research studies (Rubie-Davies, 2006, para. 3), students are very attuned to the differences in which teachers teach and interact with students according to the teacher's expectations (Rubie-Davies, 2006). In a study (Rubie-Davies, 2006) fourth graders were asked how they knew if the teacher labeled them as smart. The students were able to discern this information from the type of instruction the teacher used, the teacher's style of assessment, and the teacher's use of non-verbal actions (Rubie-Davies, 2006, para. 3). A further research experiment (Rubie-Davies, 2006, para. 3) illustrated that fourth graders were able to merely watch a teacher's non-verbal cues and determine if the teacher was speaking to high or low expectation students (Rubie-Davies, 2006, para. 4). As we can see from these studies, children are very conscious of a teacher's expectations.

Is it Possible to Have High Expectations for all Students?

> **Note**
>
> "Treat a man as he is, he will remain so. Treat a man the way he can be and ought to be, and he will become as he can be and should be".---Goethe

Students with Cognitive Disabilities

So crucial is the need for high expectations that there are two laws that deal with ensuring high expectations for all children (Quenemoen & Thurlow, 2007). No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act (IDEA) both "require that all children count in school accountability measures so high expectations will result in high achievement for every child" (Quenemoen & Thurlow, 2007, para. 4). In a national survey (McGrew & Evans, 2003, para. 13), 84% of teachers questioned did not believe that children with special needs should be required to achieve the same goals as other students (McGrew & Evans, 2003, para. 13). These low expectations are communicated to students by the labels they receive in school. Labeling puts an emphasis on the student's shortcomings (McGrew & Evans, 2003, para. 50). While it may not be possible to meet the same

standards as other children, a teacher with high expectations for students with cognitive disabilities can help establish an environment that is not conducive to further inhibiting a student's achievements (McGrew & Evans, 2003, para. 88).

Income and Racial Diversity

Do teachers have low expectations of students from low-income families? Do minority students face bias due to stereotypes? Alfinio Flores (2007) studied this topic in reference to the differences in math scores between low-income minority students and White students (Flores, 2007, para. 1). Flores (2007) states that the percentage of White teachers is 88%, while the minority students make up 33% of the student population (Flores, 2007, para. 15). Flores feels that many factors account for the differences in test scores. Teachers, who have low expectations of these minority students and as a result do not teach students more advanced math, are one of the problems (Flores, 2007, para. 16). Research (Flores, 2007) has shown that the achievement gap in poor and minority students is due to a lack of opportunity, not a lack of intelligence (Flores, 2007, para. 40). He concludes that “there is nothing intrinsic to the students’ backgrounds or cultures that would prevent them from achievement” (Flores, 2007, para. 28). Researcher, Richard Elmore, a researcher who studies schools with racial diversity and high poverty levels, found that schools that were successful, were schools in which teachers and administrators had high expectations for students (Elmore, 2006, para. 4). In a study (Brown & Medway, 2007) of a school (with 10 years of unsatisfactory student progress) with a high percentage of low-income students, 70% population of African-American students, and 34% of students in special education classes, a plan that focused on high expectations brought about national awards for their subsequent accomplishments(Brown & Medway, 2007, para. 9).

Gender

Are male and female students afforded the same opportunities for academic achievement? Society has clearly shown us that we expect different behaviors from males and females (Lindley & Keithley, 1991, para. 1). In the classroom, males benefit from high expectations and are encouraged to achieve their goals. Conversely, females are encouraged to be model students (Lindley & Keithley, 1991, para. 7, 8). Evidence of this bias is shown by males out-scoring females on college entrance standardized tests (Lindley & Keithley, 1991, para. 9). In an effort to address this inequality, the GESA (Gender/Ethnic/Racial Expectations and Student Achievement) Program was developed (Lindley & Keithley, 1991, para. 1). Results from this program showed an increase in classroom opportunities for females, increases in math and reading scores, and the teachers felt that the program was beneficial in raising their cognizance of the issues addressed (Lindley & Keithley, 1991, para. 20).

"Average" Students

Does the "average" student get left out? So much attention is paid to special needs students, but what about the average student (Gonder, 1993, para. 1)? A variety of methods have been successfully used to engage these students (Gonder, 1993, para. 3). One of the methods involves increasing expectations by changing the curriculum focus from basic recall to a curriculum focused on analysis and concepts. (Gonder, 1993, para. 13). This curriculum change lets the student know that you expect more from them and you feel them capable of succeeding (Gonder, 1993, para. 13). Another way some high schools are delivering the message of high expectations is through personalized attention (Gonder, 1993, para. 11). In these schools, once a semester "the adviser, student, and parent meet to discusss the student's educational goals and develop a plan to meet them" (Gonder, 1993, para. 11).

Gifted Students

Underachieving gifted students sounds like an oxymoron, when compared to the stereotypical views of gifted children (Kolb & Jussim, 1994, para. 18). For many teachers, the label of "gifted" means that the student is motivated to excel(Kolb & Jussim, 1994, para. 18). For some students, the lack of challenging work, causes them to behave poorly in class causing the teacher to lower their expectations of that student (Kolb & Jussim, 1994, para. 20). Some gifted children rise to the challenge of changing the teacher's new perception, but others may "fall victim to self-fulfilling prophecies" (Kolb & Jussim, 1994, para. 21). To prevent this cycle of low expectations leading to a negative self-fulfilling prophecy, teachers need to be aware of the ways in which gifted students react to boredom in the classroom (Kolb & Jussim, 1994, para. 28). If teachers realize these reactions for what they are, they will not lower their expectations (Kolb & Jussim, 1994, para. 21).

Do All Students Fall Victim to Low Expectations?

As a parent, I feel strongly that all teachers should hold high expectations for their students. I know that my children look up to their teachers and are influenced by what happens in the classroom. I cannot imagine a better feeling than someone telling you that you are full of potential and ability. As we have seen from various research experiments, teachers can convey these thoughts merely in the manner in which they teach. I also feel that it is my responsibility as a parent to help my child develop a strong sense of self

efficacy. As we go through life, we are going to be faced with people who do not have high expectations of us. Should we fall victim to the self-fulfilling prophecy each time we meet someone who does not hold us in high regard? Fortunately, not everyone is susceptible to the expectancy effects (EE). Kolb & Jussim (1994) state that "it is important to realize that some vulnerable or 'at risk' students, nevertheless, are more resilient than others and seem impervious to the deleterious impact of negative EE" (Kolb & Jussim, 1994, para. 43).

Conclusion

While not all students are negatively impacted by low expectations, research (Mavi & Sharpe, 2000) clearly shows that students benefit from high expectations (Mavi & Sharpe, 2000, para. 15). We are all individuals with our own unique abilities. I will never be an impressive artist, but I can make progress to the best of my ability. Authors Hasan and Sharpe (2000) sum it up nicely, "Clearly defining success in terms of individual progress is one means to avoiding inappropriately placed standards; standards which may act to drive low expectancies placed on some students" (Hasan & Sharpe, 2000, para. 15). Having high expectations for all students does not mean that we expect all students to accomplish the same goals. We expect students to reach their own potential. Teachers can help students obtain their goals by maintaining high expectations for all.

Exercise 10.6.1

1. Tom, a gifted student, in Mrs. Clark's class becomes bored and begins disrupting class during a basic skills review. Mrs. Clarke begins to change her high expectations of Tom based on his behavior. As a result,he begins to withdraw and lose interest in school. Tom is showing the effects of the:

a. Achievement gap

b. coopertive learning style

c. GESA program

d. self-fulfulling prophecy

2. A school is showing a large discrepancy in test scores between males and females. The male students are outscoring the females by large margins. Which program might benefit the school?

a. The GESA program

b. The IDEA program

c. The Paragon program

d. The Pygmalion program

3. Jenny has been performing within the average range on standardized test scores for the past three years. Jenny's sister, a highly motivated gifted student, excelled in Mrs. Smith's class last year. This year, Jenny is in Mrs. Smith's class. Mrs. Smith holds the same expectations for Jenny. Jenny meets these expectations and has her most successful year in school. Jenny's success could be a result of:

a. The gifted and talented program

b. The No Child Left Behind Act

c. The Pygmalion effect

d. The Technology Integration Act

4. A cognitively challenged student is enrolled in Shandy Hulk Elementary school. Her teacher is worried about this student's inferior academic progress. This student's right to an education, replete with high expectations, is based on :

a. The achievement right

b. The education exchange

c. The No Child Left Behind Act

d. the self-efficacy program

5. Having high expectations for all students means:

a. All students should get into their first choice college

b. expecting and encouraging all students to reach their own full potential

c. no student will have to repeat a grade or recieve educational assistance

d. standardized test scoresfor all students will be within 1%-2%

Answer

1. d
2. a
3. c
4. c
5. b

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This reference includes all of the information give in Kathleen's article, but one topic that should be explained is teacher efficacy. It is important for teachers to have expectations for their own performance as well as the expectations of the students. One of the difficulties that teachers run into is the number of goals they want to accomplish with such little time that they have. To overcome that issue, teachers simplify their efforts on the goals that they feel is the most important. This issue leads to important differences

in the student's achievement. This topic contributes to Kathleen's article because it is important to know that teacher's expectations also rely on the expectations of their students and their performance in the classroom. "Intellectual and professional potential of teachers has been drastically underestimated by the education community as a result of the same mindset that has caused teachers to underestimate the intellectual potential of their students" (Hilliard, A. (1991). Do we have the will to educate all children?, Educational Leadership, 49(1), 31-36).

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10.7: How can teachers continue to learn throughout life? 10.7: How can teachers continue to learn throughout life?Edit Update titlecancel

by Christa Portlock

“Give a man a fish, feed him for a day. Teach a man to fish; feed him for a lifetime.” The founder of Taoism, Lao Tzu, spoke these words over 2000 years ago. (Smith, xi) Education is similar to this principle. For centuries students were “fed” information and taught to memorize facts, in the hope they would retain a portion of what was taught. Today it isn’t enough just to feed information to students. Our world is changing so fast that new information becomes available faster than it can be taught. If a nation wants to keep pace with this ever-changing world, then learning can’t stop at graduation. Students as well as teachers must learn “how to fish” for knowledge by becoming life long learners. Teachers can become life-long learners by realizing and acknowledging that life long-learning is a necessity; by learning to keep up with changes through personal and professional development; and by teaching with passion, inspiring young minds to see learning as something wonderful.



Figure 10.7.1: Image 1, Students as well as teachers must learn "how to fish" for knowledge by becoming life long learners (Public Domain, CK209, Wikimedia)

Life-long Learning is a Necessity

The last century has brought about an explosion of inventions, new technologies and new information about our world and universe. Teachers have had to keep up with all the new information and knowledge. What would it be like if they hadn’t? Picture a classroom somewhere in America. The teacher has been teaching for many years; she might be in her 50’s. That means she started teaching during the 1970s. Think back about 30 years. What were American schools like then? What kind of things would you have found in her first classroom? Classrooms in those days had chalkboards and pull-down maps. Some schools had TVs, film- and overhead projectors that were shared between classes and could be rolled into the room. Calculators existed but were generally not used in the classroom. Now imagine for a minute what it would be like if this teacher had not adapted to change. What would it be like if she had buried herself in her classroom, not furthered her learning, not embraced all the new technologies, events and discoveries? If she had not been a life-long learner, what would she have missed? What would she not have learned, embraced, and passed on to students? Think of the things that have happened in the past 35 years. She would have missed, among other things, the hostage crisis in the late 70’s, Presidents coming and going, this country at war more than once, the attack of 9/11. She would not have seen the Soviet Union collapse, would not have heard of Aids or global warming. She would not have known much, if anything, about DNA. She wouldn’t know how to use a personal computer, the internet or cell phones. It is easy to see that if we stand still the world will pass us by. We live in a global society that is changing at breathtaking speed. We need to adapt and change. Life-long learning is a necessity for everyone.

Personal and Professional Development

In order to keep up with our changing environment and to stay informed, teachers make a conscious effort to continue learning. They will take part in professional training through the school district or through classes taken at universities. Most teachers read

books and professional journals to keep up with the newest information about child development. They read magazines, newspapers, watch the news and surf the internet to keep up with changes that happen around the world. Teachers attend workshops to keep up with technology, the newest teaching strategies, and classroom management techniques. They are eager to take in new information about our world and look for ways to improve their teaching practices in the classroom. Another way a teacher can improve and move forward is to learn more about him or herself. In the book Those Who can, Teach by Ryan Cooper, a teacher is likened to a sculptor who "begins with a vision of what he or she wants to be and then sets to work transforming the vision into a reality… The process requires an understanding of … self … it takes long hours of chipping away and then smoothing the surfaces… To be a teacher, particularly a teacher who is continuously moving forward, is a lifelong commitment …" (Cooper, 473) A sculptor needs time, patience and the ability to see beyond what is easily visible on the surface to create his work of art. A teacher uses those same qualities, just like a sculptor, to patiently reflect and look deep within him- or herself to see where changes could be made. At the end of a day it is helpful for a teacher to think deeply about the events of that day, to analyze him- or herself and therefore better understand and react to situations in the future. It is good to take time to remember happy events, a chance to feel content about good things that may have happened. Reflection can help a person to learn and adjust to his or her environment. As previously discussed, teachers have to become life-long learners and have to adjust to keep up with our ever-changing world through personal and professional development. They are however, not the only ones who need to keep pace with new information and technology. One of the reasons it is so important for teachers to stay informed, is so they can pass this new knowledge and information on to students.

Teaching with Passion

> **Note**
>
> If we can have "students see our passions – it gives them proof that we enjoy learning." (Thomas, 2007)

Children have a sense of wonder when they are young. "Keeping the joy in learning should be a priority of every school and every teacher." (Warner, 2006)If children can keep their sense of excitement about the world, they will love to learn and that original excitement and love of learning will most likely stay with them for life. To help keep the excitement alive, teachers aim to inspire young minds. They want their students to see how much fun learning can be. In the article "A Return to Community: Inquiry in Action" Ann H. MacKenzie wrote: "Life-long learning implies a buy-in curiosity about life... an insatiable desire to be alive in 'the now, the future,' and immersed in the teeming life surrounding us every moment." (Thomas, 2007) If we can have "students see our passions – it gives them proof that we enjoy learning." (Thomas, 2007) It is wonderful to see the sparks when students understand a concept and take off excited with their new-found knowledge. "We must model that inquisitiveness in the classrooms. Our students must see us involved in our own life-long learning… Watch us passionately immerse ourselves in our own curiosities." (MacKenzie)

When teachers model excitement about learning, students will see learning as something positive to be imitated. In turn they will hopefully become life-long learners themselves. Rafe Esquinth wrote an inspiring book entitled Teach Like Your Hair's on Fire. He teaches in a "rough" Los Angeles neighborhood and found a way to inspire his students to learn, imagine, and eventually succeed in school. Esquinth relates a story about a day that didn't start out well. In the course of that day he became so involved in teaching that unbeknownst to him, his hair caught on fire during an experiment. He was so involved in teaching, he didn't even notice. That day he realized that the key to teaching was to become absorbed and excited about learning. He was determined from then on to make his goal to "teach like his hair is on fire". (Esquinth, xii) If we can convey to students excitement about a subject, about learning, and about life we will teach as if our "hair is on fire". That kind of excitement will inspire children to become life-long learners.

> **Note**
>
> "We must model that inquisitiveness in the classrooms. Our students must see us involved in our own life-long learning… Watch us passionately immerse ourselves in our own curiosities." (MacKenzie)

Conclusion

As individuals and as citizens of a global economy we have to keep pace with our world. We must continue to learn and then pass our knowledge and love of learning on to the next generation. We have to inspire the next generation to find joy in continuous learning so that, even after leaving school, students will be prepared for this ever-changing world, ready to embrace a world filled

with new, exciting things, ready to investigate and ready to keep learning, never giving up on their quest for knowledge. A fish is only one meal… we want to teach students to be excited about learning, excited about fishing for information; we want to give them the tools to become life-long fishermen for knowledge.

Exercise 10.7.1

1)Does learning stop at graduation? Why?

a)Yes, because there are too many other things to do.

b)Yes, because learning makes hair catch on fire.

c)No, because it's important to keep up with our ever-changing world.

d)Of course we stop learning at graduation! We're done with school!

2)What is an example of professional development for teachers?

a)Reading articles about child development

b)Attending workshops

c)Keeping up with technology

d)All of the above

3)What is an important part of personal development for teachers?

a)Developing a seventh sense

b)Getting a pedicure

c)Practicing reflection

d)Joining a teacher's organization

4)How does the practice of reflection help a teacher?

a)Reflection helps a teacher learn about him or herself.

b)Reflection can help a teacher to learn about and adjust to his or her environment.

c)It's important for a teacher to see her own reflection to make sure she looks proper before entering the classroom.

d)Both a and b.

5)Why is it important to teach with passion?

a)It gives children proof that we enjoy learning.

b)It shows children that learning is something positive to be imitated.

c)It keeps excitement about learning alive.

d)All of the above.

Answer

1. c
2. d
3. c
4. d
5. d

Reaction Paper

My Thoughts About Life-long Learning

by Christa Portlock

Investigating life-long learning and what it means made me think about what it means to me as a student and as a prospective future teacher. To me the world has always been a very interesting, exciting, and beautiful place to investigate and to learn about. I can't imagine what my life would be like without that wonder and appreciation about learning new things. Life is so much more stimulating, rich and pleasurable when we engage our minds, use our imagination and fill our hearts with the beauty that surrounds us. I would love to pass that excitement on to someone else. It would be exciting to spark the imagination of children and watch them find the same joy that I have always felt when learning something new. I know I have much to learn to be able to know how to best pass on knowledge, as well as excitement about learning. I am on a learning quest right now. I want to learn how to become that teacher who can create those sparks that light up a child's eyes and light his or her path through life with inquisitiveness and excitement. I will spend the next few years in school learning all I can. I have spent much time in classrooms in the past, but from this time on I will be spending time in the classroom watching with different eyes. I will have chances to observe experienced teachers. I will spend time reading about teachers that were able to make sparks and even small miracles happen, like Helen Keller. I know, however, that this is just the beginning of my journey. Most of my learning about teaching will come through the time spent in the classroom. I want to venture and say that many of my most profound lessons will be taught to me by my future students without them even knowing they've been teaching me. I am looking forward to those lessons and am excited about what is to come. As a teacher I will continue to learn. I will take advantage of the training opportunities offered to me and learn individually as well. I hope I will have the opportunity to work with a mentor, learning through observation. I am excited about all the new things to learn and embrace. Life-long learning goes beyond the time spent at school; it goes beyond the classroom and beyond the teaching years. Life-long learning is an adventurous journey through life. Keeping the mind active has enormous health benefits, physically, mentally and spiritually. Life-long learning has the ability to shape, influence, and determine the future. It has the ability to influence mankind's achievements, technologies, and ultimately our destination through individuals who never stand still and make life-long learning their quest that fuels their investigations. Who knows what sparks will fly when the imagination soars in our future classrooms? I am determined to find out!

Essay Question

How can a teacher be likened to a sculptor?

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CHAPTER OVERVIEW

11: Classroom Management

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11.1: What is the importance of keeping students engaged in learning? 11.1: What is the importance of keeping students engaged in learning?Edit Update titlecancel

By Carol Halligan

Introduction

How did you learn in school? If your learning experience was like mine, the teacher lectured and I took notes. I didn't look at or study my notes until the night before my test. My goal was to memorize, not learn. What could have been done differently to make my learning experience more effective? Confucius said "I hear and I forget. I see and I remember. I do and I understand" (Stalheim-Smith, 1998, p. 3). Emphasizing "I do and I understand," educational research writers Chickering and Gamson write, "Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves" (Chickering & Gameson, 1987, paragraph 14).

What Chickering and Gamson are referring to is "active learning." Active learning means "hands on" working on things, and "minds on" reflecting upon the work which engages the student in learning.

As future teachers, we owe it to our students to go beyond traditional methods of teaching which is lecturing and taking notes to more active learning methods that help students become involved in their own education.



Figure 11.1.1: Bronze statue of Confucius (Public Domain, Bibliothek des allgemeinen und praktischen Wissens. Bd. 5" (1905), Abriß der Weltliteratur, Seite 23)

Note

Confucius said "I hear and I forget. I see and I remember. I do and I understand."

To add more insight to Confucius' wisdom, Lynn Schultz, Old Dominion University Educational Instructor writes, "We learn... (taken from an old proverb) 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we both see and hear, 70% of what we discuss with others, 80% of what we experience personally, and 95% of what we teach to someone else" (Schultz, n.d.).

Active Learning Strategies

In this article, we are going to look at the benefits of moving teachers away from lecturing which is “teacher-centered instruction” to facilitating or coaching which is “student-centered learning” (All, n.d., table). Below are six strategies to aid in this process.

Short Lecture, Class Exercise, and Review

In traditional learning, teachers often lecture for long periods of time and students take notes. Research has shown that students will learn more when lectures are broken down into small segments, followed by a class exercise. Class exercises help you as the teacher to know if the student understands what you have just taught them, and also fosters questions. Following the class exercise, provide a summary of what was learned (Calegari & Moulthrop, n.d.). For example, if the subject you are teaching is math, provide math problems to test the student’s understanding. If the subject is history or literature, have the students write what they learned from your discussion (University, 2001). After the students have completed the class exercise, review their answers as a group to ensure their understanding of the lesson, followed by a summation of what they learned highlighting important ideas and concepts. This strategy of a short lecture, class exercise, and review is a more active way of learning than the traditional method of long lecturers and note taking.

Peer Teaching

To make learning even more active, research indicates peer teaching (students teaching students) is a very effective way to learn. Lynn Schultz, Old Dominion University Educational Instructor writes, "We learn...(taken from an old proverb)...95% of what we teach to someone else" (Schultz, n.d.). From my own teaching experience, I think that this statement is very true. It is human nature to want to be prepared when speaking in front of a group of people. You create a lesson plan that you feel comfortable with, and become an expert in the process. You dive into the content of the material preparing for any type of question that may come your way. Peer teaching not only teaches content material, but communication skills as well. Peer teaching doesn’t have to be teaching to an entire class, but can be applied to small groups, or groups that include only two students (University, 2001). Publications written at the Center for Teaching and Learning indicate “Students are more willing to share their views in small groups and often develop deeper insights about the material than they would be working alone” (University, 2001, paragraph 3). Peer teaching can be applied in many content areas. It can be used to teach a complex problem, or as simple as teaching student’s spelling words, vocabulary, or math facts allowing each student to be the teacher as well as the student.

Cooperative Learning Groups, and Debate Teams

Another active learning strategy is Cooperative Learning. Cooperative Learning means grouping students together to learn from one another to achieve an educational goal. Success which is reaching the educational goal is based on how well the members work together and help each other. Failure from one of the members will have a negative impact on the group's success (Chapter, 2004). A good example of Cooperative Learning is this Wikibooks project we are working on. Each student explores a topic that falls under the umbrella of Foundations of Education and Instructional Assessment. The students are active in researching their topic, reflecting upon it, and writing about what they have learned. After the articles are written, peers review articles providing information on ways to improve an article’s content. After reviewing articles, the class as a whole will study all topics researched by the group. The entire Wikibooks project is a cooperative effort that engages the student in learning.

In addition to Cooperative Learning groups, another effective way to learn is to group students into teams that take different positions on a topic and debate them. Again this style of learning is cooperative and engaging as members of a group explore a topic to debate. In addition, there is an element of stress involved in a debate competition that can only put some pressure on the group to fully understand what they are debating.

Role Playing, Case Studies, and Simulations

To add real life experiences to a student's learning, role playing, case studies, and simulations are effective strategies to use. For example, role playing allows the student to put themselves in the shoes of another person, teaching them empathy and understanding of people’s differences or situations. Role playing can also be used to teach a process where the student goes through steps to learn a concept (Active, 1993).

Case studies also deal with real life. They are based on research of real life problems. Case studies examine a problem and leave out “analysis” and “conclusions” forcing the student to be the “decision maker” using his or her “analytical and problem solving skills” to come up with a solution to the problem (Active, 1993, page 2).

Simulations are another way to imitate real life. They are very similar to case studies where they put the student in the decision maker role. The student learns to problem solve using a simplified version of the real world problems. These simulations are a great way to bridge in-class examples with real life (Florida, 2008). There are many software applications on the web today that can be downloaded to educate the student in real life events. In addition, you can take these simulation examples and apply it to role playing, or case study activities.

Games

Games, another active learning strategy, are always a fun way to engage a student in learning. You can find many game ideas on the web to incorporate in your curriculum. For example, play the baseball game by splitting the class into two teams. Ask batters a question, and if he or she gets the answer right advance a base, but if answered wrong it's an out. Play the game as if you are playing baseball and have students mark outs and runs on the chalkboard (Harrison, n.d.). Another fun game is classroom Jeopardy which is a lot like the television version of Jeopardy. This a good review game where the teacher provides the answer to a question and the student must write down the question. For example, if the teacher was reviewing multiplication math facts, the techer might say 27 and students who wrote 3X9 would win points. The student with the most points at the end of the game would win a prize like being the first student in the lunch line or the first student out at the playground for recess (Whiteboard, 2002).

Journals and Portfolios

Other active learning strategies include journals and portfolios. Journals and portfolios aid the student in tracking their learning progress (Florida, 2008). Journals and portfolios can be a compilation of the student's work over time, perhaps in nine-week increments, or for the entire school year. It is a great way for tracking what a student came to the class knowing, how they progressed in their learning, and a reflection on what they have learned.

Traditional Learning versus Active Learning

Based on research it appears that applying active learning methods can really engage a student in learning so that more knowledge is retained and understood. But, one major concern of active learning is that it may be too time intensive and because of this, SOL requirements that test a vast amount of knowledge might not be met. Is it possible to implement active learning strategies and cover all necessary SOL material? I suppose the best way to answer this question, is to look at research. At Newsome Park Elementary School in Newport News Virginia, the school changed from a traditional learning program to an active learning program and their SOL test scores rose. Based on the schools statistics, "...between 1997 and 2000, the percentage of fifth graders passing the Virginia Standards of Learning test increased from 35 percent to 65 percent in math, 52 percent to 79 percent in science, and 53 percent to 65 percent in English" after active learning practices were implemented (Curtis, 2001, paragraph 15). To view a multimedia video on the active learning successes that took place at Newsome Park Elementary School go to http://www.edutopia.org/more-fun-barrel-worms.

Another concern of active learning is that it appears ideal only in small classrooms of fewer than 20 students, but when you get into teaching larger classes of greater than 20 students it may be impractical to use active learning strategies. There may be too much noise and confusion in large classes using active learning strategies. The traditional method of teaching would provide order. According to educators from North Carolina State University, they disagree and feel "the larger the class, the more essential it is to use active learning" (Felder & Brent, 1999, paragraph 9). They suggest that large classes be divided into small groups of 2 or 3 students. After a specific amount time has lapsed, stop the group's activity, and direct a question to one member of the group. Asking questions directed to one of the group's members will ensure everyone is on their toes, because any member can be asked at random to answer a question for the team (Felder & Brent, 1999).

Conclusion

Active learning is a change from the traditional education method of lecturing, taking notes, and testing. It enables the student to become an active participant in their learning process which makes a student's quest for knowledge a more enlightening experience. As Confucius said, "I do and I understand."

? Exercise 11.1.1

1. Beth and Mark are students in a classroom. Beth is showing Mark how to add 7+5 together by using the stringer method 5+5+2. What active learning strategy is being used here?

a. Debates

b. Lecture

c. Peer Teaching

d. Short lecture and exercise to follow

2. Mrs. Jones, a teacher in the 4th grade, gave a 10 minute lesson on dividing numbers. After the lesson, students were given division problems to solve. Mrs. Jones reviewed their answers, answered their questions, and summarized what they learned. What active learning strategy is being used here?

a. Case Studies

b. Lecture

c. Portfolio

d. Short Lecture, Exerice, Review

3. In the early 1900s, Pittsburgh, Pennsylvania had major air pollution problems. The Pittsburgh sky always looked gray during the day. Each student is to research Pittsburgh's air pollution problems in the early 1900s and come up with solutions to clean Pittsburgh's air. What active learning strategy is being used here?

a. Case Studies

b. Debates

c. Cooperative Learning

d. Short Lecture, Exercise, Review

4. Mr. Smith, the 5th grade teacher divided his 20 students into 4 groups. Each group is to research Virginia's Civil War battles. Students may use their textbooks or the internet for research. Each group will present an oral and written report covering all battles. Fifty percent of each student's grade will come from the oral and written report. The other fifty percent of the student's grade will come from the student's individual work in the group's project. What active learning strategy is being used here?

a. Debates

b. Case Studies

c. Cooperative Learning

d. Role Playing

e. Simulations

5. After students in Mr. Smith's 4th grade class completed their group assignment on Civil War battles, each student wrote a personal paper reflecting on what they learned. What active learning strategy is being used here?

a. Case Studies

b. Cooperative Learning

c. Journals

d. Simulations

Answer

1. C. Peer Teaching
2. D. Short Lecture, Exercise, Review
3. A Case Studies
4. C. Cooperative Learning
5. C. Journals

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11.2: Is positive discipline all about being nice? 11.2: Is positive discipline all about being nice?Edit Update titlecancel

by Mary Parker

Introduction

How should teachers, parents, and babysitters deal with children? Should they work as a team or should adults be on an entirely different level than their students? All children respond to authority in a unique way. Naturally, kids like to push their limits, test their boundaries, and see what they can and can not get away with. Discipline can be separated into two different categories: positive discipline or negative discipline. I have had a lot of experience working in classroom settings, not only as a student, but also as a volunteer, camp counselor, and as a teaching assistant. I have been exposed to many different personalities of teachers such as calm, stressed, easy-going, aggressive, and even frustrated teachers. Throughout my education, I was mainly taught using negative means of discipline. It is easy to recall students who, no matter how many times they had been sent to the principal's office, never seemed to correct their behavior. Could there be a better relationship between the adult and child that could have led to fewer trips to the office and better performance in the classroom? I am an avid believer in positive discipline because I have seen a classroom where it has been successful. Yet, I have also been exposed to classrooms where students get their work done because the teacher is strict and did not tolerate misbehavior. What is the solution? Should children constantly be praised for their good behavior or reprimanded when they act out? Are teachers required to punish in order to maintain respect as an authority figure. It is important to understand:

1. What positive discipline is, and how it compares to negative discipline.
2. How to apply positive reinforcement in the classroom.
3. Understand how Positive Reinforcement can work.

What is Positive Discipline?

Jane Nelson, who according to Alice Yand a publication manager for the Northeartern Foundation for Children, has written a very inspirational book on Positive Discipline and illustrates to her readers how to implicate it in and out of the classroom. Nelson states that, "Positive Discipline is based on the understanding that discipline must be taught and that discipline teaches" (Positive Discipline Associates). There are several different components that combine to define positive discipline. A few of these factors include: mutual respect between teacher and student, understanding the drive behind bad behavior, efficient correspondence, discipline that allows learning, focusing on improvement rather than reprimand, and encouragement (Positive Discipline Associates). Along with these aspects of guidance through positive reinforcement, consistency is also crucial in this method of teaching. When teachers use this type of reinforcement, children are acknowledged for the things they are doing right, rather than receiving attention for what they have done wrong.

What is Negative Discipline?

According to Dictionary.com, Negative Discipline can be described as punishment that denounces a child's behavior. Often, reprimands are given to the kids that act up and the child is punished in front of the class. Children crave attention, whether it is positive or negative, and will take extreme measures to be noticed by the adults in their lives. When a child is corrected in front of the other children, sent to the office, or even yelled at, they are receiving attention that they crave. Should students try and lash out to obtain negative attention from their teachers? The Institution of Educational Statistics states that some people believe that being stern is the way to get children to be corporative and respect authority. Also, it is understood that if there is a strong sense of power in the classroom, students will not test their limits. If children gain the understanding that they will not be chastised for their bad behavior, they may not comply with the rules. Negative Discipline has been in classrooms for decades, children have been exposed to referrals, suspension, time-out, and even spanking. There have been many schools that base their education on negative discipline and the results have been successful. Why is there a need to change now?

Note

Positive Discipline Phrases:

"Do the right thing."

"Gentle Hands."

> "I'm sorry he knocked you down."
>
> "Do you think that was a good choice?"
>
> "Thank you for doing the right thing."

There is a new method of teaching called Positive Discipline. What components are involved in this new teaching method? S. Doescher and L. Burt of Oregon University, explain that there are many ways to incorporate positive reinforcement into the teaching curriculum. Some ways to apply this method of partnership include:

1. Making positive comments. When students do something desirable, instead of ignoring it. It is crucial for the instructor to address the good behavior. If children realize that others are being praised for their behavior, they may also try to receive encouraging feedback from his or her teacher.

2. Ask for children's input. Everyones opinion matters and even adults tend to pay attention to topics that they are interested in. When teachers inquire students' opinion, they are more likely to be entertained and participate.

3. Body language is essential. Even young people can sense approval through accepting gestures such as eye contact and smiling.

4. Getting on their level. Positive Discipline is defined as a partnership, therefore; children should feel as though they are an important part of the relationship. Some teachers feel as though, "bending, kneeling, or sitting at a children's level" (Doescher and Burt), makes a child feel involved and important.

5. Encourage children to redirect their negative behavior to a positive one. Children learn new things everyday, if students are made aware of positive behaviors they are more likely to want to try new things. An example of redirected a child's attention could be if he or she is trying to take someone else's toy, an instructor can present the idea of a different toy to play with.

6. Ignore actions that are not desirable. When children are performing inappropriate manners, adults should act like they do not see them behaving bad, therefore; they may loose interest in the behavior and do something positive to gain the teacher's attention.

7. Consistency is essential. If a teacher chooses to use Positive Discipline in his or her classroom, they must not change. Children crave structure and fluctuating between methods of discipline will only lead to confusion and frustration, two unhealthy attitudes to have in a classroom.

A Success Story and Conclusion

Katharine Kersey, a professor of Early Childhood Education at Old Dominion University, wrote a book dealing with the idea of Positive Discipline. It is titled *The 101s: A Guide to Positive Discipline.* In this book, Kersey addresses how to present children with a vigorous classroom experience by highlighting positive behaviors rather than negative. I have experienced many classroom environments as both a student and as an adult. Not only have I been in classrooms where Negative Discipline was the teaching approach being used, but also I have worked in Old Dominion's Early Childhood Development Center and the Old Dominion Day Care. Both centers are avid believers in the use of Positive Discipline. After viewing it first hand, it is obvious that some education institutes can succeed using Positive Reinforcement.

No matter what teaching method is going to be used in a classroom, the instructor must remain consistent and understanding. It is important to understand kids and how to deal with them appropriately. People have different opinions on what works and what does not work for them. Through personal experience, I have seen success stories on both sides of the spectrum. Finally, it all comes down to the idea that although Positive Discipline is a somewhat new teaching tactic, it can work. Whether or not one discipline method is better than the other depends on the teacher and the students. As a teacher, one must find what works for them and try to make their classroom the best environment for his or her students.

? Exercise 11.2.1

1. Which of the following is the best example of how to incorporate Positive Discipline in the classroom:

A.) Writing referrals.

B.) Separating kid's who misbehave from the others.

C.) Telling students exactly what they can and can not do.

D.) Giving children options on certain classroom activities.

2. What relationship best describes that relationship between a teacher and student in a classroom with Positive Discipline?

A.) Mutual Respect and Consistent Communication

B.) Adult Superiority

C.) Intimidation Over Students

D.) Consistent Reprimands

3. Students may get confused if a teacher is:

A.) Changing his or her mind on their teaching approach (positive or negative)

B.) Always using Positive Discipline

C.) Always using Negative Discipline

D.) Using the same teaching method with every student

4. Ms. Lorri is a gym teacher, she wants her students to interact in a sport that involves teams, she takes a vote on whether kids would like to play soccer or softball, this is an example of:

A.) Negative Discipline

B.) Choice Discipline

C.) Positive Discipline

D.) Responsibility Discipline

5. Which of the following is not a way to encourage Positive Discipline?

A.) Encouraging good behavior.

B.) Calling a student out on his bad behaviors.

C.) Smiling or nodding to express approval.

D.) Getting on the child's level.

Answer

1.) D

2.) A

3.) A

4.) C

5.) B

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11.3: How can brain research help teachers understand their students? 11.3: How can brain research help teachers understand their students?Edit Update titlecancel

by Valerie R. Singleton

Learning Objectives

1. The reader will be able to discuss the two main arguments for and against brain base education.
2. The reader will be able to understand recommended educational approaches from brain research and its effects on learning.
3. The reader will gain a base knowledge of how to apply lessons from brain-based learning research to classroom settings.

Introduction

The world of education is becoming more and more complex. Oftentimes the array of educational research and teaching models can be a bit daunting for the novice teacher. How can a new teacher be sure which strategies are the most effective when most teaching strategies have been backed by years and years of research? Most education models seem legitimate and useful and this can be overwhelming. With dropping graduation rates, poor test performance, stretched budgets and the stress of accountability teachers are hard pressed to keep classroom instruction interesting, meaningful and fun. Teachers are now more than ever being challenged with the task of keeping students engaged. There has been a paradigm shift to students becoming active learners and teachers taking on the role of guides to knowledge and learning independence. (Erlauer, 2003) Brain research and its effects on learning is definitely not a new area of research. In the past there have been a variety of theories ranging from right brain vs. left brain learners, gender studies, and many other theories in between. (Willingham, 2006) This article will review the core principles of brain based education, the implications for best teaching practices, and the twelve classroom design principles based on the mainstream research.

What is Brain Based Learning?

Brain-based learning is an instructional-design model based on the idea that learning activities are more effective if they occur in an atmosphere that is compatible with the way the brain learns. Brain based education centers around the principle that learning is more productive if the learner is in a natural, challenging, yet non-threatening environment. Learning is a natural condition of humans. However, humans do not learn to be more effective on the job, or to be more gifted with numbers than words. Humans learn to survive. The main tenet of brain based learning is that if the environment is conducive to natural learning then learning will not only take place, but flourish.

Brain Based Learning: Fact or Fiction

Most researchers of brain-based education would be the first to admit that many of the findings of brain-based learning research are still in the early stages. Two of the pioneer researchers in brain based learning, Renate Nummela Caine and Geoffrey Caine have published several books and articles on brain based research and have brought focus to the subject. The Caines came up with 12 principles based on brain based research which outlines its implications in the classroom. The 12 principles will be discussed in detail later in the article. But first, it is important to point out that there are some scientists who believe that although neuroscience has made great strides in finding out how the brain works, it is a bit premature to try and use those findings in the classroom. Neuroscience is a vast discipline filled with mystery, and only in the past 15 years have scientist been able to uncover some of those mysteries through use of MRI (Magnetic resonance imaging) and PET scan (Positron Emission Tomography). (Erlauer, 2003) Other scientist have cautioned educators from getting drawn in by all the research because many of the findings used to support classroom instructional models is not brain based at all. Most of the research is based mainly on already existing psychological theories based on cognitive research. (Bruer, 1999) Neuroscience and psychology are very similar. The main difference is that neuroscience is the science of the brain and how it functions, and psychology is the science of the mind and human behavior. (Bruer, 1999) Psychology has been considered to be a soft-science for many years. Neuroscience is a hard science. Hard sciences are generally grounded in rigorous methodology and hypothesis formation. Soft sciences are usually not as rigid and there is much room for speculation. John T. Bruer explores this dichotomy in a *Phi Deltan Kappan* journal article, In Search of…Brain Based Education. Bruer contends that most of the evidence available against traditional models of education can be supported by 30 years of research in constructivism and cognitive development not brain research. (Bruer, 1999) As mentioned previously some

scientists will agree that brain research has accomplished much in the last decade. Daniel Willingham, a renowned cognitive scientist and professor, cautions educators to be aware of the different levels of analysis present when trying to bridge neuroscience and effective classroom practices.

Nonetheless despite skepticism many scientists have found enough validity in the research to press forward in changing the face of the American classroom. Eric Jensen, Renate Nummela Caine, Geoffrey Caine and Laura Erlauer have designed educational models which integrate brain based research into the classroom. The next section will survey some of the principles and implications their research has had on education.

Integrating Brain Based learning into the Classroom

With all the information out in the world about brain based learning how does a teacher successfully integrate the best teaching practices into their classroom. It is important for a teacher to know that they don't have to reinvent the wheel. Whenever trying to implement a new strategy into the classroom it is always best to start small. When I first began teaching my aunt, who is also a teacher, told me to never stop learning. She advised me to attend conferences regularly, and pick two good strategies to incorporate into my classroom. I intend to incorporate some of the strategies I have read about in my research with caution. Renate Nummela Caine and Geoffrey Caine created the 12 mind/brain principles for integrating brain based research into the classroom. According to Renate Caine, " These principles are not meant to represent the final word on learning. Collectively, they do, however, result in a fundamentally new, integrated view of the learning process and the learner. They move us away from seeing the learner as a blank slate and toward an appreciation of the fact that body, brain, and mind are a dynamic unity." Following is the complete list of the twelve brain/mind learning principles, as defined by Caine and Caine:

Note

1. The brain is a complex adaptive system.
2. The brain is a social brain.
3. The search for meaning is innate.
4. The search for meaning occurs through patterning.
5. Emotions are critical to patterning.
6. Every brain simultaneously perceives and creates parts and wholes.
7. Learning involves both focused attention and peripheral attention.
8. Learning always involves conscious and unconscious processes.
9. We have at least two ways of organizing memory.
10. Learning is developmental.
11. Complex learning is enhanced by challenge and inhibited by threat.
12. Every brain is uniquely organized. (Caine and Caine 1997)

Each of these principles has specific implications for the classroom which are fully illustrated in their book *Education on the Edge of Possibility*. Eric Jensen took the principles base on the Caine research and developed a teaching model which breaks down teaching preparation to three distinct phases. The first phase is the preparation and planning stage, next phase focuses on the learning process and then finally the last stage is for reflection and processing of information. (Jensen, 2005) If a teacher uses Jensen's teaching model and integrates the following three interactive elements Renate Caine writes about in her book Making Connections then setting up a classroom which takes a brain based approach would be a less challenging process.

• Teachers must immerse learners in complex, interactive experiences that are both rich and real. One excellent example is immersing students in a foreign culture to teach them a second language. Educators must take advantage of the brain's ability to parallel process.

• Students must have a personally meaningful challenge. Such challenges stimulate a student's mind to the desired state of alertness.

• In order for a student to gain insight about a problem, there must be intensive analysis of the different ways to approach it, and about learning in general. This is what's known as the "active processing of experience." (Caine, 1991)

Exercise

1. Which of the following is not a characteristic of brain based teaching?

A. The brain responds better in a natural environment.

B. Humans learn to survive.

C. Atmosphere has no bearing on learning.

D. The environment must be compatible to the way one learns.

2. Most scientist agree that brain based learning research

A. Is solid and conclusive research to integrate into the classroom.

B. Has no place in the classroom because it is just a fad.

C. Has made many strides but still in its early stages of development

D. Is the wave of the future and teachers need to learn all they can about it.

3. The three interactive elements in the last paragraph are most similar to which education model or theory?

A. Constructive theory

B. Bloom's Taxonomy

C. Vygotsky's Social Development Theory

D. Piaget theory of cognitive development.

4. Which of the following is the best educational implication for brain/mind principle #6

A. Design activities that require full brain interaction and communication.

B. Place materials (posters, art, bulletin boards) outside the learner's immediate focus to influence learning.

C. Try to create an atmosphere of relaxed alertness that is low threat and high in challenge.

D. Incorporated facets of health into the learning process. (Caine, 1991)

Answer

1. C
2. C
3. A
4. A

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11.4: When should students be rewarded or punished? 11.4: When should students be rewarded or punished?Edit Update titlecancel

By Wendy Belgrave

Learning Objectives

- To understand what positive reinforcement means
- Understand there can be drawbacks to any method
- To learn alternative ways of punishment

Introduction

"Great job on figuring out that problem! Way to analyze the data Sarah. And you Nathan! I want you to write me a 500 word essay on why it is important to pay attention and be quiet while class is in session. I'm tired of having to talk to you about this!" Does this seem fair to you? In an ideal world the students would walk into a classroom, and their soft murmurs would come to a halt once the bell rang. They would all take out their paper and pencils, take notes, raise their hand if they had a question or answer, and smile during the entire class period. But this is not fantasy land and we have children coming into our classrooms with all sorts of personalities and issues. A teacher might find it easy to praise their students when they do something good, but what if the students are having a “bad day”? Can you really catch more flies with honey than with vinegar?

Reinforcing A Desired Behavior

Note

“You can win people to your side more easily by gentle persuasion and flattery, than by hostile confrontation (Hirch 1988 p. 49),"

Growing up, receiving a sticker on a gold star at the end of the day was the ultimate feeling for me. The sticker meant a job well done throughout the day. I didn’t know it at the time but that was positive reinforcement at its best. The concept definition of positive reinforcement, according to the *Centre of Psychology*, occurs when 3 conditions have been met (Grant 1996).

- A consequence is presented dependent on a behavior.
- The behavior becomes more likely to occur.
- The behavior becomes more likely to occur because and only because the consequence is presented dependent on the behavior.

In my observations I have witnessed teachers praise their students. You do not hear the student say how this makes them feel, but you will see their demeanor change when a student is given accolades in front of his or her peers. This provokes a willingness to chime in more often regardless of right or wrong answers. A student named Lee Ray was recognized for his risk taking. His teacher wrote a summary of him saying, "He answers all the questions, correct or not (Lashaway-Bokina 2000 p. 225)." Positive feedback and recognition build self esteem and confidence.

Giving a student a “good job” for a correct answer is always good, but the learning of subject matter is not the only thing that deserves recognition. Rewarding desired behavior is easier than you may think. For instance, you are doing a class project that requires cutting pieces of paper, at the end of the project you notice a student picking up pieces of paper that fell off the desk and throwing them in the trash. This is a perfect opportunity to acknowledge a thoughtful gesture. This in turn tells the other students to do the same without you having to request it. This is much more effective than reminding the students that you are not their parent and won’t pick up after them. Acknowledging good attendance, a pat on the back for team work, and even recognizing special achievements even if they are not related to the class are great ways to build self esteem. Just as important, the recognition of improved behavior or grades is also a great confidence builder. Sending a post card home to the child’s parents is a great way to reinforce positive behavior.

Note

"You must systematically strengthen the behavior you want while systematically weakening the competing behaviors that you do not want. A discipline program, for example, should not only eliminate problem behavior, but it should also systematically build the positive behaviors that you want to replace the problems (Fred Jones).

When Rewarding By Incentives Goes Bad

Some teachers choose to pass out candy or give special privileges for good behavior or for doing certain tasks, but what if there is not an actual reward other than a "thank you"? *Student Awards, Rewards, and Recognition* says that you mustn't use rewards as incentives because it sends this message, "if you do this, then you get this." This may seem too much like bribing. Bloggers on *An Unschooling Life*, are not fans of the rewards for learning. They believe that the reward for studying is learning. One of the bloggers who is a homeschooling parent said, "If someone had to bribe me to do something, my first thought would be "It must be unpleasant if you have to bribe me to do it." She continued on to say that her daughter would only read if she was given candy while in school.

Peter Callaghan, a writer for *The News Tribune*, agrees with the home schooling parent about the damage that incentives create. He mentions a school in Washington that was giving a five week course to better scores on reading, writing, and mathematics for an upcoming standardized test. A $79 free IPod Shuffle was offered to every student that signed up. Only 80 failing students had signed up for the test before the incentive was given. The incentive was enough to fill 270 additional slots. "Kids who goof off shouldn't receive gifts while kids who try hard get nothing extra. Kids shouldn't be bribed to try to learn something (Callaghan 207)."

Punishment As An Incentive

It would be easier to teach a classroom full of children if there were no children misbehaving. According to *Student Teacher Advocate*, one third of new teachers leave the teaching field within the first 3 years. The teachers questioned said that they spend an overwhelming amount of time doing other tasks (disciplining included), beyond actual instruction. Forty percent of those teachers surveyed said that they spend more time than expected on disciplining (Miller, Higgins).

Teachers sometimes find punishment to be effective as a classroom behavior management tool, especially as a short term solution. Because punishment tends to rapidly stop problem behaviors, the teacher in turn is positively reinforced for using it (What Every Teacher Should Know About Punishment 2008). Teachers may be tempted to use this technique over and over because of its quick response, but this very sort of punishment can have side effects. Students who are generally punished in this way can overtime develop negative attitudes toward school, can develop an uncomfortable relationship with their teachers, and perhaps feel apprehensive about participating in class activities (What Every Teacher Should Know About Punishment 2008). Discipline and punishment are important parts of rearing children not only at home but in school settings as well.

When people use the word "punish", it is usually used to describe a negative consequences for a violation. In some schools around the United States punishment can mean physical punishment. Corporal punishment is still allowed in 21 out of 50 states, but is only practiced in 4 of those states; Alabama, Arkansas, Mississippi and Tennessee (Farrell). According to C. Farrell, a writer for *School Corporal Punishment*, paddlings were given in the classroom or right outside the door, but then only the principle had to do the paddling or it was done in front of his or her presence in a private room. Some of the people I spoke to remember being paddled or being hit on the palms with a ruler for horse playing. Educators must be careful and administer punishment with care, especially if it comes in the form of corporal punishment. "Punishments are an expression of violence of the more powerful adult against the weaker child (Cerney 2008 p.51)."

Note

"According to estimates from the federal Department of Education (Office of Civil Rights), there were about 272,000 paddlings of students in the 2004-05 school year -- down from 457,754 only eight years previously. This shows that the rapid decline of the 1980s and early 1990s, which had leveled off by the middle of the 1990s, has now resumed. Total paddlings were equivalent to only 0.6% of the total US school population (Farrell)."

Alternative Ways Of Punishment

Punishment can take on many forms; it can be a reprimand, or a type of punishment known as response cost. Response cost means that a student can have rewards, or privileges taken away when he or she demonstrates problem behavior even if it is only momentarily (What Every Teacher Should Know About Punishment 2008). An example would be that a student on time-out would not be able to join his or her classmates when it is time for playtime until their time-out was over.

Disciplining does not necessarily mean having the child sit in the corner with a dunce hat on, getting paddled, whacked on the hands, or writing sentences. Experienced teachers will say that remaining calm can diffuse an angry disposition more effectively than responding in an equal tone. One of the teachers that I interviewed, Kristin Gorsuch, a high school math teacher from Isle of Wight County, said that when she has a continually disruptive student, she simply asks them to step outside for a minute until she can go outside and discuss in private what she expects. The point is not to intimidate or belittle them in front of their peers. Disciplining does not have to be an aggressive act is what she believes.

You will see and hear what other teachers believe is a good way of "punishing" a student without it being demeaning or embarrassing. Visit this web site for the videos under "What Would You Do?" www.nea.org/classmanagement/discipline.html

Conclusion

Time changes everything. The material taught in schools, the thoughts on child creativity, and classroom management have all been revised over time. The question as to what is a better way to develop productive adults has perplexed people for ages. Should we pat our children on the back for a mediocre job and hope that next time they do better, or should we whoop them into shape, tell them what we expect and show no mercy since the "real world" won't show them any? As educators we need to build up our children and young adults, evaluate what the problem really is, if any and make a decision based on each child. There is no cookie cutter solution.

? Exercise 11.4.1

1. Mary Beth has been put on time out right before craft time. You tell her that when all the other children are getting their crafts out, she has to wait out her 3 minute time out until she can go to collect her crafts. What is this an example of?

a. Association

b. Negative collection

c. Pay back

d. Response cost

2. You have just passed back homework papers and one of your students was extremely unhappy with his grade. He begins to speak very loudly and disrespectfully and becomes confrontational. What is the best way to respond to his actions?'

a. Ask him to step outside for a minute

b. Call him a name

c. Respond equally as angry

d. Try to restrain him

3. What is an example of positive reinforcement?

a. Invite the police to the school to scare the little children

b. Keep the child after school up against the wall in chair position

c. Stitch a compliment onto a child's shirt

d. When a child puts back his or her toys on the shelf, say thank you and good job

4. Which one is not positive recognition?

a. Recognize that Joel has won 1st place in the Science Fair

b. Recognize that Joel has perfect attendance

c. Recognize that Joel has successfully completed a reading assignment

d. Recognize that Joel is falling asleep in class

5. Some parents to home schoolers say that they do not like the rewards incentive because...

a. They do not like their children eating candy.

b. They do not want their children to only do the work when there is an incentive.

c. The schools will spend too much money.

d. They want to give the incentives

Answer

1. D
2. A
3. D
4. D
5. B

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11.5: Should students be praised? 11.5: Should students be praised?Edit Update titlecancel

By Pam Kennedy

Learning Objectives

The student will understand:

a.) the concept of reinforcement techniques.

b.) the locus of control.

The student will be able to:

a.) determine whether a reinforcer is positive or negative.

b.) apply knowledge of the control locus to situations to determine the motivating factor's origin.

Note

"An issue of prime concern to educators is how to use rewards...to promote

learning without disrupting students' intrinsic interest."—Cameron & Pierce, 1996, p. 40

Introduction

We have all heard that there can be too much of a good thing. In fact, we have most likely all experienced this type of good. For example, I love pizza! I do not eat it very often, because without a doubt, no matter when I last ate pizza, I will eat so much that I am absolutely miserable. Can the same thing be said about things that are less tangible? Specifically, can we offer someone, especially a child, so much praise that we negate the good?

Note

What is Praise?

Merriam-Webster defines praise as both a noun and a verb.

Noun: "An expression of approval. Verb: To offer a favorable judgement."—Merriam-Webster Online, 2005, n.p.

Traditional Behaviorism: A Reinforcement Theory

B. F. Skinner's (1904-1990) operant conditioning theory tells us that a behavior can be increased or decreased through reinforcers (Berk, 18). Reinforcers change the rate of a behavior's occurrence. Steve Booth-Butterfield (1996) expands on this by saying that positive reinforcers, rewards, increase the desired behavior, while negative reinforcers, punishers, are those that decrease the occurrence of an action. Additionally, he tells us to offer no attention at all in order to do away with something entirely (Booth-Butterfield, n.p.).

The Locus of Control

The Journal of Applied Social Psychology (2006) publishes, Icek Ajzen's (2002) concept that control over an individual's behavior depends both on internal and external factors that might change the intended or expected outcome. He theorizes that it is the individual's self-efficacy that determines the roll of external motivators (p. 678). In other words, external stimuli play only a small part when individuals strongly believe in their own inherent ability. However, people with low self-esteem feel they lack the ability to control their own lives, which, in turn, allows external factors to have greater influence over their actions.

The Debate

Controversy exists, not so much with the idea that reinforcement changes behavior, but instead, in how it changes it and for how long. Debate has also arisen over whether or not we inhibit an individual’s natural desire to achieve by offering a reward. Cameron and Pierce’s (1994) meta-analytical study reviewed twenty years of research into this debate. They concluded that rewards, such as

praise and positive feedback, were successful motivators as long as performance *quality* was the basis for the reward (p. 391-395). In this scenario, it is not sufficient to complete a task; the job must be done well.

Critics of this study point out that even Cameron and Pierce's own data verifies that intrinsic motivation decreases over time when incentives are used (Kohn, 3). For example, in his rebuttal, *By All Available Means*, Kohn (1996) tells us that only purely informational feedback is effective if one hopes to avoid adverse consequences to an individual's internal motivation (p. 3). In other words, keep your opinion, good or bad, out of it.

Still others, such as Judge, Erez, Bono, and Thoresen (2002), believe that self-esteem, in conjunction with locus of control, self-efficacy, and neuroticism, is the key factor controlling whether or not extrinsic stimuli effect intrinsic behavior (p. 706-708). For example, praise will have little effect on the end result for a person with high self-esteem, largely, because the level of output produced by this individual is NOT dependent on your opinion, but rather on his/her own level of neuroticism. On the other side, someone who lacks confidence may work diligently for the sole purpose of seeking even some small amount of recognition.

Note

"What's going on is this: Reinforcement theory is a functional theory. That means all of its components are defined by their function (how they work) rather than by their structure (how they look). Thus, there is no Consequences Cookbook where a teacher can look in the chapter, "Rewards for Fifth Grade Boys," and find a long list of things to use as rewarding consequences. Think about this a minute."

-- Steve Booth-Bloomfied, 1996, n.p.

Limitations

The limiting factor, or the variable, is that all people are different. As such, a particular reinforcer may serve as a reward or a punishment depending on the individual. For example, a mom sends her two children to their rooms as a negative consequence for cutting down her rosebush. The punishment works well with one child who shows appropriate remorse for her actions, while the other child is delighted with the opportunity to play indoors. Anthony Chelte (1998) argues that the reinforcement theory completely ignores an individual's internal motivation. The implication is that people require the external stimuli. In his view, people seek to accomplish a set task, or reach a predetermined goal, simply because it feels good to know that a job has been done and done well (p.10). In other words, reaching the goal is the reward.

Conclusion

Behavioral scientists concur that reinforcement effects behavior. The above controversy is over *proper application*. In the educational setting the reinforcement theory's effectiveness has been weakened by an inability to use it properly. In his article entitled *Reinforcement Theory*, Steve Booth-Bloomfield (n.d.) tells us that punishment can be a truly effective tool when it is "immediate, intense, and unavoidable." (Booth-Bloomfield, n.p.) He goes on to say that while this tool "has been taken away from the teacher…some teachers persist in using weakened forms of punishment, often with unsuccessful and frustrating effects." (Booth-Bloomfield, n.p.). It is my opinion that the absence of a good negative consequence not only reduces the lesson's value, but also takes away from the positive effectiveness of reward. It is simply a matter of expectations! Furthermore, I believe, that actions foster outcomes. As the adult, we *must* show respect. By respect, I refer to authoritative child rearing principles: We show children (truthfully, all people) a "high level of acceptance" (Berk, 2007, p. 279). This must be offered in conjunction with "firm, reasonable, control" (Berk, 2007, p. 279) that is reduced based on age-appropriate maturity and responsible behavior.

Exercise 11.5.1

1. Praise is a positive reinforcer in which of the following situations?

a.) The student's final draft improves following informational feedback from her teacher.

b.) The student's final draft improves following positive verbal feedback from her teacher.

c.) The student's final draft is a direct copy of the rough draft following positive verbal feedback from the teacher.

d.) The student's neglects to turn in a final draft of the paper following positive verbal feedback from her teacher.

2. Suzy exhibits disruptive behavior at school this morning. Following her normal warning then consequences routine: her teacher first gives Suzy a warning, then gives her silent lunch, followed by walking laps during recess. Suzy's behavior

improves for the remainder of the day and is less disruptive for the remainder of the week. What has happened in this scenario?

a.) The teacher successfully applied negative reinforcement to achieve a negative outcome.

b.) The teacher successfully applied negative reinforcement to achieve a positive outcome.

c.) The teacher successfully applied positive reinforcement to achieve a negative outcome.

d.) The teacher successfully applied positive reinforcement to achieve a positive outcome.

3. Return to the scenario in Question #2, but in this case Suzy's behavior digresses daily. This time the teacher gives the entire class silent lunch and requires Suzy to watch as her classmates walk laps during recess. A long term decrease in Suzy's disruptive behavior is noted. Which answer best describes why this approach worked?

a.) A consequence is only effective if it serves its intended function.

b.) Peer pressure can be a powerful reinforcer.

c.) Suzy enjoyed being disruptive.

d.) Suzy was not internally motivated to behave in school.

4. According to Anthony Chelte, Ph.D. "The willingness to exert high levels of effort to obtain organizational goals, conditioned by the ability to satisfy some individual need" (Chelte, 1998, p. 4) best defines which concept?

a.) external motivation

b.) internal motivation

c.) locus of control

d.) motivation

Answer

1.) b

2.) b

3.) b

4.) d

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11.6: How can students be motivated both intrinsically and extrinsically? 11.6: How can students be motivated both intrinsically and extrinsically?Edit Update titlecancel

by Christine Stanton

Learning Objectives

- Define, understand and give examples of intrinsic and extrinsic motivation
- Understand opposing theories on motivation
- Describe Self Determinaton Theory and provide examples of how to meet students' needs

Defining Motivation: What makes you move?

mo•ti•va•tion*: the act or process of motivating b: the condition of being motivated: a motivating force, stimulus, or influence : INCENTIVE , DRIVE (Merriam Webster, 2008)*

The subject of motivation has been researched and analyzed by countless scholars in various fields such as psychology, philosophy and education. What makes people behave in certain ways? What makes them “move”? In the 1940's, a pioneer of motivation theory, Abraham Maslow, described his own theory on human motivation. He proposed that people have a hierarchy of needs that motivate them to do all things (Maslow, 1946). These basic needs must be met in order of precedence, meaning that the needs at the bottom of the hierarchy must be met before the needs at the top of the list can be (Maslow, 1946).

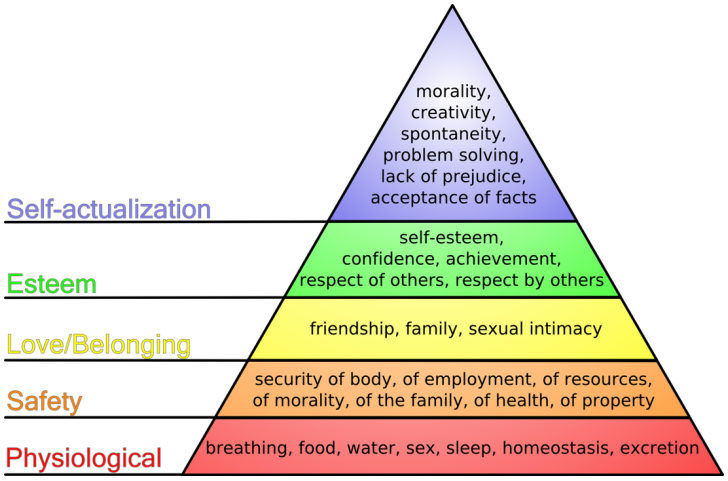


Figure 11.6.1: Image 1, Motivational Hierarchy (GFDL, J. Finkelstein, Wikimedia)

In this model, certain needs must be met in order for a person to be motivated to learn. Later research expands on this idea, as noted in the following sections. In Educational Psychology, it is a common belief that teachers can “motivate” their students by providing an environment or situation that may enhance learning. Researchers have been studying motivation for several decades, attempting to understand how to use motivation to specifically benefit the learning process. Motivation has been classified into two generally accepted forms:

• **Intrinsic motivation** is motivation that comes from within the student (e.g. contentment, enjoyment, pride, sense of accomplishment, responsibility)

• **Extrinsic motivation** is motivation that comes from an external source (e.g. tangible rewards, trophies, stickers, gifts, applause, praise)

Instrinsic versus Extrinsic?

So, which is better for use in the classroom? Is one more effective than the other? Or can both be used?

On one hand, some could say that extrinsic rewards are more effective and reflective of the "real world" - people aren't motivated to work without paychecks. So does extrinsic motivation prepare students for the "real world"? Or are we just bribing them?

Because intrinsic motivation comes from within, it is considered by many to be the more effective of the two when it comes to learning. Intrinsic motivation can foster life long excitement for learning, resulting in students who are eager to learn new things. Their experience is more meaningful and they go deeper in their learning to fully understand it. It helps develop a student's attitude towards education and ensures more lasting success. Of course, we all want our children to want to go to school and learn because they enjoy learning. But what about subjects that just don't interest them or that are difficult for them to master? Is it possibly to be intrinsically motivated for all things?

We're back at our question.....which works better? Intrinsic or Extrinsic Rewards? Let's look a little closer at each...

Extrinsic Motivation

Extrinsic motivation can take the form of anything that doesn't come from within a person. Examples range from a smiley face on a paper or a "great job" sticker to a hefty pay raise or bonus for an adult. It can be getting the approval of a teacher or being accepted by peers. Extrinsic motivation can also be negative in the form of punishment or taking rewards away.

Extrinsic motivation may be more effective when a student has a less-desirable task ahead of them. For example, the student who dislikes math, might be more motivated to do well on the math test to get a good grade. Many argue, however, that once the reward is gone, the student will not continue to be motivated (Vockell, 2008). The predominance of researchers seem to agree that intrinsic motivation is more desirable, encouraging a more lasting desire to learn; however, extrinsic motivation is sometimes more popular when the task is not as appealing or if the technique seems to be more effective for the task at hand and for certain types of learners. For example, if Susan hates her math homework and is simply not interested in doing it, it might give her incentive to do her homework if she knows she will get a good grade, a reward or praise from her teacher.

Intrinsic Rewards & Self Determination Theory

Many believe that motivation is the most powerful when it comes from within, rather than from outside forces. Some go farther to describe one or more factors that can promote intrinsic motivation. Some of these factors are challenge, curiosity, control, fantasy, competition, cooperation, or recognition (Vockell, 2008).

Self Determination Theory (SDT) started evolving over 30 years ago with the research of Edward L. Deci and Richard M. Ryan. The basis of their theory is that people have three basic needs: the need for a sense of autonomy, the need for relatedness (or belonging), and the need for competence (Deci & Ryan. 1991). Many theories on teaching motivation have centered on meeting these three needs:

1. Sense of *Autonomy* - Students need to feel a sense of control and self-determination

2. Sense of *Belonging* – Students need to feel accepted by peers and teachers

3. Sense of *Competence* – Students need to feel capable of succeeding

SDT proposes that all individuals have a "seed" for learning and with the right nutrients or environment, they can be encouraged to be self motivated (or intrinsically motivated) (Deci & Ryan, 1991). This implies that if all these basic needs are met for our students, then their natural curiosity and thirst for learning can shine through.

Note

To be self determined is to endorse one's actions at the highest level of reflection. When self determined people experience a sense of freedom to do what is interesting, personally important, and vitalizing. - Edward L. Deci & Richard M. Ryan

Deci & Ryan went even further to claim that extrinsic motivation can undermine intrinsic motivation (Deci et al. 2001). In 1994, Cameron & Pierce challenged this theory saying that the effect of extrinsic rewards was "minimal and inconsequential." Deci and Ryan countered this claim with newer research in 1995 which proved that "tangible rewards do indeed have a substantial undermining effect" (Deci et al. 2001).

Need for Autonomy	Need for Belonging	Need for Competence

Encourage sense of personal control for successes and failures Recognize and try to tap into students' interests and reasons for valuing content Giving choices and allowing self direction De-emphasize extrinsic rewards as much as possible	Promote mutual respect Allow social interaction Provide recognition and feedback privately Ensure equal participation and opportunities for all students Promote "caring" for one another	Setting challenging but attainable goals for students Provide effective feedback on goal attainment Using appropriate models to build self-efficacy Keep feedback confidential

(Adapted from Anderman & Leake, 2005)

An Argument Against Motivation Theories

On the opposite end of the educational motivation research field are some that believe that motivation theories are not valid, such as Steven Reiss. Reiss, a professor of pscyology at Ohio State University, claims that Deci & Ryan and other similarly minded researchers are "taking many diverse human needs and motivations, putting them into just two categories, and then saying one type of motivation is better than another. But there is no real evidence that intrinsic motivation even exists" (Reiss, 2008). Reiss believes that different people can be motivated in different ways and there is no right or wrong way to motivate. "Individuals differ enormously in what makes them happy - for some competition, winning and wealth are the greatest sources of happiness, but for others, feeling competent or socializing may be more satisfying. The point is that you can't say some motivations, like money (or other tangible rewards), are inherently inferior." While some children are "inherently curious", other children are not as much so, for which extrinsic rewards may be more effective. Reiss further argues that extrinsic rewards may encourage students to pursue activities that they would normally have shyed away from.

OVERVIEW

Your third grade class is very active today. The energy level is high as the kids get ready for an end-of-the-day holiday party. But before they can go, they need to finish an important history lesson which they will be quizzed on. You know getting their attention will be hard. What do you do? Do you offer them all a "homework-free" night as a reward for paying attention? You still have a bag of lollipops in your desk for halloween - would that be a good idea? Or if you make it a fun, interactive game will they all jump in and get the job done because they'll be enjoying themselves? Or perhaps giving them the choice of giving up some of their recess in order to spend more time on the history lesson would encourage them to make good choices?

People can be motivated differently for a variety of reasons, from age to culture to special needs. As teachers, we will each have various scenarious where one might work better than another or a combination of the two is a better approach. While many of our actions are motivated extrinsically, intrinsic motivation must be there as well to encourage long term interest and learning. Being aware of different theories (such as intrinsic motivation, extrinsic motivation, self-determination theory) and being flexibile in our methods will be important in order to be the most effective teachers we can be.

? Exercise 11.6.1

1. According to the intrinsic motivation theories of Deci & Ryan, which of the following would be the least effective in a classroom setting:

a. Giving students the choice between two different learning activities

b. Providing a one-on-one feedback session

c. Making sure each student gets exactly 15 minutes for their presentation

d. Giving each student a letter grade based on a clearly comunicated rubric

2. According to the Self-Determination Theory, which of the following is NOT one of the basic needs:

a. The need to be part of a group

b. The need to express yourself

c. The need to have a certain amount of control

d. The need to feel competent

3. Mrs. Jenkins has noticed that Kevin is not participating in the classroom activities. He seems to prefer solitary activities and never raises his hands or talks to his classmates. She is concerned that he feels isolated or alone. Which basic need could be unmet in Kevin, according to the Self-Determination Theory?

a. Autonomy

b. Belonging

c. Communication

d. Competence

4. At the end of each student presentation, Mr. Oliver asks the entire class to cheer for the presenter. This could be an example of:

a. Intrinsic motivation

b. Extrinsic motivation

c. Neither

d. Both a & b

Answer

1. d
2. b
3. b
4. b

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CHAPTER OVERVIEW

12: Ethics and Law

12.1: How can we create equity in the classroom?

12.2: What are teachers' rights and responsibilities?

12.3: What are students' rights and responsibilities?

12.4: What does it mean to be an ethical teacher?

12.5: How should teachers teach ethics?

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12.1: How can we create equity in the classroom? 12.1: How can we create equity in the classroom?Edit Update titlecancel

by: Anthony D. Richardson

INTRODUCTION

There are many avenues we can take toward equity in the school. We will discuss Culture, School Size, Gender, Learning, and Funding. Five important topics needed for equity in the classroom. Before you can fair assessment of anything a person faces, they must try to understand the what, when, why and how. Equity is what every Teacher, Principal, School Super Attendant, and Parent should strive for.

CULTURE

Year 2004 represented the 50th anniversary of Brown v. Board of Education of Topeka, Kansas (1954), the Supreme Court decision outlawing racial segregation in schools. Brown v. Board has been called the defining legal decision of the 20th century, framing as it did the United States' struggle with issues of race and racial equality. In that decision, the justices clearly state that they were striking down segregation in public schools both to increase educational equity and to eliminate the racial stigma associated with segregation.

Despite a wide range of efforts over the past 50 years, issues of racial and ethnic stigma and its relationship to identity and motivation remain central issues for those interested in creating racially equitable educational settings today. I argue that efforts to improve educational equity can only advance when a corresponding effort is made to reduce racial and ethnic stigma.

In the 50 years since the first Brown decision, we have learned a great deal about both the value of diverse learning environments for student development and how to create effective diverse learning environments. Nevertheless, as we come to understand that the racial and ethnic stigma discussed in Brown continues to play a central role in modern educational outcomes and inequities, we can direct our reform efforts in productive ways.

- First, teachers much acknowledge how deficit-based notions of diverse students continue to permeate traditional school thinking, practices, and placement, and critique their own thoughts and practices to ensure they do not reinforce prejudiced behavior.
- Second, culturally relevant pedagogy recognizes the explicit connection between culture and learning, and sees students' cultural capital as an asset and not a detriment to their school success.
- Third, culturally relevant teaching is mindful of how traditional teaching practices reflect middle-class; European-American cultural values, and thus seeks to incorporate a wider range of dynamic and fluid teaching practices outcomes through the amelioration of stigma

> **Note**
>
> Culture ... impacts our lives by determining what is important and what is not,what makes sense and what does not. The culture then makes these constructions available to the young and to new initiates for appropriation and use in transforming their participation in that culture. Learning, then, becomes a matter of changes in one's relation to the culture(s) to which one is connected.

SCHOOL SIZE

A large-scale quantitative study using nationally representative and longitudinal data attempted to identify the ideal size of a high school, based on student learning. The study explored these issues for about 10,000 students in 800 public and private schools in the United States. Although most research on this topic has been framed within a "bigger versus smaller" mode, the objective here was to estimate an appropriate balance point between student learning and school size. Achievement gains in mathematics and reading over the course of high school were found to be largest in middle-sized high schools (600-900 students). Schools of this size were also favored in terms of social equity, in that they had weaker relationships between student socioeconomic status (SES) and achievement. Lee and Smith also found that even though the same "ideal size" was consistent across schools identified by their average SES and minority concentrations, school size was a more important factor in determining learning in schools enrolling more disadvantaged students.

Investigating the effects of school size in Chicago's (K-8) elementary schools, another study also found favorable effects for smaller schools in terms of student learning and teachers' willingness to take responsibility for their students' learning. Although without exception, teachers and students reported that social relations were more personal in the smaller high schools; this was not always seen as a benefit. A few students in the smaller high schools reported that they were unable to "live down" the negative reputations of their older siblings or even parents. Some teachers in such schools had to work hard to keep a modicum of privacy.

Sociological theory suggests that human interactions and ties become more formal as organizations grow. Organizational growth generates new bureaucratic structures, as connections between individuals become less personal. These structures can inhibit communal organization. This general theory has been confirmed in research identifying the organizational characteristics of effective schools. In school climate studies, for example, size operates as an ecological feature of the social structure, part of the physical environment that influences the nature of social interactions. In general, the sociological evidence about high schools suggests that social relations are generally more positive in smaller schools.

GENDER

As young people move into adolescence, they begin to explore gender roles. Finding their way through this potential minefield is complicated and challenging for middle school students. The process of determining the variations in masculinity and femininity is largely a social function, not a biological one. What it means to be a man, and what it means to be a woman, is communicated to children by all the adults in a child's life, including teachers.

Boys and girls create very distinct cultures; when they are in same-gender groups they act and play very differently. Girls are talkative and cooperative, boys are competitive and physical. Teachers need to understand these differences and be purposeful in the treatment of each so as to send the healthiest messages to adolescents.

In 1992 the American Association of University Women (AALUW) published a groundbreaking study about how schools were not meeting the needs of young girls. Their schools shortchanged girls in many ways: when questioned in class, girls were less likely to receive a prompt to clarify thinking if they answered incorrectly; boys were more regularly called on, and if not, they were just as likely to shout out an answer, leaving girls to sit quietly; and girls were not encouraged to take advanced math and science classes (AAUW 1992). Perhaps not surprisingly, then, in their middle school years, girls stopped being successful in math and science.

So what do we do? The first thing is to become aware of the differences between genders. Once these differences are explained and accepted, educators must be proactive in the way boys and girls are treated in schools. Indeed, there are distinct advantages to educating boys and girls together appropriately, for in doing so, each gender will begin to see how the other thinks, feels, responds, and reacts. Such understanding is in itself a major goal for gender-friendly classrooms.

We should also consider the nature of the differences between boys and girls. Creating a gender-friendly classroom does not mean that you create gender-specific activities, divide your classroom, or even insist on single-sex classes. Students should at some times have an opportunity to work in a gender-matched activity, while at other times they should learn to function in a more typical gender-mismatched one. This allows students to experience instructional times that are more comfortable for students when the activities are matched to their nature. But they also learn to function outside that comfort area when they are in a mismatched situation, and thus strengthen weaker areas.

For teachers the imperative is to learn about the differences in gender. Teachers need to accept that learning occurs differently for each gender, and to measure out activities and experiences that favor one some of the time, and the other some of the time. Keep in mind that although some girls may be more linguistically advanced than boys, some boys are just as advanced. Although some boys manipulate objects well and see patterns better than girls, some girls are headed toward engineering schools. When boys see girls appropriately modeling relationship behaviors, the boys learn how to be more sensitive and open. Likewise, when girls see the appropriate use of assertiveness that boys learn early, the girls see that this can be used to their advantage as well.

LEARNING

Human beings, in our conscious hours at least, are always learning. We cannot do otherwise; learning is an involuntary human activity. What varies among us is what we learn, how our learning is put to use and reinforced, and what learning is valued by a particular group of people at a particular time—our education. The result is that, while everyone learns, some learn to survive and some learn to thrive.

Unfortunately, access to the learning experiences that help people to thrive, though these depend on context, are not equally or equitably available to everyone. And although there may be value in all types of learning experiences, a deep understanding in the

field of education of the range of learning experiences available to people who thrive is the first step toward ensuring adequate access to these experiences for all.

Schools, then, are only one of society's educative institutions. Although schools may be the most widely recognized of such institutions, a theory of education must encompass not just a theory of schooling but also a theory of the relation of various educative interactions and institutions with one another and to the members of the society at large. And a vision of educational equity must become a vision of providing access not just to schooling but also to these other resources.

Holistic approach to learning

- High quality early childhood education programs
- Rigorous and challenging curricula for all students
- High quality teaching
- Effective, sustained educational leadership
- Appropriate class sizes
- Mental and physical health care services
- Appropriate academic support for English language learners
- Appropriate academic support for special education students
- Appropriate academic support for children in areas of highly concentrated poverty
- Effective after-school, community, and summer programs
- Effective parental involvement and family support
- Policies that foster racially and economically diverse schools

FUNDING

Throughout the United States, wide performance gaps exist between poor and minority students and their peers in other groups. The inequities that result in those performance gaps carry enormous costs, not only for the children and families involved, but for the nation as a whole. The annual price tag of inadequately educating our young people is staggering, in the realm of $250 billion per year in health and welfare costs, criminal justice expenses, and lost tax revenues. The heavy toll on the social and civic fabric of the nation is an additional, inestimable price that we all pay every year.

If we are to meet the global economic challenges of an increasingly "flat world," if we are to prepare our students to be capable civic participants in our democratic society, and if we are to fulfill the moral imperative of ensuring that a child's racial/ethnic, socioeconomic, or family background no longer predicts that child's educational attainment or level of achievement, we need a comprehensive approach to educational equity that attends to the full array of factors that affect educational opportunity.

Since late in the 20th century, there has been a burgeoning of initiatives, programs, projects, and activities that fall under the umbrella of what we are calling "comprehensive educational equity" by seeking to integrate education and supports and services in other areas that enhance students' abilities to succeed.

A wide range of institutions, from federal and state governments to national and local foundations, to individual schools, carries out some type of "comprehensive educational equity" effort. The delivery models employed include community, full-service, and extended schools; comprehensive early childhood programs; school-linked services projects; school-community partnerships; private interagency commissions; family support and education programs; integrated-services initiatives; comprehensive community initiatives; and state programs and broad national legislation.

Within these models, individual efforts have varying goals, rationales, methodologies, scopes, participants, scales, and time frames. The proliferation of these efforts provides a rich and complex field of study for potential models, best practices, and policy direction on which to build. Their many variations point to challenges for study, evaluation, and replication.

CONCLUSION

Equity in the class room is not an easy task, but a necessity. As we continue to create equity in our classrooms were contributing and enhancing peoples lives. We are better equipping students, parents, communities, America, and the World. We must recognize what is going on with our students by communicating with them in order to make the right assessment. We as educators must think outside the box. Times are changing so the way we educate must change as well.

Exercise 12.1.1

1. What does not create effective diverse learning environments?

A. Teachers much acknowledge how deficit-based notions of diverse students continue to permeate traditional school thinking, practices, and placement, and critique their own thoughts and practices to ensure they do not reinforce prejudiced behavior.

B. Culturally relevant pedagogy recognizes the explicit connection between culture and learning, and sees students' cultural capital as an asset and not a detriment to their school success.

C. Culturally relevant teaching is mindful of how traditional teaching practices reflect middle-class; European-American cultural values, and thus seeks to incorporate a wider range of dynamic and fluid teaching practices outcomes through the amelioration of stigma.

D. Disregard cultural differences and teach a rigid and structured class that focuses on passing the SOL's.

2. How does school size does effect the a classroom?

A. Estimates an appropriate balance point between student learning and school size.

B. Study found favorable effects for larger schools in terms of student learning and teachers' willingness to take responsibility for their students' learning.

C. Study found similar effects for larger schools in terms of student learning and teachers' willingness to take responsibility for their students' learning environment.

D. It does not effect the classroom and learning environment at all.

3. What is the differences between genders?

A. Girls are competitive and boys are talkative and cooperate.

B. Boys and girls create very distinct cultures; when they are in same-gender groups they act and play very differently.

C. Girls are talkative and cooperative, boys are competitive and physical.

D. The only difference is how they are raised in the home.

4. Why is learning not equal from school to school?

A. Access to the learning experiences that help people to thrive, though these depend on context, are not equally or equitably available to everyone becuause?

B. Everyone does not have the same access.

C. All the responsibility is on the schools.

D. Every can go to the public library.

5. What is the annual price tag of inadequately educating our young people?

A. Inestimable price that we all pay every year.

B. Whatever the amount of money we get from the lottery.

C. The annual price tag of inadequately educating our young people is staggering, in the realm of $250 billion per year in health and welfare costs, criminal justice expenses, and lost tax revenues.

D. The annual price tag of inadequately educating our young people is only $500 million per year.

Answer

1. (D)
2. (B)
3. (C)
4. (A)
5. (C)

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12.2: What are teachers' rights and responsibilities? 12.2: What are teachers' rights and responsibilities?Edit Update titlecancel

By Hillary Childress

Note

" A good teacher is like a candle-it consumes itself to light the way for others" http://www.indianchild.com/teachers_quotes.htm

Learning Objectives

- Students should be able to detect signs of Child abuse and child neglect in a classroom.
- Students will know the proper procedure of reporting suspicions of child abuse or nelgect.
- Students will know the 3 types of Child abuse and the statistics on all 3.

Introduction

To a student a teacher can be seen as someone they can tell their deepest darkest secrets too. So what happens when a student tells a teacher some information that might suggest child abuse or neglect? Teachers need to know how to handle child abuse suspicions on the legal and ethical level and how to recognize it. Definitions The lines between child abuse and child neglect can get a little hazy sometimes. The Child Welfare Information Gateway has defined child abuse as " Any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation; or an act or failure to act which presents an imminent risk or serious harm" (Child Welfare Information Gateway,2008) There are 3 different types of Child abuse; physical, emotional, and sexual abuse. The Child Welfare Information Gateway also defines the three types of abuse

- Physical-"is non- accidental physical injury as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting, burning, or otherwise harming the child."(Child Welfare Information Gateway, 2008)
- Emotional- "pattern of behavior that impairs a child's development of sense of self-worth" (Child Welfare Information Gateway,2008)
- Sexual-"activities by a parent or caregiver such as fondling a child's genitals, penetration, incest, rape, sodomy, indecent exposure, and exploitation through prostitution or production of pornographic material"(Child Welfare Information Gateway, 2008)

Child abuse can bee seen as causing immediate harm to the child. While child neglect might not cause immediate harm to the child, overtime child neglect can cause physical and developmental harm. Child Neglect it defined as Child Neglect- "the failure of a parent, guardian or other caregiver to provide for a child's basic needs." (Child Welfare Information Gateway,2008) Those needs can be put into four catergories physical,medical,educational, and emotional.

Statistics

A teacher needs to know the statistics of child abuse and neglect, once they know the numbers they will see how dyer the situation is and how important it is to know how to respond to child abuse and neglect.The National Child Abuse and Neglect Data System is a federal organization that collects data and statistics on child abuse and neglect every year (U.S. Department of Health and Human Services, 2008). In the year 2006 there was an estimated 3.3 million cases and of those cases over half of them were reported by professionals, such as teachers (U.S Department of Health and Human Services, 2008) in the year 2006 the data showed

- 905,000 victims of Child abuse or neglect
- 51.5% were girls an 48.2% were boys
- 48.8% were white,22.8% were African-America, and 18.4 were Hispanic

The data that was collected also showed the child neglect was more common than child abuse, in years past the NCANDs reported that child abuse was more prevalent that child neglect. In 2006 the data showed

- 64.1% were victims of neglect
- 16% were victims of physical abuse

- 8.8% were victims of sexual abuse
- 6.6% were victims of emotional abuse

Detecting Child Abuse or Neglect

As teachers we spend and average of 7 hours, 5 days a week with our students. So besides their parents, we are the people that the children spend most of their time with, this allows us to create a relationship of trust with our students.The relationship that is created is one that is so strong that a teacher will do anything to protect their students.So by knowing how to detect abuse and neglect teachers are better prepared to protect their students. We also get to know our students behavioral patterns, and if it changes occur. A dramatic change can in behavior can be a warning sign of child abuse or neglect (Coleman). According to Dr. Coleman, a child psychologist some other warning signs of child abuse or neglect both physical and emotional. They are as follows(Coleman).

- Bruises, lumps, welts
- Repeated broken bones
- Burns
- Shyness around adults
- Is often absent
- Frequent accidents-such as wetting their pants
- Lack of concentration
- Poor academic performance
- High aggression
- Early arrival to school and reluctance to leave
- Unsociable

When it comes to detecting the possibility of child neglect the warning signs can be a lot more apparent and can be easily seen by the outer appearance of the child. Some of the things to look for if a teacher suspects a child is being neglected are as follows (Duncan, 2001)

- Child appears to always be hungry
- Unorganized train of thought
- Child appears to suffer from medical and dental neglect
- Child comes to class in clothes that appear dirty and worn

Reporting Suspicions of Child Abuse or Neglect

When teachers suspect child abuse or neglect they sometimes hesitate to report it, this may be because of a fear that the parents of the child may retaliate against the child, or they feel that even if it is reported nothing will be done. As teachers those we are mandated to report any suspicions of child abuse or neglect. This is stated in the Child Abuse Prevention and Treatment Act(CAPTA) if a teacher fails to report any suspicions they can face disciplinary action up to and including termination and criminal liabilities(Smith, 2007). When a teacher suspects that a child is being abused in most school the teacher will file a report for the principal once the report is filled it is normally given to the guidance counselor who will be the one to contact the local depart of Child Protective Services(CPS)(Citizens Information). The website also states that if a child confides in a child that the teacher should record the conversations. The teacher also needs to have the child's basic information such as; name , address, phone number, details about the suspected abuse, and information about the potential perpetrator(Duncan, 2001). The CPS will determine in the information is substantial enough for an investigation. The CPS will normally send the mandated reporter a letter, but a family's right to privacy is still of importance. So a mandated reporter might know that the CPS investigated but may not know the findings or results of the investigation (Duncan, 2001).

Conclusion

So in conclusion teachers have not only a legal responsibility but an ethical responsibility to protect their students. Teachers should pay attention to students' behavior and create strong relationships with their students. If this happens, I feel that we will see a huge drop in numbers of children dying from child abuse and neglect. Every child deserves a happy and safe childhood and as educators we can help ensure that they are happy and healthy.

Exercise 12.2.1

1. What percentage of abuse/neglect victims are white

A. 49.5

B. 48.8

C. 30.3

D. 29.8

2. What percentage of victims of abuse are victims of sexual abuse

A. 2.3

B. 45.5

C. 19.2

D. 8.8

3. Mrs. Smith has a student that comes into class with dirty clothes and seems to always be hungry. The teacher suspects child neglect. What should the teacher do?

A. The teacher is overacting and judt forget about it

B. The teacher should punish the child for coming into her classrroom looking dirty

C. The teacher should go talk to the principal

D. The teacher should give the child a cracker and tell him/her to stop complaining

4. Henry is 5 and tells his teacher that his bottom hurts and lately Henry has been coming into school with bruises all over his arm. What should the teacher do?

A. Just forget it, Henry must be telling a story.

B. Record the conversation and go to the principal.

C. Go have a talk with Henry's parents.

D. Go tell the principal.

Answer

1.B

2.D

3.C

4.B

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12.3: What are students' rights and responsibilities? 12.3: What are students' rights and responsibilities?Edit Update titlecancel

by Alec Bauserman

Note

"The vigilant protection of constitutional freedoms is nowhere more vital than in the community of American schools." *Shelton v. Tucker, 364 U.S. 479 (1960)*

Figure 12.3.1: Over one thousand students in uniform during an assembly at a secondary school in Singapore. (GFDL Mailer Diablo, Wikimedia)

Lawsuits have become increasingly common in our society and many Americans act and speak out of the fear of being taken to court. In any environment, one must be conscious of how their words and actions will affect others. A thoughtless statement or inappropriate physical contact might land you in court. This is especially true in schools, where daily contact, high emotions and stressful circumstances can all come together at the wrong moment. As such, it is good to understand the rights of students trying to express themselves and the rights of teachers trying to keep a safe, orderly learning environment. Few people know their constitutional rights, and even fewer teachers & students know how their constitutional rights change once they enter the 'semi-public/semi-private" classroom.

This paper will examine some of the rights guaranteed to all Americans and how those rights change once they enter school. It will also seek to answer some of the most common questions held by students. What is free speech? Is it protected in school? How safe am I in my possessions? Do I have any expectation of privacy when it comes to my things? A good understanding of students' rights benefits everyone: the students who exercise them, the teachers who challenge them, and the democratic society which lives by them.

Figure 12.3.2: The Supreme Court of the United States of America. (Public Domain, Jeff Kubina, Wikimedia)

Learning Objectives

- identify and understand the basic philosophy of the courts when determining the extent of student's rights
- recognize similarities and differences between Constitutional rights held in school and life out side it.
- recognize the major court case which set the groundwork for all future Supreme Court cases involving student's rights
- make informed decisions in real-life situations based on the knowledge presented here
- inform colleagues and students of the information contained in this article

Students Rights

The founding fathers deliberated for days on end when writing the first draft of our nation's Constitution and later the Bill of Rights. They agonized over wording; argued over semantics. It is likely they had no idea just how successful this "great experiment in democracy" would turn out to be. Equally likely is this: they never once considered how these rights would pertain to young students in the classroom. The landmark case of *Tinker v. Des Moines School District* clearly defined the benchmark for how rights may be exercised and when they may be curtailed:

Note

"It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.

… On the other hand, the Court has repeatedly emphasized the need for affirming the comprehensive authority of the States and of school officials, consistent with fundamental constitutional safeguards, to prescribe and control conduct in the schools.

... Our problem lies in the area where students in the exercise of [their] rights collide with the rules of the school authorities."

In other words, one doesn't surrender his or her constitutional rights by attending school. However the courts have recognized that the unique nature of the school environment requires that certain liberties be suppressed in the interest of maintaining a safe, orderly learning environment. According to the doctrine of "in loco parentis" school officials are more than government officials; they are, in a legal sense, the temporary parents of their students. Just what exactly that allows them to do and say is a matter of debate and has led to numerous legal challenges, many involving the Supreme Court. This paper will examine some of those court decisions and explore their impact on student's rights.

Summary - The balancing act between the free expression of rights and the desire to maintain order in school serves as a good example of the struggle faced by our democratic society.

The 1st Amendment

Freedom of Speech, Expression & Religion

Perhaps the most quoted court decision on the subject, *Tinker v. Des Moines* was a battle over students' 1st amendment rights, specifically the right to free speech. High school students John Tinker, 15, and Christopher Eckhardt, 16, decided to show their opposition to the Vietnam War by wearing black armbands to school. Administrators countered by banning armbands and threatened disciplinary actions for any students violating the rule. Tinker and Eckhardt wore their armbands and were suspended, not allowed back until they agreed to stop violating school rules. Tinker's father subsequently sued and lost in District Court. The Appellate Court was unable to reach a decision and the case was passed up to the Supreme Court, who overturned the District Court's decision and ruled in favor of the plaintiffs. The court stated that if the student's actions did not disrupt the learning environment, or advocate or cause harm to themselves or others, it was permissible. This has been the rationale in virtually every other opinion held by the court regarding student's constitutional rights.

While a student's right to free speech is protected, it is not a blanket protection covering any form of protest. A recent example of this is *Morse v. Frederick*, also known as the "Bong Hits 4 Jesus" case. This case is particularly eye-opening in that the offense occurred off school grounds. Frederick, a high school student, displayed a banner at a local parade featuring the phrase "Bong Hits 4 Jesus," a reference to marijuana use. Morse, a school official, noticed the banner and instructed the student to take it down. When Frederick refused, he was suspended by Morse and the decision was upheld by the school board. Frederick sued, claiming protection under his 1st amendment rights. This time the Supreme Court sided with the school board, noting " … schools may take steps to safeguard those entrusted to their care from speech that can reasonably be regarded as encouraging illegal drug use, [therefore] the school officials in this case did not violate the First Amendment…" This fits with the consistent message of the courts – a student's Constitutional rights will be protected only as long as their exercise does not endanger the health or academic progress of others.

Other cases regarding the Rights of Free Speech & Expression:

West Virginia v. Barnette, 1943 – The court ruled that is unconstitutional to require students to salute the American flag. The 1st amendment not only protects freedom "of" expression but also freedom "from" expression.

Bethel School District v. Fraser, 1986 - Washington high school student Matthew Fraser was suspended for using sexually explicit language in a speech given on school grounds. The court sided with the school, affirming that schools can prohibit "lewd, indecent or plainly offensive" language.

Guiles v. Marineau, 2004 – A 14- year old student in Vermont was suspended for repeatedly wearing a T-shirt depicting President George W Bush as an alcoholic and a cocaine addict. The shirt contained both written and visual depictions of banned substances. The court sided with the student, citing two factors: 1) the shirt did not advocate the use of illegal drugs and 2) the shirt did not cause significant disruptions to the learning environment.

Summary – A student's exercise of speech or expression is legal and constitutionally protected so long as it doesn't:

1. endanger the public
2. disrupt the learning environment
3. advocate the use of illegal substances or other violations of the law

4th Amendment

Unreasonable Search & Seizure

The student's desire for freedom of speech can only be matched by their desire for privacy and for security of their possessions. The right of school officials to search a student's belongings is a contentious issue, and few teachers know the limits of their authority and few students understand the extent of their rights. Just as Tinker v. Des Moines set the standard for the protection of 1st Amendment rights, so did another case set the precedent for search & seizure: *New Jersey v. T. L. O.*, 469 U.S. 325 (1985).

Two female high school students were caught smoking in the restroom and assistant principal Theodore Choplick confronted them. One of the two admitted her wrongdoing but the other student (T.L.O.) denied it. Choplick searched T.L.O.'s purse and discovered cigarettes, drugs and drug paraphernalia, along with a large amount of money. T.L.O. was tried and convicted in court on charges of delinquency. The student countered that the school had violated her 4th amendment rights, depriving her of protection against unreasonable search and seizure (i.e. searching without a warrant) and the evidence should be inadmissible. The Supreme Court disagreed, stating: "a school official may properly conduct a search of a student's person if the official has a reasonable suspicion that a crime has been or is in the process of being committed, or reasonable cause to believe that the search is necessary to maintain school discipline or enforce school policies."

This is a departure from the court's usual position requiring "probable cause" for government officials to search someone without a warrant. This change, although appearing slight, has enormous ramifications. School officials may search someone based solely upon a well-grounded suspicion, not iron-clad evidence of wrongdoing. This is analogous to the difference between "reasonable doubt" and "beyond a shadow of a doubt." This threshold however applies only to school personnel and NOT to law enforcement officials on school grounds. The court has been careful not to slide down that slippery slope. In the court's decision, they state that a teacher's right to protect him- or herself and the safety of their students is on par with the rights of firefighters, EMS, OSHA officials, etc. The right to privacy must be balanced against the publics right to safety. In a school, the balance is tilted toward protecting safety and maintaining order, even if it is at the expense of student rights.

The issue of locker searches has not come to the Supreme Court. As the locker is school property and therefore "public space" it is not afforded the same protections as a student's personal possessions.

State of Iowa v. Marzel Jones (2003) - A student whose locker was cleaned out by school personnel. Finding a small amount of marijuana, the student was charged. Marzel claimed 4th amendment protection against unreasonable search & seizure but was denied by the State Supreme Court who "noted that the search occurred on school grounds, 'where the State is responsible for maintaining discipline, health, and safety.'(Bd. of Ed. of Indep. Sch. Dist. 92 v. Earls, 536 U.S. 822)"

Another issue of concern has been the constitutionality of drug screenings for student-athletes.

Vernonia School District v. Acton (1995) – 7th grade Oregon student James Acton signed up to play football but refused to take a mandatory urine test. Drug testing was administered to athletes after a recent 'explosion' in drug-use and the related discipline problems which arose. Citing public health concerns and noting the prevalence of student-athletes involved in drug-related incidents, the school board deemed urinalysis a necessary requirement for participation in sports. The Supreme Court agreed and upheld their decision. Once again, the desire to protect public health overrode student's desire for privacy.

Summary – School personnel may search a student and their belongings if the health & welfare of the public is at risk or they have a 'reasonable suspicion' that a crime has been, is being, or will be committed

5th & 14th Amendment

The Right to Due Process

These amendments protect an individual's right to a fair trial and must be considered whenever "a person's good name, reputation, honor, or integrity is at stake because of what the government is doing to him..." (Wisconsin v. Constantineau, 1971). This includes the enforcement of disciplinary actions such as suspension or expulsion. The expectations of a fair trial are very different however, depending on the circumstances. Disciplinary expulsion is treated differently than an 'academic dismissal.' Claire La Roche makes the point by citing Barnard v. Inhabitants of Shelburne: "Misconduct is a very different matter from failure to attain a standard of excellence in studies.... A public hearing may be regarded as helpful to the ascertainment of misconduct and useless or harmful in finding out the truth as to scholarship." (emphasis added)

According to La Roche's interpretation of the courts, the following are necessary in the expulsion of a student on disciplinary grounds:

1. a timely & formal hearing
2. a detailed explanation of the charges

3. a strict adherence to the schools stated policy
4. a ‘punishment that fits the crime’

She goes on: “To ensure fundamental fairness, decisions must be based on the facts and supported by the evidence. Moreover, punishment should be commensurate with the severity of the offense. Consequently, it is important for schools to establish guidelines and be consistent with sanctions.”

This matter has come before the Supreme Court as well, who ruled that the rights of due process vary depending on the reason for expulsion. An academic dismissal does not have the same requirements as the stricter guidelines set down for a disciplinary expulsion. This is illustrated by the case of University of Missouri v. Horowitz (1977). A student was expelled for poor academics and lack of good hygiene after being notified in writing and in person. The student countered with the fact that she had never been given a hearing to dispute the charges. The Supreme Court denied her appeal. As La Roche reiterates, “Ultimately, the Supreme Court of the United States held that procedural due process did not require a formal hearing when the school dismisses a student for academic reasons.”

Summary – students are guaranteed the right to a fair trial and due process, although their rights are dependent upon the nature of their dismissal.

Note

How are college students affected by these decisions?

- "Since 1970, officers on the Seattle campus have regularly patrolled the hallways of dormitories of the University of Washington."
- "[T]he state's Court of Appeals ruled that students have the same right to privacy in dormitory hallways as they do in their rooms."
- "Therefore ... campus police officers lack the legal authority to randomly patrol residence halls."

"Although the closely watched ruling bears on only one state, it reveals the tension between privacy and security in dormitories everywhere. **Residence halls are legally complex spaces**, where crime often creeps in and where residents, perhaps more than ever, expect administrators and police officers to ensure their safety."

Hoover, Eric. (July, 2008). *Police in the Dorms: Student Safety or Privacy Infringement?* Chronicle of Higher Education, v54 n46 pA15. (link)

Other Miscellaneous Cases

The following are other judgements handed down by the Supreme Court:

- **School uniforms** and **dress codes** are intended to stop disruptions to the learning process by banning lewd, obscene or offensive clothing. As such, the courts have ruled them constitutional despite students pleading for “the freedom of expression” and the lesser-known “freedom to see skin.”

- **Corporal punishment** (physically disciplining a student) barely passed a constitutional challenge in 1977 with a divided court ruling 5-4 that it is neither “cruel and unusual punishment” nor a denial of due process. (*Ingraham v. Wright*, 430 U.S. 651)

- The **censorship** of school newspapers was upheld with the understanding that the school is not a “forum of public expression.” Further, the justices declared that a school “need not tolerate student speech that is inconsistent with its basic educational mission.” (*Hazelwood v. Kuhlmeier*, 484 U.S. 260 [1988])

Conclusion

The Supreme Court has changed greatly through the years, sometimes leaning left, sometimes right. Throughout it all, it has remained remarkably consistent on the issue of student’s constitutional rights in school. In summary, the opinion held by the court might best be summarized by the following: “An ye harm none, do what ye will.” If a student’s speech or actions do not cause physical, emotional or academic harm to others, they will receive the fullest protection offered by the Constitution. By extending these rights to students, teachers offer them the greatest benefit of our democracy and in doing so, invite them to become full members of society.

Exercise 12.3.1

1) Which of these was a landmark case which set the precedent for all Supreme Court decisions regarding student's rights?

- a) Balboa v. Creed
- b) Tinker v. Des Moines
- c) Mothra v. Godzilla
- d) Good v. Evil

2) What is the Latin term referring to teachers status as the 'temporary parents' of their students?

- a) *vene vidi vici*
- b) *in vino veritas*
- c) *in loco parentis*
- d) *cogito ergo sum*

3) Which of these situations is *least* likely to be protected under the Constitution by the Supreme Court?

- a) A student wears a T-shirt depicting the principal of the school with the words "This is not a cool person" written underneath
- b) Two students put duct tape over their mouth to protest the unfair treatment of homosexuals
- c) A group of FFA members release two dozen cows into the hallway during class change
- d) An athlete turns his back to the flag during the singing of the national anthem

4) Which of these government employees may search a student based on a 'reasonable suspicion' of criminal activity?

- a) a teacher
- b) a police officer
- c) an FBI agent
- d) all of the above

Answer

1. B
2. C
3. C
4. A

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Author Response

Hello! This article was originally going to be written about "Students' Rights & Responsibilities" but I chose to focus solely on the legal aspect for several reasons, but mainly because its so important. Lawsuits are a real possibility and knowing your rights as teachers, and the students rights as well, can only be a good thing. I think the deserves its own article so more information can be presented on the topic. I certainly learned a lot by writing this. The knowledge I gained has made me more confident in what I can and cannot do in my role as a teacher. While the risk of a lawsuit is still there (and very likely always will be) having a good understanding of teacher's and student's rights has made me more relaxed in the hallways where discipline is the number-one concern. I hope you found this article as helpful as I did.

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12.4: What does it mean to be an ethical teacher? 12.4: What does it mean to be an ethical teacher?Edit Update titlecancel

By: T. Burrell

Introduction

“In teaching, as in life more generally, core principles relating to virtues such as honesty, justice, fairness, care, empathy, integrity, courage, respect and responsibility should guide conduct and interpersonal relations” (Campbell, 2006, p. 32). These virtues are a good description of what an ethical teacher should be, but the use of these virtues can be a difficult task when a teacher is faced with so many unpredictable situations in the classroom and in the school system. The teacher’s knowledge of what ethics is and the practice of it, will aid the teacher in making the best decision when ethical predicaments arise in their daily teaching lives.

Knowledge

Ethical knowledge is an intrinsic feature of awareness between moral and ethical principles. A teacher’s possession of these principles will allow teachers to display moral and ethical values, which includes a sense of right and wrong, treating others with respect, being objective, patient and compassionate. Embodying ethical knowledge gives the teacher the ability to practice their teaching skills with morals and ethics and not just viewing their job as being teaching only. It goes beyond the curriculum, assessment and technical conditions of the profession. The practicing of ethical knowledge by the teacher can be modeled by returning graded papers to the student in a timely manner, by being sensitive to the use of classroom materials that may offend some students, using precaution when displaying a student’s work or by selecting student achievement without bias. The use of ethical knowledge by a teacher can be expressed by the way a teacher projects the tone of his/her voice towards the student, by avoiding student embarrassment and by reminding students of how their behavior can affect other classmates. There are many ways to show how a teacher can demonstrate their ethical knowledge, but a teacher can only do but so much to implement moral and ethical behavior on a daily basis. As we may know, teaching can be a very demanding profession, with moments of chaos, frustration and unexpected events of the day. This tells us that a teacher’s reaction to these situations cannot be choreographed and why the practice of ethical knowledge can help teachers become aware of their “ethical” behavior when such events occur (Campbell).

Personal

The personal ethics for each individual teacher varies according to the teacher’s belief of what is ethical. Each teacher may believe that their interpretation of ethics is being practiced in their behavior and in their personal lives and if this is true, then he/she is demonstrating “ethical principles” and “virtues” of a “moral person” and a “moral professional (Covaleskie,2005,p. 134).” By demonstrating the characteristics of ethics and virtue in the classroom with the use of actions, attitudes and words will make a positive impact on the many students that the teacher will come into contact with throughout their teaching career. This demonstration of ethics will also let the student know, “that if I respect you, then you can respect me” (Campbell).

Classroom

Classroom ethics involve issues the teacher comes into contact with on daily basis concerning their students within the classroom. A teacher is placed in the position of deciding what is the ethical thing to do when issues such as student consideration, content coverage and assessment arises. The assessment issue or better “known as grading” should have “fair standards” that shows the student’s knowledge of the curricula. The teacher has to decide what impact the grade given, will have on the student’s future career choices, the school’s reputation and the parents of the student. The teacher also has to decide the best way to explain to a student why they received an unsatisfactory grade on a specific assignment. The explanation may not be an easy one, but it is only to help improve the student’s academic performance. The content the teacher brings into the classroom questions the teacher’s ethics of what “subject matter” they want to include in their instructions. The teacher has to decide whether there will be enough time to cover each skill of the content area and if there is, “Should some critical thinking skills be included even though my school does not require its coverage? Or, should I just leave out the difficult parts of the course content, even though the students will need it (Kienzler)?” The teacher also has to decide which actions to take, especially when considering the emotional needs of the student. Content of a subject matter that is being discussed in the classroom may reflect upon the home-life of a student whose mother and father maybe going through a divorce or the loss of a parent. How does a teacher deal with these issues in the

classroom? And how certain subject matter is taught? Each of these questions requires “that one is not only doing the right thing, but doing it in the right way, at the right time and for the right reasons” (Covaleskie, 2005, p. 134).

School

The ethics of the school may not agree with the ethics of a teacher. A teacher may be faced with numerous moral problems when it concerns the school’s leadership practice of disciplining students. The teacher may question the reason behind the discipline and whether or not it will deter or increase future student behavior (Colnerud,2006,p. 378). Ethical tensions do exist within schools among individual teachers (Allison,2003,p. 124). A teacher may see a colleague mistreating a student and try to make a decision of whether or not to intervene in the situation. “The teacher cannot bring himself/herself to intervene; the teacher says that fear is the reason for their silence and that intervening is considered to be a breach of loyalty (Colnerud, 2006, p.378).” This is a clear example of what teachers deal with on a daily basis in relation to the ethics of their colleagues.

> *"The Educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence and nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educatior accepts the responsibility to adhere to the highest ethical standards." -The National Education Association's preamble for its code of ethics.*

Dilemmas

Teachers encounter ethical dilemmas throughout their teaching careers. This brings up the question, “How do teachers deal with deciding what is the right or wrong thing to do when such dilemmas arise?” When a teacher is faced with ethical and moral dilemmas concerning their students and profession, they use specific codes of ethics written by many educational organizations to help them make ethical decisions. Teachers do need a guide when they are faced with the decisions of what to do if a child has a learning disability, what content matter should be taught, what should be done in defense of a student and a number of other events that will require ethical decisions. The National Education Association (NEA) has created a code of ethics for the different occupational needs of the teaching profession. The NEA created their code of ethics in 1975, which is divided into two sections. The first section lists eight ethical commitments the teacher has to the student and the second section also lists eight ethical commitments the teacher has to his/her profession(Brady, Buchotz and Keller).

National Education Association Ethics Indicators for Educators

Commitment to the Student

- Restraint of individual action and pursuit of learning
- Access to varying points of view
- Do not distort subject matter
- Protect students from harm
- Do not embarrass or disparage
- Do not discriminate
- Do not use professional relationship for private advantage
- Do not disclose confidential information

Commitment to the Profession

- Do not make false statements in application of a position
- Do not misrepresent qualifications
- Do not assist someone unqualified gain entry into the profession
- Do not make false statements concerning a candidate’s qualifications
- Do not assist a noneducator in the unauthorized practice of teaching
- Do not disclose personal information about a colleague unless required by law
- Do not knowingly make false statements about a colleague
- Do not accept any gift or favor that might influence professional decisions

Conclusion

Possessing what it takes to be an ethical teacher can be a difficult task for many teachers, especially when he/she encounters unsuspecting events on a daily basis that will require an ethical decision, which may not be the exact right answer. Hopefully, it will be the ethical answer. This decision making is a great responsibility placed on the teacher, no matter how long one has been in the profession. One can only hope that the years or months of teaching has taught you enough to know what to do when ethical dilemmas occur in the classroom or within the school system.

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Application Questions

1. What is ethical knowledge?

Choose the best answer.

A. Intrinsic features of awareness between moral and ethical principles.

B. Knowing what is good or evil

C. Practicing ethics

D. The practice of common sense

2. When a teacher demonstrates characteristics of ethics in the classroom it causes what to occur?

Choose the best answer.

A. Behavioral change of students

B. Depletion of student interest

C. Lack of class participation

D. Positive impact on many students

3. What should teacher assessment practice include?

Choose the best answer

A. Bias factors

B. Fair standards

C. Instructional objectives

D. Opinions of the teacher

4. Many teachers do not intervene whey they see their colleague mistreating a student due to what factor?

Choose the best answer.

A. Confidentiality

B. Embarrassment

C. Fear

D. Respect

5. What do teachers use as a guide or reference, when they need to make an ethical decision?

Choose the best answer.

A. Code of ethics for educators

B. Law books

C. School policies

D. Teacher's code of ethics

Answer Key:

1. A

2. D

3. B

4. C

5. A

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12.5: How should teachers teach ethics? 12.5: How should teachers teach ethics? Edit Update titlecancel

by J. Kovalcik

Learning Objectives

- Students will be able to define ethics and character education.
- Students will be able to identify the various ways ethics are integrated into schools and classrooms, and various ways of teaching ethics in the classroom.
- Students will be able to identify how parents can participate in their children's learning of ethics in school.

Note

Ethics: "the discipline dealing with what is good and bad and with moral duty and obligation" (Merriam-Webster, 2008).

Introduction

While parents are their children's first and most important teachers, as children enter school, teachers join in the process of shaping children's minds, attitudes, and behaviors (Brannon, 2008). Children, after all, spend a huge chunk of time in school, away from their parents and guardians and in close proximity of their teachers and fellow students. Shouldn't it seem obvious then that teachers have a role in contributing to the ethical teaching of today's students? In this article I will explain the different thoughts and ideas of incorporating ethics education in classrooms, and programs that are happening now to teach ethics in schools.

Character Education…A new term for ethics?

What does ethics education mean? In a survey, when asked this question, the majority of teachers said, "character education" (Zubay, 2007). So, what is character education? The results of Zubay's surveys show that character education and ethics education are used interchangeably in the context of solving social conflicts over issues such as bullying, diversity, and sexuality (Zubay, 2007).

Note

"Throughout history and in cultures around the world, education rightly conceived has had two great goals: helping students become smart and helping them become good. They need character for both" (Davidson, M., Lickona, T., Khmelkov, V., 2007, p. 30).

When exploring character education it should be noted which personal qualities are involved. The "six pillars of character" are trustworthiness, respect, responsibility, fairness, caring, and citizenship (Zubay, 2007). Character education doesn't just produce an honest and kind child; it can also produce a child who wants to work hard and do his or her best (Davidson, M. *et al.*, 2007).The "six pillars" are qualities that teachers can exhibit themselves and incorporate in their curriculum as well. Teaching itself is considered a moral responsibility and thus can have a direct impact on the attitudes, behaviors, and achievements of students (Falkenberg, 2007).

Approaches to Teaching Ethics/Character Education

In the school setting, teachers have the most influence on a student's ethical learning (Zubay, 2007). It is teachers who are around the student during most of the day and have to deal with issues that come up with the students and among the students, thus lending them to more opportunities to teach ethics. How schools are incorporating ethics in their curriculums can be broken down into two categories: informal and formal programs. Informal programs include no formal statement as to how ethics education should be implemented; it is left up to the individual teachers to fit ethics education into the curriculum, whereas a formal program would include a definitive, age-appropriate curriculum with a mission statement, and would include such programs as honor code seminars, monthly ethics themes, or student/faculty ethics committees (Zubay, 2007). In Zubay's surveys, most of the schools fell into the "informal" category.

Incorporating Ethics/Character Education in the Classroom

The two most popular strategies for teaching students about character are modeling and taking advantage of teachable moments (Brannon, 2008). We've all heard the expression, "treat others the way you would want to be treated." This is exactly what modeling is all about. It is well known that children learn from watching others. They learn from one another and they learn from adults. This is why it is so important for teachers to set good examples for their students and to point out good examples when they are seen (Brannon, 2008).

When volunteering in a kindergarten class at a nearby elementary school one day, I noticed that a child (with the help of his mother) had brought in an aquarium of tadpoles. The tadpoles had nothing to do with the teacher's current unit, but she took advantage of this new and unexpected teaching tool and turned it into a lesson about caring for animals. The children watched the tadpoles grow and took care of them until they became frogs.

Other ways to incorporate ethics in the classroom include getting students to help write class rules, role playing, songs, and projects. According to Thomas Lickona (1997), teachers can also create a classroom that provides a supportive moral community, use discipline as a way to teach about moral reasoning, encourage democracy in the classroom, teach character across the curriculum, utilize cooperative learning when teaching, provide opportunities for moral reflection, teach students abut conflict resolution, and encourage students to take pride in their work (as cited in Brannon, 2008).

In my six year old son's first grade class, the students are expected like in all schools, to follow the rules. The first week of school, his teacher asked the class to come up with the classroom rules. In doing this, she made it their responsibility to think of what good behavior encompasses. She then organized the rules and gave each rule a color. Whenever a student breaks one of these rules, he or she has to take the appropriate colored card and place it in his or her rule folder. At the end of the week, every student with less than five cards gets to participate in "good citizenship day". This involves a special activity which the children normally are not allowed to do, like climbing on the rock climbing wall on the playground. Those children who received five or more cards get a note sent home and do not get to participate in the activity. In addition to the rule cards, his teacher hands out "good behavior" tickets whenever she sees a student performing a good act. Once a child has seven red tickets, he or she may trade them in for a prize from the treasure box. It doesn't matter how many rule cards the child may have; he or she will still be recognized when doing something good.

Caring

Baron (2007) stated, "Developing and maintaining concern for the welfare of those who are less fortunate is achieved through the development of the habit of using one's heart well" (p. 51). How do teachers show students they care and why is this important in teaching ethics in the classroom? When middle school students were asked how they know when a teacher cares about them, the response was when the teacher teaches well and the teacher treats them well (Davidson, M. *et al.*, 2007). A survey of teachers, teacher candidates, and college faculty showed that the top seven qualities of caring teachers are: offering help, showing compassion, showing interest, caring about the individual, giving time, listening, and getting to know students (McBee, 2007). When children feel that their thoughts and ideas are heard and matter, they are more inclined to participate and behave better. In her article, Robin McBee (2007) states, "To care deeply and to demonstrate that care, teachers must know their students' needs and interests" (p. 34). A teacher that is sensitive to the individual needs of his or her students will be considered more caring than one who is not. By showing care the teacher not only boosts the child's self-confidence and drive, he or she models a behavior worthy of the child repeating.

Parental Involvement

Studies show that many teachers think ethics education is a joint responsibility between parents and teachers (Brannon, 2008). While parents have their own ways of teaching ethics to their children outside of school, there are ways to be involved in their ethics teachings at school as well. Some ideas on how to include parents in character education programs are:

- family participation with homework assignments specifically about character education
- sharing class information in newsletters to parents
- informing parents of class rules and consequences
- inviting parents to volunteer in the classroom
- planning events related to character education (Brannon, 2008).

Roots of Empathy

Roots of Empathy is a nonprofit group who brings ethics education to the classroom in a unique way. According to an article in the Wall Street Journal, it is "a decade-old program designed to reduce bullying by exposing classrooms to "empathy babies" for a whole school year" (Wingfield, 2008). In the program, founded by Mary Gordon, the babies are brought into the classrooms to help children, grades K – eighth grade, learn by observing the emotional connection between the babies and their parents and it is designed to boost the "emotional literacy" of children by getting them to recognize and talk about their feelings instead of acting out aggressively (Wingfield, 2008). According to the article, studies have shown that there has been a drop in aggressive behavior among students who were in classrooms with empathy babies, while there were increases in aggressiveness in groups that did not experience the empathy babies (Wingfield, 2008).

Making Ethics/Character Education a School-Wide Effort

While teachers can incorporate teaching ethics in their classrooms, it doesn't have to be just a classroom occurrence. Schools as a whole can support their teachers by implementing plans and ideas for teaching ethics. In a recent study, Brannon (2008) interviewed teachers who came up with five elements schools can use to positively influence students:

- Reach out to the community. (i.e. Hold parent education nights.)
- Provide materials to help teachers teach character education.
- Allow time each day or at least several days a week, for character education to be addressed.
- Set consistent school-wide expectations regarding character and values.
- Value character education as important as other academics and test scores (p. 64).

Problems with Teaching Ethics

Teachers in schools that do not have ethics-based curriculums stand to face problems with some parents and even administrators. While most people would agree that ethics/character education should be taught in schools, some parents are uncomfortable with teachers doing this. They don't like the idea of teachers using their roles as authority figures to influence their children's character development (Brannon, 2008). Likewise, some administrators have a problem with teachers incorporating ethics in their curriculum as they feel it may take away from core subject areas (Brannon, 2008). While teachers may encounter this type of opposition, it should not discourage them. Author Dinana Brannon conducted a survey (Brannon, 2008) in which most teachers said they faced problems with time, materials, parents, and the curriculum, but they all felt that character education is important and helpful to their students and society.

Conclusion

In my opinion, no matter how a teacher decides to do it, ethics education should be incorporated in the classroom for those children who do not get it at home and to reinforce it to those who do get it at home. I feel that regardless of whether they get support from their school or whether or not their school has an ethics education program implemented, teachers should always, at least, incorporate it in the classroom by setting good examples and be caring and nurturing.

? Exercise 12.5.1

1. What is the difference between the terms "ethics education" and "character education"?

a) "character education" is a term used only to refer to moral responsibilities

b) "ethics education" is a term used to describe only what is taught in schools

c) "ethics education" is used only when talking about colleges

d) nothing; the 2 terms are used interchangeably

2. What type of ethics education program would include a definitive, age-appropriate curriculum?

a) formal

b) informal

c) modeling

d) role playing

3. Which is an example of an informal approach to teaching ethics?

a) Mrs. Apple's kindergarten class reviews a list of written rules about the school's honor code.

b) Fox Grove Middle School's ethics education committee chooses the theme of good citizenship for the month of March.

c) Mr. Smith points out to Joey how nice it was of him to hold the door for George.

d) Miss Talbot's 6 grade class attends a weekly seminar about good citizenship.

4. Which is not one of the "six pillars of character"?

a) anger

b) citizenship

c) respect

d) trustworthiness

5. Which of the following would be considered modeling?

a) Mrs. Albert asks her students to draw a picture of someone doing something helpful.

b) Mr. Jones teaches his class a song about being nice.

c) Tom makes a clay statue of a police officer.

d) When Zach picks up the pencil Miss Wells drops, she smiles and thanks him in front of the class.

Answer

1. d
2. a
3. c
4. a
5. d

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CHAPTER OVERVIEW

13: Technology

13.1: Is technology in education a help or hindrance?
13.2: What are the educational applications of Web 2.0?
13.3: Are student-written textbooks credible?
13.4: What are the advantages and disadvantages of online learning and virtual schools?
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13.1: Is technology in education a help or hindrance? 13.1: Is technology in education a help or hindrance?Edit Update titlecancel

By: Lisa-Marie Marconi

Learning Objectives

- Readers will be able to identify different types of technology that are used in classrooms today.
- Readers will understand the advantages and disadvantages of classroom technology for both students and teachers.

Introduction

When a person pictures a classroom, usually he or she would think of a black or green chalkboard that comes with different colored chalk. Within the last decade or so, chalk has turned into a keyboard and chalkboards have turned into drop-down screens known as “SMART boards.” Pencils have been replaced with stylus, paper with Ipads, Ipods, laptops, and Alphasmarts. Today technology is infiltrating classrooms everywhere; the traditional classroom setting that we have come to know is now becoming obsolete. However the question is: Are the new state-of-the-art classrooms really beneficial for teachers and students, or are they obstructing lessons?

What's New in Classrooms?

The first thing that is noticeable about a state-of-the-art classroom is the teacher’s desk. Over the years that has changed quite a bit; there used to be just books on it or maybe a desk calendar. Now, a computer can be seen on almost every teacher’s desk in each classroom. Each teacher's computer comes with a few things such as: a SMART Board, and a projector that is connected to the computer to show images on the SMART Board. The images that are shown on the SMART board can range from Microsoft PowerPoint presentations to videos of the content being taught. For example in a college philosophy class, the teacher may use a PowerPoint presentation as a way to summarize point-by-point what he or she is lecturing while students will copy down notes, or sometimes the teacher may show a historical video about Socrates. So not only are the students receiving their lesson, they are also watching a historical reenactment of something that Socrates did, and all of this is done through the computer. Not only does the computer play a role in teaching a lesson, but it also helps teachers take attendance and calculate grades. In fact, some college teachers post their grades on what is known as “Blackboard,” which is a website that helps students keep in touch with their teachers on what is happening in class. Another way technology is used is through computer laboratories, where each student can sit with a computer to do research, or perhaps work on an in-class assignment.

Some classrooms are still basic in some ways, yet these classrooms are still using some form of technology. This primitive form is usually known as the textbook-and-lecture lesson, and some teachers still use this form, but with new technology in it. For example, in a 5th grade lesson on science the students might learn about electricity through a textbook, but they will also have a chance to watch a video on how electricity works, or maybe they will go to a computer laboratory to research information on that topic. Sometimes teachers may find online or interactive games to show their students and to help them get involved in the lesson. For example, in a high school biology class, a teacher could use what is called “Click and Clone,” or an interactive game that has the students clone an animal through step-by-step instructions. The game teaches the student about cloning while providing fun animations to watch as they clone the animal. Teachers can lecture with a textbook if they choose to do so, but they can also use technology as part of a lesson- this depends on how each teacher wants to present his or her lesson. The technology may often be available to teachers, but that does not mean they will need to use it every time.

Note

Blackboard: http://www.blackboard.com/

Click & Clone: http://learn.genetics.utah.edu/content/tech/cloning/clickandclone/

Advantages

Several advantages come with this new classroom, but the first advantage is that it promotes a whole different way of learning: project- based learning (Lohr, 2008). This allows students to take a hands-on approach to learning. Instead of learning from a textbook, the students can almost experience what is written in the textbook. For example if students were learning about a current

issue with rising oil prices, then they would have to make a new energy policy (Lohr, 2008). This kind of assignment promotes leadership, organizational skills, and computer skills which leads up to another advantage of educational technology: students will have a greater chance of getting hired for a job someday. Leadership and organizational skills are two main characteristics that employers look for when hiring. Aside from achieving those skills, students can also get hired for simply knowing how to use a computer because according to the U.S. Department of Education, about 60% of jobs require computer skills (2003). Educational technology also helps students produce a better quality work, especially in their writing. When students work with word processors they tend to feel more comfortable because it takes less time to write what they are thinking, and gives their writing a professional feel once they have printed their work (Dorricott & Peck, 1994). One last important advantage of using technology in the classroom is that it motivates students to go to school everyday. Schools that use more technology show better attendance rates and lower dropout rates compared to past reports (U.S. Department of Education, 2003).

Note

The U.S. Department of Education reports that students who use technology in school did better than their peers on standardized tests of basic skills by 30% (2003).

Disadvantages

While educational technology may have its advantages, it also has its disadvantages. First, teachers are struggling to grasp the concept of the different technologies available. Many teachers do not know how to use the computer or have few computer skills. Some teachers even feel scared because they fear that this will make them feel embarrassed if they make mistakes with using the computer while teaching. Many teachers are also fearful of technology because they feel that it will change their way of teaching; they will have to use unfamiliar things in their lessons. A very good way to solve this is to have the teachers take computer classes to help motivate them to get used to this change (J. Bitner, 2002; N. Bitner 2002). Another disadvantage could be the use of PowerPoint. Some teachers use PowerPoint so much that it actually makes the student bored, and it does not help the student memorize the content due to lack of interaction (Klemm, 2007). If a teacher shows a PowerPoint but does not stop to elaborate and get the class involved, then students will not feel motivated to learn what is being taught. One last disadvantage is that sometimes computers can have problems, which may cause a disturbance in a lesson. If the computer freezes while a teacher is presenting a slideshow then the lesson will be delayed until it is fixed.

Note

Research shows that slide-shows can actually be less effective than the traditional learning when a teacher uses a blackboard(Klemm, 2007). This is due to lack of interaction with students as the computer screen becomes their new source of notes.

Conclusion and Thoughts

Classrooms certainly have changed over the years, but what counts the most is their efficiency. Educational technology has its moments, but at the same time it can open students' minds and help them to achieve great things that will help them in the future. The only way technology can be effective is if the teacher becomes educated in what tools are available, and learns how to use the tools appropriately. If the teacher relies on just the technology as their way of teaching, then it will not get through to the students. A teacher should still be a little old-fashioned, even in this new age. Teachers can lecture and use textbooks, but they should still show important videos and allow students to participate in interactive games. Students will gain knowledge from textbooks, but gain experience through technology.

Exercise 13.1.1

1. What is project- based learning?

a. A way of learning through hands-on assignments.

b. Learning through powerpoints given in class.

c. Taking many field trips to promote learning.

d. The textbook-and-lecture style of learning.

2. What percentage of jobs require computer skills today?

a. 90%

b. 80%

c. 70%

d. 60%

3. Mrs. Jones is teaching her history class about Supreme Court trials, and tells her class to get into groups. She assigns a trial to each group and tells them to research their assigned trial, write a short paper on it, and that starting on the due date each group will act out their trial. What kind of learning does this assignment promote?

a. Textbook-and-lecture learning

b. Historical learning

c. Project based learning

d. Experience learning

4. Mr. Smith uses PowerPoint presentations everyday in his biology classes and says strictly what is written on each slide. What is wrong with his way of teaching?

a. He is allowing his class to have too much fun.

b. He is not interacting enough with his class.

c. He is leaving out certain facts when he speaks.

d. He does not seem enthusiastic about what he is teaching.

5. Student pencils and paper have been replaced with:

a. Crayons and portfolios

b. stylus and i-pods

c. Brushes and easels

d. Laptops and cellphones

e. Both b & d

Answer

1) A

2) D

3) C

4) B

5) E

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13.2: What are the educational applications of Web 2.0? 13.2: What are the educational applications of Web 2.0?Edit Update titlecancel

by Darby Christian

Overview

This article intends to address what Web 2.0 Tools are and what "Web 2.0" refers to, specifically in an educational realm. This article also addresses why educators are talking about the issue of Web 2.0 tools and why there is debate about the usefulness of these tools or lack thereof. The article will briefly discuss the different viewpoints from both sides of the fence regarding using Web 2.0 in the classroom. As we develop deeper into this idea of Web 2.0 we will learn how we can use Web 2.0 in the classroom.

What is Web 2.0?

The term Web 2.0 was coined and popularized by Tim O'Reily (Voithofer, 2007), it refers to an evolution of usability of Internet applications by way of collaboration technologies for social uses in different arenas such as business and education. These technologies include, but are not limited to blogs, podcasts and, wikipages (Alexander 2006), that became extremely easy to produce due to the fact that to use them one no longer needs to understand intense html coding (Geraci 2007). Barsky describes, Web 2.0 is ultimately a social phenomenon of users' experiences of the Web and is characterized by open communication, decentralization of authority, and freedom to share and re-use Web content (2006). This as changed view so that people and collaboration has became the biggest factor of the Internet (O'Reilly 2005).

The previous version, of the Web, referred to as Web 1.0, was best summed as the software, browsers and other applications, being the most important part of the Internet (O'Reilly 2005). Web 2.0 is collaborative in nature, and is a mindset that we are the integral part of these technologies, not the html, coding, and machines (Geraci, 2007). Its collaborative nature also creates the concept of micro content and the idea that now we can access many different items from one single source due to an open sharing among domains, and servers (Alexander 2006). Web 2.0 is a term that encases an idea of using internet technologies for socioeconomic concerns. I mention Blogs, Podcasts, and Wikis, however we can become more creative and apply this idea to other technologies. Some of those could be online chats, a digital television recording device, and even RSS feeds (really simple syndication).

Note

According to Dan Fost, O'Reilly lists **seven key components** to web 2.0:

-- Using the Web as a platform, where anyone can write software that anyone else can use, instead of having to use Microsoft's Windows platform;

-- Harnessing collective intelligence, such as the way Google links to the most-popular pages and Amazon offers popular books, and the way Wikipedia and blogs use "the wisdom of crowds" to come up with information;

-- Enriching data for a deeper online experience, as seen in mashups like www.housing maps.com, which combines Craigslist apartment data with Google maps;

-- Software as a service, which gets constantly updated online rather than sold in shrink-wrapped packages;

-- Software such as Apple's iTunes, which works seamlessly online, on PCs and on iPods;

-- Rich user experiences, so that Web sites often feel like the software that runs on a PC. (2006)

Why Web 2.0?

Why is there a push towards Web 2.0 in the classroom? Remember that web 2.0 is an idea, not just one thing (Alexander 2006). Web 2.0 refers to all of us and how we access our internet, our world. The idea now is to use Web 2.0 to our advantage, specifically in school systems. The school of thought that is for the usage of Web 2.0 in the classroom believes that it is an asset to education. Web 2.0 is how "millennials [1]" are accessing the majority of their social world already (Voithofer, 2007). Another idea behind the push for usage in the classroom, is the fact that Web 2.0 tools are what we use everyday to access our world (Voithofer 2007). The thought is that students need to be aware of these tools, and knowledgeable of how to use them correctly and responsibly. We use Web 2.0 tools everyday, and we probably don't even notice. When we express ourselves on our blog pages, when listening to RSS

feeds, when we upload photos to a Flickr account we are accessing Web 2.0 . Our world is changing. We are becoming more collaborative and more creative due to the enlarging capabilities of the technology around us.

According to the Digital Media and Learning Fact Sheet published by the MacArthur Foundation, which sponsors a $50 million program study focused on the successful integration of digital technologies into the nation's education system, 87% of America's teens have home access to the Internet, and most spend up to 8.5 hours daily involved with some form of digital technology. The sheet also sites information gathered from 2005 Kaisor Family Foundation survey that states "the typical 8-18 year-old lives in a home with 3.6 CD or tape players, 3.5 TVs, 3.3 radios, 2.9 VCRs/DVD players, 2.1 video game consoles, and 1.5 computers" Giving further proof to the inundation of digital media in the lives of U.S. youngsters, MacArthur cites that suggests that 64% of 8-18 year-olds are download music online, 32% have their own Webpage, 66% instant message; 39% own cell phones; 18% MP3 players; and 13% possess handheld technology with Internet connectivity, and 80% of youth participate in online gaming.

Criticism

There has been some debate about employing Web 2.0 tools in the classroom. Some feel that Web 2.0 is merely a scheme to market "hot web-start ups" (Geraci, 2007). Corporate businesses use the term "Web 2.0" to target millennials to help publicize new web domains. Alexander notes,(web 2.0 tools) They are the creations of enthusiasts or business enterprises and do not necessarily embrace the culture of higher education (2006). Another problem presented by Web 2.0 is maintaining intellectual integrity as information is more easily shifted and moved from domain to domain (Alexander 2006).

In the Classroom

We need to embrace these technologies in our classroom, so that we can enhance our students' access of knowledge, and teach them evaluation skills that will be crucial when using these new applications. Dodge defines, A WebQuest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet, optionally supplemented with videoconferencing (1997). Webquests [2] are a great way to involve Web 2.0 in the classroom and keep students on task with the content. Webquests can use several different web 2.0 tools to demonstrate knowledge of content. For example, the unit being studied could be the lifespan of a butterfly for third-grade science. The Webquest assigns specific tasks to the students using applications found on the internet. One task may be to observe a video of the life-span of a monarch butterfly on that was downloaded from unitedstreaming [3]. Another quest after the video could be posting a blog about one's interests in the life-span of the monarch butterfly.

Finding Web 2.0 Tools You Can Use in the Classroom

Dr. Bernie Dodge who works for the San Diego State University, Department of Educational Technology has created a Webquest.Org site that teaches how to create Webquests. In addition, the site provides a search engine to find pre-designed Webquests you can use in your classroom that are grade level and subject specific (Dodge, 2007). Click on http://webquest.org/index.php to view the site.

In addition to Webquests, another cooperative Web 2.0 tool that you can use in your classroom is a blog. The classroom blog is a service created by David Warlick and the Landmark Project. It is free to all teachers working in an Educational Institution. It designed to let a teacher create a classroom blog that is completely secluded from the outside world. You will be able to enter your students' names, and have the students write articles and reports that are posted for you and their peers to review and comment on (21st, 2008). To access the Landmark site, click on http://classblogmeister.com/index.php.

Another fun idea for using Web 2.0 is video sharing. You and your students can download and uploading educational video from Google video (21st, 2008). Your class could create a video science project on the Monarch butterfly that could be uploaded to Google video. Producing something that a world-wide audience could view could be a huge motivator for your students.

Final Thoughts

Web 2.0 is best described as a new version of the internet that focuses on the web as a platform of usability; it also refers to viewing people and the partnership between them as the important part of the web, not machines and codes (O'Reilly 2005). The world is evolving and we are entering a new frontier where Web 2.0 tools allow us to become more collaborative, communicative and creative. We are embarking on a new era in which many social formalities are completed online. Education of responsible and appropriate use of these tools is a needed area in the classroom. The children of today and tomorrow will and are becoming more technology saturated. As educators it is our duty to teach our students integrity and make them accountable for

themselves. We need to adapt to students learning capabilities, and using web 2.0 tools in our classrooms as teaching strategies is the best way to do this.

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The previous version, Web 1.0, is best summed as the browsers, software

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13.3: Are student-written textbooks credible? 13.3: Are student-written textbooks credible?Edit Update titlecancel

By Pauline Thorson

Learning Targets

To learn more about Student Written Text Material.

To understand that the student written material can be considered credible material.

To understand the effects of students writing their own textbooks.

Introduction

As technology advances, so does the way we learn. Now students on the university level, in a more technologically advanced age have the chance to write our own textbooks. Not only is this affordable,but it can also be used in the future. One may think we have been thrown into the deep end however with this class we have the chance to walk through the steps of writing our own textbook for future teachers to use as a reference. Individually we are responsible for one article and critiquing our fellow classmates. As a group we have the responsibility of informing the future educators.

A student-written text material is formed by a group of students in grade school, high school, or even at the university level. Students, teachers or professors collaborate to produce a text from which others can learn.

History

The start of the written language can be traced back to cavemen. These cavemen would write on the walls of caves with rocks, clay, and sometimes blood. They did this to teach others where to find food.

The Ancient Egyptians were among the first to develop a formal language, hieroglyphics, and writing utensils, which included papyrus and a primitive ink. They would also use scrolls to record information. These scrolls could be considered one of the first textbooks. However, according to John Wakefield, University of North Alabama, textbooks were invented by Aelius Donatus, in 4 A.D. in a catechism style. Student would answer a question posed by the teacher (Wakefield, 2008 p 5).

Civilization used the quill and ink on parchment for almost a thousand years.

Jumping forward in history, the use of modern style pen and paper, typewriters and most recently computers are used compose our thoughts. There is not much of a jump to make from composing thoughts on a computer to a group of students publishing a textbook.

Student Work

The students write articles within the textbook as part of a course in which they are enrolled. This is usually under the guidance of a teacher or professor. Most teachers and students eventually find that they learn best from teaching others.

As for the process, the students choose an article or two to write with other classmates and get guidance from peers. Then they try to get current and relevant information out to better educate themselves and their fellow classmates.

But if you wish to know more about the authors, you can look their information up in the About the Authors section of the book.

Credible Information

You may think, what would students know about writing a textbook? They are just learning the basics. You would be surprised, because when one person becomes a master of some idea or profession they also have to go through a trial in which they learn a great bit and in turn can teach what they have learned. How many times does a child fall before he or she learns to walk? How many of us still stumble or stub a toe every now and then? With these analogies one could say that we are learning all the time. It is with this continual learning process that we eventually do become masters of what we are learning thus, being able to teach others through our own experiences.

Also the students get to learn with their fellow students and provide peer reviews. Peer reviews are the chance for students to advise, suggest and guide their classmates into producing the best work they can.

We as a class get to learn and critique our peers in order to help them learn things about themselves as well as ourselves. This is a new way to get ourselves and fellow students thinking and exercising our minds (Nodding 2008).

Effects

There is no cost to the college student in purchasing a text for a course that employs this method of learning. This is a big plus for most students considering that most students have a budget and really do not want to have to shell out 100's to 1000's of dollars if they do not have to. The Washington Post recently reported that "Sales of used textbooks last year grew 15 percent to $2 billion, with double-digit growth expected through 2011, according to Simba Information, a market research group. Meanwhile, sales of new textbooks have grown by 4 to 5 percent annually, with the market this year expected to reach $3.6 billion."(Mui & Kinzie 2008, para 120). This can be quite the daunting figure for the students of the future.

"Of course, the most immediate benefit of classroom teaching and textbook writing is that they allow you to mold the minds of students."(Mankiw 2007) Mankiw, a Harvard Professor, continues to say that as one writes a textbook one can begin to understand their weaknesses and how to strengthen them with the correct information (Mankiw 2007).

This textbook will also give future pre-service teachers, students learning to teach, an up to date reference, in which to learn how we all can teach each other and some of the stumbling blocks along the way. Which Kevin Hunter found that in a NEA survey that "39 percent of teachers said they do not have enough textbooks to assign homework to their students, and 32 percent reported their oldest textbook was more than 10 years old." (Hunter, 2006).

After it is all written, the student (with fellow classmates) get the honor of being able to say they wrote a textbook, which will look good on a resume'.

As with this modern age of technology we do have cheaper ways of getting books online but, why pay for something when you can learn so much more by writing it?

Future Classes

There is a debate that if students start writing their own books then the textbook companies will lose money. However, the publishers make money from republishing the same information year after year. The future of student written textbooks is a definite possibility of the future.

Conclusion

Textbooks have been around for a great deal of time. As time has changed, humans have evolved the way of learning to fit the surroundings that have been created. Scientists developed ideas that led to the invention of the computer. It is the computer that people now use to compose a textbook for future teachers to read. The computer and classes allow us to develop the techniques and forgo the cost of buying another book and in turn to learn a great deal from fellow classmates!

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13.4: What are the advantages and disadvantages of online learning and virtual schools? 13.4: What are the advantages and disadvantages of online learning and virtual schools?Edit Update titlecancel

by Sherelle Coppedge

Learning Objectives

- Reader will get a brief overview of virtual schools and online learning.
- Reader will be able to identify the characteristics of virtual schools.
- Reader will explore background of virtual schools.
- Reader will be able to distinguish between a virtual school and online learning.

Introduction

In our current "Age of Information" we consistently see and experience technological advances everyday. It has been no surprise to see the onset of these advances in the education of our children. With so many questions swirling around regarding technology in the classroom, we must first uncover the types of learning experienced. Let us begin with online learning and virtual schools. What does it all mean? Is there even a difference among them?

Online Learning

Online Learning has become a commonly used means of instruction. Online learning, also referred to as Electronic Learning, “is a type of education where the medium of instruction is computer technology” (Electronic Learning, 2008). Electronic Learning, or E-learning for short, is naturally suited to distance learning and flexible learning (Eletronic Learning). "Learning and teaching in an online environment are, in many ways, much like teaching and learning in any other formal educational context: learners' needs are assessed; content is negotiated or prescribed; learning activities are orchestrated; and learning is assessed" (Anderson, 2004). Institutions can use online learning to shape the learning ‘space’ and influence learner use. Some of the earliest critics recognized the need to create an online culture which replaces the face to face and other cultures in which we feel confident about speaking and contributing (Thorpe, p 11). This fairly new style of instruction can be found in most classrooms, from elementary to institutions of higher learning. This phenomenon has been growing exponentially since its onset. "By 2006, nearly 3.5 million students were participating in on-line learning at institutions of higher education" (Electronic Learning). These statistics change everyday, but they illustrate the impact online learning has on education in society.

Electronic learning began to surface around 1993. Graziadi, W.D described an online computer-delivered lecture, tutorial and assessment project using electronic Mail (more commonly known as Email), two VAX Notes (server computer) conferences and Gopher/Lynx (programming languages) together with several software programs that allowed students and instructor to create a Virtual Instructional Classroom Environment in Science(VICES) in Research, Education, Service & Teaching, or REST (Electronic Learning).

There has been much improvement in the way of online learning, but as technology advances, so must the topic of online learning. Progress will continue to be made. As we add to our ever-increasing knowledge, online learning will also advance.

Virtual Schools

"A virtual school or cyberschool describes an institution that teaches courses entirely or primarily through online methods. Though there are tens of thousands of commercial and non-accredited courses available online, the term "virtual school" is generally reserved for accredited schools that teach a full-time (or nearly full-time) course of instruction designed to lead to a degree. At the primary and secondary level, accreditation means that virtual schools tend to receive public funding; some publicly funded and private universities also provide accredited online degrees" (Virtual School). "Private secondary schools are also participaing in the virtual schools program, although most are intended for home-schoolers" (Clark, p 7).

"Many of today's virtual schools are descendants of correspondence schools. Sometimes referred to as "distance learning," correspondence schools offered students an alternative to the traditional brick and mortar meetings within a schoolhouse. These schools utilized the postal service for student-teacher interaction, or used two-way radio transmissions, sometimes with pre-recorded television broadcasts. Modern virtual schools provide similar alternatives to students with a more ubiquitous and, often,

interactive approach" (Virtual School). Although, virtual schools have become more mainstream over years, there are still obstacles that must be met. "Access to appropriate technology is needed for participation in virtual schooling. According to the United States Department of Education (2001a), about 98 percent of U.S. schools had Internet access in 2000, compared to 35 percent in 1994. This rapid rise can be attributed in part to the Education rate (E-rate) program, a federal program to develop Internet infrastructure in schools and libraries. Established in 1996, by 2001 it had provided $5.8 billion in support to E-rate applicants" (Clark, p 28).

"The virtual school differ/contrasts from the traditional school through the physical media that links administrators, teachers and students and is an alliance of public distance learning schools. Many states in the United States have their own virtual school, and many of them have students numbering in the thousands" (Virtual School). Virtual schools are not unlike any other public school. There are standards, requirements, and curriculum guides that must be met. Electronic avenues are used to meet these guidelines. "They includes delivery methods such as independent or correspondence study, as well as videoconferencing and other instructional technologies" (Clark, p 7).

Though in cyberspace, virtual schools have also a community of support and influence. "Parents play an important role in determining K-12 student participation in distance and virtual learning. A Phi Delta Kappa poll of 1108 adults (Rose and Gallup, 2001) showed that 30 percent of respondents approved of allowing students to earn high school credits over the Internet without attending a regular school, compared with 41 percent who approved of homes schooling. The authors felt that this showed that the public “is less willing to embrace cyberspace instruction” (p. 42) than home schooling. However, those surveyed were not asked about students earning credits over the Internet while attending a regular school, which appears to be at least as common an arrangement in practice" (Clark, p 27).

Furthermore, the author stated "Virtual Schools now exist all around the world. Some of these virtual schools have been integrated into public schools (particularly in the United States), where students sit in computer labs and do their work online. In other situations, students can be completely home schooled, or they can take any combination of public/private/home schooling and online classes" (Virtual School).

Closing

Online learning obviously goes hand in hand with virtual schools. Virtual schools are becoming more popular in today's society and in turn, online learning will also become a more common mode of learning. Virtual schools are a new phenomenon that not only promote an individually-driven education, but also allow students to practice and apply computer-based skills in today's electronically-based world. Regardless of personal views and beliefs of online learning and virtual schools, society should be prepared for various modes of education to begin popping up in the virtual and online world. Online learning and virtual schools are becoming an important part of the future. Eventually, education could become completely electronic, eliminating the need for classrooms, learning materials, and teachers.

? Exercise 13.4.1

1) In what year did Graziadi begin research for Online Learning?

a) 1977

b) 1985

c) 1993

d) 1997

2) What federal program supports virtual schools by encouraging Internet resources in schools?

a) Education Rate

b) Internet Plus

c) virtual Resources

d) Cyberspace Instruction

3) When Tommy goes to his school site, he views his teacher and lessons online. Is this online learning or virtual school?

a) Online Learning

b) Virtual School

c) Both a and b

d) Neither

4)Besides the student, who else is involved with virtual schools?

a) Educators

b) Parents

c) Friends

d) both a and b

Answer

1. c
2. a
3. c
4. d

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13.5: How can we teach "digital natives"? 13.5: How can we teach "digital natives"? Edit Update titlecancel

by Lindsay K Simmons

Learning Objectives

- Be able to differentiate between the "digital immigrant" and the “digital native”
- Ability to name common tools used by the "digital native"
- Ability to discuss in detail current and future issues with Educating the digital native

Experience with Technology

As a typical 80's child, I understand better than most how to find almost anything, on the Internet. Many people throughout the world have even resorted to Christmas and grocery shopping via the World Wide Web. I check my personal email more than ten times a day. Like many other employees today, my work depends on email communication. Not only are office based businesses accessing their email multiple times throughout the work day, educators are using email for accessing information involving students, parents and school activities on a regular basis. As a parent you can now communicate directly with your child’s teacher in two or three clicks of your mouse. Each teacher has their own website, which includes homework assignments, the class schedule, syllabus, test dates and other pertinent information. Parents and students can now sign up to receive school updates via the text message feature on their personal cell phone. At the college level, students are required to sign up for this service in case of emergencies, i.e., school closings or in extreme cases a shooting.

Note

“The first generation of 'Digital Natives' children who were born into and raised in the digital world- are coming of age, and soon our world will be reshaped in their image. Our economy, our politics, our culture and even the shape of our family life will be forever transformed." (John Palfrey & Urs Gasser, 2008)

An example of our generation’s transformation into "digital natives" is the news coverage of the 2007 Virginia Tech Shootings. Local news agencies used student video footage from their cell phones to update viewers with the events. One student caught others fleeing from a building via his cell phone and others took pictures of themselves and classmates while waiting inside the building. This is just one example of where technology has taken us. Another more obvious example is we are writing the curriculum for our class, i.e., articles etc. via Wikibooks, an online technology newly developed in the last couple of years.

In elementary school, my generation gained the ability to learn fractions and multiplication through computer programs like Mathblaster. Mathblaster ran on the now obsolete MS-DOS system, the Microsoft operating system used in the 80's. In middle school, my parents signed up for the infamous dial-up Internet connectivity, which didn't allow us to use the Internet and the phone at the same time. In high school, my generation gained the ability to go wireless. We used the computer for all of our library research, began communicating with friends in the same classroom, sitting in the seat next to you via chat rooms. Librarians informed us about popular search engines like Yahoo, Google and Dogpile to find sources for our papers. College professors suddenly started giving lectures about how to find "legitimate" information on the Internet for research purposes. They anticipated our use of the Internet as a source, but there was always a maximum placed on the amount that could be found from there. I strongly believe educators are worried students will not be able to do "normal" research without the aid of the Internet. Many of our jobs now depend on the Internet for communication and knowledge. One large field that has resorted to a wide amount of Internet use is journalism and other media related fields. In journalism, the Internet is used to find information on previous articles concerning topics, statistics on government, test scores on school websites and general background information on sources before an interview. It's now an understood requirement for journalists to understand how to blog and use the web for distributing their stories. Not only are they printed in a newspaper, but they are also posted online, which brings along the necessity of pictures and video.

Note

Are You a Digital Immigrant?

- If you answer yes to any of these questions then you are a digital immigrant:

1. Do you remember when telephones had a dial on them (after all, we still “dial” a phone number don’t we?) and were actually connected to the wall by a wire?
2. Do you remember TV test patterns and antennas on the roof?
3. Do you remember the electric typewriter?
4. Do you remember carbon paper?
5. Do you remember the Apple II, The TRS 80?
6. Do you remember the IBM PC and the black and white Macintosh?
7. Do you remember America Online, The Source, CompuServe or other online services, i.e., Mosaic or Netscape?
8. Do you remember getting broadband in your home?
9. Do you remember the Compact Disc (CD)? (Riedl, 2007)

Defining "Digital Native"

A “digital native” is typically categorized as someone from Generation Y, a person born between the late 70's and early 90's. They are considered “native speakers” of common technological advances like the computer, IPod, cell phone, computer programs like Adobe Photoshop and gaming systems like Xbox 360, (Prensky, 2001). Blogs like MySpace and Facebook and video sites like YouTube are the digital natives’ best friend and common means of gathering and disseminating information. Additionally, digital natives are more in tune with web resources such as scholarly articles, academic journals, an a host of information search engines, which include Google, Yahoo, AskJeeves, EBSCO Host, Dogpile, and MasUltra. The other common categorization for someone in tune with the digital world is the term “digital immigrant”. A digital immigrant is someone who is familiar with everyday technology, but they weren’t born in the 1980’s, an example would be parents and grandparents who are tech savvy, (Prensky, 2001). Prensky clarifies the difference between the digital native and the digital immigrant by referring to the “digital immigrant accent,” which basically informs us that a digital immigrant will hold onto their past way of doing things, (2001).

Note

"They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today's average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives." (Marc Prensky, 2001)

“The 'digital immigrant accent' can be seen in such things as turning to the Internet for information second rather than first, or in reading the manual for a program rather than assuming that the program itself will teach us to use it. Today’s older folk were 'socialized' differently from their kids, and are now in the process of learning a new language,” (Prensky 2001). Today, teenagers, children and even adults have resorted to other means of entertainment, technological means specifically. Elementary age children are now indoors playing Halo with a foe from Australia or China on their new Xbox 360 through an international network called Xbox Live. My church uses video footage from YouTube to relate to younger attendees. I can update all of my friends and family with pictures of my daughter via email and Facebook with a click. The ability to Photoshop a person or object into a photo and modify it to make it look like a photo someone took is a piece of cake for my younger brother. In the article, *What makes a digital native different*, Marta Strickland said, "The digital natives of today have been born into an always-on culture. For many children that are growing up with early adopters for parents, they have never known a time without cell phones, they have never known a time without wireless internet buzzing through the walls of their home. Connectivity flows in the air." This statement is true of all of us in the digital era. What would we do without our technological advances? **Apple education, Digital tools for digital**

students states:

1. Digital students are hypercommunicators: they are in contact with their peers and technological world via multiple venues
2. Digital students are multitaskers: it's not unusual for a digital student to watch TV, surf the internet, talk on their cell phone, complete homework and download music onto their MP3 player all at the same time

3. Digital students are goal oriented: with the aid of their multitasking, they complete multiple tasking with no issue, they want to succeed and they expect to. (http://www.apple.com, 2008)

Issues & Problems involving Education

One of the largest issues teachers and instructors are coming in contact with in the classroom is plagiarism and cheating. The digital native is so comfortable with the "copy and paste" function that the amount of plagiarism cases in schools and universities has gone up noticeably, (McNeely, 2005). "Plagiarism is the academic infraction of choice. How can it not be, though? Information is easily available from the Internet, especially from sites like Wikipedia [and] old term papers are being sold online," (McNeely, 2005). Another issue that education will be facing in the very near future coincides with how digital native's learn; "interactivity" in the classroom between the student and the teacher (McNeely 2005). Another large issue schools are facing today is a miscommunication in translation between teachers, the digital immigrants and students, the digital natives. “Our Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language” (Prensky, 2001).

Note

"Our students have changed radically. Today’s students are no longer the people our educational system was designed to teach.," (Prensky, 2001)

Ben McNeely, a contributing author in the book, *Educating the Net Generation*, tells us that the digital native generation learns differently than past generations, i.e., through, social interaction, teamwork, peer engagement and action and visual aids, (2005). "Traditional lectures are not fulfilling the learning potential of typical students today. Distance education and online courses don’t work well with Net Geners—the social component of learning is required," (McNeely, 2005). Along with evolving technology comes how students learn, which in this generation is through contact and social interaction. The overall environment in the classroom will need to adapt to this onslaught of new learning and reasoning. Technology is going so far that it’s designing children’s toys that mimic advance everyday technology, such as the cell phone. *Texting made easy for your tot: At least new LeapFrog toy will keep 'em off your cell!*, said, “Toddlers can soon obsessively text and type like their parents on a pint-sized personal digital assistant made by LeapFrog,” (Melago, 2009). As disturbing as this is, it’s true. I’m constantly pulling my cell phone out of the hands of my sixteen-month-old toddler. Not only is the education industry starting to cater to the digital native, but even the toy industry. Two large, intertwining issues that have an effect on technology in the classroom are computer access and available funds. Access to the Internet coincides directly with funding. Not everyone can afford a computer or the monthly bill to obtain Internet access. The classroom teacher I am currently observing informed his students that if they needed to stay after class to type their business letter on his computer, they could do it that afternoon. "The inability to move between platforms—and the lack of accelerated fundamental skills—is a major hindrance to learning technology" (McNeely 2005).

Conclusion

Technology in the classroom will always be growing and changing. Educators and students alike will need the ability to adjust to current and future changes in the digital world. The digital native population is growing every year, along with the digital immigrant population. Working together to move forward in this ever changing relationship and environment will not only aid the student, but education as a whole. Digital natives are now integrating into the school systems, so another change will happen soon. Original digital natives will educate the new generation of the "digital native". As an original digital native, I will be educating new digital natives; students that understand information and technology that I am currently adjusting to. It's a never-ending circle that requires finesse, understanding, and the willingness to learn.

Exercise \(\PageIndex{1}\)

1. What is one main difference between the digital native and the digital immigrant?

A. The digital immigrant uses technology second rather than first.

B. The digital native is a child of the 80's typically.

C. The digital native thrives on receiving information fast.

D. All of the above.

2. What is a common everyday tool used by the digital native?

A. Email

B. A and C

C. blackberry

D. the Library

3. Two large issues education will be facing in the future?

A. Internet chat rooms and computer games

B. Students inability to research properly and express themselves

C. Plagiarism in schools and funding for technology

D. B and C

4. How many hours have today's average college grad spent reading?

A. 5,000

B. 1500

C. 10,000

D. 800

Answer

1. D
2. A and C
3. C
4. A

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13.6: What is the future of education? 13.6: What is the future of education?Edit Update titlecancel



Figure 13.6.1: Image 1

Learning Objectives

- *Define a traditional classroom and technology integration*
- *Distinguish the difference between traditional classrooms and technology integration*
- *Explain why some reserved teachers are so reluctant to learn the trades of technology*
- *Recall at least one Pro and Con of a traditional and technology integrated classroom*
- *Form their own opinion on whether the Future of Education is the best approach for the kids of tomorrow*

Introduction

Education is evolving so rapidly in the way of technology which makes it hard for the world to keep up. J. Johnson, C. Chapman and J. Dyer (2006) state, “The past three decades have seen the rapid development of new and emerging technologies revolutionizing the way we live, work, and learn” (J. Johnson, C. Chapman and J. Dyer, 2006, P.1). Education started off as a traditional classroom and is now integrating more toward technology based learning.

Traditional Classrooms

Traditional classrooms have teachers set in their ways and who have a system. These teachers have their own way of thinking and like to teach things a certain way. The classroom is set a certain way, the students read from the book, and there is little or no technology. Perhaps this does not have to be a bad thing. There are a few subjects that are difficult to learn through the computer, like math for example. Patrick Suppes, a great educator, gives his expert opinion on traditional classrooms: “Hearing lectures and listening to someone else’s talk seem to be almost psychologically essential to learning complex subjects, at least as far as ordinary learners are concerned” (Suppes, 1969, par. 4). Also a traditional classroom seems to be more regulated. Some teachers are not willing to change the way they teach, perhaps some students do not want to change the way they are taught by learning new technology.

On the other hand, traditional classrooms often lack the technological aspect of education. Certain students need individual attention to learn or understand the material. In a traditional classroom, students who require more individual attention may be left behind. The opportunity for a customized learning experience is not as possible as it is in a technologically integrated classroom. The use of technology allows students to learn at a comfortable pace while integrating more collaborative learning tools, like group projects, that better simulate a real world environment. This classroom also frees the teacher to give more personalized attention to those who need it. “We need to continue moving teacher education away from the traditional sink-or-swim model of field experience…” (Zeichner, 2006, P.9).

Note

Click the link below to see a picture of kids in a traditional classroom before technology integration. http://www.flickr.com/photos/90772160@N00/248876814/

Technology Integration

"Across the nation, on the Web and in the home, classrooms are evolving beyond the traditional learning environment with alternatives that are no longer bound by geography and customary modes of operation" (Coxx, 2004). This integration of technology makes it possible for teachers to grow and more importantly, possible for students to grow. What is technology integration? “Technology integration is using computers effectively and efficiently in the general content areas to allow students to learn how to apply computer skills in meaningful ways” (Dockstader, 1999, P.1). Incorporating technology into the curriculum does not mean just teaching the students how to use the programs, but how to apply these software to real-world situations. Technology integration is having instruction drive technology, not technology drive instruction. In other words, technology should be used as a tool for teaching, not the focus of the lesson. Holland (2005) explained how a third grade teacher needed to teach her students to distinguish between fact and opinion according to the core curriculum (Holland, 2005, par.4). She taught the concept using a digital

camera and a simple processing activity. The students took pictures of them, printed them out, and wrote five facts and five opinions about the picture. Her students got so much out of the lesson, like using analytical skills to decipher the difference between what fact is and what opinion is. This is a necessary real work tool they were taught in an entertaining way.

Note

Click the link below: The following picture displays a technology integrated classroom whereas the teacher had one of his/her students come to the front of the class to work out a problem on the smart board to better her understanding in a subject. A **smart board** is a computerized screen that functions just like a computer and allows you to touch the pull-down screen and write on it. http://cobbcast.cobbk12.org/wp-content/uploads/2007/11/mtb_21cc_2.jpg

Some people however, not just teachers, find it harder to adapt to the new technology. “For many adults, all this digital activity is a source of high anxiety” (Tapscott, 1999, P.7). For the younger generation who grew up with the technology, it is easier for them to make this transition. According to Holland’s article, some teachers that have been teaching in the traditional fashion for most of their career refuse to learn advanced technology. Not because these teachers do not want to prepare their students for the future, but because they find it difficult to incorporate technology into the curriculum. One teacher in Holland’s (2005) article writes, “I am not a computer person.” Then Holland goes on to say,”Well maybe you’re not, but face it-we live in a digital age-an age for which we must prepare our students. We weren’t all born knowing to double-click a mouse any more than we exited the womb reciting multiplication facts. We all learn in baby steps” (Holland, 2005, P.3). To some degree, people focus too much on the debate of how the student should be taught. The teachers are forgetting why they are here and are taking time away from the students learning by fighting the integration.

Note

The link below is from **TeacherTube**. It is a video on integrating smartboards into the classroom. The gentleman in the video is a music theory and technology teacher who expresses how helpful smartboards can be and insists every teacher have one in their classroom. The video also shows his class working on the smartboard. **Check it out:** www.teachertube.com/view_video.php?viewkey=ca2695d62525505dd80e

Author's Opinion

The intergration of technology into the classroom and using it the fullest potential will have a positive impact of increasing the engagement of the students in our classroom. I remember trying to keep myself awake in class because the teacher did nothing to keep me engaged in the material. I will incorporate much technology into my classroom so that my students will be able to experience hands-on and will be inspired to collaborate with other classmates. I think Suppes (1969) expressed it best when he said, “I would claim that the wise use of technology and science, particularly in education, presents a major opportunity and challenge” (Suppes, 1969, par. 1). However, just because I feel so strongly towards the use of technology and think it is the future of education, does not mean there is not more to be done. Technology is growing so quickly, there is still much we do not know and bugs to be worked out.

Conclusion

Education has progressed immensely over the last fifteen years. It has gone from lectures and textbooks to digital cameras and computers in the classroom. Everybody is working together to make this transition from a traditional-centered classroom to a technology-integrated classroom. The future of education is the key to our children’s learning process and their opportunities ahead. “It is difficult to predict how education will change over the next decade let alone the next century, but there will most certainly be changes in pedagogies which more readily recognize the way young people learn with new technologies” (J. Johnson, C. Chapman and J. Dyer, 2006).

? Exercise 13.6.1

1. Using computers effectively and efficiently to allow students to learn how to apply computer skills in meaningful ways. What is this?

A. Computer-based classrooms

B. Traditional-centered classrooms

C. Technology integration

D. Student-based classrooms

2. The use of technology allows for students to_____ while integrating more collaborative learning tools, like group projects, that better simulate a real world environment.

A. surf the web

B. self teach

C. get frustrated

D. learn at a comfortable pace

3. A great educator once quoted, "Hearing lectures and listening to someone else's talk seem to be almost psychologically essential to learning complex subjects, at least as far as ordinary learners are concerned." Which type of classroom setting was he referring to?

A. Teacher-centered classroom

B. Traditional-centered classroom

C. Technology Integrated classroom

D. Student-centered classroom

4. Moving away from a traditional classroom toward a technology integrated environment for the students will do what for the future of education?

A. It will present the student with great opportunity, challenge his/her future and allow them to experience hands-on through technology integration.

B. It will raise taxes and make learning harder for the students.

C. It will allow the students to play on the computer all the time and do all their homework and projects using technology.

D. The future of education will remain how it is today except there will be a little more technology.

Answer

1. c
2. d
3. b
4. a

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CHAPTER OVERVIEW

14: Instructional Assessment- Involving Students in the Assessment Process

14.1: What is locus of control? How is it related to student achievement and assessment?
14.2: What are the benefits of students as self-regulated learners?
14.3: How can we help students set goals and monitor their own learning?
14.4: How can early elementary students be involved in the assessment process?
14.5: How can upper elementary students be involved in the assessment process?
14.6: How can secondary students be involved in the assessment process?
14.7: When is peer reviewing effective?
14.8: Can and should students grade each other?

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14.1: What is locus of control? How is it related to student achievement and assessment? 14.1: What is locus of control? How is it related to student achievement and assessment?Edit Update titlecancel

by Lucyna Russell

Learning Objectives

1. Readers will be able to understand what is locus of control.
2. Readers will know the difference between an internal and external locus of control.
3. Readers will learn how locus of control can affect student achievement.
4. Readers will learn what attribution training can do to help an external locus of control.

What is Locus of Control?

Do you believe that you are responsible for your fate or that fate is something that is determined. Depending on your answer can tell you what type of locus of control you may have. Locus of control is a psychological term that was developed by Julian B. Rotter in the 1950's (Neill,2006). Locus of control refers to an individuals beliefs about what determines their rewards or outcomes in life. Individuals locus of control can be classified along a specteum from internal to external (Mearns, 2006).

Note

"Julian B. Rotter has been cited as one of the 100 most eminent psychologist of the 20th centrury. Rotter was 18th in frequency of citations in journal articles and 64th in overall eminence." (Haggbloom, 2002)

What are the Differences Between Internal and External Locus of Control?

A person who has an internal locus of control believes that their rewards in life are guided by their own decisions and efforts (Neill,2006). If they do not succeed at something, they believe it is due to their own lack of effort. For example, a student with an internal locus of control doesn't receive a good grade on his exam. He, therefore, concludes that he did not study enough for the exam. He realizes his efforts are what caused the grade and will have to try harder next time (Grantz, 2006).

A person who has an external locus of control believes that rewards or outcomes in life are determined by "luck, chance, or powerful others" (Mearns, 2008). If they do not succeed at something they believe that their lack of success is due to forces beyond their control. For example, a student with an external locus of control doesn't receive a good grade on his exam. He concludes that the test was written poorly and the teacher was incompetent. He blames the grade on external factors that were out of his control and doesn't see the need to try harder (Grantz, 2006).

Note

- "Males tend to be more internal than females"
- "As people get older they tend to become more internal"
- "People higher up in organizational structures tend to be more internal"

(Neill, 2006)

How does Locus of Control Affect Student Achievement?

There have been a number of studies that conclude that there is a correlation between locus of control and academic achievement. These studies concluded that students with an internal locus of control had higher academic achievement than students with an external locus of control (Uget, 2007). The reason for the internals performing better academically comes from their belief that if they work hard and study, they will receive good grades. Therefore, they tend to study longer and spend more time on their homework (Grantz, 2006). On the other hand, externals believe they have no control over what grade they get. This belief may have been caused by many attempted school assignments that they failed, leading them to have low expectations of studying and

school (Grantz, 2006). Any success that they might experience will be rationalized as luck or that the task was too easy. They have come to expect low success and whatever goals they do set are unrealistic (Uget, 2007).

Can an External Locus of Contol be Changed?

When there is a student in the classroom that seems to be having a hard time with his grades and shows no motivation for improvement that student may have an external locus of control. (Grantz, 2006). What can be done to help this student? Is there a way to motivate him? "Attribution training which concentrates on strenghthening the student's internal locus of control, may be helpful in increasing motivation" (Grantz, 2006). Part of attribution training is having say positive things about themselves. Some examples are, "I can do this" or "This can be done with hard work". Students train themselves into believing that they do have the control to change things (Grantz, 2006). Students should be encouraged to associate their academic hardships with the cause of their difficulties as they are being guided to see the effect of their actions (Uget, Habibah, Jegak 2007).

Conclusion

It seems that a persons locus of control can greatly affect their academic achievemnet. The way they perceive themselves and the world around them affects how well they will do in school. It only makes sense that if you work hard and study, then you will do well. However, students with an external locus of control do not feel that way and feel there is no need to try. This, of course, will greatly affect their academic achievement. Although there are ways of trying to change their thinking process, it may not be successful every time. It is important that we encourage our children at an early age and show them that hard work and diligence does make a difference.

? Exercise 14.1.1

1. A student that believes he will get good grades if he works hard and studies has an/a

a. internal locus of conrol

b. external locus of control

c. locus of control

d. strong self esteem

2. A student that fails a test and says it was the teachers fault is said to have an/a

a. internal locus of control

b. external locus of control

c. locus of control

d. low self esteem

3. Caleb is a third grade student who constantly says he cannot do the work, that it is too hard, and refuses to complete his tests would most likely have an/a. locus of control

a. locus of control

b. internal locus of control

c. low self esteem

d. external locus of control

4. Andrea is a fifth grade student who just failed a test. Andrea says to herself that she has to study more next time and try harder. Andrea has an/a. locus of control

a. locus of control

b. external locus of control

c. internal locus of control

d. high self esteem

Answer

1. a
2. b
3. d
4. c

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14.2: What are the benefits of students as self-regulated learners? 14.2: What are the benefits of students as self-regulated learners?Edit Update titlecancel

By: Jessica Coleman

Learning Objectives

1. Students should be able to identify processes that classify self-regulated learning.
2. Students should be able to recognize the effective strategies of becoming a self-regulated learner.
3. Students should be able to classify the six dimensions of being a self-regulated learner.

Introduction

Technology has brought our society a long way. College students use to attended regular classes on campus in classrooms with the teacher lecturing right in front of them. Technology has brought us so far that college students these days are able to sit at home in their pajamas and take their college classes at online. There are more and more Distance Learning Programs being offered each year from a wide variety of colleges. Many students are choosing to take online courses these days because it allows them more time to complete other tasks, while still working on their education. Online classes is an excellent way for students to obtain their degree. Students that decided to pursue online class must be self-regulated learners. When students are taking online classes there is no teacher in front of them stressing how important it is to stay on target and complete task on time. Students must be organized and motivated to complete their class work on time, therefore students must be self-regulated learners. Self-regulated learning refers to the processes by which individual learners attempt to observe and organize their own learning (Motivation: Self-Regulated Learning, 2009).

Students as Self-Regulated Learners

When we hear the word self-regulated learners we automatically think of students. Did you know that students at almost any age are capable of taking charge of their own learning. The fact that almost all people are capable of self-regulation does not mean that they actually take effective charge of their own learning (Self-Regulation of Learning, 1992). Students have the choice of being a self-regulated learner or not. When taking a distance learning course students can organize a schedule so that they know they will complete their assignments on time. Students can also but their assignments off and be procrastinators instead of self-regulated learners. Students that are self-regulated learners develop more effective strategies to help them with their learning task (Self-Regulation of Learning, 1992).

Note

When faced with a learning task, self-regulated learners typically do the following:

1. They begin by analyzing the task and interpreting task requirements in terms of their current knowledge and beliefs.
2. They set task-specific goals, which they use as a basis for selecting, adapting, and possibly inventing strategies that will help them accomplish their objectives.
3. After implementing strategies, they monitor their progress toward goals, thereby generating internal feedback about the success of their efforts.
4. They adjust their strategies and efforts based on their perception of ongoing progress.
5. They use motivational strategies to keep themselves on task when they become discouraged or encounter difficulties.

Six Dimensions to being a Self-Regulated Learner

There are many other points of views on self-regulated learning and how it relates to students using technology. One view is that students who are active and take control of their own learning at any age level or in any learning situation perform better and achieve better results. Students that already use these tactics must nurture them. Students who have the skills must develop them to be more successful (Self Regulated Learners and Distance Education Theory, 1997). Students in the distance education program will be more successful if they have developed this style because they are more involved in the decision-making that occurs.

Technology allows students to take control of their own learning (Self Regulated Learners and Distance Education Theory, 1997). There are six dimensions to being a self-regulated learner which include:

1. Epistemological beliefs: a person's own understanding of their system of knowing. Knowing about this gives a person the ability to see where they fit into learning or how it influences them. It also influences confidence. The more the learner understands about a particular situation the more success they will experience. Pre-tests or pre-instruction discussion can heighten this awareness.

2. Motivation: The will to learn or get better at learning has to come from internal or external motivation. In the case of the self-regulated learner this motivation comes from recognizing the importance of the task at hand and through personal development.

3. Metacognition: Knowledge about cognition and awareness of one's own thinking and learning. This fits with the use of learning strategies. The student must know what tools they have in the toll box and how well they use them. This creates a more active involvement on the part of the learner as they have to asses the situation based on their own abilities and use the learning skills that they see as appropriate or successful.

4. Learning strategies: Strategies the learner is aware of and how they utilize them. Students need the skills to handle various learning situations. This means a shift from content. To skill development. Giving the student a system of strategies and helping to develop them is a major step towards creating self-regulated learners.

5. Contextual sensitivity: The ability to understand a particular learning situation and how to identify the problem and solve it. This skill can be developed by shoeing the learner how to identify problems. Learners who do not know what they are being asked to solve will never achieve success. They may not know To look for clues or important information contained in the question. Working through examples will build this skill. Have part of the solution to each problem be the identification of what is being asked for.

6. Environmental utilization/control: Use of external resources to achieve solutions. Personal experience and knowledge can add to a person's ability to reach a solution, Learners should be taught to broaden their view of learning to include other resources. Oftentimes events or items we see are not being related provide us with valuable assistance.

Self-Regulation Learning Example

Self-regulation involves developing key processes, setting goals, time management, learning strategies, self-evaluation, self-attributions, seeking information, and important self-motivational beliefs (Becoming a Self-Regulated Learner, 2002). I will provide an example of self-regulated learning to help everyone understand how it effects students in everyday life. The link listed below gives a descriptive example of a self-regulated learning experience.

This link that provides a vivid example of how to become a self-regulated learner: http://findarticles.com/p/articles/mi_m0NQM/is_2_41/ai_90190493/?tag=content;col1

In the example that was presented in this link we are told about a high school student named Tracy who is obsessed with MTV. We are told that she has a very important mid-term math exam coming up in the next two weeks. In this example we are told that she has begun to study for mid-term while she relaxes herself by listening to popular music. Tracy has not set any study goals, she just tells herself to do as well as she can on the test and she will be pleased with that. She uses no specific learning strategies for condensing and memorizing important material and does not plan out her study time. By not having a specific learning strategy Tracy ends up cramming before the test for a few hours. Tracy attributes her learning difficulties to an intrinsic lack of mathematical ability and is very defensive about her poor study methods. She does not ask for any help from others because she is afraid of “looking stupid” in front or her peers. She finds studying to be anxiety-provoking, has little self-confidence in achieving success, and sees little intrinsic value in acquiring mathematical skill (Becoming a Self-Regulated Learner: an overview, 2002).

This example shows us what happens when students are not self-regulated learners. This is an example of what happens when students do not take the time to organize their materials and set goals in order for them to succeed in their studies. This is a perfect example of a procrastinator. Tracy put off studying for her mid-term and she ended up cramming right before the big test and did not do so well. We find that when we put things off, such as studying we do not do so well when it comes time to take the test. This is a perfect example of what happens when students are not self-regulated learners. By reading this example students should learn from Tracy’s mistake and learn how to become a self-regulated learner. If students would become self-regulated learners, cramming before a test would never happen. This is a ideal example for students to read before taking any course. They should realize that they have to be self-regulated learners in able for them to succeed.

Conclusion

After reading all of this important information on self-regulated learners in the distance learning program we should now realize how important it is to be a self-regulated learner. In able for every person to achieve in school they need to be self-regulated learners. Students need to realize that in order to do well in their college classes they need to set goals, maintain time management, develop learning strategies, seek information, and the most important have self-motivational beliefs. If students are self-regulated learners they will exceed in anything they put their mind too. I believe that distance learning programs are great for self-regulated learners and I hope that these programs will encourage more students to be self-regulated learners. Always remember, "Learning is not attained by chance, it must be sought for with ardor and attended to with diligence" (Learning Quotes, 2009).

? Exercise 14.2.1

1. There are six dimensions of being a self-regulated learner. Here are five dimensions: Epistemological Beliefs, Metacognition, Learning Strategies, Contextual Sensitivity, Environmental Utilization/Control. Which dimension is the missing?

A. Time Management

B. Motivation

C. Self-Evaluation

D. Setting Goals

2. The first step self-regulated learners typically do when faced with a learning task is

A. They begin by analyzing the task and interpreting task requirements in terms of their current knowledge and beliefs

B. They monitor their progress toward goals, thereby generating internal feedback about the success of their efforts

C. They set task-specific goals, which they use us a basis for selecting, adapting, and possibly inventing strategies that will help them accomplish their objectives

D. They use motivational strategies to keep themselves on task when they become discouraged or encounter difficulties

3. Matthew is studying for his final exam in English which is two weeks away. What skills should he use to make a good grade on his final exam?

A. Set goals for himself

B. Study with other classmates

C. Time management

D. All of the above

4. Ashley has a Science test coming up in five days. Ashley is not doing so well in her Science class. Which choice would not help Ashley do well on her Science test?

A. Ask her peers to help her study

B. Motivate herself by setting attainable goals

C. Manage her time each day so she will have adequate time to study

D. Watch her favorite TV program every night

Answer

1. B. Motivation
2. A. They begin by analyzing the task and interpreting task requirements in terms of their current knowledge and beliefs
3. D. All of the above
4. D. Watch her favorite TV program every night

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Jcole045 (talk) 12:16, 17 April 2009 (UTC)

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14.3: How can we help students set goals and monitor their own learning? 14.3: How can we help students set goals and monitor their own learning?Edit Update titlecancel

by Elizabeth Donoghue

Learning Objectives

- The reader will be able to explain the benefits for students who set goals and monitor their learning.
- The reader will be able to list strategies to help students set goals and monitor their learning.

Introduction

It's a teacher's dream: curious students, motivated to learn, are each reveling in their own progress. Rewind to a common scene where students are daydreaming, heads on desks, while a teacher is expounding on the importance of knowing the dates of Civil War battles. How can a teacher avoid inactive students and create a dream classroom with students involved in their learning? This article will describe ways to involve students in setting their own learning goals and monitoring their own progress.

The Active Learner

Rick Stiggins and Jan Chappuis (2005) from the Assessment Training Institute in Portland, Oregon, have emphasized the importance of involving students in setting their own learning goals and monitoring their own progress. "When [students] are involved in collecting evidence of their achievement, charting their growth, and setting goals for future learning, students develop insight into themselves as learners. In addition, both the achievement and their commitment to learning increase" (Stiggens & Chappuis, 2004, in Condition #4 section).

In order to begin to set personal learning goals, Chappuis suggests having students ask themselves, "Where am I going? Where am I now? and How can I close the gap?" (Chappuis, 2005, p39). Chappuis (2005) suggests seven strategies to help teachers create assessments that help students learn:

- 1. "Provide a clear and understandable vision of the learning target.
- 2. Use examples of strong and weak work.
- 3. Offer regular descriptive feedback.
- 4. Teach students to self-assess and set goals.
- 5. Design lessons to focus on one aspect or quality at a time.
- 6. Teach students focused revision.
- 7. Engage students in self-reflection and let them document and share their learning."

(Chappuis, 2005, pp. 40 – 42)

Setting Goals

Having students set their own goals is easier said than done. In fact, many students find it difficult to set their own goals. McDevitt *et al.* (2008) found that middle school students wanted help setting goals that were not too easy and not too challenging. Schleomer and Brenan (2006) also found that college professors needed to guide college freshmen in setting goals that contained the right amount of challenge.

Rather than assume that students know how to set goals, Rader (2005) suggested that schools teach students exactly how to set goals. "Schools are labeling record numbers of students as attention deficit disordered (ADD), because those students are unable to focus, and yet the schools spend virtually no time teaching those students how to focus. Because goal setting is a crucial skill for success, it needs to be introduced" (Rader, 2005, p. 123).

Note

"Goal Setting for Students and Teachers: Six Steps to Success"

- 1. "Choose a specific goal and write it down.
- 2. Decide a time when your goal will be achieved.

- 3. Develop a plan to achieve your goal.
- 4. Visualize yourself accomplishing your goal.
- 5. Work hard and never give up.
- 6. Self-evaluate."

(Rader, 2005, pp. 124 – 125)

Tips and Ideas for Goal Setting and Self-Monitoring

Here are a few ideas which may help teachers guide students in setting goals and monitoring their learning:

- Give the students a list of the school's established learning targets, so each can choose one as his or her own current goal. (Schloemer, 2006)
- Use a traffic light concept to let students indicate how much help they need. Green = I'm going along fine … Yellow = I'm a little confused … Red = I'm stuck. (Chappuis, 2005).
- Have the students list their strengths and what they need further work on before they turn in an assignment, so that they will be monitoring their own learning (Chappuis, 2005).
- Well before a test, have students list what they will be tested on, what they know well already, what they still feel uncertain about, and a plan for preparing for the test (Stiggins & Chappuis, 2005).
- Have students set a classroom goal, such as reading a certain number of books per month, and monitor it, in order to demonstrate goal setting (Rader, 2005).

Note

Making Math a Winning Event

"Gail is a 5th grader who gets her math test back with '60%' marked at the top. So her losing streak continues, she thinks. She's ready to give up on ever connecting with math.

… But then her teacher distributes another paper – a worksheet the students will use to learn from their performance on the math test. … Column one lists the 20 test items by number. Column tow lists what math proficiency each item tested. The teacher calls the class's attention to the next two columns: Right and Wrong. She asks the student to fill in those columns with checks for each item to indicate their performance on the test. Gail checks 12 right and 8 wrong.

The teacher then asks the students to evaluate … if they made a simple mistake … or if they really don't understand what went wrong. Gail discovers that four of her eight incorrect answers were caused by careless mistakes that she knows how to fix. But four were math problems she really doesn't understand how to solve.

Gail discovers that all of her wrong answers that reflect a true lack of understanding arise from the same gap in her problem-solving ability: subtracting 3-digit numbers with regrouping.

The teacher then provides differentiated instruction to the groups focused on their conceptual misunderstandings. Together the class also plans strategies that everyone can use to avoid simple mistakes.

When that work is complete, the teacher gives students a second form of the same math test. When Gail gets the test back with a grade of 100%, she jumps from her seat with arms held high. Her winning streak begins"

(Stiggins, 2007, "Scenario 2" from Stiggins, Arter, Chappuis, & Chappuis, 2004).

Explanation

In this scenario, Gail initially received only a letter grade as feedback for her test. However, the teacher has Gail evaluate her performance on the test, and categorize the type of math concepts she understands well and those she needs more help with. She then sets a goal based on the results of this test, and determines the concept she needs more help with and also that she needs to beware of careless errors. Focused teaching then helps Gail to get the extra instruction she needs. On the next test, Gail shows that she has met her learning goals.

Evaluation

Gail's experience with math testing and instruction is a good example of helping students to set goals and monitor their own learning. The teacher has guided her to evaluate her test so she knows which skills she has mastered and which she still needs work on. She has set a goal for learning a math concept based on this evaluation, and she has focused her learning, with the teacher's guidance, on her weak areas. The second test allows for a new assessment of skills. Hopefully, as the year goes on, Gail will be able to evaluate her performance with less guidance from the teacher and will continue to set goals on her own.

To improve this scenario, the teacher could include a chart of some kind to help Gail monitor her learning over time. In addition, starting the year out with Rader's (2005) goal setting skills training would help the students understand the process of goal setting more completely.

Conclusion

By including goal setting and self-monitoring in the daily classroom routine, a teacher can create a learning environment that increases student involvement and motivation. (Stiggins & Chappuis, 2005) It is interesting to note that throughout this process, students continue to set new goals frequently as they monitor their own learning. Teachers and administrators need to be familiarized with student goal setting and self-monitoring so that they can use it and intentionally teach it to their students (Stiggins, 2007). Once students begin to use this method, they will become more in charge of their own learning.

? Exercise 14.3.1

1. What is NOT an expected benefit to students who set goals and monitor their own learning?

a. The students will achieve more.

b. The students will be more motivated.

c. The students will get A's on all tests.

d. The students will understand their learning needs.

2. Which is a strategy will help students to understand what their learning goal is.

a. Give the students a report card each semester.

b. Provide examples of strong and weak work.

c. Remind the students about the test at the end of the chapter.

d. Tell the students what mistakes they made.

3. Mrs. Tiggs teaches 1st grade. She notices that the students are not remembering new reading words she has taught. She wants to motivate them to practice their new reading words so they will retain them better. What can she do to motivate them to work hard on the goal of learning the new words?

a. Give A's on the report card to students who learn their words.

b. Keep reading the same stories until they learn the words.

c Let students add their words to a poster when they can read them to the teacher 5 times.

d. Send home letters to the parents of students who are not learning their words.

4. Ms. Nelson is the principal of a middle school who wants to motivate her students to learn. Her teachers complain that the students seem to do fine on homework, but do not seem to master the material for the test. What strategy would she NOT suggest to the teachers.

a. Guide the students to list what topics they need more study on.

b. Have the students chart their progress on practice tests.

c. Keep students after school if they fail the final test.

d. Teach the students to set goals.

Answer

1. c
2. b
3. c
4. c

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14.4: How can early elementary students be involved in the assessment process?
14.4: How can early elementary students be involved in the assessment process?
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by Courtney Townsend

Note

- Be able to clearly define assessment.
- Explain how student-involvement is beneficial towards the assessment process.

Introduction

As aspiring teachers, it can be a bit unnerving to determine the best way of evaluating and testing our students adequately. With student involvement, the assessment process can be geared towards meeting the needs of students. In early elementary school, input from younger children helps teachers form assessments that help to evaluate their student's strengths and weaknesses in order to adjust their teaching methods for their class.

What is assessment?

Assessment is an evaluation that can test what students have retained not only after they were introduced to the information but also *while* they are learning the information. The University of Northern Iowa's Higher Learning Commission explains assessment in a more in-depth manner:

“Assessment of student learning is a participatory, iterative process that:

- Provides data/information you need on your students’ learning
- Engages you and others in analyzing and using this data/information to confirm and improve teaching and learning
- Produces evidence that students are learning the outcomes you intended
- Guides you in making educational and institutional improvements
- Evaluates whether changes made improve/impact student learning, and documents the learning and your efforts" (UNI, 2006).

All of these key points influence what it takes to form a well-devised and efficient learning assessment.

How should teachers integrate assessment into the classroom?

Choosing the best way to evaluate students and choose an assessment FOR learning can sometimes take a lot of trial and error. It can be challenging at times to devise a way of testing a student's *application* of knowledge and not just test knowledge itself. This can be avoided using performance-based testing which, according to the online-journal, *Practical Assessment, Research & Evaluation*, "require individuals to apply their knowledge and skills in context, not merely completing a task on cue" (Brualdi, 1998). Some teachers get nervous about using performance-based assessment because they are nervous about the affects of letting students do activities while they are learning, rather than waiting at the end of a lesson to do testing. For those who are skeptical, this advice is given: "The key for the instructors is to understand how the process works, take some precautionary steps to smooth out the bumps, and wait out the inevitable setbacks until the payoffs start emerging" (Brent & Felder, 2006). In order to try integrating assessment, it is best to consider how well you think your students will react and choose an activity that will best suit their needs as a whole.

Note

There are some things that you must take into account before you choose the activity: time constraints, availability of resources in the classroom, and how much data is necessary in order to make an informed decision about the quality of a student's performance (Brualdi, 1998).

How can student-involvement be used in Elementary School?

For young elementary school students, using tests that assess only their knowledge of what they have learned can sometimes cause students to memorize what they have learned rather than use what they have learned in a task. It can be very rewarding to have

their input when it comes to devising an appropriate performance-based assessment. Teachers can gain input of what their students wish to try for an assessment by taking surveys of their opinions or simply having them raise their hands and vote on different options for assessment. Especially for young elementary-age students, it is important for them to have clear and concise instructions so that they will know what is expected of them and be able to participate appropriately.

Assessments can be formal or informal. Getting a students input concerning rubrics can be a great way for them to know ahead of time what they need know or pay attention to if they participate in the rubric-making process. According to Amy Brualdi, "You can engage students in this process by showing them examples of the same task performed/project completed at different levels and discuss to what degree the different elements of the criteria were displayed" (Brualdi, 1998).

Conclusion

When it comes to assessments for elementary school students, it is always best to experiment with different ways in order to find the best one for you and your students. It is always helpful and beneficial to get your students' opinions in order to hear their desires for their ideal performance-based assessment. Letting students be a part of your work is a rewarding way of getting to know them better in addition to seeing them shine throughout tasks that they are given.

Exercise 14.4.1

1. Which of the following do assessments NOT achieve?

A. Engages you and others in analyzing and using this data/information to confirm and improve teaching and learning.

B. Provides data/information you need on your students' learning.

C. Critique every mistake a student makes.

D. Produces evidence that students are learning the outcomes you intended.

2. What factors help a teacher choose an appropriate activity for an assessment?

A. time constraints

B. availability of resources in the classroom

C. how much data is necessary to evaluate a student's progress

D. all of the above

3. A student who is completing an activity that shows what they have learned is doing which of the following?

A. performance-based assessment

B. formal assessment

C. informal assessment

D. summative assessment

4. Involving students in the assessment process is beneficial to their learning.

A. true

B. false

Answer

1. C
2. D
3. A
4. A

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14.5: How can upper elementary students be involved in the assessment process?
14.5: How can upper elementary students be involved in the assessment process?
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By: Erica Corbett

Learning Objectives

- Readers should be able to identify the differences between a formative assessment and a summative assessment.
- Readers should be able to discuss the effects of different techniques of formative assessment used for assessing middle school students in a diverse environment.

Introduction

When most people hear of assessments, the first kind of exams they would think of is those that will test a student's knowledge of a subject. However, that is not always the case. Assessments are used not only to test one's knowledge of a subject, but to track how far along a student is, how far they need to go, and how to get to their optimal destination. In this article one will identify different assessment types and different assessment techniques used for children at the middle school or upper elementary level.

Summative vs. Formative Assessments

There are two major types of assessments, summative and formative. According to Creating Literacy Instruction for All Students, "Summative assessment summarizes students' progress at the end of a unit or a semester or at some other point in time". Statewide exams such as the SOLs are considered summative exams because it assesses the student's knowledge and occurs after the student has learned the required materials. This kind of exam is used for accountability purposes. This holds the student, teacher, and even the state accountable for progress of the student. An example of a summative exam can be found here http://www.virginiasol.com/test/1861.htm.

Formative is the other type of assessment. Formative assessments occur while learning is still going on. According to Creating Literacy Instruction for All Students, "Formative assessments can be powerful and is especially helpful for struggling learners." This kind of exam helps the student and teacher prepare for summative exams. Examples of formative exams include, practice quizzes, essays, and rough drafts. This allows the student and teacher to track progress and to correct mistakes. One major difference between summative and formative assessments is the notion of feedback. Feedback, which is very vital for formative assessments, is very important concerning student growth. This is very important because, it allows the student to become more aware of where they are, how far they need to go and what it takes to get there.

Formative Assessment Techniques for Middle School Students

Note

The increased diversity in the nation's classroom has prompted much attention to the challenges associated with educating multicultural, multilingual student population

- D. Darling and H. Hodges

As the country becomes more diverse, the types and the deliverance of assessments have become very important for instructors, especially at the middle school level. The teacher would not only have to focus on how to deliver the lesson to English speaking students from similar backgrounds, but also to those who do not speak English from very different backgrounds as well.

Barbara Allison and Marsha Rehm, both conducted a study within the Florida school system to determine what kinds of assessments are highly effective in diverse middle school classrooms. The state of Florida was chosen as the model for diversity within the school system because, 50% of students within the school system are members of an ethnic minority group(www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/36/29/23.pdf) According to the study, visuals, cooperative learning, and peer tutoring were considered highly effective methods of formative assessments for the Floridian teachers. Visuals are considered highly effective because it is a "universal language" regardless of background or

language. Anyone can understand what an apple looks like or what numbers can entail. This is a perfect example of how formative assessment is universal for all students regardless of background.

According to Saravia-Shore and Garcia, Snowman and Bieler, the peer tutoring strategy within a diverse setting is “very effective when two students from different backgrounds are paired together” . This and the cooperative learning strategy are very effective because the students have to depend on each other to get ahead. This will entail the students to understand their differences and for non English speaking learners, to break the language barrier.

Conclusion

Formative Assessment techniques are very important within the classroom. As the country becomes more diverse, these kinds of assessments have accommodate every student in the classroom regardless of background or English level capacity.

Exercise 14.5.1

1. Which of the following is considered a summative assessment source?

a) Rough Drafts

b) Statewide Exams

c) Practice Quizzes

d) Essays

2. What is the use of a Formative Assessment?

a) to track the progress of the student

b) to assess what the student has learned at the end of the year

c) to prepare for the summative exam

d) both a and c

3. Ms. Thompson decides to use the method of peer reviewing to emphasize the notion of correct grammar in her class. According to the article, which pairing would be most effective?

a) an English student with another English student

b) a non speaking English student with an English student

c) a non speaking English student with a non speaking English student

4. After the peer review exercise, Ms. Thompson decides to use a technique that is "universal" to every student regardless of their background? Which technique should she use?

a) peer review

b) cooperative learning

c) visual aids

Answer

1. b
2. d
3. b
4. c

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14.6: How can secondary students be involved in the assessment process? 14.6: How can secondary students be involved in the assessment process?Edit Update titlecancel

by: Dbrod001

Note

Effective instruction depends on sound instructional decision-making, which, in turn, depends on reliable data regarding students' strengths, weaknesses, and progress in learning content...
(National Institute for Literacy, 2007, p. 35)

Learning Objectives

- The reader will be able to identify different forms of assessment in a high school setting.

Introduction

One of the biggest tasks high school teachers undertake is to successfully assess their students in a manner that is helpful to both students and professionals. The problems with achieving this goal include differing opinions on what kinds of assessments offer better feedback for students and teachers, and which forms of assessments more accurately test students. The main focus of the argument is the two different forms of assessment: summative and formative.

Assessing the Student

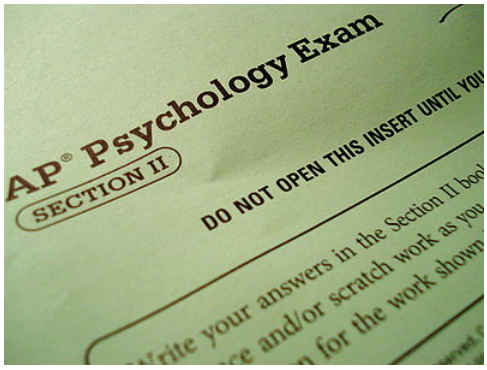


Figure 14.6.1: The AP Psych Test, Section II Free Response Booklet. This is returned to students two days after the exam's conclusion. (GFDL, Alton Wikimedia)

Summative vs. Formative

One side of the argument is summative assessment, with the focus being mainly on formal tests such as standardized tests, final exams, chapter tests, etc. These types of tests are usually given at the end of a certain period, and the student is given a final grade.

A major drawback to this type of assessment is that "…they do not inform daily instructional decision-making, nor do they provide information on individual student progress" (Hall & Adams, 2007).

The other form of assessment is formative – a more informal way of testing student knowledge by means of peer reviewing, practice quizzes, class surveys, etc. Formal assessments are usually given so student progress can be monitored by both teachers and students before formal tests are taken.

One flaw with formative assessment is whether or not it accurately depicts what the student is retaining in the classroom. As Hall & Adams argue, "…there is still a need in our case for continued test development to determine if the high pretest scores were the result of test questions that were too easy, testing common knowledge, or testing material students have learned in a previous course" (2007)

Involving the Student

There are many different ways to involve students in the assessment process. One is peer-to-peer assessment, which is when students review and critique their classmate's work. An example of peer-to-peer assessment would be in a group setting. The class grades each other based on performance, involvement, and helpfulness, thus contributing to each other's individual grade. In this setting, students depend on each other for their grades. A drawback might be that some students will grade with a bias, or will not be honest in their assessments.

Another way to involve students is to have them assess their own individual works. This technique allows students to see what areas they need to improve in and where their strengths lie. Again, the issue of honesty pops up when students are left to grade their own work. One way for a teacher to counter this would be to review the student's assessment and provide a reward based on their honesty.

Example

Example

The example above is a rubric used in public schools in San Bernardino County, California. It can be used both for the teacher and the students to grade each other for group presentations. The rubric assesses how well the student is prepared for the presentation, and how effective the presentation is.

Based on my research, I think this is a good example of an assessment rubric if the class were a public speaking class. Because the rubric does not specifically grade the student on how well he or she knows the course material, I do not think it is providing proper assessment and feedback for any other class.

? Exercise 14.6.1

1. Which of the following is NOT a form of assessment?

   A. Formative
   B. Instruction
   C. Performance
   D. Summative

2. Ms. Smith had assigned her students an essay, and offered a rubric that the essay will be graded against. When the time comes to turn in the essays, Ms. Smith informs her students that they will be grading their own work based on the rubric previously given. What form of assessment is Ms. Smith executing?

   A. Formative
   B. Peer-to-peer
   C. Performance
   D. Solo/Individual

3. What is "performance assessment"?

   A. A nation-wide test that students must take
   B. Students grading their own work individually
   C. When students assess each other's work
   D. When students are assigned group work

4. Which of the following gives the BEST example of involving students in the assessment process?

   A. Collaborating with the teacher to create fun activities
   B. Evaluating each other's individual effort in a group project
   C. Playing games that help reaffirm the learning targets
   D. Taking a cumulative exam at the end of each chapter or unit

Answer

1. (B)
2. (D)
3. (C)
4. (B)

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14.7: When is peer reviewing effective? 14.7: When is peer reviewing effective?Edit Update titlecancel

By: Brittney DeShazo

Learning Objectives

- Students should be able to identity the positive effects of peer review
- Students should be able to identify the criticisms of peer review
- Students should be able to determine a situation where peer reviews would be appropriate

Introduction

Think of all of the different ways to assess students. How many are the students actually involved in the process? Peer reviewing allows student assessment of their peer's work. If used correctly, it can benefit the student who is being assessed, as well as the one who is doing the assessing. It is a way to provide feedback that is more reliable to the students. Students will be able to interact with one another as well a judge if an assignment meets the appropriate criteria.

Who Uses Peer Reviews?

Peer reviewing can be a way to judge students on the quality of their work. However, peer reviewing as a variety of uses in many different areas of study besides education. Many scientists and other professional use peer reviewing as a tool to help them create high quality work. According to an article published in Nature ,a weekly science journal, peer reviewing acts a filter (Nature, 2006). It can be a way to help eliminate bias, and other distracting information from a report. Even though we regularly might not think about it but, the United States Government also uses different forms of peer reviewing in many of their legislation procedures. For example, the Department of Education uses peer reviews to help identify if certain school programs are meeting the requirements of the NCLD (Standards and Assessments Peer Review Guidance, 2007). The secretary of Elementary Education reviews various plans for the improvement of educational practices in many different school systems. Sate records, test administration manuals, and school board resolutions are reviewed to make sure they meet the requirements. A board of qualified people actually sits down and reviews the results, the final results are then used for improvements in the educational system. Peer reviewing in being used in a variety of different fields as way to make sure the product is on track with the overall goal. Essentially the students who use the peer review process are doing the exact same thing as the officials who are leading our country, just on a smaller scale.

Benefits of Peer Reviews

How does peer reviewing help assessment? Well for starters, peer reviewing encourages interaction between students. It allows students to communicate and share their opinions with their peers. Secondly, more than one person benefits from the process of peer previewing. Think about it. The student, who does the assessing, learns what characteristics will make the final product successful. The one being assesses learns how to make improvements. It can essentially be a win-win situation for both parties if done correctly (Bostock, 2002). In an article by Brown, Rust, and Gibbs, provides a very nice list of all of the potential advantages of peer reviewing (Brown, Rust and Gibbs, 1994).

Note

Potential Advantages of Peer Reviewing

- Giving a sense of ownership, improving motivation
- Encouraging students to take responsibility of their own learning, developing them into autonomous learners
- Treating assessment as part of learning, so that mistakes are opportunities rather than failures
- Practicing transferable skills needed for life-long learning, and evaluation skills
- Using external evaluation to provide a model for internal self-assessment of a student's own learning
- Encouraging deep rather than surface learning.

All of these skills and techniques that could be learned during the peer review process are important in student development. The student will become more comfortable in dealing with criticisms. The student also has the potential to become more effective at

delivering criticisms to a peer or future co-worker. Not all peer reviewing is done in the exact same way. Some peer reviewing is done on a more individual level, while others are on a more group level. Whatever method is used peer reviewing can be used an effective way of assessment.

Please click on the link provided for an example of a peer review assessment sheet that could be used in a classroom. [1]

Evaluation: This type of peer reviewing assignment would be used in a science class. I think it would be best used with middle school aged children. By that age they can handle the requirements of assessing a peer's report. This peer review makes the student who is doing the assessing really become aware of more than just that topic of the report. He or she will also have to make sure the report meets grammatical standards. This model of how peer reviewing can be use effectively in a classroom really combines more than one subject area, which is important.

Criticism of Peer Review

Like with all things, there are two sides to this story. Just as peer reviewing has its' supporters it also has its' critics. As mentioned by the Nature article, peer reviewing can produce only a minimal source of quality (Nature, 2006). There is really no way making something 100%. One can find all of the errors in a particular piece or work but, there is no way it can be perfect. The same article also brings up the issue of time. The peer reviewing process can be very time consuming (Nature, 2006). One of the major criticism with this method of assessment is favoritism. It is very hard to prevent the assessor from having some skewed judgments. If the assessor knows the person who he or she is assessing, then it can lead to some misleading results (Nature, 2006). What this ultimately does is create biased results (Bostock, 2002). A study done in 1993 suggested that if the students do not have any knowledge or connection to the article they are assessing, they are more likely to score that article more honestly (Bostock, 2002).

Conclusion

Peer Review is a way to assess students, as well as to get them involved in the assessment process. Although there are some criticisms there are also some positive aspects that are helpful in the assessment process. Peer review is an innovative form of assessment. Students gain insight about their own work, while looking at examples provided by other students. If used correctly, peer reviewing can be a very reliable type of assessment.

? Exercise 14.7.1

1. Which of the following is not an advantage of peer reviews?

a. Encourages students to take responsibility for their own work.

b. It is easy, and does not require a lot of time.

c. Mistakes are looked at as opportunities rather than failures

d. Practicing life long evaluation skills

2. How do peer reviews act as a "filter?"

a. Allows the article to be concise and to the point

b. Allows the project being assessed to include some of the author's opinion

c. Allows the article to be filled with statistics

d. Allows the article to be read quickly.

3. Mrs. Smith decided to allow her fifth grade class to use reviews as a way of assessing her students for a history report. Sandy and James were paired together to review each others' work. James is good at grammar. Sandy is strong at determining the organization of the report. How will peer reviewing be beneficial for both partners?

a. James gets to practice hi grammar skills

b. Sandy will get a higher grade because James is able to help her with her grammar.

c. Sandy learns how to improve her grammar skills, and James gets to work on the organization of his report.

d. They do not benefit at all from using peer review as an assessment.

4. Why is it important to consider peer reviewing as a way as assessment?

a. Important issues are addressed in the reports, articles, etc.

b. To make sure that the article or assignment meets the requirements.

c. To reduce the amount of bias in a published or graded work.

d. All of the above

Answer

1. b
2. a
3. c
4. d

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14.8: Can and should students grade each other? 14.8: Can and should students grade each other?Edit Update titlecancel

By Brittany Bowman

Learning Objectives

1. Understand what peer assessment is.
2. Understand the pros and cons of peer assessment.

Introduction

Teachers across the United States have been progressively been using more and more cooperative learning strategies. Of the many cooperative learning techniques and strategies being put to use within the classroom, teachers seem to favor one in particular: peer assessment. Peer assessment is when students evaluate the work of their fellow classmates with the best of their ability to provide helpful solutions or hints and to correct mistakes. Also, by doing so, the students are ultimately receiving an insight into their own work.

Note

"Learning is a social process that occurs through interpersonal interaction within a cooperative context. Individuals, working together, construct shared understandings and knowledge." (Johnson, Johnson, & Smith, 2004)

Although students benefit from getting their work evaluated by their peers and being able to correct it before finally receiving a grade from the teacher, there is one question that still remains: can and should students grade each other's work?

Pros

There is good reasoning for those who believe that students should be able to assess one another's work. The process of peer assessment shows that it can be very beneficial and it shows that there are many advantages in allowing students to evaluate each other's school assignments.

- One of the biggest benefits to peer assessments is the fact that the students are given the chance to edit and correct all errors from the feedback given by the peer reviewer before the teacher gives the assignment a final grade (Froyd, 2002). Allowing students to 'perfect' their paper or assignment, gives the student a better chance at receiving a better grade.
- As students review their peers works, they begin to see insight into their own work. Peer editing or reviewing gives the students guided practice, which in turn, sharpens their comprehension of the material (Froyd, 2002). Also, by reading other peers' work, it could inspire new thoughts or ideas that could be used to improve their personal performance.
- To some degree, the students within the classroom gain communication skills with one another through this experience of peer assessment. Through this process, students learn how to clearly give feedback and how to effectively use and incorporate the feedback they receive (Froyd 2002).
- Time is valuable to both the teacher and the student. Grading assignments can be very time consuming for one teacher to handle. Using the peer assessment process can act as a solution to this problem. "Peer assessment affords students much more immediate and frequent feedback than one instructor can possibly provide" (Nilson, 2003). Having enough time to correct the mistakes is key and the whole reason why peer review or assessment exists in the first place.

Cons

Those with opposing viewpoints have an entirely different perspective on how ineffective peer assessment could potentially be for the students. There are many reasons how this cooperative learning strategy could work against itself and not give the students the proper feedback necessary for improvement.

- Emotions and loyalties play an immense role in how peer assessment, which seems to be a perfectly suited process, can worsen or even fail. Students assigned to evaluate a close or faithful classmate, might be very hesitant or cautious to provide essential feedback needed to fix the mistakes, in fear of hurting their friend's feelings. On the other hand, students assigned to evaluate a

classmate that they dislike, might cause the peer reviewer to be more harsh than helpful (Nilson, 2003). In this case, the peer assessment process would backfire and would ultimately cause more work for the teacher.

- Students acquire knowledge at different rates and process the knowledge on different ability levels. Students that are at lower ability levels may not be able to contribute proper feedback that could be used beneficially (Nilson, 2003).
- Other students might not put forth enough effort or as much effort as their fellow classmates, which would put the work being evaluated at a disadvantage (Nilson, 2003). These students could make careless mistakes while trying to fix the current mistakes.

Conclusion

Peer assessment can be very beneficial for both the teacher and the student when the proper guidelines are provided. If the students evaluate each other's work with their best ability, then the students are able to get the feedback that they need with enough time to fix the errors before the assignment is given a final grade by the teacher.

Exercise 14.8.1

1. Which of the following is not considered a benefit of using the peer assessment process?

a. Peer assessment gives the students enough time to fix the errors.

b. Peer editing gives the students practice which can sharpen their comprehension.

c. Students learn at different ability levels.

d. Students see insight into their own work.

2. Why do emotions and loyalties play an important role?

a. Students assigned to evaluate a classmate that they dislike, might cause the peer reviewer to be more harsh than helpful.

b. Students assigned to evaluate a close or faithful classmate, might be very hesitant or cautious to provide essential feedback needed to fix the mistakes.

c. The students do not put forth enough effort.

d. Both a and b

3. Grading papers can be very time consuming and Mr. Fuller recently assigned his class a research paper, where the students have to choose a battle taken place during the civil war. The assignment is worth 40% of the students' overall grade, and the students are expected to do their absolute best. How should Mr. Fuller go about to make sure the students get proper feedback before submitting their paper in for a final grade?

a. He should only give the students a rubric and let them figure the rest out on their own, hoping for the best.

b. Mr. Fuller should give all the students A's, which reduces time and the students will benefit by getting a good grade.

c. Peer assessment can be used being very beneficial for both the teacher, which reduces the time needed and to the student when the proper guidelines are provided.

d. Since time is so valuable, instead of taking the time to give the students grades, Mr. Fuller decides to grade based on the grades given to the students on past assignments.

4. Billy's mom is a single parent that works two jobs to make ends meet. As a result she spends most of her time trying to make enough money to pay the bills and little time at home. Billy has been doing all his work, but because he lacks a parent to review over it before submitting it, errors are not found or fixed. Billy's teacher, Mrs. Powell, has noticed that his grade is suffering and wants to try to help. What should Mrs. Powell do?

a. By allowing time in class for students to assess each other's work, Billy would be able to fix the errors before submitting it for a final grade.

b. Call Billy's mom and complain about how she is being a bad parent.

c. Ignore Billy's situation because she thinks that it is rude to intrude in his home life when it is none of her business.

d. Mrs. Powell should do nothing, which could result in Billy failing the class and end up having to take it over again.

Answer

1. C
2. D
3. C
4. A

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CHAPTER OVERVIEW

15: Instructional Assessment-Grading

15.1: Should we even give grades? What kind?
15.2: What should a teacher do about zeroes and missing work?
15.3: Should teachers allow extra credit?
15.4: Should students be graded on effort?
15.5: Can teachers grade students of varying abilities fairly?
15.6: Should praise be given to students or not?
15.7: What is the process for providing effective feedback?
15.8: Should students have differentiated assessments based on their needs and abilities?
15.9: Are report cards the best way to measure progress?
15.10: How are portfolios an alternative way to measure progress?

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15.1: Should we even give grades? What kind? 15.1: Should we even give grades? What kind?Edit Update titlecancel

BY: JENNIFER SCARCE

Learning Objectives

- Readers will be able to identify why grades benefit students.
- Readers will be able to identify why grades benefit teachers.
- Readers will be able to identify negative impacts of grades.

SAMPLE ASSESSMENT IN READING FOR GRADE 3

Link to sample assessment www.mdk12.org/instruction/assessment/sample_grade3_reading.html (Assessment Resources 2008) This is an example of a grade 3 reading assessment. There are selected response multiple choice questions and brief constructed response samples. There is also information on the question's scoring evaluation. It summarizes score, ojective of the question, what the answer should be, topic, and what type of assessment the question is. This is a great example of an effective assessment. This site has answers for any question that you may have with data analysis, user guides, instruction, and school improvement(Assessment Resources 2008).

WHERE DID GRADES COME FROM?

William Farish, a tutor at Cambridge University in England in 1792, came up with a method of teaching which would allow him to process more students in a shorter period of time. He invented grades (Hartmann, 2005). This grading system had originated earlier in the factories as a way of determining if the shoes made on the assembly line were "up to grade." It was used as a benchmark to determine if the workers should be paid and if the shoes could be sold (Hartmann, 2005). This grading method increased the salary of William Farish, while at the same time, lessened his workload and reduced the hours he needed to spend in the classroom(Hartmann, 2005). He no longer needed to burrow into his students' minds to know if they understood a topic, his grading system would do it for him. And, it would do it just as efficiently for twenty children as it would for two hundred. Farish brought grades to the classroom, and the transformation was both sudden and startling. Within a generation, the lecture-hall/classroom shifted from a place where one heard the occasional speech by a famous thinker to the place of ordinary daily instruction (Hartmann, 2005).

HOW DO GRADES BENEFIT STUDENTS?

Grades benefit students in many ways. Upon entering a new grade each year, teachers distribute their expectations and grading procedures to each student. These guidelines let students know upfront what is expected of them academically and behaviorally. Most teachers also post bad behavior consequences in their classrooms and how repeated offenses can effect their grades. This information equipts the students with the knowledge to excel or to fail. There is also an understood grading scale that is in place that remains the same from kindergarten through highschool. Assessments of skill and learning are promoted through quizzes, tests, projects, and verbal communication.

HOW DO GRADES BENEFIT PARENTS?

Grades benefit parents because it gives them an opportunity to evaluate their children's behavior and performance at school. This gives parents an opportunity to intervene if necessary to support their children and make sure that they are given every available resource if needed to succeed. A child may have learning disabilities that need to be addressed or may need extra tutoring in a subject that doesn't come as easy to them as another. Parent involvement is key to their child's success rate in school. If a child does not get the proper support from home, they will have a very hard time excelling in their education.

POINTS TO CONSIDER WHEN DEVELOPING A GRADING SCALE

1. What is the purpose for grades? (class rank, sorting, motivation)

2. What is the audience for the grades? (student, parents, colleges,employers)

3. What criteria are considered? (tests, projects, effort, attitude, homework)

4. What is the system used for grades on report cards? (letter, number, narrative)

5. How to define terminology of grading? (an A = ?, 4.0 = ?) 6. How to communicate the system to stake holders? (conferences, meetings)

7. Is the grading system grounded in sound measurement principles? (research based)

8. Does the grading system provide valid measurement of student achievement?

9. Do the teachers need staff development on grading practices?

10. What does the grade a student receives on the report card really indicate?

(Guskey, 16)

DIFFERENT WAYS OF GRADING

Letter grades are a simple indication of learning progress (Frisbie & Waltman, 35). Their use requires abstracting a great deal of information into a single symbol. The more detailed methods also have their drawbacks. Narratives and checklists of learning outcomes offer specific information for documenting progress, but good narratives take time to prepare, and comments become standardized. Regardless of the method used, grading and reporting remain inherently subjective. The more detailed the reporting method and more analytic the process, the more likely subjectivity will influence the results (Frisbie & Waltman, 35). This principle is critical to an understanding of all grading methods because many teachers, parents, and students believe that more complicated methods are more objective than less complicated methods (40). A simple checklist describing what the student knows and is able to do is inherently more objective than a score on a standard test arrived at through a complicated method (11). Teachers often report that grades determined from their own performance testing are not as objective as grades determined from commercial tests. This assumption continues to be debated. The teacher's determination of a student's grade from teacher-made tests and performance checklists based on the curriculum are more reliable (11).

NEGATIVE EFFECTS OF GRADING

Many researchers, educators and parents are now questioning the purpose and effectiveness of grades. Certainly parents deserve to know how their children are doing in school, and students benefit from understanding how they are performing, but how that progress is communicated can have a great impact on how a child learns (Kohn, 1999). Alfie Kohn, author of The Schools Our Children Deserve: Moving Beyond Traditional Classrooms and "Tougher Standards" and Punished by Rewards, writes extensively about the influence of grades on learning. The research suggests three consistent effects of giving students grades or leading them to focus on what grade they'll get (Kohn, 1999). First, their interest in the learning itself is diminished. Second, they come to prefer easier tasks, not because they're lazy, but because they're rational. After all, if the point is to get an A, your odds are better if you avoid taking intellectual risks. Third, students tend to think in a more superficial fashion and to forget what they learned more quickly when grades are involved (Kohn, 2000). To put it positively, students who are lucky enough to be in schools or classrooms where they don't get letter or number grades are more likely to want to continue exploring whatever they're learning, more likely to want to challenge themselves, and more likely to think deeply. The evidence on all of these effects is very clear, and it seems to apply to students of all ages (Kohn, 2000).

ALTERNATIVE GRADING SYSTEM

Just as you don't need tests to learn how well each student is doing, you don't need grades to communicate an evaluation back to the students and their parents (Kohn, 1999). You can use narrative reports, such as qualitative summaries of progress in written form, or, you can have conferences with students and their parents to discuss how things are going (Kohn, 2000). Many schools have abolished grades entirely, and these tend to be places where students are far more engaged with what they're learning. Some high schools have done this, and their students don't appear to be at any disadvantage when it comes to college admission. We all know that changing the education system is a long process (Kohn, 2000). While this issue of grades plays out, what can teachers do to minimize the potentially negative impact that grades have? Here are two concrete things teachers can do. First, even if they're forced to give students a grade at the end of the term, they should avoid putting a number or letter on individual assignments. This helps to make grades as invisible as possible for as long as possible and therefore minimizes the harm they do when students are thinking about them. Second, teachers can help neutralize the destructive effects of grades and support students' autonomy at the time same by allowing students to participate in deciding what grade they'll get at the end (Kohn, 2000).

Exercise 15.1.1

1. Who is the inventor of grades?

A. William Farish

B. Carol Stanley

C. Michael Buchannon

D. Victor Smith

2. What is considered an alternative grading system?

A. Report Card

B. Narrative Report

C. General Rubic

D. SOL

3. Johnny was assigned a science project on the life cycle of a plant. He did a diagram and turned it in to his teacher. What are some ways this project could be graded?

A. By using a general Rubic

B. By using the Standards of Learning

C. By using an outline

D. By looking it up on the internet

4. Who should decide what type of grading system should be used?

A. The teacher

B. The principle

C. The state government

D. The federal government

Answer

1. A
2. B
3. A
4. A

RESOURCES

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15.2: What should a teacher do about zeroes and missing work? 15.2: What should a teacher do about zeroes and missing work?Edit Update titlecancel

By: jroer001

Note

1. Students should be able to describe the reasons for and against allowing students to make up work or giving them zeros
2. Students should be able to identify the effect zeros have on the grades of students.

Introduction

One of the difficult decisions that a teacher must make is to determine whether they will give students zeroes for any work they are missing or allow them to make it up for at least partial credit. The purpose of this article is to examine the issues surrounding this decision to help new teachers determine which approach they will decide to take.

For Zeroes: “I’m not accepting late work”

Dana Camp, a high school chemistry teacher, says, “Every year, when the leaves turn and the coats come out of storage, the barrage of phone calls, e-mails, and parent conferences start. Although grades have been communicated numerous times during the semester, all now want to know, “What can my student do to pass the class””(Barlow & Camp, 2005)?

As a teacher myself, I have seen this same scenario take place at the end of each nine weeks at my school. There will be students who have not completed a few or many assignments who would like to have the opportunity to make up the missing work for at least partial credit versus having a zero for the assignments.

I have met many teachers at the school I work at who do not believe in accepting late work and who feel that students should not be rewarded with partial credit for turning in late work. These teachers say that even though a zero will dramatically affect a student’s average in class, that the zero is what they earned by not performing the work which was expected of them on time. I spoke with one of these teachers, David Baer, who feels that these students actually earned a zero. David Baer said, “In the real world, if you do not turn in a project done well and on time, it could cost you your job. It is important for the students to learn this lesson now rather than in the future where their livelihood is at stake” (personal communication, July 13, 2008).

David Baer also mentioned that he already “drops a couple of the lowest assignment grades, so the students who typically do their work will not be hit hard in their grade if they only miss a couple assignments”(personal communication, July 13, 2008). Due to the fact that he already drops some assignments, David feels that by “giving all students a 60% instead of a zero for missed assignments will allow students who don’t do any work to have a really good chance of passing instead of getting the F they deserve”(personal communication, July 13, 2008).

Against Zeroes: “I accept work late for some credit”

There are many teachers who believe in accepting late work from students and more importantly, they feel that teachers should not give zeroes to students.

Elderine Wyrick says, “It is common for instructors to give zeros for late or incomplete assignments. Unfortunately, few educators or parents question the validity or usefulness of the practice, and students continue to reap the consequences without benefit. Giving zeros as an academic measurement is inequitable and produces failure rather than performance.” (Wyrick, 2005)

Elderine also states that, “Grades should measure academic learning”(Wyrick, 2005). She said that getting a zero for “failing to do a homework does not reflect a student’s lack of knowledge. Such issues are behavior responses not academic. Zeros promote failure rather that the student gaining more knowledge” (Wyrick, 2005). Finally, she says, “The zero forces failure and is not an evenhanded measurement of learning”(Wyrick, 2005).

Rick Wormeli, a middle school teacher, consultant, and author, believes teachers should give students 60s instead of zeros. He says, “When we turn students’ zeroes into 60s in our gradebooks, we are not giving students something for doing nothing. We’re adjusting the grade intervals so that any averaging we do is mathematically justified. More important, in the overall pattern of grades, it presents a more accurate picture of the student’s ability”(Wormeli, 2006).

Wormeli states that “A zero has am undeserved and devastating effect on students and their grades – so much so that no matter what the student does, the grade distorts the final grade as a true indicator of mastery. Mathematically and ethically this is unacceptable”(Wormeli, 2006). To further make his point, Wormeli used a quote from Virginia Beach School Board member Emma L. Davis from the June 29, 2006 issue of The Virginian-Pilot where she said, “Consider trying to find the average temperature over five days and recording 85, 82, 83, and 86, then forgetting a day and recording a zero. The average temperature would be 67, a figure that does not accurately show the weather from that week. If those temperatures were grades, a student would fail after consistently earning Bs and Cs”(Wormeli, 2006).

Finally, Wormeli says, “At this year’s NMSA conference in Philadelphia, assessment expert Rick Stiggins made the point with his insightful reminder that we should assess for learning, not just do assessments of learning. It’s not enough to measure and report student’s mastery of standards. We have to use assessment data in ways that motivate students to learn and grow”(Wormeli, 2006).

Example

The example I have chosen to show you is a table showing the effect of a zero on a student’s grade versus giving them a 60. This example comes from Rick Wormeli’s article, “Teaching in the Middle”.

www.nmsa.org/Publications/MiddleGround/Articles/February2006/Article14/tabid/809/Default.aspx

As you can see, the table shows test scores for six tests where one test grade is a zero and the remaining five were 100%. When those are averaged together, you get an 83%. The next row shows the effect of putting a 60% in for the zero on the test average. The average with the 60% in for the zero with the five 100% is a 93%. In the Newport News Public School grading scale, this would be a difference in the student receiving a B- versus an A-.

Based on the research I have done, this is a good example because it does show the significant effect that a zero has on a student’s grades. The question is not whether a zero has a great effect on a student’s grades though, but whether or not a teacher or school system believes that this is a fair portrayal of the student’s grade due to the student not completing the work that was expected of them.

? Exercise 15.2.1

1. In the article “Teaching in the Middle,” Rick Wormeli states that you should replace _____ with _____.

a. A’s with F’s

b. F’s with A’s

c. Sixties with zeros

d. Zeros with sixties

2. According to Elderine Wyrick in the article “Is giving zeros as an academic measurement ethical,” she says that zeros promote _____.

a. Competitiveness

b. Failure

c. Learning

d. Success

3. One reason David Baer gave for assigning students zeroes is

a. It is easier for the teacher to grade

b. It will not really affect their grade

c. It will prepare them for the real world

d. The students were going to do bad anyway

4. A student received a 0 on one test and an 84, 92, 97, 99, and a 95 on other tests, what would their test average be?

a. 75.5%

b. 77.8%

c. 79%

d. 93.4%

5. A student received a 60 on one test and an 84, 92, 97, 99, and a 95 on other tests, what would their test average be?

a. 82.3%

b. 85.5%

c. 87.8%

d. 91.2%

Answer

1. d.
2. b.
3. c.
4. b.
5. c.

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15.3: Should teachers allow extra credit? 15.3: Should teachers allow extra credit? Edit Update titlecancel

By: Lindsey Layne

Note

"I cannot teach anybody anything, I can only make them think.-Socrates

Learning Objectives

- The reader should be able to understand reasons why teachers allow extra credit -The reader should be able to understand different types of extra credit

Introduction

In today's schools teachers are skeptic about whether or not to provide extra credit opportunities to their students. It is at the teachers discretion to implement this practice in their classroom. Some teachers oppose giving their students the chance to increase their grade with this option while others believe it is necessary.

What is extra Credit and how is it used?

Extra credit is an optional assignment of some sort that a student can do to boost his/her grade. Teachers can present an extra credit assignment in many ways. It could be a presentation, a paper, a book report, a visual aid and so much more. It serves more than one purpose when also used as a review for a test or lesson. Sometimes the points earned will only be added to a test or other assignment and other times teachers choose to put it towards a final grade. Usually these assignments are worth no more than 20 points, except for in rare cases. An example of an extra credit assignment could be related to a test. The teacher may not take up homework for an entire lesson on Rational equations. Completing the homework will be at the students discretion and on the day of test they can turn it in for 5 extra credit points on the test.

Optimistic view of Extra Credit

Teachers choose the route of extra credit assignments for many different reasons. Everyone has unpredictable things happen within their lives and sometimes it can impact sleep, time to study, or even being able to attend school. Extra credit can ease this stress and fill the gap.Usually teachers who believe this option is a positive thing, do it because they believe it allows for less stress on the students. If a student was just having a bad day and did not get the grade they hoped for on a test, they know that they can complete the extra credit assignment to boost their grade a little. Another reason may be for the simple experience of what the assignment entails. For example, if the option is to create a video or a power point presentation on the civil war, it would give the students some personal interaction with the subject matter. This knowledge could be beneficial when completing other assignments that involve the civil war. Lastly, a teacher may implement extra credit opportunity to benefit themselves. Some teachers believe that the grades the students receive is a direct reflection of how the teacher is doing their job. If most of a class bombs a test, the extra credit will hopefully relieve some of the worries that their teacher may have.

Pessimistic view of extra credit

On the opposing side of the extra credit issue, teachers can view this educational option as a negative thing. "Some teachers have a policy of no extra credit work. They feel that every student has the opportunity to do what's necessary and if they don't, they should experience the consequences." (The English Teacher) They may think it gives the students an excuse not to do their best on a test or assignment. "The existence, or the hope of extra credit may induce students to prepare less carefully for exams and papers with the expectation that additional points can be earned on future assignments," (Wilson 2002.) If not all of the students choose to take advantage of the extra credit, the grade outcome can contain too much of a gap. The grading of additional assignments that only few students completed can also get very confusing and cause issues for the teacher. The "no extra credit" route can teach students the responsibility of planning for their test without hesitation. (The English Teacher.)

Closing the gap

When a teacher feels skeptic not to allow extra credit but still wanting their students to do well, they may try to result to something different to make it seem fair. Teachers may not like to allow extra credit to boost any grades but they could have a rule where if more than 70 percent of a class fails or receives below a 65 on an test, the teacher will implement a curve. This could be only for tests so that way students will not count on extra credit points and still do their best. The curve could be added in any way to try to make the class average within the passing zone.

Exercise 15.3.1

1. What is the term for an optional assignment that can boost a student's grade?

a. Curve

b. Extra credit

c. Homework

d. Test

2. If a teacher wants to implement a different route other than extra credit to boost their students grades on a test, that has stipulations and the students would be unaware until after they took the test, what would the teacher do?

a. Allow a presentation to earn 5 points

b. Throw out the test and put a 100 in grade book

c. Implement a curve to put class average above passing

d. Allow for a retake to only few students

3. According to the article which example best describes a situation that could cause a student stress

a. Parents divorce

b. at the hospital all night

c. not enough sleep

d. all of the above

4. According to article which option best describes a reason for a teacher opposing extra credit?

a. teacher doesnt feel like grading extra assignments

b. students should learn that planning ahead and studying is very important without hope of extra credit

c. the test was easy enough without offering extra credit

d. all of the above

Answer

1.b

2.c

3.d

4.b

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15.4: Should students be graded on effort? 15.4: Should students be graded on effort?Edit Update titlecancel

By: Kerri May

Learning Objectives

- Understand the positives and the negatives for grading on effort.
- Understand the risks for grading on effort
- Decide for themselves what the best option is

Introduction

Envision this scenario: A young boy in elementary school struggles to keep up with his peers. He lags behind in reading, math, and writing. He tries his hardest, but he can never seem to close the gap. His teacher watches him struggle. She sees how hard he works and how much effort he puts into all of his assignments. She wishes that grading was more arbitrary and less competitive- you either pass or you fail. It breaks her heart to watch her students work so hard, only to be disappointed. And sure enough, when report cards come, she watches as his smile fades and apprehension sets in.

Not all children are equal. They learn in different ways. They think differently. Their skills and talents vary. So, then, should they all be graded on the same scale? What kind of scale? And what *is* fair? These are all questions that one must think about when considering the positives and the negatives of grading on effort.

The positives

Have you ever tried your best on an assignment, really gave it your all, only to get a lower grade? Have you ever studied tirelessly for a test, only to bomb it? Sure, we all have. It is inevitable. Children have varying degrees of intelligence and skills. Some are brilliant, others are just average. As teachers, it is our job to try our hardest to never classify students based on intelligence, or any other stereotypical characteristic. But we see it. We see the students that struggle to keep up, and the students who barely try and still succeed with flying colors. And it's not fair.

Therefore, some people believe that students should be graded on effort alone. Not on the quality of their work, but on the effort they put into it. Others believe that a certain percent of the grade should be effort-based. A prime example of an effort-based grading scale is the scale used at the predominantly African American Benedict College of South Carolina. According to the Office of Academic Affairs at Benedict College, the grading scale for freshmen is 60 percent effort, and 40 percent knowledge. Sophomores have a 60 percent knowledge and 40 percent effort (Swinton, D., 2004). The idea of the college's policy, called Success Equals Effort(SEE), is to "provide our students with a strong and immediate incentive to adopt the behaviors and habits that are most likely to bring academic success" (Swinton, D., 2004). They believe that in their unique setting, students are able to receive more feeback than they would in a traditional college setting, and therefore have more room to improve on their skills (Swinton, D., 2004).

Note

Check out this link for a better understanding of the way that grades are calculated for freshmen and sophomore students at Benedict College: http://www.vanderbilt.edu/AEA/CSMGEP/pipeline/06conference_files/Omari_Swinton_Presentation.pdf.

In response to an increased amount of negative press, which is discussed below, Benedict College has been forced to defend what some consider questionable practices. With so much opposition to one college, whose grading scale is not based on effort alone, it is easy to see why many public schools might fear a change. Most would not even think of challenging the grading system that has been in practice for so many years. However, many others believe that an effort-based grading scale would be very beneficial for all students.

The Negatives

Fairness and equality for all sound nice, but is it a realistic goal? Many believe that it is not. Michael Covington, a professor at the University of Georgia, strongly believes in assigning a fair letter grading scale. He reasons that the main function of grades is to act

as a system of communication between the teacher and the student and between different teachers and educational institutions (Covington, 2004). The teacher assigns the student a grade that he or she earned, based on his or her performance. Everything is clear-cut and straightforward. He believes that students should understand the grading scale, know what is expected of them, and work to achieve that goal to the best of their abilities.

His second principle is very simple: "Grades measure results, not effort" (Covington, 2004). While this may sound harsh, he maintains that in many instances, we do not know how hard our students work. Observing classwork is one thing, but knowing whether students worked hard outside of the classroom is impossible. Furthermore, he adds that "grading on effort can conceal incompetence or, at best, send students into advanced courses for which they are not prepared" (Covington, 2004). Not only that, but students are given degrees based on talent, not on hard work. He reminds us that we would not want a surgeon operating on us that tried his best in college and was graded "on effort" (Covington, 2004).

Covington's Grading Scale	Explanation of letter grade
A	The student did as well as could reasonably be expected.
B	The student's mastery of the material has noticeable flaws but is well above the minimum standard.
C	The student met the minimum requirements for the course.
D	The student learned some of the material but did not meet minimum requirements.
F	The student learned little or none of the material.

Walter Williams, a well-known writer with a doctorate in economics from the University of California at Los Angeles, shares a similar view. He provides his opinion regarding the unique grading scale of Benedict College in Columbia, S.C., which grades freshmen and sophomore students on a scale in which effort is weighted greater than or equal to knowledge. He reminds us that "60 percent of a freshman's grade is based on effort and the rest on academic performance" (Williams, 2004). This means that a student could receive an A grade in effort, and an F in knowledge and still pass the class with a C. The reason for this is the SEE Policy, or "Success Equals Effort" policy, advocated by the college. In fact, the school takes this policy so seriously that teachers who fail to comply with it can be fired (Williams, 2004). This is precisely what Williams discusses in article. He believes that a student without the necessary talent that is graded on effort will "fall further and further behind because he hasn't grasped the material from the earlier courses. He'll graduate only if the fraudulent grading continues" (Williams, 2004)). Basically what Williams is trying to say is that students graded on effort, especially at a college level, is completely unrealistic. It does not prepare students for the real world, where knowledge reins supreme. He belives that students attending this college will be in for a rude awakening when they graduate from college and get a real job. Furthermore, Williams believes that degrees from Benedict College may become obsolete, as employers discover the means by which their employees earned their degrees (Williams, 2004).

The Risks

Grades based on effort are nice, in theory. However, even with good intentions we have seen that it produces negative effects. Perhaps in the future, things will change. But for right now, there are too many risks involved. Here are some things that we must consider: What happens to the students who are not challenged? What if they lose interest in school, because it is just too easy? What if students who have special needs, or students who need further instruction are overlooked because they try their best? There are too many factors, in my mind at least, that prevent effort-based grading from being successful.

Exercise 15.4.1

1. Which is a description of effort-based grading?

A. Students are graded using traditional letter grades A-F.
B. Students are graded using traditional letter grades A-F, with pluses and minuses.
C. Students are graded based on how hard they work, sometimes in combination with their knowledge.
D. Students are graded on knowledge, using a number scale of 1-5.

2. Which is a benefit for effort-based grading?

A. Students that may not be as gifted but try their hardest may receive good grades.
B. Students that are extremely bright are able to use their skills to help other students.
C. Inclusion students will be given opportunities to broaden their knowledge.
D. Students that do not do their work can still receive good grades.

3. Mrs. Smith's elementary school wants to implement a effort-based grading program. She is afraid that her students will suffer from this change in policy. What statement most effectively argues against effort-based grading?

A. Gifted students may not feel challenged, and lose interest in school.
B. Average students will not be able to work to the best of their abilities.
C. Inclusion students will face a disadvantage.
D. Gifted students will become much more advanced than the rest of the class, creating animosity between students.

4. Jimmy works very hard in school. He does all of his homework, studies hard for tests, and listens attentively in school. His grades are excellent. However, Jimmy does not always grasp the material as quickly as the other students, and is usually struggling. He attends a school that employs an effort-based grading scale. Jimmy's deficiencies are not noticed by his teacher. What is the most likely reason?

A. Jimmy hides his confusion and still manages to do well by copying his classmates' work.
B. Jimmy tries his best and receives an A for effort, which is most important in their school.
C. Jimmy's teacher is too busy with paperwork to notice.
D. Jimmy's classmates are all on the same level that he is.

Answer

1. C
2. A
3. A
4. B

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15.5: Can teachers grade students of varying abilities fairly? 15.5: Can teachers grade students of varying abilities fairly?Edit Update titlecancel

By Jsmit219

Learning Objectives

- Be able to differentiate between criterion-referenced and norm-referenced grading system
- Be able to list fair grading recommendations
- Be able to discuss varying uses of portfolios

Introduction

With the introduction and federal legislation of Individuals with Disabilities Education Act (IDEA), schools now are mandated and funded to educate students with varying disabilities in a least restrictive setting possible. This requires administrators and teachers to develop appropriate grading systems to monitor students' progress in the schools. Students classified with various disabilities will more likely have an Individual Education Plan (IEP) with a set of goals for these students to achieve. In a particular class, can students with disabilities compete with other students who do not have such disabilities? Perhaps, if the grading system can be developed to account for differences and varying levels of abilities disabilites while promoting a set of goals which promote desired outcomes and habits.

Grading Systems

Svinicki (1999) discussed the two main grading systems and philosophies that are in use today. One is the **norm-referenced systems** in which the grades per class, for example, is distributed throughout as a bell curve with mean or average grades making up the majority of the students' performance and few individuals performing very high or very low. In the **criterion-referenced systems**, there is a set amount of points or absolute quantity and the grades reflect the amount of points that students earned. The points in turn, can be translated into percentages and/or letter grades such as A for 90% or greater or F for <60%. Another form of criterion-referenced system is measured by mastery or pass/fail. In this case, a minimum standard is pre-set to measure achievement or performance. I would think some point system is still required for this type of system to calculate the performance or students' progress over time. A rubric may also be used to break down the different kinds of abilities used in the performance or activity. A rubric can be designed to work for all students of varying individual abilities.

Recommendations for Fair and Accurate Grading

University of Oregon's *Teaching Effectiveness Program* (TEP, 2006) recommend the following when grading fairly and accurately:

- State clear grading policies in your syllabus and go over them on the first few days of class.
- Keep accurate, numerical grades when possible.
- Give many opportunities for assessment to allow for mistakes and discourage undue pressure or stress.
- Inform students of their progress periodically.
- Give choices in terms of topics or format.

Note

"Do not overemphasize grades. Emphasize learning over grades" (TEP, 2006).

Portfolio Assessment

Due to the demand for alternative assessments, educators and critics have researched the notion of using a body of student's work or **portfolio** to "capture a richer array of what students know and can do... current goals for students go beyond knowledge of facts and include such things as problem solving, critical thinking, ... goals also include dispositions such as persistence, flexibility, motivation, and self-confidence" (Arter & Spandel, 2008, p. 1). Assessments should then align with these goals or "what we consider to be important outcomes for students" (ibid, p. 1). A portfolio can encourage **self-reflection**, especially when it is discussed verbally as a form of "oral report", thus making it instructional as well (ibid, p. 2-3). A portfolio can also be a "story-telling device", communicating a larger context of the students as represented by the works in the portfolio (ibid. p. 4).

Personal Experience and Sample Grading/Assessment

As an art therapist, I modify the program of studies (POS) of high school art curriculum to cater to the needs of my students who receive special education services for emotional disabilities. In addition, they can also have a variety of learning disabilities, ADD/ADHD, autism, Asperger's Syndrome, etc. They vary greatly in their cognitive and emotional intelligence. In their IEP's, I concentrate on their social-emotional goals such as low-frustration tolerance, minimization of impulsive behavior, appropriate language and behavior, assessment of depression, mania, etc. In any given class, I can have a mixture of students who are enrolled in Art 1, 2, 3, and Portfolio. They also vary greatly in their individual artistic abilities. My grading has to be simple yet encompass the *important outcomes* such as promoting a safe learning environment, creative self-expression through artmaking, mastery of techniques, risk-taking, choice-making, even house-keeping, and positive social-interactions, to name a few. Our school has a behavioral system in place called Positive Behavior System (PBS), and it emphasizes the *important outcomes* of *respect*, *responsibility*, and *positive attitude*. These outcomes emphasize the importance of characteristics like respect for self, others, and property; responsibility of their actions and ownership of their learning; and promotion of positive attitude via cooperation and positive outlook.

For these reasons, **70%** of my art students' quarterly grade is based on *class-participation*. Every day, students can earn up to 10 points for their class participation grade. The 10 points are based on factors such as being on time to class, setting up work in a timely manner, focus on work/task, productiveness, PBS behavior as described above, and cleaning-up after themselves. Within a quarter, there are about 23 days to earn daily class participation points.

At interim and at end of the quarter, students and their artwork are also assessed on the following *important outcomes* or **IIPP's** worth 25 points each for a total of 100 points, x 2 (interim & end of quarter) for a total of 200 points per quarter. IIPP's account for **20%** of quarter grades and stand for the following components:

- **Initiative** in starting work, which can include brainstorming ideas via thumbnail sketches or listing words in their journal-sketchbook;
- **Investment** or attitude and focus in their creative process;
- **Problem-Solving** skills - are they willing and able to explore what they don't like about their project and work in a manner to fix the problem? Or do they give up due to their low-frustration tolerance or other reasons?;
- **Progress** - were they able to complete or make sufficient progress on their work? Did they persevere despite some difficulties? What did they learn as a result of this?

10% of their quarterly grade, then, is based on portfolio review. For my classes, portfolio review is a way to show off all their work, to talk about their work, story-telling and summarizing their creative processes or insights about their work. Are there any particular conceptual ideas that are common in their work? Did they think their rendering was successful in trying to express their ideas and subject matter? However, if they have not been successful in the IIPP's and class participation, or are stuck in their creative process, a portfolio review can be used as a formative assessment - to examine where they have been and decide where they want to go in terms of ideas and appropriate use of materials. It is also a way to assess what "important outcomes" are lacking and to set new goals to achieve. I do not grade them on their artistic ability because this is too varying and this population is too sensitive to criticism or artistic "critique". If I thought the student was mature and confident in skills and self-esteem, I will provide oral feedback or suggestions. Otherwise, they earn total amount of points for simply participating and risk-taking, which can be a huge step for some of these students.

If attendance is an issue, including extended suspensions, they may be assigned "homework", otherwise I do not give outside assignments as this would set them up for failure. They are encouraged to do research, but this rarely happens with this group of students. This is another reason why I emphasize class participation and using studio/classtime wisely.

It seems that the research provided here does support my grading system for students I work with who possess varying levels of disabilities and abilities. I always try to give students choices in their work, whether it is the topic (subject matter for their artmaking) and format (materials used). I keep track of grades after each period or day, giving numeric grades. It is calculated using points and for my class, weighted 70/20/10. 70% for class participation works because it does not matter if my students draw like 5-year-olds or 15-year-olds. They are given clear expectations for working safely and productively in the environment of the art studio. 20% for IIPP's work, again, because it does not discriminate their level of artistic ability, but promote "important outcomes" through the creative process of artmaking and gives them some systematic feedback of their progress as well as point out their strengths and weaknesses, and help set goals for improvement. 10% for portfolio review is used both as a formative assessment and summative assessment, and gives further opportunities for self-expression.

Total earned points are turned into percentages, and then turned into letter grades for report cards according to my county's policies. I have had to fail one student last year enrolled in Art 2 due to the fact that he produced very little and he did not seem to have any interest or motivation in using the art materials. Though it was recommended that he does not pursue art for the second year, he re-enrolled into my class, having barely passed his first year. He was seemingly not upset about the grade, nor his mother, for that matter. But could I have a better grade system or perhaps a better structure of class for students like him to succeed in my class? Did my class provide him with too many choices and open-ended format? This year, he continues to pop into the art studio stating that he wishes to stay instead of going to his next class. He sits for a minute and verbalizes what (little) he did last year with fond memories. Perhaps for him, he was not interested in art so much as the positive environment within it. He was able to gain positive relationships with his peers and me, and perhaps that's what he needed the most, a sense of belonging.

? Exercise 15.5.1

Question #1: Which is **NOT** a recommendation for fair and accurate grading?

A. Emphasize learning over grades

B. Give at least 5 easy tasks to do every day

C. Give choices in terms of topics or format

D. Keep accurate, numerical grades when possible

Question #2: Which is **NOT** a reason for portfolio use as described in this article?

A. for comparing work with others' body of work

B. for formative and summative assessments

C. to capture a richer array of what students know and can do

D. to set goals for future work

Question #3: The grade system described above for an art studio is based on

A. assessing students for their artistic abilities

B. assessing students for their production abilities

C. a criterion-referenced grading system

D. a norm-referenced grading system

Question #4: A teacher gives her class a final exam. With the results, she sets her grades according to a bell-curve. Which grading system is she using?

A. art studio grading system

B. a criterion-referenced grading system

C. a norm-referenced grading system

D. a portfolio review grading system

Answer

1. B
2. A
3. C
4. C

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15.6: Should praise be given to students or not? 15.6: Should praise be given to students or not?Edit Update titlecancel

by Jennifer Peace

Learning Objectives

- To understand the definition of *praise*
- To understand the pros and cons of using praise
- To understand how to use praise effectively in the classroom

Introduction: What is praise?

Many teachers may concur that a productive classroom is one filled with encouragement, positivity, and praise. However, many educators are unaware of the negative effects of praise or are unskilled at praising students effectively.

Praise is defined as the "expression of approval, commendation, or admiration" (The Freedictionary). Usually, praise is given to a student upon completion of a task (Driscoll and Hitz 3). Praise goes beyond telling a student if they are right or wrong by expressing "positive teacher affect (surprise, delight, excitement) and/or placing the students behavior in context by giving information about its value or its implications about the students status" (Brophy 5). For example, it a student answers a question correctly, instead of simply telling the student they are correct, the teacher may say "Nice!" or "Yes, smart!" Essentially, a praise statement is a value judgement the teacher makes of the student.

Pros and Cons of Using Praise

Using rewards, both tangible and verbal, is a common practice in classrooms, and teachers have found success using praise as a reinforcer. In his article, "Teacher's Praise: A Functional Analysis," Jere Brophy states that "praise allows a direct statement of the contingency between the behavior and the reinforcement...in the very act of praising, teachers can identify the specific behaviors they are trying to reinforce" (7). Essentially, praise is valuable because the teacher is able to explicitly highlight the specific desired behavior.

Additionally, praise has been deemed more effective than tangible rewards when the goal is to encourage motivation. In fact, "the more abstract and symbolic forms of reward are, the more powerful they are" (Marzano, *et al*. 57). While it is still unclear why praise works better than tanglible rewards, it is apparent that praise can be useful in the classroom. However, according to Brophy, "the fact that praise *can* function as a reinforcer does not mean that it always or usually *does*" (Brophy 7).

Researchers are now suggesting that there are many weaknesses with praise, and that it sometimes can be more detrimental than beneficial. While the purpose of praise is to increase self esteem, often it can deplete it. When a teacher praises a student for a mundane task, the student may feel as though the teacher did not think he/she was capable of performing successfully. Also, praises like, "Great!" and "Nice!" make students feel as though they must always live up to that standard. Thus, praise discourages students from taking risks and speaking out because they fear failure (Driscoll & Hitz).

Additionally, praise is not always productive. According to Driscoll and Hitz, praise is only useful when the student cares what the teacher thinks of him. While at a young age a student might crave a teacher's approval, as the child ages this becomes less and less the case. Therefore, praises like, "Smart answer!" and "You're a genius!" only work for students who need their intelligence to be affirmed (1989). Along a related vein, when teachers use "empty" praises, or praise all students using the exact same phrase for every task completed, the praise becomes worthless; the student does not feel special or significant because the praise is general or universal and not unique (Driscoll & Hitz).

Finally, using praise as a classroom management strategy can in fact be counterproductive because it is based on manipulation. Many teachers use the behavior of a student to redirect those who are off task. For example, a teacher may say, "I like how Billy is reading his book!" or "Look how nicely Sara is sitting on the carpet with her legs criss crossed." These statements encourage conformity and will undoubtedly be met with defiance (Driscoll and Hitz). In the end, no one likes being controlled and manipulated.

Effective Praise: A How-to Guide

Despite the research suggesting that praise can be detrimental, when used effectively, praise can be advantageous. The key, according to Driscoll and Hitz in their article, "Praise in the Classroom", is to replace empty or overblown praise with statements of encouragement which "refers to a positive acknowledgement response that focuses on student's efforts or specific attributes of work completed. Unlike praise, encouragement does not place judgement on student work or give information regarding its value or implications of student status" (2009).

Effecive praise statements are those that are not exaggerated or insincere, but allow the teacher to acknowledge a student's answer and show appreciation for the student's level of effort. For example, if a student answers correctly or incorrectly, a simple "Yes, thank you" or "No, the answer is B" works to "inform the student without adding distracting emotions" (Hermin & Toth). Also, a more effective form of praise is to take the focus off of judging the student and instead place it on showing appreciation. According to Hermin and Toth in "Responding to Student Comments and Using Praise Effectively," in many situations, "I" statements work better than "you" statements. For example, instead of saying, "Awsome answer Jay! Your answer was really genius!" which "carries the tone of one person judging another," the teacher could say, "I really appreciate how well you answered that question, Jay!" This allows the teacher to "merely communicate honest, personal appreciation. It is an honest statement, not a mechanical platitude, certainly not an empty exaggeration" (2009).

Note

"I was amazed at how empty my praise had become. So often I felt vaguely dishonest. Yet, I, too was addicted to praise. It wasn't easy to break the habit. I'm getting a non praise habit, but slowly. I mainly ask opinion questions and respond with thank you's. I'm surprised how easy the shift was on students. I put the following list on my desk, and that is helping me

- Honest Appreciatives: Thank you.
- Plain corrects: Yes.
- Plain incorrects: No, the answer is...
- Spontaneous Delights: Truly felt compliments
- Praise and Rewards for All: The group did well today.

-Tom Clarence, High School History Teacher *extracted from* ***Inspiring Active Learning*** *(Harmin & Toth)*

Example Analysis

A teacher is preparing her students for the final benchmark before SOL tests. She is really trying to concentrate on getting those students who are below average and afraid of participating to speak up. She singles out one of these students to answer a question, and he gives the incorrect response. The teacher says, "The correct answer is internal conflict but that was a good risk to take on your part" and continues on to the next review question.

This is an example of an informal assessment in a classroom where the teacher is trying to determine what concepts have been mastered and which need more review time. It shows a teacher using effective praise to maintain confidence among students and encourage participation.

This is an example of effective praise because, when the student answers incorrecly, the teacher provides the correct answer and shows her appreciation for the student's bravery. The teacher has managed to take the focus off of the incorrect answer and place it on the students risk taking. Therefore, the student does not dwell on the incorrect answer, but is instead left with the confidence to try again. The student is not made to feel foolish for giving an answer that was incorrect, inferior by having another student answer the question when he could not, or weak by having the teacher give him hint after hint until the teacher practically provides the answer for him.

Conclusion: My thoughts

As with any other classroom strategy, the use of praise has its benefits as well as its weaknesses. However, if teachers use praise appropriately, there can be a positive response from the students.

Today's youth are starving for attention and will engage in positive or even negative behavior to attain it. I feel it is important for teachers to recognize the diligence and worth of their students on a consistent basis. Students must feel as though they are important and appreciated in order to constructively contribute to the classroom. To send this message, teachers should not simply

dole out praise over any minimal achievement or use the same statement of praise for every task. This cookie cutter form of recognition fails to focalize on the individual worth and uniqueness of each student.

Instead, it is important for teachers to praise students by encouraging them to continue working hard and doing their best. For example, teachers should make an effort to recognize when students are working on a difficult task and commend their perseverance. Everything a child does should not be "Great!" or "Nice!" because eventually the phrase becomes monotonous and is not task specific. Essentially, praise should encourage the student to feel competent and appreciative of their own effort.

Exercise 15.6.1

1. What is praise?

a. an expression of approval or admiration

b. a phrase used only when students pass a test

c. a phrase used by teachers to let students know they are upset

d. a tangible reward

2. What is one argument against using praise?

a. It can hurt students' feelings.

b. It can lower self esteem.

c. It only works when students like the teacher.

d. It only encourages motivation.

3. Mrs. Lease notices that several students are not on task and, in order to get them on task, says, "I really like how Sam is working on the problems and not talking to his neighbor." Based on what you know about using praise effectively, how do you think Sam's classmates will react?

a. They will immediately stop talking and work on their problems.

b. They will feel resentment towards Sam and continue talking.

c. They will ask for forgiveness from Mrs. Lease.

d. They will give Sam a high five on the playground.

4. A student provides the correct answer and the teacher responds with, "Yes, thank you. That was the answer I was looking for." Is this an example of effective praise?

a. No, the teacher is not specific enough.

b. No, the teacher does not tell the student how he feels about her level of intelligence.

c. Yes, the teacher judges the answer without judging the student.

d. Yes, the teacher makes the student feel smarter than the rest of the class.

Answer

1. a
2. b
3. b
4. c

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15.7: What is the process for providing effective feedback? 15.7: What is the process for providing effective feedback?Edit Update titlecancel

By:Whitney Chambers

Note

"One of the great things about being recognized is that you receive this feedback from people. It is easy to see how sincere people are. It's nothing fake or jive. They're giving sincere appreciation. And it's not that easy to express.

-John Austin-

Learning Objectives

- Readers should be able to differentiate between effective feedback and ineffective feedback.
- Readers should be able to understand the importance of feedback.
- Readers should be able to identify different ways to give feedback.

INTRODUCTION

Praising a student for his or her progress, achievements, and milestones is something that often is overlooked in the classroom by teachers. Often teachers forget or do not have the time to stop and reward students with feedback that is positive and beneficial. Feedback is fundamental to learning, but opportunities to receive it are often scarce in classrooms. (Carr, 2008) Most of the time students are presented with feedback in the form of punishment. For example when a student is being disruptive, that student is the one who receives the teachers attention. This is not wrong, but the teacher should give praise to the students who are following the directions as well. Feedback is not about the praise or blame, approval or disapproval. It describes what the student did and did not do (Providing Students with Effective Feedback, 2008). As long as feedback is effective and not ineffective and teachers differentiate the two then the bridge between students and the teacher can come together.

COMMON FEEDBACK

Praising and expressing pleasure enhance the faculty-student relationship (Smith, 2008). If the student feels that he or she has a personal relationship with their teacher they will continually do what it takes to maintain that relationship. Very often, students receive grades as a feedback at the end. Along with grades teachers give effective feedback to explain why the student earned that particular grade. Often to do this teachers use rubrics and this prevents bias grading and allows students to see how he or she was graded. One study showed students preferred a rubric to paragraph-style comments to provide summary evaluations of their essays. They wanted to know both positive and negative aspects of their work. (Smith, 2008). However students need to stay on track and know that they are doing what is expected of them. Proper feedback can be done a number of ways such as teacher to student, student to student, or student to themselves.

METHODS OF FEEDBACK

Most commonly when thinking of feedback in the classroom, teachers are assumed the only ones who can give feedback. However, teachers are not the only ones who can give effective feedback. Students give themselves feedback thru self evaluations along with receiving feedback from their peers thru peer reviews. Students need to feel successful, and the feedback that they receive through both self-evaluation and peer evaluation can help them see their growth on specific task.

Students are not only the ones who benefit from feedback. Feedback is not only beneficial to students but teachers as well. One way this is done by having students evaluate their performance and thru peer review. According to author, Sonya Carr this feedback gives useful information about the quality of instruction and can guide teachers' instructional planning and decision making (Carr, 2008). If the majority of the students feel as though the lesson taught was not as beneficial or was not clearly taught, the teacher can use the feedback to improve. Not only does it give teachers negative feedback it can show teachers what lesson students really enjoyed and found most beneficial to their learning (Carr, 2008). Teachers can gain important insights about students' perceptions of themselves and their learning. Often students are their worst critic and this allows teachers to promote and encourage his or her students.

INEFFECTIVE FEEDBACK

Along with effective feedback students encounter ineffective feedback which hinders the learning process and cause students to “withdrawal” from the whole learning process. For instance some teachers show favoritism causing other students not to try as hard because they feel it will not matter. The student who gets all of the teachers attention often gets the sense he or she can do no wrong. Another example of ineffective feedback is teachers being too general for example “good job,” or “well done.” Teachers should be specific as to what the student has done well. This prevents the student thinking the teachers is just saying it. Teachers must understand that comments such as “good work” are not specific enough and that students need fair and honest feedback (Carr, 2008). When a teacher gives feedback at the end of a lesson, unit or activity this can be considered ineffective feedback. When feedback is done at the conclusion students cannot improve, whereas feedback given throughout the lesson the student can adjust their progress resulting in them achieving a better score. According to Academic Leadership, an online journal, not only must feedback provide a mirror to the student in terms of how his or her performance relates to the learning goal, it must also provide strategies and tips on how to achieve that goal, as well the opportunity to apply the feedback (Providing Students with Effective Feedback, 2007). If teachers clearly communicate their expectations an criteria for success from the beginning through the end to his or her students, students can begin to view the evaluations as part of the learning process (Carr, 2008).

MOST EFFECTIVE FEEDBACK

According to Professors Paul Black and Dylan William, three essential elements enhance feedback. The first element is recognition of the desired goal, secondly evidence about the present position, and lastly some understanding of a way to close the gap between the two previous essentials (Black, 1998). If teachers give criticism it needs to be constructive rather than having the student feel persecuted. Here are some examples that constitute effective feedback:

Example of clear, complete feedback: "You tie in the opening and the conclusion very nicely here by showing how the main character matured between the beginning and end of the novel."

Example of supportive feedback: "Excellent job! You really understand why the protagonist did what he did." Or, if criticism is necessary, make it constructive; i.e., "I think you might have misunderstood the protagonist's role in the story. Why not go back and re-read Chapters 3-5, and I'm sure you'll see why he made the choices he did."

Examples of poor feedback: Too-brief comments, such as "This is good." (Why?) or "You need improvement here." (Why? What kind of improvement?) Negative comments, such as "You obviously haven't grasped the material." or "My third-grader can write better than this."

Pennsylvania State University 2004

courses.worldcampus.psu.edu/facdev101/content/lesson15/lesson15_02.shtml#top

CONCLUSION

A student knows his or her potential, and has the power to make decisions as to take what is being taught and applying it. It is a greater feeling for students to know that the teacher sees their potential as well thru effective feedback. In the classroom students should be able to communicate with their teacher about his or her progress, what the student may not be doing correctly as well as praise when they do something positive. If teachers used feedback to evaluate their progress teachers can also see the progress and the difference they are making on their students.

? Exercise 15.7.1

1. If Ms. Smith tell tells Little Johnny that the report he turned in was good, but ask Johnny to revise his grammar mistakes, this type of feedback would be considered?

A.) Ineffective Feedback

B.) Effective Feedback

C.) Rubric

D.) Beneficial

2. An example of Effective Feedback is _____.

A.) “The paper is to short”

B.) “Please include why you think you agree with the author, but great job with explaining the authors point of view”

C.) “Great Job”

D.) “There are many grammatical errors, please re-write this paper”

3. When should students receive effective feedback?

A.) In the beginning

B.) Throughout the assignment

C.) Towards the end of an assignment

D.) Only in a rubric after the assignment is graded

4. According to Black and Williams the third essential element to enhance feedback is _____.

A.) Some understanding of a way to close the gap between the desired goal and present position.

B.) Some understanding of a way to close the gap between what the teacher says and what the student says.

C.) Some understanding of a way to close the gap between how the student is expected to perform and what the teacher knows about the student.

D.) Some understanding of a way to close the gap between how the teacher grades the assignment and how the rubric reads.

Answer

1. A
2. B
3. B
4. A

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'***Reader Response****Tbandy001 (talk) 19:31, 16 April 2009 (UTC)* I thought this article was really informative because I never really payed attention to feedback and how effective it was until I joined the class this semester. You gave examples of common feedback, most effective feedback, and bad feedback. I think that this article was very informative, had I would have never taken this class your article would have told me everything I would need to know about what feedback is and how it works. I think all feedback is good feedback though because without any feedback you would never know what people thought of your performance. All you would have to go on is your own perspective.

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15.8: Should students have differentiated assessments based on their needs and abilities? 15.8: Should students have differentiated assessments based on their needs and abilities?Edit Update titlecancel

Carissa Eckelman

Learning Objectives

- Identify what Differentiated assessment is
- Learn different types of differentiated assessments
- Understand the different types of learners

Introduction

There are many different types of students that teachers will encounter throughout their years of teaching. Each child has different gifts, and they also have different struggles. Teachers need to be able to identify the different types of learners that they will encounter, and how to successfully teach and give assessment to these students. The first type of students that a teacher will encounter is referred to as the "normative students." These students as referred to as by Webster is, "of, relating to, or determining norms or standards." Which in teaching means that these students can complete most tasks or assessments that are given to them. Normative students are given what are called Norm-Referenced Tests or (NRTs). These tests are defined as a type of test, assessment, or evaluation which yields an estimate of the position of the tested individual in a predefined population, with respect to the trait being measured. (Wikipedia) In this you compare one of the students to another with the results. The next type of students that a teacher could be presented with is a disabled learner. The definition of a disabled person is any person who has a physical or mental impairment which substantially limits one or more of such person's major life activities, has a record of such impairment, or is regarded as having such impairment. (Administration 2004.) As teacher this means that you will be responsible for coming up with different ways of giving assessments to these students, because they can't take the NRTs.

Different Assessments

Since you will be responsible for coming up with different ways to test students with disabilities it is important to know some ways that could really help you. First let's start with the basics. The definition of differentiated assessment is an ongoing process through which teachers gather data before, during and after instruction from multiple sources to identify learners' needs and strengths. Students are differentiated in their knowledge and skills. (Chapman and King 2004.) Since you know the definition of what differentiated assessment is you can use it towards your teaching. For instance you don't have to necessarily test students on a subject, but rather on how they are improving. Types of things to assess could be completion of tasks, ability to work with and listen to others, participation levels, respects self and others, ability to discuss, explain, make connections, debate, support opinions, infer, reason, re-tell, describe, report, predict. (About, 2009). Another way of differentiating assessment is when you have students who can't read as well as others, and you are testing say social studies, read the questions to the students. You aren't giving them a reading test, so by reading them the different questions they can actually have a chance of figuring out the correct questions.

Note

Here are some GREAT tips on how to differentiate assessment and instruction www.frsd.k12.nj.us/rfmslibrarylab/di/differentiated_instruction.htm

Two key types of different assessments are performance based assessment and portfolio assessment (Eric, 1993.). In performance based assessment you ask the students to perform tasks to evaluate certain skills. For portfolio assessment portfolios are an effective way to bring assessment into harmony with instructional goals. Portfolios can be thought of as a form of "embedded assessment"; that is, the assessment tasks are a part of instruction. Teachers determine important instructional goals and how they might be achieved. Through observation during instruction and collecting some of the artifacts of instruction, assessment flows directly from the instruction. (Shavleson 1992.)

Conclusion and Author's Opinion

So there are a lot of different ways that teachers can learn to test and instruct students with different needs and abilities. Students don't have to be given a standard 100 question multiple choice test to really prove what they know. They could be given an experiment to do or a paper to write. I personally think that every teacher should practice differentiated assessment. Since, inclusion is a huge part in almost all public schools teachers will come across students that will need differentiated assessment. From what I have seem, through observation and from other teachers, you can assess students in lots of different ways. For example, my mom, who is a second grade teacher uses differentiated assessment a lot. She reads test questions to students who wouldn't be able to read them. She also assesses them in other ways than just tests. One teacher I observed used projects to assess students. She would give them each a project after each unit. Sometimes it would be a book to make, a poster, or a brochure. By using these different ways to assess, each students get a fair chance at being able to learn and succeed.

Exercise 15.8.1

1. All of the following are examples of types of differentiated assessment EXCEPT:

a. Performance Based Assessment

b. N.R.T.s

c. Portfolio Assessment

d. Debating a subject

2. What is Differentiated Assessment?

a. Figuring out different needs and skills of students and giving tests based on them.

b. Choosing which students get to take a test

c. Instead of testing, giving the students all A's.

d. Making the students all take the same test

3. You are a new teacher and want to use different assessments for every level of students. What is an example of a problem you might occur?

a. Since they are all in the same class they don't need differentiated assessment.

b. No problem

c. The students will all rebel and could hurt you.

d. You will have a long time grading them, and therefore it might not be worth making different tests for all the levels.

4. You are a teacher and want to make a differentiated assessment. What is an example of an assessment.

a. Having the students draw a picture explaining the lesson

b. Having the students take a multiple choice test.

c. Having the students do an experiment

d. Both a and d.

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Reader Response Tbandy001 (talk) 21:05, 16 April 2009 (UTC) I think that this article was very important in interested because there needs to be different wasys to asses the student because as you said every single student is different. Having the same assessment for everyone through out the year will only show favor to a certain constant group of people. As you said before inclusionis a big part of going to school now and because of this I agree with you in that teachers need to take this into consideration and allow for different assesments. You made that very clear in your conclusion we all aren't so called normal so why would everyone be required to take normative assesments.

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15.9: Are report cards the best way to measure progress? 15.9: Are report cards the best way to measure progress?Edit Update titlecancel

By: Amanda Burke

Learning Objectives

- The reader will identify the pros and cons of using report cards to measure student progress.
- The reader will identify alternative ways of measuring student progress.
- The reader will be able to define the School's Report Card.

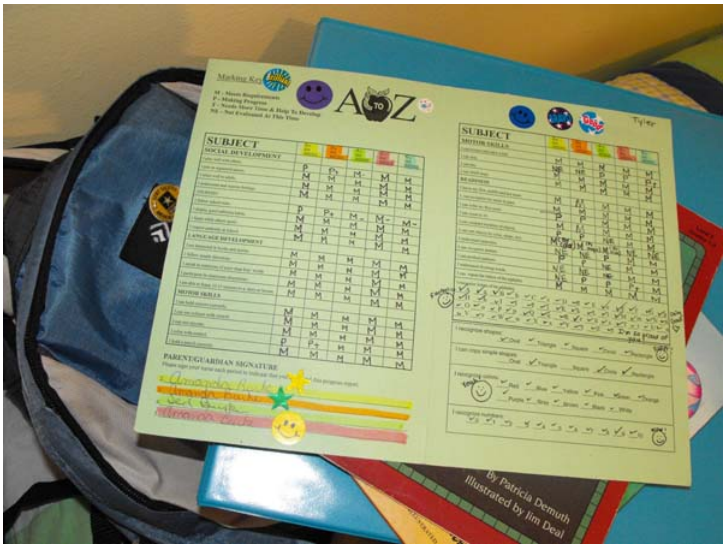


Figure 15.9.1: Image of a report card (Public Domain, Jack Potte, Wikimedia)

Introduction

It is fifteen minutes until class is dismissed. The teacher has waited all day to hand out the item in his hand. He wanted to avoid the chaos that goes along with it, this small manila envelope containing, for some, the most anticipated and others the most dreaded thing of the school year. Report cards! The deed is done. Each student responds in a different way. Some can't open them fast enough, eager to see the list of As and check marks, but others hold it slowly in front of them take a deep breath and hope to some higher power that they somehow will not be grounded for the next six weeks. Report cards have long been the standard of communication between school and home. These reports are meant to show the students progress in the classroom, and display the grade that the student has earned in each subject. There is also usually a section that reflects the student's motor, social, and behavioral skills as well. Some schools also use midterm reports to help students judge where they stand and make improvements to grades before the next reporting period. These report periods are usually every six to nine weeks. Educators, however, are starting to question if these reports are in fact the best way to judge a students' progress. Some also question whether or not report cards, that are strictly grade based, are more harmful than helpful to the student. We will look at both the pros and cons to these issues, and also some alternative ways to assess student progress.

The Good

Report cards are a great way for parents to know how their child is performing in school. "The purpose of report cards is to convey information from the school to parents about a student's educational progress."(Friedman,1995)They do just that. Traditional report cards show either the numerical grade earned, or it may be converted into a letter grade: A,B,C,D,or F, with A being top performance and F failing. This serves as a great communication tool for parents. Straight letter grading can also help teach responsibility in the student. If they fail to turn in assignments or do poorly on other assessments, then this greatly affects their grades. This in turn helps teach students that they are responsible for their actions and motivates them to meet future goals. Letter grades can be assigned in many ways to help students overcome any areas of poor performance. The Association for Physiological Science discusses different types of grading to best benefit the student. These include "weighted letter grades, accumulated points,

definitional assessment, median grading, or holistic grading." (Zlokovich, 2001) (Click to see more information about each style. [1]) Each of these grading styles can result in an accurate letter grade that corresponds with mastery of a state standard, and indicates if the child is showing progress. Letter grading is seen by some as the most fair way to grade. If there are a number of points available for an assignment then every student has the same chance of scoring the highest grade. This method of grading promotes accountability on the student's and parents part. Not everyone agrees that report cards are beneficial. Let's look at some of the cons associated with report cards.

The Bad

There is much concern that traditional report cards are not successfully showing student progress.There has been much debate as to whether or not teachers should award only a letter grade. Many see the act of assigning a letter grade as being inconsistent. Some teachers may assign grades based on mastery of standards, and some assign grades in comparison to other students in the class. (Francis,2006)What this means essentially is that a child may be able to deliver a particular grade for an assignment, but he may not have mastered the material. The opposite may also occur. Maybe he knows the standard but was not able to perform well enough on an assignment to earn a grade reflective of this. This lends to an unfair grading system, and no proof of improvement or ability of the students. Another problem surrounding use of traditional grades is that students and parents may not understand exactly what the grade means. (Francis,2006) They may see Cs or Ds and think their child is falling behind, but the teacher may view that student as just being slightly below average compared to other student's performance. Traditional letter grading can be too subjective. Students may earn high letter grades, but perform poorly on standards tests, such as the Virginia SOLs.(Delisio, 2007)There is also the belief that letter grading can have a negative effect on students self esteem and motivation. If they repeatedly see themselves failing or performing lower than their friends they may begin to doubt their ability. This in turn could set the student up for even greater failure, or develop a situation of learned helplessness, in which the student feels they cannot do it and will not even try. It could also foster negative competition between friends at school or between siblings at home. In stead of focusing on learning the material, the student may be more focused on trying to beat a brother, sister, or friend by earning higher grades to impress them. This,again, could be a situation where the student my score well but not retain the information given. A student may also feel pressured to perform by parents who expect nothing short of straight As. This is a learned reaction because of the tradition of report cards. The parent was expected to earn high grades when they were a child, and may not fully understand what a letter grade means in today's education system. Although communication is needed to keep parents informed, it for these reasons that traditional report cards are often considered bad. There have been some alternatives addressed to help mend these concerns and still keep parents informed with a more accurate report.

The Alternatives

Many people argue that traditional report cards are not an effective method of measuring student progress since the focus has shifted more to state standards and accountability. According to Education World, "a report card revolution has been gaining momentum in the U.S., started by state standards, and accelerated by the testing and accountability provisions of the federal No Child Left Behind Act." (Delisio, 2007) There have been many alternatives proposed to traditional letter grade report cards. Some of the alternatives suggested are age appropriate skills checklists, narratives added to traditional report cards, pass or fail grading systems, or a combination of two or more of these. Skills checklists would indicate if a student has met a state standard, or SOL. Narratives would still support a traditional report card, but would give an opportunity for teachers to prove students have improved since the last report. (Francis, 2006) Pass/fail or met/not met is simply what it states a student has either passed the subject or met the goal being graded. These types of reports could help alleviate the concerns surrounding report cards. Checklists and narrative reports take the guess work out of determining how a child is progressing. They will clearly show whether the student has met the goals established for them. Even if a letter grade still exists, a narrative could clearly explain what that grade means. Pressure to perform and low self esteem issues when a desired score is not reached could be a thing of the past for today's students. With the face of education changing, many schools have already chosen to change their method of assessing student progress. These alternative reports are appearing in more and more schools across the country. As education is changing so is the face and role of assessments. Below are some samples of different types of report cards.

Note

REPORT CARD EXAMPLES

- Click here for examples of a traditional letter grade report card.[2] or [3]
- Click here for an example of a skills checklist report card.[4]

- The above photo is an example of a Met/Not Met/Improvement report card.

These three examples show the unique differences between a traditional report card,a skills checklist that is specifically tailored towards state standards, and a met not met report. Notice on the traditional cards only the subject being graded is listed and on the skills checklist each standard is listed for that individual subject. This is thought by many to be a more effective way to measure student progress. The met/not met card simply shows that they have met the goal, not met it, or needs improvement. I consider these to be great examples of three varying types of assessment reporting.

What is the School Report Card and the Nations Report Card?

In addition to individual report cards given to students the state also issues a report card for each school and school district. We will look specifically at Virginia as an example. "The Virginia School Report Card provides information on student achievement, accreditation, safety, and attendance for the state as a whole and for individual schools"(VDOE,2008).As part of the No Child Left Behind Act of 2001, each state is required to meet certain federal goals and standards. Each state releases a school report card to show their progress towards these goals. The Virginia Department of Education claims it will have meet these goals when:"All children achieve high academic standards and are proficient in reading and mathematics, all children of limited English proficiency become proficient in English, all children are taught by highly qualified teachers, all students attend schools that are safe, drug free, and conducive to learning, and all students graduate from high school" (VDOE,2008). This report card is intended to show the federal government, parents of students and the public that our schools are meeting and/or working hard to meet these goals. Visit the Virginia Department of Education to search for individual schools or district report cards.[5] Another report card is the Nation's Report Card. [6](Click to visit)This a report of the National Assessment of Educational Progress, or NAEP. "NAEP reports information on student performance for the nation, states, and in some cases, urban districts in a variety of subject areas." (NAEP,2008) Not every student participates in this exam. students are selected to provide the most accurate sampling possible. There is a sampling taken from different schools and states across the nation. Students are tested in various subject areas. The intent of the NAEP is to make streamlined comparisons between states, a hard task due to the different standards each state requires. The results are compiled and published as the Nation's Report Card. This is available to the public to see where our education system stands, and can also be used by policy makers, principals, educators and teachers in decision making processes. (NAEP 2008)

? Exercise 15.9.1

1. What is a state school report card?

A. Assessment report of SOL given to individual students each year.

B. Final transcript given for graduation purposes.

C. State school budget report.

D. Yearly report of school's accedemic progress.

2.Which act has forced educators to reconsider the traditional report card?

A. American Reporting Act

B. IDEA Act

C. No Child Left Behind Act

D. West Coast Research Act

3.This note appears next to a C on a students report card and is an example of what: Timmy has made great improvements in the last 9 weeks. He has met each SOL for social studies, made a greater effort to turn in assignments, and has improved overall one letter grade.

A. Met/Not Met

B. Narrative

C. Passing

D. Skills Checklist

4. A met/not met type of report card would best be suited for what grade level?

A.Fith

B.Kindergarten

C.Sixth

D.Twelfth

Answer

1. D 2.C 3.B 4.B

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Reader Response Tbandy001 (talk) 21:19, 16 April 2009 (UTC)

I personally like the topic that you picked, I have never been a fan of grades and report cards because I felt like it doesn't display what it is intended for. Report cards are supposed to asses out knowledge but I believe they don't. Report cards take away from the initial point of learning, instead you'll have a lower grade because you missed too many days or you forgot to turn in an assignment or you were sick so you didn't get a chance to take in all the knowledge so when it comes to taking the test, you are unprepared. You made it clear what a report card was and what it is intended to do. I liked the fact that you clearly elaborated on the fact that some believe report cards are negative feedback not positive. I also agreed with your alternative methods in regards to the report card. I thought the checklist in regards to a persons age was a really smart idea. I think that is the best idea thus far in regards to cirriculmn.

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15.10: How are portfolios an alternative way to measure progress? 15.10: How are portfolios an alternative way to measure progress?Edit Update titlecancel

by Heather Alderman

Learning Objectives

- The definition and purpose of portfolios
- Who and what is involved in the implementation process of portfolios
- The advantages of electronic portfolios
- The disadvantages of portfolios

Introduction

Educators are becoming more and more frustrated with the pressures of standardized tests and how they are used as a method of assessment. Teachers must center their instruction around these standards because they are accountable for their students' preparation of these tests (Blackbourn et al., 2004). In the end, are standardized tests truly a justified method of measuring each student's progress? Are there alternative approaches to assess those students who do not perform well on tests?

Portfolio-based assessment was designed as an evaluation that centers around each individual student (Blackbourn et al., 2004). The definition of a portfolio is a collection of a student's work over a period of time. They are used as a performance-based assessment tool to demonstrate what the student is learning and to track their progress (Abrenica). They also allow the student to reflect on his or her strengths and weaknesses and then apply these skills to improve their performance (Valdez, 2001). Let's take a more in-depth look at the structure, evaluation, and pros and cons of portfolio assessment.

Portfolio Implementation

Implementing a portfolio uses a constructivist approach because it "deeply involves the students in the task assigned to them" (Valdez, 2001, p. 1) Portfolios should be designed by both the teacher and student. Specific goals and objectives need to be set to not only reflect the teacher's standards, but the interests and learning styles of the student (Blackbourn et al., 2004). Portfolios should not only be a collection of test results, journal entries, and homework. They should also include written reflections to accompany each entry that demonstrate the student's knowledge, skills, and application of what they have learned (Valdez, 2001).

Electronic Portfolios

Portfolio assessment began by collecting student work samples and organizing them in folders or binders so that the teacher, students, and parents could monitor student progress. Oftentimes these portfolios can become bulky and begin to take up space. There is also the problem with documents that are too large to be kept in a folder or binder (Abrenica).

Because of the digital age we are living in, electronic portfolios, or e-folios, have proven to be more popular and practical. Information and documents can easily be scanned and stored on a computer hard drive, floppy disk, CD, DVD, or any other storage media. This method takes up much less space and can be easily accessed. An electronic portfolio provides endless possibilities, which include voice recordings of a student reading, video recordings of student presentations, and pictures taken from a Science Fair awards presentation.

Once the portfolio entries have been chosen and organized, the electronic portfolio can be presented as a slideshow or uploaded as a website. This is where creating a portfolio becomes an active learning strategy because the students are encouraged to use their creativity (Valdez, 2001). The electronic portfolios can be enhanced with sound clips, music, graphics, and pictures, thus making it more appealing to those viewing the presentation.

Note

Creating a portfolio is an active learning strategy where students are encouraged to use their creativity. -Penelope Valdez

An electronic portfolio not only encourages students to use their creativity, but also enhances their computer and technology skills. Students will be introduced to the use of computers, scanners, digital cameras, multimedia software programs, and web authoring

programs. In the end, students will “feel a sense of accomplishment and empowerment by displaying, sharing and presenting their electronic portfolios to teachers, fellow classmates and parents” (Abrenica, p. 1).

Sample Electronic Portfolios These electronic portfolio examples provide entries from all subject areas on the elementary level. These are excellent examples of different types of media. Each student created their own personal website that reflects their personality. While I thought these were creatively and visually excellent electronic portfolio examples, I was disappointed that not every entry provided a personal written reflection from the student. I think a written reflection should be a requirement for every portfolio entry so that the students can analyze and reflect on their strengths and weaknesses.

Portfolio Assessment Example

Figure 15.10.1: Image 1

Penelope Valdez is a seventh grade science teacher in Los Angeles, California. She requires her students to turn in monthly portfolio entries so that by the end of the school year they will have a total of ten entries in their portfolio. Her students may choose any of the topics covered during the given month and do the following:

“State and explain in detail what concept they have learned. Students should write this section in their own words, and it should be about a page long. Statements should always begin with “I learned that . . . ” or “I learned how to . . .” Some examples include: I learned that high blood pressure afflicts African Americans more than people from other ethnic backgrounds; I learned that HIV is called a genetic disease, not because it is a disease transmitted by inheritance, but because it is a disease that afflicts DNA, which is the building blocks of our genes; or I learned how to use, handle, care, and store microscopes properly. . Create a product applying the concept they have learned with the purpose of presenting the science concept in an easy-to-understand way. For example, students could make a family tree showing incidence of high blood pressure among relatives or have someone take photographs of the student properly using, caring for, and storing a microscope; and evaluate, judge, and critique a popular magazine article, print or TV advertisement, or overheard quote from the news or media. They must base their evaluations on the concepts learned, determine if the science in their selection is accurate or not, and explain their appraisal. (Valdez, 2001, p. 2)”

Ms. Valdez is able to easily assign grades by basing her evaluation on the outline of what needs to be included in each entry. Figure I illustrates a sample of her scoring guide. For the first part she looks for “accuracy of the concept written about and makes sure the explanation of the concept is written in the student’s own words. The extent and depth of any extra research is also considered. For the second part of the entry, the level of originality and creativity is evaluated. For the third part, I look for originality in the student’s choice of an article or other media example, while also evaluating the role science plays in the student’s choice and the soundness of the student’s critique of the piece. (Valdez, 2001, p.2)”

Disadvantages of Portfolios

While portfolios are beneficial to both the teacher and students by having a positive effect on student learning, there are some disadvantages. A large amount of a teacher’s time is consumed to plan, organize, and grade each portfolio. Penelope Valdez states that she often finds herself spending as much as ten minutes grading each portfolio entry and writing comments on how the students can improve their entries (Valdez, 2001). There is also another time issue if the students are not used to using computers and technology. They must learn to use and manipulate digital media in order to complete their portfolio (Abrenica). This certainly takes time away from instruction in the classroom.

Conclusion

Portfolio-based assessment offers an alternative to traditional, standardized testing. They allow the students to demonstrate their own skills of what they have learned rather than specific skills determined by test constructors (Blackbourn et al., 2004). Although portfolios are a lot of work and take longer to evaluate than a test, results reveal that portfolio assessment is well worth the investment.

Exercise 15.10.1

1. Because it involves the students in what they are assigned, what type of approach do portfolios implement?

(A) Constructivism

(B) Existentialism

(C) Perennialism

(D) Progressivism

2. Which of the following is NOT considered an advantage of portfolio assessment?

(A) They allow students to feel a sense of accomplishment and ownership

(B) They are time consuming

(C) They encourage students to use their creativity

(D) They enhance computer and technology skills

3. Ryan wants to use his history presentation as an entry in his electronic portfolio. Which of the following would be the least effective way to electronically showcase his presentation?

(A) Scan his notes

(B) Scan his visual aids

(C) Upload a video of his presentation

(D) Upload pictures of the presentation

4. Sarah must write a reflection to accompany her portfolio entry about the HIV disease. Which of the following would be the best written reflection?

(A) HIV is a disease that can be inherited from our parents.

(B) HIV is called a genetic disease, not because it is a disease transmitted by inheritance, but because it is a disease that afflicts DNA, which is the building blocks of our genes.

(C) I learned about HIV in science class.

(D) I learned that HIV is called a genetic disease, not because it is a disease transmitted by inheritance, but because it is a disease that afflicts DNA, which is the building blocks of our genes.

Answer

1. (A)
2. (B)
3. (A)
4. (D)

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Reader Response Tbandy001 (talk) 21:30, 16 April 2009 (UTC) I appreciated this article. I had no clue what portfolio assessment was before I read this article, but I'm glad I did because it sounds effective. You did a good job at explaining what a portfoloi assessment was and how it works. You provided clear examples as well. You showed your audience how it could be effective if implemented.

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CHAPTER OVERVIEW

16: Instructional Assessment- Performance Assessment and Rubrics

16.1: What are the pros and cons of using rubrics?
16.2: How can students be involved in the creation and use of rubrics?
16.3: What kind of rubric is best for a particular project?
16.4: What performance assessments can be used for elementary language arts?
16.5: What performance assessments can be used for elementary math?
16.6: What performance assessments can be used for elementary science?
16.7: What performance assessments can be used for elementary social studies?
16.8: What performance assessments can be used for elementary art?
16.9: What performance assessments can be used for elementary physical education?
16.10: What performance assessments can be used for secondary English?
16.11: What performance assessments can be used for secondary math?
16.12: What performance assessments can be used for secondary science?
16.13: What performance assessments can be used for secondary social studies?
16.14: What performance assessments can be used for secondary foreign languages?

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16.1: What are the pros and cons of using rubrics? 16.1: What are the pros and cons of using rubrics?Edit Update titlecancel

By Megan Varnell

Learning Objectives

- The reader should be able to define the term "rubric" in relation to education
- The reader should be able to identify the different types of rubrics
- The reader should be able to identify several pros and cons associated with using rubrics

Introduction

Wouldn't it be great if a student could look inside their teacher's head and see exactly what is expected of them in order to get an A+ on a particular assignment or project? Students actually can come quite close to doing this, all thanks to rubrics! Many parents and students have probably heard the term "rubric" before without really knowing what it meant. In this article, not only will this term be defined, but also the pros and cons associated with rubrics will be laid out.

What is a Rubric?

The Pros of Using Rubrics

Using rubrics have many advantages. Many experts believe that student work is much better when a rubric is made available to them. Students know what is expected of them before hand, so it is easier for them to meet the objectives. Rubrics are also beneficial for teachers. They can make grading much quicker and also much more fair. Teachers can also use a rubric they create on several assignment. A teacher can also refer a student back to the rubric if they are not satisfied with a particular grade so the student can under why that grade was given to them.

Advantages of Rubric

•Helps the grading process become more efficient

•Helps faculty grade/score more accurately, fairly and reliably

•Requires faculty to set and define more precisely the criteria used in the grading process

•Supports uniform and standardized grading processes among different faculty members

•Clarifies quality expectations to students about their assignments

•Students are able to self-assess their own work prior to submitting it

•Students can understand better the rationale and the reason for grades

•Helps communicating grade between faculty and students

•Helps improve student performance, because they know what to focus on

(Advantages and Disadvantages of Rubrics, 2005).

The Cons of Using Rubrics

Rubrics also come with some disadvantages. Rubrics can be very time consuming to create and time is not something that most teachers have an excess of. It also can be difficult for teachers to come up with the appropriate language for the rubric so that the expectations are very clear. Sometimes, rubrics require much revision in order to use them easily.

Note

Possible Disadvantages of Rubrics

•Development of rubrics can be complex and time-consuming

•Using the correct language to express performance expectation can be difficult

•Defining the correct set of criteria to define performance can be complex

•Rubrics might need to be continuously revised before it can actually be usable in an easy fashion

(Advantages and Disadvantages of Rubrics, 2005).

Conclusion

In conclusion, rubrics come in many forms and can help both teachers and students greatly. For teachers, rubrics can speed up the grading process as well as give them the opportunity to show students what they are expecting of them. For students, rubrics can help clarify what they must achieve in order to get a good grade. Creating rubrics can sometimes be difficult and time consuming, but overall, teachers and students both benefit greatly from them.

Exercise 16.1.1

1) The word rubric comes from the Latin word *rubrica*, which means what?

a. checklist

b. manuscript

c. red ochre

d. teacher-made

2) Which is NOT a type of rubric?

a. analytic

b. generic

c. holistic

d. illuminated

3) Why might Mr. Davis chose to use a analytic rubric for his students' oral presentations?

a. Because he wants to judge the presentation as a whole.

b. Because he wants to use a rubric that he can create quickly.

c. To give the students specific feedback.

d. To grade the presentations quickly.

4) Why might Mrs. Nicks use generic rubrics for her science labs?

a. Because she wants to compare the student's progress over time.

b. Because she wants students grade to be based on all components parts.

c. Because she likes to make completely new rubrics for each assignment.

d. Because she wants students to receive specific feedback.

Answer

1) c

2) d

3) c

4) a

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16.2: How can students be involved in the creation and use of rubrics? 16.2: How can students be involved in the creation and use of rubrics?Edit Update titlecancel

by Lisa Castellano

Note

"Educators are asking—and rightfully so — whether rubrics enhance or stifle learning and teaching" - Barry Gilmore

Introduction

After reading this article, readers should be able to define a rubric, be able to describe how to involve students in the rubric writing process, and state at least two reasons why it is advantageous for students to write rubrics

What is a rubric

Used primarily as a performance assessment for academic assignments, especially writing, “a rubric is a document that lists criteria and describes varying levels of quality, from excellent to poor, for a specific assignment” (Andrade, 2007). Usually presented when an assignment is originally given, a rubric delineates expectations for students. A rubric could also give deadlines for completing portions of a large assignment.

Why Should Students Design Rubrics?

If students understand the criteria necessary to produce an exemplary product, “their own standards tend to increase” (Skillings & Ferrell, 2000, p. 455). Students, who help to develop the standards for work in their own classroom, increase their confidence in their ability to learn (Skillings & Ferrell, 2000, p. 455). Another benefit of involving students in the process of creating rubrics is that it “empowers them in the development of critical thinking skills” (Skillings & Ferrell, 2000, p. 455). If students are permitted to help create a rubric, their understanding of an assignment is increased and they “are empowered to become self-directed learners” (Why Use Rubrics). Further, the process of writing a rubric helps students to “better understand and become actively involved in the educational cycle: concept, teaching, mastery, and assessment” (Leonhardt, 2005).

Involving Students in Writing Rubrics

Normally, a teacher is the person who develops a rubric for an assignment. However, a teacher may choose to involve students in developing criteria for a rubric. A teacher, for instance, could present examples of a project and ask students questions about the quality of each example. Students would have to define what made one example better than another, why one was not outstanding, but not poor either. This not only helps students to improve their questioning skills, but “through these conversations, students learn to recognize the kind of questions that are needed to address the essential question [topic assignment] and complete their projects” (Yoshina & Harada, 2007).

Rubric for Questions
We can write questions that relate to the essential question
How can we protect endangered species?

Criteria	Advanced	Proficient	Novice
1. Name an endangered species 2. Identify why that species is endangered. 3. Explain the causes and effects if this animal were to be extinct. 4. Suggest possible solutions. 5. Examine the pros and cons of each solution. 6. Explain the importance of protecting endangered species.	Our questions relate to all the criteria.	Our questions relate to four or five of the criteria.	Our questions relate to three or fewer of the criteria

(Yoshina & Harada, 2007)

Students should then be able to list criteria for a quality assignment. According to Student-generated rubrics by “bringing students into the assessment process, students need to understand these criteria in order to distinguish between best, acceptable and unacceptable assignments”.

Because a rubric sets and defines grading criteria in a precise manner, the development of a grading rubric can be time consuming for a teacher (Advantages and Disadvantages of Rubrics, 2005). This is especially true if a teacher needs to develop or refine a rubric for multiple performance assessments. A rubric needs to be clarified and revised several times “before it can actually be usable in an easy fashion” (Advantages and Disadvantages of Rubrics, 2005). In the case of using student input for a rubric, a teacher needs to organize student input and then present a rough draft to students for feedback. Once that is completed, the rubric can be revised and distributed (Yoshina & Harada, 2007).

Barry Gilmore uses another method of having students write rubrics. He has the students, as a group, “create(s) a contract that includes a schedule, an outline of responsibilities (and consequences) , and a rubric for assessment of the project.” He believes that this “sort of student involvement leads… to student investment.” (Gilmore, 2007, p, 24).

Conclusion

Having students participate in the process of writing and developing rubrics has many advantages. Students develop evaluative skills and become more involved in the learning process. It encourages students to set higher goals for themselves and place a higher value on their work.

? Exercise 16.2.1

1) An advantage of using a student written rubric would be which of the following:

a. A student’s understanding of a topic is increased by helping to create a rubric.

b. A teacher has no justification for a particular grade.

c. Rubrics do not prevent bias grading.

d. Students cannot evaluate their work before submitting it for a grade.

2) A disadvantage of using a student written rubric would be which of the following:

a. A rubric allows teachers to grade assignments quickly.

b. The teacher still has to edit the rubric before it can be used and this can be time consuming.

c. Students can help create and refine a rubric.

d. Teachers have to create rubrics for every assignment.

3) Mrs. Young, a media center specialist, will have middle school students create a rubric about blogging. Since this is a complex topic, how could she help students better understand what criteria she expects from them?

a. The teacher should use a rubric that she has used before.

b. Learning targets should be posted on an interactive white board in the media center.

c. Blogs should be examined for quality and variety in order to see the difference between a godd blog and a bad blog.

d. The teacher could show students how blogs have become Internet versions of diaries and journals.

4) Mr. Plant wants his students to help create a rubric for an upcoming group poetry assignment. What should he ensure that students do in order to accomplish the task of creating a rubric?

a. Create a time limit for the assignment to be completed.

b. Students should examine works of poetry to develop criteria.

c. Resposibilities for completing the assignment should be outlined.

d. All of the above

Answer

1. a 2. b 3. c 4. d

Sources

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16.3: What kind of rubric is best for a particular project? 16.3: What kind of rubric is best for a particular project?Edit Update titlecancel

By Ashley Wade

Learning Objectives

- Define rubric.
- Identify different types of rubrics.
- Understand how to incorporate rubrics into grading.

What is a Rubric?

So what is a rubric? According to Goodrich, a rubric is “a scoring tool that lists the criteria for a piece of work or what counts.” Through this scoring tool, teachers are able to determine how to grade their students work fairly and reasonably. With the implementation of a rubric, students and their parents will also be able to “figure out how their [or their child's] project will be evaluated.” Rubrics allow everyone to see what is being asked and what an individual is supposed to be doing. One student even stated that they disliked rubrics because “if you get something wrong, your teacher can prove you knew what you were supposed to do.” Usually “rubrics specify level of performance expected for several levels of quality.” These are either titled as ratings, from excellent to poor, or as numerical scores, from zero to four. From these two types of ratings, a teacher or instructor can total the scores to determine a final grade, ranging from an A to a F. (What is a Rubric?, 2008)

Different Rubrics

There are many different types of rubrics that have been developed. Listed below are some of the main types of rubrics that can be used in the classroom.

Holistic

• Usually judges the assignment as a whole entity

• Usually very easy to use and can be created very quickly

• Associated with less feedback

Analytical

• Usually judges the assignment by its individual parts

• Usually harder and more time consuming to create

• Has more specific feedback

General or Generic

• Usually scores assignments that have similar tasks

• Better for regular events or assignments, i.e. papers or science projects

• Easier to compare an individual’s progress over time

Task-specific

• Usually scores assignments that are unique and specific

• Better for just assigning grades

• Harder to create, yet get nothing in return either, such as feedback

...So which one is BEST for me?

Note

"...rubrics help teachers as well as evaluate student work. Further, creating rubrics with your students can be powerfully instructive." (Andrade, H., 2000)

By examining the various rubrics listed above, one can see that each is very specific to what kind of needs it can accommodate. By using a general rubric, a teacher can grade a student's paper quickly, make the grading process easier, as well as making the student's expectations known at the same time. If a teacher asked their student to put on a skit in front of the class, a more task-specific rubric could be developed in order to accommodate the specific ideas the teacher would want the student to present. With rubrics, the teacher can make sure he/she grades all the students with the same intentions in mind, as well as lets the student know ahead of time what they will be graded on. Simply put, rubrics are something that take time to get used to and create. By looking at various rubrics that have already been made, a teacher can then determine which ones might benefit them most. Even by including one's students in the process of creating a rubric can help to benefit all sides of the spectrum.

Exercise 16.3.1

1.) Who benefits from rubrics?

a) The Parent

b) The Student

c) The Teacher

d) All of the Above

2.) Which of the following is **NOT** a type of rubric?

a) Analytical

b) General

c) Holistic

d) Major

3.) Mrs. Smith might use a task-specific rubric because...

a) She is having her students do a very general assignment.

b) She will easily be able to compare her students progress.

c) She is having her students do a very unique assignment.

d) It is harder to create, yet gives great feedback.

4.) Mrs. White might use a holistic rubric in order to...

a) Judge her student's assignment by its individual parts

b) Judge her student's assignment as a whole.

c) Obtain more feedback for her students

d) Take more time in making a rubric for her students

Answer

1) D

2) D

3) C

4) B

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16.4: What performance assessments can be used for elementary language arts?

16.4: What performance assessments can be used for elementary language arts?
Edit Update titlecancel

by: Lauren Carson

Learning Objectives

- Two Alternative Types of Assessment
- The benefits and disadvantages of Portfolios
- The benefits and disadvantages of Performance Assessment

Introduction

Assessment is an important part of the United States school system. Tests are generally used to gather statistical data on how well students are doing and how well teachers are teaching material. The state, parents, teachers, and even students themselves want to be tested to know where they stand on a particular subject. The main focus of assessment should be that of helping all students acquire a better understanding of literacy and learning and not simply to evaluate if students have learned or if teachers are teaching correctly(IRA/NCTE). Through assessment students are able understand where they lack understanding, are having difficulties and know where they excel in academics. From a teacher's perspective assessment helps him or her change their teaching style on a particular subject to meet the needs of students or confirm that a technique is beneficial to students. Let us take a look at two alternatives for Language Arts assessment at the elementary level.

Portfolios

Portfolios are simply a collection of student works. In elementary setting students may be required to keep writing samples such as short journal entries and tests. This method of assessment is often considered a more concise method for the language arts because it gives an insight to student progression (Willson, Wright and Stallworth). Through portfolios give administrators and teachers an insight to students learning style and what specific goals the student may have in mind. According to Yih-Fen and Michael A. Martin a portfolio should be a joint effort of the child, teacher and parent. The student's involvement should include selections of what he or she wants placed as an indicator of his or her work. Through this hand on selection the student is able to obtain an excitement for learning through the involvement. The teacher's role in portfolio assessment includes note taking and field assessment. Teacher input in the portfolio process helps to back up the content of the portfolio chosen by the child. Assuming that work is sent home and completed outside of the school setting, parents need to understand what is being assessed and placed into the portfolio so they can aid in the development of the child's educational experience (Chen, Maritin). The disadvantages of portfolios can often be the same aspect that makes them beneficial. While allowing students to choose his or her work there is no standard to compare portfolios with, especially for those students not from the same school or state. Time also plays a factor into the disadvantages of portfolios. In order for a portfolio to be successful it must encompass work over a certain time span. If a student is expected to have a portfolio as a form of evaluation and has not been keeping work then a portfolio cannot be adequately formed or graded (Cullian, Galda, Strickland).

Performance

Performance assessment requires student to actively show understanding of a subject through such mediums as plays, group activities or projects. For the language arts performance assessment can be very effective. As with any written language the spoken language must be evaluated as well. Through performance methods students are able to show that he or she can not only write or understand grammar in a written form but is capable of conveying what he or she knows orally. Through Oral assessment teachers are able to listen to how a student uses grammar, easily take note of problems with vocabulary that may not be as easily testable via paper and pencil (Cullian, Galda, Strickland). Alongside the pros of performance assessment there also cons. Performance grading can be very time consuming to observe each child rather than all students being assessed at a given time. As there is often few precise guidelines for performance, bias can easily become integrated in the assessment process (Chen, Maritin).

Exercise 16.4.1

1. Give two examples of what types of materials can be found in a portfolio.
a. Ethnic background and economic status
b. Ethnic background and disciplinary problems
c. Journals and tests
d. Journals and economic status

2. Who should be involved in the portfolio process?
a. Teachers, principals and parents
b. Teachers, students and parents
c. Teachers and students only
d. Teachers and principals only

3. What are two examples of Performance assessment?
a. Oral reports and homework
b. Oral reports and reading aloud
c. Reading aloud and take home tests
d. None of the above

4. If Mrs. Jamerson has asked her students write a story and present it orally to the class using only past tense and second person point of view after a lesson on tense and point of view; what type of assessment is Mrs. Jamerson using?
a. Review Assessment
b. Performance and Portfolio Assessment
c. Portfolio Assessment
d. Performance Assessment

Answer

1. c
2. b
3. b
4. d

Resources

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16.5: What performance assessments can be used for elementary math? 16.5: What performance assessments can be used for elementary math?Edit Update titlecancel

By Taylor Smith

Learning Objectives

1. After reading this article the student will have a better understanding of how to implement Performance-Based Assessment in an Elementary Mathematics lesson.
2. After reading this article the student will have a better understanding of a holistic rubric vs. an analytic rubric.

What is Performance-Based Assessment?

Performance Assessment is especially important in mathematics as there are many processes involved in coming to a correct answer. There are many levels in mathematics to build on. For example understanding addition helps you understand subtraction Understanding multiplication helps you better understand division and so on. Students must always "show their work" so the teacher knows they understand the process to getting there.

The best way to decide how to implement performance assessment in a mathematics lesson is to fully understand performance assessment.

Note

"Performance-based assessments 'represent a set of strategies for the…application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students'"(Brualdi, 1998). .

This sort of assessment helps the teacher by providing information about how the student applies knowledge as well as creating "additional learning experiences for the students (Brualdi, 1998)"

Steps to take when implementing Performance-based assessment

The first step in implementing performance-based assessment is to define the purpose of the assessment. The skill to be assessed, the level at which students should be performing, and the type of knowledge to be assessed are some of the things that need to be defined initially (Brualdi, 1998).

The next step is choosing an activity with which to assess. The two types of assessment that could be used are formal and informal (Brualdi, 1998). During an informal assessment the student does not realize they are being assessed (Brualdi, 1998). For example, if a unit on long division was being taught, after instruction, the teacher would give some problems to be worked on in the classroom. While students are working on these problems the teacher would walk around and check their work to see how well they understood the lesson. In doing this the teacher would either write down or make a mental note of what students did not understand so it could be reviewed.

During a formal assessment the student is aware they are being assessed (Brualdi, 1998). For example, during a unit on long division the teacher could give a pre-test after instruction. Students would complete the pre-test and then they could exchange papers and be graded by their peers. After grading the teacher could ask what questions were missed and then go over those problems step by step.

The next step would be to create a performance rubric (Brualdi, 1998). "As opposed to most traditional forms of testing, performance-based assessments don't have clear-cut right or wrong answers. Rather, there are degrees to which a person is successful or unsuccessful (Brualdi, 1998)". This is especially true for mathematics. Once again we will use long division as an example. If the student understands the process of long division but in doing the problem makes a multiplication or subtraction error, does that make the answer 100% incorrect? No it does not. This is where designing scoring rubrics for your classroom comes into play.

Holistic vs. Analytic Rubrics

Note

"Rubrics are…formally defined as scoring guides, consisting of specific pre-established performance criteria, used in evaluating student work on performance assessments (Mertler, 2001)". .

There are two types of rubrics which can be used: holistic and analytic (Mertler, 2001). A holistic rubric scores the process as a whole where the analytic rubric scores separate parts or steps of a problem and then totals the score (Mertler, 2001).

Holistic rubrics are normally used when there is room for error as long as the overall outcome is correct. They can be used when there the answer is somewhat definitive (Mertler, 2001). Holistic rubrics provide limited feedback to the student as it is an overall answer that is required and are mostly used for summative purposes (Mertler, 2001).

"Analytic rubrics are usually preferred when a fairly focused type of response is required; that is, for performance tasks in which there may be one or two acceptable responses and creativity is not an essential feature of the students' responses (Mertler, 2001)". The use of analytic rubrics can result in several scores which can slow down the grading process (Mertler, 2001). Click this link to see a general example of an analytic mathematics rubric.[1] This generic math rubric is a great example of something that could be re worked to use for a specific math subject.

Conclusion

In elementary mathematics it is imperative students are assessed formatively as well as summatively. Once again, there are so many facets of math that build on to one another. Something that is not understood or missed by a student can affect them throughout life. During my elementary years I did not grasp measurement and to this day, at almost thirty years old I still have trouble with measurement. It is minor but if something important is missed it could have a dangerous domino effect on your student's future education.

Exercise 16.5.1

1. What is the first step in implementing performance based assessment?

(a) Create a Rubric

(b) Choose an activity

(c) Define a purpose

(d) Decide which type of rubric to use

2. In which assessment is the student aware they are being evaluated?

(a) Formal

(b) Analytic

(c) Holistic

(d) Informal

3. If you are a 4th grade teacher and you want to informally evaluate your students understanding of long division you would:

(a) Give them a pre test

(b) Walk around the classroom while they are doing a worksheet and assess what they understand and don't understand

(c) Ask them if they have any questions about long division

(d) Give a post test

4. Which type of rubric would be best used to assess a students understanding of long division?

(a) Analytic

(b) Formal

(c) Informal

(d) Holistic

Answer

1. (c)
2. (a)
3.(b)
4. (a)

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16.6: What performance assessments can be used for elementary science? 16.6: What performance assessments can be used for elementary science?Edit Update titlecancel

Learning Objectives

- The reasons for needing alternative assessment for students
- Advantages of using performance assessment in the classroom
- Learning the differences between homemade performance assessments and retail boxed cirriculums.

As a teacher-in-training, I often imagine myself leading my future students through the curriculum. Before beginning any formal teacher preparation classes, I intended to use many of the same techniques in my classroom that were used by my grade school teachers, including lecturing, the occasional pop quiz, and end of chapter testing. However, as Michael Kamen describes the transformation that elementary school science teacher Virginia made, other student teachers and I soon realize that the traditional assessment method of “teaching first and assessing second” may not give the best opportunity for all students to express their knowledge for credit(Kamen, 1998).

Coursework for elementary science has changed over the past few decades, specifically the past 10 years after U.S. students continue to fall below the high scores of Asian students in math and science on standardized tests (Ramirez). During his campaigning in 2008, President Obama expressed his desire to make math and science education a priority during his term in office, with some schools already trying to accomplish this by using text books from Singapore (Ramirez). High emphasis has been placed on students' math and science scores. For these reasons, researches are looking for ways to assess students’ science achievement in the classroom that is different from the measurements taken by national, state, and local associations (Baxter).

Old fashioned scoring methods of science achievement have several problems in modern science education. While students need to be familiar with and know strategies for selective response testing due to the many standardized tests they are subjected to in public schools, many children have a difficult time taking these tests. Multiple choice tests often limit students to choose one of four options that are written in a different language than what the student can understand or relate to (Kamen).

One way to better measure achievement of science students is for teachers and school administrators to implement alternative assessment practices in the classroom. Alternative assessments to measure student achievement in elementary science can include creative drama, student portfolios, oral presentations, and performance assessments. Teachers watch students performing experiments as individuals or in small groups or during presentations and assign them a grade or points based on certain criteria.

Alternative assessments benefit teachers and students in a classroom by acting as a “bridge between content areas”, such as assigning writing projects in science class (Kamen). Another major advantage is the “interplay” between student assessment and teaching techniques (Kamen).

There are two ways to implement performance assessment in the classroom: 1)homemade techniques that are individualized by the teacher and customized to his or her students abilities and 2)out-of-the-box pre-developed classroom cirriculums.

Homemade assessment techniques require minimal cost. Examples of homemade assessments are student-written notebooks or laboratory journals or logs, oral presentations, and student-written questions for traditional tests.

Out-of-the-box cirriculums can be expensive when purchased, but some are available to all for free, such as FOSS: Full Option Science System. FOSS has two major studies occurring including ASK Project: Assessing Science Knowledge and FAST Project: Formative Assessment for Science through Technology.

"You cannot test your way to a good education"

- Parents and concerned citizens, like Toni Jenkins of TX who commented to U.S. News and World Report's online newsstory *Study: U.S. Trails Asian Countries in Math and Science*, are bitter towards the large amount of standardized testing given to public school students.

"...I never really considered hands-on to be anything but playing, and now I see that minds-on aspect too. "

- Virginia, Kamen 1998

1. According to the article, why has school cirriculum placed a larger emphasis on math and science content in the last 10 years? A. to tighten immigration laws B. to raise U.S. student testing scores to meet or exceed students in Asian countries C. to obtain increased funding for public schools from NASA D. to eventually compete with Russian students now traveling to outer space

References:

Study: U.S. Trails Asian Countries in Math and Science. Retrieved March 23, 2009, from U.S. News and World Report: www.usnews.com/blogs/on-education/2008/12/9/study-us-trails-asian-countries-in-math-and-science.html

Rcrow008 (talk) 00:44, 24 March 2009 (UTC)

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16.7: What performance assessments can be used for elementary social studies? 16.7: What performance assessments can be used for elementary social studies?Edit Update titlecancel

By: Shelby C. Blair

Learning Objectives

- Name at least two different types of assessments that can be used in Social Studies.
- Have working knowledge of some tools used for passing assessments.

Introduction

The classrooms we teach in today are so diverse. Inclusion in the classroom helps to add to classroom diversity. With this diversity you have students with different abilities and talents. The days of taken regular assessment of test and essays are a thing of the past. Not all students are great test takers nor are all students are great at creative projects. Assessing students with one type of medium does not help to show whether a student has mastered a concept. This is even more evident with the subject of Social Studies because it can deal with simple knowing facts about an event in history to interpreting and using sources to understand history.

Types of Assessments

While working on my observation in both 5th grade and also with all the substituting I did in elementary classrooms I have seen and heard first hand about different assessments current teachers are using to assess students in Social Studies. Some different types of assessments are the general test, research projects, class presentations, K-W-L charts and journals, and finally folding booklets. Most of us know what general test, research projects, and class presentations are, so I will not go into detail about there. K-W-L charts and journals are a really interesting way to assess students' knowledge and to help them remember facts and understand history. K-W-L stands for Knowing-Wanting-Learning and actually answers the "what" question (Gammil, 2006). In my class observation for 5th grade I saw students completing this in their science journal. The first thing they did for the new science topic they were learning about was to spend 15-minutes writing down everything they knew about the topic. Then they started to take notes. This was the beginning of the K-W-L journal. K-W-L charts could be in the form of a tri-folding booklet. For tri-folding booklets on the first row, the students draw a picture of what they know about one aspect of the topic. The second row, they draw a picture of what they want to know about the one aspect. The third row, they finish when they have completed the lesson topic on what they learned. Folding books can also help students with concepts to prepare for SOL testing. In a 4th grade class I substituted in, I had to have the students make small booklets on the Virginia Tribes. Every so many pages they started and titled another chapter in the booklet on a particular tribe. On each page of the book, they had to write one fact to go with the category for the tribe of that chapter. After they wrote the one fact they then had to draw a picture to go along with it. These booklets were made out of 3 ½ by 5 index cards. The students turned them in before the test the next day.

Note

For some examples on different type of assessment activities for Elementary Social Studies click here: www.hnhsd.org/Gr3%20SS.pdf

Tools for Assessments

There are many different tools to assess the above mention assessments. Some tools are the standard answer grades to test. Like when you take the VA-SOL (Standard of Learning) test for Social Studies and all you have are multiple-choice questions. As we all know multiple-choice questions yield only one correct answer in most cases. For essays a lot of teachers use to just grade them based on the opinion of how well they felt the student wrote and if they mentioned all the facts. There was so much room for bias on that. However, there is a way to grade projects and essays that can eliminate some, if not most of the biasness and also allows fair grading. This way is by using a rubric. Before Foundations of Education and Assessment I had never heard of the term rubric and never experienced it as an assessing tool. The rubric in my opinion made it a lot easier to rank my fellow peers articles and also gave me insight in how great they would be to use for my future students. Using a rubric allows you to be able to have certain criteria that need to be met to get a certain score ranking. As a teacher you can use students input in helping to create these, though from what I have heard and seen in the public school systems, they have their own rubrics to be used. Given the rubric to your students allows the student to know exactly what they have to have and do to get a certain score on their project or essay. The following is an example of a rubric used in elementary school and tied both Language Arts and Social Studies together.

John and Abigail Adams Online Research and Writing Rubric

	Uninspired	Patriotic	Revolutionary
Database Research Skills	Printed letter only	Printed letter including 3 dates	Printed letter, dates, and cited the MHS website
Letter Writing	Responded to letter	Responded to letter using date, heading, salutation, and indents	Responded to letter using date, heading, salutation, and indents. No spelling errors.

Revolutionary Understandings	Wrote letter as either John or Abigail Adams	Wrote letter as John or Abigail and included convincing details of the times	Wrote letter as John or Abigail and included details of the times and understanding of the Revolutionary Conflict

(Tannetta, 2008)

Conclusion

With the classrooms being as diverse as they are and not all students having the same abilities to perform well on one type of assessment, you need different types of assessments. Some examples of assessments are the K-W-L chart and journals, as well as, they folding booklets. To assess these assessments there are so many different tools out there for teachers to use. One assessment that can eliminate some, if not most of the biasness and allow for fair grading is the holistic rubric. This type of rubric could also allow for the student to know exactly what is to be expected for a certain grade.

Exercise 16.7.1

1. What does K-W-L stand for in K-W-L charts and journals?

A. Knowing-Wishing-Learning

B. Learn-Know-Want

C. Learn-Know-What

D. Wish-Learn-Know

2. Which of the following is a tool that can be used for passing assessments?

A. Drawings

B. Folding-Booklets

C. Journals

D. Rubrics

3. You are a new teacher and are planning on having students do a poster presentation to the class. Which would be the best type of assessment tool to use?

A. Essay

B. Judging Panel

C. Rubric

D. Standardized Test

4. You are a Social Studies Teacher in 3rd grade. Your class is an inclusion class. What is the best way to assess your students understanding of the material?

A. Have multiple assessment activities for students to complete

B. Have a multiple-choice test

C. Write in a Journal

D. Write an Essay

Answer

1. B. Learn-Know-Want
2. D. Rubrics
3. C. Rubric
4. A. Have multiple assessment activities for students to complete

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16.8: What performance assessments can be used for elementary art? 16.8: What performance assessments can be used for elementary art?Edit Update titlecancel

By A. Jones

Learning Objectives

- The reader will be able to define why art is taught.
- The reader will be able to define some specific art assessments.
- The reader will know the ways to evaulate and assess art.

Note

'"The art room is...the teachers canvas on which ideas are showcased, the curiours are challenged, and responses are invited. George Szekely"

Why We Teach Art ?

In order to assess art you must first understand why we teach and make art. Art is a means to engage all students senses for learning and expression. Creating art helps children express their imaginative and emotional personal development. Art lessons contribute to the cognitive development and their critical thinking skills. Art is crucial in helping students to understand and explore their world and develop their own abilities to function in it. Art exposes students to world cultures, individual expressions, visual symbols, and it helps them to develop their own preferences, and it makes them aware of influences in society. Art has the ability to integrates all major subjects : Math, Science, Social Studies, History, Language Art, and Technology. Students enjoy art classes because it allows them to touch on experiences not addressed in any other classes. In art, students can express opinions and ideas that are uniquely different then their peers.In art there is always more than one way to achieve excellence. According to Elliot Eisner "the arts teaches children: to make good judgement, that problems can have more than one answer, the arts celebrate multiple perspectives,the art teaches that in complex forms of problem solving are seldom fixed, the arts makes vivid facts that neither words in their literal form nor numbers exhaust what we know, the art teaches students that small differences can have large effects, the art teaches students to think through and within a material, the art enables us to have experiences no other source has the capability of."(Eisner,2006)

Note

" Learning to draw will put you in touch with a long respected tradition that begins in Prehistoric times. Drawing remains a natural way for creative people to visually express their attitudes about the world around them. Wayne Enstice and Melody Peters"

Art Evaluations

Creating art objectives and evaluations usually consist of two parts examining artwork during the process and after artwork is completed. There are several ways a teacher can monitor the students progress, which might include : examining the students projects in art portfolios, engaging students in written and verbal critiques about their artworks and their peers artwork, and assessing learning in student and in art journals. Art Portfolios are a collection of student artwork representing a selection of different performances. Art portfolios showcase students accomplishments and progress through various stages of art production. Art Journals are like mini art diary's they contain sketches, art thought process, and students own views and interpretation of certain lessons and art vocabulary.Portfolios are a great way to assess and demonstrate improvement over time.

The website below has examples of art Evaluations www.mmwindowtoart.com/evaluations.html

"Defined Objectives"

Defined objectives are important to meet standards and provide assessments of performance. All students need to be clearly informed of objectives and grading rubrics on every lesson. A Rubric is a grading chart it has specific details on what is be evaluated. For example most art rubrics give you: O is for Outstanding artwork done with no help 100-95% , V is for Very Good Work with little help from Teacher 90-86% ,S is for Satisfactory basic artwork 85-76% no real thrills , N is for Needs Improvement

75-69% did just enough to get by , U is for Unsatisfactory 68% and lower did not master much of the lesson. A art rubric usually states specific goals of the project. For example student will learn to mix paint from dark to light within a grid. You can look at the grid and tell if the students have the same five to six colors you gave them, or if they experimented and made some shades and tints of those colors by mixing the paints with white or black.Stating specific objectives allow students the ability to achieve these goals.The Following website list art rubrics http://www.goshen.edu/art/ed/rubric3.html .Many state and local systems set broad goals. These goals are set by the National Art Education Association that are recommended for standard based art instructions.The following website has the National Standards for Dance, Music, Theater, and Visual Arts http://artsedge.kennedy-center.org/teach/standards.cfm .

Art Objectives and Assessments

There are many different ways to evaluate art lessons. Many teachers objectives reflect their personal values about art education,their teaching styles and their students age and ability. All art teachers teach a specific skills that you build upon and expand into more quality artwork.Too many directions at once may confuse younger students and students with ADHD or special education requirements. Wise art teachers expand lessons to cover more than one class meeting. By expanding class lessons you gives students the opportunity and time to build up and reflect in order to master the skills. Mastery of skills builds confidence giving them a great piece as a end result in which they are proud of.No teacher teaches with the hopes of students to become failures . Many art teachers use performance-based assessments.Performance based assessments require students to perform or demonstrate a task. Most art grades are based on artwork , art learning and can be based on some extent on test results. *There are five main art objectives 1.Production 2. Perception 3. Critcism 4. Aesthetics and 5. Art History.* Art Production is the process of making or producing art. Art Perception is how students see and digest what they are doing , looking at, or learning. Art Criticism is the students ability to point out evidence and make connections to the artwork that supports their perception. Art Aesthetics in the students questioning " Why" . For example if you show students a pieces of artwork that they find to be ugly or weird ? Why do you think this is ugly ? Why do you think this is weird ? This is a example Aesthetics. Art History is the study of past art masters, ancient civilizations, valuable objects from various cultures,and artifacts.

Types Of Formal and Informal Assessments

"Through educators often think the primary purpose of assessments is grading, a thorough assessment plan ,consist of a variety of eveidence on student acquisition of learning" (Rohrer,2009) Informal assessments is the teacher assessing who is grasping a lesson and who is not. As a class progress a teacher can tell who is engaged in art production and who not by looking at students. Teachers can quietly talk to students and give them some encouraging words, demonstrate a technique they can try, and also make mention of the overall rubrics and goals and objective timewise. For example by the end of this class we should all have our background sky painting in, when we meet again we will be filling in details of the landscape and will not have any sky colored paint available. Formal assessments are vital to gain information for educational decision making to revise programs and increase grades."In recent years, policymakers have been reassessing their conception of teacher quality by beginning to focus attention on examining the relationship between the assessment of the teacher competence and student achievement."(Randall,2005) Verification of student learning is the main reason for formal assessment. Assessments help teachers evaluate their programs, diagnose learning,revise,compare,and anticipate educational needs and determine if needs have been achieved.These assessments also help determine how to adjust lessons to increase student learning. Assessment informs teachers if they need to shift instruction strategies to reach more students." Instead of using traditional assessment,such as standardized test, many teachers are choosing to use performace based, authentic assessment to measure the quality of an eduaction program by comprehensively examining the individuals performance"(Yauying,2004).

Conclusion

We teach art to help students explore the world around them and find their place in society . Art asessments have been performance based and are starting to influence other subjects to include more performance based activities instead of just quizzes and test.By reflection on different types of art assessments, and how teachers can use art portfolios and art journals to see what students have digested the lesson or not. Assessments are not just used for grades but also needed to inform students and teachers of progress and what may need to be retaught or reworked strategy wise to close the gap between successful students and unsuccessful students.In conclusion good assessments evaluates and summarize both student learning and teachers effectiveness.Art mimics much of society it is constantly changing and evolving.

Exercise 16.8.1

Add exercises text here.

1. Why do we teach art?

a.because it is a state requirement.

b.to engage in students sense of learning and expression.

c.to enable children to draw and paint very well.

d.to give teacher's a planning break.

2. What are the two parts to art evaluations?

a. examining the artwork during the process and once artwork is completed.

b. examining for the best quality of artwork at the completion only.

c. examining the work to see who could include the most in their artwork.

d. examining the artwork for evidence of art principles.

3. What is the purpose of assessments ?

a.to give grades only.

b.to inform students and teachers on learning targets.

c.to evaluate teachers only.

d.to evaluate teachers and students.

4. What are the art objectives?

a.art assessment only to give a grade.

b.art assessing, the artmaking, and art history aspect.

c.production, history, perception, aesthetics, and criticism.

d.the art of making artworks

Answer

1. b
2. a
3. d
4. c

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16.9: What performance assessments can be used for elementary physical education? 16.9: What performance assessments can be used for elementary physical education?Edit Update titlecancel

By ReAnne Shields

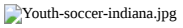


Figure 16.9.1: Image 1

Learning Objectives

- Readers will be able to identify different assessments used for physical education

Introduction

Assessments are very important to the learning process. With the use of assessments it allows for teachers and students to see how they are progressing in particular subject areas. Is the student learning the correct information and retaining it well? And is the teacher giving effective lessons that allow the student to learn and understand? These are two of the main questions that revolve around the idea of assessments.

When looking at subjects other than the basic math, English, history, and science, how do teachers assess their students? As for physical education there are a few assessments used to see how well their students are doing with specific motor skills or sport activities.

Physical Education Assessments

In physical education it is very important for students to be assessed by the teacher and themselves. This way students and teachers can see where the student may be physically with different skills and activities. “The most widely-used assessment in PE are fitness test”. (Jefferies, Jefferies, and Mustain, 1997) With fitness test teachers take the scores from each student and compare them to a table of norms and from that students are given a rating. (Jefferies, Jefferies, and Mustain, 1997) Many teachers have their students perform fitness test at the beginning and end of the school year to see what progress the student has made throughout the year. Along with that main assessment, there are other assessments that are used for other motor skills and sport activities. According to Melograno, in his article “Integrating Assessment into Physical Education Teaching,” the author goes into the different techniques for assessment that a physical education teacher can consider using for their class.

The different assessment techniques are good when assessing other aspects of a physical education class. The techniques are as followed: teacher directed, peer, self, and portfolio assessments. For the purpose of elementary students the best techniques to assess their performance is teacher directed assessments and self-assessments. Peer and portfolio assessments would work better for secondary schools, because they require more responsibility than most elementary students would be capable of doing.

The teacher directed assessment is split into achievement test which “are usually designed to measure perceptual motor skills, motor ability, physical fitness, and sport skills, observational inventories- which provide a record of students’ cognitive motor and affective behavior through checklists and rating scales, and written test- which provides a direct measure of knowledge and higher order abilities like application and synthesis.” (Melograno, 1997)

The self-assessment, “students make critical and valid assessments of their own abilities. Performance is compared to individual target goals, peer standards, teacher established criteria, or all of these.” (Melograno, 1997) Here students have the opportunity to critique themselves on their performance and set goals they would like to reach.

These assessments are mainly based on performance, where teachers “require students to demonstrate specific skills and competencies rather than simply selecting one of several predetermined answers to a question.” (Hensley, 1997) By using performance-based assessment the students are able to exhibit their skills learned and they can assess themselves as can the teacher, by using both techniques mentioned above.

How to use Assessments

These assessments are also used to not only work on the progress of students but to improve the teaching of the different motor skills and sports. There are a few steps in using assessments to help with program structure and they are “ Step 1: Identify what students are expected to achieve as a result of instruction in each grade, Step 2: Standardize assessment procedures and

instruments, Step 3: Validate assessments, Step 4: Aggregate results, and Step 5: Act on results." (Allen, 2002) And as teachers take these steps at the end of the year they themselves are able to assess how their instruction went and from there improve on it. Setting certain standards for the different grade levels and putting together a rubric to follow helps with this process.

As a teacher you want to make sure you are able to break down the steps of different skills just enough that you and the student are able to record/follow the progress. (Jeffries, Jeffries, and Mustain, 1997)

Generic Scoring Rubric	Score
Demonstrate mastery of sport specific skills and ability to consistently perform with little or no conscious effort resulting in few errors. Extensive knowledge base and understanding of sports or activity. Employs effective strategy specific to the task or situation	5-Excellent
Demonstrates competency and ability to perform basic skills without making many errors. Complete understanding of rules and strategies of the specific sport or activity. Usually selects appropriate strategy and skill for situation and generally displays consistent performance.	4-Good
Displays basic knowledge of sport or activity and ability to perform fundamental skills adequately to be able to play game. Performance is frequently inconsistent, resulting in numerous errors being made. Understands basic strategies, but lacks ability to effectively employ.	3-Satisfactory
Demonstrates inability to perform more than the basic skills. Has difficulty in executing even the basic skills, making frequent errors, some critical, during performance. Generally inconsistent performance with only a minimal understanding or strategies and rules.	2-Fair
Rarely, if ever performs skills well enough to be able to play a meaningful game. Demonstrates little understanding of sport or activity and inability to execute skills without making significant and frequent errors. Makes little attempt to adjust performance.	1-Poor

(Hensley, 1997)

Using a model such as this would be good for a PE teacher assessing skills and even knowledge. For example a PE teacher can have his or her students play a game of baseball and pay attention to how each student responds to the different task and skills of the game. When batting, the student knows where to place their hands on the bat, how to stand, and where to place the bat. The students understand the concept of a strike and ways that's players get out. Each of these areas can be assessed by using a rubric. Some students may understand a little more or a little less than what is expected. By using a generic rubric such as this one helps the teacher have a good idea of how and what the students are taking in.

Assessing students in physical education is important and there are many ways to assess, its up to you as a teacher to choose which assessment is best for the activity.

? Exercise 16.9.1

1. Which of the following is not an assessment used by PE teachers?
a.competition assessment
b.fitness testing
c.performance based assessment
d.teacher-directed assessment

2. Which assessments are best used for elementary aged students?
a.Peer Assessment
b.Self Assessment

c.Teacher Directed
d.Both B & C

3. Ms Anderson is teaching her K-5 students basketball skills. For her first grade students who are working on dribbling with one hand, which assessment will not dictate they are progressing from dribbling with two hands?
a. a self assessment
b. a performance assessment
c.Ms Anderson using a rubric
d.a written test

4. Ms Anderson is doing an assessment on her 5th grade students running times, comparing them from the beginning of the year. Which assessment should she use?
a. A rubric
b.A performance assessment
c.A written test
d.A self assessment

Answer

1. A
2. D
3. D
4. B

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16.10: What performance assessments can be used for secondary English? 16.10: What performance assessments can be used for secondary English?Edit Update titlecancel

Note

- Comprehend examples of Secondary English assessments
- Understand the assignments used in each type of assessment described
- Understand different ways to assess a student in Secondary English

Introduction

Secondary English is definitely not one of the easier subjects to assess. There could be several different answers for one assignment and it is up to the teacher to decipher those answers according to his or her rubric. History, science and math are easier in the sense that there is always one answer. English, especially secondary, allows for multiple answers, all differing. Although memorization and comprehension is used in all subjects, it lends itself more to the sciences and history compared to secondary English. Reading comprehension, interpretation and writing are somewhat harder to assess because students create the pieces of work and that work is graded via a general rubric the teacher has created.

What are assessments and how are they utilized?

There are three common assessments used by educators in the classroom; summative, formative and performance. Summative assessments are usually given periodically throughout a school year to determine at a particular point in time what students know and do not know. A lot of students and educators reference standardized testing, end-of-unit tests and end-of-chapter tests with summative assessments. The teacher is informed of the students' progress and learning at the end of a lesson plan with the summative assessment. They help evaluate the effectiveness of programs, alignment of curriculum, or student placement in specific programs. They are too far down the road to be used in classroom learning adjustment. Summative assessments are typically used after the classroom has taken a number of formative assessments.

Formative assessments inform both teachers and students about student understanding at a point when timely adjustments can be made, unlike summative assessments. They are typically associated with practice tests, quizzes and group work. They require a lot of student-teacher communication and interaction to ensure the student is learning and understanding the curriculum before they take the summative assessment. According to Robert Stake, "When the cook tastes the soup, that’s formative; when the guests taste the soup, that's summative," (Earl, Lorna, 2003).

The third most common assessment used in education today is called the performance assessment. Teachers use this type of assessment to discover how a student, "understands and applies knowledge," (Coyle, G., 2009). "They can be used to evaluate reasoning, products, and skills that can be observed and judged using specific criteria. Tasks that have more than one acceptable solution often lend themselves well to a performance based assessment," (Coyle, G., 2009). Performance based assessments are being utilized more and more with students who show ineffective progression on standardized testing. A student who doesn't perform well on the SAT and ACT, isn't necessarily behind in education; they just might not test well. "Many states are incorporating performance-based assessments into their standardized tests or adding assessment vehicles such as student portfolios and presentations as additional measures of student understanding. These rigorous, multiple forms of assessment require students to apply what they're learning to real world tasks," (How Should We Measure Student Learning?: The Many Forms of Assessment, 2008).

Listed below are other well-known assessments used in education today; the objective assessment, subjective assessment, self assessment and interactive assessment.

- "**Objective assessments:** Usually multiple choice, true false, short answer, have correct answers. These are good for testing recall of facts and can be automated.
- **Subjective assessments:** The teacher's judgment determines the grade; essay tests. Essay tests take longer to answer, longer to grade and therefore only include a small number of questions, focusing on complex concepts.

- **Self assessments:** Assignments that provide for quick student feedback. They help the learner check if they have mastered a topic, provide opportunity to measure learning progress, are usually voluntary and may allow multiple attempts, inform the learner, but not the teacher.
- **Interactive assessments:** Designed to allow learner's to perform a task. Can be graded or not. Examples: students could conduct a virtual experiment rather than an experiment in a physical laboratory, language software might have sophisticated speech recognition software to provide feedback about pronunciation, creation of an online tool, such as a virtual instrument. Students could perform a song, and the software provides feedback about accuracy and timing."
- (MSU, Virtual University Design and Technology, 2007).

Note

• **Formative Assessment examples:**

• Anecdotal records

• Quizzes & essays

• Diagnostic tests

• Lab reports

• **Summative Assessment examples:**

• Final Exams

• Statewide exams (SOL)

• National exams

• Entrance Exams (SAT, ACT, GRE)

• **Performance Assessment examples:**

• Conducting and creating a science experiment

• Giving a speech

• Writing a Research paper

• Operating machinery or equipment, i.e., photography or a computer program

(Classroom Assessment: Basic Concepts, 2009)

Ways to assess Secondary English

English teachers are advised to always give encouraging feedback along with their suggestions. Handing back a student's work with red marks scribbled all over their assignment isn't encouraging for future assignments. "Informative feedback should be provided rather than just a mark or grade. In addition to identifying areas where improvement should be made, teachers can write constructive and encouraging comments, as these motivate students to do well," (Curriculum Development Council and the Hong Kong Examinations and Assessment Authority, 2007). There is no one "universal" way to grade an English assignment, each assignment is different.

Different works equals different grading:

- "When assessing an oral presentation, the emphasis can be put primarily on content and fluency.
- When going through book reports, the focus can be upon learners' ideas and personal responses.
- When marking compositions, it is advisable to provide learners with comprehensive feedback on content, accuracy, appropriateness, presentation and organization."
- (Curriculum Development Council and the Hong Kong Examinations and Assessment Authority, 2007).

Teaching secondary English is an everyday challenge. Educators are constantly creating new ways to assess the children in their classes. Why? Because they want to involve their students and ensure that everyone is learning. Students in high school today are children of the Digital Age; they expect everything fast and are very hands-on learners. In the article, "Beyond Reading Check

Quizzes," by Diane Vanaskie Mulligan, a veteran high school English teacher in Massachusetts, we are given several examples of creatively assessing a high school English class. Mulligan says, "By shifting the focus from making students prove they've done their homework to helping them engage with texts, teachers can set students up for success," (2008). Participation in structured discussions, one paragraph responses and "the old-fashioned" reading journal are just a couple of ways to heighten student interaction and grades without quizzes and tests, (Mulligan, 2008). Not only does this aid the teacher in the amount of work they are required to grade, it also gives the students the ability to learn creatively.

Another great way to assess a student in secondary English is through student portfolios and their development. A portfolio can be started at a young age; either in middle school and carried through high school or as a freshmen in high school. A portfolio can show a teacher and a student the progression and learning curve over a number of years. It's good for either short or long term use in the classroom and should include all written work, written assessments and published work, (Streich, 2008). "Properly maintained portfolios contain student work that assists curricular evaluation, demonstrates individual student progress, and can be used in student placement," (Streich, 2008). Students can also use their portfolios to gain admittance into advanced placement classes in college along with entrance into that university.

Check this site out! It lists and describes the Stands of Learning requirements according to the Department of Education for Secondary English, grades 9-12. [1]

Secondary English Assessment vs Math & Science Assessment

Assessing a student in English class is much different than assessing a student in math or science. The biggest difference between English, math and science assessments is the ability to list one or more answers. In English you are expected to use your mind creatively. Students are expected to overly develop the plotline in an essay and are authorized to act dramatic while reading a Shakespeare play outloud in class. In math and science there is almost always one single answer, never any grey area. Unlike math and science, English allows students to cross into a lot of grey area depending on the type of assignment. Another key point that differentiates the two areas is "do-over's." In a typical English class, students are allowed to turn in rough drafts and outlines of projects or assignments before receiving a final grade. In science and math, students are taught the lesson, they may have one or two homework or class work assignments and then they are tested. There are no "do-over" chances.

Secondary English Assignments vs. Math & Science Assignments

Note

Different Types of Assignments

English: Reading & Writing

- Essays
- Vocabulary work either individual or in pairs
- Creative writing
- Poetry or writing portfolios
- Collaborative research papers
- Grammar worksheets
- Collaborative book reports
- Group discussions about literary topics (4 students to a group)

Math & Science

- Data Analysis
- Algebra
- Geometry,
- Chemistry, periodic table of elements
- Word problems
- Factors, sums, multiples
- Linear equations
- Statistics
- Lab reports

Conclusion

No matter the subject you are assessing, assessment is always hard. Your job as a teacher is to honestly assess each student in your classroom. Teachers must have the ability to differentiate between their students and the types of assessments that work for them and that particular assignment. Assessing secondary English is definitely a challenge, but so is math and science assessment. They differ in the types of assessments used and how a teacher assess the assignment.

Exercise 16.10.1

1. According to the article, what is an example of a secondary English assessment assignment?

    a. Oral Presentation
    b. Creating a science experiment
    c. Research paper
    d. Both A & B

2. Mrs. Martin, a 12th grade English teacher, has assigned a written response essay to her students. The topic of choice is up to them as long as it discusses a topic regarding William Shakespeare's *Hamlet*, which they just, finished reading. What kind of assessment is this?

    a. Objective
    b. Self Assessment
    c. Subjective
    d. Interactive

3. What can a student place in a portfolio?

    a. Anything, as long as it's their personal work.
    b. Only graded, approved, written assignments
    c. Items from their senior year of high school
    d. Tests, quizzes, essays and papers

4. Mr. Ray, an 11th grade English teacher, has placed his students in groups and assigned each a number of essays, articles and poems that need to be laid out and arranged for the junior class newspaper. He has assigned his students the task of design, lay-out and organization via the computer program, Adobe InDesign. They have until the end of their two-hour block to complete this. What kind of assessment is this?

    a. Formative Assessment
    b. Self-Assessment
    c. Summative Assessment
    d. Interactive Assessment

Answer

1. d
2. c
3. a
4. d

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16.11: What performance assessments can be used for secondary math? 16.11: What performance assessments can be used for secondary math?Edit Update titlecancel

By Michael Piper

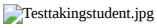


Figure 16.11.1: Image 1

Learning Objectives

- The reader should be able to describe written, oral, observation, and portfolio assessment.
- The reader should be able to recognize examples of written, oral, observation, and portfolio assessment.
- The reader should be able to describe what factors are important when creating an assessment.

Introduction

Mathematics can be a dangerous subject to teach. It carries with it the connotation of being a cold and objective subject, with black and white answers. People rarely tend to think of math as an art form or an adventure. Teachers and students alike are guilty of this impropriety, neglecting math's mysterious and elegent nature. The glory of math bravado and intense mental gymnastics gets traded for cold methodologies and mindless repetition. Students fail to exclaim eureka and great scott as they conquer concepts and self. Teachers fail to glow or shed tears when whispering delicious formulas and sacred teachings. The goal of the math teacher must be to once again move the student to tremble with awe and excitement over this great subject. But with growing pressure to meet the rigorous demands of quantitative standardized testing, how can one achieve this end? How can one implement assessments so that they kindle a passion for math instead of smothering it? The goal of this article is to help equip the motivated secondary teacher with tools that promote the understanding and appreciation of mathematics.

General Guidelines for Creating and Using Assessments

Before going into specific methods and strategies of assessment, it is important to make a few notes. Effective assessment does not come about by throwing together random assessment events as an after thought to lesson planning. Assessment is an integral part of the teaching and learning process, and should be deeply interwoven into all classroom processes. It can be used before, during, and after units and the course in general. The vast majority of assessment need not be graded and may even given without the student ever having been aware of it.

Specific methods and strategies of assessment are also not beneficial in and of themselves, but are tools that require the teacher to develop skill in both administering the assessment and using its results. Assessments should be developed from defined purposes and with specific goals for their outcome. They can be used not only for evaluating student progress and understanding, but also to get students to think critically about what they are learning. They can be used purely for gaining feedback so that a teacher may adjust their instruction. And if one desires, they can even be used to make students recognize their own personal biases and misconceptions about mathematics. One should clearly define what is being assessed and how this may be done efficiently and accurately for a diverse collection of students.

Specific Methods of Assessment and their Related Strategies

The Importance of Writing Assessment in Math Class

This tends to be a form of assessment that gets neglected in math classes. Because it seems irrelevant or time consuming, many teachers dismiss it without considering its benefits. But there have been numerous studies that show a distinct correlation between strong math performance and the consistent use of reflective writing assessment (Evans 2008). The process of writing about math requires students to critically think about specific concepts and to organize them into a coherent flow. This helps the student to internalize specific ideas and promotes long term retention. It also allows them to evaluate their own understanding of concepts (Stepanek 1997). And since the students will have a better ability to express math verbally, they are likely to see improvements in reading math problems as well.

There are a variety of ways to implement this method. There are a wide range of topics. The students could be asked to write what they had learned at the end of the day, to explain how the concepts being discussed are used or reflected in every day life, or to

compare and contrast current lessons with previous ones. They could also be asked to reflect on what they enjoy about the material, what they find difficult about it, or to describe areas where the teacher is being effective or ineffective. The style of writing can vary. Journals, essays, and some open-ended questions are a few of the ways this can be administered (Stepanek 1997).

When using this method, it is important to be consistent and to provide feedback. Consistency will help students become efficient in the writing process as well as promoting the processing of material as they learn since they will expect to have to write about it later. Feedback is important to show that you are reading their articles and that you care about their opinions and ideas (Stepanek 1997).

Making Math Practical

Math has many practical and real-life applications. There are two ways that this understanding can be beneficial to student learning and interest. Many students already do math operations subconsciously in their daily lives without realizing it. By expressing math concepts in everyday situations that students encounter, some of the fear that is tied to unfamiliar math terminology and symbols can be diminished by providing associations that will encourage retention. Also, by polling students to find out common interests, lessons can be adjusted to present material in light of subjects that interest students. Examples presented in this way develop an appreciation of the usefulness of the subject as well as improving interest and retention (Stepanek 1997). One of the challenges of teaching math is that one must overcome stereotypes such as math isn't useful in the real world. Encouraging students to think about their future careers and explaining the usefulness of math within those fields can help combat a mentality of doing math simply to pass and graduate. Math has applications in every field, including art, sports, the military, and most white and blue collar jobs to name a few.

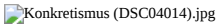


Figure 16.11.2:Image 2

Observation

Observations within the classroom setting can be very useful for getting feedback on student strengths and weaknesses. This can be done in a variety of ways, such as checking individual students as they work, observing group work, and having students perform problems in front of the class (Stepanek 1997).

Oral Assessment

Oral assessment is strategy many teachers use, consciously or unconsciously. Often it is simply asking students in a class for guidance while performing a problem in front of the class. Oral assessment has the advantage of providing more information than a standard test normally will. It gives real time feedback of student comprehension, helps diagnose misunderstandings and misconceptions of the material, reveals students' attitudes towards the subject, and effectively shows student comprehension of the material (Stepanek 1997).

Teachers can perform oral assessments through class discussions, individual interviews, focus groups, and student presentations to name a few methods. Topics can include those listed for writing assessments as well as a range of questions with quick or obvious answers. The teacher should have an idea of the questions that will be asked ahead of time, while leaving room to expand more into specific areas that prove valuable. It is important that students feel comfortable and safe to speak openly and make mistakes. The more routinely this style of assessment is administered, the more comfortable students will be with it. Common mistakes to avoid when performing this assessment are giving students answers or suggestions, posing leading questions, excessive talking/teaching by the teacher, and interrupting the student(Stepanek 1997).

Homework

Getting students to do math homework has always been difficult. One strategy to encourage students to complete homework is having open-homework quizzes, where students may use homework assignments as help on quizzes. Without announcing which quizzes will be given this way, students are more likely to complete random homework assignments they might not do otherwise.

Computer Administered Assessment

Some schools administer the SOL test on computers only. Students doing math problems on the computer for the first time tend to experience a great deal of difficult compared to solving the same problem on paper. It can be extremely helpful to get students familiar with doing math problems on the computer before this kind of complication occurs.

Portfolio Assessment

Portfolios are collections of student work demonstrating student comprehension of material. They can be put together from existing assignments as a sample demonstrating student strengths and weaknesses. Or they can be a selection of works from among a number of assignments for the purposes of grading. Portfolios may be done as a supplement to normal classroom grading systems but can also be done in place of them (Stepanek 1997).

Non-Standard Grading Techniques

Another method of math assessment involves modifying the common grading system. Graded tests require that material on the test is such that the student will recognize and be able to complete the problems given. Unique and challenging problems that push students abilities too far would be unfair. Also, if a student does poorly on a few tests, even if by the end of the course they comprehend the material they cannot get a good grade in the class. Since the goal of the course is for the student to learn the material, some modifications can be made to the grading system that can have a variety of effects. For example, if students know they can retake a test they did poorly on, there will be less testing anxiety to get a high score the first time around. Testing anxiety can cause a student to do poorly on a test they are actually capable of doing well on. Another option is flexible grading, where students are graded on different assignments that they can choose from to accommodate different learning styles. This type of system could also accommodate self learning because students would have more freedom to work far ahead of the rest of the class (Murphy 1999).

Note

Links to Resources on the Net

[1] National Council of Teachers of Mathematics-Article

[2] It's Just Good Teaching publication

[3] Assessment Strategies Article***Good Overview***

[4] Math Assessment Articles

[5] Assessment Strategies Handbook

[6] Portfolio Assessment Strategies

[7] Math Practice Tests/Tutorials

[8] Math Tutorials

A Sample Math Assessment

[9] Intermediate Algebra Final Exam

The sample provided is a final exam for intermediate algebra. It consists of almost all short answer questions, allowing for partial credit based on work shown. At the end it provides several problems from which the taker can choose three. This is a good assessment because it tests accurately whether or not the student knows the information. If this were not a final and it was being given back before the end of the course, the teacher would be able to provide useful and specific feedback to the student, as well as being able to shape lesson plans based on how the class had done as a whole.

Exercise 16.11.1

1. Which of the following is not a type of assessment?

A. A Math Journal

B. A Teacher Observing a Student Working

C. A Math Formula Sheet

D. An Individual Interview

2. Math is useful in which job field?

A. Sports

B. Art

C. Military

D. All of the above

3. Ms. Ima Mathner asks John what step she should do next for a problem she is demonstrating on the board. This is an example of:

A. Oral Assessment

B. Written Assessment

C. Portfolio Assessment

D. None of the above

4. John is asked to choose from samples of his classwork over the semester and put them together for a grade. This is an example of:

A. Oral Assessment

B. Written Assessment

C. Portfolio Assessment

D. None of the Above

Answer

(1-C)

(2-D)

(3-A)

(4-C)

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16.12: What performance assessments can be used for secondary science? 16.12: What performance assessments can be used for secondary science?Edit Update titlecancel

by Alec Bauserman

Note

It is no use saying, 'We are doing our best.' You have got to succeed in. --Winston Churchill

With the advent of the No Child Left Behind Act and the state's adoption of the SOLs, school-wide testing has taken the front seat in public education. Students have high expectations placed on them and they come under increased scrutiny to ensure they are on track to meet these goals. Pre-tests, midterms, post assessments, quizzes, tests, common assessments. The list is endless. Testing has not only become the desired 'ends,' but the 'means' as well. As school systems focus more and more on the benefits of varying forms of assessments, it is sensible that the teacher should also consider their options. This paper will examine the varying forms of assessment available to the high school science teacher, with specific examples provided for earth science.

Learning Objectives

- recognize and explain the different forms of assessment
- list pro's and con's of each type of assessment
- be able to define performance assessments, cite benefits & give examples

Reasons for Assessment

Before we examine the types of assessments, we must first understand WHY assessments are given in the first place. Traditionally, a teacher would give a test at the end of a unit to measure how successful they were in imparting the material to their students. They'd grade the test, hand it back & move on. These days tests are used for more than just determining how much a student learned or how hard they studied. Teachers give a quiz or other assignment to AID the learning process, not just measure it. Tests given at the end of a unit to determine how much a student learned are called *summative* assessments. Tests given along the way which are used to assist the learning process (and not just to measure the results) are named *formative* assessments

Summative = assessment **OF** learning

Formative = assessment **FOR** learning

Both of these have a place in the classroom. Formative assessments are given midway through a lesson. They help students understand the material and they help teachers determine how quickly the student's are picking up the material. By assigning a grade to them, teachers make it 'worthwhile' for the students to put forth their full effort. If the teacher makes the assessment a collective effort with students working in pairs or small groups, the students benefit from peer-to-peer dialogue and the students who have gained a better understanding can impart their knowledge to the students who haven't yet mastered the subject matter. By the time the teacher reaches the end of the unit, a summative assessment can be given, each student working with only their knowledge. They should be comfortable in their understanding and confident in the their responses. The grade will be counted and the class will move on.

Types of Assessment

Summative Assessment - a summative assessment is given at the end of a unit to determine just how much each student gained from the lessons. A summative assessment can take many forms, but in a secondary science class they are usually one of the following:

- a chapter test
- an essay
- a project

Each of these has its own strengths and weaknesses. **Chapter tests** are the most common but not necessarily the most effective means of testing a student's knowledge and the application of that knowledge. Tests are good in that they can take many forms -

selected response (multiple choice, true-false, matching), short answer, fill in the blank, etc. A more diverse test with a wide range of question types is useful. On the other hand it is a form of putting all one's eggs in a single basket. A bad night before the test, classroom disruption during the test, a poorly written question... All of these can lead to lower student scores which do not accurately reflect a student's true grasp of the material. I have personally given tests where I *knew* for a fact that the student knew the material yet were unable to answer the question due to poor wording on my part. As such, a summative chapter test is not always the most effective way to determine academic progress. An **essay** also has its pros and cons. On the one hand it is useful in that a student may take their time and think through their response. They can consult with the teacher or other students to improve their response. By writing out their thoughts, it is readily apparent to the teacher whether or not the student understands the material. A monkey with a pencil will occasionally score well on a multiple-choice test but its is much harder to fake understanding with a constructed response like an essay. In this way, essays make good summative assessments. On the other hand, they are difficult for students with poor writing skills. I teach freshmen and many of them struggle to write coherent sentences and develop a linear argument. A student may perfectly understand the material they were taught yet fail the essay simply because they are not effective writers.

A **project** has many qualities which make it an attractive choice for summative assessment. They do not depend on a single days effort, but rather a long time period. They allow students to revise and improve their work. They help students learn as they create it. They are often fun to do (for some) and students take a lot of pride in their work. They can be tailor-made to answer the teachers questions and a rubric can help the students design an good submission. Unfortunately, they often take too much time and students will often wait until the day before to start. A heap of quickly made, poorly constructed projects is a nightmare for a teacher to grade, even with an effective rubric. Also, because each chapter or unit is only so long, the project must usually be described weeks in advance. For teachers constantly pressed for time, this takes a lot of effort and foresight to be successful.

Formative Assessment - a formative assessment is given during instruction in order to 1) help the student learn the material and 2) aid the teacher in determining how well the students understand the material. It is often termed an "assessment **for** learning." A few examples of formative assessments I've given my high school earth science & biology classes are:

- presentations
- Common Formative Assessment (CFA)
- examination & discussion of articles

A **presentation** is a great example of a formative assessment. Students are assigned a topic to present to the class, either individually or in groups, most often using Powerpoint. The students learn the material as they study it, condense it, and package it into a form easily understood by their peers. It is often said that the best way to learn something is to approach it as though you would need to teach it to someone. A presentation is just such an example. Students must research and understand the material well enough to teach it and answer basic questions on it. The drawback is that in any group, some will work hard and others just enough to get by. The learning is not always equal. Additionally, teachers must develop a rubric, grade the resulting presentations, and patch up any holes in the student's instruction. It can often take more time than just teaching 'the old fashioned way.' The term **CFA** has several meanings but in my class I use it to refer to a group quiz that is given to aid student understanding. I will typically present a graphic or animation that contains material covered in the last few days (or weeks if possible) and ask several "knowledge" questions and several "application" questions. These are helpful because our Virginia SOLs are graph- and graphic-heavy so I make every effort to expose my students to these. We will discuss the answers afterward and the students grade each others papers. This cuts down on the teacher's workload. Drawbacks are few, but the most common is that one group member does most of the work and the others daydream. Even so, I have found these to be effective and I will continue to use them in my instruction. Recent online and in-print **news articles** offer a great avenue to provide formative assessments. Students are given a handout, no more than a page or two, with a news article pertaining to the current topic in the class. They are to read it and answer some basic questions. The article provides students with a real-world example of the topic's relevance and the discussion afterwards helps students to understand what they read. Reading comprehension is benefited and they can discuss their personal opinion on the subject. The downside is that it is difficult to find articles that have enough topic-specific vocabulary yet are on a reading level suitable for high schoolers. The article is often too easy or too hard, or requires a lot of background knowledge and prior explanation. Even so, articles are fun to use and benefit the students who read them.

Note

Sample Earth Science CFA questions

"With your partner, discuss the physical features of the Mid-Atlantic Ridge, its origin and its potential future effects. Explain these features with your knowledge of convection currents in the Earth's mantle. In what way does the MAR relate to the Theory of Plate Tectonics? Construct a response in 5-paragraph form, no less than 2 pages long. One partner is responsible for typing, the other will present their findings to the class. See the rubric for details." -Mr Bauserman

EXPLANATION - This CFA is designed to benefit students in several ways:

- provide peer interaction
- assist students learn content
- provide teacher-student dialogue
- enhance writing & public-speaking
- I have found these CFAs to be fun, useful, and wholly beneficial to instruction. They don't take too much time and they increase students' confidence in their learning.

Performance assessment

*"...the **application of knowledge, skills, and work habits** through the performance of tasks that are meaningful and engaging to students"* (Hibbard and others, 1996)

Regardless of the purpose for testing, a teacher should always feel comfortable giving a performance-based assessment. By asking the students to show their accumulated knowledge and skills, a teacher can assess the students formatively or summatively. Performance assessments can take many forms; many have already been mentioned above. Speeches, presentations, projects, activities, games... Any activity where a student must *do* something other than filling out a test can be considered a performance assessment. They may be performed individually or in groups, they can be formal (count for a grade) or be informal. They may be used to test a students progress (summative) or be used to assist in the learning process (formative).

Some of the benefits of using performance-based assessments are in the table to the right. Generally speaking, a performance assessment is most beneficial in giving the teacher a better understanding of student mastery as compared to a standard, selected-response summative test. McLaughlin and Warren found that these assessments were effective when given to student's with disabilities (McLaughlin, M.J. and Warren, S.H., 2008).

For the assessment to be effective, however, the teacher must first do two things:

- Clearly define the skill-set or body of knowledge to be tested
- Create a clear rubric for the students to work with

Teachers who attempt to give a performance-based assessment and are displeased with the results often failed to do one these two things. By having muddled goals or unclear standards of expectations, both the teacher and students become frustrated and the assessment is in vain.

Note

*What are the benefits of a **performance assessment** ?*

- "[T]hey ***evaluate thinking skills*** such as analysis, synthesis, evaluation, and interpretation of facts and ideas — skills which standardized tests generally avoid.
- They are ***flexible*** enough to allow teachers to evaluate each child's progress using information obtained from ongoing classroom interactions with materials and peers.
- They are a means for ***improving instruction***, allowing teachers to plan a comprehensive, developmentally oriented curriculum based on their knowledge of each child.
- They provide valuable, in-depth ***information*** for parents, administrators, and other policy makers.
- They put responsibility for ***monitoring*** what children are learning — and what teachers are teaching — in the hands of teachers, where it belongs."

Meisels, S.J. (2008). "Teacher's Timely Topics: Performance Assessment." Retrieved from http://teacher.scholastic.com Oct 28, 2008. (link)

Exercise 16.12.1

1) Student testing can be either _____ or _____. (KNOWLEDGE)

- a) formal ; informal
- b) summative ; formative
- c) both a & b
- d) neither a nor b

2) Formative assessments are useful for all but which reason? (KNOWLEDGE)

- a) they allow a teacher to adjust instruction
- b) they identify student strengths and weaknesses
- c) they assist the student learn the material
- d) they require less planning than summative assessments

3) Which of the following would be a good example of a summative test? (REASONING)

- a) A geometry teacher assigns 5 pages of bookwork for homework
- b) A gym teacher makes his class run 10, untimed laps around the gym.
- c) An art teacher demonstrates how to sketch a self-portrait with charcoal
- d) A Spanish teacher gives a chapter test on vocabulary and verb tense.

4) What might be a possible drawback of performance testing? (REASONING)

- a) they allow students to use their own individual talents
- b) they benefit the student's understanding of the material
- c) they are time-consuming
- d) they can be more fun than a pen-and-paper assessment

Answer

1 - C

2 - D

3 - D

4 - C

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16.13: What performance assessments can be used for secondary social studies?

16.13: What performance assessments can be used for secondary social studies?
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Learning Objectives

- Understand traditional methods of assessment
- Understand the goal and advantages of performance assessment
- Understand how performance assessments can be used to teach Social Studies.

Traditional Assessment

Traditional assessment is the evaluation of student learning using traditional methods of achievement collection. Most traditional assessments are developed to determine a students understanding and recollection of events after the instruction has been delivered. Typical traditional assessment tools consist of fill-in-the-blanks, true-false, multiple-choice tests, matching and other similar mechanisms. Students typically are required to select an answer or recall information to complete the assessment. These tests may be standardized, such as the Stanford 10, NAEP, Benchmark, AP and SAT tests as well as the Virginia SOLS. Traditional assessment tests do not, by definition need to be as structured or inflexible as these more familiar state and national tests. Teachers can create their own evaluation tools that follow the traditional methods of assessment.

Note

"Whenever the people are well-informed, they can be trusted with their own government;... whenever things get so far wrong as to attract their notice, they may be relied on to set them right."—Thomas Jefferson

The driving force behind traditional assessment is the theory that the primary goal of schools is to help shape and develop productive citizens. This theory is used to formulate objectives whose goal is to develop historically literate individuals who are able to identify historical figures, events and dates. Many traditions assessment tools do not focus on the subject of history. The Stanford 10 is a traditional assessment tool that focuses on Reading vocabulary and comprehension, data analysis and math problem solving. SAT scores also focus on math, reading, and writing fundamentals. The NAEP, however is a national assessment that focuses not only on math, reading and science; but also civics and US history. A copy of the recent US history results can be found at: *http://nationsreportcard.gov/ushistory_2006/*. The Virginia Standards of Learning have elements of history and in 4th grade Virginia history is assessed.

Performance Assessment: Goals and Advantages

Performance assessments, which are also often called "authentic assessments", provide for a teacher to evaluate knowledge through the use of engaging activities. Students are not forced to complete multiple choice questions, instead they are asked to construct, record, display or explore topics through presentations and writing. Those instructors who use performance assessments require students to not only memorize information, but more importantly encourages them to synthesize knowledge through data collection, reflection and constructive assignments. Students are asked to analyze and explain historical events through research and the development of journals, projects, and other demonstrable means.

Students are often asked to use their current knowledge to come up with theories or solutions to hypothetical situations. Typical questions may include, "How would life in the South after the Civil War been different if President Abraham Lincoln had survived his assassination?" The students may be asked to create a journal as a southerner in the years following the Civil War under President Lincoln's reconstruction policies. An Instructor may ask the students, "How did Pasteur and Lister change how doctors performed medicine?" The students could create a play of a debate between doctors of the 18th century and late 19th century.

Often performance assessments include extended tasks and assignments that require ongoing research and collection of data that is carried out over several hours or weeks. This form of assessment is widely used to develop a students ability to synthesize information into creative writing assignments. Journals and portfolios are often created by the students to demonstrate their learning acquisition as well as allowing for presentations to their classmates.

Where traditional assessments may ask multiple choice questions about a particular subject matter, performance assessments allow teachers to assess not only acquired knowledge, but also the ability of students to create brochures, oral presentations and essays. Unlike traditional assessment, students are fully aware of how they will be assessed and what they need to accomplish to be successful. This allows the students to judge their own work as they create their projects. Performance assessments are based on the particular curricula of a specific school system and classroom. Unlike traditional assessment whose tests are created by anonymous administrators and test producers, performance assessments are created and developed by the teachers in the classroom. Performance assessments allow for scaffolding of knowledge and not simply learning random facts without context.

Instructors that use performance assessments need to create a rubric with which to judge the students successful completion of the assignments. One of the criticisms of performance assessments is the random nature of the grading. Traditional assessments are often created and graded by national or state organizations. To effectively use performance assessments the rubric needs to be created, explained to the students, and adhered to during the grading process. Follow the following link to understand more about the role of the rubric in performance assessments. score.rims.k12.ca.us/standards/performanceassessment/

Performance Assessments in the Social Studies Classroom

Performance assessments can easily be incorporated into history and social studies classes. Unlike math and science courses writing and presentation assignments are easily interwoven into the curriculum. Some examples of how one might use performance assessments in an American history course might include splitting the students into groups. Each group would be given the names of eight US Presidents. The group would be given the opportunity to do independent research through the computer lab and library to determine the success of their assigned Presidents. The rubric for assessment would clarify to the students that they should judge each President on specific qualities such as accomplishments, crisis management, political Skill, appointments, character and integrity. With this information the students would rate their eight Presidents and create a presentation to deliver explaining how they came to their conclusions. Through this activity the students escape simply know which President was the 12th or 14th, or which President was in power during war. The students add context and synthesis to simple memorization requirements. The students will learn how to create presentations, respect differing opinions, and determine how to narrow, edit and refine their findings to support their opinions. Each student in the class will learn more through the other classmates research then they would learn by memorizing book information alone.

Another example of performance assessment in American history would be to give the students the opportunity to describe how North America and the World would have been different if the South would have won the Civil War. The essay and presentation would be judged on a rubric of content, clarity, continuity, creativity, and correct use of grammar. This activity would promote the research skills of the students as well as their English writing proficiency.

If you give yourself a moment you could probably come up with hundreds of ways to use performance assessments in the classroom. These assessments take a little more time in that you must create a rubric and explain the requirements to the class, but these assessments allow the students to develop their research, writing and presentation skills. This benefits them much more than simply developing multiple choice and fill in the blank test taking skills.

Note

"I have a conviction that education is important to the preservation of our republican government, and that it is also essential to its protection against foreign power."—Thomas Jefferson

"If the children are untaught, their ignorance and vices will in future life cost us much dearer in their consequences than it would have done in their correction by a good education."—Thomas Jefferson

Exercise 16.13.1

1. Traditional Assessments are most frequently:

a. based on tasks to find an answer through activity and analysis.

b. multiple choice.

c. in class question and answer.

d. based on portfolios and writings of students.

2. How can performance assessment be used in a classroom setting?

a. Have students take a final exam at the end of the quarter.

b. through classroom discussion.

c. by using a pop quiz to probe for knowledge.

d. have students keep a journal with reflections of things they have learned.

3. What teacher created item is necessary when using performance assessments?

a. a large multiple choice test.

b. a rubric for grading.

c. a fun and interesting matching quiz.

d. a 750 word essay assignment.

4. A language arts teacher asks to collaborate with you on a history lesson. What performance assessment task could you apply.

a. have the students read the teacher's notes to the class.

b. a quiz on proper vocabulary and syntax.

c. place students in reading groups to produce a journal describing the Battle of Hampton Roads from a sailors perspective.

d. have students read the history book and create a proper outline.

Answer

1. B
2. D
3. B
4. C

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16.14: What performance assessments can be used for secondary foreign languages? 16.14: What performance assessments can be used for secondary foreign languages?Edit Update titlecancel

By: Brian Breshears

Introduction

While studying a language there are a myriad of ways that a student may be assessed. Testing students on their knowledge of vocabulary or placement of accent marks by way of a written response test or a research paper are just a couple of options. The unique thing about learning a language is that it is meant to be performed. Reading and writing are important aspects of the language, but its true purpose is verbal communication. This chapter will explore options for performance assessment as it pertains to the Spanish language.

Learning Objectives

- Reader will be able to identify two methods of assessing a Spanish student by way of performance.

What is Performance Assessment?

According to the Alverno College, which implemented assessments for its students in 1973, assessment is defined as the following:

• a process integral to learning

• involving observation and judgment of each student's performance

• based on public criteria

• with self assessment

• with feedback for student improvement of learning and faculty improvement of teaching (Albromeit, Accessed on 18, March 2009)

More specifically they define performance assessment as “Demonstration of abilities in action in the kind of integrated situation in which students would use them in their life beyond campus” (Albromeit, Accessed on 18, March 2009).

Note

depts.alverno.edu/saal/ Performance Assessments are founded in a curriculum based on eight abilities

Types of performance assessments

Getting students to speak the language is probably the most challenging thing about being a Spanish teacher. To get students started on a path to proficiency, a teacher must be able to remove the obstacles standing in front of them. One major obstruction facing the students is a fear of speaking in front of others. The easiest way to overcome this is through group conversation.

In group conversation the teacher splits the class into groups of two or three. In order to make the students feel comfortable about speaking another language in front of their peers, the teacher will create a template from which the students should follow in order to create their conversation. The groups are then responsible for creating a conversation in Spanish in their own words, but using the template as a road map for their conversation. They will then present the final conversation in front of the class. Each student must use the vocabulary they have studied leading up to the presentation.

This task promotes self education by allowing the students to speak about things that interest them, but also keeps them focused on a specific format for their conversation. A student is more likely to look up and retain words he/she doesn’t know when talking in front of his/her peers.

Another assessment is an extended oral presentation. The teacher can give the student a written test in Spanish, have them memorize it and then present it in front of the class. The Spanish teacher at Hugo Owen’s Middle School, Laura Agudelo, gives an example of this, “I find the Pledge of Allegiance works perfectly. It’s short enough that it’s not too intimidating to memorize and it’s a text that is familiar to them” (Agudelo, 2009). According to Mrs. Agudelo the rubric by which she assesses her students is

based on correct pronunciation and fluidity of speech. The students feel comfortable with the text and it is also something they can practice in their homeroom every morning.

Conclusion

Performance assessment can be very rewarding for both the teacher and students when used properly. It can also give students confidence to speak in front of others.

Exercise 16.14.1

1. What is the most challenging thing about being a language teacher?

a. dispelling cultural differences

b. getting the students to speak the language

c. getting to work on time

d. learning how to speak another language

2. What are two examples of performance assessment?

a. Class projects and Smartboard lessons

b. Computer games and hooked on phonics

c. Extended oral presentation and conversation

d. Written test and quiz performance

3. It what ways could Mrs. Agudelo assess her student's performance of the language?

a. Ask them questions in the language and grade their competency.

b. Have them memorize the pledge of allegiance and grade their pronunciation

c. Assign them conversations and grade their fluency

d. All of the above

4. What would be an effective way for Mrs. Agudelo to reinforce a vocabulary list?

a. Have the students write them repeatedly.

b. Have students create conversations using the vocabulary list.

c. Stand in front of the class and yell the words until they get them

d. Tell the principal that the students are all stupid and she can't teach them.

Answer

1) b

2) c

3) d

4) b

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CHAPTER OVERVIEW

17: Instructional Assessment- Assessment Strategies

17.1: Should I give a multiple-choice test, an essay test, or something entirely different?
17.2: How can student journals be used for assessment?
17.3: How can classroom discussions be used for assessment?
17.4: How can personal conferences be used for assessment?
17.5: What is the best way to write good multiple-choice questions?
17.6: What are the benefits of essay tests?
17.7: How can portfolios be used for assessment?

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17.1: Should I give a multiple-choice test, an essay test, or something entirely different? 17.1: Should I give a multiple-choice test, an essay test, or something entirely different?Edit Update titlecancel

By Vanessa Rutter

Note

"I didn't fail **the test**, I just found 100 ways to do it wrong"

- Benjamin Franklin

Learning Objectives

- The student will be able to understand the advantages and disadvantages of multiple-choice tests
- The student will be able to understand the advantages and disadvantages of essay tests
- The student will be able to provide an example of why multiple-choice or essay tests are used
- The student will be better informed of the results produced by multiple-choice, essay, and other tests

Introduction

Throughout school, teachers and other education officials use tests to assess how much information that the students have absorbed. This can be important in different ways depending on how the results will be used.

Figuring out what students have learned in the classroom is an important issue in the education field (Swartz, 2006). Teachers want to know that when they assess what their students have learned that the teachers are using an accurate assessment strategy that will mesh with their learning targets. In the following information, the focus will be on affects of using multiple-choice, essay, or other tests along with why they are used.

Advantages and disadvantages of multiple-choice tests

Multiple-choice testing became popular in the 1900's because of the efficiency that it provided (Swartz, 2006). According to Matzen and Hoyt, "Beginning in 1901, the SAT was a written exam, but as the influence of psychometricians grew in 1926, the SAT became a multiple-choice test" (2006). Until recently, multiple-choice have been favored especially for SAT and ACT testing. For many years now, the SAT test was used for mostly multiple-choice questions and has changed in the past few years so that it now includes an essay section.

Other advantages of multiple-choice tests include how quickly tests can be graded compared to others. There are machines that can quickly grade scantrons as well as bubble sheets that show right and wrong answers quickly for teachers when grading. It is much more cost efficient than having to read over written answers which take time and possibly training depending on who is employed to grade them (Holtzman, 2008).

Others may say that multiple-choice tests are hard. In college, students have said that multiple-choice question tests are long, filled with many words, and very complicated (Holtzman, 2008). Some argue that multiple-choice question tests are based on testing the level of knowledge only and do not show a student's level of comprehension and application of information (Holtzman, 2008). It is hard to judge on a multiple-choice test whether the student guesses the right answer or didn't get the answer right because they were confused and chose one of the other answers (Swartz, 2006).

Advantages and disadvantages of essay tests

Essay tests have started to become more dominant because of the results that come along with it. Essay format questions contain a level of information quality that exceeds that of multiple-choice (Swartz, 2006). According to Swartz (2006), "They provide the opportunity to assess more complex student attributes and higher levels of attribute achievement". Another advantage of an essay is that the teacher can clearly see what the student knows instead of being misconstrued with multiple-choice tests were students can guess the right answers. A student that doesn't do well with test taking may find writing an essay to much more efficient rather than testing knowledge through multiple-choice.

There are also problems associated with essay tests. Administering essay test can be harder and be less cost efficient. There is technology already available for grading multiple-choice tests that take up much less time then grading essay tests. Essays cannot be ran through a bubble sheet optical reader machine that quickly grades scantrons used for multiple choice questions tests. For a professor with over three hundred students, it is much more efficient to use multiple-choice tests than grade three hundred essays. Communication is an important factor as well. For a student that can not write well, they may feel at a disadvantage when being graded by writing an essay. This could be true for someone with a learning disability.

Other Factors to Consider

Note

"If more testing were the answer to the problems in our schools, testing would have solved them a long time ago"

Bill Goodling, chair of House Education Committee

Multiple-choice and essay tests are not the only test out there. The recently modified SAT test states that if you put the wrong answer you will have points taken off in the multiple-choice section. This is an incentive to not fill in the circle unless the student knows the answer or is pretty sure of themselves. There are also short answer tests and fill in the blank, but the most popular are the ones mentioned before.

Other tests may show an excess of seven different multiple-choice answers to choose from. The first three would be regular answers (A, B, or C). The next three answers will be where a student can get half credit for the answer by choosing D ("A or B"), E ("B or C), or F ("A or C"). Then the student will not get full credit by choosing D, E, or F but half credit by being able to narrow the answer down to the two answers they are certain of. The last choice would be G (I don't know). There the student would get a one-third of the credit for being honest rather than no points for guessing a wrong answer (Swartz, 2006).

Conclusion

In conclusion there are many advantages and disadvantages to both multiple-choice and essay tests. The teacher should pick out what is more suitable according to the classroom. Factors that would favor multiple-choice may be large class size, large amount of knowledge, technology already available for scantrons, less time for grading, and students with low writing scores. Factors that would favor essay tests could include smaller class sizes, many student teacher aides to help grade, assessment of application and comprehension, and students with high writing scores. Other tests are also being developed to bring the most from assessing students comprehension of information.

Exercise 17.1.1

1. What is an advantage of using an essay test?

A) It costs less money

B) It contains a higher level of information quality

C) It takes a long time to grade

D) It can be graded with a bubble sheet optical reader

2. What is a disadvantage of using multiple-choice tests?

A) Students can guess the answers

B) Tests require scantrons

C) Tests are easier

D) Tests can be graded faster

3. If a teacher has a large group of students in their class, what kind of test would be less time consuming to grade?

A) Fill in the blank test

B) Essay test

C) Oral test

D) Multiple choice test

4. Multiple-choice tests assess mostly what type of cognitive information from students?

A) Evaluation

B) Application

C) Knowledge

D) Comprehension

Answer

1. B
2. A
3. D
4. C

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17.2: How can student journals be used for assessment? 17.2: How can student journals be used for assessment?Edit Update titlecancel

by Amy B. Williams

Learning Objectives

- Be able to comprehend the important role that journals have in the classroom.
- Understand how journals can be used as an assessment method.
- Comprehend examples of using journals for language, math and science.

Introduction

Who ever said assessment wasn't fun? That is old news as journals are invading the classrooms! Journals have become a wonderful non-traditional assessment tool that falls under the category of personal communication. Teachers are understanding the role that journals have in the classroom and the benefits they provide for students. Journals aren't just for writing your deepest and darkest secrets while being kept hidden under your mattress! Throughout this article you will understand that the purpose of a journal is to allow students to have a voice. A voice that reflects their understanding and knowledge on a subject instead of just reiterating another person's ideas that they have memorized word-for-word. It is an informal style of writing that results in a student thinking for themselves.

I Scream, You Scream, We All Scream For Journals!

All the interest in journals is due to the fact that this type of personal communication encourages students to look at subjects and facts that they may have been intimidated by so the student feels more adventurous and willing to explore their ideas in writing (White, 2008). Journals aren't just for writing either; they can also involve drawing, painting and role-playing (Miami Museum of Science, 2008). If journaling is done correctly it can provide the following information:

- "Help students pinpoint what they know and don't know.
- Connect previous knowledge with what the student is currently studying.
- Summarize what the student understands and their knowledge on a topic.
- Help students understand important questions to ask.
- Help student keep his or her thoughts more organized.
- Support an interdisciplinay approach to education.
- Help student see in a more visual approach to learning.
- Allow student to take a tentative idea and make it more permanent" (Burchfield, 2005).

Students with a journal generally have clearer thoughts and an increased ability to explain a concept while the teacher can truly grasp the type of learner that student really is.

Note

Using Journals In Math

[1]

This is a fantastic website for teachers to use journals in Math class. You can even click on a PDF of a Math Journal! **This is a must see!**

(Geocities.com, 2008)

Journal: A Teacher's Best Friend

The timing of a journal assignment includes different options with before, during, or after a lesson. There are two general types of journals in a classroom: 1. A journal that students are given very little direction on and the student writes down their thoughts, feelings and ideas, 2. A journal where the student is given a prompt or a specific topic to write on that has boundaries and guidelines needed for accuracy (Miami Museum of Science, 2008). Some teachers assign journal writing without grades. If this is

the case, then the teacher will be more apt to correct grammar and spelling and make comments and appropriate praise. Journals also can be used for more class discussion and participation. If a student writes their ideas and understandings down on paper, then greater class discussion results. According to Hillocks, if a teacher uses journals in the classroom it allows that teacher to not only look through a window into how the student is thinking and learning, but *how* they learn. In other words, a journal shows if a student is struggling with a subject, their strengths and weaknesses, and if there are any misconceptions involved in learning.

According to Burchfied, Journals also answer specific questions for a teacher:

- Can the student organize information?
- Can the student explain a specific concept?
- Does the student use communication skills correctly to communicate an idea?
- Is the student confident in his or her abilities?
- What is the student feeling?
- Is the student's response coherent and well-structured (Burchfield, et al, 200

To give credit to journals for an assessment method is an understatement. It is obvious that journals provide a deeper depth and understanding into a student, which can only benefit teachers. Journals can be as simple as loose leaf papers in a folder, a spiral notebook labeled Journal, or store bought journals.

To Grade Or Not To Grade...

Grades are not necessary in journaling, but it is suggested to follow a specific rubric if assigning a grade. If grades are not given on a specific assignment, here are some great ideas on assessing a student's journal (Burchfield, et al., 2005):

- Because some of the writing is informal it is best to focus on content rather than mechanics.
- Be positive, encouraging and accepting of the student's writing.
- Single out one or two things to comment on and don't undertake the entire journal.
- Be specific when you comment on a specific problem.
- When appropriate, have students edit one another's journal.
- Ask students to read aloud, when appropriate, so the classroom becomes more conducive to sharing and confidence levels increase.
- After students have completed three journal entries, ask them to choose their best entry, revise it and have other students begin peer

  editing.

- Allow for more revisions after peer editing and grading then post it on a classroom blog or website.

Again, grading isn't always a definite with journals and should be left up to the discretion of the teacher.

Examples of Journal Assignments: Don't Enter The Classroom Without Them!

Note

Different Types of Journals

Daily Journals

- My most embarrassing moment...
- What I would like to change about school...
- My best friend is...
- The best thing that ever happened to me...
- The saddest thing that ever happened to me...
- What I want to be when I grow up...
- If I could change the world I would...

Specific Subject Prompts

Math

- Does math scare you?
- Design two mathematical bumper stickers--one funny and one serious.
- If I were better at math, I would...
- If math could be a color (shape or sound) it would be...because...
- My best kept secret about math is...
- What kind of math figure are you? (Circle, square, triangle, parallelogram, etc.) Why?

(Geocities.com, 2008)

Language

- Record in journal your personal thoughts and feelings after reading "The Diary of Anne Frank." (or any book the student has read)
- What does Anne's diary tell us about her? (or any main character of a book)
- If you could talk to Anne, what would you ask her? (or any author)
- Give a different ending to the book you just finished.
- What if you were the main character?
- Explain how you feel the character was like in the book.
- Draw a picture of a scene from the book and write a sentence underneath.
- Across the top of your journal write WHO, WHAT, WHERE, WHY and WHEN...answer all these questions.
- Pick a President and write a letter to them about what you wish would be different and why?
- If you could have dinner with any past or present famous person who would it be and why?
- Student writes a paragraph using three vocabulary words written on the board.
- Write four Jeopardy style questions based on the lesson you were just taught.

(Teachervision.com, 2007)

Science

- Have students record any science experiment results over a period of time.
- Record the amount of snowfall over a 2 week period, along with the temperature outside at time of snowfall and the amount of snow.
- Record in journal the stages of a classroom bean seedling during growth stages.
- Record which cup of water (1 hot, 1 cold and 1 room temp)freezes first and how long it took.

(Teachervision.com, 2007)

Final Thoughts

Journals are like a telescope into a student's mind. This type of personal communication allows students to express what they are feeling about specific topics. It is taking learning beyond the basics to see things as they really are and not just skimming the surface. Teachers are in the classroom for a reason, which is to impact the student academically, socially and emotionally. A journal is simply a collection of a student's feelings, ideas and thoughts put down in black and white. Incorporating journals into the classroom takes commitment and organization, but the payoff is an exciting and motivating way for students to learn.

? Exercise 17.2.1

1. Journals are an assessment method that fall under the category:

a. Selected response

b. Extended written response

c. Performance assessment

d. Personal communication

2. If a journal is used correctly in the classroom, it can:

a. Connect the student's previous knowledge to what they are currently learning.

b. Tell a teacher the student deserves an A or F.

c. Inform the teacher if the student needs a different seating arrangement.

d. Allow the student to ignore the teacher's lesson.

3. The benefit of a journal for a teacher is:

a. One less thing to grade in an overwhelming job.

b. Tells the teacher if the student can explain a specific topic.

c. It helps the classroom seem less cluttered.

d. Allows the teacher to learn more about the student **except** for how he or she is feeling.

4. Stella has just completed an informal journal assignment for language in Mrs. Williams's classroom. Mrs. Williams is now ready to assess Stella's journal. What is the best method to consider?

a. It is best to focus on Stella's content rather than the mechanics of her journal.

b. Because it is an informal journal assignment, Stella should receive a specific grade.

c. Not even grade Stella's journal because it would focus on her character and not her capability.

d. Never asses a journal because it is to be used as a "filler" assignment when there is free time.

5. Mrs. Williams has just assigned a journal assignment after all the students read "The Diary of Anne Frank." She wants to compare and assess what the students predicted the diary meant to Anne Frank before they read the book and what they feel it meant to her after they finished the book. Why would Mrs. Williams be assessing this?

a. She can't think of another prompt for a journal topic.

b. The students seem like they are losing interest and this is a great way to motivate them.

c. She wants to assess if the students have fully grasped the concept of the diary and how it become a source of support for Anne Frank.

d. She knows Anne Frank is covered on the VA SOL and she feels this would be a good way to teach the students.

Answer

1. d
2. a
3. b
4. a
5. c

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17.3: How can classroom discussions be used for assessment? 17.3: How can classroom discussions be used for assessment?Edit Update titlecancel

By Morgan Conley

Learning Objectives

- Readers will be able to define Classroom Discussion and recognize which type of Assessment it falls under.
- Readers will be able to summarize the benefits and limitations to using Classroom Discussions for Assessment purposes.

Using Classroom Discussion For Assessment

By incorporating classroom discussion in regular lesson plans, teachers can assess their students based on personal communication and knowledge of the subject matter. This is a form of formative assessment that takes place during the learning process to help the teacher and student understand the discussed information. Class discussion should be used together with other forms of assessment such as written response, selected response, and performance assessment in order to fully assess students. By presenting a question to a class of students, a teacher can open the classroom for discussion and mediate while the students come up with their own conclusions. “The best discussions occur in classrooms in which the teacher models discussion by being a discussant rather than the originator of all ideas” (Dixon, 2000). Not only raw knowledge can be expressed within these discussions; opinions, thoughts, and questions can be spoken freely with regard to the subject being discussed. Students even respond to others, answer each other’s questions, and present new questions or thoughts based on others responses. Students can share their own experiences pertaining to the discussed topic, which can help others learn because they are given clearer and more practical examples.

Note

“Nine tenths of education is encouragement.” -Anatole France

Example & Explanation

An example of this would be a high school art teacher mediating a weekly artwork critique of his or her students’ artwork. The teacher can assess not only the artwork, but also each students thoughts about the artwork based on information presented in class. After the students post each of their works at the front of the class, the teacher goes through each piece and opens a class discussion by asking the students what they like and dislike about the artworks. Other matters and questions can be addressed also. For instance, what elements of art were used? What is the most effective part of this piece of work? What could be changed to make the piece stronger? By engaging each student into the discussion the students are applying the information they have been taught in order to support their own opinions and thoughts. Students may also respond to each others comments by adding to or questioning what was said in response.

Sample Criteria Used To Assess Classroom Discussion

- Does the student stay on topic?
- Does the student show understanding by using subject matter vocabulary appropriately?
- Does the student use concepts and vocabulary learned in the classroom to add weight to his/her opinions and ideas?
- Does the student contribute his/her ideas and/or build upon the ideas of others?
- Is the student respectful to others with respect to differences in opinion?
- Does the student provide constructive criticism to others regarding their thoughts, comments, or work?

Note

“All scholarship, like all science, is an ongoing, open-ended discussion in which all conclusions are tentative forever, the principal value and charm of the game being the discovery of the totally unexpected.”-Hugh W. Nibley

Benefits Of Using Class Discussion

There are numerous benefits to effective class discussion being used for assessment. Number one being it is simply more interesting, fun, and interactive than simply listening to a teacher lecture or by taking a written test in order to assess knowledge of

a subject matter. Classroom discussions encourage the practice of social skills and informal oral communication. This is a much-needed skill later in life. Class discussions encourage learning through active participation, comprehension and listening. Even those students who are less inclined to speak up, benefit from class discussions. For these student, the teacher can ask them questions about their own thoughts or to reword what someone else has already said. Class discussions force students to think, solve problems, listen to others, and even analyze other students ideas. This more informal type of assessment can be given in the form of a class participation grade for instance. Students learn to exercise the use of cognitive skills and furthermore, they back up their thoughts with evidence from past in class teachings. Students feel a stronger sense of confidence because they get to say what they think, instead of being told, this is what you should think. Because the teacher acts as a peer listener, responder, questioner, instead of a lecturer, students feel more in control of their learning and in turn become more motivated.

Limitations Of Using Class Discussion

Though there are many benefits, there are also some limitations to using classroom discussions for assessment. For example, this type of assessment is more suited for higher grade levels where students have the mental capacity to participate in a classroom discussion. Other types of assessment must be used in combination with this type of personal communication assessment in order to thoroughly assess a student's knowledge and application. Classroom discussion alone is not a good way to thoroughly assess students. Then there is the argument that classroom discussion may not be the best way to evaluate all students. What about the shy, introverted students? In a study done in 2008, while comparing students written responses to that of the same students classroom discussion responses, the study proved that written responses were more thorough and not fully manifested within the environment of classroom discussions (Furtak, Erin Marie; Ruiz-Primo, Maria Araceli, 2008). This statement makes a lot of sense when one considers their own writings. People tend to be more descriptive, logical, and meticulous when writing because they most usually think things through thoroughly and write several drafts before the final draft is complete. Whereas, within a class discussion there is no intense brainstorming, outlining, and drafting over the course of several days. You have minutes at best to think about the topic, form an opinion, and speak your mind. Because of this, students tend to use bias, assumption, and judgement in order to form opinions. But is this such a bad thing? Or does this only make classroom discussions more effective when hearing and discussing the opposing views and diverse perspectives of others?

? Exercise 17.3.1

(1) What Form of Assessment does Classroom Discussion fall under?

A. Written Response

B. Performance Assessment

C. Selected Answer Response

D. Personal Communication

(2) Which of the following BEST describes Classroom Discussion?

A. Formal Assessment

B. Performance Assessment

C. Formative Assessment

D. Summative Assessment

(3) Mrs. Williams is a Drawing teacher at a High School. She has all of her students post their latest assignment on the board at the front of the classroom. She then asks her students what they like and dislike about each piece or artwork. She also asks them to comment on what can be changed in order to make each piece stronger. What is this an example of?

A. Lecture

B. Formal Assessment

C. Class Discussion

D. Selected Answer Response

(4) Which of the following answers BEST demonstrates Classroom Discussion?

A. An oral presentation by a student about their favorite artist.

B. A teacher begins class by asking his/her students "What is Art?" and various students respond with their opinions.

C. A classroom is broken up into groups of 4 students in order to discuss their group project.

D. A teacher begins class by lecturing while using a Powerpoint presentation.

Answer

(1) D

(2) C

(3) C

(4) B

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17.4: How can personal conferences be used for assessment? 17.4: How can personal conferences be used for assessment?Edit Update titlecancel

by Aaron Burdon

An Observation...

I have been observing Mr. Charles Kennison's 5th Grade class for the last couple weeks as a student observer and I have been fascinated at the level of involvement and enthusiasm for learning that his students have. Recently, when the students were dismissed for lunch, I was trying to figure out what to do with my time until the students returned. Mr. Kennison offered for me to sit in on what he referred to as something like a coaching session. Two of his students were going to bring their lunches back to the classroom to engage in one on one conferences with Kennison over their struggles with reading.

I felt uncomfortable at first, but Mr. Kennison assured me that it would be no problem and in fact, I would be most welcome. When I was growing up, a one-on-one conference with the teacher during lunch usually was a form of discipline; however, when these two students arrived with their lunches, they seemed almost very nonchalant about it, as if it were part of the norm. These were not students that struck me as behavior challenges and as one would meet privately with Kennison, I would informally chat with the other about various topics. It occurred to me that this personal attention to each student's individual needs was likely the reason why the class as a whole remained deeply involved and enthusiastic about learning.

Kennison is in keeping with one of the main points of Susan M. Brookhart's article "Feedback that Fits," that the most effective feedback begins with knowing your students well. (Brookhart,2007/2008) These short lunchtime conferences that he has with his students allow for him to give direct, personal attention to each of his students while also instilling in them a boost of confidence in their potential for learning.

What is a personal conference?

Personal communication is just one of the many methods available for teachers to assess for learning. To put it simply, a **personal conference** is a conversation with a student to assess where they are and where they need to be. This kind of personalized attention, a part of Differentiated Instruction allows us to be much more effective as instructors and match the material to the students' needs and interests. It makes it relevant to their lives and generates a sense of ownership in their own learning. (Tomlinson, 1999) As the methods of instruction and assessment continue to evolve in today's school systems, this kind of one on one attention is vital and bears many fruit.

What are the advantages to personal conferences?

First and perhaps most important, a personal conference gives an instructor insight to where the student feels he or she is in regard to learning the necessary targets of the curriculum. The teacher also can get feedback on his or her own effectiveness in instruction and can use this feedback to tweak instruction as needed. It can also reinforce for the instructor what is working and reaching the students.

Another advantage of a personal conference is that it isolates the student from the peer pressures and self-censorship that can be prevalent in a full classroom. The feedback one receives from a student in such a conference is likely to be more genuine than if given in front of other students.

> **Note**
>
> To learn more about Dr. Carol Ann Tomlinson and her studies in Differentiated Instruction, visit her website at www.caroltomlinson.com.

What are the disadvantages?

One of the major disadvantages to conducting personal conferences with every student is the time that it consumes. When should it be scheduled. Should it be scheduled during class, after class, or in between class? Even the most effective personal conferencing require the instructor to manage his or her time wisely so that it does not interfere with the advancement of the rest of the class. Like with Mr. Kennison, conducting these assessments during lunchtime consume time that could be spent grading papers or just

allowing the instructer to take a break. There is a tremendous sacrifice in taking a personal interest in the academic careers of ones students.

The other side of the challenge is for those who schedule these conferences during class. Often focusing 100% of an instructors attention on one student leaves the others neglected. Not every teacher has the luxury of self-motivated students or a teachers assistant to monitor them. Figuring out what to do with the other students can become more of a challenge than the conference itself.

So, what about before or after class? Now, you begin to not only interfere with the students personal time, which will require some parental contact, but also begins to take away at the teacher's personal time as well. We got into teaching for a variety of reasons, but one can assume that losing ones free time was not one of them.

Making the personal conference effective

So, how does one make the most out of these personal conferences? First of all, make sure that your students see it as a good thing, not a punishment. A great way to do this is to make sure you are consistent with them. If you only bring a student in for conference if they are performing poorly, it could be devostating to the fragile egos of young learners when you ask them to meet with you.

Another way to get the most out of these conferences is to give equal share to everyone. It isn't always the poor performers who need attention and oftentimes, those who are gifted also need similar attention. (Tomlinson, 2007/2008) Keep in mind that personal communication with ones students as a means of assessment does not necessarily need to be formal. Sometimes a casual chat out of the context of school can provide key insight into students minds and where they see themselves going.

Conclusions

While it is surely not the only method of personalized instruction, personal conferences with ones students can truly advance the individual understanding of their needs and motivations. Although they can be time consuming and require teachers to go beyond the curriculum, effective personal conferences can enhance an entire classroom, one student at a time.

? Exercise 17.4.1

1) What exactly is a personal conference?

A) a conversation with a student to assess where they are and where they need to be.

B) an informal chat with a small group of students on the challenges they are having in the classroom.

C) a critical meeting between parents, teachers, and students to develop an action plan when a child is performing poorly.

D) a meeting between the instructor and the principal to review the performance of the students and make critical tweaks to the instruction according to their opinions.

2) Which of these is NOT an advantage to conducting personal conferences with students?

A) It gives feedback on the possible strengths and weaknesses of the student.

B) It gives feedback on the possible strengths and weaknesses of the instructor.

C) It should always be conducted after school with parents permission.

D) It isolates the student from the pressures of classmates to receive more genuine feedback.

3) Which of these examples would be considered the best example of an effective personal conference?

A) An online chat with a group of students about the obstacles they are having with their group project.

B) A one-on-one chat with a student during lunchtime away from the cafeteria in an empty classroom.

C) A formal meeting before class with the student, his or her parents, and the principal.

D) Keeping a student after class to write a misspelled word 100 times on the chalkboard to enhance learning.

4) What is a reasonable disadvantage to conducting personal conferences with every student?

A) Students often see a personal meeting with the teacher as a punishment.

B) Most students are more likely to speak their mind in front of the class instead of by themselves.

C) Effective personal conferencing with students often leave the rest of the class unattended and therefore hinders learning.

D) It may require a large time commitment from the instructor beyond the regular class instruction.

Answer

1) = A) It is a conversation with a student to assess where they are and where they need to be.

2) = C) Conferences can be scheduled at any time and parents do not always need to be notified.

3) = B) The key here is one on one. Effective personal conferences do not always have to be formal.

4) = D) Even the most effective personal conferencing could consume a lot of the instructors time beyond the regular class time.

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17.5: What is the best way to write good multiple-choice questions? 17.5: What is the best way to write good multiple-choice questions?Edit Update titlecancel

By Heather Campbell

Learning Objectives

- Identify types of multiple choice questions
- Define some guidelines for creating multiple choice questions. .

Multiple choice questions

Multiple choice questions are questions with multiple specific choices. The questions may have multiple correct answers or only one.

Pros

There are many positive points to multiple choice questions. The questions are easy to grade and can even be done by a computer using a scantron system. Even with out a computer a teacher can grade a large amount of tests in a short amount of time allowing more time for teaching and planning. They reduce bias as there is a finite right and wrong answer, all questions are graded on the same scale. Tests can even be graded with out any knowledge of who the student is. Questions can be formatted to asses a large amount of knowledge in a short time. The questions easily asses knowledge while allowing for application and reasoning questions as well.

Cons

There are also negatives associated with multiple choice questions. The questions can be hard to form, and time consuming to create. The questions have to be written to where every student can understand and come up with the answer. Questions can leave no room for students to extend their answers.

In the End

Due to large class sizes and limited teaching resources multiple choice questions are the tests of the future. It is very important for educators to learn how to create multiple choice questions that can test a wide range of student abilities.

Classifying Questions

Multiple choice questions are classified in two ways. The first way is how a question is asked, the second is what the question is asking.

Form

According to the teaching effectiveness program form the University of Oregon there are five types of multiple choice questions used to elicit critical thinking.

- problem/solution evaluation - show how a student has responded to a problem and then choose if the response is appropriate.
- incomplete scenario - using a diagram or writing leave parts out of the whole and ask to fill in the blanks.
- case study - using an elaborate example or chart multiple questions can be created.
- analogy - using two different elements to compare things.
- premise-consequence - requires students to determine outcome of a given problem.

(Cooper, 2000)

Function

Blooms taxonomy describes different learning targets physiological definitions as to what kind of information the question is asking.

- Knowledge - the ability to memorize and recall.
- Comprehension - the ability to comprehend the jest of the material.
- Application - the ability to use knowledge in novel situations.

- Analysis - the ability to divide things into parts.
- Synthesis - the ability to create a novel idea from analysis parts.
- Evaluation - the ability to judge material.

(Carneson, Delpierre, and Masters, 1996)

Each question style elicits different understandings of the material. Multiple choice questions Bloom found were mainly knowledge. Educators looking to enrich students ability to problem solve and apply knowledge to everyday situations should focus on a more diverse testing. Synthesis by definition does not lean its self towards multiple choice questions.

Note

Bloom's Taxonomy Verbs List http://www.teachervision.fen.com/tv/printables/misc07/BloomsTaxonomyVerbs.pdf

Application

Why is knowing how to ask questions and what questions ask important?

A good test will have variety in the questions it asks as well as having questions that test the students skills. If a test is all knowledge questions than a student that has little knowledge of the topic but can recognize words might still be able to pass. By mixing in application, reading, and analysis questions a teacher can more adequately reward students for their knowledge on the topic. In the box above there is a chart of Bloom's verbs can help teachers determine what a level of question a teacher has written.

A question should only have one answer that can be determined correct. When there are multiple right answers it can confuse even knowledgeable students. Putting answers in alphabetical order will help limit patterns in correct answers.

Example

1. What caused World War One?
- a. Assassination of Franz Ferdinan.
- b. Democratic nations fear of Communism.
- c. Treaties of nations.
- d. Trade in global economy.

All of the answers in the question can be considered causes of World War One making the question difficult to answer. If the question asked instead What event sparked World War One? it would lead student to pick A as the correct answer.

Carnet Reference system lists ten golden rules for writing multiple choice questions.

- 1. Examine only the important facts!

Questions should be geared towards the learning targets.

- 2. Use simple language!

Errors can confuse students, the test should test the material not the students vocabulary.

- 3. Make the questions brief and clear!

Getting rid of the fluff helps students understand what the question is asking.

- 4. Form the questions correctly!

Bad grammar can set students off to a wrong answer.

- 5. Take into consideration the independence of questions!

Questions should not be able to be used to answer another question.

- 6. Offer uniform answers!

Uniform answers in length prevents students from using answer construction from picking the right answer.

- 7. Avoid asking negative questions!

If you must use a negative question make sure to ***Emphasis NOT*** so as not to confuse the student.

- 8. Avoid distracters in the form of "All the answers are correct" or "None of the answers is correct"!
- 9. Distracters must be significantly different from the right answer (key)!

Wrong answers only a little different from the correct answer can confuse even intelligent students.

- 10. Offer an appropriate number of distracters!

More wrong answers means its harder to pick the right answer out randomly.

wwww.carnet.hr/referalni/obrazovni/en/spzit/theory/mcqwrite

Conclusion

Due to large classrooms and limited numbers of teachers multiple choice questions are here to stay. Writing a question can require time and skills but there are a few important things to keep in mind when it comes to writing questions. It is important to keep questions simple, grammatically correct and aimed at the learning targets.

? Exercise 17.5.1

1. Rules of writing a good answer includes all of the following **except** which answer?

- a. Always make sure the right answer varies throughout tests.
- b. Follow grammar rules for all answers when not testing grammar.
- c. Gear all questions to the learning targets.
- d. Use uniform construction to all answers.

2. Questions involving splitting material into parts require what kind of thought according to Bloom's Taxonomy?

- a. About.
- b. Analysis.
- c. Knowledge
- d. Understanding

3. The question in the box below contains what kind of question.

93. Elephants are to mice as jungle cats are to what?
- a. Clowns.
- b. Dart frogs.
- c. Leaves.
- d. Tigers.

- a. Analogy.
- b. Case study.
- c. Consequence.
- d. Problem evaluation.

4. Students are given an assignment to study biomes, and what kind of animals live in different biomes by reading an article, what would be an appropriate question to put on a quiz the next day related to the assignment?

- a. How many kinds of plants are found in arid biomes?
- b. What kinds of biomes have large cats living in them?
- c. What causes biomes to form?
- d. Where is the hottest biomes in the world?

Answer

1. A
2. B
3. A
4. B

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17.6: What are the benefits of essay tests? 17.6: What are the benefits of essay tests?Edit Update titlecancel

Learning Objectives

- Understand the benefits of essay questions for both Students and Teachers
- Identify when essays are useful

Introduction

Essays, along with multiple choice, are a very common method of assessment. Essays offer a means completely different than that of multiple choice. When thinking of a means of assessment, the essay along with multiple choice are the two that most come to mind (Schouller).The essay lends itself to specific subjects; for example, a math test would not have an essay question. The essay is more common in the arts, humanities and the social sciences(Scouller). On occasion an essay can be used used in both physical and natural sciences as well(Scouller). As a future history teacher, I will find that essays will be an essential part of my teaching structure.

The Benefits for Students

By utilizing essays as a mean of assessments, teachers are able to better survey what the student has learned. Multiple choice questions, by their very design, can be worked around. The student can guess, and has decent chance of getting the question right, even if they did not know the answer. This blind guessing does not benefit the student at all. In addition, some multiple choices can deceive the student(Moore). Short answers, and their big brother the essay, work in an entirely different way. Essays remove this factor. in a addition, rather than simply recognize the subject matter, the student must recall the material covered. This challenges the student more, and by forcing the student to remember the information needed, causes the student to retain it better. This in turn reinforces understanding(Moore). Scouller adds to this observation, determining that essay assessment "encourages students' development of higher order intellectual skills and the employment of deeper learning approaches; and secondly, allows students to demonstrate their development."

Note

"Essay questions provide more opportunity to communicate ideas. Whereas multiple choice limits the options, an essay allows the student express ideas that would otherwise not be communicated." (Moore)

The Benefits for Teachers

The matter of preparation must also be considered when comparing multiple choice and essays. For multiple choice questions, the instructor must choose several questions that cover the material covered. After doing so, then the teacher has to come up with multiple possible answers. This is much more difficult than one might assume. With the essay question, the teacher will still need to be creative. However, the teacher only has to come up with a topic, and what the student is expected to cover. This saves the teacher time. When grading, the teacher knows what he or she is looking for in the paper, so the time spent reading is not necessarily more. The teacher also benefits from a better understanding of what they are teaching. The process of selecting a good essay question requires some critical thought of its own, which reflects onto the teacher(Moore).

Conclusion

Multiple Choice. True or False. Short Answer. Essay. All are forms of assessment. All have their pros and cons. For some, they are better suited for particular subjects. Others, not so much. Some students may even find essays to be easier. It is vital to understand when it is best to utilize the essay. Obviously for teachers of younger students, essays are not as useful. However, as the age of the student increase, the importance of the essay follows suit. That essays are utilized in essential exams such as the SAT, SOLs and in our case the PRAXIS demonstrates how important essays are. However, what it ultimately comes down to is what the teacher feels what will best assess what has been covered.

Exercise 17.6.1

1)What Subject would most benefit from essays?

A: Anatomy

B: Mathematics for the Liberal Arts

C: Survey of American Literature

D: Golf

2)What is an advantage of essay assessment for the student?

A) They allow for better expression

B) There is little probability for randomness

C) The time taken is less overall

D) A & B

3)What is NOT a benefit of essay assessment for the teacher

A)They help the instructor better understand the subject

B)They remove some the work required for multiple choice

C)The time spent on preparation is less

D) There is no noticeable benefit.

4)Issac is a teacher making up a test. The test will have multiple sections: Short answer, multiple choice, and an essay. What subject does Issac MOST LIKELY teach?

A)History

B)Cooking

C)Calculus

D)Botony

Answer

1) C

2) D

3) D

4) A

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17.7: How can portfolios be used for assessment? 17.7: How can portfolios be used for assessment?Edit Update titlecancel

By Megan Ricardo

Learning Objectives

- Readers should be able to fully understand what a rubric is.
- Readers will start to understand how rubrics can be assessed.
- Readers will learn how to use portfolios in a variety of class subjects.

What is a Portfolio?

A portfolio has been defined as "a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas, the collection must include student participation in selecting contents, and show evidence of self-reflection (Paulson 1991). Rubrics have been used for several years in classes such as english and art, however are becoming more popular and are gaining more support in terms of assessment. A portfolio is basically a way for a student to reflect work done, and perhaps see growth building learning provided by the student himself. Portfolios are also used to be sent into some colleges or jobs, it provides an example of your current values and the way you make choices, without you even knowing it (Paulson 1991)! Assessment is becoming harder and harder with pressure on scaffolding and building learning for each individual. A portfolio allows "staff and students to understand the educational process at the level of the individual," making the learning and assessment based on the individual and not the general class such as a test (Paulson 1991). By learning more about portfolio and portfolio assessment, we as educated teachers can decide how they might be used in our own classrooms.

Note

"Portfolios allow students to assume ownership in ways that few other instructional approaches allow, it requires students to collect and reflect on examples of their work, providing both an instructional component to the curriculum and offering the opportunity for authentic assessments" (Paulson 1991)

Guidelines for Realizing the Power of Portfolios

Portfolios include the power to reveal a lot about their creator and their learning in a formal way (Paulson). This power would not be useful if several key characteristics mentioned in the article "What makes a Portfolio a Portfolio" are not kept in mind. First, the portfolio must allow the student to learn about learning, this makes them involved and actively aware of the process. Second, the portfolio must be done "by the student and not to the student," this helps the student to "value themselves as learners". Third, the portfolio is not a cumulative folder, the student must be concise in deciding what will go into the portfolio, not everything should be in there. Fourth, the portfolio must contain the following parts, the rationale, intents of the student, contents, standards, and judgements as well as a reflection. This will allow students to "bring understandings and applications to the surface, thus encouraging metacognitive and reflective thinking (King 2008). Fifth, work should be kept throughout the year with the portfolio in mind but may be sorted through before producing the final portfolio. This is a great chance for students to keep up with unfinished work. Sixth, a portfolio may have multiple purposes but they should never conflict. Seventh, the portfolio should have information that shows growth within the class period. If there is no growth in a full year this may be a sign that learning did not occur. And finally, these portfolios will not happen themselves, be sure to guide the students and give proper instruction to make this a learning tool and not a punishment or stressful activity.

The impact of Portfolios as a tool of Assessment

Portfolios are different than standardized tests. Some argue that they are better, some argue they are worse. Naturally two sides will occur. The best we can do is to examine the characteristics of assessment and make the choice ourself. Achievement tests can give outcomes which can be "counted and accounted," yet "portfolio assessment offers the opportunity to observe students in a broader context: taking risks, developing creative solutions, and learning to make judgements about their own performances. (Paulson 1991). One of the problems of assessments such as tests or rubrics is that the student is only allowed statistics to be produced of their work, portfolio assessment is different. The student puts so much into the portfolio, the teacher is almost an outsider looking in when they grade it, on tests or rubrics, the teacher is looking for something they wrote down to look for. Portfolios allow a

teacher to be taught on what might come out of the portfolio. "Portfolios provide an intersection between instruction and assessment and a means for the student to value themselves as learners, (King 2008) this helps students to be more positive and creative when turning in their portfolio which will thus produce a more satisfying grade. Since a student may not know what to put into the portfolio, teachers can guide the student by giving them "key assignments," these allow students to "write a metacognitive description explaining their thinking on how they showed the connections among theories" (King 2008). The key assignments are basically just main subjects from which a student can pick one of their works to relate to. Using portfolios can strongly help assessment in the classroom.

Ways to use Portfolios in a variety of classes

Up to this point, you may have been thinking a portfolio is only useful in art. But portfolios have been effectively used in many different subject areas. There are different kinds of portfolios and perhaps by looking at them we can get ideas of which ones we might be able to use for which subjects. A showcase portfolio "displays the candidate's depth of knowledge and is a compilation of successfully completed work" (King 2008). A great example of this kind of portfolio would be an art portfolio including several pieces of work, or maybe a history portfolio containing maps or other related works, or perhaps a Spanish portfolio of different Spanish speaking countries and information about each. Next there is a formative portfolio which "illustrates a student's learning processes over time and demonstrates growth" (King 2008). An example of this type of portfolio might be an English portfolio containing papers, poems or other forms of literature. Also, a math portfolio containing several examples of the main points of each chapter and how to do the problems step by step with the students comments on the best way to learn how to do this problem. Either way you look at it, showcase or formative, a portfolio can be used in any classroom in multiple ways but still holds the same benefits of the assessment of it.

Example Portfolio Assessment

This is an example of a perfect portfolio assessment sheet/rubric. By scrolling down to the "Content Assessment Rubric" we can see an assessment of a portfolio. (Click the one to go to the link) [1] (Gonzalez 2004). This is an example of a rubric to grade a portfolio keeping in mind the student's process of creating the portfolio and the individual. It shows how a portfolio might be graded for not only completion but elements required for the full learning through using the portfolio to occur. This is a good example because it does not only grade on content but also on what the student did to further their learning and how effective the assignment was and it even goes as far as showing the effectiveness of the learning outcomes. This is a strong rubric with high expectations of learning to have happened in making the portfolio, a perfect assessment for this type of assignment.

Conclusion

Portfolios have "become a mechanism to guide our own individual practices," the students are learning how to learn and the teachers are being taught by what the students have learned. By reflection on what a portfolio is, how it can be used, and its relationship to assessment, we as teachers can now start to form our opinion about using portfolios. The way we use a portfolio will vary from class to class and subject to subject, but one thing will always remain the same, "a portfolio provides a forum that encourages students to develop the abilities needed to become independent, self-directed learners," (Paulson 1991) and when they have done this, is our job of assessment not already half over?

? Exercise 17.7.1

1. What is a characteristic of a portfolio?

A. Allows students to fill out multiple choice questions.

B. Contains all documents from the entire course.

C. Must show reflection in the portfolio making process.

D. None of the above.

2. What are the two types of portfolios?

A. Formative and Summative

B. Formal and Informal.

C. Showcase and Formative.

D. Terrible and Good.

3. Which assignment listed below could a portfolio and portfolio assessment be used in to effectively grade a students learning:

A. A study of painting and growth of students painting technique

B. Doing a collection of history maps and reflecting on old maps versus new maps.

C. A and B

D. Neither A or B.

4. A Portfolio cannot be used to grade:

A. A students growth in general writing processes.

B. A multiple choice math problem assignment.

C. A collection of designs for a small engine project.

D. A compilation of poems written in a Spanish class.

Answer

1 C

2 C

3 C

4 B

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CHAPTER OVERVIEW

18: Instructional Assessment - Standardized Testing

18.1: What is the case for standardized testing?

18.2: What is the case against standardized testing?

18.3: What are Advanced Placement tests?

18.4: What college placement tests are available?

18.5: Why are there achievement gaps between races and economic classes?

18.6: What do teachers need to know about using assessment results to improve their instruction?

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18.1: What is the case for standardized testing? 18.1: What is the case for standardized testing?Edit Update titlecancel

Lauren Kathryn Crawford

Preparation, sweaty palms, anxiety over the results, these could all either be symptoms of a hot date, or of the dreaded t-word, test. In particular standardized testing which causes anxiety to everyone in the educational system from the President of the United States, to school boards, principals, teachers and students.

In the following article we are going to discuss the standardized testing, its' criticisms, the necessity for its' existence, and how to use the results as an instructor to help narrow achievement gaps.

Note

A principal from an Appalachian school in eastern Kentucky,

"There's a school eighteen miles down the road that has 80%

of the kids on free and reduced lunch... and they are at a

Higher absolute rank," to his teaching staff, "Don't bring up

to me about how our kids are disadvantaged. 'That dog won't

hunt!'"

Learning Objectives

- The student will be able to identify basic subject areas of standardized testing and understand how it is scored.
- The student will be able to identify the arguments against standardized testing.
- The student will be able to identify the benefits of standardized testing.
- The student will be able to recognize some ways that results can help him/her as an instructor to help narrow achievement gaps in their classroom.

Standardized Testing

Since the 1970's, standardized tests have been the aim of much criticism in the United States, but their basic purpose is to serve as a measure or rule of preparedness in the early grades and mastery of core subject matter in later grades (Rock, Stenner, 2005).

School entry test like the Peabody Picture Vocabulary Test-Revised and The Stanford Binet- Intelligence tests are intended to determine the readiness levels of kindergartners entering schools (Rock, Stenner, 2005). These tests measure the vocabulary and cognitive ability of a child(Rock, Stenner, 2005). Similar tests are conducted in groups or individually throughout the year and many of these tests are adaptive and measure progress,they are not static measures that result in either a passing or failing grade (Rock, Stenner, 2005). An adaptive test instead uses what is known as a floor/ceiling rule (Rock, Stenner, 2005). This rule means that (in the case of vocabulary testing) a group of words will be easy for the student, falling below the floor, while a group of words will be more difficult for the student, above the ceiling (Rock, Stenner, 2005). Throughout the year progress will dictate what level the ceiling and floor will move to (Rock, Stenner, 2005).

Other tests, like the SOL used in Virginia are used to determine mastery of core subject matter taught throughout the year (Bagin, 1994). Generally, these tests measure understanding in mathematics, science, reading and writing (Bagin, 1994). Some tests, the SOL is an example, are given at a predetermined time and scoring is based on either multiple choice, short answer or open response (Bagin,Stenner 1994). Another type of testing, used in states like Kentucky uses a portfolio system that students add to all year long in conjunction with a time allotted test at another time of the year (Wolf, Borko, Elliot, 2000).

All of these tests are graded on a percentile system (Rock, Stenner, 2005). That is, how well the student does on the test in comparison with other students tested at the same grade level (Rock, Stenner, 2005). For example, a student who scores in the 90th percentile has done better than 90 percent of other students taking the test (How Standardized Testing, 2009). A student that test in the 10th percentile has only done better than 10 percent of his/her peers (How Standardized Testing, 2009).

Scores on these tests are used in a number of ways. Collectively, nation-wide these scores tell our president how well our students are doing as a whole and at the state level (Bagin, 1994). States allocate funding based on test results and individual schools determine which programs need more improvement (King, Houston, Middleton, 2000). Teachers use these scores to evaluate their teaching methods and yes, these scores are also used at times to determine the readiness of students to continue to the next grade level (Rock, Stenner, 2005).

Criticisms of Standardized Testing

Opponents to current standardized testing techniques dislike test like the Peabody and the SOL for a number of reasons, but the two main arguments are against their reliability and what they see as racial bias existing in the questions themselves.

In order for a test to be deemed useful, it must above all else be reliable (Rock, Stenner, 2005). That is that results should be consistent (Rock, Stenner, 2005). One way tests are measured for consistency is by doing sample runs with panels of a representative sample of students (Rock, Stenner, 2005). Sample runs of the tests are conducted in two different ways:

1. Two versions of the test with like questions are run. If the test is reliable similar results should be yielded by both groups of test takers (Rock, Stenner, 2005).

2. A single test is randomly and equally divided (Rock, Stenner, 2005). This test is ran and reliability is determined by the similarity of these results (Rock, Stenner, 2005).

The results of these sample runs are measured in much the same way that standardized tests results are measured. A rating of 90% means a test yields similar results 90 percent of the time while a rating of 10% would mean that the test yields similar results only ten percent of the time.

Because it is generally accepted that the range of achievement cannot be accurately predicted; a reliability rating of eighty-percent or more is seen as acceptable by national standards and critics disagree (Thernstrom, 1992).

Critics believe that if a test yields dissimilar results even only twenty percent of the time that the test could not possibly be measuring what it is intended to (Thernstrom, 1992(.

Other critics of the tests believe that they are racially biased for a number of reasons (King *et al.*, 2000). One basis for this belief is that the achievement gap between students of European heritage typically score much higher than minorities do (Thernstrom, 1992). One test for scholastic readiness showed that when test results were compared between students of European heritage and those of African descent, the former group scored higher seventy-six percent of the time, while the latter only scored higher twenty-four (Rock, Stenner, 2005).

On the other hand,some questions are viewed as being racially biased because they are deemed as culturally irrelevant (Thernstrom, 1992). For example, a question that asks "What is the name of a baby cow?", is more relevant to someone growing up in a rural area than someone living in an urban one (Thernstrom, 1992). Some critiques even believe that language tests are racially biased because they see one form of spoken language as correct while another form of the same language as incorrect (Thernstrom, 1992).

A Need For Change: The Case for Standardized Testing

While both critiques and proponents of standardized testing could debate their sides all day, the need to assess students to determine both their progress and the progress of their teachers and schools is undeniable.

Standardized testing evaluates students early in their education on their readiness both scholastically and behaviorally (Rock, Stenner, 2005). Students and their parents are able to measure at least generally their progress and areas in which they need improvement (Wolf *et al.*, 2000).

In older grades standardized testing measures where students rate in comparison with their peers and thus how the student and his teachers are doing (Bagin, 1994). While these test do rate students according to how well they do on these tests, some schools have used these scores to reform their systems and in turn drastically improve their methods (Wolf *et al.*, 2000).

Schools in economically devastated areas like the ones in eastern Kentucky, have under the strong leadership of their principals and the dedication of their teachers achieved higher ratings (Wolf *et al.*, 2000). One principal of such a school stated, "there's a school 18 miles down the road that has 80% of their kids on free and reduced lunch... and they have made progress and are at a higher absolute rank." To his teachers this same principal would say, " Don't bring up to me about how our kids are disadvantaged. That dog won't hunt." The latter part of the statement is a local expression he used in this case to mean that excuses would not help their school improve (Wolf *et al.*, 2000).

Instead of making excuses, schools that have taken poor standardized testing results and used them to improve their schools, have used them more in how one principal put it, as "stock market quotes." They see poor results in one area as a flag to improve that department (Wolf *et al.*, 2000). They have teachers take classes in new teaching methods and they work together to see that their children improve (Wolf *et al.*, 2000).

While the jury is still out on whether or not there is a better method of determining individual student progress. The need for a common measure to compare students to bring about change is still more present than ever.

How to use Standardized Testing Results to Bridge Achievement Gaps

So the question is, is if these test are not completely reliable, and if they are irrelevant to some students, how do we change that?

The answer: Be Innovative Forward Thinking Teachers!

The best teachers, one principal, stated were teachers that were in fact themselves learners (Wolf *et al.*, 2000). Actively seeking out new methods to add to and modify their instruction (Wolf *et al.*, 2000). The teachers that work together with parents and their fellow students as well as counselors to understand individual needs (Wolf *et al.*). Lastly the teachers that ignore the pessimism of others and raise expectation levels of their students and make the material relevant for those it might not other wise be (Wolf *et al.*, 2000).

Several companies currently travel from state to state and hold seminars and lesson demos (Wolf, *et al.*, 2000). These seminars cover an array of matter from core areas like writing and math to how to incorporate technology into their lessons (Wolf *et al.*, 2000). The attitude today is to work smarter not harder (Wolf *et al.*, 2000). Teachers that attend these continuing education generally report positive feedback (Wolf *et al.*, 2000). One teacher reported after a lesson demo on writing where they had students add a reflection to a narrative assignment, "I think what I've learned here is not something completely different from what I've been doing all together but adding to it. I'm really excited about this!" Other lessons show teachers how to incorporate technology into their daily activities to make planning easier and to tie lessons together (Wolf *et al.*, 2000).

Also, schools seemed to do better when the idea of community was present.(Wolf *et al.*, 2000) At one school where major improvements have been said to occur a teacher spoke of how there was a concept of the students being the schools responsibility and not just the particular teacher that they happened to have that year (Wolf *et al.*, 2000). Dedicated teachers attend meetings sometimes daily with other teachers and counselors of the students to better grasp their backgrounds and particular predicaments (Wolf *et al.*, 2000).

Lastly, despite criticisms of standardized testing, the proficient teachers of today do not accept that their students have limitations, or are incapable of learning any given concept. Instead these teacher work hard everyday to make material relevant for their children and develop lesson plans that speak to individual lesson plans.

Note

Tips to Narrow Achievement Gaps

1. Ask parents to talk to their kids and explain the importance of education to them; that education is a necessary step to professional success in America.(In a study high achievers commonly had parents that expressed these views.)(Lee, 1994)

2. Assess students often to keep track of their progress and give encouragement throughout the school year.

3. Understand that poor assessments might be the result of language barriers or a stressful home environment, have a plan to address these types of issues(Lee, 1994).

Exercise 18.1.1

1. A student that scores in the 90th percentile on a standardized test like the SOL has scored how?

a) Better than 90 percent of his/her peers.

b) Worse than 90 percent of his/her peers.

c) Worse than 90 of his/her peers.

d) Better than 90 of his/her peers.

2. Which of these is NOT a criticism of standardized testing?

a)It is unreliable.

b)Its' results can be used by teachers and the educational system as a whole to improve their methods.

c)It is racially biased because it asks questions that are unrelated to some students' culture.

d)It puts unreasonable pressure on students and teachers to do well.

3. A teacher has just reviewed the results from this years SOL. She notices that even her students who received high scores in both the math and verbal seemed to fail to grasp long division. She should...

a)Focus on verbal instruction since the students did well in that area.

b)Use the same verbal instruction method year after year since that seemed to work and reform her long division plans.

c) Reteach the lesson in long division and find a reliable teacher whose students did well on that part of the test for some ideas on how to improve her instruction.

d) Give up, these disadvantaged kids are incapable of learning anything anyway!

4. A quiet, hard working young Asian student Chris Young is getting farther and farther behind in his studies and has done poorly on the reading portion of his SOL. He refuses to go to after school help sessions and only socializes with other Asian students. All of the following might encourage this student to do better EXCEPT...

a)Give Chris a sheet of resources that offer online help to students with language barriers. Being online might reduce any embarrassment he may have in learning English as a second language if this is a problem he is encountering.

b)Discuss his progress with his family. In some Asian cultures failure is seen as an embarrassment and Chris might not admit that he is having difficulty before it is too late.

c)Create lesson plans that allow for group work so that Chris has a chance to socialize with different types of students and might be more comfortable with getting help.

d)Ignore the issue Asian kids ALWAYS do better on things like standardized testing, this is obviously a failure of the test

Answer

1. A
2. B
3. C
4. D

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18.2: What is the case against standardized testing? 18.2: What is the case against standardized testing?Edit Update titlecancel

By: Kathryn Morris

Learning Objectives

By reading this article, the reader should gain an understanding about the negative problems that standardized testing creates. They should learn about how students do not gain the in depth educational value from the multiple choice questions on these tests that they would from other types of assessments. The reader will also learn about the limitations that standardized tests place on the curriculum taught to students by the teachers, as well as the biases that these tests can have. Finally, the reader will learn about the anxiety created by these tests for students and teachers due to the adequate yearly progress that is mandated by the No Child Left Behind Act.

Introduction

Standardized testing has become a prevalent normality in the public schools in the United States due to the standards put into place by the No Child Left Behind Act. Public schools all over the country are reliant on the scores from these tests given to their children. Because of No Child Left Behind, every student in third grade to twelfth grade must be tested by state standardized tests. While these tests can be used by the state and national government to determine whether or not schools are meeting their specified adequate yearly progress or not, there are also many negative aspects of these tests.

Note

Important Information About Standardized Tests for Parents

KidSource

Family Education

Memorization vs. Evaluation

By making students take standardized tests, they are not required to apply their knowledge of the information that has been taught to them by their teachers. To save time and money, most of these tests that are given to students consist of only multiple choice questions (Winerip, 2006). With this type of test they simply have to recall information and memorize facts that they know will appear on the tests. Multiple choice questions do not require them to apply or evaluate the information they learned (Winerip, 2006). While multiple choice standardized tests may be good for the states because they save time and money, they may not be the most beneficial to the students taking them for their educational future.

Limited Curriculum

Standardized tests can also be detrimental to teachers who are educating the children. The curriculum that they are required to teach is severely limited to the material that they are told will be on the test. This practice of teaching is referred to as “teaching to the test” because the educators do not get much of a chance to teach other pertinent information (National Center for Fair and Open Testing, 2007). Because of the pressure placed onto the teachers for their students to do well on these tests, they are forced to allow ample time for the children to learn this specified material. This does not allow much time, if any, for the teachers to expand the curriculum to teach material that may be more interesting or fun for the children. Creative and interesting teaching methods are halted so that only material tested on standardized tests is taught to the children (National Center for Fair and Open Testing, 2007). Some teachers are now quitting their jobs due to the unhappiness that they are experiencing caused by testing (Solley, 2007).

Test Anxiety

It is no secret that taking tests can severely increase student’s anxiety. Now, students have severe pressure placed onto them to perform well on these standardized tests, so their anxiety increases (Solley, 2007). Beginning in third grade, students know that they are required to do well on these tests and therefore may have great anxiety before the tests (Phillips, 2006). According to the Washington Post, researchers have found that test anxiety affects about 25% of American students today to various degrees (Can

Exam Anxiety Be Overcome?, 2004). They have said that the majority of these children are in 3rd to 5th grade. These children may be fearful that they will not meet the requirements to pass the test, which would in turn be detrimental to their educational careers.

Biased Tests

These tests given to students could also be very biased. For the most part, questions on standardized tests are written on the norms of white, middle class Americans (Phillips, 2006). Students falling into other categories than these, such as African-Americans, Asians, and those living in poverty, could be at a disadvantage when it comes to answering certain questions. Students who are English language learners, or ELL's could also be at a disadvantage because of the fact that English is not their first language, so language proficiency becomes an issue with them successfully completing the test (Phillips, 2006)

Note

Examples of Standardized Tests

Virginia SOL Grade 3 Reading Test, Spring 2007

State Requirements, Virginia Standards of Learning, By Grade Level

Standardized Testing Example

The sites listed above in the box provide examples of the state of Virginia's standardized test given to all students beginning in third grade. While each state has its own name for their test, Virginia's is called the Standards of Learning. Each year, the state department of education releases tests for students and teachers to use as a guide in preparing for future tests. The first link is to the actual released test for third grade reading from the spring of 2007.

The second link is to the Virginia Department of Education's SOL website. Here, you will find all of the standards that are listed by the state that could possibly be covered on the tests. These lists are what the teachers go by in order to teach the correct curriculum to their students.

Exercise 18.2.1

1In what grade must students begin to take federally mandated standardized tests. according to the No Child Left Behind Act of 2002?

○	1st
○	2nd
○	3rd
○	4th
○	5th

I. Multiple choice questions provide students challenging questions that determines whether or not students fully can apply the material learned.

II. Multiple choice questions allow States and testmakers to save time on grading responses and making difficult test questions, respectively.

III. Multiple choice questions make it possible to save money by using electronic devices as opposed to real people who understand the material.

2According to the given statements above, why does the government support the use of multiple choice standardized tests rather than the essay and short answer format?

○	I only.
○	II only.
○	III only.

◯	Both II and III only.
◯	I, II, and III.

3According to the Washington Post, about how many students are affected by test anxiety?

_____ percent of students in the _____ rd and 5th grade.

4Mrs. Smith teaches a fourth grade social studies class in the state of Virginia. Her expertise is the American Civil War, in particular the battles that took place in the state of Virginia. Mrs. Smith would like to teach her students a specialized, in depth lesson about the first and second battles of Bull Run, however she cannot do so due to the time constraints coming *mainly* from what principle?

◯	Fair Education Act
◯	"teaching to the test"
◯	"Keep History Simple"
◯	Teacher Protection Act
◯	No Child Left Behind Act

5Kris encounters bias while taking a standardized test. Kris is originally from Korea. If Kris was asked to choose the best answer for something he could eat between dog, frame, cow, or book. He has difficulty choosing between the dog and the cow because, in Korea, eating dog is acceptable. Which type of bias does Kris face in this situation?

☐	Cultural Bias.
☐	Racial Bias.
☐	Gender Bias.
☐	Educational Bias.
☐	Substitution Bias.

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18.3: What are Advanced Placement tests? 18.3: What are Advanced Placement tests?Edit Update titlecancel

By Shannon Green

What is Advanced Placement?

According the website that sponsors the Advanced Placement Test, www.CollegeBoard.com, "The AP Program is a collaboration between motivated students, dedicated teachers, and committed high schools, colleges, and universities. Since 1955, the AP Program has enabled millions of students to take college-level courses and exams, and to earn college credit or placement while still in high school" (K-12 Services, AP Program Section, 2008, ¶ 4). These classes allow high school students a glimpse at what a college level course would be like.

As we approach the end of 2008, it has become more apparent that a college degree is necessary in order to remain competitive in the job market. One way that high school students can have a head start is by participating in the Advanced Placement classes offered by their high school and by taking the Advanced Placement (AP) test offered by College Board. Depending on the score that is received on the AP test (most often a score of 3 or higher is required) and the selected College, it is possible for a first semester College Freshman student to begin school with college credits already on his transcript.

This article will discuss the basics of the AP Test and explain the benefits that are associated with taking the test. It will also explore the current problems and criticism of the AP Test program.

What are AP Tests?

Advanced Placement (AP) Tests are taken by students who wish to receive college credit before starting college. These tests are given by *College Board*, the same company that issues the SAT. The AP program offers 37 courses and exams across 22 subject areas. It is even possible to take an AP test without taking an AP class! The tests are graded on a scale of 1-5, and students who received a 3 or higher may be able to receive college credits. The tests are often 60% multiple-choice and 40% free-response. The multiple-choice section is graded by computer and the free-response section is graded by a group of college professors and AP class teachers (AP, 2008, The Grade-Setting Process Section). Once a student has decided to take an AP test, he needs to register at www.collegeboard.com and pay the $86 testing fee per exam he registers to take.

Note

The following is a list of AP Classes and Exams

"Art History, Biology, Calculus AB, Calculus BC, Chemistry, Chinese Language and Culture, Computer Science A, Computer Science AB

Macroeconomics, Microeconomics, English Language, English Literature, Environmental Science, European History, French Language, French

Literature, German Language, Comp Government & Politics, U.S. Government & Politics, Human Geography, Italian Language and Culture

Japanese, Language and Culture, Latin Literature, Latin: Virgil, Music Theory, Physics B, Physics C, Psychology, Spanish Language

Spanish Literature, Statistics, Studio Art, U.S. History, World History" (AP, 2008, AP Courses and Exams Section).

Visit this website for more information and to download course desciptions and learn more about the AP Subjects [1]

AP Tests sound great, how does a student get started?

The following is an example of what a typical high school student who wishes to take an AP Test might encounter:

Jimmy wants to take the AP Biology exam because he is hoping to receive college credit before entering into his freshman year at Old Dominion University. Jimmy first visits the AP Test website at www.collegeboard.com. He signs up to take the AP Biology test and pays $86 for the testing fee. He is a good student in his AP Biology class and is hoping that he can receive a grade of 3 so that he can receive college credits before entering college. He has checked the ODU Admissions website at

admissions.odu.edu/undergraduate.php?page=APscores and knows that if he gets a 3 on the AP Biology Exam he can get 4 credits that would be equivalent to him taking the following classes: BIOL 108N, 115N, 109N or 116N. If he is able to score a 4 or a 5 on the exam he can get 8 credits for BIOL 115N and 116N! On test day, Jimmy reports to his test center with a couple of No.2 pencils, a pen, and his ID. He opens his exam booklet and answers the questions in the multiple-choice section. Next he moves onto the free-response section and the first question reads as follows:

"Flowering plants have evolved various strategies for fertilization.

a. Describe the process of fertilization in flowering plants.

b. Discuss TWO mechanism of pollen transfer and the adaptations that facilitate each mechanism.

Some species of flowering plants have evolved mechanism to prevent self-fertilization.

c. Discuss and evolutionary advantage of preventing self-fertilization.

d. Discuss TWO mechanisms that prevent self-fertilization." (AP, Biology, 2008, Sample Questions & Guidelines, Free Response section, p. 4).

After three hours, Jimmy completes his test and a few months later his scores are sent to him, his high school and to ODU. Jimmy was thrilled because he received a 5 on his exam and is going to start his freshman year of college with 8 credits!

Jimmy's exam was a summative assessment of what he learned in his AP course. The above example is good illustration of what an AP exam would test. The exam would require the student to draw on the basic knowledge that he or she would have learned throughout class.

Benefits of the AP Courses and Tests

The example above illustrates one of the major benefits of taking the AP Test, college credit. By receiving college credit, the incoming freshman student may be able to skip the introductory classes and move on to more advanced study. This would allow the student to take more interesting classes as well as classes more focused on his major. If a student received credit for an AP English exam, he may be able to satisfy all of his English requirements with that exam. By not having to take English during his freshman year he can concentrate on classes that are part of his major curriculum. This would be a great benefit to the student, not to mention the financial benefit. On a cost basis, it may be more economical for the student to spend $86 on the test fee and receive 3 college credits than it would be to pay for the 3 credits taking the class at the University.

Another benefit of taking the AP test is the reflection it may have on the student. The Admissions department at ODU may look at Jimmy's AP Test score and the fact that he took AP classes and view him as a student committed to education and academics. This may improve his chances of being accepted into the program. "In applying to colleges and universities with highly competitive applicant pools, students can use AP scores as a way to signal their challenging curriculum. For applicants from schools that grant a grade premium for an AP course, the scores also allow students to boost their grade-point averages" (Oxtoby, 2007, p. 45).

Students who take AP classes and AP tests may also receive additional benefits when they are college students. "Students who take Advanced Placement courses in high school appear more likely to graduate from college within four years and have higher grade point averages in college than similar students who aren't exposed to such classes, according to an unpublished study by researchers in Texas" (Klein, 2007, p. 7).

Does race make a difference?

While it may not seem like a problem, more and more high school students are taking the AP Exam. As a result those receiving a score of 3 or above have slipped and the average score has been down over the past four years (Cech & Holovach, 2008). While not every racial and ethnic group is being negatively affected, such as Asian, Asian American and Pacific Islanders, Cech and Holovach report "the percentage of passing exams taken by Hispanic students slipped by 5.5 percentage points over the past fours years, to 43 percent in 2007. This gap would further widen if there was no AP Spanish-language exam. Cech and Holovach quote Mr. Packer from the College Board on this fact. He states that without the AP Spanish-language exam "the percentage of Hispanic students sitting in an AP class and earning a 3 or better drops to 7.5 percentage" (2008, Gaps in Scores Section, ¶ 11). The percentages of passing scores among the group the College Board refers to as black or African-American slipped by nearly 4 points, to just 25 percent" (2008, Gaps in Scores section, ¶ 8).

While test scores still seemed to indicate a disparity among the races, there are some advancements being made. "Through encouragement from federal, state, and local governments, more and more schools are incorporating advanced material into their

curricula, so students from all walks of life- not just from elite prep schools- have access to more challenging courses (Oxtoby, 2008, p.45).

Note

To learn more about a program that provides grants to increase the participation of low-income students in AP classes and tests click here [2]

he Downside to AP Classes and Tests

Are we providing a benefit to our students by offering more and more AP classes and exams? Are these classes and tests really preparing them for college? When I was in high school I took an AP Chemistry class because I was planning on entering college as a Chemistry major, my major has since changed by my experience with this AP class did provide me with insight that may affect other students of AP courses. After completing the year of AP Chemistry I decided not to take the AP Exam because I did not feel like I had been able to comprehend the basic skills necessary to achieve a passing score. As a result, I took an introductory Chemistry class my first semester of college. While taking the college level class I realized that my knowledge of the foundations of Chemistry were not strong enough and it would not have been beneficial to me to have taken the AP Exam and received a passing score because I would have struggled in the future Chemistry classes I had to take as a Chemistry major. I realized that I really had not learned enough in my AP class to provide me with the knowledge to be a successful student. My personal incident occurred over 10 years ago, but it may still be happening to students today.

David Oxtoby expands on this point in his article *The Rush to Take More AP Courses Hurts Students, High Schools, and Colleges*, he states, "Although I applaud the effort to make challenging courses available to growing numbers of high school students, I worry that advanced-placement programs are rapidly becoming the latest way in which schools are "teaching to the test", rather than using creativity to excite and challenge students. Too much of the high school curriculum is turning into a pale imitation of college courses instead of providing the solid foundation students need to build on in the future, and the new pressures associated with these courses are distorting both the high school experience and the nature of the courses being taught" (2007, p. 44). Perhaps the competitiveness of the current student has increased the drive to add more and more AP courses, but what benefit are we providing to our students if we are not providing them with the basic foundations that will prepare them to be successful college students?

Conclusion

There are benefits and draw backs to AP tests and classes. Students can benefit from the exposure to advanced level classes. They can benefit in college by being prepared for a typical college-level class. They can even benefit by receiving college credits before entering a university. This can help them by being able to skip over introductory courses that they are already proficient in and allowing them to start more advanced work in their freshman year. What teachers need to be observant of in teaching AP classes is making sure that we are not just "teaching to the test". We need to make sure that the students are receiving a strong foundation in these classes otherwise they will not be successful college students. Statistically, more and more students are taking the AP tests, but how should we view this statistic when the gap of passing scores is widening between the races? This seems to indicate that while schools are providing AP classes to a wider range of students there is still a disparity among minority students. We as teachers need to make sure that we are preparing our AP students in the foundations of the AP subjects and not pushing them to just "pass the test".

"Admissions offices also need to communicate with schools that an AP label is less important than a challenging and innovative course. Above all, there needs to be more opportunities for colleges and high school teachers to talk with each other about the kinds of high school curricula that best prepare students for college, taking into account the real differences between secondary and post secondary levels of education. The truth is that making our high schools more like colleges will not necessarily help them provide a superior education. Nor will it necessarily provide graduates with a better preparation for success when they encounter true college-level work" (Oxtoby, 2007, p. 46).

Exercise 18.3.1

1. What high school classes expose students to college-level curriculum?

a. accelarated level

b. advanced placement

c. gifted and talented

d. honors level

2. How many subject areas can a students take an AP test in?

a. 22

b. 30

c. 37

d. 59

3. A student wants to increase her chances of standing out to college admissions. What could help emphasize her commitment to academics?

a. participate in the school play

b. play on a varsity sports team

c. take AP courses and exams

d. volunteer at a charity

4. Joe wants to be a Math major when he enters college. He is already has a very good understand of the foundations of Calculus and is taking an AP Calculus course at his high school. What chould Joe do if he wants to receive college credit for Calculus before entering college?

a. have his teacher write a letter to the Admissions department stating what a great student Joe is in Math

b. receive a perfect score on the Math sections of the SATs

c. sign up for and take the Calculus AP exam

d. tell his ollege calculus professor that he already took the class in high school

Answer

1. b
2. a
3. c
4. c

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18.4: What college placement tests are available? 18.4: What college placement tests are available?Edit Update titlecancel

By Gurmeet Gill

Learning Objectives

- define college placement test
- identify the type of assessment to which it corresponds
- describe the purpose(s) of college placement tests
- explain the advantages and disadvantages of these tests

What are College Placement Tests?

Note

College Placement Tests

"Tests used by colleges to determine student accomplishment levels for purposes of placing them in appropriate courses." (Purdue University Calumet, 2007)

Introduction

Upon entering college, students are required to take college placement tests. These tests determine the student's level of readiness regarding college-level work, often in the core classes of Mathematics and English. Surprisingly, approximately half of all students entering college score below the minimum. For these students, colleges provide remedial classes in that specific subject area. These classes help the students acquire the skills and knowledge-base that are needed prior to taking the college entry-level class for that core subject area. (EduGuide, 2008).

Type of Assessment

College placement tests are a form of criterion-referenced assessment. In this type of assessment, "test scores [translate] into a statement about the behavior to be expected of a person with that score or their relationship to a specified subject matter" (Wikipedia, 2008). Criterion referenced assessments are also referred to as standards-based assessments. The assessment is used to determine whether the student has sufficiently learned the material for which he/she is being tested. The ACT, a standardized achievement examination for college admission, is an example of this type of assessment (Wikipedia, 2008). The two most common college placement tests, COMPASS and ACCUPLACER, are also examples of criterion-referenced assessment (Achieve, Inc., 2007).

Purpose(s) of College Placement Tests

College placement tests primarily serve to determine whether a student has the developed the knowledge and/or skills needed to take the college entry-level courses in a specific subject area. These tests notify the college of the students strengths and weaknesses in that subject area. For instance, if a student has taken a placement test in Mathematics, the test may show that the student understands pre-algebra since he answered all, or most, related questions correctly. However, that same student may struggle in algebra since he answered a significant proportion of related questions incorrectly. The main objective of the college placement test is to identify key problems in core subject areas before the student's education progress is disrupted (ACT, Inc., 2008).

Note

Key objectives of college placement tests:

- identify areas of strength and areas of weakness
- determine readiness for college level course work
- prevent disruption of educational progress due to lack of readiness

(ACT, Inc., 2008)

Examples of College Placement Tests

COMPASS

Introduction

COMPASS is an untimed, computerized placement test that is managed by the same company that administers the ACT test. It is used by many colleges throughout the United States. Tests offered by COMPASS include reading, mathematics, writing skills, writing essay (e-write), and English as a Second Language (ESL). Upon completion of this placement test, students are not only immediately notified of their score, but also receive information regarding the courses for which they should register (ACT, Inc., 2008).

Sample Test Questions

Reading

Reading Sample Passage

The Reading Placement Test consists of five types of reading comprehension passages - Practical Reasoning, Prose Fiction, Humanities, Social Sciences, and Natural Sciences (ACT, Inc., 2008). The adjacent link is an excellent example of a Humanities passage. It includes two multiple-choice questions which address referring and reasoning skills.

Mathematics

Math Sample Question

The Mathematics Placement Test consists of multiple choice questions which test five mathematical areas - Numerical Skills/Pre-Algebra, Algebra, College Algebra, Geometry, and Trigonometry. Each mathematical placement area tests for basic skills, application, and analysis (ACT, Inc., 2008). The adjacent link exemplifies the kind of questions that would be found on the Numerical Skills/Pre-Algebra Placement Test. The four multiple choice questions test all three areas - basic skills, application, and analysis.

Writing Skills

Writing Skills Sample Essay

The Writing Skills Placement Test consists of essays that each contain various errors. At the end of each essay, there are multiple choice questions which test knowledge and skills in two key content categories - Usage/Mechanics and Rhetorical Skills. Usage/Mechanics includes punctuation, basic grammar and usage, as well as, sentence structure. Rhetorical Skills includes strategy, organization, and style (ACT, Inc., 2008). The adjacent link is an excellent representation of a sample essay and questions set that students would find on the Writing Skills Placement Test. The four multiple choice questions following the essay address four of the six areas found under the content categories. The first and third questions test the students on two different areas concerning Usage/Mechanics; whereas, the second and fourth questions test two different areas concerning Rhetorical Skills.

ACCUPLACER

Introduction

ACCUPLACER, a computer adaptive test, is used by colleges' academic advisors, counselors, and Registrar's Offices to decide course selection for students. It is used in conjunction with the student's academic background and ambitions. While the multiple-choice tests are untimed, the essay test can be either timed or untimed. Tests offered by ACCUPLACER include reading, writing, mathematics, and English as a Second Language (ESL). Upon completion of any of the ACCUPLACER placement tests, students receive an immediate score report from the college (College Board, 2008).

Sample Test Questions

The ACCUPLACER Placement Tests address seven key areas of academics in reading, writing, language use, mathematics, and English as a Second Language. The seven components include Sentence Skills, Reading Comprehension, an Arithmetic Test, Elementary Algebra, a College Level Math Test, a Written Essay, and ESL Testing (College Board, 2008). Examples of each can be found in the following link:

ACCUPLACER Sample Questions

English as a Second Language (ESL)

The ESL Placement Test is for those students who have learned English as a second language, or in addition to their native language. This placement test assesses the student's skills in English. The test is divided into five sections, each examining a different area of English. The five sections include ESL Reading Skills, ESL Language Use, ESL Sentence Meaning, WritePlacer ESL, and ESL Listening. Students can be required to take one or more of these sections, as determined by the college or university (College Board, 2008).

Advantages and Disadvantages of College Placement Tests

Advantages

Reading

- Instrumental in determining whether student is unlikely to succeed in a credit-bearing college course
- Emphasis on informational text, which reflects the type of reading done in college
- (Achieve, Inc., 2007, p. 13)

Writing

- Require students to demonstrate ability to take a position/stand or develop a point of view
- Scoring rubrics often emulate college-ready expectations
- Multiple-choice section(s) address editing and revising skills
- (Achieve, Inc., 2007, p. 19)

Mathematics

- Emphasizes algebra
- Arranged in multiple tiers
- (Achieve, Inc., 2007, pp. 26–28)

Disadvantages

Reading

- Passages less challenging than those in admission tests
- Passages not well-aligned to later high school, but rather to middle school and early high school
- Overall, far less rigorous in placement tests than admission tests
- (Achieve, Inc., 2007, p. 13)

Writing

- Emphasis on lower-level cognitive skills; unable to fully assess student's abilities
- Multiple-choice section(s) focus less on advanced skills - organization/development of ideas
- (Achieve, Inc., 2007, pp. 19–25)

Mathematics

- Favors pre-algebra and basic algebra instead of advanced algebra concepts needed for College Algebra
- Not enough questions to draw on higher-level thinking
- Narrow; not reflective of complete scale of content
- (Achieve, Inc., 2007, p. 26)

Generation 1.5

Note

"When colleges offer several options for writing placement, they demonstrate sensitivity to the various needs new students have; however, fair and appropriate placement is potentially more complex than even these many options reveal." (Di Gennaro, 2008, p. 62)

In the United States, there is an increase in the number of students seeking higher education who are considered non-native English speakers. As a result, the heavy reliance on, and reliability of, college writing placement tests in determining student placement into writing courses is of grave concern. Many colleges and universities offer different placement alternatives. Examples of these include, but are not limited to, ESL (English as a Second Language) writing sections, developmental and/or basic writing courses, and freshman/first-year composition. However, these alternatives just simply are not enough (Di Gennaro, 2007, p. 62).

Generation 1.5 is a term coined by Linda Harklau, Kay Losey, and Meryl Siegal, in their 1999 book. Generation 1.5 learners are commonly described as students for whom English is a second language (L2); however, they have often completed their secondary school education in the United States prior to attending college (Di Gennaro, 2007, p. 65). Furthermore, Generation 1.5 learners have received the majority, if not all, of their formal education in English; whereas, L2 students have had their primary, and even part of their secondary, school education in their native language Di Genarro, 2007, p. 66). According to Di Genarro (2007), writing program administrators should do more than simply recognize the different types of learners for whom English is a second language. "We must also adopt or design assessment procedures to help us identify these different groups of learners if we are to provide them with the most appropriate placement options, ensuring that our tests serve as door-openers rather than gate-keepers" (Di Genarro, 2007, p. 75).

Conclusion

College placement tests are criterion-referenced assessments used by colleges and universities across the United States. Of the many different placement tests available, COMPASS and ACCUPLACER are the most commonly used. These tests not only assess student readiness in core college classes, but also determine academic areas of strength and weakness for each student. Reading, writing, mathematics, and ESL are the most common areas of testing by colleges and universities. For each of these areas, there are advantages, as well as, disadvantages. However, colleges and universities continue to require college placement tests, thus implying that the advantages strongly outweigh the disadvantages. The controversy continues over the benefits and drawbacks of college placement tests, especially for ESL and Generation 1.5 learners.

? Exercise 18.4.1

1. College placement tests are what type of assessment?
a) Norm-referenced assessment
b) Criterion-referenced assessment
c) Ipsative assessment
d) Forward looking assessment

2. Tests offered by COMPASS include which of the following?
a) Reading, writing skills, mathematics
b) Mathematics, ESL, social studies
c) ESL, social studies, writing essay
d) Science, reading, writing skills

3. Marie is an in-coming freshman at her local university. She has just taken several college placement tests. Which of the following does not reflect a reason that the college placement tests were administered?
a) to determine what areas of a subject Marie does not know
b) to determine what areas of a subject Marie already knows
c) to determine Marie's readiness in college level work in core classes
d) to determine Marie’s academic standing in the college

4. Mai Ling is considered a Generation 1.5 learner. Which of the following is not likely to be true of Mai Ling?
a) She is from a country other than the United States
b) She probably learned English as a second language
c) She received very little formal education in English
d) She completed secondary school in the United States

Answer

1. b
2. a
3. d
4. c

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18.5: Why are there achievement gaps between races and economic classes? 18.5: Why are there achievement gaps between races and economic classes?Edit Update titlecancel

By Wendy Belgrave

Learning Objectives

- Understand how standardized testing can be biased
- Understand how social factors influence success

Introduction

We have all heard the stereotype. We can't get away from it. The word is out, in schools and movies all across the nation and maybe even all over the world. The word is that Asian students are smarter than everyone else. Racial gaps in standardized tests show this to be true, but could there be more to that? Could it be that these tests could be biased, or could there be other social factors involved?

I Want The Asian In My Group

Mission San Jose High School in Fremont California is considered one of the best public schools in the country. This school raises the controversial question since 75 percent of the students are Asian (CNN 2008). The principle himself admits that he believes that the success of his school is directly associated with the Asian population. According to the CNN, the top 5 schools in California are majority Asian. They also say that Asian students score higher than their white peers, nationally Asians lead in grade point average, and are more likely to take higher level math courses.

With these statistics on hand, what does the principle at Mission San Jose think about our controversial question? His direct belief as to why that is… "The parents come from a system where they all teach for a test." Hazel Marcus, a Stanford University Cultural Psychologist says that Asian students are not naturally more intelligent than other students, and that there are no biological or genetic differences in between races. An Asian student at Thomas Nelson Community College commented, "It's our parents. My parents push me more on subjects like math and science. My parents aren't so bad, but I have friends whose parents push them really hard (VU 2008)." Since there is nothing physical that makes Asians smarter, maybe the question should be, are there other factors involved?

Note

Asian and white students saw their scores increase this year, by 5 and 4 points, respectively, across the three parts of the SAT. Score averages for minority groups other than Asians were down by 6 to 8 points across the three exams (Inside Higher Ed 2008).

Check out this website to view the CNN special on "Are Asians Students Smarter". http://www.youtube.com/watch?v=opBfHXePM2Y

Biased Perhaps?

With the Asian students aside for a bit, let us now ask the question. Could the standardized tests be biased? The bias does not necessarily target one race or culture; it could affect many at a time. What about the student that is struggling to learn the language, the student that becomes overwhelmed by the pressure of a timed test, or the student whose parents cannot afford the luxury of hiring a tutor specifically for the purpose of SAT testing. What about the little girl in Alaska who is asked to fill in the blank about trees; Trees are ____. a) short b) food c) green. I do not believe that test makers are purposefully trying to make the test biased, but it may just be a difficult task to make a test that fits all lifestyles and cultures.

Blame It On Social Status

One commentator Jonathan Pollard had this catchy subtitle, "Standardized tests are great at ensuring that poor kids become poor adults." He blames the "poor schools" for spending money on standardized tests taking materials instead of using the money to hire

better teachers. He also believes that standardized tests do not test intelligence but “tend to focus on short term memory and actual test-taking ability rather than genuine understanding (Pollard 2008). Many complain that to close the academic achievement gap, money must be spent more equally in lower class school districts.

Although some may be able to blame social status on poor test results, others such as Hazel Marcus states that education in prized in most Asian cultures and “academic success is a child’s duty to his family. It is your job, it is what you are supposed to do to bring honor to your family; to be educated (Marcus 2008).” My Asian friend agrees, “Social status has nothing to do with the drive to educate yourself, it is not just luck, it is the ability to make good decisions. There are many people out there that do it every day (Vu 2008).”

Conclusion

So the age old question remains, are Asians more intelligent than other people? No. More disciplined? Some may think so. But regardless of what people may think, every person has a chance to become educated here in the United States regardless of race, or gender. There may be factors that may put some people ahead but regardless of that, it cannot stop a person from being important. Martin Luther King is a perfect example of what society might say is not good enough. “Martin Luther King Jr., considered one of the greatest orators in history, scored in the third quartile, or below average, on the verbal portion of the Graduate Record Exam, a standardized test taken to get into graduate school (Facts on File, 1999).” Martin Luther King's example cautions against overreliance on standardized tests as a measure of students' potential.

Exercise 18.5.1

1. What does the principle of Mission San Juan High School attribute his school’s success to?

A) Good after school programs

B) Great teachers

C) The majority Asian population

D) Strict rules

2. According to Inside Higher Ed, how many points on average did minority groups other than Asian drop?

A) 1 to 2

B) 3 to 4

C) 4 to 5

D) 6 to 8

3. What social factors do you think cause poor grades and testing scores?

A) Lack of qualified teachers

B) Poverty

C) Violence in schools

D) All of the above

4. What can a standardized test not tell you?

A) The potential of each student

B) What the students have learned during the school year

C) What the students needs to be taught

D) What subjects need to be emphasized

Answer

1. C
2. D

3. D

4. A

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18.6: What do teachers need to know about using assessment results to improve their instruction? 18.6: What do teachers need to know about using assessment results to improve their instruction?Edit Update titlecancel

by Megan Rowles

Learning Objectives

- Definition of assessment
- How to make assessments useful for students
- How to make assessments useful for teachers
- The decisions teachers make to enhance instruction
- The criteria assessments should meet if they are to inform instructional decisions

Assessment

Assessment is defined "as the process of obtaining information that is used to make educational decisions about students, to give feedback to the student about his or her progress, strengths, and weaknesses, to judge instructional effectiveness and curricular adequacy, and to inform policy (Buros, 1990)." There are various techniques used for assessment: formal and informal observation, qualitative analysis of pupil performance and products, paper-and-pencil tests, oral questioning, and analysis of student records (Buros, 1990). Teachers are left to decide how to make use of the assessment results, and which technique will be employed.

Despite the importance of assessment in today's education, formal training in assessment design and analysis seems to lacking. "A recent survey showed, for example, that fewer than half the states require competence in assessment for licensure as a teacher (Guskey, 2003). Teachers who lack the specific training rely heavily on the assessment methods of the textbook or instructional materials. "They treat assessments as evaluation devices to administer when instructional activities are completed and to use primarily for assigning students' grades (Guskey, 2003)."

Make Assessments Useful

According to Guskey, to use assessments to improve instruction and student learning, teachers need to change their approach to assessments.

First, make assessments useful for students. "Classroom assessments that serve as meaningful sources of information don't surprise students. Instead, these assessments reflect the concepts and skills that the teacher emphasized in class, along with the teacher's clear criteria for judging students' performance (Guskey, 2003)." These concepts, skills, and criteria align with the teacher's instructional activities, which also align with state or district standards. "The students see these assessments as fair measures of important learning goals (Guskey, 2003)." Students further their learning when teachers provide them with important feedback on their learning progress.

Second, make assessments useful for teachers. The most useful classroom assessments also serve a purpose for teachers: helping them identify what they taught well and what they need to work on. Retrieving this information does not have to be painful. Teachers can simply take note which students failed to meet criteria or missed specific items. When reviewing the results, teachers must consider the quality of the item or criteria; then determine whether these items adequately address the knowledge, understanding, or skill that they were intended to measure (Guskey, 2003). If no problems are found with the criteria, teachers must take their teaching into consideration. Guskey says analyzing assessment results in this way means setting aside some powerful ego issues. Many teachers may initially say, "I taught them. They just didn't learn it!" But on reflection, most recognize that their effectiveness is not defined on the basis of what they do as teachers but rather on what their students are able to do. Can effective teaching take place in the absence of learning? Certainly not. However, teachers and students share responsibility in the learning process. In some cases, even with great teaching, some students may not learn perfectly. But, if a teacher is reaching fewer than half the class, the teacher's method of instruction needs to improve . This kind of evidence is what teachers need to help target their instructional improvement efforts (Guskey, 2003).

Enhancing Instruction

When teachers are better informed of the learning progress and difficulties of their students, they can make better decisions about what a student needs to learn next and how to teach that material in a manner that will maximize the student's learning (Fuchs 1996). According to Fuchs, teachers make three types of decisions using assessment results:

1. Instructional placement decisions—what the student knows and where he or she should be in the instructional sequence.

2. Formative evaluation decisions—information to monitor a student's learning while an instructional program is underway—how quickly progress is being made, whether the instructional program is effective, and whether a change in instructional program is needed to promote the student's learning.

3. Diagnostic decisions—which specific difficulties account for the student's inadequate progress so the teacher can remediate learning progress and design more effective instructional plans.

Note

WHAT CRITERIA SHOULD ASSESSMENTS MEET IF THEY ARE TO INFORM INSTRUCTIONAL DECISIONS?

These assessments should meet seven criteria:

1. Measure important learning outcomes.

2. Address all three purposes of assessment.

3. Provide clear descriptions of student performance that can be linked to instructional actions.

4. Be compatible with a variety of instructional models.

5. Be easily administered, scored, and interpreted by teachers.

6. Communicate the goals of learning to teachers and students.

7. Generate accurate, meaningful information (i.e., be reliable and valid).

(Fuchs, 1996)

Illustrating the Topic

<www.oseda.missouri.edu/SUCCESS/academic$.htm>

This is an example of an assessment program for Missouri students. According to the project, "the major goals of the Assessment Section are to oversee the development and implementation of the statewide performance assessments consistent with the 1993 Outstanding Schools Act and, through the Missouri Assessment Project (MAP), maintain the state assessment system through teacher-developed assessment items and teacher scoring of annual assessments. Additionally, the Assessment Section provides assistance to teachers and administrators in using assessment results to improve instruction and to provide useful data about education in Missouri."

On the page, if you click the left link to success stories, you can read examples. Below is an example from 2000, where one school went the extra mile to improve assessment strategies:

"Glasgow Has A Lock-In :

> *The fifth and eighth grade teachers at Glasgow Schools were looking for something special to do in order to help improve test scores on the state assessments taken each spring in Missouri. After much thought, it was decided that the school would sponsor a lock-in. On Friday, April 9, 1999 Glasgow Schools sponsored a lock-in targeted at all students in fifth and eighth grade. The idea was to allow for additional review time that is sometimes hard to come by during a regular school day when teachers are still working to cover all required objectives. The teachers wanted to make the review an appealing choice for the students in order to achieve a big turnout.*

Our answer was a lock-in that would last all of a Friday night. Students left school at the end of the day and returned with all of their things at 6:00 P.M. The students were divided into their appropriate grade levels and the reviewing began.

Teachers spent time before the lock-in creating games to review previously taught skills. Review Twister and Jeopardy were the big hits. School administrators and our school counselor spent the night with the teachers and students to show their support for a strong testing week. Students also practiced performance tasks throughout the evening.

Each grade level worked until we ate at 7:00 P.M. The school provided sub sandwiches and drinks for the group, and students brought along plenty of other snacks to share. After supper, we continued to review until around 9:00 P.M.

Following the review section of the evening, we played relay games (3 legged race, mini John Deere tractor pull, tug-of-war, etc.) Businesses from our community donated prizes for the games. We encouraged the students to bring in their favorite CDs for the dance we had that began at 10:00 P.M. At midnight we started movies and played board games. Some of the children drifted off to sleep and others stayed up all night. We had donuts at 5:15 A.M. and sent the students home at 6:00 A.M.

In addition to our lock-in, numerous activities were implemented to encourage success on the assessment. In the fifth grade class, the teacher talked with the students extensively about good test taking skills.

The class formed study teams and created special names for their teams. Within these teams, the students listed all of the strategies that make test taking a more positive experience. The teams also created an inspirational chant that they performed before each test taking session. Before each testing session, the teams met to read over the strategy list they had created, eat a simple snack and provide support to each team member. These meetings really set a tone for success in the classroom before the actual testing began.

Students spent time talking about the stress involved in test taking. Each child used a slip of construction paper to write down what he or she found most stressing concerning the upcoming test. The fifth grade class used these slips of paper to create a long class "stress chain." This chain was put up across the classroom door during each testing session in order to "lock all stress outside."

A very special book was used during the lock-in and the week of testing called "Hooray for Diffendoofer Day!". This book addressed the importance of doing well on school assessments in a fun and encouraging way. The students requested that "Hooray for Diffendoofer Day!" be read every day of testing. They really enjoyed this book by Dr. Seuss.

It is really difficult to describe the excitement and eagerness that the students had towards the assessments after our night together. The children really understood the importance of these tests and they wanted to show everyone how well they could do. Our test scores

> *improved dramatically, and the children felt a tremendous amount of success. We are very proud of their efforts!"*

The above example really demonstrates the willingness of the teachers to encourage success on assessment. Not only were the "typical" assessment strategies covered, but these strategies were taken to the next level. A job well done!

? Exercise 18.6.1

1. The process of obtaining information that is used to make educational decisions about students, to give feedback to the student about his or her progress, strengths, and weaknesses, to judge instructional effectiveness and curricular adequacy, and to inform policy is known as:

A. Teaching

B. Assessment

C. Feedback

D. Enhancing Student Performance

2. Teachers make three types of decisions when using assessment results. These include all except:

A. Instructional Placement Decisions

B. Formative Evaluation Decisions

C. Diagnostic Decisions

D. Progressive Decisions

3. Mary's teacher, Mrs. Bryant, discusses Mary's progress with math. Mary seems to be behind the rest of the class. Mrs. Bryant is left to decide whether or not Mary needs special instruction/change in instructional program. What type of decision is this?

A. Instruction Placement Decision

B. Formative Evaluation Decision

C. Diagnostic Decision

D. Progressive Decision

4. Mrs. Bryant is reviewing the class's science quizzes. Every student seems to have missed #5. She assumes that the class just wasn't paying attention. Mrs Bryant should:

A. Criticize her class for not paying attention.

B. Give a re-take.

C. Double the value of the next quiz in hopes of higher grades.

D. Reconsider her teaching method before jumping to conclusions.

Answer

1. B
2. D
3. B
4. D

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