

Standards for a Clear Classroom

| Elements of Effective Instruction | Demonstrations |
|-----------------------------------|---|
| Teacher Makes Learning Clear | <ul style="list-style-type: none"> __ teacher posts goals/objectives __ teacher previews lesson __ teacher “thinks out loud” about how to—read a story, solve a problem, read content __ teacher asks students to clarify instructions __ teacher posts directions and gives them orally __ teacher models/demonstrates |
| Teacher Guides Actively | <ul style="list-style-type: none"> __ teacher maintains eye contact __ teacher organizes activities so students work in pairs/groups as well as individually __ teacher circulates to guide/coach/assess |
| Students Think Thoroughly | <ul style="list-style-type: none"> __ teacher uses a variety of questions __ students ask questions __ students paraphrase and illustrate learning __ students make/complete graphic organizers to analyze and synthesize __ students use skills/knowledge independently __ students note what they learn—learning log or think-pair-share __ at end of lesson teacher asks students to explain what they learned __ Students model/demonstrate |
| Vocabulary Is Connected | <ul style="list-style-type: none"> __ word wall posted (and illustrated) __ word wall vocabulary used in activities __ phrases/sentences posted __ students write explanations __ students illustrate vocabulary __ students use current vocabulary in writing |
| Writing Makes Sense | <ul style="list-style-type: none"> __ teacher explains writing by “thinking out loud” and posting steps to write effectively writing with students __ Students write what they learn across the curriculum __ students write in a variety of formats __ students improve one element at a time: focus, support, organization, conventions, integration—one aspect at a time |

How to respond to individual needs?

Make Special Education/Regular Education Instructional Connections

The following modifications are listed on the IEP for use by teachers in adjusting instruction to respond to the needs of special education students.

These are useful in teaching **all students all subjects**.

1. Extend time on task for class and homework assignments
2. Explain directions and give concrete examples
3. Reduce load and allow for extra credit
4. Maintain frequent eye contact
5. Give verbal directions in clearly stated steps
6. Test one concept at a time
7. Allow use of calculator, tape recorder, or computer
8. Walk by student's desk to check for accuracy and on task behaviors every 15 minutes
9. Give multiple choice tests, matching, or sentence completion tests instead of essay tests often
10. Write assignments and give verbal instructions
11. Provide visual aids
12. Give simple directions with written examples
13. Ask student to explain what you said in his/her own words
14. Reinforce previously mastered skills
15. Provide motivation and verbal rewards on a daily basis
16. Enlist parental cooperation

Differentiate Instruction

Diversify instruction and assessment to respond to individual learning needs and styles.

| <i>Teach Explicitly</i> | <i>Learn—or Assess Diversely</i> <i>Assessment if done independently</i> |
|--|--|
| Word Knowledge T: Display words and pictures by patterns and topic | <input type="checkbox"/> Draw pictures to show what words mean. <input type="checkbox"/> Match words/pictures pictures/words. <input type="checkbox"/> Chart word patterns. <input type="checkbox"/> Make alphabet chart or book. <input type="checkbox"/> Write sentence with word. <input type="checkbox"/> Choose word to complete sentence. <input type="checkbox"/> Make/complete grammar chart rule and example. |
| Comprehension and Fluency <i>DRTA:</i> T: Preview S: Predict; read; check prediction <i>PQRST:</i> T: Preview; ask BIG question S: Read, organize, show, tell <i>Reading Transfer:</i> T: Read to, read with students S: Re-read to find out more. | <input type="checkbox"/> Draw pictures of: characters, setting, event. <input type="checkbox"/> Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web. <input type="checkbox"/> Answer multiple choice question; explain your choice. <input type="checkbox"/> Write or match sentences that describe or explain _____. <input type="checkbox"/> Infer characteristics, motives, prior actions, next action. <input type="checkbox"/> Summarize. <input type="checkbox"/> Identify the main idea, give examples. <input type="checkbox"/> Dramatize the story or history <input type="checkbox"/> Write the next part. <input type="checkbox"/> Write note to or from someone who “was there”. |
| Strategic Reading T: Think out loud—explain the strategies you use as you read | <input type="checkbox"/> Think out loud. <input type="checkbox"/> List what’s important <input type="checkbox"/> Ask yourself questions as you read <input type="checkbox"/> Apply the same strategy to different sections or texts. <input type="checkbox"/> Draw what you read |
| Math T: Demonstrate math T: Post vocabulary and example/picture | <input type="checkbox"/> Draw the problem and solution <input type="checkbox"/> Act out the problem and solution <input type="checkbox"/> Write math—examples, explanations, “Math Path”. <input type="checkbox"/> Make up math problems. <input type="checkbox"/> Make math glossary. <input type="checkbox"/> Write a math guide |
| Content Knowledge T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas | <input type="checkbox"/> List important words, add pictures. <input type="checkbox"/> List information about one category. <input type="checkbox"/> Draw pictures that show facts about this topic. <input type="checkbox"/> Complete graphic organizers. <input type="checkbox"/> Give facts that support an idea. <input type="checkbox"/> Identify or choose an idea that facts support. <input type="checkbox"/> Write and/or draw about a topic. |
| Writing T: Do a “write aloud” ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time. | <input type="checkbox"/> Work on one kind of writing at a time. <input type="checkbox"/> Focus on one criterion for good writing at a time. <input type="checkbox"/> Edit writing for that one focus. <input type="checkbox"/> Illustrate your own writing. <input type="checkbox"/> Make punctuation posters |

BUILD SOCIAL EMOTIONAL DEVELOPMENT INTO YOUR CURRICULUM

| | <i>1st quarter</i> | <i>2nd quarter</i> | <i>3rd quarter</i> | <i>4th quarter</i> |
|-------------------------------------|--|--|--|--|
| SOCIAL EMOTIONAL Development | Interest Inventory <u>Poems and Songs:</u> Read and write positive poems and songs <u>Learning Partners</u> | <u>Poems and Songs:</u> Read and write positive poems and songs <u>Learning Groups</u> | <u>Poems and Songs:</u> Read and write positive poems and songs <u>Learning Teams</u> | <u>Poems and Songs:</u> Read and write positive poems and songs <u>Learning Leaders</u> |

The Teachers' Toolkit includes planning tools and resources to support social emotional development.

How and Why Take an Interest Inventory

Originally designed for reading, this is a survey that asks students what kinds of things they like to read. That information will help you select materials for independent reading and for special lessons. You can expand this inventory to ask students how they learn math, what kinds of science they want to learn, and what they like to write.

Poetry and Music: Why, How, What

Why: *Poetry and music express ideas and feelings and can help students understand and communicate their own and others' emotions.*

How: *Students read/listen to inspiring poems and songs.
Students write their own poems and songs.*

See the Teacher Toolkit for guides to interpreting and writing poems and songs.

What: *The website teacher.depaul.edu will post spirituals and poems that you can use in addition to poems available in your school and on the Internet.*

Learning Partners, Groups, Teams, Leaders

These are recommended ways to build collaboration and increase learning. See Think-Pair-Share and the Progressive Assessment guides in the Teachers' Toolkit for recommended ways to establish learning partners. The sequence starts with pairs, then expands to groups. The Teams in third quarter can be organized to support projects and ISAT preparation. The 4th quarter emphasis on leaders is to support greater independence as students move to the next grade.

Parent Involvement Projects

Parents can help make great use of out-of-school time to reinforce learning.

This list includes some effective parent involvement plans.

- ✓ *Have once-a-month parent “open house” at your classroom.*
- ✓ *Send home a list of words of the month for parents to reinforce.*
- ✓ *Use “Family Math” or a similar guide as a resource and send one activity home each week.*
- ✓ *Make a parent preview, listing the major topics, skills, and activities children will work on.*
- ✓ *Call one parent each day to discuss one student’s progress.*
- ✓ *Have children write to their parents each week, telling them what they are learning.*
- ✓ *Make a schedule for home activities that can be done regularly based on what your class is studying, such as:*

Monday: Draw pictures to show what you read today.

Tuesday: Use this week’s math skill to solve problems you make up.

Wednesday: Make up questions about this week’s content.

Thursday: Write about this week’s content topic.

Friday: Make a quiz about what you learned this week.

- ✓ Send home outlines for parents to use to write books with their children. See “My Family History Book” for an example.

Note your own parent involvement plans here:

Parent Connections for Literacy Progress

You can use this kind of planner to involve parents in choosing ways to help their children learn more.

| How to Make Reading Progress | What My Family Will Do | When |
|---|------------------------|------|
| <i>Expand Vocabulary</i> <ol style="list-style-type: none"> 1. Practice new words. 2. Use them to write. 3. Make your own pictionary. 4. Play word games. | | |
| <i>Read and Discuss Stories</i> <ol style="list-style-type: none"> 1. Talk about what happens and why. 2. Think about what could happen next. | | |
| <i>Read Social Studies</i> <ol style="list-style-type: none"> 1. Choose a topic to learn about. 2. Talk and write about what you learn. 3. Go to a museum to learn more. 4. Use the Internet to learn even more. | | |
| <i>Read Science</i> <ol style="list-style-type: none"> 1. Draw, talk and write about what you learn. 2. Watch science on television. 3. Go to a Museum to see the real thing! 4. Use the Internet to learn even more. | | |

Proverbs and sayings can inspire progress.

"The future depends on what we do in the present."

Mahatma Gandhi

Proverbs to Inspire Learning and Leadership

Proverbios para Inspirar Aprendizaje y Liderazgo

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|---|---|
| If you wish to learn the highest truths, begin with the alphabet. (Japan) | Si deseas aprender las grandes verdades, comienza con el alfabeto. (Japón) |
| Never be afraid to sit awhile and think. (Lorraine Hansberry, US) | Nunca temas sentarte un largo rato y pensar. (Lorraine Hansberry, EUA) |
| A book is a garden carried in the pocket. (Saudi Arabia) | Un libro es un jardín que cargas en el bolsillo. (Arabia Saudita) |
| He who does not know one thing knows another. (Kenya) | Aquel que no sabe una cosa sabe otra. (Kenya) |
| The world exists on three things: truth, justice, and peace. (Hebrew) | El mundo existe en tres cosas: la verdad, la justicia, y la paz. (Hebreo) |
| Give me leverage, and I will move the Earth. (Greece) | Dame ventaja, y moveré la Tierra. (Griego) |
| By learning you will teach, by teaching you will learn. (Latino) | Al aprender enseñas, al enseñar aprendes. (Latino) |
| If you cannot serve, you cannot lead. (Bulgaria) | Si no puedes servir, no puedes guiar. (Bulgaria) |
| A gentle hand may lead even an elephant by a single hair. (Iran) | Una mano gentil puede guiar aun a un elefante por un pelo. (Irán) |
| The best leader is never recognized. People turn to one another and say, "We did it ourselves." (Zen) | El mejor líder nunca es reconocido. Las personas se miran una a la otra y dicen "Lo hicimos nosotros mismos." (Zen) |
| She that would lead must be a bridge. (Wales) | Aquella que guía debe ser un puente. (Wales) |
| Do good, and don't worry to whom. (Mexico) | Haz el bien, y no te preocupes a quien. (México) |
| If there's no enemy within, no enemy outside can do you harm. (Nigeria) | Si no hay enemigo dentro de ti, no hay enemigo fuera que pueda lastimarte. (Nigeria) |
| Lower your voice and strengthen your argument. (Lebanon) | Baja la voz y fortalece tu argumento. (Líbano) |
| A clever person turns big troubles into little ones and little ones into none at all. (China) | Una persona astuta vuelve grandes problemas en pequeños y pequeños en inexistentes. (China) |
| Clouds that thunder do not always rain. (Armenia) | Las nubes que truenan no siempre llueven. (Armenia) |
| Everyone is the age of her heart. (Guatemala) | Todos son la edad de su corazón. (Guatemala) |
| You must be the change you wish to see in the world. (Mahatma Gandhi) | Debes ser el cambio que deseas ver en el mundo. (Mahatma Gandhi) |