



Indicators in
ACTION[™]

Instructional Delivery Workbook

Teacher-Directed Instruction
Student-Directed and Computer-Based Instruction
Parent Communication & Homework



Academic Development Institute

Academic Development Institute

121 N. Kickapoo Street

Lincoln, Illinois 62656

217-732-6462

www.adi.org

Information Tools Training

Positive results for students will come from changes in the knowledge, skill, and behavior of their teachers and parents. State policies and programs must provide the opportunity, support, incentive, and expectation for adults close to the lives of children to make wise decisions.

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Success Indicators

Curriculum, Assessment, and Instructional Planning: Engaging teachers in assessing and monitoring student mastery

- Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
- Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunity for others.
- All teachers re-teach based on post-test results.

Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Teacher directed whole class or small group instruction—Introduction

- All teachers review the previous lesson.
- All teachers clearly state the lesson's topic, theme, and objectives.
- All teachers stimulate interest in the topic.
- All teachers use modeling, demonstration, and graphics.

Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Teacher directed whole class or small group instruction—Presentation

- All teachers explain directly and thoroughly.
- All teachers maintain eye contact.
- All teachers speak with expression and use a variety of vocal tones.
- All teachers use prompting/cueing.

Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Teacher directed whole class or small group instruction—Summary and confirmation of Learning

- All teachers re-teach when necessary.
- All teachers review with drilling/class recitation.
- All teachers review with questioning.
- All teachers summarize key concepts.

Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Teacher-Student Interaction

- All teachers encourage students to paraphrase, summarize, and relate.
- All teachers encourage students to check their own comprehension.
- All teachers verbally praise students.

Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Student-directed small-group and independent work

- All teachers travel to all areas in which students are working.
- All teachers interact instructionally with students (explaining, checking, giving feedback).
- All teachers interact managerially with students (reinforcing rules, procedures).
- All teachers interact socially with students (noticing and attending to an ill students, asking about the weekend, inquiring about the family).

Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Computer-based instruction

- When instruction is computer-based, students are engaged and on task.

- When instruction is computer-based, all teachers assess student mastery in ways other than those provided by the computer program.

Classroom Instruction: Expecting and monitoring sound homework practices and communication with parents

- All teachers systematically report to parents the student's master of specific standards-based objectives.
- All teachers maintain a file of communication with parents.
- All teachers regularly assign homework (4 or more days a week).
- All teachers check, mark, and return homework.

Instructional Delivery Module Objectives

As a result of this module, participants/instructional teams will know and be able to:

- Recognize indicators of successful instructional delivery
- Implement instructional delivery practices that capture student interest, promote comprehension and retention of new material, and promote positive student-teacher interactions
- Assign individualized student-directed learning activities to promote student responsibility for learning and application of new learning
- Implement mechanisms to encourage on-going parental involvement in student learning

Success Indicators for

Part I: Teacher-Directed Instruction

Curriculum, Assessment, and Instructional Planning: Engaging teachers in assessing and monitoring student mastery

- Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.

Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Teacher directed whole class or small group instruction—Introduction

- All teachers review the previous lesson.
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Whole-Class Instruction Weekly Outline

and the Teacher-Directed Instruction Indicators that Fit Within It

	<p>Behavior Check: To set the psychological climate in the classroom; cue students to focus in; reinforce attentive behaviors.</p>	
INTRODUCTION	<p>Review: To provide students with clear evaluations of their progress in attaining learning goals; detect areas that need further teaching or practice; connect prior learning with new learning.</p>	<p>All teachers review the previous lesson.</p>
PRESENTATION	<p>Think: To introduce new lesson; continue activating prior knowledge; stimulate student cognition relative to the topic through cues, advance organizers, question sprinkling.</p>	<p>All teachers clearly state the lesson's topic, theme, and objectives. All teachers stimulate interest in the topic. All teachers use modeling, demonstration, and graphics.</p>
	<p>Know: To directly teach the new skills or concepts through lecture, demonstration, modeling.</p>	<p>All teachers explain directly and thoroughly. All teachers maintain eye contact. All teachers speak with expression and use a variety of vocal tones. All teachers use prompting/cueing.</p>
SUMMARY	<p>Show: To find out what students have learned and rehearse their learning through verbal drills, recitations, discussion, quiz games.</p>	<p>All teachers re-teach when necessary. All teachers review with drilling/class recitation. All teachers review with questioning. All teachers summarize key concepts.</p>

Whole-Class Instruction

Review (20% of period)

The teacher begins a whole-class instructional segment by setting the climate for attentive learning, cueing the students to focus in, reinforcing attentive behaviors, reminding students to have their necessary materials at hand, checking postures and facial expressions, and generally encouraging pro-social behavior. This is called a “behavior check.” Next the teacher quickly reviews the previous lesson, including homework assignments from it. The teacher uses rapid-fire questioning to review the previous lesson and build a bridge from it to the new lesson. The teacher notes the students’ progress in mastering new learning and encourages their self-praise. The teacher checks for areas that need re-teaching.

Presentation (60% of period)

The presentation stage includes three phases: 1) The teacher introduces the new lesson, connecting it to the previous one and to prior learning; 2) The teacher develops interest in the new topic; and 3) The teacher directly teaches the new lesson. In introducing the new lesson, the teacher clearly delineates what the students will learn and what will be expected of them. In creating an interest in the topic, the teacher uses an interest stimulator (illustration, demonstration, model, anecdote), cues, advance organizers, and question sprinkling. In directly teaching the lesson, the teacher, with clarity and enthusiasm, proceeds in small steps, uses both verbal explanations and physical demonstrations, elicits student responses regularly but briefly, and “thinks out loud” throughout, verbalizing the thinking processes. In lengthy presentations, the teacher uses internal summaries at key points.

Summary/Confirmation of Mastery (20% of period)

The teacher chooses appropriate questioning strategies, drilling, recitation, and summative discussion or inquiry to ascertain what the students have learned and to help them rehearse it. The teacher balances the factual recall questions with the higher order thinking questions to evaluate the extent and quality of the student learning during this session. The teacher asks students to put new learning into their own words, to apply what they have learned to solve a problem, and/or to recite memorized facts or passages. The teacher equitably distributes questions among students. The teacher gives quick feedback to student responses. This phase should end with a definite closure statement to assist students in organizing the learning once again.

Whole-Class Instruction Guidelines

The teacher plans whole class instruction at key points within the unit of instruction, typically devoting at least some time each day to whole-class instruction in each subject. The amount of time devoted to whole class instruction versus work time will vary from day to day. The teacher prepares a whole class instruction plan for each whole class instruction segment. The plan includes notes to guide the teacher through: Behavior Check, Review and Homework Check, Think, Know, and Show.

Breaking Down the Parts

Behavior Check

- Time: Approximately 1 to 2 minutes
- Purpose: To set the psychological climate in the classroom; cue students to focus in; reinforce attentive behaviors
- Method: Teacher in his/her station, students have learning materials on desks and in order, students in learning posture, smiles on faces. Pro-social behavioral expectations reinforced by teacher.

Review (and Homework Check)

- Time: 5 to 8 minutes
- Purposes: To provide students with clear evaluations of their progress in attaining learning goals (Marzano, 2003); To detect areas that need further teaching or practice; To connect prior learning with new learning
- Method: May include homework check. To review: Teacher asks fairly rapid-fire questions from previous lesson to build a bridge to today’s new learning. Teacher calls on students in rotation, using various methods. Teacher sprinkles in verbal reinforcement about the progress and understanding students are demonstrating. This is followed with a “rope” (anything to lasso or draw in the students’ attention). The “rope” signals the transition to the Think segment, where the new lesson is introduced.

Think

- Time: Approximately 20% of the Think/Know/Show sequence time
- Purpose: To introduce new lesson; continue activating prior knowledge; stimulate student cognition relative to the topic
- Methods: Cues, Advance Organizers, Sprinkling of Questions
 - Cues are one of the top 4 selected teacher effectiveness strategies in the Walberg research (Walberg, 1999). Cueing students on what is to be learned and how to learn it activates prior knowledge; students look for what they expect to see as the lesson unfolds, based on where teacher has told them to focus.
 - Cues involve “hints” about what students are about to experience.
 - Cues should focus on what is important as opposed to what is unusual.
 - Research indicates that the more students know about a topic, the more they tend to be interested in it (Alexander, Kulikowich, & Schulze, 1994).
 - Questions are effective learning tools even when asked before a learning experience, so sprinkle them in as part of the learning “set.”
 - Advance Organizers were first popularized by psychologist David Ausubel (1968) who defined them as: “appropriately relevant and inclusive introductory materials...introduced in advance of learning...and presented at a higher level of abstraction, generality, and inclusiveness than the information presented after it. The organizer serves to provide ideational scaffolding for the stable incorporation and retention of the more detailed and differentiated materials that follow. Thus, advance organizers are not the same as summaries or overviews...but rather are designed to bridge the gap between what the learner already knows and what he needs to know before he can successfully learn the task at hand” (p. 148).

An Advance Organizer can be:

- A graphic, a visual
- A list
- A statement
- Anything that helps students focus on the main idea
- Anything that helps students order their thoughts
- Anything that helps students relate to material that might otherwise seem fragmented
- Anything that helps students know what they’re expected to learn in the next 20 minutes and why it is important

Advance Organizers can produce different results:

- Four general types: expository, narrative, skimming, illustrated
- All produce fairly powerful results, but expository has the largest effect size (Stone, 1983).

Expository: simply describe the new content to which students are going to be exposed

Narrative: present information to students in a story format

Skimming: used with text that is going to be presented. Teacher asks students to skim, or briefly look at, certain pages, pictures, etc.

Illustrated: non-linguistic, visual representation of the material to be covered; a graphic organizer is another term for this. Usually shows the main topic in the center, with subtopics on “arms”

Summing Up Think: The Think segment of whole-class instruction is signaled by a “rope” – an interest stimulator – to focus student attention on the introduction of the new lesson for the day. The teacher chooses cues, questions, and/or advance organizers to preview the day’s lesson in a fast-paced presentation of 5 minutes or so. These strategies assist students in activating their prior knowledge and provide them a framework for organizing what is coming next.

Know

- Time: Approximately 60% of the Think/Know/Show sequence time
- Purpose: To directly teach the new skills or concepts
- Methods: Lecture, Demonstration, Modeling
 - With clarity and enthusiasm, teacher directly communicates what the students need to know
 - Teacher proceeds in small steps
 - Teacher uses both verbal explanations and physical demonstrations
 - Teacher elicits student responses regularly, occasionally questions (engagement)
 - Teacher “thinks out loud” throughout, verbalizing the thinking processes
 - If presentation is lengthier, teacher gives internal summaries at key points (Rosenshine, 1968)
 - “Rule-example-rule” approach

Summing Up Know: There will be a variety of strategies employed during this direct teaching segment. This is where “teacher decision-making, guided by clear goals, is the key to effective instruction” (Good & Brophy, 2000, p. 375).

Show

- Time: Approximately 20% of the Think/Know/Show sequence time
- Purpose: To find out what students have learned and rehearse their learning
- Methods: Conducting Verbal Drills, Recitations; Discussions; Quiz Games
 - Teacher asks students to put new learning into their own words
 - Teacher asks students to apply what they have just learned in solving a problem
 - Teacher may ask class to recite memorized facts or passages
 - Teacher utilizes the 6 Characteristics of Good Questions (Grossier, 1964) when conducting recitations. Questions are: Clear, Purposeful, Brief, Natural, Sequenced, Thought Provoking
 - Teacher equitably distributes questions among students
 - Teacher gives quick feedback about student responses

The End of Show

The end of the Show segment includes lesson closure. This is where the “ribbon” comes in. It signifies a wrap up to the learning and prompts students where to store the information for later retrieval.

- Teacher finishes the Show segment with a quick review of the lesson’s main points
- Teacher may return to the advance organizer, visual, or “rope” object
- This may only take 2 or 3 minutes, but it is necessary to help students know where and how to store the information they just learned; the teacher is organizing it for the students once more
- Teacher analyzes whether or not re-teaching of the day’s concept is necessary
- Teacher does a quick introduction to the Work Time activities, if this has not already been previewed earlier in the day

Summing Up Show: The teacher again is the decision-maker, choosing appropriate questioning strategies, discussion, or inquiry to ascertain what the students have learned. The teacher is a master at questioning, balancing the factual recall questions with the higher order thinking questions to evaluate the extent and quality of the student learning during this session. The Show segment should end with a definite closure statement (a “ribbon” to tie up the package) to assist students in organizing the learning in their brains once again.

Characteristics of Effective Questioning

Questioning is most effective when these six characteristics are followed (Grossier, 1964).

1. Questions are clear, specific, and to the point, delivered one at a time, with a cue to channel student's response
2. Purposeful, aligned with the lesson's intent, often written in advance by the teacher
3. Brief
4. Natural, in simple language, conversational, appropriate to the level of the class, and with clarification of any new words
5. Sequenced, starting with questions of fact, integrated with previously discussed material, then prompting students to refine or apply their understanding
6. Thought provoking, sufficiently strong to pique interest, and designed to help students understand and analyze

Pausing When Questioning

Research shows that teachers wait less than one second after asking a question before calling on someone. Then they wait only one second for a student to give an answer before supplying it themselves, calling on someone else, rephrasing the question, or giving clues. This fails to give students time to think.

When Rowe (1974) trained teachers to extend the time they wait to three to five seconds (which teachers found very difficult to do), the following desirable changes occurred:

1. Increase in average length of student responses
2. Increase in unsolicited but appropriate student responses
3. Decrease in failures to respond
4. Increase in speculative responses
5. Increase in student-to-student comparisons of data
6. Increase in statements that involved drawing inferences from evidence
7. Increase in student-initiated questions
8. A greater variety of contributions by students

Longer time waiting in questioning led to more active participation in lessons by a larger percentage of students and higher quality responses.

The effects are most notable on the less able students in the class.

Subsequent research has verified Rowe's original studies (DeTure, 1979; Swift, Gooding, & Swift, 1988; Tobin, 1983)

Six Alternatives To Questioning (or How to Sustain a Good Discussion)

Drill and recitation occur frequently in classrooms and are important instructional tools, but true group discussion is rare. Activities that teachers call "discussion" tend to be recitations in which teachers ask questions and students respond by reciting what they already know or are now learning. A true discussion involves teachers and students sharing opinions in order to clarify issues, relate new knowledge to their prior experience, or attempt to answer a question or solve a problem. (Alvermann, O'Brien, & Dillon, 1990; Tharp & Gallimore, 1988).

Pace of a discussion – noticeably slower than a recitation; longer periods of silence between speakers.

Sometimes questions can actually impede discussions. To avoid this, Dillon (1979) lists 6 alternatives to questioning that teachers can use to sustain discussions:

1. Declarative statements
 - "When the war broke out, unemployment dropped" rather than "What happens to the unemployment rate in wartime?"

2. Declarative re-statements
3. Teachers occasionally summarize, reflecting students' statements to stimulate them to deeper or additional responding
 - "You say that unemployment tends to drop during wartime.."
4. Indirect questions
 - When a direct question might sound challenging or rejecting, the teacher can make a statement such as "I wonder what makes you think that?" or "I was just thinking about whether that would make any difference." Indirect questions can stimulate further thinking without generating anxiety.
5. Imperatives
 - "Tell us more about that" "Perhaps you could give us some more examples"
(less threatening than direct requests for the same information)
6. Student questions
 - Rather than asking all of the questions themselves, teachers can encourage students to ask questions in response to statements made by their classmates.
7. Deliberate silence
 - Sometimes the best response is to remain silent for a few seconds to allow students to absorb the content and formulate follow-up questions.

DeTure, L. (1979) Relative effects of modeling on the acquisition of wait-time by preservice elementary teachers and concomitant changes in dialogue patterns. *Journal of Research in Science Teaching*, 16, 553-562.

Swift, J., Gooding, C. & Swift, P. (1988). Questions and wait time. In J.Dillon (Ed.), *Questioning and discussion: A multidisciplinary study* (pp. 192-212). Norwood, NJ: Ablex.

Tobin, K. (1983). *The influence of wait-time on classroom learning*. *European Journal of Science Education*, 5(1), 35-48.

Success Indicators for

Part II: Student-Directed and Computer-Based Instruction

Curriculum, Assessment, and Instructional Planning: Engaging teachers in assessing and monitoring student mastery

- Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunity for others.
- All teachers re-teach based on post-test results.

Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Student-directed small-group and independent work

- All teachers travel to all areas in which students are working.
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Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Computer-based instruction

- When instruction is computer-based, students are engaged and on task.
- When instruction is computer-based, all teachers assess student mastery in ways other than those provided by the computer program.

How Can a Teacher Personalize Instruction for Every Student?

Great question. First, let's consider why a teacher should personalize (adapt, individualize, target) instruction for every student. The obvious reason is that no two students are alike. Whole-class instruction is an essential teaching mode for introducing new lessons, tying the new lesson to previous learning, forming necessary bonds of interaction between the teacher and students and among the students themselves, inspiring interest in topics, and modeling metacognitive skills. But whole-class instruction is not a good vehicle for bringing each student into a proper relationship with the content. Some students will master new material quickly and become bored if not allowed to move forward. Other students will take more time with new material, and need that time to master content that is a building block to what comes next. Grouping students also has its limits; each student will vary from subject to subject, topic to topic, task to task, in his or her readiness for learning. Even groups can become rigid and stifling. For all these reasons, the teacher must be nimble and attentive, constantly adapting instruction to each student's current level of mastery.

The pre-test, a quick assessment (written or oral) of each student's readiness for a new unit of instruction, provides the teacher with a beginning point to target instruction for each student. Questioning during whole-class and teacher-directed small-group instruction provides further feedback to the teacher. Each student's completion of assigned tasks during Work Time and on homework provides the teacher with information necessary for altering course and bringing content and activity in line with the student's prior mastery and readiness for new learning.

Because the Instructional Team has already leveled and differentiated learning activities for each objective in a the unit plan, the teacher begins with a reservoir of learning activities, aligned with standards-based objectives. The Instructional Team also prepares materials necessary for these activities, marks them with a code to align them with objectives, and stores them for easy access by all teachers.

Now the fun begins (or continues, since all of this is fun). The teacher knows his or her students, receives a flow of information about each student's progress (from pre-tests, questioning, and completed work), and is expert at personalizing instruction.

After the Unit Pre-Test

Reviewing the results of the Unit Pre-Test, the teacher knows how to adjust the whole-class instruction to emphasize areas where most students lack understanding and to give less weight to explanation of content that most students already grasp. Nothing is omitted, but the emphasis can be shifted in whole-class instruction based upon a review of the results of the Unit Pre-Test.

The Unit Pre-Test also provides a basis for individualizing Work Time activities, at least in the beginning of the unit. Students may also be grouped into flexible groups for both teacher-directed and student-directed group activities based on results of the Unit Pre-Test.

Planning Work Time Activities

Work Time is perfect for personalized instruction—each student or each flexible group of students can be working on different activities (leveled and differentiated) to best match their prior learning and readiness. How does the teacher differentiate assignments in an orderly way? The Student Learning Plan (see below) provides both a means for orderly differentiation of activity during Work Time and a means for building student self-responsibility for their learning. Activities assigned students on a Student Learning Plan come right off the Learning Plan Grid and Activity Instructions prepared by the Instructional Team.

All the careful preparation that goes into construction of units of instruction pays off most handsomely when the teacher individualizes instruction for each student with a Student Learning Plan. A master Student Learning Plan is prepared for the week (or, two weeks for high school and upper grades), with all possible instructional options included. The teacher then individualizes the master SLP for each student by selecting the specific learning activities appropriate to that student on that student's own SLP. The teacher levels the activities according to the student's demonstrated prior mastery (Unit Pre-Test and completed assignments) of the objectives. The teacher differentiates learning activities by assigning the right mix of independent work, various groups, centers (or work stations in high schools), and homework to match the student's motivational characteristics. The SLP provides the teacher a variety of learning activities for each target objective, and a means for individualizing instruction when appropriate.

The Teacher During Work Time

Work Time finds students carrying out the learning tasks assigned to them on their Student Learning Plan while the teacher interactively weaves through the classroom, individual student desks, in-and-out of small group instruction and back through the business of independent learning. Monitoring the achievement of assigned tasks determines how each student works toward mastery of the aligned objective. It is opportunity to intervene as needed, check the completion of work, reinforce and extend “the student’s learning through feedback and immediate instruction at the time when attention is needed and is most effective” (Wang, 1992). Attention to individual learning needs is at its peak when the teacher recognizes the success or difficulty each student displays in a prescribed task and modifies the Student Learning Plan “on the spot”. Early curriculum planning has provided the teacher with variety and alternative options for learning. Monitoring those instructional tasks contributes to a teacher’s formative assessment of each student, and keeps the learning targeted.

Using Groups During Work Time

The Student Group is a good time for cooperative learning strategies (see Appendix). The Teacher Group is an opportunity to directly teach leveled objectives to students with similar readiness. A row of computers or cluster of computers at tables may provide an area of the classroom for computer-based instruction. While students are working on their assigned activities in each of these areas, other students may be doing independent work at their desks. Students can move from area to area during a class session, engaging in a series of activities targeted to their need. So how does each student know what to do, which activities the teacher has planned just for him or her? Student Learning Plans are a perfect organizational tool for personalizing instruction and encouraging self-directed learning in students.

Student Learning Plans (SLPs)

The unit pre-test gives the teacher a basis for individualizing the first Student Learning Plan of the unit. Then the teacher adjusts the Student Learning Plan, and each subsequent Student Learning Plan, in response to the student’s demonstrated mastery of objectives in the assigned learning activities. The class progress chart helps the teacher keep track of how everyone is progressing in meeting the objectives of the unit. Scanning the chart also helps the teacher know where to re-teach, alter whole-class instruction, or focus instruction at the Teacher Group. When a Student Learning Plan is completed, it is sent home for review by parents and then returned to the student’s file. At the end of a unit of instruction (or the end of a grading period), the Student Learning Report is sent home to parents to report the student’s progress toward learning objectives.

It is a good idea for the teacher to keep a copy of each different SLP used for the week, with the names of the students who were given that SLP attached. These are called student monitoring SLPs, help the teacher keep track of who is doing what, and provide a backup in case an SLP is misplaced. When the teacher changes the student’s SLP during the week, the change can be noted on the student monitoring SLP. Of course, the student’s copy of the SLP is a record of activities completed as well as assigned, and when finally placed in the student’s file provides perfect documentation of what the student has done.

See the template for a Student Learning Plan on the following page.

Student Learning Plan

Student's Name: _____ Teacher's Name: _____ Subject: _____

Pre-Test Date: _____ Post Test Date: _____ Week(s) of: _____

Standards/Benchmarks Codes: _____ Objective Codes: _____

Sequence	Independent Activities Activity Number and Title	Other Activities (Check)	Homework Activity Number and Title	Teacher Check Initial/Date
1	___P___ ___T___ ___E___ ___Other___	CB___ SD___ TD___	___P___ ___T___ ___E___ ___Other___	
2	___P___ ___T___ ___E___ ___Other___	CB___ SD___ TD___	___P___ ___T___ ___E___ ___Other___	
3	___P___ ___T___ ___E___ ___Other___	CB___ SD___ TD___	___P___ ___T___ ___E___ ___Other___	
4	___P___ ___T___ ___E___ ___Other___	CB___ SD___ TD___	___P___ ___T___ ___E___ ___Other___	

Other Activities: CB = Computer Based, SD = Student-Directed Group, TD = Teacher-Directed Group Teacher Check indicates that sequence was completed by the student and checked by the teacher.

Parent's Signature: _____ Date: _____

Cooperative Learning Q & A

A. What is a good working definition of cooperative learning?

Academically: Each individual is accountable for both his or her own achievement of the set goals and for the success of the entire group.

Socially: Along with accountability for academic achievement, every student is responsible for actively supporting and contributing to the positive social interaction within the group.

B. What are the benefits of cooperative learning?

1. More meaningful, life-like experiences that better prepare students for the work force.
2. High academic achievement! Research shows that working together to achieve a common goal produces higher achievement and greater productivity than does working alone.
3. Development of leadership skills.
4. Enhanced self-worth and sense of belonging.
5. Better retention of learning concepts and ideas through discussing, grappling with, and sorting the ideas and opinions within the collaborative setting. The more interaction with the ideas, the more memorable and meaningful the ideas become to the individual's life learning.
6. Development of respect for others

C. What is the teacher's role in cooperative learning?

Before students begin:

1. The teacher outlines clear objectives for each task or lesson.
2. The teacher places students in groups appropriate for optimum working conditions and goal achievement.
3. The teacher clearly explains each task and its goals
4. The teacher asks students to demonstrate their understanding of the expectations by repeating instructions.

While the students work:

1. The teacher's role is that of active observer and chief encourager and praiser of any social and academic success.
2. The teacher moves about the classroom, functioning as the "trouble shooter" and "resolver of conflicts." However, in the cooperative learning setting, the goal is to facilitate group members' interactions so they may solve their own problems if possible.
3. The teacher evaluates student achievement and helps students evaluate their own progress daily.

D. How does a teacher prepare for cooperative learning?

1. Know your students!
2. Move slowly and deliberately into the Cooperative Learning Process. Introduce the process in small doses, clearly defining and reinforcing roles, emphasizing responsibility and evaluation.
3. Plan the cooperative learning activity very carefully. Be sure that instructions are crystal clear. Be sure the activity is organized so that students MUST cooperate in order to complete the task successfully.
4. Remind yourself that no teaching method is ever 100% successful 100% of the time. Prepare not to become discouraged, but rejoice in every small step toward success.

E. What are some things to consider when grouping students for cooperative learning?

1. The research suggests a group size of 2 to 5 students, depending upon the complexity of the task presented. It is wise to work with small groups when students are first practicing the collaborative process.

2. The nature of the task itself will often determine group size, but in general, the 2. larger the group, the more skillful group members must be in positive interaction, fulfilling individual role assignments, and keeping on task toward goal achievement.
3. The shorter the time available for a task, the smaller the group should be.3.
4. Generally, the research recommends heterogeneous groupings of high-medium-low 4. ability students, though there may be exceptions for certain kinds of tasks.
5. Teacher-designed groups create optimum conditions for long or complex tasks. 5. Random groupings by means of such methods as “counting-off” may provide a good mix of students for short-term or easier projects.

F. In what ways can teachers prepare students to move into cooperative learning?

1. Human beings tend to achieve success most easily and happily if they know exactly what is expected of them. As you develop the cooperative learning process with your students, outline each specific expectation clearly and ask your students to repeat it back to you.
2. Explain the cooperative learning “big idea” to your students. Explain why this new method of learning has been chosen and how it will affect their success in jobs, friendships, future relationships, etc. Students must see the need for each skill.
3. Enumerate for students some of the specific differences. The rules students have experienced to date include: Keep your eyes on your own paper. Do not share homework. You are responsible for your own work, your own behavior, your own grade, etc. Now the concept changes somewhat, and you are asking each student to be responsible for not only the student’s own learning, but for the learning of every member of his group. Give specific examples of how things will be different in a collaborative effort.
4. Begin small – probably in pairs.
5. After careful orientation, demonstrate the practical, operational procedure of a collaborative process by walking the class with their assigned groups and group roles through a short-term activity. A good skeleton plan is:
 - Direct-teach ONE SINGLE process or concept.
 - Divide students into cooperative groups to complete a short assignment.
 - Grade only ONE paper from each group.
 - Then test students individually to see if ALL members of the group have truly succeeded in grasping the process or concept.
 - Make all results known to the whole class. Discuss and review the entire process so students can see how it works.

G. What kinds of roles should be assigned to students in groups?

1. Supplier: Gets materials and supplies for the group.
2. Reporter: Reports to the class for the group.
3. Recorder: Writes down what the group does, completes the written part of the task or activity, and records the group’s response during reflection time.
4. Encourager: Gives group members praise for the participation and collaboration on the group task or activity.
5. Reader: Reads directions, problems, and resource materials to all group members.
6. Checker: Checks for group members’ comprehension of material to be learned or discussed.
7. Timekeeper: Keeps the group on task and gives time prompts so the group will complete their task on time.
8. Artist: Produces all the artwork.

H. What are some specific classroom management techniques that can be employed to make cooperative learning easier and more attractive for both students and teachers?

1. Ensure:
 - that students understand expectations.
 - that students practice situations in which they function in assigned roles and use needed skills.
 - that ample time is given for task completion, evaluation, and FEEDBACK.
 - that students continue to use collaborative skills until they become naturals.
2. Insist:
 - that students remain in their groups. Allow no wandering – no physical separation of the group – while task is in progress.
 - that students function in their assigned roles.
 - upon equal participation.
3. Set up a system in which positive reinforcement among group members becomes the norm.
4. Reward good listening skills.
5. Reward completion of tasks.
6. Place special emphasis on group- and self-evaluation at the completion of each task.
7. Handle discipline problems in exactly the same manner which you have found most successful in any other setting.

I. How can teachers help uncooperative students learn to work effectively in cooperative groups?

1. Verbally reinforce with the whole group the concept of interdependence and praise positive effort and behavior.
2. Assign the uncooperative student a role that is essential to the success of the group.
3. Force the group to work more closely by providing only one paper or pencil or set of materials, thus allowing less freedom to separate or wander.
4. After the completion of each task or activity, review and discuss with the uncooperative student both his self- and group-evaluations. This provides opportunity to encourage his or her positive participation, encourage his or her self-esteem and discuss his or her value to the group.
5. Occasionally it may be necessary to isolate a student temporarily or place him or her in an alternate group.

J. How does cooperative learning differ from traditional project grouping?

Forming cooperative learning groups is not unlike traditional classroom grouping in that the goal is to facilitate efficient and effective learning. There are some differences. Cooperative group members have specific roles to perform (recorder, reporter, etc.) and leadership does not just evolve naturally as it does in traditional group settings where the same people often assume the same roles. In the cooperative learning classroom, everybody's cooperation is necessary to successfully complete the task at hand, and a system of positive reinforcement constantly rewards group efforts to achieve social as well as academic goals. Assessment or evaluation is both individual and corporate.

Types of Groups	Reasons to use	Sample Activities
Heterogeneous	To improve social skills and to promote tolerance	To combine leaders/experts with followers/ novices; to prevent low-ability students from always being relegated to "low" groups
Cooperative Learning	Group discussion that draws on different background knowledge	Group activity that calls for a variety of roles and interests such as putting on a play; tutoring
Homogeneous	To do "specialized" work; to use students' similar ability levels, work habits, prior knowledge, or interests	To give students a chance to work with friends
Exploring a topic of interest	Skills instruction in a common area of need	Getting enrichment or extra help in a particular area of study
Specific Groups	Hetero/Homogeneous	Sample Activities
Whole Class	Heterogeneous	Read a Story; sing; choral reading; direct instruction; introduction to a new subject; class presentations; solve a classroom problem; class discussion
Large Group (5-8 students)	Either	Divide up tasks on a research project; undertake a survey; prepare a panel discussion; design and practice performances; create murals
Small Group (3-4 students)	Often homogeneous	Practice a skill; discuss literature; tape record a story; work in class activity center; create a poster; design and practice a "small" performance
Pairs	Either	Retell a story; tutor; exchange letters; conduct reciprocal interviews; combine skills to produce a product
Individual	Homogeneous	Read silently; complete a personal response; write in a journal; teacher conference; paint a picture

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Success Indicators for

Part III: Parent Communication and Homework

Classroom Instruction: Expecting and monitoring sound homework practices and communication with parents

- All teachers systematically report to parents the student's master of specific standards-based objectives.
- All teachers maintain a file of communication with parents.
- All teachers regularly assign homework (4 or more days a week).
- All teachers check, mark, and return homework.

Homework and Communication with Parents

Research has long established the strong influence of a student's home environment on that student's success in school. Less clear has been what schools can do to engage parents in their children's learning. We now have significant, new research that shows that schools can improve their students' learning by engaging parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995; Henderson & Mapp, 2002; Patrikakou, Weissberg, & Rubenstein, 1999; Redding, 2000). Homework is a primary point of interface between the school and the home, and parents are best able to support the school's purposes for homework when they understand what is expected of students and their role in monitoring their children's homework. Consistency from teacher to teacher and across grade levels and subjects contributes to teachers', parents', and students' understanding of the school's purposes for homework and also reinforces students' formation of independent study habits.

Guidelines for Homework

Homework is most effective when it is used in ways proven to contribute most to student learning and student acquisition of independent study habits. Guidelines for effective homework are:

- Homework must be monitored and followed up.
- Teacher comments on homework are vital; graded homework that counts is most effective. Prompt return of homework by teacher is essential.
- Practice and preparation assignments are primarily the responsibility of the students to complete themselves.
- It is unrealistic to expect parents to play significant instructional roles with homework, especially at the upper grades (Grolnick et al., 1997).
- In the elementary grades, brief forms of parental involvement are desirable (especially those assignments that call for students to show or explain their work to parents and get their reactions).
- Assigning homework for punishment is inappropriate.

Keeping Parents Informed

The most important information a parent can receive is how their child is progressing relative to learning standards, which means relative to the objectives-based standards included in the unit plan. By keeping track of each student's mastery of specific objectives, the teacher knows how to target instruction to specific students and notices objectives that several students may be having difficulty with. Keeping a Class Progress Chart (see below) is a good way for the teacher to maintain essential, formative, in-class assessment. The Class Progress Chart also provides the exact information that is most useful to parents. The Student Learning Report (see below) is merely one student's line from a Class Progress Chart, easily prepared by the teacher to include with a report card or in some other way convey the information to parents. This attention to mastery of standards, apart from other ways of reporting student progress—such as grades—helps educate parents to the meaning of learning standards, standards-based assessment tests, and their role in supporting their child's progress.

Appendix
Reflection Activity
Notes

Reflection Activity

Instructional Delivery Indicators	What Do You Do Now?	How Can It Be Improved?	What Is Your Next Step?
<p>Curriculum, Assessment, and Instructional Planning: Engaging teachers in assessing and monitoring student mastery</p>			
<p>Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.</p>			
<p>Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunity for others.</p>			
<p>All teachers re-teach based on post-test results.</p>			
<p>Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Teacher directed whole class or small group instruction—Introduction</p>			
<p>All teachers review the previous lesson.</p>			

Instructional Delivery Indicators	What Do You Do Now?	How Can It Be Improved?	What Is Your Next Step?
All teachers clearly state the lesson's topic, theme, and objectives.			
All teachers stimulate interest in the topic.			
All teachers use modeling, demonstration, and graphics.			
Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Teacher directed whole class or small group instruction—Presentation			
All teachers explain directly and thoroughly.			
All teachers maintain eye contact.			

Instructional Delivery Indicators	What Do You Do Now?	How Can It Be Improved?	What Is Your Next Step?
All teachers speak with expression and use a variety of vocal tones.			
All teachers use prompting/ cueing.			
Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Teacher directed whole class or small group instruction—Summary and confirmation of Learning			
All teachers re-teach following questioning.			
All teachers review with drilling/ class recitation.			
All teachers review with questioning.			

Instructional Delivery Indicators	What Do You Do Now?	How Can It Be Improved?	What Is Your Next Step?
All teachers summarize key concepts.			
Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Teacher-Student Interaction			
All teachers encourage students to paraphrase, summarize, and relate.			
All teachers encourage students to check their own comprehension.			
All teachers verbally praise students.			
Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Student-directed small-group and independent work			

Instructional Delivery Indicators	What Do You Do Now?	How Can It Be Improved?	What Is Your Next Step?
All teachers travel to all areas in which students are working.			
All teachers interact instructionally with students (explaining, checking, giving feedback).			
All teachers interact managerially with students (reinforcing rules, procedures).			
All teachers interact socially with students (noticing and attending to an ill students, asking about the weekend, inquiring about the family).			
Classroom Instruction: Expecting and monitoring sound instruction in a variety of modes/Computer-based instruction			
When instruction is computer-based, students are engaged and on task.			

Instructional Delivery Indicators	What Do You Do Now?	How Can It Be Improved?	What Is Your Next Step?
When instruction is computer-based, all teachers assess mastery in ways other than those provided by the computer program.			
Classroom Instruction: Expecting and monitoring sound homework practices and communication with parents			
All teachers systematically report to parents the student's master of specific standards-based objectives.			
All teachers maintain a file of communication with parents.			
All teachers regularly assign homework (4 or more days a week).			
All teachers check, mark, and return homework.			

Notes

Notes

For more information, please visit www.indistar.org/Action



Academic Development Institute
121 N. Kickapoo Street Lincoln, IL 62656
t. 217.732.6462 f. 217.732.3696
www.adi.org

www.indistar.org/Action