

## MIKE

- 1) Identify two exchanges given by Ms. Harrison & Mike. Suggest two alternate ways of effective communication method reflecting teacher professionalism.

Exchange 1: MS. Harrison said "By the time you complete your walk, you may see your classmates march in graduation". Mike repeated the same words of Ms. Harrison.

### Suggestion 1: Promoting respect and caring

Ms. Harrison can effectively communicate by fostering "caring and respect" and continually Being a role model.

#### EXAMPLE:

Teacher should be empathetic, patience, resourceful and consistent in the exemplary model of the kinds of the behaviors.

Exchange2: Ms. Harrison said "you will get 0". Mike imitated Ms. Harrison by repeating the same words as she spoke to him.

### Suggestion 2: Setting clear expectations

Ms. Harrison can convey clear expectations by telling students what they are going to learn in a lesson and why it is important. Teacher also conveys the rubric of assessment to the students. So that students know and stick on to the task. She can describe each step of the task by providing clear/more directions.

#### EXAMPLE:

Glasser's-choice theory suggests that student must have choices to follow the rules or face the natural consequences. Clearly review the classroom rules, expectations that the class has determined and should give clear/detailed directions for the activities and assessment.

2. SUGGEST TWO ADDITIONAL ASSESSMENT TECHNIQUES EITHER FORMAL OR INFORMAL THAT HARRISON COULD USE TO PROVIDE HIS STUDENTS TO DEMONSTRATE THEIR LEARNING.

FOR EACH TECHNIQUE YOU SUGGESTED, DESCRIBE THE KINDS OF INFORMATION ABOUT STUDENTS LEARNING, BASED YOUR RESPONSE TO PRINCIPLES OF FORMAL/INFORMAL ASSESSMENT.

Suggestion 1: **Authentic Assessment:** Ms. Harrison could have included "Authentic Assessment" in her lesson plan.

**Description:** This measures student understanding of the learning process and product. In this authentic assessment, student gets an opportunity to develop responses clearly that meets the criteria of success.

Example: Check list and Rating scale can be used. Establish criteria for good performance when you establish good outcome. *Check list used to detect presence of skills and Rating Scale used to determine degree to which behavior has been learned.*

Suggestion 2: **Performance Assessment:** Ms. Harrison could have included "performance assessment" in her lesson plan which requires a student to perform a task.

**Description:** Performance Assessment would require a student to write something to perform a composition individually.

Suggestion 2: Teacher can maintain anecdotal records to observe Mike in which teacher can use a variety of methods to organize anecdotal records such as file folder, index cards, mailing labels and post it notes. So that teacher can assess Mike on regular basis.

Suggestion 2: **Diagnostic Assessment:** Ms. Harrison could have included "diagnostic assessment" in her lesson plan to know about student prior knowledge and the areas of difficulties.

**Description:** Ms. Harrison can understand student present level knowledge and can understand the starting point of the lesson. Ms. Harrison can understand the areas of difficulties of her students.

✓ 2) Anecdotal records  
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YAMAGUCHI

1. Suggest two additional actions to further involve students in improving CR behavior.

For each action, explain how it is likely to be effective.

Suggestion 1: COPERATIVE LEARNING:

Mr. Yamaguchi can introduce a heterogeneous cooperative learning group "STAD" (Student Team Achievement Division) to engage the students more effectively and improve the classroom behavior.

**Explanation:** The students are heterogeneously grouped into teams with 4 or 5 members who collaborate on activities designed to provide extended practice on instruction given by the teacher. **Students learn the team work and positive social skills that helps to improve the class room behavior.**

Suggestion 2: ASCERTIVE DISCIPLINE

Mr. Yamaguchi can set clear expectations for behavior and following through consistently and fairly with consequences.

**Explanation:** By setting clear expectations, students will have choices to follow the rules or face the natural consequences.

## 2. IDENTIFY TWO IDENTICAL BEHAVIORS OF THE STUDENTS THAT ARE TYPICAL OF ADOLESCENTS.

FOR EACH BEHAVIOR YOU IDENTIFIED, DESCRIBE HOW IT IS TYPICAL BEHAVIOR OF ADOLESCENTS

**Typical adolescent behavior 1:** Loud conversation and socializing are very typical behavior of adolescents

**Description:** Students of adolescents are very much interested in one another since friends are very much important to them. These students are in role confusion status at this moment and have not explored for identity to take a right commitment. These students are struggling to resolve the conflict of Identity versus role confusion.

**Typical Adolescent behavior 2:** Inability to sit still and attempting to get the attention of others and acting up.

**Description:** Adolescents are hard time to sit still because of growth spurts and due to hormonal imbalance. A student of one sex tries to annoy a student of opposite sex to get response. These students are struggling to resolve the conflict of Identity versus role confusion.

|   | <b>Change</b>                | <b>how does it affect learning</b>  | <b>what to do as a teacher</b>  |
|---|------------------------------|---|---|
| 1 | Sweat glands work overtime   | A CR can be a smelly place with room full of adolescents  | Educate students about the changes. Use fan/ac  |
| 2 | Hormone production increases | Student will start thinking members of opp. Sex look attractive. They will be thinking about sex a lot. | Make sure there is a dress code so students   |
| 3 | Growth spurt                 | Students are restless and cannot sit still.   | Provide a time when students can get up and stretch. Try and incorporate it into your lesson plan |

Karen

1. IDENTIFY TWO REASONS FOR CONFERENCES. SUGGEST TWO ADDITIONAL STRATEGIES THAT COUNSELOR COULD USE TO SUPPORT KAREN'S LEARNING.

FOR EACH STRATEGY, SUGGEST TWO WAYS THAT PARENTS AND GUIDENCE WORKTOGETHER TO SUPPORT STUDENTS BEHAVIOR

**Reason 1:** Karen had a conference with the counselor for not attending the after school choir practice.

**Strategy: Setting clear expectations**

In the conference, clearly review the classroom expectations that the class as a group has determined and then start a behavior plan that includes natural consequences.

**Example:** Glasser's choice theory suggests that student must have choices to follow the rules or face the natural consequences. Clearly review the class rules, expectations that the class has determined and should give clear/detailed directions for the activities and assessment. BIP established.

**Reason2:** Karen had a conference with the counselor and the teachers for her low grades in the mid-term test.

**Strategy: Heterogeneous group of Cooperative Learning**

In the conference, after updating the strengths and weakness of Karen, try placing Karen in a heterogeneous group of cooperative learning for Reading and Math classes. Students working in cooperative group develop a sense of confidence and peer support which provides internal motivation to make positive contribution to the group.

**Establish a Home-School log book between teacher and parent. Each day, teacher writes a brief note to Karen and her parents about Karen's accomplishments as well as one difficult if there was one. Teacher asks ways to help Karen at school and suggests ways to help Karen at Home. Karen's parents write back to teacher and Karen signs her name at the end of journal entry to signify that she has read the entries of teachers and parent.**

*Homework*

2 Review the assessment section of Document 1 and suggest two ways in which Mr. X could strengthen the assessment section in order to provide a better opportunity for Karen to demonstrate her accomplishments

For each suggestion, how it would provide better opportunities.

Suggestion 1: Authentic Assessment: Mr. X can conduct an authentic assessment in order to provide better opportunity for Karen to demonstrate her accomplishments.

Explanation: This measures the student understanding of the learning process and product. In this authentic assessment student gets an opportunity to develop responses clearly that meet the criteria of success.

Suggestion 2: Responses:

Mr. X can conduct an assessment of 'Responses' to provide better opportunity for Karen to demonstrate her accomplishments.

Explanation: Assessment of "Responses" can take many forms across content areas. Karen can respond orally or through the performance arts instead of writing since Karen is good in art and she has difficulties in spelling and writing.

Suggestion 2: Anecdotal records: Teacher can maintain anecdotal records to observe Mike in which teacher can use a variety of methods to organize anecdotal records such as file folder, index cards, mailing labels and post it notes. So that teacher can assess Mike on regular basis.

#### **\*\*\*\*IDENTIFY 3 DIFFICULTIES THAT FACED WHEN SHE CHANGED SCHOOL**

Karen faced the following difficulties. 1. Spelling mistake 2. Note taking. 3Difficult in writing (hand-writing was bad).

#### **SUGGEST TWO WAYS TO IMPROVE KAREN**

- a) Science teacher should apply Differentiated instruction and give her activities according to her level and learning style. Science teacher can get help of Art teacher in preparing the activities in Art and diagrams.
- b) Karen was difficult in spelling: Teacher can introduce the "Event calendar" method of learning.
- c) Karen has problem in note taking and in hand-writing: Teacher conduct Oral test (Responses). Karen can respond orally instead of writing.

## High Level Thinking

- 1) SUGGEST TWO OBJECTIVES OTHER THAN TEACHER WROTE  
EXPLAIN EACH, HOW YOU IMPLEMENT

**Objective1:** Students will research about various career and summarize the information and prepare an article.

**Implementation:** Students use SQ3R method (Survey, Questions, Read, Recite and Review) for note taking while reading a text, researching by previewing chapter and examines, read and answer the questions.

**Example:** The students survey the text to get the topics and then formulate questions. Next, the students read and then recite the answers to their questions. Finally, the students write their responses and review them).

**Objective 2:** Students will conceive the responsibilities and accountability, individually and group wise in cooperative learning.

**Implementation:** In cooperative learning students are responsible for individual and group accountability by contributing to group success and complete the portion of their task. Students used to learn team work and positive social skills.

**Example:** Before the groups meet, teacher specifies the individual and group responsibilities and also the rubric of assessment. Students individual work serve as a basis for group work.

2 SUGGEST TWO METHODS OF INSTRUCTION THAT PROMOTE HIGH LEVEL THINKING

EXPLAIN EACH, HOW THIS COULD BE IMPLEMENTED.

Suggestion1: Questioning technique can be used to promote high level thinking.

Explanation: In questioning technique, teacher asks questions based on Bloom's Taxonomy at the Evaluation, Synthesis (Create) and Analysis levels which promote higher level thinking. Higher level thinkers ask pertinent questions, make inferences, assess arguments and are able to suspend judgment until all the facts are gathered and considered.

Example: Teacher questions students' thinking and learning process. Teacher can ask students to explain how they arrived at their conclusion answer. This promotes higher level thinking.

Suggestion2: Project based learning can be used to promote high level thinking.

Explanation: The students work in small groups while teacher as a facilitator and supports student inquiries and discoveries. Project based learning includes an in-depth investigation of a real world and authentic topic that is meaningful to them. These small groups can be heterogeneous group of cooperative learning like STAD (Student Team Achievement Division).

Example: Students engage in designing , problem solving, decision making and investigative activities. Students develop creative/critical/higher level thinking skills to solve a problem in many ways.

Example: Analysis: What are the responsibilities of your career selected? How does this compare with.....?

Synthesis: Create a unique product that combines ideas from the lesson? What would you infer from?

Evaluation: Make a value decision about an issue in the lesson? What criteria would you use to assess?