COURSE PACKET

FOR

TEACHING STRATEGIES
AND
CLASSROOM MANAGEMENT

EDG 4410

Dr. Michael Johnson
University of Central Florida
College of Education

Spring Semester 2011
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The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

I. At the heart of the model are three concentric circles creating a “target” for graduates from all of our professional education programs. The core objective (“bull’s eye”) is becoming a **Professional Educator**, an achievement that requires continuous **reflective practice** (middle ring) and professional development aligned with applicable **national**, **state**, and **institutional standards** (outer ring).

II. The outer pentagon of the conceptual framework represents **five broad orientations** regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.

III. Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our **circle of core beliefs** (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

IV. Note that the triangle represents the three major dimensions of professional development: **Knowledge** (Subject Matter Pedagogy, Ethical Standards), **Skills** (Communication, Systematic Inquiry), and **Dispositions** (Professional Commitment, Professional Collaboration). The next three overlapping triangles represent three broad levels of professional development: **Pre-professional**, **Professional**, and **Accomplished** (note the physical progression indicating that professional development always moves in the direction toward Professional Educator).
V. To meet the needs of educators and practitioners throughout their careers, our faculty and the elements of our programs emerge from five broad orientations. The orientations are:

1. The academic orientation, which is grounded in the traditional academic disciplines, seeks to ensure the educators have a robust, sophisticated understanding of what they teach. Because this learning happens mostly in the College of Arts and Sciences, our programs work closely with those faculty to ensure articulation with national, state, and institutional standards.

2. The technical/scientific orientation seeks to use research from the behavioral and social sciences to inform practice and evaluate effectiveness of practice. By teaching practices that are research-based, many faculty and classes seek to displace less effective practices and systematically improve the quality of learning, including the appropriate use of educational technologies.

3. The practical orientation respects the “wisdom of practice,” believing that experience in real world conditions is the best means of improving practice. Many of our classes and programs seek to base professional education on practical experience, and our practica and internship experiences provide opportunities for our students to learn from practice.

4. The humanistic orientation believes that the aim of education is to make us more fully human and that personal development is central to professional development. By better understanding their own beliefs and values, educators and practitioners are able to meet the needs of those they serve.

5. The critical orientation is marked by a profound belief that public education is a foundation of the democratic social processes that make our lives better, tempered by the reality that many social institutions systematically discriminate against certain people. Many of our faculty and classes seek to draw attention to social inequality and encourage educators and practitioners to ameliorate those disparities.
Professional Educator programs at the University of Central Florida’s College of Education expect current and future educators to possess and exhibit those personal attributes deemed essential to success as a professional educator. These attributes include reflective decision making, professional commitment, strong interpersonal and communications skills, an appropriate classroom personality, mature emotional makeup, and academic integrity. These attributes align well with the knowledge, skills, and dispositions required of Florida Educators with respect to each of the twelve Florida Educator Accomplished Practices (FEAP). Those FEAPs are listed below along with indicators that reflect appropriate dispositions/personal attributes and/or behaviors that reflect those dispositions/personal attributes. The indicators come from multiple sources. Indicators in regular print are drawn from the personal attributes descriptions from the Fitness to Teach policy that preceded this Code of Professional Conduct. Italicized indicators come from Florida Statutes (F.S. 231.002, Teacher Qualities). Bold indicators are additional indicators based on faculty recommendations. Underlined indicators/terms reflect core beliefs integral to the College’s conceptual framework.

Assessment
- Uses assessment effectively to gauge student learning outcomes and to inform curriculum and instruction.
- Uses assessment and other diagnostic strategies to assist the continuous development and acquisition of knowledge and understanding of the learner.
- Demonstrates the ability to grade student performance effectively.

Communication
- Speaks and writes with fluency and clarity.
- Demonstrates standard English usage in writing and speaking.
- Is a good listener.
- Writes and speaks in a logical and understandable style, uses appropriate grammar and sentence structure, and demonstrates a command of standard English, enunciation, clarity of oral directions, and pace and precision in speaking.
- Reads, comprehends, and interprets professional and other written materials.

Continuous Improvement
- Shows willingness and ability to reflect upon one’s own strengths and weaknesses as those relate to what one does, who one is, how one thinks.
- Is intellectually and academically curious.
- Is receptive to suggestions for improving professional knowledge and skills.
- Is willing to accept and adapt to change.
- Is committed to life-long learning.
Critical Thinking
- Computes, thinks logically, and solves problems.

Diversity
- Sensitive to all students and committed to teaching all students regardless of ability, socio-economic, cultural, linguistic and ethnic background, exceptionality, gender, religion, and other variables.
- Tolerant, adaptive, open-minded, supportive, encouraging.
- Recognizes and demonstrates awareness of the educational needs of students who have limited proficiency in English and employs appropriate teaching strategies.
- Values diversity; promotes social justice, equity, and democracy.

Ethics
- No known or observed incidents of plagiarism, cheating on tests, or lack of standard ethics.
- No known or observed violations of the Code of Ethics of the Education Profession in Florida (SBE Rule 6B-1.001) and Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6B-1.006).

Human Development and Learning
- Recognizes signs of students’ difficulty with the reading and computational process and applies appropriate measures to improve students’ reading and computational performance.
- Recognizes patterns of physical, social, emotional, and intellectual development in students, including exceptional students in the regular classroom.
- Uses teaching and learning strategies that include consideration of each student’s learning styles, needs, and background.

Knowledge of Subject Matter
- Does not intentionally suppress or distort subject matter relevant to a student’s academic program. (NOTE: this is also a violation of the Code of Ethics.)
- Bases instruction on applicable Sunshine State Standards.
- Does not present inappropriate material to students.
- Maintains high academic standards and provides students with a high quality education.

Learning Environments
- Creates positive learning environments and presents lessons in an appropriate manner.
- Is positive, enthusiastic, resourceful, energetic, optimistic, empathetic, encouraging, adaptable, polite, tactful, attentive; yet is business-like and task oriented; efficient; possesses acumen; demonstrates general classroom awareness.
- Demonstrates the ability to maintain a positive environment in the classroom while achieving order and discipline.
- Reflects research-based best practices in instructional methods.
Planning
- Makes appropriate decisions about lesson objectives and designs.
- **Planning reflects adaptations/modifications to accommodate the needs of all students in diverse classroom settings.**

Role of the Teacher
- Shows the ability to reflect upon educational issues and the abilities of those working in the profession.
- Demonstrates professional commitment: is punctual and responsible, attends class regularly, completes assignments, demonstrates pride in self and work.
- Shows the ability to get along with others, e.g., students, teachers, and peers; establishes positive rapport and relationships.
- Is self-controlled; reacts appropriately under stress.
- Is flexible.
- Can express both positive and negative feelings in a non-defensive manner.
- Is willing to accept responsibility for own actions; does not blame others and does not project weaknesses on others.
- Demonstrates the ability to maintain a positive, collaborative relationship with students’ families to increase student achievement.
- Demonstrates knowledge and understanding of the value of, and strategies for, promoting parental involvement in education.
- Recognizes signs of tendency toward violence and severe emotional distress in students and applies techniques of crisis intervention.
- Recognizes signs of alcohol and drug abuse in students and knows how to appropriately work with such students and seek assistance designed to prevent further abuse.
- Recognizes the physical and behavioral indicators of child abuse and neglect and knows rights and responsibilities regarding reporting.
- **Is a caring educator, concerned with students’ learning and personal well-being.**

Technology
- Uses and integrates appropriate technology in teaching and learning processes and in managing, evaluating, and improving instruction.

Revised August 19, 2005
### ELEMENTARY EDUCATION ADVISING CHECKLIST

#### Complete all requirements before Internship I application

<table>
<thead>
<tr>
<th>1. All four sections of the General Knowledge Test (GKT) or CLAST</th>
<th>Initials</th>
<th>Date</th>
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<td>2. 2.5 GPA in 3 sections of audit</td>
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<tr>
<td>• Overall GPA</td>
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<td>• Professional Preparation</td>
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<td>• Specialization</td>
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<td>3. All General Education Program courses completed</td>
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<td>4. All Education Common Program Prerequisites completed</td>
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<td>5. Recommend completion of all coursework except Internship I block and Internship II (Summer contract needed for Fall internship)</td>
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<td>Prerequisites:</td>
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<td>• EDG 4410</td>
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<td>• RED 3012</td>
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<td>• TSL 4080</td>
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<td>• MAE 2801</td>
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<td>• RED 4519</td>
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<td>6. Completed all sections of LiveText portfolio except Internship I and Internship II requirements</td>
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<td>7. ESOL Notebook and ESOL Performance Profile initiated</td>
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<td>• Binder and Tabs</td>
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<tr>
<td>• Modules EDG 2701 and EDG 4410</td>
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<tr>
<td>• TIP Sheet cross-referenced for above Standards 1, 2, 3, 13, 16</td>
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<tr>
<td>• Notebook up-to-date for courses taken</td>
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<td>8. Florida Teacher Certification Exam</td>
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<tr>
<td>• General Knowledge Test (GKT)—passed or pre-registered</td>
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**Student signature**

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#### Complete all requirements before Internship II application

| 1. 2.5 GPA in 3 sections of audit |
| • Overall GPA |
| • Professional Preparation |
| • Specialization |
| 2. Florida Teacher Certification Exam |
| • Professional Education passed or pre-registered upon completion of EDF 4467, EDG 4410, RED 3012, TSL 4080 |
| • Subject Area passed or pre-registered |
| 3. LiveText Portfolio—up-to-date for all coursework |
| 4. ESOL Notebook up-to-date |
| • Evidence for all Standards inserted and cross-referenced on TIP Sheet |
| ESOL Performance Profile—begun during field experience and continued during Internship I |
| 5. All coursework completed—exceptions require program approval |

**Student signature**

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Dear Teacher:

Thank you for your willingness to welcome a University of Central Florida service-experience student into your classroom. The purpose of this experience is twofold. It will provide the UCF student with an opportunity to experience the real world of the school environment and we hope that it will meet a need in your classroom. The minimum time requirement for this field experience during the semester is 15 hours over a period of no less than seven weeks.

During the service-learning experience it is expected that the UCF student be active, not merely observing. The student has been trained by Junior Achievement to teach five economic and business education lessons. The student has been provided with all of the course materials to make these lessons educationally worthwhile and enjoyable for the students.

In addition to the Junior Achievement lessons each student will plan and carry out a service-learning experience. The student can tutor, teach a new lesson or review an activity, lead a cooperative group activity, supervise learning center activities, work with students who are behind/at risk, coach students as they read orally, help students find resource material, help supervise a field trip, or work with ESOL student/s. We do not expect that each student will do all of these things. This list is given merely as a guide.

Hopefully the service-learning experience will serve several community needs. First, the UCF student will aid your students who need extra help or enrichment. Secondly, the UCF student will assist you as an extra pair of hands, ears and eyes in the classroom. Finally, the UCF student will experience the real world of the classroom and consequently make decisions about entering the education profession.

You will be asked to sign a contract once the service-learning component has been decided. Since we cannot individually supervise students in the volunteer program, we ask for your cooperation in keeping a record of the student’s participation and in filling out a brief performance evaluation at the end of the service-learning experience. If you have a question about the service-learning experience requirement, or a UCF student, please contact the School of Teaching, Learning, and Leadership at 407-823-2426. Thank you for your help in providing an important learning experience for our students and for supporting promising individuals as they begin their entry into the teaching profession.

Sincerely,

Teaching Strategies and Classroom Management Faculty
UNIVERSITY OF CENTRAL FLORIDA
EDG 4410 SERVICE-LEARNING AGREEMENT

UCF Student’s name _____________________________________________________________

EDG 4410 Section number _______________________________________________________

The following is a list of the types of experiences that we would like the UCF student volunteers to encounter. We do not expect that each student will do all of these things. This list is given as a guide. You may add your own ideas. The UCF student may be involved in direct or indirect volunteer activities. However he/she must be active, not merely observing, and he/she needs to be meeting a need in your classroom. The UCF student has been trained by Junior Achievement to teach five economic and business education lessons. The student has been provided with all of the course materials to make these lessons educationally worthwhile and enjoyable for the students.

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
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<tr>
<td>Tutor</td>
<td>Grade papers</td>
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<td>Teach a new or review lesson/activity</td>
<td>Assemble bulletin boards</td>
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<td>Lead a cooperative group activity</td>
<td>Set up learning centers</td>
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<tr>
<td>Supervise learning center activities</td>
<td>Develop resource materials</td>
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<tr>
<td>Work with students who are behind/at risk</td>
<td>Collect curricular materials</td>
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<td>Coach students as they read orally</td>
<td>Organize materials for lessons</td>
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<td>Help student find resource material</td>
<td>Draft correspondence to families</td>
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<td>Help supervise a field trip</td>
<td>Translate classroom materials, if able</td>
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<td>Work with ESOL student(s)</td>
<td>Give written feedback on assignments</td>
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</table>

Hopefully the service-learning experience will serve several community needs. First, the UCF student will aid your students who need extra help or enrichment. Secondly, the UCF student will assist you as an extra pair of hands, ears and eyes in the classroom. Finally, the UCF student will experience the real world of the classroom and consequently make decisions about entering the education profession.

Please list the types of activities the UCF student will be performing during the fifteen hour service-learning experience.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Teacher’s signature __________________________ UCF student’s signature __________ Date __________

Teacher’s name (printed) __________________________ School Name __________________________
UNIVERSITY OF CENTRAL FLORIDA  
EDG 4410 SERVICE-LEARNING EVALUATION

UCF Student’s name ________________________________

EDG 4410 Section number ________________________________

Please rate the performance of the UCF student in the following areas so that we may know his/her strengths and weaknesses. Use the back if you would like to make additional comments.

0 = not able to judge  
1 = poor  
2 = needs improvement  
3 = good  
4 = excellent

1. The UCF student has worked cooperatively with the teacher.  
2. The UCF student has established rapport with the students.  
3. The UCF student’s speech and behavior served as an appropriate model for the students.  
4. The UCF student carried out instructions well.  
5. The UCF student was able to work without much direction from the teacher.  
6. The UCF student was able to apply his/her own initiative in activities assigned.  
7. The UCF student was able to change or adapt plans to meet the needs of the students.  
8. The UCF student maintained a professional relationship with the students, teacher, and school staff.  
9. The UCF student seemed to bring about a change in the students’ attitudes or skills.  
10. The UCF student seemed to enjoy the experience.


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Please indicate the number of hours the UCF student has volunteered in your classroom or school:

______________________________  hours

Teacher’s name ____________________________________________________________________________

School _____________________________________________________________________________________

Teacher’s signature _________________________________________________________________________

Date _____________________________________________________________________________________
Max Benson

Objective
To secure a position as a middle school science teacher

Education
2004–2006 University of Central Florida Orlando, FL
Bachelor of Science in Biology Education
2002-2004 Seminole Community College Sanford, FL
Associate of Arts
• Deans List three semesters
2001-2002 Valencia Community College Orlando, FL

Related Experience
2004 Altamonte Elementary Altamonte Springs, FL
• Junior Achievement Consultant in third grade
• Dividends Volunteer
2003 Lyman High School Longwood, FL
• Dividends Volunteer in biology class

Work Experience
2002-present Walgreens Altamonte Springs, FL
• Pharmacy clerk

Languages Spoken
English, French and Spanish
<table>
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<th>Synthesis</th>
<th>Analysis</th>
<th>The HOTS*</th>
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<tr>
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<td>argue</td>
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<th>Evaluation</th>
<th>Synthesis</th>
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<th>Comprehension</th>
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*HOTS – Higher-Order Thinking Skills
Name _______________________________

CMC ORIENTATION CHECKLIST
Please complete the checklist and give to your professor.

Workstation 1 – Production Labs/Workstation

Two applications that I can use for teaching are (production software on computers):

________________________________________________________________________

I used the Ellison die cut machine to create: _____________________________________

I used the laminator to laminate my die cut. YES NO

Workstation 2 – Reference and Library Catalog

Test prep books for the FTCE and specialty exams are located: _____________________

I looked at Sunshine State Standards related to my teaching interest. YES NO

I used the library catalog to find the following item for my poster or microteach:

________________________________________________________________________

Workstation 3 – Collections

A textbook in my area that contains lesson plans is:

________________________________________________________________________

Two teaching aids useful to me are:

________________________________________________________________________

One pre K-12 magazine that is relevant to my teaching area is:

________________________________________________________________________
BASIC RECIPE FOR TEACHING

All mastery begins with basic craftsmanship. One cannot have art without mastery of a craft. Hence, in teaching, we should begin with a basic recipe.

In education, it’s important that teachers don’t forget they are the chefs. Once one learns how to put the ingredients together, one can season to taste, one can alter the recipe. One can leave things out or add them because one wants to, once one knows the basic craft completely. The teacher is the cook, the expert chef.

For the basic recipe, begin by remembering that teaching must contain an ingredient called Diagnosis. This diagnosis can be formal, informal, or inferred.

From the diagnosis, the next step is to develop the “TLW” statement, which is really the objective. “TLW” stands for “The learner will....”

Next, the teacher is ready to design activities to achieve the “TLW” objective. Start with an Anticipatory Set that provides for focus and motivation. Then, work up strategies for Objective Implementation.

As an example of the basic recipe formula, use the TLW: “The learner will use more descriptive words.” The diagnosis for this TLW was informal, based on teacher judgment.

Objective: The learner will use more descriptive words.

Anticipatory Set: Whatever the teacher does and/or says at the beginning of the lesson to get the students interested in the lesson. It must be related to the lesson content and the students’ interests. It is also known as “the hook.”

Objective Implementation:

Give examples, moving from general to very specific:

Dog → Small → Brown → Fuzzy → Poodle

(Now you have a much clearer picture of the dog.)

Provide steps to help students achieve the objective … provide several general words and have them refine the description. Use whiteboard or worksheets.

Talk through the objective with more examples.

Model. All teachers need to model the skill … you may be tempted to have students do it first, but it is best if you model it as in the dog example above. Then, invent and present two or three descriptive sentences for the students.
**Check for Understanding.** Don’t say, “Now is there anyone who doesn’t understand?” *Do* say: “Tell me, which is the more descriptive sentence?” (Have one that is descriptive and one that is not.)

Teachers should *not* say, “Who can tell me …”; that question does not keep them all alert to be ready with an answer.

**Initiate Guided Practice.** Provide a sentence and ask the students to make it more descriptive, then do it aloud for the entire class.

**Initiate Independent Practice.** Have children write descriptions of pets, for example, using descriptive words.

Keep in mind, as the basic recipe is prepared, that the teacher is the cook and may decide to leave out a step.

**The effective steps, then, to effective teaching according to Madeline Hunter are:**

1. Anticipatory Set
2. State Objective(s)
3. Input
4. Model
5. Check for Understanding
6. Guided Practice
7. Independent Practice
MICROTEACH #1
LESSON PLAN

SUBJECT: _____________________________ NAME: ______________________
GRADE LEVEL: ________________________ TITLE: ______________________

SUNSHINE STATE STANDARDS [3 pts]
GOAL 3 STANDARD: (Select at least one Goal 3 Standard.)
Standard 1 – Information managers
Standard 3 – Numeric problem solvers
Standard 5 – Responsible workers
Standard 7 – Systems managers
Standard 9 – Effective leaders

Benchmark/S: (Include at least one complete benchmark.)

RATIONALE [2 pts] (Explain why students should be learning this content.)

GOALS OBJECTIVE [5 pts] (Two sentences: goal statement; learning and learning task; evaluation statement: condition, performance, criteria.)

CONTENT [3 pts] (Outline what you are going to teach and include any terms with their definitions.)

PROCEDURES [7 pts] (As you detail the seven steps of a direct teach, refer to the “What Can I Do?” section of Planning for ELL Students. Identify at least four ESOL strategies in BOLD, CAPITAL LETTERS. After each strategy, label it as an ESOL strategy.)
1. anticipatory set
2. state objective
3. input
4. model
5. check for understanding
6. guided practice
7. independent practice

CLOSURE/SUMMARY [2 pts] (Explain how you will end the lesson.)

RESOURCES [1 pt] (List any materials you plan to use during lesson, including the graphic organizer poster.)

EVALUATION [1 pt] (Include condition, performance and criteria.)

ESOL STRATEGIES [4 pts] (List four ESOL strategies used during lesson and included in procedures section.)
1.
2.
3.
4.

GRAPHIC ORGANIZER [2 pts] (Attach a copy of graphic organizer.)
Microteach #1
Sample Lesson Plan

Content Area: Mathematics

Grade Level: First

Name: (Your name)

Title: Addition Concepts

Lesson Title: Addition Concepts with Sums of Five or Less

Sunshine State Standard(s) [3 pts]:

Goal 3 Standard: #3 Numeric Problem Solvers

Benchmark(s):

MA.A.1.1.3 Uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.

MA.A.3.1.1 Understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.

MA.A.3.1.3 Adds and subtracts whole numbers to solve real-world problems using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.

Rationale [2 pts]:

A variety of situations involving combining objects occur in the real world and children should have experience with as many of them as possible. In addition, addition skills form the foundation of numerous other problem-solving operations.

Goals Objective [5 pts]:

First grade mathematics students will learn how to join groups (parts) to form a total (whole). When asked to write a series of five addition problems in numerical and illustrated form, the students will do so with 80% accuracy.

Content (Outline what you are going to teach and include any terms with their definitions) [3 pts]:

I. Addition
   a. Joining or putting together two individual sets of objects to find a total

II. Addition Sentence
   a. An equation shows the sum of two or more numbers
   b. Example: 2 + 2 = 4 (two plus two equals four)

III. Terms and Definitions
   a. Plus Sign (+): To put parts together; plus
   b. Equal Sign (=): A symbol that means “the same as”; equals
   c. Sum: Total amount of two groups being added together
Procedures [7 pts]:

1. Anticipatory Set:

   While mimicking the collection of objects and while pointing to pictures of objects that are often collected (e.g., stamps, coins, rocks, stickers), ask students: By a show of hands, who collects things? Stamps, coins, rocks, stickers, baseball cards?

   Remind the students that when they collect things, they are adding to their collection.

2. Objective:

   Tell the students that today’s lesson is to review our addition facts.

3. Input:

   While mimicking the collection of objects and while pointing to pictures of objects that are often collected (e.g., stamps, coins, rocks, stickers), ask students: By a show of hands, who collects things? Stamps, coins, rocks, stickers? (ESOL STRATEGY: LINKING CONTENT TO STUDENTS’ PERSONAL LIVES)

   Remind the students that when they collect things, they are adding to their collection. While demonstrating adding actual objects to a collection, have students count chorally. (ESOL STRATEGY: CHORAL RESPONSE)

   Introduce the story of Old Mother Hubbard. While reading the story, invite students to act out the scenes. (ESOL STRATEGY: DRAMATIZATION)

   Review what addition means: Joining or putting together who individual sets of objects, and finding out how many objects there are in all.

   Point to the graphic organizer poster (see example below): $3 + 2 = ?$ (ESOL STRATEGY: USE OF VISUALS)

   Point to the plus sign on the graphic organizer and explain what a plus sign looks like and what it does. Explain that the plus sign shows that you are putting parts together or adding parts together.

   Point to the equal sign on the graphic organizer and explain that the equal sign is a symbol that means “the same as.”

   Point to the appropriate part of the board while asking the students, “If Old Mother Hubbard gets three dog bones from the store, and two more from her neighbor, how many will she have in all? Have students respond by stating numbers or holding up appropriate numbers of fingers. (ESOL STRATEGY: MAKING ACCOMMODATIONS IN RESPONSE MODES)
4. Model:

Point to the addition sentence on the poster. Read, “Three plus two equals five.” (ESOL STRATEGY: MODELING) Have the students chorally read the sentence aloud. As they read, point to the sentence on the poster.

Point to the objects while reading the sentence again. Have the students chorally read the sentence aloud. As they read, point to the sentence on the poster. (ESOL STRATEGY: POINTING, GESTURING)

5. Check for Understanding:

While placing the appropriate objects on the poster (see below), ask the students, “If Old Mother Hubbard goes on a walk, she passes one large fire hydrant, then she passes three more, how many fire hydrants did she pass in all?"
Ask the students how they would write the addition sentence. Demonstrate the sentence on the poster. (ESOL STRATEGY: DEMONSTRATION)

Have the class repeat the addition sentence together, “One plus three equals four.”

While pointing to the poster, review addition concepts: definitions for addition, plus, equal, sum and addition sentence.

6. Guided Practice:

Provide each student with several plastic blocks and a worksheet consisting of several graphic organizers like the one on the poster. Continue reading *Old Mother Hubbard*, acting it out. (ESOL STRATEGY: DRAMATIZATION) Whenever the story involves an addition sentence, stop reading.

While prompting students, have them draw the items that were just mentioned in the story, drawing them into the correct boxes of their graphic organizer. Circulate while students work on this task.

Have students volunteer to share their work.

After the students are finished drawing, prompt them in writing the sentence in numeric form below the illustrated sentence. Circulate while students work on this task.

Ask a student to volunteer to share his/her addition sentence.

Continue until the entire story has been read.

7. Independent Practice:

Tell students that for homework they are to find several objects at home and write five addition sentences for these objects. The sentences are to be written in numerical form and in illustrated form, as practiced in class.

Closure/Summary [2 pts]:

While pointing to the poster, review addition concepts: definitions for addition, plus, equal, sum and addition sentence.

To further reinforce the concept, state addition sentences based on real-life scenarios using the students to demonstrate. For example, “Olga and Jessica were going to the mall.” Have Olga and Jessica stand up. “They bumped into Jonathan and Jennifer, who were also going to the mall. Have Jonathan and Jennifer stand up. “How many students total are going to the mall?” (ESOL STRATEGY: SIMULATION)

While asking this question, illustrate the sentence on the poster. Solicit answer from the students.

Then ask for student assistance in writing the addition sentence on the poster in numerical form.

Repeat this process as needed.
Resources [1 pt]:

Pictures of collectible items, graphic organizer poster, Old Mother Hubbard book, worksheets with blank graphic organizers, plastic blocks

Evaluation [1 pt]:

When asked to write a series of five addition problems in numerical and illustrated form, the students will correctly do so with 80% accuracy.

Four Labeled ESOL Strategies [4 pts]:

1. Linking content to students’ personal lives
2. Use of choral response
3. Dramatization
4. Use of visuals

Copy of graphic organizer included in or attached to lesson plan [2 pts]
SAMPLE LESSON PLAN #1

Content Area: Sociology  
Name: (Your name)

Grade Level: 12  
Unit: Interpersonal Communication

Lesson Title: Stages of Relationships

Sunshine State Standard(s) [3 pts]:

Goal 3 Standard: #2 Effective Communicators

Benchmark(s):

LA.C.3.4.4  Applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

HE.912.B.2.1  Explain skills needed to communicate effectively with family, peers, and others to enhance health.

HE.912.B.2.3  Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

Rationale [2 pts]:

This is the time during students’ lives where they will be communicating heavily and involved in many types of relationships (casual, friendly, formal and intimate). This lesson will help prepare them to communicate better with people, and to become more effective communicators overall.

Goals Objective [5 pts]:

Twelfth grade sociology students will understand the ten developmental stages of relationships. When given four relationship scenarios, the students will be able to identify which state relationship is in with 100% accuracy.

Content [3 pts]:

I.  Interpersonal Communication
   a. Occurs/begins whenever two people have face-to-face interaction.
   b. Where the first stage of relationships takes place.
   c. Providing the right amount of self-disclosure during interaction will improve overall interpersonal communication.

II. 10 Developmental Stages: Knapp’s Stages of Relational Development
   a. Initiating
   b. Experimenting
   c. Intensifying
   d. Integrating
   e. Bonding
f. Differentiating

2. Objective:

Tell the students that all relationships have been through at least one of the 10 developmental stages.

3. Input:

Ask the students, “What does interpersonal communication mean to you?”

Tell the students that all relationships have been through at least one of the 10 developmental stages.

Present the poster board with a graphic organizer of the stages on it. (ESOL STRATEGY: USING VISUALS) After defining a specific stage, give at least one example of a scenario where a relationship is in that particular stage.

Ask the students if they know of any relationships (friends, family, on TV, etc.) that are currently in any of these stages, or have been through any of them. (ESOL STRATEGY: USE STUDENTS’ EXPERIENCES)
4. Model:

On the board/overhead, go through and number each stage 1–10 to highlight the order in which they occur. Also point out that relationships can go back a stage(s), or skip a stage(s). Make sure they understand that the specific order may vary depending upon the situation. Provide examples of relationships that skip steps and don’t follow the conventional order.

5. Check for Understanding:

Give the class this scenario: “A couple was once very close and they spent all their free time together. Eventually, they began to make excuses for why they haven’t been seeing much of each other as of late. On top of that, they begin to stay busy and search for ways to continuously get away from each other. According to the stages discussed, what stage would this relationship be in?”
(Answer: Avoiding stage)

Give another scenario or two depending on how well they’ve picked up on the material throughout the lesson.

6. Guided Practice:

Break the students up into groups and have each of them come up with their own scenario of a relationship. Once they’ve come up with one, have each group present it to the class in a “skit” format. Ask the other groups who are watching to identify what stage the presented relationship is in. (ESOL STRATEGIES: ROLE PLAY, SMALL GROUPS, COOPERATIVE LEARNING)

After each scenario skit, ask the students questions such as:

- What developmental stage was represented in the skit?
- What were some of the individual’s actions that made it clear as to what stage was being represented?
- What developmental stage comes AFTER the stage represented in the skit?
- What stage is MOST LIKELY to come next, based off of the current actions during this stage? Why?
- What are some things that the people involved can do to better the stage of their relationship, or to maintain it?

7. Independent Practice:

Pass out homework sheets containing five relationship scenarios and have the students identify the correct stage(s) of each.

Closure/Summary [2 pts]:

Referring to the graphic organizer, review the different stages of relational development. Ask students to state and/or dramatize different attributes of each stage.
Resources and References [1 pt]:

Chalkboard/poster board, chalk, markers, homework sheet


http://www.uky.edu/~drlane/capstone/interpersonal/reldev.html

http://www.aligningaction.com/stages.htm


Evaluation [1 pt]:

After viewing at least four scenario skits, the students will be able to identify which stage each scenario represents and clearly explain one clue from each which exposed the appropriate stage.

Four Labeled ESOL Strategies [4 pts]:

1. Linking content to previous experiences
2. Use students’ experiences
3. Using visuals
4. Role play

Copy of graphic organizer included in or attached to lesson plan [2 pts]

Escalator Model Organizer (see next page)
MICROTEACH #2
LESSON PLAN

SUBJECT: ___________________________  NAME: ______________________

GRADE LEVEL: ______________________  TITLE: ______________________

(3) SUNSHINE STATE STANDARDS

GOAL 3 STANDARD: (Select at least one)
- Standard 1 – Information managers
- Standard 2 – Effective communicators
- Standard 3 – Numeric problem solvers
- Standard 4 – Creative and critical thinkers
- Standard 5 – Responsible workers
- Standard 6 – Resource managers
- Standard 7 – Systems managers
- Standard 8 – Cooperative workers
- Standard 9 – Effective leaders
- Standard 10 – Culturally sensitive citizens

BENCHMARK/S:

(1) UNIT:  (1) RATIONALE

(5) GOALS OBJECTIVE  (3) CONTENT:

(3) PROCEDURES

Include at least three convergent and three divergent questions within your procedures. Identify them as such. Identify within the procedures any ESOL strategies used. Identify them as such. A list of some ESOL strategies can be found below. If you addressed another content area in your lesson (i.e., you engaged in interdisciplinary planning), identify the other content area within your procedures. For example, if you are a math teacher and introduced a rap to help students remember a concept, you would write (MUSIC) in your plan.

(1) RESOURCES:

SIX QUESTIONS:

(3) CONVERGENT
(3) DIVERGENT

(1) EVALUATION:

(1) LIST ESOL STRATEGIES and ESE MODIFICATIONS USED (include all that apply)

Classify, categories  Compare and contrast
Cooperative learning  Jigsaw
Experiments  Flow charts
Games  Identify main ideas and vocabulary
Illustrations  Maps
Concept Mapping  Reading logs
Outlines  Peer tutoring
Predict  Problem solving
Role play, simulations  Researching
Repetition/rephrasing  Show patterns
Small groups  Summarize
Timelines  Thematic approach
Venn diagrams  Language experience approach
Use student’s experiences  Continuums
Overheads  Jigsaw
Corners  Numbered heads together
Think, pair, share  Debate
Brainstorming  K-W-L
Field experience  Free writing
Graphic organizers  Consequence diagram/decision tree
Group reading  Interview
Dialogue journal  Learning log
Interactive language tasks  Models
Mini-museums  Reflective thinking
Predict, observe, explain
Microteach #2
Sample Lesson Plan

Content Area: U.S. Government

Grade Level: 11

Name: (Your name)

Title: Freedom of Speech

(3) Sunshine State Standard(s):

Goal 3 Standard #4 Creative and Critical Thinkers

L.A.C.3.4.4  Applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

SS.C.1.4.4  Understands the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.

SS.C.2.4.3  Understands issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.

(1) Unit: The Rights and Responsibilities of All Citizens

(2) Rationale:

Understanding the concept of free speech, by using examples of Supreme Court rulings that have affected the civil liberties U.S. citizens, will encourage students to exercise their rights and responsibilities by actively participating in governmental processes.

(5) Goals Objective:

11th grade U.S. Government students will learn about the freedom of speech and different interpretations of its meaning. When given an example of a Supreme Court ruling, the students will be able to propose at least two reasons for the Court’s decision and either defend or critique the court rulings during a classroom discussion.

(3) Content (Outline): (Content can be in narrative form, in outline form, or in bulleted points. If new vocabulary is taught, it and the definitions should be listed here.)

Freedom of speech is a constitutional right in the United States. During the 1960s and 1970s, many Supreme Court cases were ruled upon based on freedom of speech, especially symbolic freedom of speech. Incidences that were protected or not protected under these rulings are still controversial and are open for discussion.

(3) Procedures:

- Example: Pose the question, “In what amendment of the U.S. Constitution is the freedom of speech guaranteed?” (Convergent question)
- Have the class answer the question, “What does freedom of speech mean to you?” (Divergent question) (ESOL STRATEGY: LINKING CONTENT TO PERSONAL EXPERIENCES)
• Pass out the actual constitutional amendment stating the freedom of speech. (ESOL STRATEGY: USE OF VISUALS)

• Ask the class, “Who ultimately decides on the meanings of the constitution?” (Convergent question)

• Share with the class two or three recent case rulings, from the 1960s and 1970s, where the Supreme Court was involved in deciding on cases involving symbolic speech. Project transparencies of two or three Supreme Court cases (ESOL STRATEGY: USE OF VISUALS)

• For each case, have the students answer questions such as:
  o What was the symbolic speech item(s) in question? (Convergent question: specific to the case discussed)
  o Why was the item(s) controversial?
  o Do you think that the ruling was fair or unfair? Why? (Divergent question)
  o Do you think that the defendants had good reasons for doing what they did? (Divergent question)
  o Do you believe that these rulings would have been the same in today’s society?

• At the end of the class, make sure the students understand that while the constitution grants citizens the freedom of speech, being allowed to do things concerning this freedom and many others are dependent on what the Supreme Court deems constitutional.

(1) Materials:

Handouts containing the Constitutional Freedom of Speech
Transparencies of two to three Supreme Court cases

(1) Evaluation:

When given an example of a Supreme Court ruling, the students will be able to propose at least two reasons for the Court’s decision, defending or critiquing the Court rulings during a classroom simulation. (ESOL STRATEGY: ROLE PLAYING, SIMULATION)

References:


(Link is no longer valid.)
Microteach #1 Evaluation Criteria

1. Clearly state objective
2. Anticipatory Set – How did you hook the students?
3. Graphic Organizer
4. Voice Quality – Was your voice expressive or monotone?
5. Enthusiasm – How did you show your enthusiasm?
6. Eye Contact
7. Articulation – Did you clearly enunciate your words?
8. Transitions – Were your transitions smooth or choppy?
9. Examples – Were your examples appropriate for the level of the students?
10. Closure/Summary – Was your closing appropriate? Effective?

Microteach #2 Evaluation Criteria

1. Success of Indirect Lesson – Was this a guided discovery, inquiry or class discussion?
2. Teaching Aid – Enhanced the students’ learning?
3. Circulated to Assist the Students
4. Got the Students Actively Involved
5. Used Specific Academic Praise
6. Use of Divergent Question
7. Use of Prompting and Probing Techniques
8. Use of Wait Time
9. Equitable Response Distribution – Were non-volunteers called upon 90% of the time?
10. Closure/Summary of Lesson
SLD ADJUSTMENTS

Following are the adjustments that should be made in the regular classroom, based on the student’s disability and Individual Education Plan (IEP):

- Allow additional time for written work and tests.
- Shorten assignments or divide complex tasks into parts and assign one part at a time.
- Provide preferred seating.
- Provide for learning through “doing” when possible.
- Give tests orally or on tape when possible (student may have trouble reading tests).
- Allow student to answer questions orally, when possible (due to writing disability). Student may bring tests to the SLD room to give oral answers.
- Use peer tutors, aides, or volunteers to assist with reading assignments.
- Use peer tutors, aides, or volunteers to assist in taking notes, or with written assignments.
- Provide visual material and/or demonstration to go along with oral and written materials, when possible.
- Give instructions in short steps and check for understanding before continuing.
- Allow additional time for the student to respond to an oral question.
- Type or print worksheets and board work, if possible.
- Allow the student to print, except when cursive writing is the object of the assignment.
- Use peer tutors, aides, or volunteers to provide preview questions or vocabulary for upcoming material.
- Use peer tutors, aides, or volunteers to provide review or highlight important main ideas and details of a specific unit.
- Substitute oral reports or projects for written reports.
- In math, use grid paper or turn notebook paper sideways to help the student line up numbers.
- Help the student create a mental or physical picture of math word problems.
- Have the student “talk through” math problems.
- Provide dual grading for content and technical style on written assignments.
EDG 4410 MODULE

ESOL Standard #13:

Evaluate, design, and employ appropriate instructional methods and techniques appropriate to learners’ socialization and communication.

ESOL Standard #16:

Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.

Standards 13 and 16 Activity 1

The following activity is to be completed in conjunction with the planning and implementation of Microteach I, a direct teach with a graphic organizer. As you work through this activity, refer to the following three case studies and plan your lesson with these three students (Edith, Edgar, and Tasir) as members of your class.

Edith Rodriguez*

- arrived in the U.S. one month ago from the Hidalgo region of Mexico
- now in the sixth grade
- tested in English and Spanish—beginning level of English proficiency & poor literacy skills in Spanish
- never volunteers to answer the teacher’s questions, but not disruptive
- when the teacher asks her if she understands, she smiles and nods
- struggles to answer even the simplest yes/no questions in English
- in small group work does participate in a meaningful way
- when there is a quiz or test, turns in a blank page

Edgar Ponce*

- moved from Puerto Rico to the U.S. mainland eight months ago
- now in the eighth grade
- recent English proficiency test placed Edgar at a low intermediate level
- hesitatingly conversant in everyday English, speaking in simple sentences with frequent grammatical errors
- comprehends more than he is able to express
- has difficulty understanding academic discussions and teacher presentations
- often refuses to turn in written work since he says he cannot write well in English
- English reading skills are very weak, and his Spanish reading and writing skills are below grade level, according to bilingual testing results
Tasir Barad*

- came to the U.S. from Egypt when she was in the third grade
- now in the seventh grade
- no traces of foreign accent in speech
- her teachers are skeptical of her categorization as an ELL since she sounds like a native speaker
- some teachers believe that Tasir doesn’t try hard enough and that she does not warrant extra help or accommodations
- seems to keep up in class most of the time but struggles with tasks involving writing and reading
- When reading aloud, lacks fluency, & when writing, makes frequent spelling and syntactic errors
- Diagnostic testing placed her at the advanced level of English proficiency in listening and speaking but below grade level in reading and writing

*Pseudonyms

**STEP 1:**

Select a topic for your direct teach. Choose at least 5 terms from the topic that would need to be taught in order for your students to better comprehend the lesson.

For example, if teaching the life cycle of a butterfly, some of the terms to be taught might be *metamorphosis, pupae, larvae*, etc.

**STEP 2:**

Create a lesson plan using the EDG 4410 template. Design your lesson so that during the input section of your lesson you will be teaching the terms using a graphic organizer.

**STEP 3:**

Investigate the following online resources that explain various graphic organizers. Taking into consideration how you are going to teach your content-specific terminology, select an appropriate graphic organizer.

For example, if you are going to have your students compare and contrast terms, a Venn Diagram would be an appropriate selection. When you turn in this assignment, include a copy of your graphic organizer. You may submit an 8½" x 11" copy or a photo attached to or inserted into your lesson plan.

http://www.eduplace.com/graphicorganizer/ (Available in English and Spanish)

http://www.edhelper.com/teachers/Sorting_graphic_organizers.htm

http://www.teachervision.fen.com/graphic-organizers/printable/6293.html (Look for subject area examples.)

http://www.cod.edu/people/faculty/drafke/Graphic%20organizers.htm#A%20Hierarchy
STEP 4:

Using the SHOW & TELL Accommodation Tool for Teachers of ELLS

A. Incorporate appropriate SHOW strategies – non-verbal activities and tasks (SLIDE accommodations) into the lesson appropriate for Edith, who is at the beginning level of language development.

B. Incorporate appropriate SHOW – non-verbal activities and tasks (SLIDE) + beginning TELL strategies (TREAD) appropriate for Edgar, who is at the intermediate level of language proficiency.

C. Incorporate appropriate TELL strategies – more advanced TREAD strategies for Tasir, who is at the advanced level of language development.

**SHOW & TELL Accommodation Tool® for Teachers of ELLs**

<table>
<thead>
<tr>
<th>SLIDE Verbs: Non-Verbal Activities and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>🎬 Show (also watch, pantomime, model)</td>
</tr>
<tr>
<td>👀 Look (also smell, taste, feel, &amp; other non-verbal use of senses)</td>
</tr>
<tr>
<td>🧐 Investigate (also measure, weigh, categorize, classify, connect)</td>
</tr>
<tr>
<td>🎨 Demonstrate (also draw, act out)</td>
</tr>
<tr>
<td>👤 Experience (also act, move, do)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>TREAD Verbs: Verbal Activities and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>🔊 Tell (also present information, lecture, narrate, recount)</td>
</tr>
<tr>
<td>📚 Read (also, skim, scan, review)</td>
</tr>
<tr>
<td>🎤 Explain (also listen)</td>
</tr>
<tr>
<td>🔴 Ask/Answer (also write, respond)</td>
</tr>
<tr>
<td>💬 Discuss (also describe, define)</td>
</tr>
</tbody>
</table>

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Joyce Nutta, Ph.D. jnutta@mail.ucf.edu
STEP 5:

For ESOL strategies to include in your lesson plan, refer to the “What Can I Do?” section of *Planning for ELL Students* in your course packet. As you write the procedures section of your lesson, identify at least four ESOL strategies in BOLD, CAPITAL LETTERS, for each ELL student (Edith, Edgar, Tasir). After each strategy, label it as an ESOL strategy.

For example, if you state in your plan that you are going to show your students a poster, label that behavior as an ESOL strategy and state the name of the strategy in parentheses as follows:

*Excerpt from lesson plan:*

Show pictures of the life-cycle of a butterfly stating the name of each stage while pointing to each picture. (ESOL STRATEGY FOR EDITH: show pictures)

STEP 6:

For this activity, submit the following:

Microteach I Lesson Plan with an 8½” x 11” copy of your graphic organizer attached to or inserted into your lesson plan.

---

**Standards 13 and 16 Activity 2**

The following activity is to be completed in conjunction with the evaluation of Microteach I, a direct teach with a graphic organizer.

STEP 1:

View the recording of your lesson to analyze for evidence of ESOL strategies that you used to address the three ELL students (Edith, Edgar, and Tasir). Complete the Microteach I Professional Development Plan (PDP) template in narrative format, while referring to the PDP rubric.

STEP 2:

For this activity, submit the following:

- Microteach I Professional Development Plan
- Microteach I Professional Development Plan Rubric
Microteach I Professional Development Plan Rubric

ESOL Standards 13 and 16

Grading Key:
0 points = No or incorrect response
1 point = Cursory response; listing rather than describing or explaining
2 points = Detailed response; thorough explanation

<table>
<thead>
<tr>
<th>Edith – LEVELS 1 &amp; 2: PRE-PRODUCTION and EARLY PRODUCTION CRITERIA</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe SLIDE strategy planned</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Explain how you planned to use the SLIDE strategy in your lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect on your success in assisting Edith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If successful:</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>• explain why SLIDE strategy would help Edgar at his level of language development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• provide evidence from the recording</td>
<td></td>
<td></td>
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<tr>
<td>If unsuccessful:</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>• provide evidence from the recording</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• explain how could you improve?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Edgar – LEVEL 3: SPEECH EMERGENCE CRITERIA</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Describe SLIDE or beginning TREAD strategy planned</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Explain how you planned to use the SLIDE or beginning TREAD strategy in your lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect on your success in assisting Edgar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If successful:</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>• explain why SLIDE strategy would help Edgar at his level of language development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• provide evidence from the recording</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If unsuccessful:</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>• provide evidence from the recording</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• explain how could you improve?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasir – LEVEL 4: INTERMEDIATE FLUENCY</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Describe TREAD strategy planned</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Explain how you planned to use the TREAD strategy in your lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect on your success in assisting Tasir</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If successful:</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>• explain why SLIDE strategy would help Tasir at her level of language development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• provide evidence from the recording</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If unsuccessful:</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>• provide evidence from the recording</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• explain how could you improve?</td>
<td></td>
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</tbody>
</table>

TOTAL points

Name: ___________________________ Instructor: ___________________________
EDG 4410 Section ___________________________ Semester: ___________________________
What is your classroom management profile?

Answer these 12 questions and learn more about your classroom management profile. The steps are simple:

- Read each statement carefully.
- Write your response, from the scale below, on a sheet of paper.
- Respond to each statement based upon either actual or imagined classroom experience.
- Then, follow the scoring instructions below. It couldn’t be easier!

1. = Strongly Disagree  
2. = Disagree  
3. = Neutral  
4. = Agree  
5. = Strongly Agree

(1) If a student is disruptive during class, I assign him/her to detention, without further discussion.

(2) I don’t want to impose any rules on my students.

(3) The classroom must be quiet in order for students to learn.

(4) I am concerned about both what my students learn and how they learn.

(5) If a student turns in a late homework assignment, it is not my problem.

(6) I don’t want to reprimand a student because it might hurt his/her feelings.

(7) Class preparation isn’t worth the effort.

(8) I always try to explain the reasons behind my rules and decisions.

(9) I will not accept excuses from a student who is tardy.

(10) The emotional well-being of my students is more important than classroom control.

(11) My students understand that they can interrupt my lecture if they have a relevant question.

(12) If a student requests a hall pass, I always honor the request.

To score your quiz,

Add your responses to statements 1, 3, and 9. This is your score for the authoritarian style.

Statements 4, 8 and 11 refer to the authoritative style.

Statements 6, 10, and 12 refer to the laissez-faire style.

Statements 2, 5, and 7 refer to the indifferent style.

The result is your classroom management profile. Your score for each management style can range from 3 to 15. A high score indicates a strong preference for that particular style. After you have scored your quiz, and determined your profile, read the descriptions of each management style. You may see a little bit of yourself in each one.

As you gain teaching experience, you may find that your preferred style(s) will change. Over time, your profile may become more diverse or more focused. Also, it may be suitable to rely upon a specific style when addressing a particular situation or subject. Perhaps the successful teacher is one who can evaluate a situation and then apply the appropriate style. Finally, remember that the intent of this exercise is to inform you and arouse your curiosity regarding classroom management styles.

The classroom management styles are adaptations of the parenting styles discussed in Adolescence, by John T. Santrock. They were adapted by Kris Bosworth, Kevin McCracken, Paul Haakenson, Marsha Ritter Jones, Anne Grey, Laura Versaci, Julie James, and Ronen Hammer.
Authoritarian

The authoritarian teacher places firm limits and controls on the students. Students will often have assigned seats for the entire term. The desks are usually in straight rows and there are no deviations. Students must be in their seats at the beginning of class and they frequently remain there throughout the period. This teacher rarely gives hall passes or recognizes excused absences.

Often, it is quiet. Students know they should not interrupt the teacher. Since verbal exchange and discussion are discouraged, the authoritarian’s students do not have the opportunity to learn and/or practice communication skills.

This teacher prefers vigorous discipline and expects swift obedience. Failure to obey the teacher usually results in detention or a trip to the principal’s office. In this classroom, students need to follow directions and not ask why.

At the extreme, the authoritarian teacher gives no indication that he/she cares for the students. Mr. Doe is a good example of an authoritarian teacher. His students receive praise and encouragement infrequently, if at all. Also, he makes no effort to organize activities such as field trips. He feels that these special events only distract the students from learning. After all, Mr. Doe believes that students need only listen to his lecture to gain the necessary knowledge.

Students in this class are likely to be reluctant to initiate activity, since they may feel powerless. Mr. Doe tells the students what to do and when to do it. He makes all classroom decisions. Therefore, his style does little to increase achievement motivation or encourage the setting of personal goals.

One middle-school pupil reacts to this teaching style:

I don’t really care for this teacher. He is really strict and doesn’t seem to want to give his students a fair chance. He seems unfair, although that’s just his way of getting his point across.

Authoritative

The authoritative teacher places limits and controls on the students but simultaneously encourages independence. This teacher often explains the reasons behind the rules and decisions. If a student is disruptive, the teacher offers a polite, but firm, reprimand. This teacher sometimes metes out discipline, but only after careful consideration of the circumstances.

The authoritative teacher is also open to considerable verbal interaction, including critical debates. The students know that they can interrupt the teacher if they have a relevant question or comment. This environment offers the students the opportunity to learn and practice communication skills.

Ms. Smith exemplifies the authoritative teaching style. She exhibits a warm and nurturing attitude toward the students and expresses genuine interest and affection. Her classroom abounds with praise and encouragement. She often writes comments on homework and offers positive remarks to students. This authoritative teacher encourages self-reliant and socially competent behavior and fosters higher achievement motivation. Often, she will guide the students through a project, rather than lead them.

A student reacts to this style:

I like this teacher. She is fair and understands that students can’t be perfect. She is the kind of teacher you can talk to without being put down or feeling embarrassed.
Laissez-faire

The laissez-faire teacher places few demand or controls on the students. “Do your own thing” describes this classroom. This teacher accepts the student’s impulses and actions and is less likely to monitor their behavior.

Mr. Jones uses a laissez-faire style. He strives to not hurt the student’s feelings and has difficulty saying no to a student or enforcing rules. If a student disrupts the class, Mr. Jones may assume that he is not giving that student enough attention. When a student interrupts a lecture, Mr. Jones accepts the interruption with the belief that the student must surely have something valuable to add. When he does offer discipline, it is likely to be inconsistent.

Mr. Jones is very involved with his students and cares for them very much. He is more concerned with the students’ emotional well-being than he is with classroom control. He sometimes bases classroom decisions on his students’ feelings rather than on their academic concerns.

Mr. Jones wants to be the students’ friend. He may even encourage contact outside the classroom. He has a difficult time establishing boundaries between his professional life and his personal life.

However, this overindulgent style is associated with students’ lack of social competence and self-control. It is difficult for students to learn socially acceptable behavior when the teacher is so permissive. With few demands placed upon them, these students frequently have lower motivation to achieve.

Regardless, students often like this teacher. A Middle School student says:

This is a pretty popular teacher. You don’t have to be serious throughout the class. But sometimes things get out of control and we learn nothing at all.

Indifferent

The indifferent teacher is not very involved in the classroom. This teacher places few demands, if any, on the students and appears generally uninterested. The indifferent teacher just doesn’t want to impose on the students. As such, he/she often feels that class preparation is not worth the effort. Things like field trips and special projects are out of the question. This teacher simply won’t take the necessary preparation time. Sometimes, he/she will use the same materials, year after year.

Also, classroom discipline is lacking. This teacher may lack the skills, confidence, or courage to discipline students.

The students sense and reflect the teacher’s indifferent attitude. Accordingly, very little learning occurs. Everyone is just “going through the motions” and killing time. In this aloof environment, the students have very few opportunities to observe or practice communication skills. With few demands placed on them and very little discipline, students have low achievement motivation and lack self-control.

According to one student:

This teacher can’t control the class and we never learn anything in there. There is hardly ever homework and people rarely bring their books.

Mrs. Johnson is a good example of an indifferent teacher. She uses the same lesson plans every year, never bothering to update them. For her, each day is the same. She lectures for the first twenty minutes of class. Sometimes she will show a film or a slideshow. When she does, it becomes a substitute for her lecture, not a supplement. If there is any time left (and there always is) she allows students to study quietly and to talk softly. As long as they don’t bother her, she doesn’t mind what they do. As far as she is concerned, the students are responsible for their own education.
**PRESENTER’S NAME:**

**Reviewers’ Names:**

---

<table>
<thead>
<tr>
<th>Section Number</th>
<th>3</th>
<th>2</th>
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<th>0</th>
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</table>

**Introduction to Site:** This section should present the school, classroom, and/or resources, etc. Students will present this information visually in the form of photos (with descriptive captions). If multiple sites are visited, the student should focus on the environment where the most hours were completed.

**Teacher and Student Demographics:** This section should present the teacher (e.g., years teaching, educational background, areas of certification) and students (e.g., age range, ethnic backgrounds, linguistic heritages, exceptionalities) with whom the student served. Bulletins, charts, graphs, and pictures (only with permission) can be effective in delivering this information.

**Engagement Activities:** This section lists and describes the types of activities in which the UCF student was engaged, how often, and with whom. Photos of the UCF student engaging in the described activities should be included.

**Classroom Arrangement**

*Poster:* Create a diagram of the layout of the classroom. Label the location of furniture, supplies, windows and doors, and traffic patterns.

*Presentation:* (a) What was the teacher’s rationale for this arrangement? (b) Analyze the classroom arrangement in terms of visibility, accessibility and distractibility (you may include both pros and cons). (c) What would you change to make this classroom arrangement a more effective organizational environment?

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**Classroom Rules**

*Poster:* List the rules in your classroom.

*Presentation:* (a) How were the rules established? (b) Discuss the teacher’s enforcement of the classroom rules, or the lack thereof.

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<th>3</th>
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**Classroom Procedures**

*Poster:* List and describe 3 procedures you observed in the classroom. Anything that happens the same way each time may be considered a procedure.

*Presentation:* Select one procedure, describe it, and explain its purpose and effectiveness in achieving this purpose.

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<th>2</th>
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**Management Problem Areas**

*Poster:* Consider the four problem areas in classroom management—monitoring students, giving assignments, transitions, and bringing closure. Identify two potential problem areas. Explain where and when each manifests in the classroom.

*Presentation:* (a) Discuss the two potential problem areas identified. (b) Explain how the teacher avoided the problem area or did not.

<table>
<thead>
<tr>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<th>0</th>
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</table>

**Title of Poster**

<table>
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<tr>
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**Name of Student**

<table>
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**Readable (font large enough) and Visible from 5 feet away**

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<th>1</th>
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**Colorful and Creative**

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</table>

**Includes Artifacts to Illustrate Points (e.g., photos, drawings, charts, graphs)**

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</table>

**Addresses Adult Audience (i.e., isn’t the type of poster used in Microteach)**

<table>
<thead>
<tr>
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</table>

**Formatting of poster for visual balance**

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</table>

**TOTAL (40 possible)**
## Multiple Intelligence Inventory for Adults

Check those statements that apply in each intelligence category.

### Linguistic

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>![ ]</td>
<td>![ ]</td>
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</tbody>
</table>
You enjoy word play. Making puns, tongue-twisters, limericks.  
You read everything—books, magazines, newspapers, even product labels.  
You can easily express yourself either orally or in writing, i.e., you’re a good storyteller or writer.  
You pepper your conversation with frequent allusions to things you’ve read or heard.  
You like to do crosswords, play Scrabble, or have a go at other word puzzles.  
People sometimes have to ask you to explain a word you’ve used.  
In school you preferred subjects such as English, history, and social studies.  
You can hold your own in verbal arguments or debates.  
You like to talk through problems, explain solutions, ask questions.  
You can readily absorb information from the radio or audio cassettes.

### Logical-Mathematical

<table>
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<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
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<td>![ ]</td>
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</table>
You enjoy working with numbers and can do mental calculations.  
You’re interested in new scientific advances.  
You can easily balance your checkbook; do the household budget.  
You like to put together a detailed itinerary for vacations or business trips.  
You enjoy the challenge of brain teasers or other puzzles that require logical thinking.  
You tend to find the logical flaws in things people say and do.  
Math and science were among your favorite subjects in school.  
You can find specific examples to support a general point of view.  
You need to categorize, group or quantify things to properly appreciate their relevance.
### Visual-Spatial

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have an appreciation of the arts.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You tend to make a visual record of events with a camera or camcorder.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You find yourself doodling when taking notes or thinking through something.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You have no problem reading maps and navigating.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You enjoy visual games such as jigsaw puzzles and mazes.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You’re quite adept at taking things apart and putting them back together.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>In school, you liked lessons in art and preferred geometry to algebra.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You often make your point by providing a diagram or drawing.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You can visualize how things look from a different perspective.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You prefer reading material that is heavily illustrated.</td>
<td>○</td>
<td>○</td>
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</table>

### Musical

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can play a musical instrument.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You can manage to sing on key.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Usually, you can remember a tune after hearing it just a couple of times.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You often listen to music at home and in your car.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You find yourself tapping in time to music.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You can identify different musical instruments.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Theme music or commercial jingles often pop into your head.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You can’t imagine life without music.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You often whistle or hum a tune.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You like a musical background when you’re working.</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
**Bodily-Kinesthetic**

Yes No

You take part in a sport or regularly perform some kind of physical exercise.  ○ ○

You’re quite adept at “do-it-yourself.”  ○ ○

You like to think through problems while engaged in a physical pursuit such as walking or running.  ○ ○

You don’t mind getting up on the dance floor.  ○ ○

You like the most thrilling rides at the fun fair.  ○ ○

You need to physically handle something to fully understand it.  ○ ○

The most enjoyable classes in school were PE and any handicrafts lessons.  ○ ○

You use hand gestures or other kinds of body language to express yourself.  ○ ○

You like rough and tumble play with children.  ○ ○

You need to tackle a new learning experience “hands on” rather than reading a manual or watching a video.  ○ ○

**Interpersonal**

Yes No

You enjoy working with other people as part of a group or committee.  ○ ○

You take great pride in being a mentor to someone else.  ○ ○

People tend to come to you for advice.  ○ ○

You prefer team sports—such as basketball, softball, soccer, football—to individual sports such as swimming and running.  ○ ○

You like games involving other people—bridge, Monopoly, Trivial Pursuit.  ○ ○

You’re a social butterfly. You would much prefer to be at a party rather than home alone watching television.  ○ ○

You have several very close personal friends.  ○ ○

You communicate well with people and can help resolve disputes.  ○ ○

You have no hesitation in taking the lead; showing other people how to get things done.  ○ ○

You talk over problems with others rather than trying to resolve them by yourself.  ○ ○
<table>
<thead>
<tr>
<th><strong>Intrapersonal</strong></th>
<th><strong>Yes</strong></th>
<th><strong>No</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>You keep a personal diary or log to record your innermost thoughts.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You often spend “quiet time” reflecting on the important issues in your life.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You have set your own goals—you know where you’re going.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You are an independent thinker—you know your own mind, make up your own mind.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You have a private hobby or interest which you don’t really share with anyone else.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You like to go fishing by yourself or take a solitary hike. You’re happy with your own company.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Your idea of a good vacation is an isolated hilltop cabin rather than a five-star resort and lots of people.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You have a realistic idea of your own strengths and weaknesses.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You have attended self-improvement workshops or been through some kind of counseling to learn more about yourself.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You work for yourself—or have seriously contemplated “doing your own thing.”</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Naturalist</strong></th>
<th><strong>Yes</strong></th>
<th><strong>No</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>You keep or like pets.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You can recognize and name many different types of trees, flowers, and plants.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You have an interest in and good knowledge of how the body works—where the main internal organs are, for example, and you keep abreast on health issues.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You are conscious of tracks, nests, and wildlife while on a walk and can “read” weather signs.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You could envision yourself as a farmer or maybe you like to fish.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You are a keen gardener.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You have an understanding of, and interest in, the main global environmental issues.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You keep reasonably informed about developments in astronomy, the origins of the universe, and the evolution of life.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You are interested in social issues, psychology, and human motivations.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You consider that conservation of resources and achieving sustainable growth are two of the biggest issues of our times.</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
QUICK REFERENCE THINKING LESSON PLANNER

THINKING MICRO SKILLS
- Comparing & Contrasting
- Brainstorming
- Hypothesizing
- Visualizing
- Associating Ideas
- Classifying
- Analyzing Attributes
- Prioritizing
- Evaluating
- Sequencing
- Analyzing
- Predicting/Evaluating

COGNITIVE ORGANIZERS
- Venn Diagram
- Mind Map
- Fat & Skinny Questions
- T-Chart
- Thinking at Right Angles
- Matrix
- Web
- Ranking
- PMI
- Bridging Snapshots
- Fish Bone
- KWL

Cognitive Organizers

<table>
<thead>
<tr>
<th>Thinking Skill: Comparing &amp; Contrasting</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Venn Diagram" /></td>
</tr>
<tr>
<td>Thinking Skill: Classifying</td>
</tr>
<tr>
<td><img src="image2" alt="Matrix" /></td>
</tr>
<tr>
<td>Thinking Skill: Brainstorming</td>
</tr>
<tr>
<td><img src="image3" alt="Mind Map" /></td>
</tr>
<tr>
<td>Thinking Skill: Analyzing Attributes</td>
</tr>
<tr>
<td><img src="image4" alt="Web" /></td>
</tr>
<tr>
<td>Thinking Skill: Hypothesizing</td>
</tr>
<tr>
<td><img src="image5" alt="T-Chart" /></td>
</tr>
<tr>
<td>Thinking Skill: Prioritizing</td>
</tr>
<tr>
<td><img src="image6" alt="Questions" /></td>
</tr>
<tr>
<td>Thinking Skill: Visualizing</td>
</tr>
<tr>
<td><img src="image7" alt="Visualizing" /></td>
</tr>
<tr>
<td>Thinking Skill: Analyzing</td>
</tr>
<tr>
<td><img src="image8" alt="Analyzing" /></td>
</tr>
<tr>
<td>Thinking Skill: Predicting/Evaluating</td>
</tr>
<tr>
<td><img src="image9" alt="Fish Bone" /></td>
</tr>
<tr>
<td>Thinking Skill: Sequencing</td>
</tr>
<tr>
<td><img src="image10" alt="Bridging Snapshots" /></td>
</tr>
<tr>
<td>Thinking Skill: KWL</td>
</tr>
</tbody>
</table>

KWL

<table>
<thead>
<tr>
<th>What we know</th>
<th>What we want to find out</th>
<th>What we learn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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EDUCATOR ACHIEVED PRACTICES

Preprofessional Competencies for Teachers
of the Twenty-first Century
Florida Education Standards Commission
Florida Department of Education
Tallahassee, Florida

Accomplished Practices

1. Assessment
2. Communication
3. Continuous Improvement
4. Critical Thinking
5. Diversity
6. Ethics
7. Human Development and Learning
8. Knowledge of Subject Matter
9. Learning Environments
10. Planning
11. Role of the Teacher
12. Technology (revised 9-4-03)
LIVETEXT INFORMATION

How to purchase LiveText online:
1. Go to the LiveText home page, www.livetext.com
2. Click “Buy Online” > “Student Membership”
3. Select your purchase option (standard student membership or with access to unitedstreaming™ video resources)
4. Click “Purchase Online”
5. Confirm your selection
6. Provide the registration and purchase information requested

How to create your LiveText portfolio:
1. After you have logged into LiveText, your account will default to the “Dashboard” page. This is your virtual homepage in LiveText. If you ever are lost, you can always easily return to the “Dashboard” page by clicking on the “Dashboard” tab near the top of any LiveText webpage.
2. To create your portfolio, switch to the “Documents” tab which is located immediately to the right of the “Dashboard” tab. Click “New” under the “My Work” section.
3. For “Folder,” use the drop down menu to select “Portfolios” from the “University of Central Florida” section.
4. For “Template,” use the drop down menu to locate and select your degree program.
5. For “Title,” name your portfolio according to the following format:
   Last name, first name, middle name, specific program name, and portfolio
   Example: Jones, Alicia I., BS Elementary Education Portfolio
6. Leave the default selections for “Layout” and “Style Set.”
7. Click “Save as New Document” to finalize the creation of your LiveText Portfolio.

Note: You will only have one portfolio and all your work will be included in that portfolio. Do not create a separate portfolio per assignment.
**Human Treasure Hunt**

In this activity you will be discovering some of the human treasures here in this room. When you find someone who fits the descriptions below have that person sign your sheet.

1. Find a person whose name starts with the same letter as yours.

2. Find two people who had a good thing happen to them recently – find out about it.

3. Find a person who has at least one hobby that you have.

4. Find two people who are planning for a vacation – find out what’s happening.

5. Find two people who exercise in some way on a regular basis.

6. Find someone you don’t know as well – take a minute to get to know a bit about each other.

7. Find three people who like the same thing about their jobs that you like about yours. If you don’t have a job, consider going to school your job.

8. Find someone who is facing a values dilemma (a problem, concern) in her/his job that is similar to one that you’re facing in your job.

9. Find someone who feels stressed about something you also fell stressed about.

10. Find two people whose favorite spot on campus is the same as your favorite spot (e.g., classroom, student union, library, etc.)
MAPPING TEACHER MOVEMENT

Part I

Include a “rough” seating arrangement. For a class period, carefully observe the teacher and map movement as follows: observe the teacher’s location (approximately every 30–40 seconds). On your drawing, place a dot or mark where the teacher is located at each 30–40 second interval. After you have done this, answer the guiding questions on the second page.

Grade level __________________ Subject ___________________________________

Directions: Draw and label the classroom in the space below.
Part II

1. Explain any situations where the students were affected by the location of the teacher.

2. Why do you think s/he chose to move into those locations?

3. What locations were more effective? Why?