

Wyandotte and Harmon School Improvement Facilitators' Study Group
9/25/00

- 10 Dee will facilitate discussion of the Anticipation Guide (discussed in pairs)

- 15 Use colors of squares pulled from bag to pair up into 5 groups to discuss the Five Standards. Pairs may use the text and/or list of indicators to determine the Key Points (VIP) which they will place on sticky notes.

- 25 Iva Lee will facilitate the sharing out of the Key Points. Other participants will make notes of Key Points on study sheet.

- 10 Dee will invite individuals to make connections on their own blue sheet (The Teaching and Learning Framework graphic). She will ask each pair to illustrate the connection for their section with picks on a large poster of the graphic.

- 25 Dee will facilitate a discussion of the indicators. Each group will be asked to create the pie graphs according to the instructions that follow.

- 15 Iva Lee will ask each individual to sum up the implications of our learning with a key word, phrase, or symbol. These will be shared out with the whole group.

Anticipation Guide
For
**“Exemplary Urban Middle School Teacher’s Use of the Five Standards
of Effective Teaching”**

Dawn J. Bradford

Please mark all of the statements with either an **A** for **agree** or a **D** for **disagree**.

___ 1. **There is a growing concern that minority students are not at risk of academic failure because of the lack of effective instructional practices used to teach these students.**

___ 2. **Haberman states that there is nothing wrong with an occasional use of “pedagogy of poverty.”**

___ 3. **Communication that is instructionally motivated holds the participants less accountable for interpreting and negotiating knowledge.**

___ 4. **An effective way to assist student’s achievement in school in through “uncontrolled conversation.”**

___ 5. **Low achieving and minority students are often denied the opportunity to learn higher-level skills because of previous beliefs.**

___ 6. **A teacher’s attitudes and expectations about what students should and can learn do not influence the knowledge that students gain.**

___ 7. **A teacher should introduce provocative ideas or experiences, then they must keep quiet so that students can think.**

___ 8. **Some levels of student frustration and apathy can be attributed to an overemphasis on subject matter and an underemphasis on the process of learning and the psychological needs of students.**

Five Standards of Effective Teaching

Joint productive activity (JPA)	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Developing language and literacy across the curriculum (LLD)	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Making meaning (MM): connecting school to student's lives	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Teaching complex thinking (CT)	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Teaching through conversation (IC)	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Directions:

With your partner, make a pie graph using the percentages given. The percentages represent the amount of total time the teachers made **none**, **some** or **extensive** connections with each particular standard. Next, write a summary statement about the implications of your graph with respect to students.

Please use these colors:

Red – None Yellow – Some Blue – Extensive

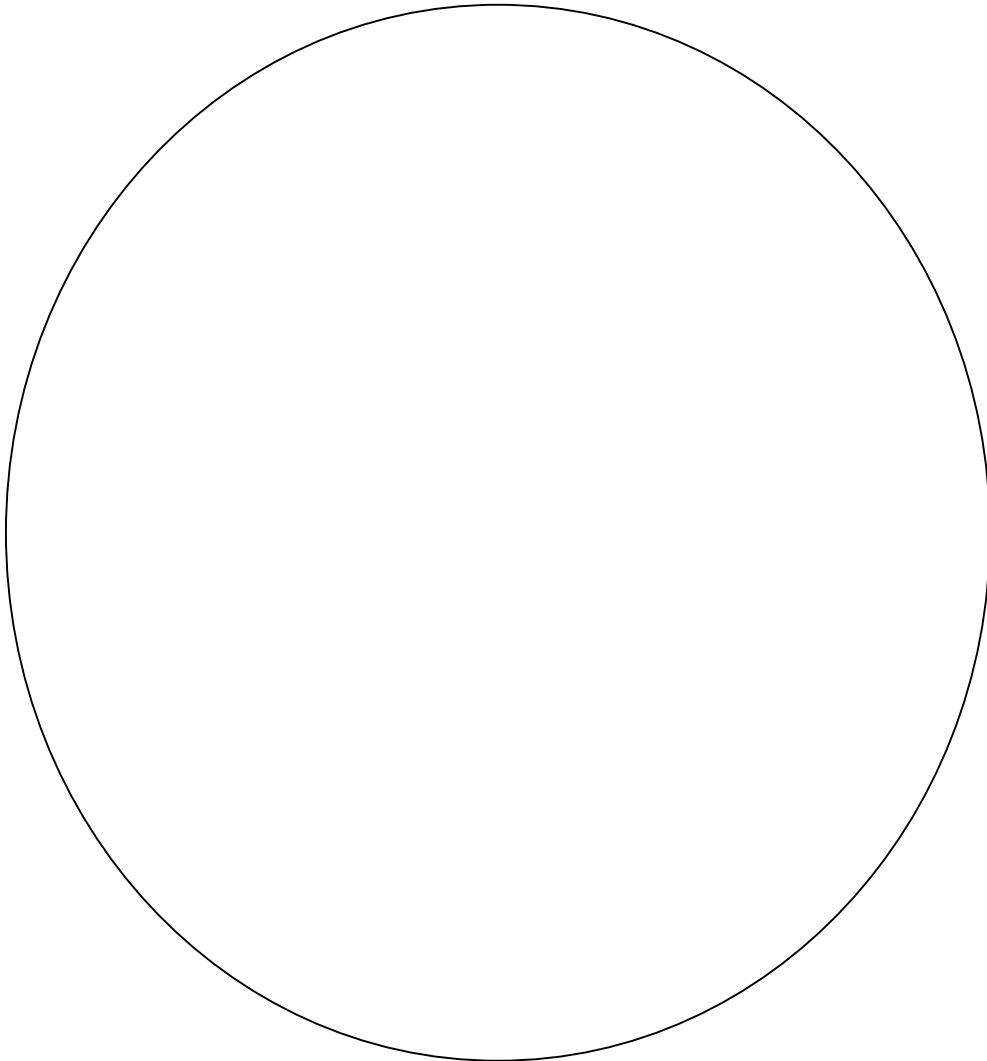
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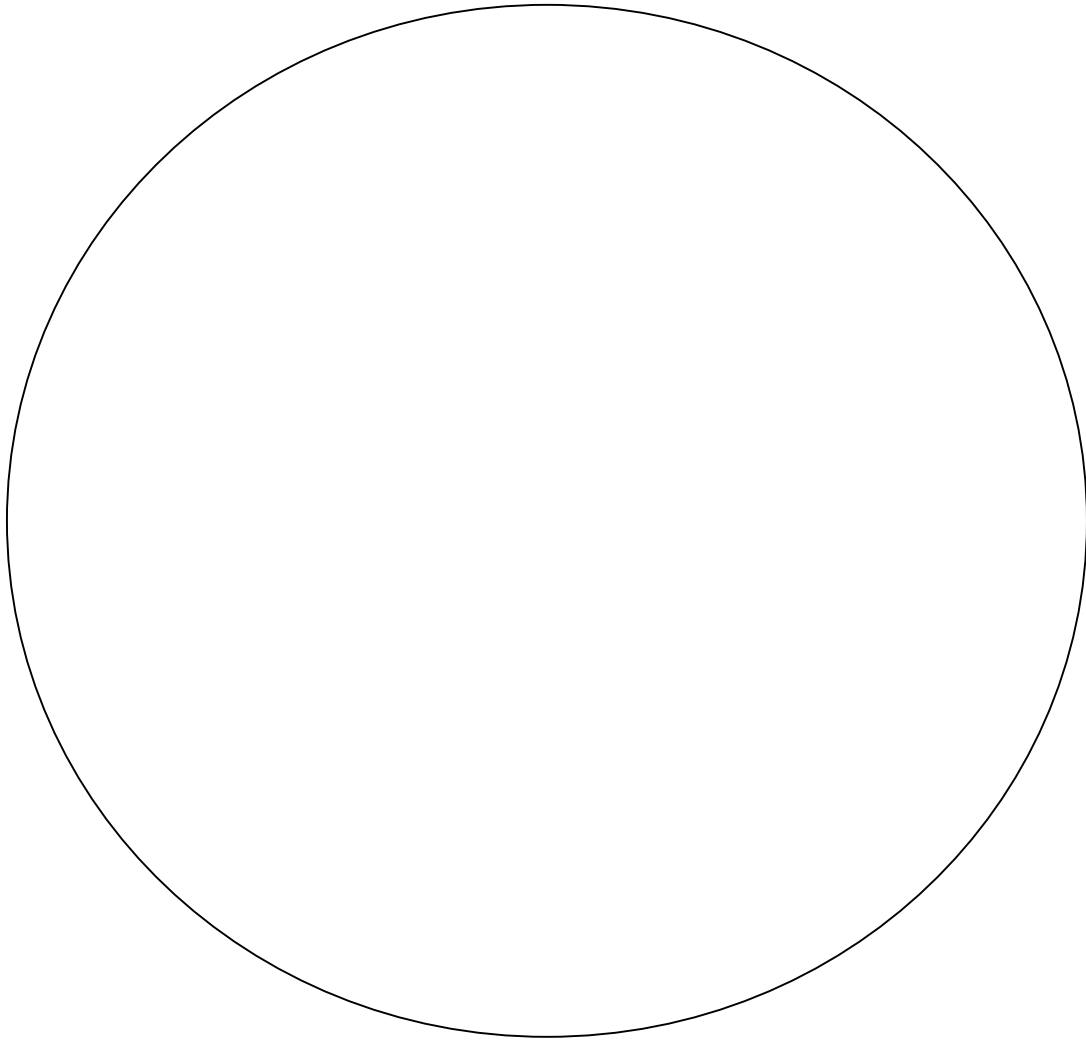
Joint Productive Activity



None = 59%
Some = 7%
Extensive = 34%

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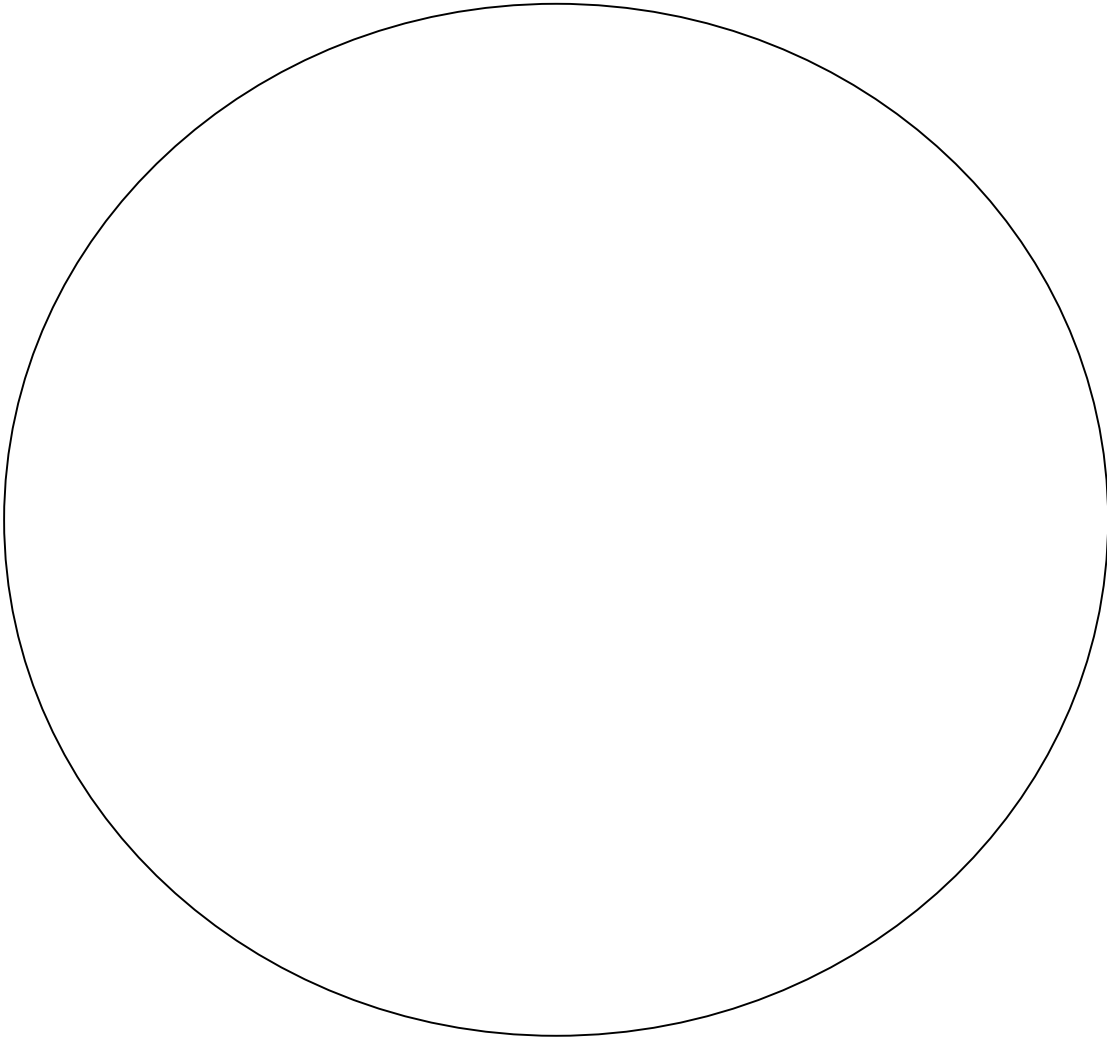
Developing Language Across the Curriculum



None = 67%
Some = 13%
Extensive = 20%



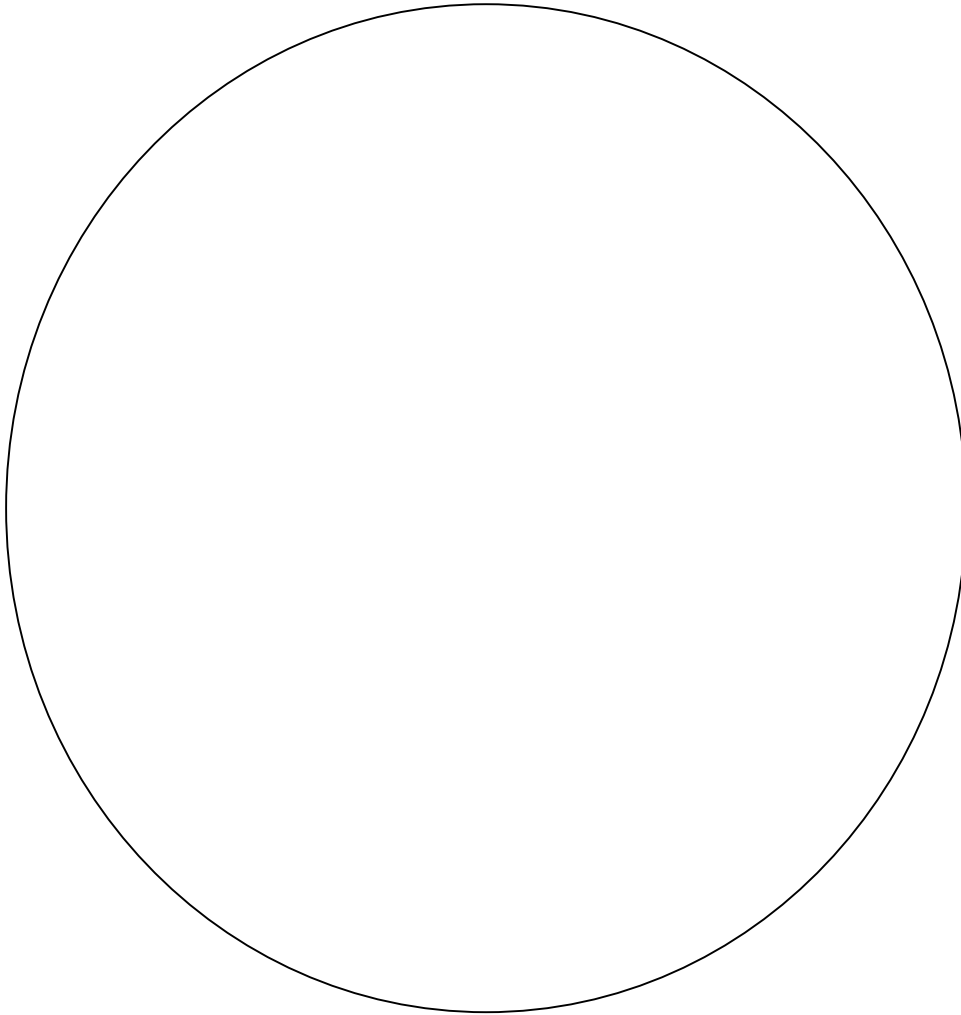
Making Meaning



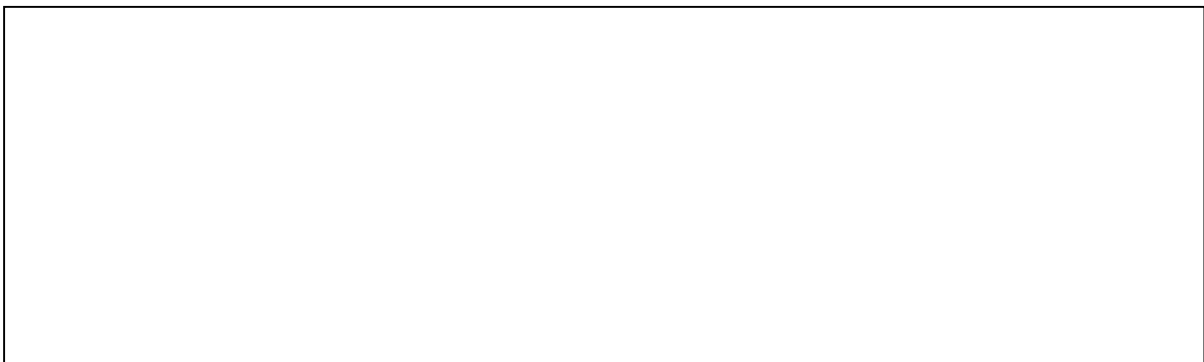
None = 88%
Some = 4%
Extensive = 8%



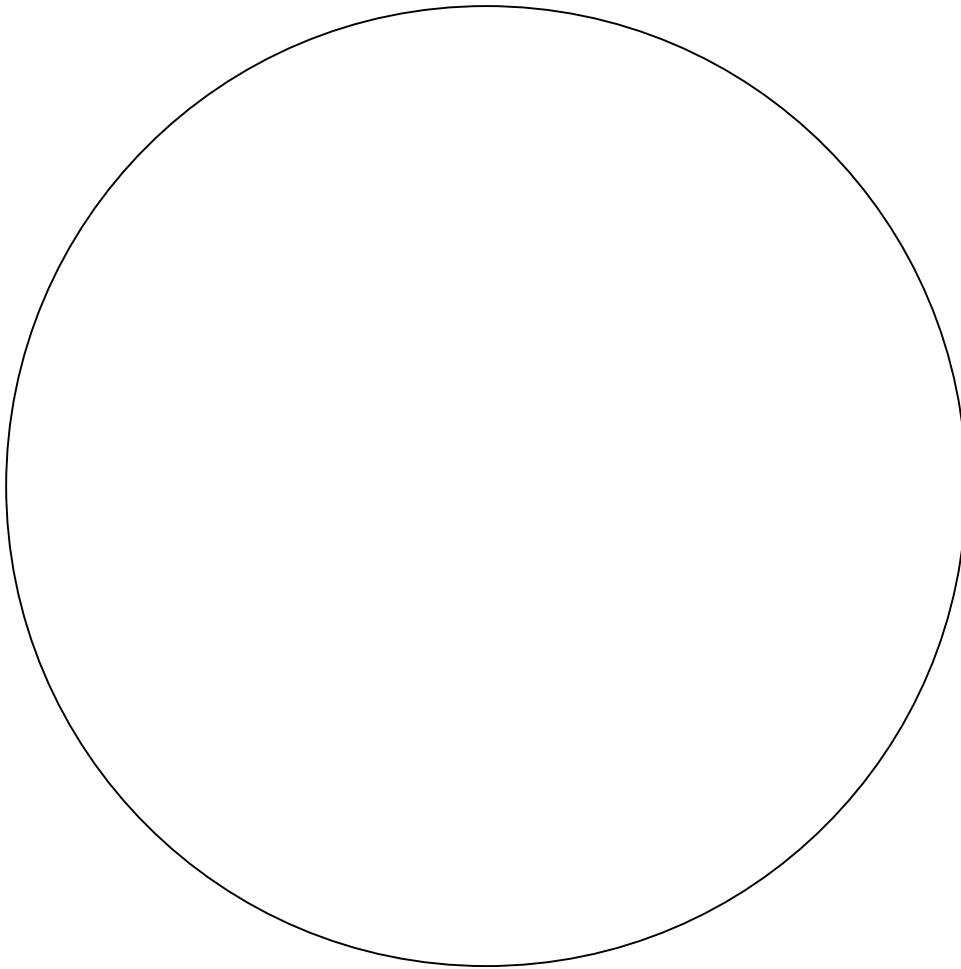
Teaching Complex Thinking



None = 68%
Some = 21%
Extensive = 11%



Teaching Through Conversation



None = 41%
Some = 32%
Extensive = 27%

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