

# Teacher Project Overview

## Teacher Evaluation

“Through reflection, he can surface and criticize the tacit understandings that have grown up around the repetitive experiences of specialized practice, and can make new sense of the situations of uncertainty and uniqueness which he may allow himself to experience.”

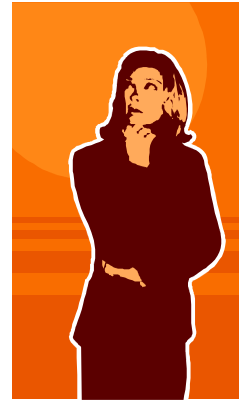
Donald Schön, *The Reflective Practitioner*

Simply put, self-evaluation refers to understanding one’s strengths and weakness. It provides access for people to foster self-growth and development in both areas.

At the heart of this process is reflection. Being reflective means thinking about the significance of our actions by asking questions, such as: How am I doing? What worked? What could I have done differently? What do I need to learn that would assist me?

Effective teachers are reflective practitioners, always thinking about how to improve instruction, develop new ways of reaching students, and establishing new methods of having students engage with learning.

Teachers reflect most at the end of a lesson or an experience with a student or at the end of a semester. They ask themselves, how could this have been better? Teachers reflect on their planning, classroom management, relationships with students and colleagues, and on student success.



## Identifying Areas of Strength

Too often, people worry about how they can improve on their weaknesses. Although being aware of one’s shortcomings is important, strengths can be a powerful starting point for improvement. Teachers can build on their strengths to meet the needs of students in their classrooms.

First, teachers should determine what strengths they bring to the classroom. These strengths can be classified into the four different domains: planning for learner centered instruction, sustaining classroom atmosphere and community, classroom instruction and communication, and professional responsibilities.

Here are some questions that will assist you in identifying your areas of strengths in each of these domains.

### Planning for Learner-Centered Instruction

- What insights do I bring to planning?
- In what ways have I been able to plan for student success?
- How do I best organize instruction for student learning?
- What has been my most success lesson?

- In what ways have I planned to meet the needs of students?
- What resources have I acquired to assist me in planning?
- Who else have I involved to assist me in planning?

### **Sustaining Classroom Atmosphere and Community**

- What successes have I made with students in my classroom?
- In what ways do I best relate to my students?
- What actions have I discovered help create a safe learning environment?
- Who have I used as resources for sustaining a positive climate in my classroom?
- How have I overcome challenges in the classroom community?
- How do I have community?

### **Classroom Instruction and Communication**

- What are my strengths in communicating knowledge, skills, and procedures to my students?
- How do I foster creativity and higher-thinking skills through questioning?
- In what ways do I most successfully engage students?
- How am I responsive and flexible in my classroom?
- What are my strengths in encouraging students to be successful?

### **Professional Responsibilities**

- What successes have you had with communicating with parents?
- What relationships have you built with colleagues?
- In what ways have you grown and developed since you began teaching?
- How have you advocated for students?
- What strengths do you possess an employee for the school district?

## **Establishing Starting Points**

When addressing student needs, new teachers often make the mistake of not first reflecting on student strengths. Instead, many react to student needs without fully identifying the resources they have, internally and externally.

Working with your mentor, begin to fill in the chart, remembering shared conversations, TIPs with your mentor and supervisor, and personal reflection and insight. Complete the Teacher Evaluation chart and submit online for credit by January 30.



## The Teacher Project

“It is not enough for teachers merely to make decisions; they will be called upon to make informed decisions, decisions which are data driven. Therefore, it is necessary for teachers to be much more deliberate in documenting and evaluating their efforts.”

Beverly Johnson, “Teacher-as-Researcher” ERIC Digest, ED355205

Reflective teachers are always asking, “How can I do this better?” They review their lesson objectives and think about how students performed in the classroom. They count the number of students who “got” the concepts or who participated in a meaningful way. They ponder how to better engage the unmotivated learner or how to challenge the high-achiever. As you have already discovered, reflective teachers think non-stop about ways to make a greater difference. **Read “Teachers as Researchers” by Andrea Babkie and Mary Provost.**

One way for teachers to determine their success is to be deliberate about new ideas they try to implement and plan how to document if the strategy works in their classroom. This solution-oriented inquiry is sometimes called **Action Research** or **Teacher Research**. The steps involved include:

- Identifying a problem or concern
- Collecting data on this problem
- Reflecting on the data
- Analyzing ways to address the problem
- Implementing a strategy based on the data
- Redefining the problem and repeating the process again

Teacher Research facilitates meaningful reflection about strategies and interventions. One of the best ways to grow and develop as a professional is to conduct a teacher research project and share your inquiry with others. Other teachers can offer support and be a forum for sharing questions, concerns, ideas, and results. Part of the Teacher Induction Process involves working directly with your mentor, so consider him/her part of your team.



In EDTC 3005, the Teacher Project will be based on teacher research. It will involve the following steps:

1. Identifying of Areas of Strength/Needed Improvement
2. Collecting Student Data
3. Student Intervention
  - Identifying Areas for Intervention
  - Monitoring Student Progress
  - Using Student Work to Document Progress (Case Studies)
4. Final Teacher Project & Reflection

## Determining Intervention and Needed Data

“If conditions were ideal (which they are not) and if teachers did their job perfectly well (which many of us do not), then all students would receive top marks and there would be less need to talk about grading here.”

Eugene Kim & Richard Kellough, *A Resource Guide for Secondary School Teaching*

When we think about data, sometimes we have images of an endless roll of green numbers scrolling on a screen, as in the movie *The Matrix*. However, data comes in different types and conveys different pieces of information.

Successful teachers use data to determine how their students are progressing. In fact, many teachers view the grade book as a resource for monitoring student achievement. In addition, teachers informally assess students in both academic and social areas based on recollections or anecdotes what a student did or said.

Understanding the different types of data and their uses can assist teachers collecting and analyzing how students are doing in the classroom.



### Collecting Student Data: The What and How

There are two areas of classroom teaching that we will collect data for as part of your involvement in class. Data will be collected regarding academic achievement and social skills.

**Academic achievement** data seeks to determine how students are learning skills and knowledge associated with the Texas Essential Knowledge and Skills (TEKS). The realm of **social skills**, however, refers to the ways in which students develop personally and contribute to the atmosphere or learning environment of the classroom. These skills are not always measured by report card grades. These may include: classroom behavior, positive contribution, performing to expectations, sharing, demonstrating responsibility, and respecting others.

Also, in this course, teachers will collect two types of data: quantitative and qualitative.

**Quantitative Data** consists of any type of measure which produces a numerical value. For example, quantitative data for achievement might include quiz grades and test grades. For social skills, the number of redirects (or times a student has been told by the teacher to get back on-task) or the number of detentions in a given time are both examples of quantitative data.

**Qualitative Data**, on the other hand, records events or incidents that cannot be quantified. This data provides a more detailed picture of what is happening. Knowing that a student failed a test (quantitative data) doesn't provide information about why the student failed. However, interviewing the student (qualitative data) might reveal that the student was severely ill during the time the test was given, but was forced by a parent to come to school. Reflective teachers use both quantitative and qualitative data. Consider the following types of data:

Domain	Quantitative Data	Qualitative Data*
Academic Achievement	TAKS Benchmarks Language Benchmarks (Reading and Writing) Math Benchmarks Grade Average Quizzes Tests Class averages Surveys (yes/no, Likert scales)	Teacher notes about student abilities Student work samples Interviews with parents, colleagues, or student Information from counselors, curriculum specialists, mentors Anecdotes Surveys with open-ended responses
Social Skills	# of time-outs, detentions, office referrals # of negative communications with parents Off-task frequency # of teacher redirects # of consequences given Amount of homework turned in Surveys (yes/no, Likert Scales)	Teacher notes about student social abilities Student work samples showing cooperation Interviews with parents, colleagues, or student Information from counselors, curriculum specialists, mentors Anecdotes Surveys with open-ended responses

\*Collect meaningful qualitative data for three to five students in the target class to use for case studies. For example, if a teacher is attempting to determine how his/her behavior plan is working, that teacher might select a very disruptive student, a mildly disruptive student, and a non-disruptive student. The teacher would take anecdotal notes on all three students during the course of three weeks that the behavior is first implemented. The teacher may also question (or interview) these students about their feelings on the new behavior plan and see if they feel that it is working.



## Analyzing Student Data

Once the teacher has collected data on the class, the next step is to analyze what the data reveals about the current classroom situation. To make data meaningful, it must be organized. There are different ways to arrange quantitative and qualitative data.

In many cases, data is used as evidence to determine if a new strategy or intervention is working with the target classroom. Before this can be done effectively, the teacher should collect data before the intervention is introduced. This establishes a **baseline**, or a description of the situation before a change was introduced. Baseline data can incorporate both quantitative and qualitative data. This type of data can help clarify the needs of students.

The process of analyzing means to “break down” into smaller parts. Analyzing data means to take several pieces of information and arrange it so that it presents a particular picture of the situation. Baseline data may tell the story of a classroom that is not changing or getting worse.

Baseline data could include quantitative measures taken one or two times. It could also include qualitative measures taken only one time.

Track a student's performance on various assessments, such as reading assessments. For the elementary grades, benchmarks are not connected to the TAKS, but elementary teachers continually assess students for progress. See the "Reading First Progress Monitoring" sheet and the "Reading Assessments for K-3," shown below. Data taken at several times, especially during an intervention, can be used to demonstrate progress or growth.

Arranging student data is essential for analyzing it. A common way to arrange quantitative data is to use charts. A benchmark chart can be used to track scores that students have on various benchmarks, or criterion tests given at regular intervals, to determine if students demonstrate growth in a target classroom. See "Reading Benchmarks for TAKS Score Results."

Qualitative data presents more challenges for organizing because this type of data is not as straightforward. One way to organize this is to record information (anecdotes) about students at various times through a given time. See "Academically At-Risk Students in World Geography."

Qualitative data can also be arranged by themes that emerged from the various pieces of data collected ("My New Discipline Plan").



## Presenting Student Data

Once the data is analyzed, the picture about the given situation is revealed, presenting the data to share with others is an important step. Many of the ways to present the data also correspond with how to arrange it. In this case, however, you are arranging it for others to understand what you have determined is significant from the data.

See "Selected Students Ongoing Progress" as an example of how to present data for others. Notice that this presentation includes both quantitative and qualitative data.

## Reading First Progress Monitoring

School \_\_\_\_\_  
 Student Name \_\_\_\_\_  
 Student ID# \_\_\_\_\_  
 Literacy Support Specialist \_\_\_\_\_  
 Classroom Teacher \_\_\_\_\_  
 Grade \_\_\_\_\_

Session 1    Session 2    Special   Language of Instruction \_\_\_\_\_

### Eligibility of Criteria

Check all that apply and give scores

<input type="checkbox"/> DRA _____ <input type="checkbox"/> TPRI _____ <input type="checkbox"/> Tejas LEE _____ <input type="checkbox"/> Flynt Cooter _____	<b style="text-align: center;">DIEBELS</b> _____ ISF   _____ NWF _____ LF   _____ ORF _____ PSF <b style="text-align: center;">ASSESS EVERY 2 WEEKS</b>
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Test #	Date	Measure/Score	Test #	Date	Measure/Score
1			15		
2			16		
3			17		
4			18		
5			19		
6			20		
7					
8					
9					
10					
11					
12					
13					
14					

End of session summary of student progress and recommendations for further interventions

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Specialist Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

## Reading Assessment for Kindergarten-3<sup>rd</sup> Grades

Grade	Assessment	Date Given		Inventory Portion and Grades Tested
Kindergarten, First, Second, and Third Grades	TPRI (Texas Primary Reading Inventory) The Screening portion identifies students who are likely to experience success in reading so time can be spent gathering more detailed information for other student who may be likely to need instructional intervention. The Inventory portion gives the teacher an opportunity to gather more data to help match reading instruction with specific student needs.	September, December, April	<b>Screening Portion</b> and Grades Tested  K-1 Graphophonemic Knowledge  K-1 Phonemic Awareness  1-3 Word Reading	K Book/Print Awareness K-1 Phonemic Awareness K-1 Listening Comprehension K-3 Graphophonemic Knowledge <ul style="list-style-type: none"> <li>• K-1 Sound symbol relations</li> <li>• 1<sup>st</sup> Word building</li> <li>• 2-3 Spelling</li> </ul> 1-3 Reading Accuracy 1-3 Reading Fluency 1-3 Reading Comprehension
Kindergarten, First, Second, and Third Grades	DRA (Developmental Reading Assessment) A series of leveled books and recording sheets designed to allow teachers to determine students' reading accuracy, fluency, and comprehension levels	September, December, April	<b>DRA Benchmarks</b> Grades and Times Tested  K      January    Level 1 May            Level 3 1 <sup>st</sup> September   Level 4 January       Level 10 May            Level 16 2 <sup>nd</sup> September   Level 18 January       Level 20 May            Level 28 3 <sup>rd</sup> September   Level 30 January       Level 34 May            Level 38 4 <sup>th</sup> Level 40 5 <sup>th</sup> Level 44	
Kindergarten, First, Second, and Third Grades	DIBELS (letter naming, recognizing the sounds of each letter, sounding out words, and read-aloud fluency).	2 Week Intervals		
Kindergarten, First, Second, and Third Grades Bilingual	Tejas LEE (an individually administered Spanish reading assessment which specifically assesses the skills important to the development of Spanish reading. Proper administration will depict a summary of reading performance in order to plan and deliver targeted instruction	September, December, April	The Tejas LEE is not a translation of the TPRI. Results from the Tejas LEE should only be used to examine a student's performance in Spanish and to plan Spanish reading instruction. The two instruments follow similar administration schedules to allow for both instructional planning and the documentation of student progress.	
Second, Third, Fourth, and Fifth	Standardized Reading Benchmark	September, December, April	Standardized testing taken from Scott Foresman basil	

**Criteria for Intervention from TPRI/Tejas LEE and DRA Assessments** (*BOY*-Beginning of year, *MOY*-Middle of Year, *EOY*-End of year)

- Kindergarten:  
Still developing on TPRI and *MOY* DRA = < 1  
Nivel de Intervencion on 3 out of 4 sections on sections 2, 3, 4, or 5
- First Grade:  
Still developing on TPRI and *BOY* DRA= < 3  
*MOY* DRA= < 8 and reading story 3, 4, or 5 at a rate less than 40 WCPM (word count per minute)  
Nivel de Intervencion on section 1, 2 or 5 or frustration on story 1 or 2
- Second Grade:  
Still developing on TPRI and *BOY* DRA= <14  
*MOY* DRA= <16 and Benchmark below 40% and reading grade 2 story 4 less than 75 WCPM.  
Nivel de Intervencion on section 1 or frustration on story 6, 7, or 8
- Third Grade:  
Frustration on any Grade 3 story, and less than 100 WCPM.  
Nivel de Intervencion on section 1 or frustration on either story 3 or 4

**Interventions**

- Supported Reading  
An additional 30-45 minutes of short, intensive instruction which includes phonemic awareness, phonics, vocabulary, comprehension, and fluency practice. This is the first level of intervention for K-3 students. A certified teacher will provide this during the school day outside of the 90 minutes of core instruction in a Reading First Campus, or by a Reading Specialist if not a Reading first Campus.

I, A, B, C Reading Benchmarks TAKS Score Results

Name:

Date:

Student	Sept Benchmark- 40 % Mastery Expected	Jan Benchmark- 65 % Mastery Expected	Feb TAKS Standard Met	Actual TAKS Results	TAKS Standards Met
Ge G.	10	19	no	45	no
M. M.	26	21	no	35	no
D. H.	36	33	no	41	no
A. P.	43	40	no	48	no
S. L.	17	57	no	45	no
A. V.	88	57	yes	57	yes
J. A.	36	60	no	62	yes
I. S.	29	60	no	35	no
V. V.	35	65	yes	72	yes
A. H.	38	69	yes	75	yes
K. N.	40	71	yes	79	yes
A. L.	62	76	yes	80	yes
J. T.	57	76	yes	86	yes
C. D.	60	81	yes	83	yes
I. P.	74	86	yes	76	yes
N. R.	69	86	yes	90	yes
J. R.	83	88	yes	88	yes
R. P.	81	93	yes	95	yes

Met Standard- 8 Total

Met Standard- 10 Total

Met Standard- 11 Total

12 Met Standard

<http://www.austinisd.org/academics/testing/index.phtml>

Interventions- After the second benchmark students were placed in small groups for instructions -the lowest students (4) worked with the reading specialist as recommended by administration. In class my focus in all subject areas was to increase vocabulary...and comprehension skills were targeted.

Reading became the focus throughout the day...We read as a class one novel a month...while having ongoing discussions daily. Students practiced writing summaries...when the students read for homework, they always had a Q/A worksheet to help facilitate comprehension and main idea. Integrated Graphic Organizers used regularly to familiarize them with TAKS style charts

Assessments were written to model TAKS.... Practiced many recommended test taking strategies...highlighting...summarizing...etc...

Overall I am proud of many students who improved throughout the year. I have continued to struggle with the lower students and have recruited the help of the Content Mastery teacher who facilitates small groups with me daily....I met with each parent to discuss areas of improvement and the students verify they are reading daily.

## Academically At-Risk Students in Regular World Geography

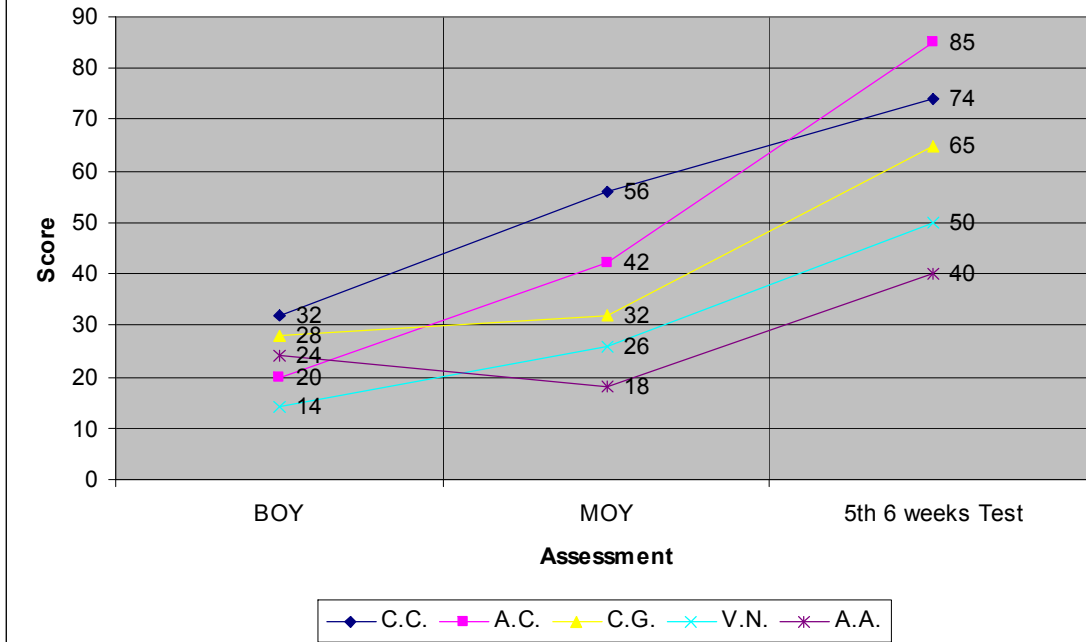
Student	M/F	Description of Academic and Social Skills	Academic Status in Class
BS	M	BS possesses adequate skills to be successful in the regular education environment. However, he lacks motivation or interest in school. BS originally came from a single-parent home, in which his father had parental custody. He had moved from South Texas and was living with an older brother, who had not acquired a job. BS described how he enjoyed playing Internet games or other video games at home. BS keeps responding that he will "improve" his grades in the next sixth weeks, but never follows through. BS works best when he assists others in completing classroom tasks.	BS has failed the 5 <sup>th</sup> sixth weeks.
ED	M	Student has been diagnosed with bi-polar disorder and has been hospitalized recently for attempts at self-mutilation and threatened suicide. Student comes from a single-parent home and has an unstable relationship with his mother. Academically, the student has exhibited behaviors of withdrawal. He prefers to draw in class and refuses to do work. The student possesses about average skills in reading and has in the past demonstrated ability in writing. ED, though very likable, has demonstrated passive aggressive behaviors.	During the 5 <sup>th</sup> sixth weeks, ED's performance plummeted severely. He has been withdrawn from W.H.S. at the end of the 5 <sup>th</sup> sixth weeks.
GR	F	This student is an ESL student. She appears to have a strong support of learning at school. She performs well in class activities and struggles through reading materials. In math, she demonstrates success in most math application problems; however, she consistently fails word problems. Her English vocabulary has improved, but she needs continuous support. In Geography, she performs low on tests.	GR passes adequately, usually with a "B." She works diligently. She responds best when paired with another ESL student, one who is more advanced in English.
LS	M	LS has severe ADHD and requires lots of redirection and refocusing in the regular class. His organizational skills are horrendous and he can't remember the assignments and even the dates for the test. Despite his multiple attempts to keep a calendar, he has not been successful in this manner. He comes from a single-parent home and has an older sister who lives at home. The older sister attempted to guide his school work in the beginning of the year and disagreed with his mother's "lenient" parenting style. After the first six weeks, due to a disagreement, LS's mother refused to allow the older sister to converse with teachers or discuss grades.	LS has demonstrated successful and has not failed a sixth weeks. However, LS's grades are usually 70-74. LS requires constant parental contact, a set after-school study time, detentions, and redirection.
MB	F	This student has demonstrated difficulty passing in other classes. She comes from a single-parent home and has had a history of possible neglect or abuse. MB has been given special education classification due to depression. She has tremendous coping skills.	MB continues to pass the class. She is most afraid of the teacher calling her mother to inquire about a missing

			assignment. However, frequent absences and disorganization limit her success.
MM	M	Having failed the 8 <sup>th</sup> grade all subjects, MM came to Westwood with already existing concerns. MM has had difficulty focusing on school work. He has been diagnosed with ADD. During the course of the year, he has been caught skipping on numerous occasions. In the 5 <sup>th</sup> sixth weeks, he had skipped for nearly 3 weeks. His mother, a person very much interested in MM's success, has been able to get him at school. MM is severely disorganized and doesn't turn in assignments.	MM has failed the 5 <sup>th</sup> sixth weeks; however, he showed tremendous academic improvement since his return from a 3-week absence. He comes for tutorials and, on several occasions, has been made to stay after school to complete unfinished assignments.
MP	F	MP came to W.H.S. with a history of academic concerns. According to previous ARD comments, she demonstrated "consistent failure" in her regular academic classes and needed redirection/refocusing. She demonstrates weaknesses in reading comprehension and concentration.	MP has demonstrated success in the class. Her sixth-week grades have been either low a "B" or low "C." Goal setting and peer support are methods which work best for her.

## My New Discipline Plan

Parts of the Discipline Plan	Impact on Targeted Class
Calling parents of disruptive students	I called the parents of four disruptive students in 4 <sup>th</sup> period. I was only able to reach two of the four parents. It appears that one student doesn't have a phone at home; it has been disconnected. Another student, Miguel, does not have correct information on file. Nor has he given me a contact number to reach his parents. He claims that his parents are always working. I know he takes the city bus after school. I suspect he doesn't live in the school district. I did speak to Sam's and Erica's parents. They seemed very supportive. Sam's father said he'd "take care of it" and apologized. Erica's parents stated that this was a problem in her other classes. Erica was going to lose her phone privileges.
After-School Detentions	This 6 <sup>th</sup> Weeks, I have assigned five after school detentions. Only two students came to the detentions. I wrote referrals for the three that did not come. The two students that came, Rachel and Sam, improved their behavior in class. However, it didn't take long for Sam to be back to his old tricks again.
During Lunch Detentions	I assigned seven lunch detentions. This was very successful. For students who didn't come to the detention, I was able to choral them by sweeping the cafeteria. The students wined and complained profusely. In class, the threat of the lunch detention carried more weight than the after-school detention.
Bonus Bucks	Giving Bonus Bucks to students who are well behaved seemed to have an effect on several students. Sam and Miguel, in particular, became disappointed when they did not get a bonus buck at the end of the day. However, I was able to use this as an incentive. "We're half way done with the class, guys, and you have done a great job. I thinking today's the day you get a bonus buck." The power of positive reinforcement works! But, sometimes the kids who misbehave get carried away and forget. They become loud or do something disruptive, then plead for forgiveness later. I need to think of a way to get them to think more carefully about their actions.
New Seating Arrangement	The new seating arrangement had a powerful impact on the students in the beginning. However, after a few days, the really disruptive developed strategies around it. Erica began passing notes in class and would speak loudly to her friends. Miguel began picking on a student near him. Sam is so ADHD that he'd get distracted anywhere. Max was the only one who really took to the new seating well. He has improved immensely.

### Selected Students' Ongoing Performance



CC: This student is bright, but apathetic in class. I often have a hard time getting him to work. When I discovered he played several sports, I used that leverage with him to get him to come after school and participate more in class. His parents were also very supportive and helpful in this endeavor

AC: This student is

similar to C.C. above, except that at first she had a hostile attitude toward my class. I used more positive reinforcement than usual, allowed her to pair up with someone she was comfortable with when in groups, and allowed her to demonstrate problems she got correct. The attention and the consistency in being correct gave her the positive interaction she needed with my class and the other students, and now she is a leader when in groups.

CG: This student shows great promise, but a conflict with her mother and peer influences were detracting her from her full academic potential. Her grades were at first low, mainly due to not turning in or attempting assignments. Our team called for a parent conference, where we discovered the social factors at work in her life. A daily check sheet and frequent, consistent rewards for positive academic behavior turned her into the studious, participating student she is now.

VN: This girl was (and sometimes still can be) the most apathetic and attention-seeking student I teach. She is despised by most classmates for her frequent interruptions, and her anti-teacher attitude. However, like C.C. above, she is an athlete in several sports, and so I used that leverage to shape her habits. I could only manage to get her to barely pass, and even that took a lot of effort. Her frequent behavior problems earned her frequent detentions, in which I frequently gave her make-up assignments and repeated lessons that she probably tuned out.

#### Math Scores and Intervention Summaries

[Scroll over the red triangles to read about the students.](#)

STUDENT #	BOY	MOY	5th 6 weeks Test
C.C.	32	56	74
A.C.	20	42	85
C.G.	28	32	65
V.N.	14	26	50
A.A.	24	18	40

AA: I cannot report success with this student. He is a class clown, an attention-seeker, and rarely completes assignments. Although an athlete, he did not have enough motivation to pass, despite encouragement, behavior and academic contracts with the student, and many parent phone calls. He was frequently sent out of class for disruptions, but now he is cooperative but inattentive, or sleeps during class. I can rarely get him to participate, to pay attention, or be cooperative without a joke, blunt refusal of my requests, or back-talk. I have asked for advice from the special ed assistant, but no strategy seems to get him to take education seriously.

## Tips for Interventions

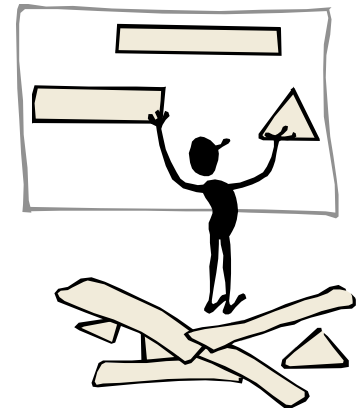
If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job. ~Donald D. Quinn

Before choosing an intervention, teachers must clearly define the problem or area of concern they want to address. Consider this description of the next step.

Suppose a teacher, Mrs. Garcia, wanted to address two areas (academic and social) in the classroom: use of multiple intelligences and at-risk behaviors. By reflecting on what he or she already knows about the target classroom, she has determined that students who exhibited at-risk behaviors, such as not participating in class and not doing assigned work, are often bored with classroom activities. She also realizes that she doesn't spend much time allowing students to develop other areas, such as music and art. So, Mrs. Garcia asks the question: "If I encourage students to use multiple intelligences, will this positively impact at-risk behaviors of my students?" Here, Mrs. Garcia attempts to implement a strategy that will address both an academic and social skills need in her classroom.

Likewise, Mr. Duncan has noticed that his students are having a difficult time turning in homework. He is also concerned that students are not paying attention in class. By reflecting on the data he has collected, he realizes that students, who don't pay attention to his lesson on math, usually don't turn in homework (and usually fail tests and quizzes). He asks the question, "If I find a way to get them to pay attention during math lessons, will this improve their ability to turn in homework? What strategy can I use to get them to pay attention?" Mr. Duncan decides to include a short, 3-5 question math question quiz, in the middle of each math lesson. Students are expected to answer each question and grade each other's quiz, discussing anything they didn't understand. Mr. Duncan makes sure to begin the math homework using the same type of question he used in the mini-quiz.

For both Mrs. Garcia and Mr. Duncan, an intervention refers to a strategy or new technique that the teacher introduces into the classroom. The fundamental basis of an intervention is that if the teacher introduces a change in his/her behavior, this will cause a change in the student behavior. The purpose of the teacher project is to determine which interventions might affect student behavior and performance positively and to what degree. Hence, reflective teachers introduce new changes based on data they have collected. Here is a list of interventions that frequently lead to student strengths.

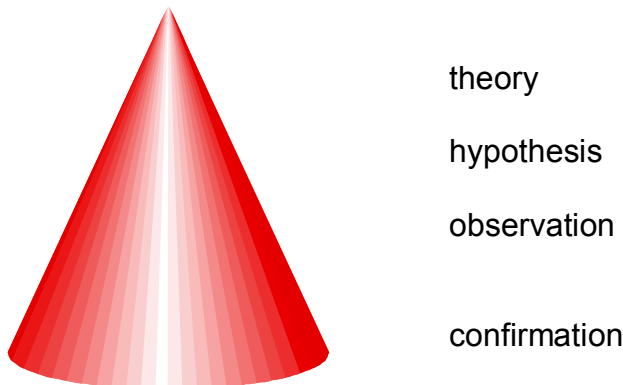


1. **Direct instruction:** Model the skill or strategy; have students practice the skill or strategy under your direction, with frequent feedback; students apply skill to another academic situation; and then students apply the skill to general conditions. Source: <http://www.interventioncentral.org/htmldocs/interventions/rdngcompr/dirinstr.shtml>
2. **Talk-aloud:** As the teacher explains a skill, verbalize the brain processing and sequence by explaining **why and how** -

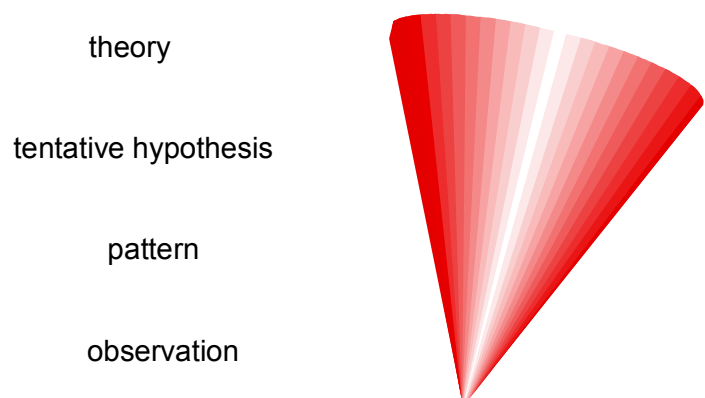
- particular steps are taken;
- this answer is the best, and the runner-up is not the best answer;
- a particular sequence is the best route;
- this action will not solve the problem;
- prior knowledge is necessary;
- organizing thoughts into a graphic organizer that is then used for a specific activity or assignment;
- specific traits lead to a specific type of character or person;
- comparison and contrasting, cause and effect will lead to specific conclusions.

3. **Teaching inductive and deductive reasoning:** Inductive reasoning means that we start with a specific idea and then think through all of the examples that fit. Deductive reasoning begins with many examples as we think through to a logical conclusion. While inductive reasoning is more open-ended, deductive reasoning is most concerned with confirming generalizations.

**INDUCTION** Begin with one instance and form a generalization, conclusion, or hypothesis. Of course, one must ensure that the generalization is true. See good examples at [http://www.sar.bolton.ac.uk/ltl/PMG/ind\\_reasoning.htm](http://www.sar.bolton.ac.uk/ltl/PMG/ind_reasoning.htm) and <http://www.socialresearchmethods.net/kb/dedind.htm>



**DEDUCTION** Begin with a generalization, conclusion, or hypothesis, and determine if there is a specific answer. Deduction comes alive in the area of prediction.



**Scaffolding:** Provide 'scaffolding' support (individual instructional modifications) to students as necessary to help them to master a new task or keep up with more advanced learners. Examples of scaffolding strategies include reducing the number of problems assigned to a student, permitting the student to use technological aids (e.g., word processing software which predicts student word selection to reduce keyboarding), and using cooperative learning groups that pool the group's knowledge to complete assignments.

## Individualized Instruction

Before working with the students, one should do the following to determine skill levels and needs of the students. Although time is always a problem, these steps will help and provide more opportunities for student progress.

- Read each student's Individualized Education Plan (IEP).
- Read the modifications determined by the ARD for each child.
- Plan ahead and collaborate to determine what modifications, manipulatives and activities should be available to the student to ensure success.
- Establish relevancy and purpose for learning by relating to previous experiences.
- Assign the task at an appropriate level of readability.
- Break down the assignment into small increments.
- Give precise directions.
- Lower the difficulty level, if necessary.
- Shorten the assignment and slowly increase the amount of work required.
- Reinforce on-task behavior.
- Provide a variety of tasks to complete within the assignment (i.e., charts, graphs, posters, maps, etc.)

## Small Group Instruction (Cooperative and Collaborative Learning)

Provide direct instruction in group processes and provide interaction opportunities gradually.

Provide each student with a responsibility or position of leadership.

Prepare the group members to work together. Often, a rubric with expected objectives helps to guide students and clarify assessments.

Provide more structure by defining the task and listing the steps to complete the task.

Establish relevancy and a purpose for learning by relating to previous experiences.

Provide immediate feedback and praise.

### Focus!

### Try the wide angle lens approach ...



What are the major concepts?

What is the cause of the problem and the effect?

What conclusions can you make from the information provided?

## Organizational and Study Skills

Most students need help with organizing their materials so that they have everything they need at the right time, in the right place. Too frequently, students stick papers in their textbooks, pockets, purses, or loose in a backpack. Soon, clothes go through the washer, papers fall out of textbooks, and papers become globs of sticky, torn messes that are merely thrown away. The end result is that important information is lost and unavailable for review, assignment completion, or testing.

Here are some good ideas for students of any age or ability.

- Clean out backpacks, lockers, desks, and storage areas frequently, having students evaluate materials as to their place.
- Label covers on textbooks so that they are protected and easily selected.
- For those on alternative schedules, suggest that all materials for one day be in one backpack while an alternative backpack holds the other day's materials.
- Have an agenda for the day, along with homework assignments, displayed in the room.
- Have a specific area for absence assignments for students to check on their return.
- Establish a regular routine in the classroom when possible.
- Have students clear extra materials from the desk, to limit distractions.
- Model study strategies. Give students time to review, study, or complete assignments in a calm atmosphere. Experiment with background music (without lyrics) that might calm students without distractions.
- Give strategies that: help students break down material into sections; allow completion rather than "studying" that often never ends; have built-in responses that give students immediate feedback so they can check their progress; allow students to study with partners and teams more effectively. As they learn tips for collaborating with others, students see the benefits of working together.

## Designing an Effective Intervention

Let's look at Mrs. Garcia's questions: "If I encourage students to use multiple intelligences, will this positively impact at-risk behaviors of my students?" Although it looks like Mrs. Garcia has a great intervention, there is something missing. All effective intervention must address specific targeted behaviors. These behaviors must be observable, measurable, and changeable. It is also important to remember that an intervention is a teacher change which will impact student's social/academic behaviors. So, it is important to define both the intervention and the student behavior change.

Let's look at how Mrs. Garcia can make her intervention more effective. To assist Mrs. Garcia, we have given her the following questions to consider:

**What is the intervention you wish to implement? What terms do you need to define (if any)?**

*I want to incorporate multiple intelligences into classroom activities and lessons. Multiple intelligences refer to a range of intelligences that people have. They include: verbal-linguistic,*

*logical-mathematical, intrapersonal, interpersonal, musical-rhythmic, visual-spatial and body-kinesthetic.*

**When implemented what will this intervention look like in the classroom (in terms of teacher behaviors)?**

*Well, in my lessons, I will use methods that stress different intelligences. For example, I will use more visuals for the visual-spatial intelligences. I will incorporate music and art in trying to teach concepts. I will create opportunities for students to share and discuss ideas (intrapersonal) and will also facilitate personal reflection and journaling (interpersonal). I will allow students to select from a variety of activities for classroom projects, representing a range of multiple intelligences.*

**What target behaviors of the students are you wanting to address? What terms do you need to define (if any)?**

*I would like to get my at-risk students more involved. I define "at-risk students" as those who have failed more than one 6<sup>th</sup> weeks grading term. Also, this group might include someone who has severe problems that prevent them from being successful in the class, such as learning differences and emotional issues. What I mean by getting these students more involved is I want these students to participate in classroom activities and have more time-on-task.*

**What will the new student behaviors look like in the classroom?**

*Students will be engaged during activity time with the activities. They will be able to choose activities that highlight their strengths and intelligences. Students will appear more motivated and complete the activity with interest.*

Notice that by answering these questions, Mrs. Garcia has a better sense about what she will be doing and what she wants to see from her students. The next step in the process is for her to think how she can measure if the new strategy is effective in bringing about the target behaviors.

## Case Studies and Monitoring Student Progress

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.

~Carl Jung

After studying data collected for the class, the teacher selects five students who are struggling with either the academic or social skills (or both). Specifically, what interventions have worked with other students? Why have the same interventions not worked for these five students? Have you checked with your mentor and other campus resources, studied the students' file, and visited with their parents?

Mrs. Garcia has been working through the intervention with five students for about six weeks now. She has seen a positive impact with her at-risk students. The data collected demonstrates that these students are more engaged and there has been an increase in their performance on tests and quizzes. From her anecdotes, she recorded that one of her more rough-and-tough students said, "Miss, this is fun. I like having a chance to draw my ideas."

Preparing student data in a case study allows the teacher to highlight positive results and use the collected data to show the student, parent, mentor, principal, and others how specific measures made a difference. The student especially needs to see how changes made bring positive results. Presenting the "why" and "how" of the work samples along with the "what," "when," and "where," provide a learning experience for all, but if the student can embrace the positive effects, then behaviors will change.

Consider this student:

1st six weeks      Steve is outspoken and obviously smart, but has the "I want to be cool" attitude. His grades are decent, but it took some prodding to get him to turn his work in.

Steve disrupts the class by talking, and is rude and mean to other students in the class. He is not turning in his work - and is not participating in class. His grades have slipped down and he has failed for the second six weeks.

2nd six weeks      Mom came to school after seeing Steve's second report card. Apparently he did not do well in other classes either. She just dropped in unannounced and sat at the back of the class. She was very nice and quiet, but Steve was obviously very reserved and on focus for the day. Our agreement was that if Steve began to slip, or was missing any work, or began to act out in class that I was to have him call her at that moment in the middle of class. She wanted to know if he did not turn something in, or if he was acting up.

I am not sure what Steve's mom says on the phone, but it definitely instantly shapes Steve up. I have had him call her several times when he does not have his assignment or materials. I also decided to let him have some control. I will give him the chance to finish it one day late, and tell him that if he does not have it tomorrow he will have to call her. He still does not bring it in - I think he may like the attention. But he will bring it the night after he has called his mother in class.

3rd six weeks

Steve's grades are on the upswing and he is definitely doing much better on class participation activities. I have made a point to joke with him and talk to him a bit so that he knows up front I am on his side. He offers good answers in class and often asks good questions. I still have a problem with him bringing in his assignments from day to day - but I think this is an organizational thing. Also, it is not cool to carry around a big backpack. The combination of parent involvement and paying closer attention to his grades and attitude has really helped him become a student that I really enjoy having.

4th six weeks

Although his grades went down a bit, Steve has still made a great change in his attitude during and after class. I have asked him to make a special point to help make a few of the kids that get picked on all the time feel good and to be especially nice to them. He doesn't really realize that his jokes hurt their feelings; I don't think he intends to be malicious.

Steve is driven by the interaction and the chance for special attention. I am willing to give this to him and have made sort of an unspoken deal that we will both work together and come up with good ideas. When he gets a little off track, I just ask him if he is doing what he is supposed to be doing. This often works to get him to sit back down and get focused - which in turn makes the rest of the class follow suit. He has seen that he can easily keep up in class without looking too much like a nerdy student and it is pretty easy to make a good grade.

The combination of special attention and the agreements that we have made has been very successful. Steve has a better bond with me, so he tries very hard to make sure that things are going right in class. He knows what the consequences are when the class as a whole does not behave, and I think he really does enjoy the work. It seems as though he wants the teacher to be hard on him so he has a good excuse for being diligent without losing his cool image.

Steve needed attention with an eye to why he misbehaved or didn't work as hard as he needed to succeed. The teacher's reflection and focus helped to change and mold behavior, helping the class as well as the student.

In addition to the insights that she periodically journals, the teacher can use prior work with comparisons to work as a result of interventions. Frequent attention to progress will help teacher, student, and parent to realize the power of training, patience, and perseverance.

## Reflecting and Presenting the Teacher Project

The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called "truth."

~Dan Rather

The final step for Mrs. Garcia is to reflect on what she has learned and share her findings with other others. By sharing, she develops a clearer sense of her intervention and what worked and didn't work. She also offers useful ideas to others.

Here are the questions she addresses to share her findings:

- What have you learned from this inquiry about teaching and learning?
- What conclusions can you make about your intervention?
- What data have you collected that supports your conclusions?
- What has been the impact of this inquiry on your students and classroom?
- In what ways have you grown professionally as a result of this inquiry?



Before presenting her findings, Mrs. Garcia arranges the data so that the project can stand alone and others can easily read it. She uses graphs, charts, and tables with samples of students work, making sure to mark out any student's name and identify papers with last name or initials.

After presenting her findings, the EDTC 3005 instructor, mentor, principal, and others can share their views and learn from the teacher's experience. The process of this dialogue continues throughout the school year and into the rest as the teacher assists another intern!

# Program Evaluation

“Evaluation is often that last little paragraph of a grant proposal that we throw in because we know we’re supposed to. However, a good communications strategy recognizes that evaluation is what it takes in order to know if all your hard work is achieving the results you seek!”  
Benton Foundation, *Benton.org*

At the close of EDTC 3005, you will be required to participate in a full evaluation of Austin Community College’s Teacher Certification Program, as a part of your grade. We invite you to spend some time to give us quality feedback about the different components of our program. Since EVALUATION is one of the highest critical thinking skills, practice and sharing thoughts allows for improvement and changed behavior. Our quest is to continually improve the way we organize instruction and assist pre-service and in-service teachers.

Our mission is to support the development of life-long professional educators, who share a vision of quality, student-centered instruction, and are partners in the improvement of public education. We thank you for having been a part of our program and look forward to your many successes.

You are always welcome to submit your ideas to improve our program and to visit us as a guest for our future students.



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Students of EDTC 3005 who collected data, analyzed, and became more successful teachers.