

# Why Didn't I Learn This in College?

Second Edition

Teaching & Learning in the 21<sup>st</sup> Century

Pa

**Sneak  
Peek**

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# **Why Didn't I Learn This in College?**

## **Second Edition**

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# Introduction

## **Why Didn't I Learn This in College?**

- A. I knew it for the test, but then I forgot it.
- B. I didn't take that course.
- C. I think I did, but that was a long time ago.
- D. I wasn't listening that day.
- E. At the time, I didn't think it was all that important.
- F. They forgot to mention it.

***Why Didn't I Learn This in College?*** is designed to pull together in one place, in a user-friendly format, much of what many teacher candidates are introduced to in college. The title is not meant to suggest that most of the constructs are not “covered” in teacher preparation programs. The intent is to say truthfully that we did not internalize all that was introduced and that we completed different courses or, perhaps, an alternative approach to entering the profession.

The first edition is in the hands of hundreds of thousands of new teachers and their mentors. Veteran teachers also find the text useful as a reminder of strategies they used in the past and as a source of strategies to use with the ever changing demographics of their students. This text is not meant to sit on a shelf but to be used as a resource on a weekly or daily basis. To that end it is written in a teacher-friendly format, presented in an easy-on-the-eyes font size, and bound so that it lays open on desks. Dog-eared and flagged copies are open on teachers' desks around the world.

## **How Is the Second Edition the Same as the First Edition?**

- Holds student learning as the central goal of our work
- Addresses teachers as leaders of learning and change rather than managers of the status quo
- Based on the premise that the best management program is a strong instructional program
- Features K-12 practitioner examples on Through the Voice Of... Pages
- Includes practical applications of research-based practices

## **What Is New in the Second Edition?**

- A greater focus on the range of diversity in our classrooms and strategies for working with all students
- More strategies for vocabulary development
- Even more procedures and routines for organizing the classroom for learning
- Up-to-date resource recommendations, most web-based, in each chapter

- A CD-ROM with over sixty reproducible templates and tools
- Teacher self-assessment and goal setting surveys in each chapter

## What Support Materials Are Available for New Teacher Induction Programs?

- A **New Teacher Professional Development (NTPD) Kit** that includes:
  - The ***NTPD Facilitator's Handbook*** with agendas and teaching notes for over twenty-four hours of new teacher professional development in hard copy and on CD-ROM
  - Masters for participant handouts in hard copy and on CD-ROM
  - An extensive collection of classroom applications of active learning strategies
  - A set of **Visual Tools** on CD-ROM that can be used to create wall charts, full color handouts, and overhead transparencies or embedded in PowerPoint and KeyNote presentations
  - A selection of DVDs featuring classroom episodes and interviews
  - A copy of ***The 21<sup>st</sup> Century Mentor's Handbook***
  - A copy of ***Instruction for All Students***
- The **Mentoring in the 21<sup>st</sup> Century Resource Kit** that is similar in design to the **New Teacher Professional Development Kit** but focused on the professional development and support of mentors
- A copy of ***The 21<sup>st</sup> Century Mentor's Handbook*** that is cross-referenced to ***Why Didn't I Learn This in College?***

### Words of Thanks

- Thanks to all the new teachers, mentors, Just ASK Certified Local Trainers (CLTs), and ASK Group Consultants who have worked with me over the years and a special thanks to those who are current sources of inspiration, support, and ideas. You know who you are.
- Heartfelt appreciation of the incredible effort of the women who read, reread, and reread again, checking for accuracy, consistency, and clarity. This includes Laura Pavlock-Albright, Caitlin Cooper, Anna Penniman, and Amy Craft. Your assistance was invaluable.
- A special thanks to Bruce Oliver for his keen eye in editing and proofreading.
- A round of applause for Shilpa Shah for the technical support, collaboration on cover design, and for patience with the ever-changing copy.
- And, thanks to my grandchildren who keep me committed to ensuring that there is a highly competent and caring teacher in each classroom and to doing all I can to stop the stoplight and names on the board!

# What New Teachers Need to Know Teaching & Learning in the 21<sup>st</sup> Century

As a result of over thirty years of teaching, leading, and learning from children and adults, it is clear to me that while beginning teachers may say they need classroom management skills, what they really need to know how to set up classroom conditions where high level engagement and learning can occur. It is easier to say that new teachers need classroom management skills than it is to say that they need to develop strong instructional programs. **The dilemma with focusing on management is that the end we have in mind for our learners is not that they be well-managed, but that they be well-educated.** This book is based on the tenet that the best management system is a strong instructional program.

When we focus on well-educated as opposed to well-managed, we must communicate from the first day that we not only believe in the capacity of our students to achieve at high levels but that we also have a sense of self-efficacy. We can do this many ways. The most basic level we need to let students know is that we know (or want to know) who they are; that we know what we are talking about; and that we are well prepared. To do that, we need **knowledge of content and content standards**, as well as **skills for designing learning experiences** in ways that make learning accessible to all learners, and, last but not least, we need **incredible organizational skills** for setting up and leading a micro-society.

The term **leadership** is preferable to the term **management** because “to manage” means to “maintain the status quo.” “To lead” means “to take to a new place” and, therefore, implies that change is expected. Entries defining **manage** in *Webster’s Ninth New Collegiate Dictionary* include “to handle or direct with a degree of skill,” “to make and keep submissive,” “to alter by manipulation.” Entries describing **lead** in the same dictionary include “to guide on a way especially by going in advance,” “to tend toward or have a result,” “to direct on a course or in a direction.” The desired outcome in our classrooms is clearly the latter.

The essential questions on the next page are based on the belief that leading the learning is preferable to managing the learning. To retain our best and brightest teachers, we have to cast them as leaders and agents of change capable of not only leading students in their content learning but in learning how to learn and in developing a sense of self-efficacy. This is true not only for teachers new to the profession but also for all us who see ourselves as life-long learners.

# ASK Framework for Teaching & Learning in the 21<sup>st</sup> Century

The essential questions that must be addressed by 21<sup>st</sup> century teachers are:

- What is a learning-centered classroom and what do I need to do to create and lead in such a learning environment?
- How do I translate “beginning with the end in mind” into planning and pacing for the year, the unit, and the lesson?
- What are systems, procedures, and routines for organizing my professional and instructional materials, the learners, and classroom learning environment?

What follows is an incredibly complex and perhaps even overwhelming list of skills and knowledge needed to address those questions. They are organized in the six arenas frequently identified as areas of professional practice for educators. While no educator ever completely masters all of them, it is important for all educators, even novices, to have a complete picture of the complexity of the job so that they can target potential areas for professional development throughout their career. Supervisors, mentors, and coaches must help novice teachers identify which skill sets can have the greatest impact on student and teacher success in any given situation.

Those listings marked with an \*\* or an \* are explicit areas of focus in this book. Those marked with \*\* are significant areas of focus. They have been identified based on the essential questions listed above. Many of the areas not presented in this book are presented in *Instruction for All Students*. Some points are so essential that they appear in both books.



# Recommendations for Creating a Learning-Centered Environment Instead of an Environment Based on Control & Compliance

- At the beginning of the school year, work with the students to develop positive statements about how all of you will work together in the classroom. Ensure that these guidelines are consistent with the guidelines published in the school's handbook and that they are in the interest of student learning. (See pages 29-31.)
- Be specific and clear in directions. When directions are multi-step, present them both orally and in writing. Check for understanding of directions. (See page 228-229.)
- Use a range of consequences matched to the frequency, intensity, and cause of any misbehavior. Be sure that consequences are designed to move students back into a learning mode rather than to remove them from the learning environment. (See pages 29-34.)
- Employ active learning strategies in which students are interacting with the information, the materials, and each other. Decrease time spent in whole group instruction and individual seat work. (See pages 63-107.)
- Give frequent positive recognition for effective effort and for gains in achievement and improvement of learning and/or social behavior. (See pages 18-19 and 22.)
- Provide nonevaluative feedback to students that gives them a clear sense of their progress in school. There is no need to grade all work; rather, allow significant portions of class work to be works-in-progress for which you provide clear but nonevaluative feedback. (See page 22.)
- Display student work.
- Engage students who are misbehaving in problem-solving activities. Avoid win-lose situations and threats; instead, offer choices. (See pages 32-35.)
- Avoid labeling students or using authoritarian tones and language.
- Treat students with respect and dignity. Kids are people too!
- Do not confuse "motivation" and "compliance." (Kohn)
- Remember that faster is not smarter. Be careful to communicate the value of craftsmanship, self-assessment, and self-adjustment.

## Recommendations for Creating a Learning-Centered Environment Instead of an Environment Based on Control & Compliance

- Have students evaluate their learning, the effectiveness of their effort, the classroom learning environment, and instructional program on a regular basis. Have them support opinions with data.
- Ensure that students are not only consumers of information, but also producers of information.
- Use “I” or assertive messages to discuss problem behaviors. Teach students to do the same with each other. (See pages 20-21.)
- Use every opportunity to communicate an acceptance of, and an appreciation for, diversity.
- Clearly communicate that being unable to read well or to speak English proficiently is not the same as being unable to think well.
- Avoid periods of delay at the beginning of classes, between activities, and at the closing of classes. Create systems that minimize the amount of class time spent on record keeping and paper flow. (See Chapter IX.)
- Teach students explicitly, within the context of their academic learning experiences, the interpersonal and communication skills they need to work and learn collaboratively. This includes skills such as speaking clearly, listening, clarifying, asking for help, and disagreeing agreeably. (See pages 20-21.)

*Adapted from Structuring Schools for Student Success: A Focus on Discipline & Attendance,*  
Massachusetts Board of Education

# Framing the Learning

## How Am I Doing?

**Mark each item: W for Working Well, G for Goal for the Month, or N for Not Yet**

- I communicate the standards and learning objectives in age appropriate language.
- I communicate why what students are learning is important to know.
- I communicate how the learning exercises the students are doing are related to the learning outcomes; that is, explain the purpose and relevance of all assignments and tasks.
- I communicate how the current lesson is related to and builds on previous lessons.
- I help students build skills at recognizing how the current lesson is related to and builds on previous lessons.
- I communicate to students how their learning will be assessed.
- I provide scoring guides such as rubrics, performance task lists, and checklists to students before they begin working.
- I provide daily, unit, and semester agendas.
- I have students access and use their prior knowledge.
- I identify student misconceptions and naïve understandings; I help students reframe their thinking as appropriate.
- I provide or have students make connections between what is being learned, other areas of study, and to life beyond the classroom.
- I provide multiple illustrations, examples, and comparisons of complex or highly abstract ideas or concepts.
- I use positive and negative examples to help identify critical or important attributes.
- I have students make predictions about what will happen next or about the next steps they need to take.
- I have students process and summarize learning throughout the lesson.
- I have students assess old predictions, make new predictions, make connections, pose questions, and/or identify significant information at processing points.
- I check for understanding throughout lessons by asking questions students can answer only if they truly understand concepts and/or the reasons for the processes.

# Framing the Learning

## How Am I Doing?

Mark each item: **W** for Working Well, **G** for Goal for the Month, or **N** for Not Yet

- I make accessible multiple sources of information such as books, magazines, journals, posters, pictures, charts, graphs, maps, and technology.
- I use Bloom's Taxonomy and the Question and Task Wheel to purposefully design questions and tasks at a variety of cognitive levels.
- I ask all students questions that require higher levels of thinking and probe student answers for clarification and extension.
- I pose open-ended thought-provoking questions.
- I name, model, and provide practice of thinking processes so that students can build and independently access their own thinking skills repertoire.
- I teach students to use journals, learning logs, or interactive notebooks to analyze and reflect on their own learning and the effectiveness of their effort.
- I have students analyze print text, media, and technological sources for reliability and relevance.
- I point out, or have students identify, how ideas are alike and different and how they relate to one another.
- I have students use data to support opinions and generalizations.
- I have students think critically and creatively by asking questions that have more than one answer.
- I help students explore and build on their ideas.
- I ensure that class time spent on practice exercises and learning the facts leads to meaningful use of the facts and skills in the near future.
- I use essential questions and key concepts to help students organize new information in ways that make sense to them.
- I have students take sides on issues and explain points of view.
- I have students resolve their differences by discussing their thinking.
- I design tasks that require students to apply learning across content areas.
- I design tasks where students have to apply learning in new situations with unpredictable variables.

# Active Learning Strategies to Use If You Want...

## **Students to work in pairs**

Think-Pair-Share - 98  
Learning Links - 88  
Learning Buddies - 252-253  
Reciprocal Teaching - 133  
Discussion Partners - 53

## **Students to work in small groups**

Teammates Consult (Kagan, 1997) - 97  
Reciprocal Teaching - 133  
Graffiti - 79-80  
Numbered Heads Together (Kagan, 1997) - 90  
Sort Cards - 93-95  
Consensus Conclusions - 76

## **To gather pre-assessment data**

Anticipation/Reaction Guide - 68      Stir the Class - 96  
Signal Cards - 144-145      Journals - 81-82  
Sort Cards - 93-95      Three-Column Charts - 100  
Frame of Reference - 78      Graffiti - 79-80  
Line-Ups (Kagan, 1997) - 89  
Think-Pair-Share - 98

## **Students to access prior knowledge**

Anticipation/Reaction Guide - 68      Three-Column Charts - 100  
Corners (Kagan, 1997) - 77      Journals - 81-82  
Stir the Class - 96      Word Splash - 122, 125  
Frame of Reference - 78      Graffiti - 79-80  
Line-Ups (Kagan, 1997) - 89      Learning Links - 88  
Think-Pair-Share - 98      All Hands on Deck - 69

## **To surface misconceptions and naïve understandings**

Anticipation Reaction Guide - 68      Fact and Folklore - 71  
Journals - 81-82  
Three-Column Charts - 100  
Frame of Reference - 78  
Line-Ups (Kagan, 1997) - 89  
Think-Pair-Share - 98

## Active Learning Strategies to Use If You Want...

### Students to set purpose for reading, listening, or viewing

Learning Links - 88	Journals - 81-82
Walking Tour - 105	Anticipation/Reaction Guide - 68
Three-Column Charts - 100	Fact and Folklore - 71
Corners (Kagan, 1997) - 77	
Line-Ups (Kagan, 1997) - 89	
Word Splash - 122, 125	

### Students summarize their learning

3-2-1 - 99	Discussions over Time and Place - 101
Ticket to Leave - 104	Biopoems - 70
Journals - 81-82	Learning Links - 88
Interactive Notebooks - 83-84	Scavenger Hunt - 91-92
Reciprocal Teaching - 133	Consensus Conclusions - 76
ABC to XYZ - 106	Connection Collection - 72-74

### To check for understanding

Signal Cards - 144-145	3-2-1 - 99
Ticket to Leave - 104	I Have the Question, Who Has the Answer - 85
Journals - 81-82	Tic-Tac-Toe - 86
Sort Cards - 93-95	Slates - 146
Scavenger Hunt - 91-92	Numbered Heads Together (Kagan, 1997) - 90
Line-Ups (Kagan, 1997) - 89	

### To have students "handle" their learning

All Hands on Deck - 69  
 Tic-Tac-Toe - 86  
 I Have the Question, Who Has the Answer? - 85  
 Connection Collection 72-74  
 Sort Cards - 93-95  
 Inside-Outside Circles (Kagan, 1997) - 87, 123

### To build in movement

Scavenger Hunt - 91-92	Walking Tour - 105
Stir the Class - 96	Learning Buddies - 252-253
Graffiti - 79-80	Corners (Kagan, 1997) - 77
Consensogram - 75	Inside-Outside Circles (Kagan, 1997) - 87, 123
Line-Ups (Kagan, 1997) - 89	
Simulations - 101-102	

# Connection Collections

## Purposes

- To help students make personal meaning
- To connect learning to life beyond the classroom
- To promote creative thinking

## Process

- Either the teacher or the students collect objects that represent literal or metaphorical connections to the content under study and place them in a bag, baggie, or box.
- Students identify the connections between the items and the content under study or make predictions about an upcoming study.
- The objects can be pictures or actual artifacts.
- Optional: Prepare five bags of five objects and call it “Facts in Five.”

## Examples

- **The Renaissance**

Joanne Fusare White, Rush-Henrietta School District, Henrietta, New York, introduced the idea to her middle school students by preparing bags of artifacts connected to important people from the Renaissance. She used these bags combined with short readings about each person to provide information on figures such as Michelangelo, the Medicis, and Leonardo da Vinci. Students were given a purpose for reading and were able to speculate about the meaning of the objects as they learned new material.

- **Books in a Bag**

Linda Denslow, second grade teacher, Rush-Henrietta, New York used **Connection Collections** as a culminating activity for the books and stories she and her students had read during the year. She created a model connections bag for one of the stories, then asked students to choose a favorite story for which to create a bag. She wrote the directions so she could keep the bags to use the next year when she introduced each story.

- **Phoetry (photo poetry)**

A third grade teacher in Chapel Hill, North Carolina, had her students create connections or artifacts bags as a pre-writing assignment at the conclusion of a unit on poetry. They were given small brown bags and were asked to return the next day with a picture and two other items in the bag that related to the picture but were not actually in the picture. The students then wrote their poems about the item and the picture.

## Through the Voice of...Connection Collections

# Biography in a Bag

You are a member of a team of anthropologists studying the leaders of the Renaissance or Reformation. You and your team are to collect artifacts representing significant information about your leader to place in a Biography Bag. All data will be documented in your individual journals. Each team on the expedition is responsible for gathering the data on one leader. The leader for which your team is responsible will be identified by the Expedition Leader. The leaders to be studied are as follows:

- Leonardo da Vinci
- Martin Luther
- Queen Elizabeth I
- John Calvin
- Raphael
- Michelangelo Buonarroti
- William Shakespeare
- Henry VIII
- Niccolo Machiavelli

Research findings should include information about

- your leader as a person
- your leader as a leader
- your leader as a person influenced by the time in which he or she lived
- how your leader not only influenced his or her own country, but how he or she had an impact on another region of the world

In your teams, you are to conduct a basic study that should yield at least six important facts about your leader. Use readily available resources, such as your library available here in our home office (a.k.a. your classroom). After you identify the important facts, document them in your journals and then locate an artifact that describes/relates to each of the facts you have identified. The artifacts might include paintings, drawings, jewelry, etc. Once again, document the artifacts and their relationship to the important information about your leader in your journals and place the artifacts in your Biography Bag.

It is now time to do research beyond the confines of the home office. You may choose to visit other establishments that contain printed material about your leader, or you may decide to sail along the World Wide Web. In any case, you are to identify ten more significant bits of information about your Renaissance or Reformation leader, and then locate an artifact to support each of these new tidbits. Once again, place the information you identified in your individual journals and the artifacts in your team bag.

## Through the Voice of...Connection Collections

# Biography in a Bag

When you have gathered all sixteen of the artifacts and placed them in your Biography Bag as well as recorded the information about the leader and the artifacts in your journals, it is time for each team member to write a brief report. This typed report should be one page long. It, and each of your journals, will be submitted to the Expedition Leader.

As the final step in preparation for your presentation, please decorate the Biography Bag to represent your leader.

After all the written reports are submitted, the teams will come together and present information about their leaders using only the artifacts in the Biography Bags to guide the presentations. These presentations will be made to the Expedition Leader and the other teams.

**This Connection Collection in a RAFT format was designed by Tami Loftus, Rush-Henrietta High School, Rush-Henrietta Central School District, Henrietta, NY. See page 102 for information on RAFT.**

# Homework

## Making It Worth the Effort...Yours & Theirs

Lee and Pruitt created a classification system of categories of homework. The four categories they identified were practice, preparation, extension, and creative. Their analysis of homework practice revealed that most of the homework we assign falls in the practice and preparation categories. Common sense and our own experiences as learners tell us that extension and creative homework assignments are much more likely to engage students in the learning and minimize the ever present problems of incomplete or copied homework.

### Guidelines for Practice and Preparation Homework

- Design assignments to yield a **success rate of at least 80-90 percent**. If students have not mastered the basic concepts, do not give them an assignment that will send them home to work incorrectly. Review the assignment before giving it to students. Identify major concepts and important vocabulary, anticipate difficulties, and prepare students to deal with them.
- Give the assignment orally and in writing. Use a consistent, easily seen location to post assignments. Present assignments so that there is time to clarify instructions.
- When students have difficulty with an assignment, teaching has to take place before they are asked to do more of the same work.
- Have students keep a **homework or learning log** containing each assignment's directions, connection to the learning objective, and completion time, or why it wasn't completed. If the assignment is incomplete, have them enter what they tried and where the process broke down. Log entries may be accepted as an alternative to the regular assignment as a good faith effort to learn through trial and error. See the template for an **Incomplete Assignment Log** on CD-ROM.
- Avoid assignments such as:
  - "Read Chapter 3." Students may read the chapter without purpose or comprehension.
  - "Read Chapter 3 and answer the questions at the end of the chapter." Students may complete the assignment without comprehending a word.
- Instead use "Read Chapter 3 and identify the three most significant factors related to \_\_\_\_\_. Be prepared to discuss (with your discussion groups at the beginning of class tomorrow) the factors you selected and your rationale for selecting them as the most significant." This communicates what success looks like and gives a purpose to the work outside of class.

# Homework

## Making It Worth the Effort...Yours & Theirs

### Guidelines for Extension and Creative Homework

- Build in opportunities for metacognition and making real-world connections..
- Ask students to react to, instead of just reporting on, what they are learning.
- Journal entries, interactive notebook processing, RAFTs, surveys, and interviews are productive extension assignments.
- When possible, give students opportunities to make decisions and have choices about how they will process and demonstrate their learning.
- Performance assessment tasks, projects, and other multifaceted work can provide students with the opportunity to integrate multiple concepts and to hook bits of learning to essential understandings.

### In Cases of Student or Teacher Homework Angst, Check for

- Unplanned or irrelevant homework. If there is a homework policy and student skills and knowledge in the current area of study are not sufficient for students to work independently, assign a review of key ideas or extension homework such as reflection, journal entries, and other connection making exercises.
- Assignments given at the very end of class with no time for clarifying purposes or explanations of confusing directions.
- Assignments that seem like busy work and that aren't moving students closer to competency with the standard on which they are working. They may already know how to do what they are being asked to do, or this type of activity hasn't been productive in the past.
- Assignments that call for knowledge and skills not currently in the students' repertoire where there is, therefore, little chance for successful learning.
- Promptness and appropriateness of feedback from classmates, an answer key or you.
- Explicitness of instructional purpose. Do not assign homework as punishment and do not omit homework because of good behavior.
- How much reliance there is on parent participation. Some parents cannot or do not for a multitude of reasons help their children with homework. Children should not be penalized for lack of parental support and, on the other end of the spectrum, others should not be rewarded for work done by parents.

# Homework

## Maximize Feedback & Minimize Grading

**Be sure that you and the students are examining homework for evidence of learning rather than for completion of activities.** Too much time and energy is put into doing and grading homework for it to be about whether or not students “did” their homework. The formative assessment data we gather from homework results is far more important.

Have students complete an error analysis (See template on the CD-ROM.) or react to their homework learning experiences in their journals or interactive notebooks. (See pages 81-84.)

At the beginning of the instructional period, have the students work in pairs or groups to reach consensus on practice homework. When students cannot agree, they should circle any points of confusion or disagreement. You circulate and intervene with the small groups as necessary. Only mass confusion is dealt with in large group. When papers are collected, they are all correct. The students have done the work and you have no papers to correct!

There is no need to “test” students on facts they have to memorize. Instead have the students draw the objects or some graphic representation of the facts to be memorized as a homework assignment. Have the students exchange drawings and label those of a classmate. Students check each other's work. This practice can continue until the tidbits are memorized and can be used later for cumulative review. If drawing won't work, have the students create mini-tests or flash cards to teach and test each other. There are no papers to grade!

When students write a summary statement of their thinking or of their readings as a homework assignment, have two students meet to share their summaries and to combine their thinking into one paper. The consensus paper is collected. The number of papers to be collected is cut in half!

When teaching a new operation in math, a new sentence structure, or a new science concept, have students make up one to five problems that illustrate the new information. When they arrive in class, have them exchange problems or you can collect them at the door and redistribute them randomly. Students work the problems they have received; then the problems are returned to the creators for checking and correction. Once again, no papers for you to grade!

# Procedure Potpourri

## Students Asking for and Receiving Help

A staple of a learning-centered classroom is students helping one another. Some teachers use the **Three Before Me** rule. That means that before a student comes to the teacher for help, they have to have checked with three classmates. Given that students are going to be helping each other, they have to be taught how to help rather than to provide answers.

When it is essential for students to ask for teacher help, signal cards or cups are a handy tool. Give each student three cards: red, yellow, and green. When they have a question, that is not stopping them from proceeding, they put out their yellow card which means, "Please help me when you can." When they are unable to proceed at all, they put out their red card. Red, yellow, and green paper cups are handy when small groups are working. When all is well, the green cup is on top. Yellow means we have questions, and red means we are ed or really stuck! In a computer lab, a red cup sitting on top of the monitor could mean, "I just lost everything!"

## Gaining Student Attention

See pages 230-232.

## Communicating Learning Outcomes and Agendas

See page 48.

## What to Do When Work is Finished

See pages 231, 237, 242.

## Leaving the Classroom

Hall passes are essential. Your school may have a form that you are to use or you may have to invent one. If you get to create you own, I suggest something relatively large and permanent with your name and/or room number printed on it. That way you do not have to stop and fill in or sign a pass. Set it (them) near the door and when students need to leave they simply pick it up. When the pass(es) is in use, no one else leaves unless there is an emergency.

## Returning from Absences

See page 248 and **Daily Log** template on CD-ROM.

## Grading and Reporting Student Achievement

See pages 149, 214, 200, 226.

## Calling on Students

See page 39.

# Procedure Potpourri

## Accessing Rubrics and Exemplars

See pages 215 and 245.

## Making Transitions

See pages 236-237.

## Record Keeping

See pages 213-215.

## Procedure Alert: Potential Problem Times That May Call for Plan B

- the day(s) before a big holiday or school break
- Homecoming week
- the day of or the day after Halloween
- the day report cards and/or progress reports are distributed
- the first few minutes after a long weekend or holiday
- Friday afternoons before a three-day weekend
- the last week of school (especially if the swimming pools are open and/or it's hot)
- immediately before or after a pep rally or assembly
- right after a fire drill
- the last few minutes before lunch and the first few minutes after lunch
- the first substitute of the year
- power outages
- first snow of the year (especially in Florida)

## Teaching in Multiple Classrooms or Schools

Teaching in multiple locations adds to the organizational issues you have to consider. If you are going from building to building, you will be living out of your trunk. Buy colored crates; if you can find them, buy crates with handles and wheels. Keep all the materials used in only one location in one color crate and materials for other locations in crates of different colors. You will probably have one crate that goes everywhere so that you can keep those essential supplies and materials organized and readily accessible. If it is not cost prohibitive or too bulky, the best approach is to have multiple copies or sets of supplies so you always have what you need.

If you move from classroom to classroom within the same building, work hard to establish a positive relationship with the people with whom you share the rooms so that you can have a corner in which to store materials and perhaps even a wall for displaying student work. Inexpensive roller shades make excellent transportable charts that you can store in the corner of your storage place and quickly hang wherever you need them. All you need are two small wall hangers in each room where you work.

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