

Urban Specialist Certificate Handbook

***Instructors, Study Group Leaders
Classroom Observers
Students***



2002-2003

Urban Specialist Certificate Handbook

***An 18 credit hour post-baccalaureate program to
enhance and build the skills of experienced,
urban teachers***

**A Handbook for
Instructors, Study Group Leaders
Classroom Observers
Urban Specialist Certificate Students**

2002-2003

***University of Tennessee at Chattanooga
The College of Education and Applied Professional Studies***

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Program Description

Rationale

Because eighty-five percent of America's novice teachers are white, middle-class, females and their students are children of color, specialized training is needed for teachers to succeed in the urban environment (Banks 1991; Garcia 1997; Haberman 1987). As a result of lack of specialized training as well as negligible mentoring support during their first years of teaching, fifty to sixty percent of teachers in urban schools leave teaching within three to five years (Haberman 1987). Teachers who are urban specialists are needed to serve as instructional leaders and change agents within urban schools to develop a supportive, collaborative environment that will nurture and retain effective teachers in the urban schools.

Goal

The goal of the Urban Specialist Certificate is to provide experienced urban teachers or administrators with an opportunity to obtain and develop critical instructional leadership skills at the post-baccalaureate level so that they can assist with the specialized professional development of novice and pre-service teachers in the urban school environment. This certificate program is aimed primarily at the experienced urban teacher or administrative professional. Tuition for the Urban Specialists who are accepted into the program will be provided by the Urban IMPACT grant.

Objectives

- Create a cadre of experienced urban school leaders to direct systemic change in how teachers are inducted and retained in urban settings.
- Enhance the knowledge, skills and abilities of urban teachers related to urban students, schools, and families based on research practices that have had a positive impact on the achievement of urban students and on effectively working with parents and community members.
- Strengthen the support system for teachers having difficulty in reaching high-need students in high-need schools.
- Enhance student learning through improved teacher preparation, knowledge of urban school contexts, and the use of technology.

Courses and Instructors

Names, Addresses, E-mail Addresses and Phone Numbers

Note: Course instructors are subject to change

Grant Director oversees the development and implementation of the Urban Specialist Certificate.

- Dr. Bonnie Warren Bonnie-Warren@utc.edu 425-5294

Curriculum Planners plan and identify courses, outline course content, identify textbooks, establish course schedules with input from students, identify classroom locations, instructors and communication processes.

Seminar Instructors plan and deliver 16 hours of instruction in four, four hour, sessions of course content and submit final grades.

1. EDUC 515 Assessment and Learning
 - Dr. Jane Brower Jane-Brower@utc.edu 425-2164
 - Mr. Buddy Sullivan SULLIVAN_ULYSES@HCDE.ORG 622-4555
 - Dr. Sonja Harrington Sonja-Harrington@utc.edu 425-2165
 - Dr. Patricia Kopetz Pat-Kopetz@utc.edu 425-2105
2. EDUC 560 Literacy Acquisition & Reading Development
 - Dr. Fran Bender Fran-Bender@utc.edu 425-4636
 - Dr. Jane Brower Jane-Brower@utc.edu 425-2164
 - Dr. Verbie Prevost Verbie-Prevost@utc.edu 425-4627
 - Dr. Diane Riddle Diane-Riddle@utc.edu 425-2123
 - Dr. Sara Sandefur Sarah-Sandefur@utc.edu 425-4776
 - Dr. Jeanette Stepanske Jeanette-Stepanske@utc.edu 425-2289
3. EDUC 517 Strategies for Inclusion
 - Dr. Barbara Ray Barbara-Ray@utc.edu 425-4538
 - Dr. Caryl Taylor Carly-Taylor@utc.edu 425-4543
4. EDUC 508 Collaboration & Consultation with a Focus on Change
 - Dr. Janetta Fleming Janetta-Fleming@utc.edu 425-4789
 - Dr. Vicki Petzko Vicki-Petzko@utc.edu 425-4662
 - Dr. Shela Van Ness Shela-VanNess@utc.edu 425-2326
5. EDUC 598 Research for the Culminating Experience
 - Dr. Sonja Harrington Sonja-Harrington@utc.edu 425-2165
6. EDUC 503 Urban Parents and Community Resources
 - Dr. Bill Butterfield h-875-5513 425-1742
 - Dr. Linda Smith Linda-Smith@utc.edu 425-4122
 - Ms. Charlesia Brewer Public Education Foundation 265-9403
 - Mr. Richard Parker Urban League hanton33@aol.com 756-1762

Course Sequence and Content Overview

1. **Summer 2002:** : EDUC 515 Assessment and Learning and Urban Summer Institute
 - Introductions, pre-assessment, Blackboard introduction
 - Introduction of educational research
 - How teachers are measured, interpretation of scores for students/parents/instruction, using standardized test data to plan instruction
 - Informal observations and questions in class, representation of minorities in exceptional education and English as a Second Language classes.
 - Post lesson plans to Blackboard
 - Summer Urban Institute
 - Workshop on test writing, portfolios and rubrics
 - Group role-play of interpreting test data to parents
 - Alternative Assessments, informal observations

2. **Fall 2002:** EDUC 560 Literacy Acquisition & Reading Development
 - Overview of Balanced Literacy
 - Guided Reading and Writing
 - Shared Reading and Writing
 - Working with Words
 - Independent Reading & Writing
 - Reading Assessments

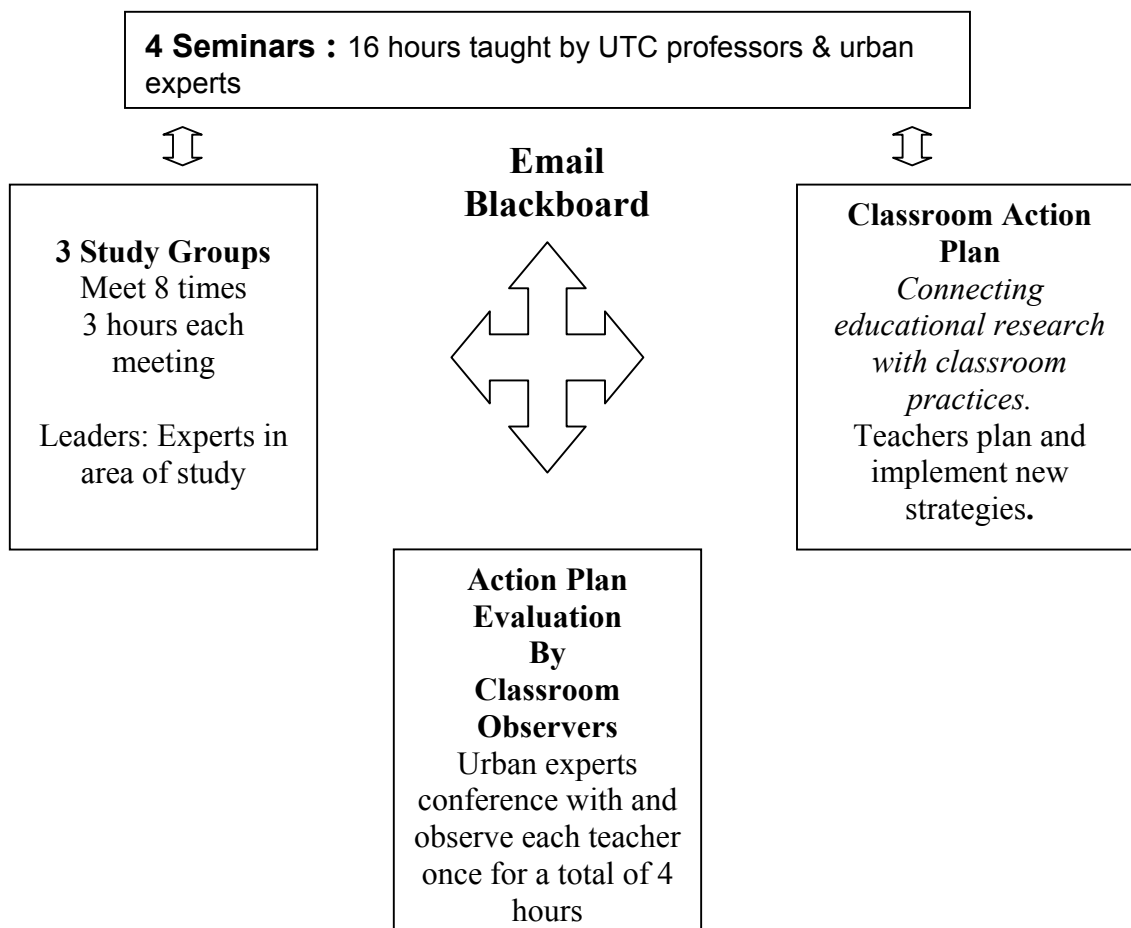
3. **Spring 2003:** EDUC 517 Strategies for Inclusion
 - Currently being developed

4. **Summer 2003:** EDUC 508 Collaboration & Consultation with a Focus on Change & Urban Summer Institute
 - Currently being developed

5. **Fall 2003:** EDUC 598 Research for the Culminating Experience
 - Currently being developed

6. **Spring 2004:** EDUC 503 Urban Parents and Community Resources
 - Currently being developed

Program Components: Overview



Seminars provide program participants with the knowledge and skills to improve education in urban settings. Seminars are typically delivered in a workshop format conducted by UTC professors and urban experts. Seminars meet Friday afternoons or Saturdays four times each semester during the school year for a total of 16 hours. During the summer teachers will attend the Summer Urban Institute and seminars Monday through Friday.

Study Groups, small groups of teachers enrolled in the program, meet at school sites, for two, 3-hour meetings for each of the four, four hour seminars, for a total of eight, 3-hour study groups. Program participants discuss seminar content, make connections with classroom practices and collaboratively extend and expand their professional knowledge and skills while preparing and implementing a plan for improving student and/or teacher performance in urban settings as identified during the semester

Action Research Plans are designed by teachers in collaboration with UTC professors, experts in the area of study and urban experts to improve education within teachers' classrooms or schools. Classroom observers, urban and/or subject area experts, will schedule one classroom observation. The observation includes a pre and post conference, with the teacher, for a total of four hours.

Program Participants: Roles and Responsibilities

The UTC faculty team may share course responsibilities, as described below, or one professor, a **Faculty of Record**, may fulfill all responsibilities listed for Faculty Team Coordinator, Faculty Study Group Coordinator, and Faculty Action Research Plan Coordinator. All team members will be responsible for grading designated assignments and evaluating Action Research Plans. Faculty coordinators will be compensated for their responsibilities. Faculty, who are not coordinators, will be compensated for instructional time.

UTC Faculty Team collaborate, plan and deliver a total of 16 hours of course content, collaborate with study group leaders and classroom observers to monitor assignments and Action Research Plans. UTC faculty team and/or the Faculty of Record will fulfill the following roles and responsibilities:

Faculty Team Coordinator

- Schedule team meetings
- Identify and order textbooks
- Identify and arrange for urban experts to participate in seminars
- Administer a program evaluation and summarize the results
- Submit final grades
- Submit Urban IMPACT Summary Reports to Dr. Bonnie Warren

Faculty Study Group Coordinator

- Identify and arrange for 3 study group leaders to conduct eight, three hour, study groups at school sites
- Collaborate with study group leaders to establish meeting agendas, meeting minutes and time schedules
- Facilitate communication between and among seminar instructors, study group leaders, school administrators and teachers
- Complete Urban IMPACT summary reports to be given to Team Coordinator

Faculty Action Research Plan Coordinator

- Identify urban and/or content experts who will conduct one observation for each teacher. The observation will include a pre and post conference, a classroom observation and completion of evaluation forms for a total of four hours
- Identify evaluation instruments
- Facilitate communication about teacher action research plans between and among seminar instructors, study group leaders, school administrators and teachers
- Complete Urban IMPACT summary reports to be given to Team Coordinator

Study Group Leaders, consulting teachers, classroom teachers, UTC professors, and/or content experts, prepare and led Urban Specialist Certificate students in collaborative study groups. Responsibilities include the following:

- Attend all four, four hour seminar sessions
- Establish times, and locations for 8, 3 hour, study group meetings.
- Identify and create agendas for study group meetings that include research, modeling, role-playing, and practicing knowledge and skills. See sample format

- Record minutes of study group meetings and submits (Email/Blackboard) to seminar instructors and program participants. See sample format
- Distribute and discuss meeting minutes from previous meeting to study group members
- Lead a discussion of readings assigned by Seminar Instructor(s)
- Monitor electronic journals
- Assist teachers in creating and implementing action research plans.
- Urban IMPACT Summary Report(s) to be submitted to UTC Team Coordinator

Classroom Observers are urban and/or content specialists who help teachers connect educational research with classroom practice by conferencing with teachers, monitoring their action research plans, observing their classrooms and completing classroom observation evaluation form. Responsibilities include the following:

- Collaborate with Action UTC Research Plan Coordinator and UTC Study Group Coordinator and Study Group Leader to identify an evaluation instrument.
- Schedule with the teacher and school administrators one classroom observation which will include the following:
 - Pre-conference with the teacher and a review of the Action Research Plan and evaluation instrument
 - Classroom observation
 - Completion of evaluation instrument
 - Post-conference with the teacher
- Complete Urban IMPACT Summary Report(s) to be submitted to UTC Team Coordinator

Urban Teachers accepted into the program will receive free tuition, paid by the Urban IMPACT grant, for two years, 2002-2004. Program participants will

- Attend all seminars and study groups
- Complete assignments and keep an electronic journal
- Collaborate and communicate with instructors, study group leaders and classroom observers
- Plan and implement an action research project
- Complete Urban IMPACT Summary Report(s) to be submitted to UTC Team Coordinator

UTC Faculty
Team Coordinator: Urban IMPACT Summary Report 1
Submit to Dr. Bonnie Warren, Director
Report Due: Week 4 of the Semester

Report Submitted by:

Course:

Semester:

Dates and Times of Seminars:

1. List the names of the UTC seminar instructors and their roles.

Role	Name	Email
Team Coordinator		
Study Group Coordinator		
Action Research Plan Coordinator		
Other		

2. List the presentation dates, names, mailing addresses and social security numbers of invited expert presenters

Presentation Dates	Names	Social Security #	Mailing Address

3. **Include a copy of the course syllabus**
4. **Include *Study Group Coordinator: Urban IMPACT Summary Report 1***
5. **Include *Action Research Plan Coordinator: Urban IMPACT Report 1***

UTC Faculty
Team Coordinator: Urban IMPACT Summary Report 2
Submit to Dr. Bonnie Warren, Director
Report Due: Week of Final Grades

Report Submitted By:

Course:

Semester:

Directions: Please check if the following has been completed:

- 1. The *Study Group Coordinator: Urban IMPACT Summary Report 2* is completed and attached to this report.
- 2. The *Action Research Plan Coordinator: Urban IMPACT Summary Report 2* is completed and attached to this report.
- 3. All program participants have completed a program evaluation. A copy of the evaluation and a written summary of the results are attached to this report. Please indicate if a copy of the results will be sent by UTC research center.
- 4. If applicable, additional names, social security numbers and mailing addresses of invited experts not included in Report 1 is attached to this report.
- 5. Final grades have been submitted for all students. Please list names of students receiving incomplete grades:

- 6. Briefly summarize the strengths of this course and how the course could be strengthened.

UTC Faculty
Study Group Coordinator: Urban IMPACT Summary Report 1
Submit to UTC Team Coordinator
Report Due: Week 4 of the Semester

Report Submitted by:

Course:

Semester:

1. List the names, social security numbers, mailing addresses and school sites of the three study group leaders.

Name	Social Security #	Mailing Address	School Site

2. List the three school sites, dates and times of Study Groups.

School Site	School Phone #	Study Groups will meet 8 times Dates/Times	Study Groups will meet for 3 hours for a total of 24 hours Dates/Time

UTC Faculty
Study Group Coordinator: Urban IMPACT Summary Report 2
Submit to UTC Team Coordinator
Report Due: Week of Final Grades

Report Submitted by:

Course:

Semester:

Directions: Please check if the following has been completed:

- 1. Study Group agendas and meeting minutes are completed and attached to this report. Note: Study groups meet eight times for three hours each time for a total of 24 hours. Time frames and schedules may vary but must include 24 hours.
- 2. All study group leaders have been identified and fulfilled their responsibilities. Exceptions: Please list name, social security numbers, mailing addresses and describe circumstances if study group leaders are added or deleted from those listed in the first report.
- 3. Briefly summarize the types of activities included during the study group meetings.

- 4. Briefly summarize the strengths of the study group component and how the study group process could be strengthened.

UTC Faculty
Action Research Plan Coordinator: Urban IMPACT Summary
Report 1

Submit to UTC Team Coordinator
Report Due: Week 4 of the Semester

Report Submitted by:

Course:

Semester:

1. List the names, positions, social security numbers, mailing addresses and school sites of the classroom observers which may include district administrators, UTC faculty, school administrators and consulting teachers.. Note: School administrators and consulting teachers may be classroom observers, however, because they are administrators they will not be paid by the Urban IMPACT grant.

Name/Position	Social Security #	Mailing Address	School Site

2. **Please attach a copy of the Action Research Plan format. Examples are provided.**
3. **Please attach a copy of the classroom observation evaluation instrument. Examples are provided**

UTC Faculty
Action Research Plan Coordinator: Urban IMPACT Summary
Report 2

Submit to UTC Team Coordinator
Report Due: Week of Final Grades

Report Submitted by:

Course:

Semester:

Directions: Please check if the following has been completed:

- 1. All Action Research Plans are completed and include the classroom observation evaluation form(s). Exceptions: Please list students who have not completed their action plans and evaluation forms. **Attach copies of Action Research Plans for each member of the study group to this report.**

- 2. All classroom observers have been identified and fulfilled their responsibilities. Exceptions: Please list names, positions, social security numbers, mailing addresses and describe circumstances if classroom observers are added or deleted from those listed in the first report. **Attach, to this report, completed copies of the Classroom Observation Evaluation for each member of the study group.**

- 3. Briefly summarize the strengths of the action research and classroom observation component of this course. Also include how this area could be strengthened.

Study Group Leader: Urban IMPACT Summary Report

Submit to UTC Team Coordinator

Report Due: Week of Final Grades

Report Submitted by:

Course:

Semester:

Directions: Please check if the following has been completed:

- 1. I attended four, four hour, seminar sessions.
- 2. I collaborated with study group members to identify times and locations for study group meetings and communicated the information to all program participants via Email and/or Blackboard.
- 3. I collaborated with UTC instructors and urban teachers to create agendas for eight, three-hour study group meetings and informed program participants via Email and/or Blackboard. Note: The number of meetings and time frames may vary but must total 24 hours of study group time. **Attach copies of the agendas to this report.**
- 4. I actively involved study group members in the action research process during the study group meetings.
- 5. I recorded and distributed, via Email and/or Blackboard, meeting minutes of the study group meetings. **Attach copies of meeting minutes to this report.**
- 6. I assisted teachers in creating and implementing action research plans.
- 7. I collaborated with classroom observers regarding evaluation of action research plans and classroom observations.

Study Group Agenda: Sample Format

Directions: Submit agenda's to UTC faculty and program participants via Email and/or Blackboard. Submit hard copies with *Study Group Leader: Urban IMPACT Summary Report*

1. Discuss, practice and review seminar topics and/or assignments given by instructors.
2. Study group members report on their action research plans using the format listed in "Steps in the Action Research Cycles" included in this handbook. Sample questions include:
 - What new evidence suggests (area) is a weak area?
 - What new information do you have about this (area)? Share research information.
 - How can this new information be used in urban settings to improve education?
 - What is your plan for strengthening your weak area?
 - What will help and or hinder the implementation of your plan?
3. Study Group Topic: Improving urban education. Select one area to strengthen and practice, model, role-play, demonstrate and/or simulate effective strategies. Debrief the process.

Study Group Meeting Minutes: Sample Format

Directions: Submit agenda's to UTC instructors and program participants via Email and/or Blackboard. Submit hard copies with *Study Group Leader: Urban IMPACT Summary Report* which is due the week of final grades.

School Site:

Date:

Time:

Study Group Leader:

Attendance: Teachers Present:

Teachers Absent:

1. Report on study group topic and/or assignments discussed in previous meeting.
2. Review of study group topics and/or assignments: Summarize the discussion.
3. **Complete the following when Urban Specialist begin planning their Action Research projects.** Summary report of Action Research Plans.

Name & Action Research Topic	What step in the action research process?	New information sources/content	How is the implementation of the plan supported?	How is the implementation of the plan hindered?

4. Study Group Topics/Assignments:: Improving urban education. Briefly summarize the topic and how the topic was modeled, practiced, and/or demonstrated..
5. .

Action Research Plan for Improving Urban Education

What is Action Research?

Organized, reflective inquiry into classroom instruction

Steps in the Action Research Cycles:

1. **Identify** an area of weakness in the teaching/learning process. What area(s) as a whole do students score below the national average on their TCAP scores?
2. **Research** the specified area and locate journal articles/books/web sites that document effective methods in urban school settings. Discuss ideas with other teachers.
3. **Formulate** a plan of instruction based on research and discussion.
4. **Implement** the plan of action.
5. **Evaluate** the effectiveness of the plan based on student learning.
6. **Reflect** on what has occurred and what might need to be changed to make the learning outcomes better. Discuss learning outcomes with colleagues. Do more research?
7. **Revise** the plan.
8. **Implement** the changes.
9. **Evaluate** the outcomes.

Cycle I

Identify > Research > Discuss > Formulate > Implement > Evaluate > Reflect

Cycle II

Reflect > Discuss > Research > Revise & Refine > Implement > Evaluate > Reflect

Why do Action Research?

Action Research by teachers in the classroom examining their own practice, researching, discussing learning situations with their colleagues, and then implementing new strategies and ideas empowers teachers to effect higher student achievement.

For further study on Action Research go to the following web site:

<http://www.phy.nau.edu/~danmac/actionrsch.html>

Action Research Plan: A Sample Format

Cycle I

- Identify** an area to investigate: *Guided Reading*. Develop effective guided reading strategies to meet the needs of diverse learners and increase their reading ability. I chose this area because the majority of students in my class last year were below grade level in their reading ability. I want to increase students' reading abilities and skills. According to the research that I have read, my ability to assist diverse student levels and abilities is related to my knowledge and ability to implement varied and appropriate guided reading strategies. Learning these strategies and becoming skilled in them will assist diverse students to increase their reading abilities. Some of these strategies include small group instruction with varied senses involved (kinesthetic, visual, tactile, auditory), developing mini lessons for the text and skill level of students, connecting text content to real world of students, correcting oral reading miscues appropriately, modeling thinking aloud, etc. *Write your area to investigate here and why you chose this area.*
- Research** to find successful strategies and practices using guided reading in urban schools. Conduct web and library searches to find **6 journal articles, 2 books and 4 websites with articles discussing the content area, not just information about classroom activities.** *List references in APA format here. See page 223 in APA book for correct format.*
- Discuss** research findings and ideas related to developing successful guided reading plans with colleagues in your study group. Which areas of guided reading do I need to develop to aid my students' success in reading? How will I evaluate what I have implemented to know if I have been successful? Do not use a plan you have used before. Research the area and come up with new ideas. *Summarize the discussions here.*
- Formulate** a plan of action regarding implementing guided reading strategies in the classroom. *See sample format and rubric.* *Record your plan of action here.*
- Implement** the guided reading plan in the classroom. For evaluating the guided reading strategies, design or use an already developed pre and post-test to determine students' reading levels, strengths and weaknesses. For improvement to take place, several weeks or months need to go by before doing the post-test. *Discuss what you did here.*
- Evaluate** the effectiveness of the plan based on student outcomes. Was the evaluation tool valid and reliable? Was it the proper tool to use? Did these students improve using the guided reading techniques? Why or why not? *Attach evaluation tool used to this sheet and explain your results here.*
- Reflect** on how things went and what occurred as the plan was implemented. How can instruction be improved? Did the learners achieve the intended outcomes? Why or why not? What might be done to improve student learning next time? *Write your reflections here.*

Cycle II

- Reflect** on what you have learned during Cycle I. What might be improved or done differently to your Plan of Action? Which parts of guided reading are not going smoothly? With which parts do I need practice and assistance? Do I need someone to come and observe me during guided reading to give me feedback about how things are going and where I might improve?
Write your reflections here.
- Discuss** with peers in your study group how the implementation of your Action Plan went. What changes might be made to your Plan?
Summarize discussions here.
- Research** specific areas further where changes might be beneficial. Find other articles? *Add those here.*
- Revise & Refine** the implementation plan based on discussions and further research.
Add changes and research support for those changes here.
- Implement** the changes in the classroom.
Write here what you did differently in the classroom.
- Evaluate** the outcomes. Did students stay on task longer, increase in their interest, decrease in their oral reader miscues, etc? How did it go? How do you know?
Discuss your outcomes here.
- Reflect** on the Plan. Are students learning effectively? Are you obtaining the outcomes that you desire? Are there parts that need to be adjusted? Does the Plan need to be revised?
Summarize your reflections here.

Cycle I: Discussion Example

Example of written discussion of area researched complete with text references

Teaching students to read is one of the most important things that teachers *must* do. There are many aspects of reading instruction, of which one is reading comprehension. Successful reading comprehension includes predicting outcomes, summarizing, clarifying, questioning, and visualizing, just to name a few. Teachers who teach these reading strategies in the classroom, even in the "toughest of classrooms," have been proven to reach the "hard to teach" students (Department of Education of the United States of America, 2002). Research has shown that elementary students can use imagery strategies to increase learning (Moely, 1992). Moreover, teaching students to generate their own visual images when listening to or reading literature increases reading comprehension (Project Better, 2002).

Visual imagery is a strategy used to teach reading comprehension, oral language expression, and written language expression (Learning Discoveries Psychological Services, 2002). The visual imagery strategy increases students' acquirement, storage, and recall of reading material. Students read passages and visualize descriptive scenes, including characters, action, and details (University of Kansas Center for Research on Learning, 2002). There are several benefits of teaching visualization: assists in relating stories to personal experiences, increases information organization and retention, promotes motivation and interest, and creates vicarious learning experiences (Lehua Elementary School, 2001).

Students who are experiencing difficulties in comprehension do not create mental images of words that are spoken or read. Teachers may recognize several or all of the following characteristics for this type of student: "weak oral/written expression, weak reading/written comprehension, weak writing skills-poor organization, unfocused, sees only parts not the gestalt, reading/spelling problems, poor social skills, weak sense of humor, poor at following directions, poor concentration, difficulty understanding cause and effect, poor sequencing ability-difficulty ordering or sequencing information, confusion when presented with multiple bits of information, misinterpretation of the actions or intention of others, inability to abstract-missing the point and taking information literally not symbolically, slow in processing information-slow reaction time, takes a long time talking/writing, and poor short term memory" (Learning Discoveries Psychological Services, 2002).

Many students do not come to school knowing how to visualize what they hear to what they read. They may not have the background knowledge, exhibit inattention to punctuation, experience misunderstanding of phrasing, and/or have very limited experience with text (Manning, 2002). How can a child create mental picture when he/she has no prior knowledge? It is impossible. Therefore, teachers must teach students this process and it must be practiced on a regular basis so students can associate sounds, print, words, and ideas with their own personal experiences (Lehua Elementary School, 2002). Teachers can have discussions before, during, and after reading sessions from grades K-12 in order to create those personal connections that are desperately needed for reading comprehension. For younger children drawing, dramatizing, and playing games may enhance instruction (Manning, 2002). However, visualization has been found to be most effective when used with third and sixth grade students (Burns, Roe, & Ross, 1992).

Classroom Observation: Sample Evaluation Instrument
Diverse Populations Teaching and Learning Observation Sheet
 (Model based on McCarthy, B. (1987). The 4MAT System. EXCEL, Inc., Barrington, IL)

Lesson Title _____ Standards _____ Grade Level _____

<p>1 Imaginative Learners 1=emerging 5=complete</p> <p><i>Lesson Plan</i></p> <p>Presentation</p>	<p>Motivational introduction of content/gets students involved with learning</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>Makes connections to the real world</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>Is able to relate and build positive relationships with students</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>			<p>Remarks</p>
<p>2 Analytic Learners 1=emerging 5=complete</p> <p>Lesson Plan</p> <p>Presentation</p>	<p>Relates science content to students' knowledge by providing concrete examples</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>Provides basic facts, vocabulary and scientific concepts using examples from students' frame of reference</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>Maintains high expectations of all students / gives additional academic support for those having difficulty with concepts</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>Recognizes confusion on the part of the learner</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>Gives adequate time for student responses</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>Remarks</p>
<p>3 Common Sense Learners 1=emerging 5=complete</p> <p>Lesson Plan</p> <p>Presentation</p>	<p>Provides opportunities for students to apply the knowledge they have received</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>Keeps learners actively engaged in learning</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>Provides guided practice for knowledge they have gained</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>			<p>Remarks</p>
<p>4 Dynamic Learners 1=emerging 5=complete</p> <p>Lesson Plan</p> <p>Presentation</p>	<p>Allows students to plan and implement their own projects related to the lesson</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>Evaluates completed projects and provides appropriate feedback</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>Provides remediation where appropriate</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>			<p>Remarks</p>

Presentation made by _____

Observation made by _____

Sample Checklist for Evaluating Presentations
(add your areas to observe under each category/change category)

Criterion		Beginner 1	Essential 2	Proficient 3	Expert 4	Comments
1	Organization					
2	Presentation					
3	Rapport					
4	Content					
5	Interaction					
6	Active Learning					

LESSON PLAN Guidelines

TITLE:

GOAL: (This should be stated in broad, overarching terms. In other words, what do you want students to know and be able to do as a result of this lesson? What data supports the selection of this goal)?

Standards	#'s	Benchmarks or Grade markers
Reading with Understanding	1.3.3	Use decoding skills (including suffixes and prefixes) to identify unknown words. understand vocabulary from all subject areas.
	1.3.4	Use Information. Identify main ideas and details, sequence
	1.3.5	events, predict outcomes, draw conclusions, and classify.
Write for Different Purposes	3.3.1	Construct complete sentences using correct Grammar, mechanics, and spelling.
Reference Usage	4.3.3	Use the computer as a writing tool, to apply Skills and solve problems.
Listening	5.3.1	Follow a multi-step direction.

MATERIALS AND MEDIA: Plan ahead and think of everything you'll need. Find materials appropriate for the urban classroom.

INSTRUCTIONAL STRATEGIES: (Introduction) Think about what you need to do **BEFORE** the lesson to set the purpose, ask an essential motivating question, establish prior information and connect to real-life experience, or "hook" the students. What will you do as the teacher to instruct or model strategies in order to help students reach the above objectives? This is the **DURING** instruction phase. What strategies will you use to tie instruction to objectives to assessment? For example will you use a book as a springboard or model for what you want students to do? Will you use teacher modeling, Cooperative learning, buddy reading, Centers, retelling, teacher read-aloud, Book talk, DRTA, or a specific skill mini lesson? This is one of the most important steps, so be specific and sequence how you will accomplish this step by step. You will need to include both vocabulary and comprehension strategies in this section there must be documentation that these activities have been used with success in the urban classroom. **Review:** How will you give students feedback on the lesson and their performance? How will you summarize what they learned and leave them with a significant concept?

STUDENT PRACTICE: This is also the **DURING** instruction phase. Think about what you want students to do, both supervised and independently as reinforcement. This is where you will plan strategies that differentiate for student differences in the classroom.

EVALUATION: This is the **AFTER** instruction phase. How will you determine whether students reached the STANDARD, BENCHMARK OR GRADEMARKERS objective? Will you use formative or summative measures? Will you use informal measures like teacher observation, checklists, rubrics, performance tasks, or portfolios? Will you give a test or other quantitative measure? Will this evaluation allow for success for students who have made instructional gains?

REFLECTION: This is written after you have taught the lesson.

Note: The 4 competency levels for each category below are hierarchical (In Progress, Essential, Proficient, and Expert). All of the requirements for the preceding level must be met before the next level is considered.

criteria	In Progress	Essential 150-169	Proficient 170-184	Expert
<p>Content Selection: Standards/Benchmarks or Grademarkers</p> <p>Why Did you Choose this standard?</p>	The content selected for the Lesson Plan is not appropriate for the grade level standards and benchmarks/grademarkers.	The content selected for the Instructional plan is relevant to your grade level. Data is given to support the selection of this content.	The content selected for the Lesson Plan meets the essential criteria. It demonstrates a depth of content knowledge and the data that supports its selection.	The Lesson Plan meets the expert criteria. It demonstrates a depth of content knowledge and the data that supports its selection.
<p>Instructional Strategies:</p> <p>What Strategies did you choose to present this lesson?</p> <p>Where did you look for ideas to use in the classroom?</p>	The Lesson Plan is not complete and/or did not include all of these essential parts. Sources for strategies selected are not given.	The Instructional plan is complete; it meets the assignment requirements. The actual information it delivers, however, seems thin and commonplace. Few sources are cited.	The Lesson Plan meets the essential criteria. It demonstrates the use of various instructional strategies including an adequate set and closure. At least five sources are cited,	The Lesson Plan meets the expert criteria. It demonstrates the use of various instructional strategies including an adequate set and closure. At least five sources are cited,
<p>Media and Materials: Are these materials appropriate for Urban Students?</p>	No connection is made with the urban classroom through media and materials.	Media and materials are cited, but are commonplace. Few materials have been selected.	The media and materials meet the essential criteria. It uses a variety of media and materials and sources that show application for the urban classroom.	The media and materials meet the expert criteria. It uses a variety of media and materials and sources that show application for the urban classroom.
<p>Modifications:</p> <p>What strategies and materials have I selected to differentiate instruction in my classroom?</p>	The Lesson Plan is not complete and/or did not differentiate instruction.	The Lesson Plan is complete; it meets the assignment requirements. The adaptations made are limited.	The Lesson Plan meets the essential criteria. It demonstrates various types of student practice and evaluation.	The Lesson Plan meets the expert criteria. It demonstrates various types of student practice and evaluation.
<p>Evaluation:</p> <p>How will I know students have reached the standard?</p>	The Lesson Plan is not complete and/or did not include all parts of this component.	The Lesson Plan is complete; it meets the assignment requirements. The student practice and evaluation are limited.	The Lesson Plan meets the essential criteria. It demonstrates varied types of assessment and evaluation.	The Lesson Plan meets the expert criteria. It demonstrates varied types of assessment and evaluation.
<p>Transcription of Written Presentation Were there grammatical errors in the assignment?</p>	Attention needs to be paid to the use of proper grammar, sentence structure, capitalization and/or spelling.	There were few errors in grammar, sentence structure, capitalization and spelling.	Attention was paid to correct grammar, sentence structure, capitalization and spelling.	Attention was paid to correct grammar, sentence structure, capitalization and spelling.

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