

TEACHING

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The following materials are available in the Other subjects section of the Teacher Quality Enhancement library, 3rd bookcase from the left in ED 205

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- Provide students with opportunities to participate and demonstrate understanding of a concept

- Inform students that their response or work is not acceptable

- Maintain physical proximity to the students and touch students in a friendly manner when culturally appropriate

- Give individual assistance to students who need one on one assistance. This can also be accomplished through peer tutoring.

- Praise the students performance

- Use expressions of courtesy in interactions with the students

- Allow all students time

- Listen attentively to students. Maintain eye contact with students. Indicate patience and interest through facial expressions

Ask questions or make statements relating to the students personal interest or experience

Compliment student for something extraneous to the instructional task

Give reason for praising students performance

Ask students higher level thinking questions, which require more than merely remembering the answer from their reading previous instruction, or another source.

Recognize students' feelings and deal with them in a non-evaluating manner

Ask students to desist from a disruptive behavior in a calm, a courteous manner which does not put the students down and does not imply that the misbehavior was expected of them.

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Teach for America program p30
Traditional route teacher assessments p60
Transition to teaching partnership –31-32
UTeach (natural sciences) at the University of Texas at Austin p22-23
Value-added studies p42-44
West Virginia University's Benedum collaborative p22
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Avoiding burnout (videotape). Excellence in teaching series. Bernstein, David, Sadler, Cathy, Rutan, Shawn and Wallace, Judy.
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Best practice: New standards for teaching and learning in America's schools (2nd ed.). Zelman, Steven, Daniels, Harvey

& Hyde Arthur. Heinemann, 1998.

All children can and should write p58-59

As often as possible, school should stress learning that is experiential p9

Authentic p8

Be a reader and a writer p41

Be an audience for students p41-42

Beginning reading instruction should provide children with many opportunities to interact with print p30-31

Beginning reading: The special case of primary grades p35-40

Best practice and the standards movement of the 1990s pix-xiii

Best practice in mathematics p83-106

Best practice in reading p24-54

Best practice in science p107-131
Best practice in social studies p132-155
Best practice in visual art, music, dance, and theater p156-182
Best practice in writing p55-82
Bring in teacher-consultants, the local writing project, or other genuinely
facilitative people to help your
teachers p42
Building-level change p290-298
But what about evaluation, test scores, tracking, special students,
classroom management, parents and other
concerns? P245-279
Celebrate literacy in your school p42
Challenging p8
Children learn reading best in a low-risk environment p32-33
Children's learning always involves constructing ideas and systems p15
Children's learning must be approached as developmental p14
Choice is an integral part of literate behavior p31
Classroom structures for best practice. P183-216
Classrooms can become more effective and productive when procedures
are democratic p12-13
Cognitive p8
Collaborative p8
Common recommendations of national curriculum reports (table) p4-6
Connecting with progressive principles p43-45
Constructivist p8
A day in the life of a developmentally appropriate whole language
kindergarten. Cherkasky-Davis, Lynn. P46-
54
Democratic p8
Developmental p8
Effective learning is balanced with opportunities for reflection p11
An effective reading program exposes students to a wide and rich array of
print and goes beyond the use of the
basal p31
Effective teachers of reading help children actively use reading and
writing as tools for learning p32
Effective teachers use evaluation constructively and efficiently p64-65
Effective writing programs involve the complete writing process p60
Even though you don't have time, read the research, scan the journals, and
pass along ideas and articles to your
teachers p43
Experiential p8
Expressive p8
Following all these principles means that school is challenging p15-16
Getting to know you culturally. Simmons, Yolanda and Bearden, Patricia
p150-155

Grammar and mechanics are best learned in the context of actual writing
p61-62

- Hearing books read aloud is the beginning of learning to read p30
- Help teachers communicate with parents p42
- Help teachers get time to talk about teaching together p43
- Holistic p8
- How parents can help p40-41, 65-66
- How principals can support best practice in reading p41-43
- How reading was p24-25
- How to read this book – and why p17-19
- How writing was p55-56
- IRA/NCTE standards for the English language arts (table) p29-30
- Learning activities need to be authentic p10
- Learning in all subjects needs to be holistic p9-10
- Literature circles in intermediate science. Chappel, Jacqueline

McWilliams p125-131

- A look at the standards documents p27-30
- Make sure classrooms have all the supplies and materials needed p42
- Making the transition p217-244
- Math stations in second grade. Fencil, Mary. P99-106
- Nurture continuing growth and emerging peer leadership among your staff

p43

- Origins of best practice pvii-ix
- Our hopes for third graders, Manhattan New School (table) p20
- Powerful learning comes from cognitive experiences p13-14
- Principles of best practice learning p7-16
- Qualities of best practice in teaching reading p30-35
- Qualities of best practice in teaching writing p58-65
- Reading assessment should match classroom practice p34
- Reading is a process p30
- Reading is the best practice for learning to read p31
- Reading means getting meaning from print p30
- Reading resources on the Internet p53
- Reading the new way p25-27
- Real reform p3-7
- Reflective p8
- Recommendations on teaching reading (table) p54
- Renewing our schools: an emerging consensus p1-23
- Schooling should be student-centered, taking its cues from young people's interests, concerns, and questions
- Schools that are effective in teaching reading have an ethos that supports reading p35
- A seven-year district-wide staff development effort p240-244
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- Some of the most efficient social learning activities are collaborative p12

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 Students need to take ownership and responsibility p59
 Suggested further readings p52-53, 80-81
 Teachers, artists, and parents as partners at La Escuela Fratney. Pertuz, Marcia, Larscheid, Janet and Hays, Sandra p175-182
 Teachers can help students get started p60-61
 Teachers help students draft and revise p61
 Teachers must help students find real purposes to write p59
 Teachers should model reading p32
 Teachers should provide daily opportunities for children to share and discuss what they have been reading and writing p33-34
 Teachers should tap into the primal power of social relations to promote learning p11-12
 Third-grade writing at Hendricks Academy. Morris, Barbara p74-82
 Time allocations for first-grade reading (table) p36
 Two final stories p19-21
 Use your role as instructional leader, supervisor, and evaluator p42
 What about learning and teaching p2-3
 What principals can do p66-67
 Work at the district level to align the curriculum guide and the standardized testing program with the holistic approach p42
 Works cited pxiii, 21-23, 51, 80
 Writing experiences are provided at all grade levels p34
 Writing resources on the Internet p81
 Writing should extend throughout the curriculum p63-64
 Writing the new way p56-58
 Writing workshop in high school. Clark, Diane and Mueller, Rebecca p68-73
 Yes, but... does this mean that teachers don't teach? P59-60
 Yes, but...don't we owe it to children to help them succeed in our culture by teaching correctness? P62
 Yes, but...how can the teacher manage when kids are all... p31-32
 Yes, but...when does the teacher find the time to do all this? P34-35
 Yes, but...will it work in city schools? P280-298
 Yes, but...won't all this additional writing and revising and conferencing take more time than a teacher can possibly give? P64-65
 Young children should have well-structured instruction in phonics p33

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How to develop a professional portfolio: A manual for teachers (3rd ed.). Campbell, Dorothy M., Cignetti, Pamela Bondi, Melenyzer,

Beverly J., Nettles, Diane H. & Wyman, Richard M. Pearson, 2004

Benefits of electronic portfolios p20

Creating the presentation portfolio p12-18

Creating the working portfolio p10-11

Creation of electronic portfolios p21

Definition of electronic portfolios p20

Electronic portfolios p19-26

Guidelines for assembling your portfolio p9-18

How do I organize my portfolio? P5

How might I use my portfolio? P8

How to use this chapter p9

Organization of portfolios around teaching standards p27

Stages for developing electronic portfolios p22-26

What evidence should I include in my portfolio? P6-7

What is a portfolio? P3-4

What you need to know about portfolios p1-8

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Elementary education: Curriculum, instruction, and assessment p126-132 IN Preparation for the Praxis II Exam. Levy, Joan U and

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The explanation: Modern science teaching benefits from inquiry-based, interactive approaches to learning p75-208 IN Teaching science for all children: Methods for constructing understanding (2nd ed). Martin, Ralph, Sexton, Colleen and Gerlovich, Jack. Allyn & Bacon, 2002

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Subject: Integrating of technology into classes. <http://www.ltts.org>
Integrate technology into your classroom
Ask questions of Deborah Robinson

Subject: Urban schools. www.urbanext.uiuc.edu/index.html Environmental, economic and societal issues.