TEACHING

These materials belong to Chicago State University and can be accessed by contacting the person in charge of each room, or through the Teachers’ Writing & Resource Center, ED 111
As of 4/20/06

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

About being a teacher. Ann Cartwright. CHED Newsletter, Spring 1996


Allocating, managing, and organization of time (outline).

American dyestuff reporter 64 (1).

America’s children are counting on you: 10 reasons to become a teacher (folder). White House Initiative on Educational Excellence for Hispanic Americans.

The architecture of accomplished teaching: What is underneath the surface? (chart) AND Five core propositions (table) 1999.

Are you using your time wisely? Here are some great classroom tips for maximizing both learning and instructional time. Feldman, Sandra. Teaching K-8, May 2003.
  Buying time
  How to increase student learning time
  Setting the tone
  Time is on my side

Basic lesson plan rubric.

Battle hymn of term finals (song text in email)

  [Abstraction] (painting). Cover
  April inhalation (poem). Michaels, Judy p47
  Carrying water (poem). Ferri, Daniel p16-17
  A charm in his arms (poem). Inclan, Jessica Barksdale p42
  Composition (poem). Atkinson, Charles p7
  Dear Mr. District Superintendent (poem). Johnson, Theresa p28-29
  Earth Day, 1999: Shootings at Columbine High (poem). Michaels, Judy p26
  Elbows (poem). Ferri, Daniel p36-37
  For English 200 (poem). Warman, Janet p32
  Free lunch. Holbrook, Sara p40-41
  Front of the bus (poem). Wagner, Maryfrances p15
  Ganado Trading Post (poem). Bratcher, Suzanne p33
  [I am a continuance] (poem). Harjo, Joy p2
  I don’t think so (poem). Thomas, Elizabeth p30-31
  Keys (poem). Oran, Sally M. p34
  Learning to read (poem). Williams, Marty p38-39
Miss Brower joins the marines (poem). Bottaccini, Manfred p25
A morning like this (poem). Balaban, Camille. P10-11
October 12: Student conference (poem). Michaels, Judy p35
October 22: Fourth grade classroom (poem). Michaels, Judy p14
On my first year of teaching (poem). Hatcher, Margaret p43
Soliloquy (poem). Martin, Deena L. p24
Teacher me sweet (poem). Lamm, C. Drew. P12-13
Teachers’ poetry about students p65-130
Teachers’ poetry about teaching p1-64
Teachers’ poetry about their inner lives p131-176
Teaching dreams (poem). Morris, Cecil W. p20-21
A teaching fantasy (poem). Hatcher, Margaret p27
Telling my sister how I taught a lesson on child abuse (poem). Connolly, J. F.

Thank you (poem). Pyle, John V. p46
What teachers make (poem). Mali, Taylor p8-9

The beauty of teaching (videotape). Excellence in teaching series. Teacher’s Video. 25/27 mins

Being the best you can be (videotape). Mentoring teachers to mastery: Developing the skills of a master teacher series, 5. Peytral, Publications, 2000


Mentors need training p1-2
Model programs p2
References p2-3

All children can and should write p58-59
Best practice in writing p55-82
Effective teachers use evaluation constructively and efficiently p64-65
How writing was p55-56
How parents can help p65-66
Qualities of best practice in teaching writing p58-65
Recommendations on teaching writing (table) p82
Students need real audiences and a classroom context of shared learning p62-63
Students need to take ownership and responsibility p59
Suggested further readings p80-81
Teachers must help students find real purposes to write p59
Book & brain: Excellence in evaluation.

Brainstorming: a strategy for creative productivity. This is a suggestive lesson plan

Buckle down publishing company: Supplemental workbooks and diagnostic tests developed exclusively for Illinois students. (hand guide)

The case of the new teacher

Chapter discussion/presentation evaluation guide


Celebrating diversity, unlearning prejudice: Teachers need to reflect on their own schooling and cultural experiences in order to acknowledge and understand the perspective that they bring to the profession p19-20 IN Multicultural education: The magazine of the National Association for Multicultural Education 2 (3), Spring 1995

Characteristics & traits of a good teacher. Handout (2copies).

Chicago public schools daily lesson plan

Childcraft: Preschool to Grade 4. A member of school specialty family.

Classify Pasta: Quick lab. (Handout).


Code of ethics review report. Gibson, Beverly

Collaborative leadership survey. Parkay, Forrest. 2003

Collaborative relationships IN Elementary education content-area standards. (Matrix.)

Communication IN Elementary education content-area standards. (Matrix.)

Copyright and web teaching. Horton, Sarah. From Web teaching guide


- Apples p15
- Are you a junk food junkie? Or Where’s the grease? (lesson plan 9-12). P52
- Art and photography p85
- Borrowing videotapes p28
- Bottle cap math (lesson plan K-2). p31
- Building a classroom library p27
- Business partnerships p21
- Businesses that recycle p21
- Button, button, who has the button? (lesson plan K-2). P38-39
- Cardboard items p9
- Cemetery study (lesson plan 6-12). p59-61
- Cereal box unit (lesson plan 3-8). p50-51
- Classification (lesson plan 3-12). p77-78
- Clay p14-15
- Colds 101 research activity (lesson plan, 3-8). p48-49
- Community resources p7-29
- Cookin’ with fractions (lesson plan 6-8). p34
- Current events p86
- Departments of education p83
- Eggs p16-17
- Electronic and other resources p79-95
- Field trip alternatives p24-16
- Free software and more p86
- Fun with food p15-17
- Geography p87
- Growing like a weed! (lesson plan, k-2). P46-47
- Health p46-52
- History p88-89
- Home decorating businesses p22
- How many ways can you use this? (lesson plan k-12). P74-75
- Human bar graph(lesson plan 3-5). p32-33
- Ideas from the supermarket p12-17
- Inexpensive, legal use of media p27-28
- Interdisciplinary lesson plans p30-78
- International Reading Association p80
- It’s cool in the pool (lesson plan 6-12). p36-37
- Make mine PBJ! (lesson plan, 3-5). P67-68
Map scavenger hunt (lesson plan, 3-12). p62-63
Mathematics p31-37
Melt-art p14
Medieval castles (lesson plan 3-8). p55
Memory test (lesson plan k-12). p76
Miscellaneous art projects p14
Mmmmm, mmmmm good! (lesson plan 3-5). P40-41
Mosaics p17
Mystery landforms (lesson plan 3-5). p64-65
National Council for the Social Studies p81
National Council of Teachers of English p80
National Council of Teachers of Mathematics p81
National Research Council, National Academy of Sciences p81-82
Newspapers p18-20
No-bake chocolate cookie bars (recipe) p35
Now you see it, now you don’t (lesson plan, k-12) p73
Oh what a life! (lesson plan, 6-8). P69-70
Other ideas p20
Other miscellaneous items saved from the trash p10-11
Packaging your portfolio (lesson plan, 9-12). p71-72
Painting p12
Paper making (lesson plan, 6-12). p44-45
Parent help p29
Plastic items p8
Playing store (lesson plan, k-5). p53-54
Printing p13
Professional organizations p80-82
Public transportation p26
Public utility companies p84
Pumpkins p15-16
Reading and language arts p66-72
Reduce, reuse, recycle p8-11
References and suggested readings p96
Research p90-91
Restaurants p22-23
Science p38-45, 92
Sculptures p14
Social studies p53-65
Space p92
Space pudding p17
Speakers p24
Special departments p83
Sports p93
State departments p83
Stories p94
Storytelling (lesson plan, k-2). p66

Criteria for effective teaching (flyer).


Daily lesson plan format

Dedicated to you teachers…(email). Joke of the day: July 1, 2004.

Developing pro-social behavior. Student research


Developmental supervision: Alternative practices for helping teachers improve instruction. Glickman Carl D.


Differentiating instruction to teach all learners. Brimfield, Renee, Masci, Frank and


Discover contextual teaching & learning (Discover CTL) (folder). Toledo Public School Teachers in East Toledo.


Drafting curriculum-framing questions. Intel 2002

E=mc²: Education equals mentoring, coaching and cohorts. Title II Teacher Quality Enhancement Partnership Grant.

Educating everybody’s children: Diverse teaching strategies for diverse learners, ed by Robert W. Cole (review) p48 IN *Multicultural education: The magazine of the National Association for Multicultural Education* 3 (2), Winter, 1995

Educating language learners, volume 62, no. 4 December 2004/January 2005


Effective teacher. This is a seven page book copy.
Has a statement of positive expectations ready for the first day of school.
Creates a classroom climate that communicates positive expectations.
Goes to professional meetings to learn
Has a personal goal of high expectations.


*ENC focus.* Vol.8(2), 2001
  Teaching in the standards-based classroom

Enhancement courses for the teaching professional (business reply card)

Evaluation checklist for inquiry lessons: introduction and discussion

Expect excellence: introduction to teaching. This is a book introduction by Prentice Hall

Factors in successful study strategy instruction p139-140 IN Reading and the middle school student: Strategies to enhance literacy.
  Irvin, Judith L. Allyn & Bacon, 1990

Fall 2003 video catalog. Annenberg/CPB
  New teacher professional development across curriculum
  The Mechanical Universe and The Western Tradition on DVD

Federal role in education

First year teachers p16 IN *Multicultural education: The magazine of the National Association for Multicultural Education* 2 (3), Spring 1995

Five core propositions (table) SEE The architecture of accomplished teaching: What is underneath the surface? (chart) AND Five…


Five great ideas for in service days. This a small catalog from ASCD
  Preventing bullying
  Teach literacy strategies
  Use research-based instruction
  Solve classroom management problems
  Help teachers prepare for the next school year

Foundations. This is a catalog that promotes books
   How a good university can help you
   Textbooks and programs do not teach; teachers teach
   The first days of school
   The effective teacher

Fred Jones tools for teaching.
   Now that I know about tools for teaching what next?
   Where do I get the free tools for teaching study group activity guide?

The fundamental skills of classroom management. Jones, Fred. (Poster)

Gems kits. One page catalogue from Sargent-Welch

Golden teachers. A handout by Chicago Public Schools
   New teacher induction and mentoring program

Growing a faculty: Chicago comes up short on what it takes to improve teaching.

Guidelines for instruction p36, 121-122 IN Reading and the middle school student:
   Strategies to enhance literacy. Irvin, Judith L. Allyn & Bacon, 1990


How can I assess my teaching effectiveness and continue my professional development?

How teachers use questions. (one sheet)

How to get more of what effective teachers do. Catalog by ASCD

How to help all students succeed.

   Agree/disagree clarification cards p32-36
   Art and science of effective questioning p37-38
   Audience participation reports p68-69
Bloom-constructed tests p61-67
Building a readiness p3-26
Critical dialogue: The road to literacy for students at risk in middle schools p21-26
D is for discussion p30-31
Dialogue do’s for improving discussion p29
Discussion p27-36
Encouraging ‘math talk’ in the classroom p10-15
Improving discussion p27-28
Initiating the study p2
Literature circles in the middle school classroom: Developing reading, responding, and responsibility p15-20
A post-test using Bloom’s taxonomy p71
Questioning p37-67
Questions that count p39-44
Reflecting on lessons learned p70
Resources for school-based staff development p72-74
Using Bloom’s taxonomy as a tool for improving questioning techniques p45-60
What students say about common teaching practices p4-9


I am (poem). Ginott, Haim.

I just wanna be average: Mike Rose’s lives on the boundary. (student paper)

Illinois Professional Teaching Standards.

Implications for instruction p21-22 IN Reading and the middle school student: Strategies to enhance literacy. Irvin, Judith L. Allyn & Bacon, 1990


Does highly qualified mean high quality?
What constitutes highly qualified?
Hard-to staff solutions are hard to find.


Increasing learner motivation (chap. 10 overview).


Interviewing a teacher certificate. Exercise 1.6

In there with the kids: crafting lessons that connect with students. 2nd. edition. Kobrin, David. ASCD 2004


Autistic spectrum disorders p415-444

The context of special education: A time of opportunity p3-36

Deafness and hard of hearing p343-382

Emotional or behavioral disorders p257-298

Giftedness and talent development p223-256

Individualized special educational programs: Planning and delivering services p37-66

Learning disabilities p107-148

Low vision or blindness p383-414

Mental retardation p185-222

Multicultural and bilingual special education p67-106
Physical impairments and special health care p299-342
Speech or language impairments p149-184
Very low incidence disabilities: Multiple-severe disabilities, defblindness, and traumatic brain injury p445-477

Jensen learning: Research based trainings that change lives since 1995. (planning guide)


“Knowledge is power” teacher praise

B. F. Skinner’s operant conditioning p114-156
Cognitive-development theories p263-340
Cognitive perspectives I: The processing of information p196-231
Cognitive perspectives II: Metacognition and problem solving p232-262
Early behaviorist theories p27-47
Gestalt psychology: The cognitive perspective p48-72
The human brain p93-112
Influences on theory and research p74-92
Jean Piaget’s cognitive-development theory p264-303
Learning-process theories p113-262
Major trends p73-112
Robert Gagne’s conditions of learning p157-195
The role of theory in learning and instruction p2-26


Learning communities: LINC Grant.
Learning in communities
A partnership between the University system of Maryland and Prince George’s County public schools.
Job-alike mentoring: building capacity for new and veteran teachers.

Lesson Plan: format by Nancy Grim

Lesson Plan: describe how you will include these steps in your lesson
Relate the lesson objective to previous learning
Focus student attention on the lesson
Establish the purpose of the lesson
Provide a series of related commands, etc.
Lesson plan: detailed instruction on how to develop a lesson plan by Dr. Ron Pelfrey, 2002

- Instructional activities
- strategies, resource
- learning styles/multiple intelligence
- assessment strategies
- intervention strategies.

Literacy and instruction p25-39 IN Reading and the middle school student: Strategies to enhance literacy. Irvin, Judith L. Allyn & Bacon, 1990

Literature and Teaching: getting our knowledge into our bones. Student’s book summary


Mentoring teachers to mastery 2: teaching for results. (Video) The Master Teacher, Inc. 2000


Micro-teaching rubric/checklist. Bil 378

Middle level instruction and delivery IN Middle level education content-area standards (draft). 9/20/00

Misconceptions die hard: students will dress up a false idea in new terminology rather than abandon it

Miscue analysis: Applications to reading instruction. Goodman, Kenneth S., ed. ERIC Clearinghouse on Reading and Communication Skills, 1973

- Bibliography p116-120
- Building instructional materials. Smith, Laura and Lindberg, Margaret. P77-90
  - Clinical uses of miscue research. Page, William D. p65-76
  - Helping the reader: From miscue analysis to strategy lessons. Watson, Dorothy J. p103-115
Miscue analysis and the training of junior and senior high school English teachers. Ludwig, Jay B. & Stalker, James C. p30-39
Miscue analysis for in-service reading teachers. Goodman, Yetta M. p48-64
Miscue analysis in a special education resource room. Nieratka, Suzanne p100-102
Miscues of non-native speakers of English. Buck, Catherine p91-96
Miscues: Windows on the reading process. Goodman, Kenneth S. p3-14
The module and the miscue. DeLawter, Jayne A. p44-48
Organizing a seventh grade reading class based on psycholinguistic insights. Gates, Vicki p40-43
Preparing elementary teachers to teach reading. Burke, Carolyn p15-29
Using miscue analysis to advise content area teachers. Nieratka, Ernie p97-99


Most teachers say they're education scapegoats. Feller, Ben. Chicago Tribune, October 1, 2003

Motivating students: Ideas for implementation (list).


NCTE’s position on the teaching of English: assumptions and practices. Developed by secondary, elementary and College sections 1988-89.


New ways to teach, Houghton Mifflin, Education 2004

Accountability p24-25
The highly qualified teacher provisions of No child left behind p11-18
A letter from the President of the United States piii-iv
A letter from the U.S. Secretary of Education pv
No child left behind: The law that ushered in a new era p3-10
Questions frequently asked by teachers p19-34
Reading p27-28
Resources and support for teachers p35-48
Safe schools p30-34
Scientifically based research p29
Teacher quality p19-23
Testing p26
What does “highly qualified” mean for teachers? P11-18
What is No child left behind? P3

Observation of classroom teaching. Dept of REEL Chicago State University.

Observation of classroom teaching. ELED/MIDS programs performance level.


On the road to literacy, take these vehicles for a spin! One page catalogue from Creative Teaching Press

[participant ratings of teaching technique usefulness in promoting active learning.]

Plan for instruction: The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students the community, and curriculum. retrieved from: www.cedu.niu.edu/tedu/ciee/program_development/Illinois_teaching_standards.htm


Preparing and delivering lectures: Ideas for implementation (list)

Preparing to teach in culturally diverse classrooms p1-74 IN New teacher’s performance-based guide to culturally diverse classrooms. Blair, Timothy R. Allyn & Bacon,


Probing the subtleties of subject-matter teaching: building on the effective schools research of the 1970s, studies today focus on teaching for understanding and use of knowledge.


Professional development planning guide winter 2005 catalogue


Promising practices: a teacher resource, grades 4-6. National Clearinghouse for Bilingual Education.

Chapter 1: planning (lesson 1-8)
Chapter 2: classroom management (lessons 9-14)
Chapter 3: teaching procedures (lessons 15-24)
Chapter 4: evaluation (lessons 25-32)

Question starters and classroom activities differentiated according to Bloom’s taxonomy (chart). P10-11 IN Differentiated

Instructional strategies: one size doesn’t fit all Gregory, Gayle H. et al

Questioning


Reflection and professional growth: The teacher is a reflexive practitioner who continually evaluates how choices and action affects students, parents and other professionals in the learning community and actively seeks opportunities to grow professionally. Retrieved from: www.cedu.niu.edu/tedu/ciee/program_development/Illinois_teaching_standards.htm

Reflective essay. Grim, Nancy C., 2000

Reflection question #4

Reflections of a recovering lectureholic, volume 3, number 6, 1994, the national teaching & learning

Reflective teacher paper rubric.

Manual for teacher candidates

Performance prompt
Teaching process standards
Scoring rubrics

The role of the teacher p34-35 IN Reading and the middle school student: Strategies to enhance literacy. Irvin, Judith L. Allyn & Bacon, 1990


Accepting instructional accountability p84
Applying measures of control p153-156
Assessment and professional development P445-528
Attending a back-to-school night or open house p43-44
Attending a parent-teacher or parent-teacher-student organization meeting p33-34
Becoming aware of a complex social phenomenon that affects schools
p159-160
Beginning the school year p92-100
Bell or warm-up activity p117-120
Brain laterality p71
The challenge p18-19
Characteristics of the competent teacher p59-60
Child abuse and neglect p125
Choosing and implementing instructional strategies, aids, media, and
resources p273-444
Clarifying whenever necessary p87
Classroom management p101-110
Classroom procedures and rules of acceptable behavior p101-102
Commitment and professionalism p61-70
Common planning time p16
Contributions of some leading authorities on classroom management
p133-134
Creating a positive classroom atmosphere p97-100
Creating a psychologically safe environment p85-86
Critical problems and issues facing the nation’s schools p36-48
Decision-making phases of instruction p54-58
Demonstrating withitness and overlapping p84
Developing a statement about my own emerging teaching style p79-82
Developing your own consistent approach p136-137
Developmental characteristics of children of particular age groups p20-23
Direct and indirect intervention p139
Effective classroom management systems p133-137
Elementary school teacher schedules p9-12
Establishing and maintaining a supportive classroom environment p93
Facilitating student acquisition of data p85
Fifty mistakes commonly made by beginning teachers p141-160
First aid and medication p126
The first day of school p93
Getting to know the children p93-96
High energy days and the disruption of routine p138
Home, school and community partnerships p30-34
How can I assess my teaching effectiveness and continue my professional
develop? P490-528
How do I assess and report student achievement? P447-489
How do I prepare an instructional plan and daily lessons? P219-272
The importance of perceptions p91
Important actions resulting from the national reports p35
Instructional responsibilities p61-70
Interviewing a teacher candidate p45-46
Interviewing an elementary school principal p39-42
Interviewing an elementary school student p37-38
Interviewing an elementary school teacher p47-48
Key practices today p35
Learning modalities p71
Learning styles p72-73
Legal guidelines for the classroom teacher p122-132
Managing daily class sessions p117-121
The meaning of classroom control: Past and present p133
Meeting the challenge p20-28
Middle-level teacher schedules p15
Modeling appropriate behaviors p85
Mood swings and the interruption of routine p138
My classroom management system p109-110
Noninstructional responsibilities p61
Observation and analysis of how teachers start class meetings p119-120
Orientation meetings p7
Orientation to elementary school teaching and learning P1-164
The overall picture p35-48
Overlapping ability p135
Physical arrangement of the classroom p93
Planning for instruction P165-272
The preactive phase of instruction p57-58
Preparation provides confidence and success p101
The principal p30
Principles of movement management p121
Providing a variety of motivating and challenging activities p85
Questioning thoughtfully p87
Recognizing and working with cocaine-and crack-affected children p29
Recognizing and working with students of diversity and differences p25-27
Recognizing and working with students who are gifted and talented p28
Recognizing and working with students with special needs p24
Reflecting on my own elementary school experiences p13-14
Reflective self-preassessment for part I p5-6
Resolving a student behavior problem: Brainstorming ideas p151-152
Responding to student behaviors p103-105
Reviewing the professional responsibilities of an elementary school teacher during the first year of teaching –
an exercise in cooperative learning p63-70
Rewarding positive student behavior p113-116
School programs, schedules, and children who are at risk p17
The school-within-a-school concept p8
Selectiv measures of control p157-158
A self-check on identifying teacher behaviors that cause student misbehavior p147-150
A self-check on legal guidelines regarding teachers’ and students’ rights p123-124
A self-check on what I know about legal guidelines in my state p128-132
Sending a positive message home p99-100
Structuring the learning environment p83
Student misbehavior p138-160
Students p18-19
Styles of learning and teaching p71-82
Summary p49-52, 87-90, 161-164

The teacher as a reflective decision-maker p53-58
Teacher behaviors necessary to facilitate student learning p83-86
Teacher-caused student misbehavior p140
Teacher contract and tenure p126-132
Teacher liability and insurance p125
Teacher schedules p8-17
Teachers p29
Teachers’ behavior management systems p107-108
Teaching styles p74-82
Teaching teams p15
Title IX p125
Transitions: One of the more difficult skills for beginning teachers p121
Types of student misbehavior p139
Using a time out p103
Using literature to foster peace in the classroom p106-110
Using observation of classroom interaction to analyze one teacher’s style p77-78
Using periods of silence p87
Using reinforcers (rewards) as motivators p111-116
What additional guidelines are available to me for teaching language arts, mathematics, science, social studies and the expressive arts? P400-444
What are instructional objectives and how do I use them? P200-218
What are the expectations, and responsibilities of a classroom teacher? P53-90
What do I need to know about the use of questioning? P286-310
What do I need to know about today’s elementary schools? P3-52
What do I need to know to establish and maintain an effective, safe, and supportive classroom learning environment? P91-164
What guidelines are available for my use of aids and media resources? P357-399
What guidelines are available for my use of grouping and assignments to promote positive interaction and quality learning? P311-340
What guidelines are available for my use of teacher talk, demonstrations, thinking, inquiry, and games for positive interaction and quality learning? P341-356
What theoretical considerations are important for the selection of teaching strategies? P275-285
Why should I plan and how is curriculum content selected? P1167-199

Part I: orientation to teaching and learning in today’s schools
Part II: planning for instruction
Part III: strategies, aids, media, and resources for effective instruction.
Part IV: Assessment of student learning and continued professional development.


School principals receiving new teachers p17 IN Multicultural education: The magazine of the National Association for Multicultural Education 2 (3), Spring 1995


The skillful teacher: building your teaching skills. Saphier, Jon and Gower, Robert. This is a copy from a book

Standards-based daily lesson plan. SBA 9/03

Stenhouse professional development Fall 2005 catalogue.

Creative arts: Visual arts, music, dance, and drama p500-526
Curriculum p157-551
Education for learners with special needs p2-15
Effective instructional and accommodative practices p92-119
Mathematics p343-395
Reading comprehension p259-298
Reading: Introduction and word recognition p225-258
References p552-610
Science and social studies p396-440
Social competence and self-determination skills p471-499
Spoken language p184-224
Strategies for classroom management: Behavior change strategies p60-91
Strategies for classroom management: Organization and planning p16-59
Strategies for collaboration p120-156
Strategies for curriculum development and program design p159-183
Study skills p441-470
Teaching learners with special needs p1-156
Transitions, transition planning, and life skills education p527-551
Written language p299-342

Structure, standards, content, system. Their meaning in literature. This is a one page power point presentation.

Success in the urban classroom. *Focus, 9, Nov., 2002*

*Successful teaching.*

Support the teacher qualities that lead to higher student achievement. ASCD catalogue.


A talk to teachers. Baldwin, James. This is a copy from a book.

Teach our children well: girl tech is devoted to encouraging girls in technology. One page Internet article


Teacher behaviors which promote equal opportunity in the classroom.

- 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 form 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.

Teacher leaders network, “upholding high standards for the teaching profession”, a conversation with education writer Jay Mathews

Teacher recertification. Chicago Public Schools.

Teacher responses to the class p21 IN Multicultural education: The magazine of the National Association for Multicultural Education 3 (2), Winter, 1995

Teachers. Email from Gary Cox.

Teacher’s application WOW

Teachers as researchers: The concept of teachers as researchers must be developed through participatory or action research p21-22 IN Multicultural education: The magazine of the National Association for Multicultural Education 2 (3), Spring 1995


Teachers hold high expectations for student learning p8 IN Classroom characteristics and practices (literature summary). NW Regional Educational Laboratory. Retrieved 3/27/03 from wysiwyg://83/http://www.nwrel.org/sepd/esp/esp95_1.html

Teachers integrate workplace readiness skills into content-area instruction. P7-8 IN Classroom characteristics and practices (literature summary). NW Regional Educational Laboratory. Retrieved 3/27/03 from wysiwyg://83/http://www.nwrel.org/sepd/esp/esp95_1.html

Teacher’s prayer by student David Boguille.
Teachers provide clear and focused instruction. P4-5 IN Classroom characteristics and practices (literature summary). NW Regional Educational Laboratory. Retrieved 3/27/03 from wysiwyg://83/http://www.nwrel.org/sepd/esp/esp95_1.html

Teachers provide instruction that integrates traditional school subjects, as appropriate. P1-2 IN Classroom characteristics and practices (literature summary). NW Regional Educational Laboratory. Retrieved 3/27/03 from wysiwyg://83/http://www.nwrel.org/sepd/esp/esp95_1.html

The teacher’s role. Chapter 13 handout from book.


  Assessing and evaluating student performance p305-336
  The elementary school curriculum p61-96
  Managing the classroom learning environment p127-156
  Modes of teaching p219-250
  Organizing and guiding children’s learning in groups p251-280
  Planning for teaching and learning p157-194
  Professional challenges for today’s teachers p27-60
  The professional responsibilities of the elementary school teacher p97-156
  Questioning and thinking for intelligent behavior p281-204
  Setting the learning expectations p195-218
  The social context of teaching in the elementary school p1-26

Teaching and you p1-29 IN Constructivist teaching strategies for diverse middle-level classrooms. Henson, Kenneth T. Pearson, 2004

Teaching as inquiry: asking hard questions to improve practice and student achievement. Catalog by Teachers College Press.


The teaching experience: An introduction to reflective practice. Henniger, Michael L. Pearson, 2004

  America’s teachers p54-77
  Choosing to teach p2-27
  Developing curriculum p150-173
  The first years and beyond p350-375
  Historical influences p226-249
  How do I grow as a reflective practitioner? P349-375
Informing instruction through assessment p238-264
Informing instruction through monitoring students’ performance p219-237
Instructional strategies p161-216
Integration of technology for teaching and learning p267-285
Lesson planning p69-84
Selecting from an instructional repertoire p163-190
Teacher planning p67-108
Technology and professional problem solving p265-307
Unit planning and professional responsibilities p85-108

Teaching in multicultural settings p225-249 IN Constructivist teaching strategies for diverse middle-level classrooms. Henson, Kenneth T. Pearson, 2004

Teaching in the creative classroom (videotape)
Teaching in the creative classroom educator’s guide


The teaching profession. Chapter two outline.


Teaching strategies and communications p250-320 IN Constructivist teaching strategies for diverse middle-level classrooms. Henson, Kenneth T. Pearson, 2004

Teaching strategies (catalog) Insight Media.

Teaching Strategies on video & DVD. Insight Media Spring 2005 Catalog.

Teaching students who are at risk p384-411 IN Teaching students with special needs in inclusive settings (4th ed). Smith, Tom E. C., Polloway, Edward, Patton, James R and Dowdy, Carol A. Pearson, 2004

Teaching students who are gifted p348-383 IN Teaching students with special needs in inclusive settings (4th ed). Smith, Tom E. C., Polloway, Edward, Patton, James R and Dowdy, Carol A. Pearson, 2004

Teaching students with attention deficit/hyperactivity disorder p124-159 IN Teaching students with special needs in inclusive settings (4th ed). Smith, Tom E. C., Polloway, Edward, Patton, James R and Dowdy, Carol A. Pearson, 2004


Teaching students with communication disorders p314-347 IN Teaching students with special needs in inclusive settings (4th ed). Smith, Tom E. C., Polloway, Edward, Patton, James R and Dowdy, Carol A. Pearson, 2004

Teaching students with emotional and behavioral disorders p200-227 IN Teaching students with special needs in inclusive settings (4th ed). Smith, Tom E. C., Polloway, Edward, Patton, James R and Dowdy, Carol A. Pearson, 2004


Teaching students with mental retardation p228-257 IN Teaching students with special needs in inclusive settings (4th ed). Smith, Tom E. C., Polloway, Edward, Patton, James R and Dowdy, Carol A. Pearson, 2004

Teaching students with sensory impairments p258-287 IN Teaching students with special needs in inclusive settings (4th ed). Smith, Tom E. C., Polloway, Edward, Patton, James R and Dowdy, Carol A. Pearson, 2004

Teaching students with special needs in elementary schools p442 IN Teaching students with special needs in inclusive settings (4th ed). Smith, Tom E. C., Polloway, Edward, Patton, James R and Dowdy, Carol A. Pearson, 2004

Teaching: The challenge of change; reclaiming democracy through schooling. McCaleb, Sudia Paloma p16-23 IN *Multicultural education: The magazine of the National Association for Multicultural Education* 2 (3), Spring 1995


The terrible problem of knowing thyself: toward a poststructural account of teacher identity.

Things to think about when selecting a unit theme. (handouts).


Toward a solution: We must place better teaching at the center of mathematics and science education p18-19 IN *Before it’s too late: A report to the nation. National Commission on Mathematics and Science Teaching for the 21st Century*, 2000

The understanding by design handbook. Association for Supervision and Curriculum Development.

Unity (Poem) Book chapter 26 –Mary Beth Seaborg.

Using praise: Ideas for implementation (list)


What could happen: We need to capture a vision of high-quality teaching p22-23 IN *Before it’s too late: A report to the nation. National Commission on Mathematics and Science Teaching for the 21st Century*, 2000


What great teachers do differently: 14 things that matter most. (card)

What have we learned about math and science teaching?

What teachers think. From *Parade* 8/24/03, p7

Why teach? 13(3) September 1995/CHEM.


Working with families through family literacy: teachers must gain the experience and skills needed to work with families in collaborative relationships and to develop curricul that include and affirm family concerns and cultural values p20-21 IN Multicultural education: The magazine of the National Association for Multicultural Education 2 (3), Spring 1995

The following materials are available IN the TEACHER PREPARATION LIBRARY, bottom shelf, left side, main room, Teachers’ Writing & Resource Center, ED 111


Based on research including current teacher/professional literature IN Chicago State University College of Education Conceptual framework. Feb 2003


Educating homeless students (review). Duffield, Barbara J., Williams, Brenda Toler, Eddowes, E. Anne, Reed-Victor, Evelyn, Stronge, James H., Collignon, Kate, Swick, Kevin J., Anooshian, Linda J., Korinek, Lori, Fascarinis, Maria, Tucker,
Highly qualified teachers p7-18 IN Improving teacher quality state grants, Title II, part A, non-regulatory guidance (revised). U.S. Department of Education, Office of Elementary and Secondary Education, Academic Improvement and teacher Quality Programs, 1/16/04

Instructional delivery (instructional strategies) IN Chicago State University College of Education Conceptual framework. Feb 2003


Alternative routes to certification p59-60
American board for certification of teacher excellence p26
California’s Technology to Teachers program p27
Certification and licensure p44-45
Certification and waivers p60-62
Characteristics of alternative routes, by route within state: 2000-2001 (table) p82-87
Characteristics of effective teachers p44-47
Classroom teachers on waivers, by selected subject areas, by state, 2001-2002 (table) p72-75
Classroom teachers on waivers, overall and by poverty status of district, by state, 2001-2002 (table) p70-71
The Coleman study p41
Continuing the critical work of teacher quality reform p33
Data tables p63-88
Do teachers matter? P4144
Experience p46
General knowledge and ability p46
General notes and data limitations p62
High standards and highly qualified teachers p5
Higher standards and lower barriers: An update p6-20
The highly qualified teachers requirements p3-4
Innovations in traditional teacher preparation p21-23
Innovative alternative routes to teaching p24-32
Institutions identified as at-risk of being classified as low-performing or identified as low performing, 2002 (table) p88
Intensive and focused in-service training p47
Issues in implementing Title II requirements for data collection and reporting p57-62
Low barriers and highly qualified teachers p5
A message from U.S. Secretary of Education, Rod Paige
Main effects
Masters’ degrees
The need for continued research on teacher quality
New York City Teaching Fellows
Number of institutions of higher education, per alternative route, 2002 (table)
Number of states that have or are in the process of implementing policy that links teacher certification and student content standards, by state, 2002 (map and tables)
Overview of the No Child Left Behind Act
Percent of highly qualified public secondary school teachers, by subject area, 1999-2000 (graph)
Percentage of teachers on waivers, 2001-2002 (map and tables)
Percentage of teachers on waivers, by poverty status of district, 2001-2002 (graph)
Percentage of teachers on waivers, by subject, 2001-2002 (graph)
Percentage of teachers on waivers with content expertise, by poverty status of district, 2001-2002 (graph)
Percentage of teachers on waivers with content expertise, by subject, 2001-2002 (graph)
Program completers and their pass rates
Promising innovations to meet the highly qualified teachers challenge
Putting it all together
The quest for highly qualified teachers: A progress report
Recent multi-level studies
References
Requirement for a subject area bachelor’s degree for at least one initial certificate, by state, 2002 (map and tables)
Requirements for initial teaching certification or licensures, by state, 2002 (table)
The research on teacher quality
Scientifically based research on teacher quality: Research on teacher preparation and professional development.
Whitehurst, Grover J. White House Conference on Preparing Tomorrow’s Teachers, 3/5/02.
Standards-based teacher education project
State minimum passing scores, preprofessional skills test, mathematics, 2000-2001 (graph)
State minimum passing scores, preprofessional skills test, reading, 2000-2001 (graph)
State minimum passing scores, preprofessional skills test, writing, 2000-2001 (graph)
States with alternative routes to certification, 2002 (map).
Subject matter knowledge p45-46
Summary of alternative route pass rates, 2000-2001 (table) p76-79
Summary of regular route pass rates, 2000-2001 (table) p64-69
Summary of the effects of teacher characteristics on student achievement p47
Summary pass rates, by state and testing company, 2000-2001 (graph) p10
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
Western Governors University p29

Planning for instruction IN Chicago State University College of Education Conceptual framework. Feb 2003

Research on middle school renewal: Four important lessons about teacher professional development. Flowers, Nancy, Mertens, Steven B., & Mulhall, Peter F. p57-63 IN Middle school journal, 33 (5), May 2002. National Middle School Association

Heading: Student teacher rubrics:
Chicago State University Field based teacher preparation program mid-term evaluation
New policy
Reflection questions: October 17, 1997
Student teacher weekly evaluation report [ blank and filled-in example]

Writing a statement of teaching philosophy: Fashioning a framework for your classroom. Coppola, Brian P. P448-454 IN Journal of college science teaching. 31 (7), May 2002

The following materials are available in the VIDEO CABINET in the Teachers’ Writing & Resource Center, ED 111


The beauty of teaching (videotape). Excellence in teaching series. Teacher’s Video Co.

The challenge of professional development (3 ½” disk). Satchwell, Michelle.

Creative teaching methods (videotape). Excellence in teaching series. Teacher’s Video Co.
Discipline and procedures (videotape) [and] Procedures and routines (videotape). Wong, Harry. The effective teacher series.

Effective instructional strategies (videotape). Every child can succeed series. Films for the Humanities & Sciences, 1999. 20 mins, color

The effective teacher (videotape) [and] The first days of school (videotape). Wong, Harry. The effective teacher series. 31 & 35 mins

The effective teacher (videotape)
  Part 7: the Professional educator
  Part 8: Positive Expectation

Keeping control of the class (videotape). Excellence in teaching series. Teacher’s Video Co.

Lesson planning (videotape). Excellence in teaching series. Teacher’s Video Co.


The teacher’s role: Leading and assessing SSL IN Are they really reading: Expanding SSR in the middle grades (study guide).
  Marshall, Jodi Crum, 2002

The following materials are available in the FREQUENTLY NEEDED MATERIALS file above the file cabinets in the Teachers’ Writing & Resource Center, ED 111

  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
bring in teacher-consultants, the local writing project, or other genuinely facilitative people to help your teachers

building-level change

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 beyong 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. Fencl, 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
So what’s new? P16-17
Social p8
Some of the most efficient social learning activities are collaborative p12
Student-centered p8
Students need real audiences and a classroom context of shared learning p62-63
Students need to learn and practice many forms of expression to deeply engage ideas p10-11
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
Subject: Goodlad table project

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
- Why portfolios? P1-2

Subject: Lesson plan format. Grim, Nancy C., 2003

Subject: Portfolio (ELED). Essential elements for the portfolio: A guide for candidates, initial certification education majors. Chicago State University, College of Education, 2004


The following materials are available in the OTHER TESTS FILE, 4th drawer, middle cabinet, Teachers’ Writing & Resource Center, ED 111

AND ON THE SHELF ABOVE


The following materials are available in General Science Library, in the sixth cabinet from the left in ED 200

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


Methods that use inquiry to promote student concept formation and discovery p9-37 IN Teaching science for all children: Methods for constructing understanding (2nd ed). Martin, Ralph, Sexton, Colleen and Gerlovich, Jack. Allyn & Bacon, 2002


The following materials are available in the HEALTH AND LIFE SCIENCES LIBRARY (BIOLOGY, BOTANY, ZOOLOGY), in the third cabinet from the left in ED 200

   Houghton Mifflin, 2003

Sources noted ON THE INTERNET

Subject: Integrating of technology into classes. [http://www.ltts.org](http://www.ltts.org) Integrate technology into your classroom
   Ask questions of Deborah Robinson