

Just Read, Florida! Professional Development

Participant Handouts

Florida K-12 Reading Endorsement
REESOL Bundle Inservice Training

Classroom Ecology



FLaRE is a Project of Just Read, Florida!

REESOL Bundle Inservice Training

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Classroom Ecology

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Classroom Ecology

This module addresses the following **Florida K-12 Reading Endorsement Competencies**:

Competency 2: Foundations of Research-Based Practices

Understands the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronize and scaffold each of the major components of the reading process toward student mastery.

Competency 6: Demonstration of Accomplishment

Applies knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency for struggling students, including students with disabilities and students of diverse populations.

Knowledge

2.E Identify explicit, systematic instructional plans for scaffolding development of comprehension skills and cognition.

2.F.1 Identify comprehensive instructional plans that synchronize the major reading components.

Skills

6.1 Applies knowledge of language development, literacy development, and assessment to instructional practices.

6.6 Demonstrate knowledge of research-based instructional practices for facilitating reading comprehension.

6.12 Demonstrate knowledge of creating both language-rich and print-rich environments.

Classroom Ecology Agenda

Introduction and Opening Activities

- Materials
- Text – *Reading for Understanding*
- Objectives
- Defining classroom ecology
- Self-assessment

Role of the Learning Environment as a Scaffold in Literacy Development

- Conditions for learning:

Immersion	Engagement
Approximation	Responsibility
Expectation	Practice
Response	Demonstration

Role of the Teacher as a Scaffold in a Learning Environment

Break – Time for Processing

Classroom Practices that Foster Literacy Development

- Interactive read aloud/ think aloud
- Supported reading instruction
- Reciprocal teaching
- Cooperative learning
- Independent literacy enterprises

Developing Collaborative Support Systems for the Classroom

- Choice/ Ownership
- Time
- Constructive response

Wrap-Up/ Review of Key Concepts

- Teacher and environment as a scaffold
- Conditions for learning
- Classroom practices

Organizing for Instruction

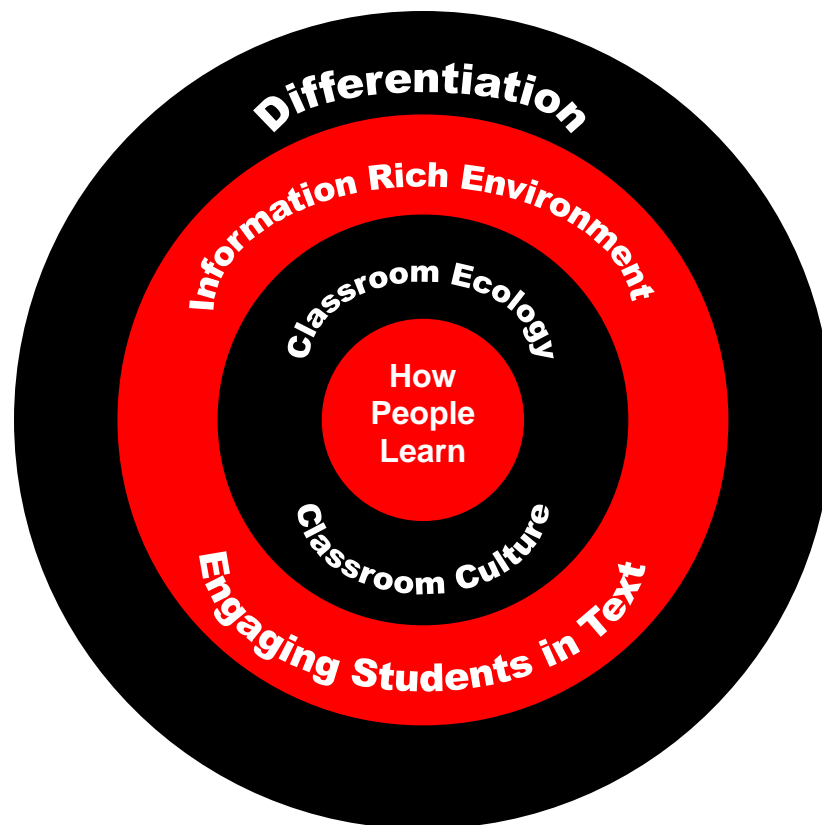
Classroom Ecology

Overview

The International Reading Association (1995), describes classroom management as the “interaction of students, teachers, and the physical attributes of the classroom; the ecology of the classroom.”

Based on a Meta-Analysis of 50 years of educational research, Wang, Haertel & Walberg (1994) concluded that classroom management has the greatest effect on student achievement. Classroom management is a more powerful predictor of student achievement than home environment, parental support, school culture, curriculum design, or school demographics! This research suggests that the development of classroom management skills is of prime importance for the improvement of student outcomes. It has become even more important in recent years as the characteristics of students and the nature of the learning in which students engage have changed.

FLaRE’s Organizing for Instruction Module



Summary of Principles for Effective Classroom Ecology

Teacher Behavior	Definition and Rationale for Behavior	Why Practice?	Procedures Practiced
Bond and connect with students.	Effective teachers identify their love for children as one key element of their success and report that a supportive and warm classroom climate helps them with all students.	Students' learning is enhanced when they establish relationships with caring teachers.	<ul style="list-style-type: none"> • Create one-to-one time with students • Use self-disclosure to create trust • Set high expectations • Network with family and friends • Build a sense of community • Use rituals and traditions
Provide students with greater time on task.	Research shows that effective teachers spend little time on discipline and maximize instructional time. Effective teachers also give students a way to use their time constructively during class transitions or morning arrival.	Time on task increases the probability of mastery for all students.	<ul style="list-style-type: none"> • Establish clear routines and procedures for daily tasks. • Assist students in analyzing their use of time and prioritizing activities – This may include having students keep a time awareness log. • Teach students study skills such as note taking, planning and organizing a binder.
Maximize active listening.	Practicing good listening habits facilitates a constructive bond between students and teacher. Teachers who maximize active listening also model this positive behavior for their students.	Active listening is required for effective discussions, group work, conferences and learning.	<ul style="list-style-type: none"> • Face the speaker and establish eye contact. • Organize and interpret the ideas conveyed by the speaker. • Connect to the speaker. • Use questions to clarify meaning. • Visualize what is being spoken.

Summary of Principles for Effective Classroom Ecology

Teacher Behavior	Definition and Rationale for Behavior	Why Practice?	Procedures Practiced
<p>Minimize classroom distractions.</p>	<p>Effective teachers limit the number of disruptions and interruptions to learning through management techniques.</p>	<p>Providing a safe, orderly, and predictable classroom environment enhances student learning.</p>	<ul style="list-style-type: none"> • Choose the best seating arrangement for your students, depending on the task and their needs while learning. • Limit auditory interference from inside and outside noises. • Eliminate clutter and unclear visuals. • Provide students with meaningful and interesting work. • Provide students with choice in their learning. • Lower levels of concern in the classroom by addressing perceived threats to students' well-being.
<p>Utilize cooperative learning.</p>	<p>Effective teachers utilize a variety of grouping structures in their management plan. For cooperative learning to be effective in improving student achievement, cooperative learning groups must set group goals and provide for individual accountability.</p>	<p>Cooperative learning promotes student engagement and improves learning outcomes for many students.</p>	<ul style="list-style-type: none"> • Number off group members. • Divide tasks equally among members. • Limit group size (minimum and maximum) • Assign roles (director, reporter, etc....) • Have members use different colored markers/pens to demonstrate their contribution.

Summary of Principles for Effective Classroom Ecology

Teacher Behavior	Definition and Rationale for Behavior	Why Practice?	Procedures Practiced
<p>Use a combination of teaching approaches & methods.</p>	<p>Effective teachers understand that no single instructional strategy can be used for all situations. They vary their approaches in response to the characteristics of the learning situation and the needs of their students.</p>	<p>Using a combination of instructional practices has been shown to have a positive effect on student achievement.</p>	<p>Provide a combination of:</p> <ul style="list-style-type: none"> • Interactive read aloud/ think aloud • Independent content literacy enterprises • Supportive content literacy instruction • Reciprocal teaching • Cooperative learning
<p>Engage learners.</p>	<p>Student engagement in a lesson is related to the momentum of the daily lesson, appropriate questioning, and clarity of directions. It has also been found that teacher enthusiasm for subject matter and learning is an important factor in student motivation and linked closely to student achievement.</p>	<p>Teacher motivation is closely linked to student motivation. Motivated learners show increased achievement.</p>	<ul style="list-style-type: none"> • Display enthusiasm through hand movements, choice of words, facial expressions, large body movements, high energy level, and cheerful outlook. • Involve students in meaningful and interesting activities, while decreasing busywork. • Give homework that is relevant and sustains students' attention. • Read quality literature to your students. • Involve students in the learning process at all phases.

Research has identified different instructional practices for building a learning environment, some are included in this module. Of course, the teacher is the critical decision maker when determining which practices are best suited to the needs of the students. Teachers should remember that no new practice should be embraced uncritically; there is no one instructional practice that is the key to unlocking student success. However, when implementing any instructional practice, a reflective and well-informed teacher is the ultimate key to student achievement.

Reflections Log

New things I've learned	How do I plan to use this information?	Questions I still have	How can I learn more?

Outcomes

Knowledge

Participants will be able to:

- Define Classroom Ecology.
- Explain the role of the learning environment as a scaffold in literacy development across academic content areas.
- Explain the role of the teacher as a scaffold in a learning environment.
- Describe classroom practices that foster literacy development across academic content areas.
- Identify collaborate support systems for the classroom.
- Explain conditions for learning.

Skills

Participants will be able to:

- Develop a classroom plan for a collaborative support system.
- Plan for an information rich learning environment.

Attitudes

Participants will:

- Value the contribution of the classroom environment in literacy development across academic content areas.

Florida Reading Program Specifications:

- 3.3** Effective reading instruction contains a systematic and systemic set of assessment practices.
- 3.4.5** Frequent monitoring of progress using appropriate assessment procedures and scaffolding instruction to accommodate learning needs.
- 3.4.6** Instructional adjustments based on assessment of student skills and identified needs.

Agree/Disagree

I say YES because

I say NO because

Question
Should
teachers
treat all
students
alike?

Conclusions

Self-Assessment on Classroom Ecology

As you reflect on your own growth as a teacher in guiding or leading students in the classroom, assess your comfort with the skills below and set a goal for classroom ecology.

	Seldom or never do this	Sometimes do this, but not smoothly	Do this often and often smoothly	Absolutely comfortable with this
Giving directions for multiple tasks				
Explaining/teaching classroom routines				
Assigning students to work groups				
Ensuring smooth work of small groups				
Helping students understand and appreciate their diversity				
Keeping track of student work and progress with ongoing multiple tasks				
Handling classroom noise				
Using classroom space in a flexible way				
Using varied materials for different groups				

Choose 1 or 2 areas as a goal for your classroom management. Star or highlight the areas.

Action plan – How will you accomplish the above goals?

Role of the Teacher and the Learning Environment

Give One, Get One

1. Think about the instructional practices you use in your classroom.
2. Discuss with your group the instructional practices you use.
3. Write some instructional practices you have used in your Give One column.
4. Walk around the room and talk with others to fill your Get One Column (you will Give One to them too).

Adapted from Cooperative Learning, NRP (2001)

Give One, Get One Described

Participants circulate in the room giving and getting ideas.

Steps:

1. In teams, brainstorm.
2. When teams agree that they have a good Give One item then it is recorded in the Give One column.
3. When the Give One column is full the team stands.
4. When all teams are standing, each student puts up a hand and moves to find a new partner.
5. In pairs, each student gives one idea and gets one idea. The idea received is put in the Get One column.
6. Participants part and raise their hands until they find new partners, and again each Gives One, Gets One.
7. When their papers are full, they go to the outside of the room and offer to Give One to anyone who still needs one.
8. When all participants have finished their forms, they return to their teams and share the ideas they have received.

Give One

Get One

Classroom Practices That Foster Literacy Development Across Academic Content Areas

- 1. Interactive read aloud/think aloud**
- 2. Supported/guided literacy instruction**
- 3. Reciprocal teaching**
- 4. Cooperative learning**
- 5. Independent literacy enterprises**

Features of Interactive Read Aloud/ Think Aloud

- teacher reads and students listen**
- pauses at significant points**
- asks students to comment**
- invites brief dialogue**
- teacher shares thinking**

Features of Supported/Guided Literacy Instruction

- Groups are generally small (3-8 students).**
- Students usually read silently.**
- Teaching points are selected based on student needs.**
- Instruction may involve explicit vocabulary or word work.**
- The text is introduced to students.**
- Texts selected are within students' instructional range.**
- Students apply comprehension strategies.**

Features of Reciprocal Teaching

- **Teach explicit ways to predict, question, clarify, and summarize.**
- **Text selection provides opportunities for predicting, questioning, clarifying, and summarizing.**
- **It is appropriate for students with adequate decoding skills but lag in comprehension.**

Features of Cooperative Learning

- **Learners work in small, heterogeneous teams (usually 4-5 students).**
- **Each member is individually accountable.**
- **Group members are positively interdependent.**
- **Members engage in teambuilding activities.**
- **Members engage in group processing activities.**

Features of Independent Literacy Enterprises

- **Students usually select own texts with teacher guidance.**
- **Routines and rituals are put in place.**
- **Literary discussion is incorporated.**
- **Students and teachers confer.**
- **Students read and/or write on continuous text.**

How Can Schools Address Classroom Ecology?

- 1. Create collaborative support systems.**
- 2. Think about changing the classroom environment.**
- 3. Improve classroom ecology.**
- 4. Prepare students to be self-regulating and self-extending learners.**

Adapted from Cummings (2000). *Winning strategies for classroom management*. Alexandria, VA: ASCD.

6 Keys for Collaborative Support Systems:

- 1. Bond and connect with students.**
- 2. Recognize that greater time on task increases the probability of mastery.**
- 3. Maximize active listening.**
- 4. Minimize classroom distractions.**
- 5. Use a combination of approaches.**
- 6. Engage learners.**

Adapted from Cummings (2000). *Winning strategies for classroom management*. Alexandria, VA: ASCD.

Bond and Connect With Students

- A. Create One-to-One Time with Students.**
- B. Use Self-Disclosure.**
- C. Have High Expectations.**
- D. Network with Family and Friends.**
- E. Build a Sense of Community.**
- F. Use Rituals and Routines.**

Create One-to-One Time with Students.

- **Communicate before school begins.**
- **Greet each child personally on the first day.**
- **Know each student's name.**
- **Help students know each other**

Use Self-Disclosure (creates trust)

- **Get feedback from students.**
- **Use feedback to improve teaching (classroom meeting).**
- **Admit mistakes.**
- **Share feelings, attitudes and experiences.**

Have High Expectations (with sincere belief in students' ability)

- **Promote empowerment.**
- **Give and accept feedback.**
- **Work toward self-efficacy.**
- **Teach goal setting.**
- **Utilize self-reflection/evaluation.**
- **Use positive talk.**

Network with Family and Friends

- **Invite parents to participate in education through**
 - **observation forms**
 - **newsletters**
 - **student-led conferences**
 - **letters home**
 - **home/school journal**
 - **at home reading journal**
 - **double-entry journals**

Build a Sense of Community

- **Have meaningful dialogue**
 - **classroom meetings**
 - **circle time**
 - **show and tell**
 - **develop class rules/preamble**
- **Communicate during strife**
- **Survey for attitude/interest**

Use Rituals and Routines

- **Exit tickets**
- **Goal setting**
- **Journaling**
- **Goodbye rituals**
- **Morning greeting/pledge**
- **Directions/procedures**
- **Noticing each student**

Deiro 1996; Steinberg 1996; Glenn and Nelsen 1989)

Report Card on My Behavior

The ideal report card has a place for both the teacher and the student to rate the student's behavior. Use this sample to open the conversation with your students.

	Student	Teacher
I express my emotions appropriately.		
I use anger control strategies.		
I am able to resist impulsive behavior.		
I have a positive attitude.		
I plan carefully.		
I use my time wisely and produce high-quality work.		
I see setbacks as temporary.		
I willingly accept responsibility for my actions.		
I show concern for the feelings of others.		
I am helpful to others.		
I get along with my classmates.		
I contribute and do my share of group work.		
I work well independently.		

Writing Goals

Writing Goal(s) for _____

Goal: _____

I will work on my goal by: _____

I know I have met my goal when _____

We will review goal by (date) _____

Student _____

Teacher(s) _____ Date _____

Writing Goal(s) for _____

Goal: _____

I will work on my goal by: _____

I know I have met my goal when _____

We will review goal by (date) _____

Student _____

Teacher(s) _____ Date _____

Writing Self – Reflection

Name: _____ Date: _____

Title of Writing Piece: _____

1. Why I chose this piece: _____

2. What I learned in writing this quarter: _____

3. What I want to learn next in writing (my goal): _____

4. Teacher Chosen Piece _____

Not Teacher Chosen Piece _____

5. Teacher Comments: _____

H.T.S. Assessment Committee 2/4/94 – Mandatory with Writing Piece

Writing Progress/Student Evaluation

1. Title and date of two writing pieces:

a. _____

b. _____

2. What are the differences between your Fall writing and your Spring writing?

Fall writing looked like....

Spring writing looks like...

3. What progress have you made as a writer this year?

4. What could you work on to become a better writer?

Thinking About My Reading

Name: _____

Date: _____

Directions: Check off those things you feel you do well. Highlight those items which you did not check off.

- Choose books I can read.
- Choose from different genres/authors.
- Stick with the books I choose to read.
- Make picture(s) in my head as I read.
- Use different strategies for unknown words.
- Re-tell the story at the end of a chapter.
- Tell other people about what I'm reading.
- Use my reading time to read.
- Practice reading 30 minutes each night.

Use the following to make good predictions about books?

- Use title/front cover.
- Use previous chapters.
- Use knowledge of genre/series.
- Use my life.

Choose one or two items which you highlighted to improve on:

* Do beginning of each term.

Parent Observation Sheet

Mrs. Kelley's & Mrs. Spiess' Class

Please help us get to know your child better and set some goals for him/her this year by filling in the following statements:

Child's Name: _____ Date filled out: _____

Parent(s) Name(s): _____

My child's strengths are:

In School Subjects	In Social Skills

I would like to see my child improve in:

In School Subjects	In Social Skills

Thank you for your assistance! We look forward to working together to help your child meet his or her goals.

Overnight Reading Program

Dear Parents,

Welcome to our **Home/School Reading Program**. To encourage our students to read and to give additional practice, each reader will take a book home from school every night. These books are from our classroom and school collections. Keeping the books circulating among all our class members enables every student to have choices of books to take home. Returning a book, therefore, is the ticket for taking home a new book. A \$4.00 fee will be charged if the book is not returned after _____.

During vacations or holidays, teachers may put the program on hold for a few days.

To encourage responsibility, the building of a reading habit, and the celebration of reading, each student will be responsible for keeping his or her own folder with a list of books read. Reading a book means that the books can be read independently or with assistance; the emphasis is on effort and involvement.

Remember, students need help with their reading when they are having difficulty. The type of help we give is important. We want to help keep children thinking as they are reading and help them with problem-solving strategies when they encounter unknown words.

Some successful reading and thinking strategies include:

- Suggest using initial, middle, and final sounds (sounding it out).
- Give children “think time” to see what they attempt to do themselves.
- Ask children what word would make sense there.
- Remind them to use the context to figure the words out.
- Have them skip the word and come back to it.
- Could they substitute another word and still have it make sense?
- Tell children the word, we don’t want them to be frustrated, reading is for enjoyment.
- After reading, discuss the book with your child.

Good readers read, and read, and read and then they read some more. Have fun reading together at home!

Thank you for your cooperation,

Reading – Writing Attitude Survey

Student Name: _____ Date: _____

Classroom Teacher: _____

Reading:

1. What kind of stories do you like best? _____

2. Why do you read? _____

3. When and where do you like to read? _____

Writing:

1. What do you like to write? _____

2. Why do you write? _____

3. When and where do you write? _____

H.T.S. Assessment Committee 5/6/93 – Mandatory second quarter (3 – 5)

“What’d You Learn in School Today?”

(Edelston, 1993)



Topics that can be used to promote reflection on the day...

What I learned from my mistakes today...

Ideas I had and what I’ll do with them...

How I solved my problems today...

A good deed I did today...

Something I learned today...

Sample Procedure Boards

<p style="text-align: center;">Morning Routine</p> <ol style="list-style-type: none">1. Empty your backpack.2. Put your homework in the basket.3. Sharpen <u>two</u> pencils.4. Greet a friend.5. Read a book or write in your journal.	<p style="text-align: center;">Sharpening Pencil</p> <ol style="list-style-type: none">1. Sharpen <u>two</u> pencils when you arrive in the morning.2. If your pencils break, raise your hand.3. Sharpen <u>one</u> pencil. Count to ten while you sharpen.4. Check to see if the sharpener needs to be emptied.5. Quietly return to your seat.
<p style="text-align: center;">Restroom Procedures</p> <ol style="list-style-type: none">1. Raise your hand to go to the restroom.2. Use the bathroom with respect and care.3. Clean when you are done.4. Wash your hands.5. Quietly return to your seat.	<p style="text-align: center;">Dismissal Procedures</p> <ol style="list-style-type: none">1. Get your materials together.2. Put any papers to go home in your take-home folder.3. Listen for your group to be called.4. Say “Good Bye” to your friends.

Adapted from Boyett, S., & Nations, S. (2002). *So much stuff, so little space: Creating & managing learner-centered classroom*. Gainesville, FL: Maupin House.

Homeroom Routine

1. Organize books, homework, and notebooks for morning classes.
2. Be sure to have pens, pencils, and daily organizer ready to go.
3. Put jacket and afternoon materials in locker.
4. Check in with your advisor.
5. Chat with friends.
6. Listen to announcements.

Beginning of Class

1. Take seat.
2. Take out book, notebook, and homework.
3. Check the board for assignment and write it in your daily organizer.

Time Awareness Activity for Classroom:

As professionals we have learned time management, but most of our students have not.

Goal – Assist students in analyzing how they use time.

Step 1- Have them keep a time awareness log for a week (can be modified according to the age).

Step 2- Have students discuss their logs. Guiding discussion points would be time spent:

- socializing with friends
- watching TV
- playing video games
- doing homework
- sleeping
- eating
- playing sports
- participating in extra-curricular activities

Step 3- Teach students how to prioritize their time.

- a. Have students list tasks which must be completed
- b. Have them rank order the activities according to importance and estimate the time needed to complete each
- c. Have them take this list and make it into a checklist of items with a space for them to mark completed, to write in the actual time it took to complete, and how well you completed the task

Teach Other Time Awareness/Study Skills

- How to organize a binder
- How to use a planner
- How to take notes
- How to take tests
- How to plan completing tasks

Try these listening activities/strategies:

A mnemonic device, song or t-chart to aid kids in listening.

FOCUS

F = Face the Speaker

O = Organize (thoughts/ideas/etc...)

C = Connect to the Speaker

U = Use to connect, clarify, and comprehend

S = See pictures (visualize what is being spoken)

Song: **Won't you ever listen,
Listen to me,
Face to face, eye to eye,
Knee to knee.**

Good listening:

Looks Like



Sounds Like



(List good listening skills and generate consequences of poor listening.)

Destination: (content)
Due: 2 Weeks

Main Trip (complete all)

- Select one topic. Research it.
 - by yourself.
 - or with one other person _____ . (name)
- Complete a graphic organizer.
- Find five new, interesting words. Write a sentence for each word.

Side Trip – (Choose 1 or more)

- Compare this topic to another one you have researched.
How are they alike? How are they different? Choose your medium: brochure, flipbook, mini-book, etc.
- Record your information on the recorder.
- Illustrate and describe the most important information.

Rest Stops

- Research another topic within the same content of your choice.
Title: _____
- Find other material on the same topic to read.
Title: _____

Adapted from Cummings (2000). *Winning strategies for classroom management*. (p. 47).
Alexandria, VA: ASCD.

Promote Engagement of Learners

- Involve students in meaningful and interesting activities (Decrease seat work/busy work).
- Give homework that is relevant and sustains their attention.
- Read quality literature to students.
- Involve students in the learning process at all phases.

What about homework?

Cooper (1994) delineates quantity and quality in terms of Homework. He recommends 10 minutes per grade.

- Grades 6: 15-45 minutes 2-4 nights per week
- Grades 7-9: 45-75 minutes 3-5 nights per week
- Grades 10-12: 75-120 minutes 4-5 nights per week

Try This In Your Classroom

A common assignment in the upper elementary grades and at the secondary level is to have students read informational text. Try these variations to make them more engaged in the reading.

Have Students:

1. Read the chapter summary and list at least three things they expect to learn when they read the chapter.
2. Locate a picture they like in the chapter. List what they learn from studying the picture alone.
3. Outline the chapter using the titles and subtitles only (before the reading).

Late Assignment Form

Directions: Please fill out this form completely and staple it to your late assignment for credit.

Name _____ Today's Date _____

Assignment Title or Description _____

I was not able to get this assignment in on time for the reason below: *(check all that apply)*

- I was absent on _____ (dates).
- I left it at home.
- I didn't know it was due.
- I didn't understand the assignment.
- Even though I used my time in class wisely, I didn't complete it on time.
- I wasted my time in class and didn't complete it on time.
- I forgot to do it for homework.
- Other reasons (explain here): _____

If this assignment is not late because you were absent, list at least one thing that you can work on in the future that will help you get your assignments in on time:

- 1.
- 2.
- 3.

***Note: Late assignments are worth partial credit unless you have an excused absence and turn in your make-up assignment within the allotted time.**

Cummings (2000). *Winning strategies for classroom management*. (p. 140). Alexandria, VA: ASCD.

Classroom ecology takes into account the teacher and an information-rich learning environment as a scaffold in literacy development across academic content areas.

To create an information-rich learning environment, the following conditions need to be in place:

immersion	expectation
response	demonstration
engagement	practice
approximation	responsibility

Classroom practices that foster literacy development across academic content areas:

interactive read aloud/think aloud	reciprocal teaching
supported literacy instruction	cooperative learning
independent literacy enterprises	

Quotes

The greatest sign of success for a teacher...is to be able to say,
“The children are now working as if I did not exist.”

Maria Montessori

Time is the coin of teaching. It's up to us to spend it wisely.

Madeline Hunter

Before you can listen to learn,
you must first learn to listen.

Source Unknown

You have to expect things of yourself before you can do them.
I can accept failure.
Everyone fails at something.
But I can't accept not trying.

Michael Jordan

Classroom Ecology Professional Resources

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- Bennett, W. (Ed.). (1997). *The children's book of heroes*. New York: Simon & Schuster.
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Appendix A

Florida Department of Education Reading Program Specifications

Assessment is found in the following specifications:

- 3.3 Effective reading instruction contains a systematic and systemic set of assessment practices
- 3.4.5 Frequent monitoring of progress using appropriate assessment procedures and scaffolding instruction to accommodate learning needs
- 3.4.6 Instructional adjustments based on assessment of student skills and identified needs

Appendix B

Sunshine State Standards

Language Arts 6-8

Listening, Viewing, and Speaking

Standard 1:

LA.C.1.3 - The student uses listening strategies effectively.

1. listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.
2. selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.
3. acknowledges the feelings and messages sent in a conversation.
4. uses responsive listening skills, including paraphrasing, summarizing, and asking questions
5. for elaboration and clarification.

Writing

Standard 2:

LA.B.2.3 - The student writes to communicate ideas and information effectively.

1. writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.
2. organizes information using alphabetical, chronological, and numerical systems.
3. selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.
4. uses electronic technology including databases and software to gather information and communicate new knowledge.

Standard 3:

LA.C.3.3 - The student uses speaking strategies effectively.

1. understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.
2. asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.
3. speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

Language Arts 9-12

Reading

Standard 1

LA.A.1.4 - The student uses the reading process effectively.

1. selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.
2. selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

3. refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
4. applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

Writing

Standard 1

LA.B.1.4 - The student uses writing processes effectively.

1. selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.
2. drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
3. produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

Standard 2

LA.B.2.4 - The student writes to communicate ideas and information effectively.

1. writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
2. organizes information using appropriate systems.
3. writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
4. selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

Listening, Viewing, and Speaking

Standard 1:

LA.C.1.4 - The student uses listening strategies effectively.

1. selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
2. describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
3. uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

4. identifies bias, prejudice, or propaganda in oral messages.

Standard 2:

LA.C.2.4 - The student uses viewing strategies effectively.

1. determines main concept and supporting details in order to analyze and evaluate nonprint media messages.
2. understands factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

Standard 3:

LA.C.3.4 - The student uses speaking strategies effectively.

1. uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
2. selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
3. uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
4. applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
5. develops and sustains a line of argument and provides appropriate support.