Sandy Watkins

Capstone Portfolio
The Master of Arts in English Education
University of North Carolina at Pembroke

October 28, 2002

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MASTER OF ARTS IN ENGLISH EDUCATION
GOALS AND OBJECTIVES

By the end of the program, successful graduates will be able to demonstrate:

I Expertise in literature and literacy instruction by

I 1 gaining advanced knowledge of the expanded canon of American, British, and world literature through the study of special topics, figures, epochs

I 2 gaining advanced knowledge of scholars and scholarship on the expanded canon of American, British, and world literature

I 3 gaining advanced knowledge of the biographical, cultural, and economic factors which affect the production of literature

I 4 understanding various theoretical and critical approaches to literature and literacy instruction and assessment

I 5 understanding theories of composition and rhetoric, and research about writers and learning to write

I 6 understanding purposes, genres, and conventions of written, spoken, and media texts

I 7 understanding various theories of composition instruction and assessment

I 8 applying advanced knowledge of texts, scholarship, theory, and approaches to the design of curricula and assessment instruments for students with diverse needs

II Knowledge of and planning for diverse learners by

II 1 understanding developmental, emotional, and cultural factors which affect adolescent learners

II 2 understanding exceptionalities and cultural differences which affect diverse learners

II 3 designing curricula and selecting methods which engage diverse learners and afford them opportunities for success

II 4 reflecting upon the design of curricula and selection of methods, evaluating their success with diverse learners and adjusting instruction accordingly

III Expertise in research by

III 1 embracing critical inquiry and intellectual challenge

III 2 conducting their own research in the areas of literature, literacy, and composition

III 3 using library and electronic resources to retrieve information

III 4 designing procedures for collecting data

III 5 analyzing, interpreting, and judging their own and others' research

III 6 organizing and presenting research in papers and other means

III 7 employing computer technology to retrieve, organize, and present research

III 8 understanding procedures for selecting and administering tests and other measurement tools

III 9 monitoring and modifying instruction based upon student assessment

IV Application of advanced knowledge and skills to their teaching of diverse learners by
IV 1 planning curricula that reflect intellectual rigor and a superior understanding of NC Standard Course of study
IV 2 using technology as appropriate to support students' learning
IV 3 identifying and employing the best pedagogical practice for specific settings and diverse learners

V Reflection on Personal, Intellectual, Pedagogical, and Professional Growth by
V 1 initiating inquiry and research which supports and improves curriculum and methodology in teaching of literature, literacy, and composition
V 2 participating in planning and evaluation of curricula and methodology as a constructive group member
V 3 mentoring beginning teachers and/or collaborating with colleagues
V 4 presenting research and practice at workshops, local, state and/or national professional meetings
V 5 improving curricula and practice in response to reflection as well as input from parents, students, and community leaders
V 6 reflecting upon personal growth

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QUALIFICATIONS: Certified, energetic, dependable, motivated, organized, self-reliant, and innovative.

EDUCATION:

1993-1997   **B.A. English Secondary Education**
Dana College, Blair, NE

1999-2002   Pursuing **M.A. English Education** (36 hours completed)
University of North Carolina at Pembroke, Pembroke, NC

EMPLOYMENT:

2002-   **9th Grade English 1 Teacher, Abbeville High School**
1997-2002   **7th Grade Communication Skills & Social Studies Teacher, Carver Middle School**
- Prepared lesson plans and assignments
- Coordinated technology into instruction
- Developed assessments and monitored student progress
- Implemented a portfolio grading system
- Provided a safe learning environment
- Utilized data to promote student learning and behavior
- Served on the School Improvement Team
- Coordinated and administered staff development programs
- Developed county Pacing Guides for middle school Language Arts and Social Studies
- Served on the county Continuous Improvement Team for the Quality Schools Initiative
- Awarded Carver Middle School Teacher of the Year 2000-2001

1998-2002   **Y.E.S. After School Program Instructor, Scotland Country Memorial Hospital**
- Organized and executed daily lessons and activities
- Chaperoned field trips
- Tutored students seeking additional guidance in school subjects

SPECIAL SKILLS:

Professional Preparation: Active Learning, cooperative learning, problem based learning (PBL), Quality Schools Movement (Glasser), learning and the brain seminars, pacing guide preparation, multimedia and the North Carolina Standard Course of Study, and North Carolina 7th grade End of Grade writing test scoring.

Technology: Academy of Reading software, Integrade Pro grading software, digital camera, projector, and scanner operation capabilities, HTML, MS Word, Works, Excel, Publisher, Power Point, Outlook, Explorer, Netscape Composer, and Palm software

REFERENCES:

Mr. James Tapp   Mr. Dan Naber
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Sandy Watkins
Capstone Reflection Essay
10/28/02

Philosophy of Teaching Literature and Literacy

In the fall of 2000, I began the journey of obtaining a Master of Arts Degree in

English Education from the University of North Carolina at Pembroke (UNCP). Little

did I know then the profound and lasting effect this program's goals, objectives, and

course work would have on my abilities to teach English to students in the 21st century.

Although my philosophy of teaching literature and literacy changes and grows on a daily

basis, the rigorous program has formed a firm foundation from which my philosophies

are based. This program has:

1. Advanced my knowledge and expertise in literature and literacy;
2. advanced my knowledge of planning for diverse learners;
3. encouraged me to gain knowledge and practice my skills in teaching diverse learners;
4. advanced my knowledge in research and refined my research skills;
5. and finally, has encouraged me to reflect on my personal, intellectual, pedagogical, and professional growth.

Knowledge & Expertise in Literature and Literacy

Before attending graduate classes at UNCP, I was struggling with my abilities to

teach literature to a diverse population of 7th graders who were generally not interested in

reading. In fact, when asked to read, my students would immediately begin moaning and

groaning. It was quite obvious to me that in the day and age of television and computers,

reading was the last thing my students were interested in. Core course EED 552, The

Teaching of Literature, combined with educational psychological theories introduced in

elective course EDN 550, Applied Educational Psychology, helped me get my hard to

reach, focus challenged, diverse groups of 7th graders back into reading.

In EDN 550, I was introduced to the thoughts and theories of Dr. William Glasser, which have all had a profound effect on my teaching philosophy. One idea Glasser illuminates is that in order to motivate students to learn, their needs must be satisfied in their classrooms or they will find a way to satisfy their needs without the teacher. He claims that students have five needs: fun, freedom, survival, power, and love (30). If teachers don't satisfy the majority of these needs when they teach, teachers will lose their students' attention and the students will not learn a thing. Now, when planning literature or writing units, I attempt to make my lessons as need satisfying as possible. To capture their interests, I try to keep up with the latest "fads." When I can relate to students on their level, I know I can make learning meaningful to them.

In EDN 550, I was also introduced to the ideas of Howard Gardner, who has done extensive research on the different kinds of human intelligences. Being aware of these different intelligences and learning styles, I try to vary my instruction and assessment methods as much as possible. I want the majority of my students to feel successful. In the literature classroom, many different types of intelligences can be utilized by using the different approaches to literature that were taught in EED 552: formal, genetic, intertextual, mimetic, pragmatic, and reader response.

Keeping Gardner's research about different the different types of intelligences in mind, I realized that reading is a very inactive activity; an activity that is difficult for my students whose strongest intelligences lies in the bodily-kinesthetic and/or visual areas. To help reach the numerous students with bodily-kinesthetic and/or visual intelligences, I took an idea from Mary Kooy and Annette Chiu called active reading and turned their ideas into the "RAPS" method of reading in my classroom (see artifact #1). The "RAPS"

method of active reading makes the inactive method of reading active and visual, thereby satisfying the needs of my bodily kinesthetic and/or visual learners. After implementing this into my reading lessons, the moans and groans about reading continued, but I alleviated the chronic sleeping problems in my classroom. Active reading helped to keep the students awake, helped them with their reading comprehension, and gave me "a window into their minds" allowing me to see what they were and were not understanding when they read (Kooy and Chiu 83).

Obviously I still had one major problem to tackle in my reading lessons, the moaning and groaning. I still needed to satisfy my students' needs to have fun, freedom, and power. I discovered that these needs can often be met by studying literature mimetically and/or pragmatically. The unit plan I developed for EED 552 centered on a pragmatic approach to Dr. Martin Luther King, Jr.'s *Letter From Birmingham Jail*. The students first read the *Letter* by using the "RAPS" method. After reading and discussing the *Letter* to insure comprehension, we engaged in a pragmatic unit of study whereby the students considered that teenagers during the Civil Rights Era made a difference in their communities by taking part in sit-ins and protests. The students asked themselves how they could make a difference in their community, school, and/or church group. From this the students worked in groups to develop various potential school, community, and/or church clubs whose missions were to "make a difference." Many quality clubs were developed from this activity and many of these clubs still actually exist. This pragmatic study met the needs of my students and erased all negative moaning & groaning sounds from my room.

Along with gaining advanced knowledge of various theoretical and critical approaches to reading, gaining advanced knowledge of the expanded canon, scholars, and scholarship of American, British, and world literature was also a requirement in the English Education Masters Degree program at UNCP. I was able to gain this knowledge as well as advanced knowledge of the biographical, cultural, and economic factors which affect the production of literature in the following three courses: Native American Renaissance (ENG 514), Literary Journalism (ENG 516), and Americans in Paris (ENG 565).

To complete my studies of teaching literature, I felt like I needed more skills in diagnosing reading problems. By taking elective course EDN 534, Diagnosis and Correction of Reading Difficulties, I learned how to use diagnostic reading instruments to determine the nature of a student's reading difficulties. After learning how to diagnose a reading problem, I was then taught how to prescribe a program of corrective and/or remedial instruction based upon a diagnosis (see artifact #2).

Knowledge & Expertise in Rhetoric

Unlike my old reading lessons, having students fall asleep during one of my writing lessons was generally not a problem. However, seeing students nearly pull out their hair in frustration and confusion was a problem during my writing lessons before EED 551. Keeping the theories of Glasser and Gardner in my back pocket and studying the theories and ideas of Janet Emig, Nathaniel Norment, Jr., Ruby K. Payne, David Ausuble, Eva Vera Muniz, and many others helped me improve and change my philosophy of teaching writing in many ways.

Writing is a complex, multi-task activity, making it a very difficult subject to both teach and learn. Because writing is so complex, many approaches to teaching writing, including my own approach, encouraged teaching writing in a step-by-step format. Getting away from this step-by-step format because of the research findings of Janet Emig, Nathaniel Norment, Jr., and Ruby K. Payne was the single most significant change that I made in my philosophy of teaching writing. I changed my step-by-step/linear approach of teaching writing to a recursive/problem solving/whole-to-parts approach.

Flower and Hays explain that a writer faces several problems when writing: it may be a knowledge problem, a language problem, or a rhetorical problem (Lindemann 28-29). With students in my classroom visibly pulling out their hair in frustration with writing, I knew that they were definitely encountering many of these same problems. The bigger problem, and the source of their hair pulling, was the fact that many of my students did not have problem solving skills to solve the writing problems they were facing. Ruby K. Payne points out that all students, particularly impoverished students, have little or no problem-solving skills and/or cognitive strategies (116-140). After reading Payne's book, a "light bulb came on" for me. I realized that in order for my students to become better writers, they needed to learn problem-solving strategies. I knew I needed to teach problem solving skills along with the writing process.

In a quest to find the best teaching practices for developing problem-solving skills, I discovered an old, fun, practical, and researched-based method of teaching problem solving skills. The method is called Problem-Based Learning (PBL). PBL has its roots in the medical field, helping future doctors develop the problem solving skills they need and use on a daily basis to diagnose and treat patient illnesses. In a PBL unit, a

student is presented with a real-life problem to solve. To help students solve the problems, teachers demonstrate ways to organize problems, thoughts, questions, ideas, and research into graphic organizers. To solve the problem, students go through a recursive process of investigation and inquiry. In finding the solution to the problem, they "move forward, hit dead ends, revisit data, revise their thinking, choose new paths, and move on" (Stepien & Pyke 380). This process of moving forward, hitting dead ends, revision, and moving on clearly mirrors the writing process.

I took EED 551 in the fall of 2001. During this time, terrorists struck America on September 11th. After these events, the War on Terrorism was the only topic my students wanted to discuss. With a central topic that everyone in the class was passionate about, I developed a writing unit around the War on Terrorism. The unit was grounded in the North Carolina Standard Course of Study (NCSCOS) for both language arts and social studies, formatted as a PBL Unit along with the cognitive rhetoric model, researched based, fun, and practical (see artifact #3). This unit helped my students develop critical thinking skills, encouraged goal setting, and helped them to see writing and learning as a recursive process.

Another key element of change in my teaching of writing philosophy was in the area of assignment sequencing. Instead of just "starting somewhere," I now know of many researched based, assignment sequencing models to go by. In my Unit Plan for EED 551, I used Iris Tiedt's Pyramid for writing assignment sequencing. It is a model I still use in my classroom today. I particularly like this model because it allows the students to start with simple tasks and build up to more difficult tasks. This model is also in tune with the ideas of David Ausubel, a language acquisition theorist that I was

introduced to in an elective course, Second Language Acquisition (ENG 583). David Ausubel's Meaningful Learning Theory contends that learning takes place "Through a meaningful process of relating new events or items to already existing cognitive concepts or propositions---hanging new items on existing cognitive pegs" (Brown 83). Following Iris Tiedt's Pyramid allows my students to move gradually, hanging new knowledge and skills to knowledge and skills already attained.

Assessment

Along with learning how to better plan and teach literacy skills through researched-based approaches, I was also required to discover, develop, and use researched based methods of assessment. In EED 551 and EED 552 I gained knowledge in using rubrics and portfolios as assessment tools (see artifact #4). In core course Applied Educational Research (EDN 566) I learned about testing validity and reliability. In EDN 566 I also learned how to use research and various assessment tools in my classroom to solve a variety of problems by collecting, analyzing, and presenting data to my students.

Before my course work on assessment at UNCP, I was already using rubrics and portfolios in my classroom. However, after researching how to use these assessment tools, I discovered that I hadn't been using them correctly. In my classroom, portfolios were simply trash containers that were used to collect student work. The rubrics I developed were simple check sheets with vague descriptors that often left my students confused. After doing research on the correct ways to use these assessment tools, I discovered and implemented these tools correctly. I also realized that portfolios and rubrics complement the theories of both Gardner and Glasser. Portfolios allow students

to show growth in, and mastery of, skills in literature and literacy through a variety of methods that best match each student's individual learning style and preferred intelligence area(s). Portfolios give each student a sense of *freedom* and *power* to choose how he/she wishes to present and prove growth and/or mastery of skills. Rubrics give the students a sense of *survival* because the students know exactly what is expected of them before they attempt an assignment.

In the area of assessment, I also learned that I no longer had to be the sole evaluator in the classroom. I learned that a lot of learning takes place when students are asked to evaluate themselves and each other. In the reflection process that quality portfolio assessment requires, students learn how to reflect on their learning. Ruby K. Payne points out that rubrics help students "evaluate their performance and learn how to improve on that performance"(135). In my research on assessment, I learned that student self-evaluations can also take place during oral, one-on-one reading and/or writing conferences between the teacher and student. During these conferences, students can verbalize their learning experiences to the teacher. This one-on-one conference can be expanded to student led parent/teacher conferences. In this type of conference, students comment on their own progress in class and back up their comments with visual proof in their portfolios. This type of conference is much better than talking to the parents without his/her son or daughter present. These types of conferences not only help students become better self-evaluators, they also help hold the students more accountable for the work he/she is doing in class.

Asking students to lead parent/teacher conferences is a stimulating and rewarding experience. Asking students to evaluate me as their teacher proved to be even more

stimulating and rewarding. Taking this step was probably the single most risky step I have ever made as a classroom teacher. However, by taking this risk, my students have helped and continue to help me teach them better. In my action research paper for EDN 556, I documented how allowing the students to assess my performance as a teacher and implementing the concepts developed by Glasser and Dr. Edward Deming improved the attitudes, behaviors, attendance, and academic performance of the students in my 7th grade communication skills classroom (see artifact #5).

The most significant change I made in the area of assessment was in the area of data collecting and sharing. Before my graduate studies at UNCP, the only data I collected on the students in my classroom was attendance and daily grades. This data was kept secret and shared only with individual students, parents, and the office helpers. The coursework in EDN 556 helped me understand how to solve many classroom problems by simply gathering, analyzing, and then sharing the data with my students. I now collect all sorts of data in my classroom and use the data to enhance student performance (see artifact #6). For example, at the end of each nine-week grading period I compute the report card grade average for each class. Then, using an excel chart, I create a chart that compares all six class averages. From this chart, I ask each class to set a class goal to raise their class average by a certain number of points, or to beat a certain class' average by the next nine-week semester report. By sharing the data with the students rather than keeping the data hidden, I can encourage my students to set classroom and individual goals.

I have obviously gained a lot in my understanding and use of classroom assessment. Portfolios, rubrics, writing workshops, reading and writing conferences, and

student led parent teacher conferences are all now a solid part of my teaching reprotiore and philosophy. I will also continue to ask students to evaluate my teaching and continue use data collection and analysis to enhance student learning.

Planning for Diverse Learners and Applying this Knowledge to Teach Diverse Learners

Being born and raised in the small, rural, 100% white, middle-class, mid-western town of Superior, Nebraska put me at a disadvantage when trying to teach, reach, and relate to the racially and economically diverse classes of 7th graders I was teaching in Laurinburg, North Carolina. Because I knew this was my biggest weakness as an English teacher, I made it a point to research best teaching practices for teaching to African American students and/or children of poverty. All of the following courses and activities significantly helped me plan and teach the diverse learners in my classroom: preparing the CASE annotated bibliography on teaching to diverse learners (see artifact #7); taking elective courses ENG 523, Phonetics and Phonology (ENG 581), and Native American Renaissance (ENG 514); core course Literacy and Literature in Context (EED 500); and reading *Understanding a Framework of Poverty* by Ruby K. Payne and *Literacy with an Attitude* by Patrick Finn.

In Laurinburg, North Carolina I could expect about 60% of my students to be African American and around 80% of them to be economically qualified to eat free or reduced meals. My immediate concern with diversity was being able to reach the children that fit into one and/or both of these categories. I brought this concern to Dr. Robert Reising, professor of EED 500, who encouraged me to do a research project on the life and works of Shirley Brice Heath. By engaging in a study of her works, I learned

why children of different economic backgrounds act, speak, write, and learn differently. Much of her thoughts and ideas were also reflected in the books *Understanding a Framework of Poverty* and *Literacy with an Attitude*. Through these works, I was able to see and understand concepts I didn't, and couldn't, learn by growing up in a middle-class, White town.

These works broadened my horizons and have helped change my teaching philosophy, making me more empathetic and understanding to the needs of my African American and/or poverty stricken students. I now understand the effects that culture has on language. Before understanding the effects of culture on language, I considered the Black English that my African American students used to be wrong and a sign of ignorance. I got frustrated when my African American students would tell me that they didn't want to talk like white people and I shouldn't make them. After reading and studying these works I became more empathetic to their pleas and learned to teach different levels of discourse in my classroom instead of just expecting my students to know that there are different levels.

In ENG 581, I studied and researched the phonetic discourse features of African American dialect. Through this study, I was able to pick out common phonetic and grammatical differences in African American students. These differences often caused my African American students to make spelling and grammatical errors when writing or speaking in a formal register. By tape recording and sharing these findings with my African American students I am better able to help them discover and change these tendencies as needed when using the formal register (see artifact #8).

In addition to not having knowledge on how to teach African American and/or children of poverty, I had no idea how to teach students in my classroom whose first language was not English. Knowing that the numbers of ESL students in America's classrooms were rising quickly, I knew I needed to be prepared to teach ESL students. Taking ENG 583 and doing a research paper entitled "Helping Monolingual Teachers in Multilingual Classrooms" helped me to be prepared to teach the ESL students that come into my classroom (see artifact #9).

Reflections on personal, intellectual, pedagogical, and professional growth

One of the biggest areas of growth in my teaching philosophy was adding to it the important element of keeping a classroom reflection notebook. In this notebook, I reflect daily on how I'm feeling, what things in the classroom are going well, and what things are not (see artifact #10). I also found that asking my students to use the last 5 minutes of each class to record and reflect on how they were feeling and what they learning was quite helpful. Sharing these reflections with each other also helps us grow closer together as we talk about and find solutions to problems that we are experiencing in the classroom.

From my experiences and research at UNCP, I grew professionally and became a strong leader in the Scotland County School System. Scotland County Schools is a part of the North Carolina Partnership for Excellence program. This program is founded on the ideas of Deming and Glasser. My principal realized that the foundation I built my teaching around matched the goals and objectives of this district-wide program. Because of this, I was asked by the Superintendent and my principal to teach the faculty and staff about the foundations of this program. I lead a two-day long workshop with the staff and faculty at Carver Middle School. Because of my success with the faculty at Carver, I was

also asked to present at the state-wide North Carolina Partnership for Excellence

Conference in Raleigh, North Carolina.

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Artifact #1
## "RAPS" Method: Active Reading and Lesson Plan

The "RAPS" method of active reading was a method that I came up with by combining several ideas and theories. Howard Gardener points out that humans have several intelligences. Reading is a very inactive activity; an activity that is difficult for students whose strongest intelligences lies in the bodily-kinesthetic and/or visual areas. The "RAPS" method helps make reading more active and visual. Not only does this help the students, but it also gives the teacher "a window into their minds" (Kooy and Chiu 83). By reading and interpreting what the students have written down during a "RAPS" reading session a teacher can see what the students comprehend and what they do not.

By developing this method of active reading, I have meet all of the following goals and objectives in the English Education graduate program at UNCP:

- Goal 1.9: applying advanced knowledge of literary texts, scholarship, theory, and approaches to the design of curricula and assessment instruments for students with diverse needs

- Goal 2.1: understanding developmental, emotional, and cultural factors which affect adolescent learners and the management of their behavior

- Goal 2.2: understanding exceptionalities and cultural differences which affect diverse learners

- Goal 2.3: designing curricula and selecting methods which engage diverse learners and afford them opportunities for success

- Goal 2.4: reflecting upon the design of curricula and selection of method, evaluating their success with diverse learners and adjusting

Active Reading...

The "RAPS" Method
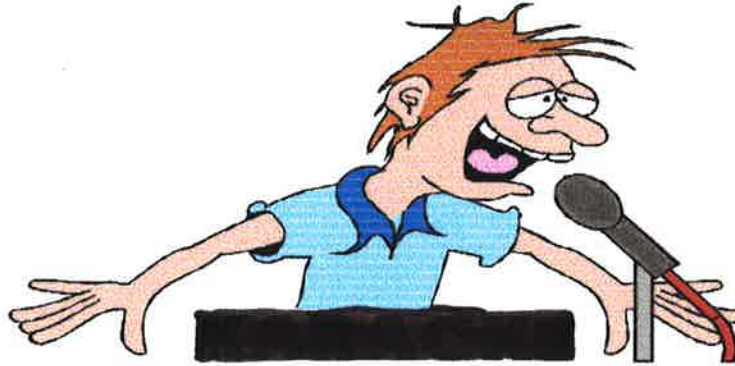
Respond: (wow! cool! dumb!)

Ask questions: (Who? What? When? Where? Why? How?)

Predict: (I wonder? I bet...)

Summarize

Lesson Design

Class: Communication Skills

Date: 3-7-01, ongoing

Content: Active Reading

Instructional Supplies: Transparencies of MLK's *Letter*, Active Reading "Raps" method notes, and Active Reading rubric

Measurable Performance(s) *Bloom*: The learner will demonstrate the ability to actively read.

Information/Input Exchange: Active reading is reading with a pen in hand. As you read, you make marks in the passage and on the side margin: you may underline, circle, draw pictures, summarize, etc. Active reading helps the reader understand and picture what is going on in a reading passage.
     When you actively read you should follow the "RAPS" method:
     "R"espond to what you are reading by making comments such as: Wow! Interesting! Stupid! Etc.
     "A"sk questions when you don't understand something you've read or when you run across one of the 5 W's (who, what, when, were, why).
     "P"redict what will happen next in the story.
     "S"ummarize large paragraphs.

Provide students with a copy of the Active Reading Rubric. I will use the Active Reading Rubric to grade your active reading.

Modeling: Provide students with a copy of Martin Luther King, Jr.'s *Letter from a Birmingham Jail*. Model on the transparency what active reading "looks-like".

Activities *Bloom*:
1. Listen and discuss active reading: what it is and why it's important.
2. Write notes on the "Raps" method.
3. Discuss the active reading rubric.

Check For Understanding: Circulate the room to be sure students are correctly actively reading.

Guided Practice: Give students a portion of MLK's *Letter* to actively read. After students actively read the section, model on the overhead transparency what should have been underlined. Do this throughout the *Letter* as reinforcement.

Independent Practice: Ask students to actively read sections of MLK's *Letter* throughout the unit. Provide other types of literature for the students to actively read as

well. To supplement the unit use: an excerpt from *Hunger of Memory*, by Richard Rodriguez, an excerpt from *Narrative of the Life of Frederick Douglass*, by Fredrick Douglass, and *My Life with Martin Luther King*, by Correta Scott King.

Assessment: Students will be assessed on their active reading, according to the Active Reading Rubric, on the following selections:
1. Martin Luther King, Jr.'s *Letter from a Birmingham Jail*
2. The excerpt from *Hunger of Memory* by Richard Rodriquez
3. The excerpt form *Narrative of the Life of Fredrick Douglass* by Fredrick Douglass

Closure: Ask students to evaluate the usefulness of Active Reading in a reflection journal.

Active Reading...
Looks Like

[Handwritten top: Jennifer Paige Snitz 3/28/01]

[Handwritten in red circle: A good]

[Handwritten right margin: what's that mean?]

[Handwritten right margin: book he wrote]

from *Narrative of the Life of Frederick Douglass*
by Frederick Douglass

[Handwritten: Who]
[Handwritten left: Wife of his master]

Frederick Douglass escaped from slavery in 1838 and later became a leading abolitionist. From the money he earned writing and lecturing, Douglass was able to buy his freedom. In 1845, Douglass wrote *Narrative of the Life of Frederick Douglass*. In the following excerpt, Douglass explains why learning to read and write was so important to him.

[Handwritten left margin: She has never had a slave!]

My new mistress proved to be all she appeared when I first met her at the door—a woman of the kindest heart and finest feelings. She had never had a slave under her control previously to myself, and prior to her marriage she had been dependent upon her own industry for a living. She was by trade a weaver; and by constant application to her business, she had been in a good degree preserved from the blighting and dehumanizing effects of slavery. I was utterly astonished at her goodness. . . . She did not deem it impudent or unmannerly for a slave to look her in the face. The meanest slave was put fully at ease in her presence, and none left without feeling better for having seen her. Her face was made of heavenly smiles, and her voice of tranquil music.

[Handwritten left margin: The mistress changed!]

But, alas! this kind heart had but a short time to remain such. The fatal poison of irresponsible power was already in her hands, and soon commenced its infernal work. That cheerful eye, under the influence of slavery, soon became red with rage. . . .

Very soon after I went to live with Mr. and Mrs. Auld, she very kindly commenced to teach me the A, B, C. After I had learned this, she assisted me in learning to spell words of three or four letters. Just at this point of my progress, Mr. Auld found out what was going on, and at once forbade Mrs. Auld to instruct me further, telling her, among other things, that it was unlawful, as well as unsafe, to teach a slave to read. To use his own words, further, he said, "If you teach that nigger (speaking of myself) how to read, there would be no keeping him.

It would forever unfit him to be a slave. He would at once become unmanageable, and of no value to his master. As to himself, it could do him no good, but a great deal of harm. It would make him discontented and unhappy." These words sank deep into my heart, stirred up sentiments within that lay slumbering, and called into existence an entirely new train of thought. It was a new and special revelation, explaining dark and mysterious things, with which my youthful understanding had struggled, but struggled in vain. I now understood what had been to me a most perplexing difficulty—to wit, the white man's power to enslave the black man. It was a grand achievement, and I prized it highly. From that moment, I understood the pathway from slavery to freedom. It was just what I wanted, and I got it at a time when I the least expected it. Whilst I was saddened by the thought of losing the aid of my kind mistress, I was gladdened by the invaluable instruction which, by the merest accident, I had gained from my master. Though conscious of the difficulty of learning without a teacher, I set out with high hope, and a fixed purpose, at whatever cost of trouble, to learn how to read. The very decided manner with which he spoke, and strove to impress his wife with the evil consequences of giving me instruction, served to convince me that he was deeply sensible of the truths he was uttering. It gave me the best assurance that I might rely with the utmost confidence on the results which, he said, would flow from teaching me to read. What he most dreaded, that I most desired. What he most loved,

[Handwritten right margin: what makes him want to read. What makes him want to read. He must be very smart! Stuff.]

blighting hurting, destroying
impudent not showing respect
tranquil calm
irresponsible not showing a sense of duty; doing as one pleases

commenced started; began
revelation something revealed or making known, especially something surprising
perplexing puzzling

[Handwritten bottom left: Mrs. Auld must be very nice!]

[Handwritten bottom: That's how he started to read and write.]

that I most hated. That which to him was great evil, to be carefully shunned, was to me a great good, to be diligently sought; and the argument which he so warmly urged, against my learning to read, only served to inspire me with a desire and determination to learn. In learning to read, I owe almost as much to the bitter opposition of my master, as to the kindly aid of my mistress. I acknowledge the benefit of both.

Think It Over

1. According to the excerpt, how did Frederick Douglass view his master's opposition to educating slaves?

2. To gain support for what cause did Douglass write his autobiography? What made him an effective witness?

How could you study this piece
1) Genetically ———→ history
2) Mimetically
affects me
changes me
reflects me

[Handwritten annotations present throughout: "B" (circled), "Ms. Smith Can we read this book in class one day?", "Andria Sinclair 3/28/01 S. Smith", "who", "what", "A person that speaks out.", "Theme", "Be sure to tell why you underline things!", "She teaches him to read", "Stupid Cruel", "moved to conserve or preserve?"]

from *Narrative of the Life of Frederick Douglass*
by Frederick Douglass

Frederick Douglass escaped from slavery in 1838 and later became a leading abolitionist. From the money he earned writing and lecturing, Douglass was able to buy his freedom. In 1845 Douglass wrote *Narrative of the Life of Frederick Douglass*. In the following excerpt, Douglass explains why learning to read and write was so important to him.

My new mistress proved to be all she appeared when I first met her at the door—a woman of the kindest heart and finest feelings. She had never had a slave under her control previously to myself, and prior to her marriage she had been dependent upon her own industry for a living. She was by trade a weaver; and by constant application to her business, she had been in a good degree preserved from the blighting and dehumanizing effects of slavery. I was utterly astonished at her goodness. . . . She did not deem it impudent or unmannerly for a slave to look her in the face. The meanest slave was put fully at ease in her presence, and none left without feeling better for having seen her. Her face was made of heavenly smiles, and her voice of tranquil music.

But, alas! this kind heart had but a short time to remain such. The fatal poison of irresponsible power was already in her hands, and soon commenced its infernal work. That cheerful eye, under the influence of slavery, soon became red with rage. . . .

Very soon after I went to live with Mr. and Mrs. Auld, she very kindly commenced to teach me the A, B, C. After I had learned this, she assisted me in learning to spell words of three or four letters. Just at this point of my progress, Mr. Auld found out what was going on, and at once forbade Mrs. Auld to instruct me further, telling her, among other things, that it was unlawful, as well as unsafe, to teach a slave to read. To use his own words, further, he said, "If . . . you teach that nigger (speaking of myself) how to read, there would be no keeping him.

It would forever unfit him to be a slave. He would at once become unmanageable, and of no value to his master. As to himself, it could do him no good, but a great deal of harm. It would make him discontented and unhappy." These words sank deep into my heart, stirred up sentiments within that lay slumbering, and called into existence an entirely new train of thought. It was a new and special revelation, explaining dark and mysterious things, with which my youthful understanding had struggled, but struggled in vain. I now understood what had been to me a most perplexing difficulty—to wit, the white man's power to enslave the black man. It was a grand achievement, and I prized it highly. From that moment, I understood the pathway from slavery to freedom. It was just what I wanted, and I got it at a time when I the least expected it. Whilst I was saddened by the thought of losing the aid of my kind mistress, I was gladdened by the invaluable instruction which, by the merest accident, I had gained from my master. Though conscious of the difficulty of learning without a teacher, I set out with high hope, and a fixed purpose, at whatever cost of trouble, to learn how to read. The very decided manner with which he spoke, and strove to impress his wife with the evil consequences of giving me instruction, served to convince me that he was deeply sensible of the truths he was uttering. It gave me the best assurance that I might rely with the utmost confidence on the results which, he said, would flow from teaching me to read. What he most dreaded, that I most desired. What he most loved,

blighting   hurting, destroying
impudent   not showing respect
tranquil   calm
irresponsible   not showing a sense of duty; doing as one pleases

commenced   started; began
revelation   something revealed or making known, especially something surprising
perplexing   puzzling

that I most hated. That which to him was great evil, to be carefully shunned, was to me a great good, to be diligently sought: and the argument which he so warmly urged, against my learning to read, only served to inspire me with a desire and determination to learn. In learning to read, I owe almost as much to the bitter opposition of my master, as to the kindly aid of my mistress. I acknowledge the benefit of both.

Saying If he learned how to read and write it would be easier for him to be free from a slave.

Think It Over

1. According to the excerpt, how did Frederick Douglass view his master's opposition to educating slaves?

2. To gain support for what cause did Douglass write his autobiography? What made him an effective witness?

How could you study this piece

1.) I would go back in history in books and find out a little bit more

2.) Because sometime you may wanna get out but you can't see you pay your way

Artifact #2
Case Study: Diagnosis and Prescription of Remedial Reading Instruction

This case study shows how I was able to improve my ability to teach reading by being able to use, administer, and interpret several diagnostic reading instruments. By learning how to use diagnostic reading instruments, I've become more confident in my abilities to determine the nature of a student's reading problem(s). After diagnosing the problem I am able to prescribe a program of corrective and/or remedial instruction to help correct the problem.

This case study provides proof that I have met all of the following goals and objectives in the English Education graduate program at UNCP:

- Goal 3.5: analyzing, interpreting, and judging research

- Goal 3.8: understanding procedures for selecting and administering tests and other measurement tools

- Goal 3.9: monitoring and modifying instruction based upon student assessment

- Goal 4.3: identifying and employing the best pedagogical practice for specific settings and diverse learners
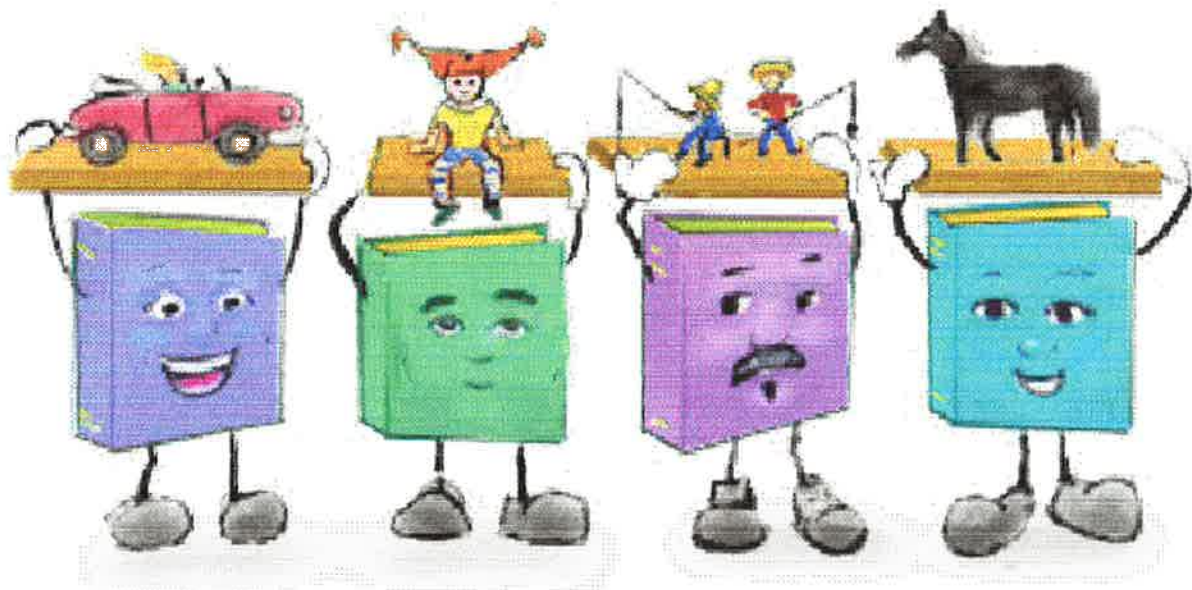
Case Study #1

Kristen Russell

8th Grader

13 years old

White

Female

June 10-11, 2002

Questions For Interviewing

Student **Kristen Russell** Age **13** Grade **8**

Date: **6/11/02** School **Carver** Interviewer **Sandy Smith**

1. Do you like to read? Yes_____ No_____

   ✓ Kinda, Not really

   Yes: Why do you like to read?

   No: <u>Why don't you like to read?</u>

   Well, in school we always have to read and then answer questions at the end. I don't like doing that.

2. Are you a good reader? Yes_____ No ✓

   Yes: Why do you think so?

   No: With what parts of reading are you having trouble?

   I don't score well on my practice tests and I usually have to go to summer school because I don't pass the EOG.

3. If you were going to read a story about *sharks*, what would you do first?

   I guess go get an encyclopedia and find out more about sharks.

4. What do you do when you come to a word you do not know?

   Do you do anything else?

   I try to sound it out.

   Not really, maybe look it up in the dictionary if the teacher says I have to.

5. What do you do when you do not understand what you have read?

   Go back an re-read them. I usually just ask a friend to help me with the questions.

6. Are there some things about reading that you enjoy?

   Yes: What are they?

   Not really.

7. Are there some things about reading that you don't like? What are they?

   Answering questions at the end of a story. It's so boring — like just black + white boring words on the page.

8. What is the best story or book you have ever read?

It was a book about dolphins, but I can't remember the title.

9. What would you like to learn to make you a better reader?

How to read faster so I don't get embarrassed in front of my friends.

10. What is reading?

Stories in books. Reading words to find out what the story is about.

11. Can you read without a book?

Yeah. I guess I never really thought about that. We read signs & stuff everyday.

12. Why do people read?
    Why do you read?

To learn. To pass the EOG's. To get out of high school.

Interpretations and Recommendations
*
Kristen is very frustrated by the reading she has had to do. She has not really enjoyed reading at all. Kristin needs to be given more choices when given reading assignments. She needs to be able to read books that interest her and that are on her level.

* Mariotti, Arleen Shearer and Susan P. Homan. (2001). Linking Reading Assessment to Instruction: An Application Worktext for Elementary Classroom Teachers. (pp. 101). New Jersey: Lawrence Erlbaum Associates, Publishers.

Air Travel

Air travel is the newest and fastest way to carry people. Air traffic grows each year.

Airplanes can go a long way in a short time. People in a jet ride in comfort. They can eat meals on the plane. They can listen to music. They can watch a movie. Airplanes come in many sizes. Some airplanes can only fit two people. Others can carry 300 people.

Some airplanes move only cargo. Cargo can be boxes, machines, or food. Most mail is sent by airplane. Airplanes are very important to our way of life.

All the large cities in the United States can be reached by air. In fact, we can go to any country by air. Travel has been made easier because of airplanes.

Flying planes need help so they don't crash into each other. Control towers are found in every airport. The tower is usually at the top of a tall building. The tower has glass walls all around. The people who work in the tower help the pilots. They watch radar screens to be sure the airplanes don't crash. They tell pilots where to fly and land. They also tell them when to take off. These people help pilots when the plane is in trouble. Many people work in airports to help the pilots.

*

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Air Travel

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Airplanes can go a long way in a short time. People in a jet ride _ride_ in comfort. They can eat

meals on the plane. They can listen to music. They can watch a movie. Airplanes come in many

sizes. Some airplanes can only fit two people. Others can carry 300 people.

Some airplanes move only cargo. Cargo can be boxes, machines, or food. Most mail

is sent by airplane. Airplanes are very important to our way of life.

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any country by air. Travel has been made easier because of airplanes.

Flying planes need _s_ help so they don't crash into each other. Control towers are
_sc._

found in every airport. The tower is usually at the top of a tall building. The tower has glass walls

all around. The people who work in the tower help the pilots. They watch radar screens to be sure

the airplanes don't crash. They tell pilots where to fly and land. They also tell them when to take

off. These people help pilots when the plane is in trouble. Many people work in airports to help the

pilots.

216 words

Substitutions	O	Repetitions	1
Additions	1	Reversals	O
Omissions	O	Self-Corrections	1
Words Aided	O		

*

Student Name: Kristen Russell   Date: 6/10/02 Passage Grade Level 3

Air Travel Comprehension Questions

1. According to this story, what are some things people can do in a plane? (eat meals; listen to music; watch a movie)

   eat, go other places, listen to music

2. Where is a control tower? (at the top of a tall building; in an airport)

   in a tall building

3. What is said that makes you think air travel is safe? (People watch radar screens; people help pilots.)

   they have people help guide the planes down to land and radios to give & send information

4. Why do you think the control tower has glass walls? (so people can watch the planes in the air and in the airport.)

   So they can see planes coming from all different directions

5. How is a pilot like the driver of a car? (They steer the car or the plane.)

   they both drive things that move and have motors.

6. What is another title for this story? (Flying: Going by Air)

   Airplanes

7. Why has travel been made easier because of airplanes? (We can go farther and faster.)

   It doesn't take as long to go to far away places

8. What does the phrase move cargo mean? (carry boxes or freight)

   To take something from one place and then put it in a different place

* Mariotti, Arleen Shearer and Susan P. Homan. (2001). Linking Reading Assessment to Instruction: An Application Worktext for Elementary Classroom Teachers. (pp. 102). New Jersey: Lawrence Erlbaum Associates, Publishers.

Oral Reading Behavior Analysis Form

Student __Kristen Russell__ Date of Testing __6/10/02__

Passage Grade Level __3__

Text Word	Student's Response	Semantic Appropriateness	Syntactic Appropriateness	Graphic Similarity	Comments
jet ride in comfort	jet ride, ride. in comfort	yes	Yes	yes	addition
flying planes need help	flying, planes needs help	No	No	yes	addition → ending

Reading Level: ✓ Ind._____ Inst._____ Frus._____

Word Accuracy Rate (number words correct/total words in passage) = 214/216 = 99%

Self-correction (SC) Rate (number self-corrections/total errors) = 1/2 = 50%

Words Aided or Prompted (words given by examiner): 0

Comprehension Accuracy Rate (number correct/total questions) = 7/8 = 88%

Solving Strategies Used: Reader has good background, or schema. She uses her background knowledge to help her gain meaning from what she reads. Repetitions in her reading are used for self correction.

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*Mariotti, Arleen Shearer and Susan P. Homan. (2001). Linking Reading Assessment to Instruction: An Application Worktext for Elementary Classroom Teachers. (pp. 107). New Jersey: Lawrence Erlbaum Associates, Publishers.

Pirates

Pirates sailed the seas many years ago. Pirates hunted and stole treasures on land and on the seas.

Men became pirates to get rich. As sailors, men were paid low wages and conditions were usually poor on a ship. Piracy offered men a chance to get rich quickly. As pirates, they shared in "the loot."

Millions of dollars of riches were stolen by pirates. They would capture gold, silver, jewels, and money. Then they would divide it and take it back to their homes.

There was a lot of trouble on pirate ships. The men would fight among themselves and were usually not happy for very long. In fact, captains didn't last long. When the men got angry or unhappy, they would elect a new captain. The old one was thrown overboard or killed. Two famous captains were Captain Kidd and Blackbeard.

Every crew had articles, or rules, written down. The rules set out the way pirates should act on the ship. The punishment was also spelled out in the articles. But no one has found any record yet of someone "walking the plank."

No one has ever found a real map of buried pirate treasure, either. Some ships that sink in the ocean are thought to have treasure still on them. But the map with the big "X" is just a myth.

* Mariotti, Arleen Shearer and Susan P. Homan. (2001). Linking Reading Assessment to Instruction: An
     Application Worktext for Elementary Classroom Teachers. (pp. 105). New Jersey: Lawrence Erlbaum
     Associates, Publishers.

Student Name: **Kristen Russell** Date: **6/10/03** Passage Grade Level **4**

Pirates

Pirates sailed the seas many years ago. Pirates hunted and stole treasures on land and on the seas.

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Every crew had articles, or rules, written down. The rules set out the way pirates should act on the ship. The punishment was also spelled out in the articles. But no one has found any record yet of someone "walking the plank."

No one has ever found a real map of buried pirate treasure, either. Some ships that sink in the ocean are thought to have treasure still on them. But the map with the big "X" is just a myth.

223 words

Substitutions	3	Repetitions	4
Additions	0	Reversals	0
Omissions	1	Self-Corrections	1
Words Aided	0	Mispronunciations	1

* Mariotti, Arleen Shearer and Susan P. Homan. (2001). Linking Reading Assessment to Instruction: An Application Worktext for Elementary Classroom Teachers. (pp. 105). New Jersey: Lawrence Erlbaum Associates, Publishers.

Student Name: _Kristen Russell_ Date: _6/10/02_ Passage Grade Level _4_

Pirates Comprehension Questions

— 1. Why did men become pirates? (to get rich)

They wanted to I guess. They needed a job

— 2. Name two famous captains (Captain Kidd and Blackbeard—must give both)

Buckbeard and someone else.

— 3. What were the articles on a pirate ship? (the laws or rules)

fishing poles, treasure maps, beds, the pirates

— 4. How are the articles on a ship like rules in school? (They both tell how to act and give the punishment if you break the rules.)

We have similar things – like people, maps, desks and stuff

+ 5. After the pirates stole the treasure, what did they do with it? (divide it; share it)

They shared it with each other

+ 6. What would cause the pirates to become angry or unhappy with their captain? (Answers will vary; this is a hypothesizing question. Reasonable answers would include: They disagreed with the captain over treasures, captain was unfair, they were at sea too long, etc.)

If he stole part of their treasure. If they got hungry. If they got lost.

+ 7. What is a myth? (a story; a legend)

A story with gods and goddesses

+ 8. Why do you think people invented the story of buried treasure maps and walking the plank? (Answers will vary.)

Because it's like a mystery to solve and people like to solve mysteries. It's fun.

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* Mariotti, Arleen Shearer and Susan P. Homan. (2001). Linking Reading Assessment to Instruction: An Application Worktext for Elementary Classroom Teachers. (pp. 106). New Jersey: Lawrence Erlbaum Associates, Publishers.

Oral Reading Behavior Analysis Form

Student __Kristen Russell__ Date of Testing __6/10/02__

Passage Grade Level __4__

Text Word	Student's Response	Semantic Appropriateness	Syntactic Appropriateness	Graphic Similarity	Comments
on	in	yes	yes	NO	Sight word
seas	sea	yes	yes	yes	added an ending
Piracy	Pirates	NO	NO	yes	missed ending
divide	dive sc	NO	NO	yes	missed ending
Blackbeard	Buckbeard	yes	yes	yes	missed beginning
Myth	mystery	yes	yes	yes	missed ending

Reading Level: ____ Ind. ✓ Inst. ____ Frus. ____

Word Accuracy Rate (number words correct/total words in passage) = $218/223 = 97\%$

Self-correction (SC) Rate (number self-corrections/total errors) = $1/4 = 25\%$

Words Aided or Prompted (words given by examiner): 0

Comprehension Accuracy Rate (number correct/total questions) = $4/8 = 50\%$

Solving Strategies Used: Kristen uses repetition in her reading to self correct and to give herself more time to pronounce and/or figure out the meaning of an unknown word. Although word accuracy is high, Comprehension is low. Background knowledge in this subject is low.

*Mariotti, Arleen Shearer and Susan P. Homan. (2001). Linking Reading Assessment to Instruction: An Application Worktext for Elementary Classroom Teachers. (pp. 107). New Jersey: Lawrence Erlbaum Associates, Publishers.

Air Pollution

In the 16th century, Queen Elizabeth often refused to visit the city of London. She said that the air was too polluted. The pollution came from smoke from burning coal fires. When fuels are burned, they emit smoke that has poisonous gases. Most pollution today is caused by the same thing.

About 85 percent of the air pollutants in the United States are found in smoke. The main producers of dangerous gases are cars, factories, and power plants. The burning of trash and garbage also add pollutants to the air.

Some air pollutants are blown away by the wind. When the wind is not blowing, the smoke does not go away. Smog results from a mix of fog and smoke. Smog usually happens in very large cities. It looks like a dirty cloud.

The pollutants in smoke and smog can cause disease. Air pollution is harmful to the nose, throat, and lungs. It is a threat to our health.

* Mariotti, Arleen Shearer and Susan P. Homan. (2001). Linking Reading Assessment to Instruction: An Application Worktext for Elementary Classroom Teachers. (pp. 109). New Jersey: Lawrence Erlbaum Associates, Publishers.

Student Name: _Kristen Russell_____ Date: _6/10/02_ Passage Grade Level _5_

Air Pollution

In the 16th century, Queen Elizabeth often refused to visit the city of London. She said that the air was too polluted. The pollution came (from) smoke from burning coal fires. When fuels are burned, they emit smoke that has poisonous gases. Most pollution today is caused by the same thing.

About 85 percent of the air pollutants in the United States are found in smoke. The main producers of dangerous gases are cars, factories, and power plants. The burning of trash and garbage also add pollutants to the air.

Some air pollutants are blown away by the wind. When the wind is not blowing, the smoke does not go away. Smog results from a mix of fog and smoke. Smog usually happens in very large cities. It looks like a dirty cloud.

The pollutants in smoke and smog can cause disease. Air pollution is harmful to the nose, throat, and lungs. It is a threat to our health.

146 words

Substitutions	1	Repetitions	0
Additions	0	Reversals	0
Omissions	3	Self-Corrections	1
Words Aided	0	Mispronunciations	4

* Mariotti, Arleen Shearer and Susan P. Homan. (2001). Linking Reading Assessment to Instruction: An Application Worktext for Elementary Classroom Teachers. (pp. 95). New Jersey: Lawrence Erlbaum Associates, Publishers.

Student Name: _Kristen Russell_ Date: _6/10/02_ Passage Grade Level _5_

Air Pollution Comprehension Questions

+ 1. What causes air pollution? (burning gases; poisonous gases)

    Cars, chemicals

+ 2. What is smog? (a mixture of smoke and fog)

    fog and smoke put together

+ 3. Why does smog occur? (The pollutants are not blown away by the wind and they mix with the fog.)

    pollutions mix with the dirty air — well, the pollutions make the air look dirty

+ 4. Why does smog usually happen in large cities? (There's a lot of smoke from the factories and more cars in bigger cities.)

    there are more pollutions in bigger cities because there are more people and cars

+ 5. Why is air pollution harmful to our health? (We breath poisonous air and it can harm our lungs, etc.)

    it is bad for our nose, throat, and lungs

− 6. What does emit mean? (give out; send out)

    not sure

− 7. How is pollution today the same as pollution in the 16th century? (They burned coal which gave off pollution and we burn coal, oil, gasoline, and other gases.)

    I don't really know when the 16th century is. But, it would be better if it was a long time ago because there were no cars

− 8. What is the main idea of this passage? (Air pollution is caused by the burning of fuels.)
    *

    Don't Pollute the world — it's bad for our health

* Mariotti, Arleen Shearer and Susan P. Homan. (2001). Linking Reading Assessment to Instruction: An Application Worktext for Elementary Classroom Teachers. (pp. 96). New Jersey: Lawrence Erlbaum Associates, Publishers.

Oral Reading Behavior Analysis Form

Student: Kristen Russell Date of Testing: 6/10/02

Passage Grade Level: 5

Text Word	Student's Response	Semantic Appropriateness	Syntactic Appropriateness	Graphic Similarity	Comments
16th	He	No	No	Yes	word ending
from	(from)	No	No	No	
Coal	Ceet sc	✓	✓	✓	
emit	mit	No	No	Yes	word beginning
United States	U.S.	Yes	Yes	Yes	substitution
Pollutants	Pollutions	No	No	Yes	word ending
"	"	"	"	"	"
"	"	"	"	"	"
Poisonous	Poison	No	No	Yes	word ending

Reading Level: _____ Ind. ✓ Inst. ✓ Frus. _____

Word Accuracy Rate (number words correct/total words in passage) = 137/146 = 93%

Self-correction (SC) Rate (number self-corrections/total errors) = 1/4 = 25%

Words Aided or Prompted (words given by examiner): 0

Comprehension Accuracy Rate (number correct/total questions) = 5/8 = 63%

Solving Strategies Used: Kristen uses parts of words that she knows to try to develop meaning from unknown words. This is especially noticed with the word pollutants, an unfamiliar word. Instead of saying pollutants, Kristen says pollutions, a word she knows that has a similar meaning.

*Mariotti, Arleen Shearer and Susan P. Homan. (2001). Linking Reading Assessment to Instruction: An Application Worktext for Elementary Classroom Teachers. (pp. 107). New Jersey: Lawrence Erlbaum Associates, Publishers.

Summary Sheet

Student: Kristen Russell   **School:** Carver Middle School

Grade: 8   **Teacher:** Ms. Hecht

Sex: Female   **Birthday:** 4/5/1989

Date of Testing: 6/10/02   **Age:** 13

Test Administrator: Sandy Smith

Informal Reading Inventory (IRI) Test Results 6/10/02			
Student	Passage Grade Level	Word-Recognition Percent Correct	Comprehension Percent Correct
Kristen Russell	3	99%	88%
"	4	97%	50%
"	5	93%	63%

According to the Betts Criteria (Mariotti 77), Kristen's independent reading level, instructional reading level, and frustration reading level are as follows:

Independent Reading Level   <u>3</u>

Instructional Level   <u>4</u>

Frustration Reading Level   <u>5-</u>

Listening Level   <u>3</u>

Kristen's listening level was determined by evaluating her comprehension scores on the three, leveled reading passages given to her during this IRI. To determine her listening comprehension grade level, a score of 70% or above was looked for on the comprehension questions answered at the end of each reading passage (Mariotti 62). Therefore, according to this IRI, Kristin's listening comprehension grade is at grade level three.

Reading Strengths

- attends to initial phonic cues
- uses prior knowledge to help comprehension
- repetitions in oral reading are used to self-correct and/or to take extra time to pronounce an unfamiliar word
- uses word parts to attempt to develop meaning from unknown words
- is conscientious about her reading and is not afraid to self-correct

Reading Needs

- Her reading level is well below the grade level that she is in.
- She needs to focus on word endings, making sure that they are read correctly. Sixty-three percent of her reading errors came from various mistakes on word endings.
- Structural analysis of word endings needs to be taught and reviewed.
- She needs to learn how to discern a main idea from the ideas presented in a reading passage, instead of relying too heavily on prior knowledge.
- Using context clues to discern word meanings needs to be taught and reviewed.

Instructional Recommendations

Reading Materials

- Provide independent reading books that are leveled at a grade three difficulty.
- Provide instructional reading materials that are in both grade four and grade five levels of difficulty.
- Be sure that all teachers, especially content area teachers, know and understand her reading level. With this information they can provide her with materials appropriate to her reading level, helping her be more successful.

Morphology Study ...have her study different word formations including prefixes, suffixes, and inflectional endings.

- **Collage**. Have her create a collage using words containing prefixes and suffixes (Crawley 24)
- **Suffix study**. Have her study the meanings of suffixes. This could be set up in a "spelling/vocabulary-list" format. Give her a list of 10 suffixes and their meanings at the beginning of the week and give an oral test at the end of the week.
- **Flash Cards**. Have her make flash cards with suffixes spelled on the front and the suffix meaning on the back. These can be studied alone or with a partner.
- **Suffix Bingo**. Have her make a bingo card, writing one suffix in each square of the bingo card. Call out the meaning of the suffix and have her place a bingo chip on the suffix that matches the definition called.

Syllabication... have her divide words into syllables, especially longer words. Syllabication should help her with the pronunciation of longer words. Better pronunciation should, in turn, help comprehension.

- **Auditory Discrimination**. Have her listen for the number of syllables in words pronounced orally. Then, have her clap her hands or top her fingers to discern how many syllables are in each word.

Discerning a Main Idea...

- **Using Headlines.** Cut articles out of a newspaper. Cut the headlines from the articles. Have her read the articles and develop headlines for each article. Compare the headlines she develops to the actual headlines in the newspaper. If she is having difficulty with the activity, tell her that a newspaper headline is usually made up of a subject and a verb (Crawley 55).
- **Writing Summaries.** Have her read a short paragraph and write a one-sentence summary (Crawley 55).
- **Questions.** Use questions like the following to direct her attention to main ideas:
  - Tell me what you think the story is about.
  - What do you think the best title for the story is? (Crawley 55)

Using Context Clues

- **Selecting the appropriate word to complete a sentence.** Give her a sentence with a word missing. Provide two or three words from which she may select (Crawley 30). To improve word-ending recognition, the replacement words may be two or three different forms of the same word.
  - Then they would *(dive, divide, diver)* it and take it back to their homes.
  - The burning of trash and garbage also add *(pollutions, pollutants, polls)* to the air.

Interpretations and Recommendations

Kristen exhibits good phonological knowledge and uses prior knowledge to discern meaning. She is frustrated by reading at school and therefore does not enjoy reading. Parents and teachers can try any of the suggested ideas above to improve Kristen's difficulty with ending sounds, main idea, and using context clues to figure out word meanings. At school, teachers need to be informed of her independent, instructional, and frustration reading levels. As teachers provide more materials for her that are on her reading level, her frustration with reading in school should decline. She also needs to be given more opportunities to read about topics she enjoys. With a more positive experience with reading at school, Kristen's reading levels should rise.

Artifact #3
Unit Plan: Using Problem-Based Learning (PBL) and Current Events to Teach Writing

This unit plan was developed by combining several ideas and theories that I was introduced to during my English Education graduate studies at UNCP. The unit plan is grounded in the North Carolina Standard Course of Study (NCSCOS) for both language arts and social studies, formatted as PBL unit, grounded in the cognitive rhetoric model, researched based, fun, and practical. The unit helps students develop critical thinking skills, encourages goal setting, and helps students see writing and learning as a recursive process.

This unit plan provides proof that I have met several goals of the Master of Arts in English Education Program, such as:

- Goal 1.6: understanding theories of composition and rhetoric, and research about writers learning to write

- Goal 4.1: planning curricula that reflects intellectual rigor and a superior understanding of the NC Standard Course of Study

- Goal 4.2: using technology as appropriate to support the students' learning literature, literacy, and writing

- Goal 5.1: initiating inquiry and research that supports and improves curriculum and methodology in teaching composition

PBL Problem-Based Learning

Students are given an authentic, real-world problem to solve.

$+$

Students go through a recursive process of investigation and inquiry to solve the problem. In this problem they "move forward, hit dead ends, revisit data, revise their thinking, choose new paths, and move on."
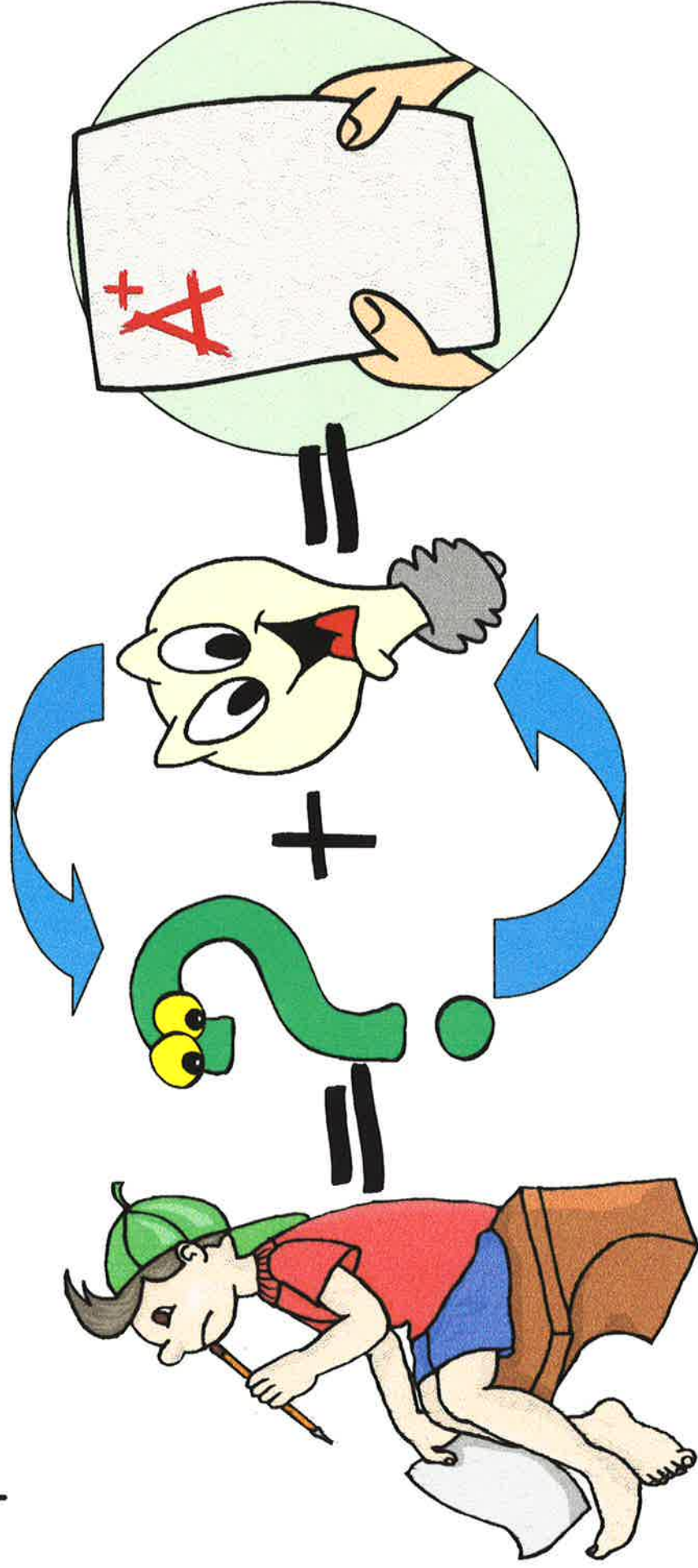
$=$

Students develop and present a logical solution. Through the process, the student becomes a better problem solver.

William J. Stepien & Sharon L. Pyke
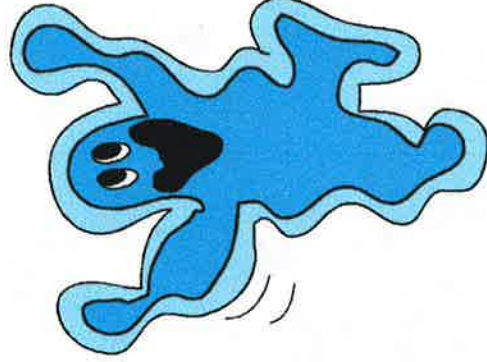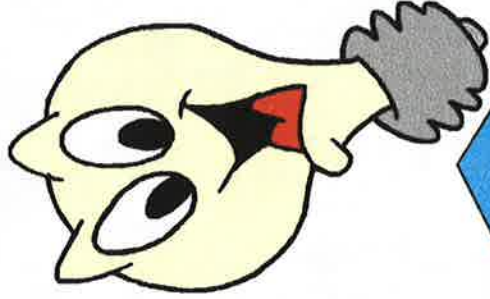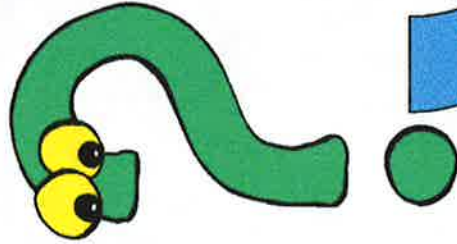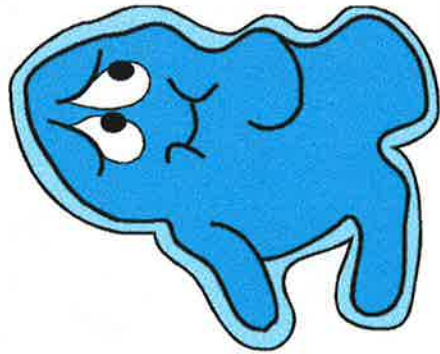
Writing is problem solving.

- In both writing and PBL, a *recursive* process of investigation and inquiry and/or trial and error takes place.

Afghanistan
Fleeing Afghanistan
Surviving the
Mountains
Pictures of
Afghanistan
Almanac Fast Facts
Country Map
Taliban/Government

Bangladesh
Pictures and Facts
Pictures of Life
Almanac Fast Facts
Women

Nepal
Pictures of Nepal
Read About
Almanac Fast Facts

Islam
Ms. Smith's Page

"Honey, where are we going to go?"

Here's the Situation

Ulga and Ulsa Tuck live in Afghanistan. They have been married for four years and have one child, their son Aslama. Aslama is only two years old. He and the family dog, Mip, are inseparable. Mip stays near Aslama all the time, protecting him from harm. Ulga and Ulsa know that they must move out of Afghanistan in order to keep their family safe from the probable war that will be fought in or near Afghanistan due to the recent terrorist bombing of the World Trade Centers in the United States. The family can only move to Bangladesh or Nepal. Ulga and Ulsa have come to you, their travel guide, for advice. They have asked you to make the decision for them. What will you advise them to do? Do you think they should move to Bangladesh, or should they move to Nepal?

Ulsa Tuck
Ulsa is 26 years old. She has spent much of her life working in various farms, but she really enjoys baking. Selling bread at a bread stand in Kabul was one of her major sources of incomes before she married Ulga. She enjoys spending time with her son, reading the Quran, and hiking in the mountains.

Ulga Tuck
Ulga is also 26 years old. He has been a rice farmer all his life. He also enjoys fishing and wouldn't mind earning his wages as a fisherman. One of his biggest goals in life is to have his son Aslama attend school.

Ibony

You are Ibony, the Tuck's travel guide. It is your job to figure out which place, Nepal or Bangladesh, will be the best place for the Tuck's to live.

He enjoys spending time with his family, working hard, and reading the Quran.

Aslama Tuck

Aslama is two years old. He likes playing with the family dog, Mip. He loves going on walks with his mother and also loves to take baths.

Mip Tuck

Mip is 3 years old. He loves hiking in the mountains with Ulsa and Ulga. He also loves swimming. He knows his mission in life is to protect Aslama.

Unit Plan Overview

The following boxes indicate the SCOS goals that the students will meet in this unit plan:

Language Arts

1. **Goal 6.01**: Model an understanding of conventional written and spoken expression (*and be able to discern appropriate discourse for various communities*).
2. **Goal 3.01**: Examine the effectiveness of style, tone, and use of language by writing clarification, point of view, and narrative essays (*appropriate for a specific audience*).
3. **Goal 3.02**: Use the problem-solution process by constructing essays that respond to a given problem by proposing a solution that includes relevant details.
4. **Goal 1.02**: Explore expressive materials that are read, heard, or viewed by
   - Generating a learning log or journal
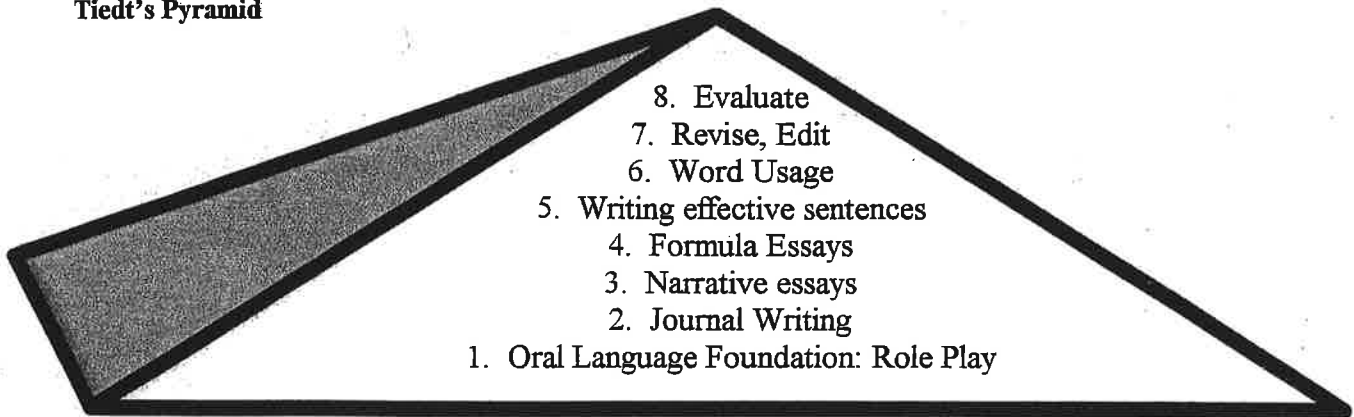   - Maintaining an annotated list of works read/viewed.

Social Studies

1. **Goal 3**: Locate major physical features and suggest the influence of their location on life in Asia.
2. **Goal 4**: Assess the significance of the physical and cultural characteristics of geographic regions within Asia.

Finally, both the cognitive and social rhetoric models consider using workshops and personal reflections as best practices when teaching writing. Therefore, instilled in this unit plan are a few personal behavior goals related to group settings and personal reflections for the students to meet.

1. **Goal 1.03:** Interact in group settings by:
   - Responding appropriately to comments and questions
   - Offering personal opinions confidently and appropriately
   - Giving appropriate reasons that support opinions
   - Soliciting and respecting another person's opinion
2. **Goal 1.04:** Reflect on learning experiences by:
   - Analyzing personal learning growth and changes in perspective
   - Examining changes in self throughout the learning process

Tiedt's Pyramid

8. Evaluate
7. Revise, Edit
6. Word Usage
5. Writing effective sentences
4. Formula Essays
3. Narrative essays
2. Journal Writing
1. Oral Language Foundation: Role Play

A Snapshot of the War on Terrorism Writing Unit Plan
Following Tiedt's Pyramid

Step 1: Role Play	Step 2: Journal Writing	Step 3: Narrative Essay
In pairs, role-play a typical conversation between a 7th grader and a parent. The conversation should be about how the teen's day was at school.	In your journal, write about a typical day in your life during the school year. Organize the journal in time order by starting with what happens in the morning, then in the afternoon, and ends with what happens at night.	Pretend that you are an Afghan refugee living in a refugee-camp. Write a narrative essay that explains what a typical day in your life is like. In your essay use time order and sensory details to explain and describe.
Step 4: Formula Essay In EOG writing test format, write a letter to the Afghan family, the Tuck's, explaining why you think they should move to Bangladesh or Nepal.	**Step 4: Formula Essay** In EOG writing test format, write a letter to President Bush explaining to him why you think we should or should not continue the War on Terrorism in Afghanistan.	**Step 5: Writing Sentences** Participate in daily oral grammar activities to help you recognize sentence structure errors.
Step 6: Word Usage Read two versions of *Cinderella*, one version using the formal register and the other using the casual register. Compare and contrast each version. Finally, assess the clarity of each.	**Step 7: Revise and Edit** Participate in peer editing writing workshops. Use rubrics to self-evaluate your own writing.	**Step 8: Evaluate** Maintain a portfolio of all work. Complete a self-evaluation of each project. Then, reflect on how you have grown as a writer after having participated in the writing activity.

Assignment #1
Step 1: Role Play

Time: 1 day

Purpose: The purpose of this role-play is to introduce the students to the most basic form of communication, oral storytelling. In this stage, students become familiar with language register terms such as: formal, informal, and/or everyday language. They are also introduced to sequencing terms such as: time order, least important to most important, most important to least important, etc. Introducing these terms in this stage will help students develop vocabulary needed to compare and contrast the different modes of discourse used throughout the unit.

Procedure:
- Place students in pairs.
- Ask the students to decide who will act as a parent and who will act as a student (Remind them that they will get to play both parts before the day is over. This may help them make their decisions more quickly and with less resistance).
- Once students decide on who is who, the teacher tells the students that the roll play takes place at home after a typical school day.
- The teacher hands the students the roll-play scenario (appendix 1).
- Students act out their roles and then switch.

Debrief
- After students role-play, a teacher-centered class discussion is held about the type of language the students used when telling the story.
- In the discussion, students should be exposed to words such as: casual, informal, and/or everyday language.
- A discussion on *how* each student tells the story to their partners should also take place.
- In this discussion, emphasis should be put on story sequencing words such as: time order, least important to most important, most important to least important, etc.

<u>Assignment #2</u>
Step 2: Journal Writing

Time: 1-2 days
Purpose: The purpose of this journal assignment is to move the students to the next level of discourse, casual or informal writing.

Writing Goal 1.02
• Students will generate a learning log or journal

Procedure: The assignment should be presented as a low-stakes assignment. In other words, the journal entry should not receive a major grade, and should not be graded for mistakes in grammar or spelling.

Day 1:
- Present students with the "My Day" organizer (appendix 2) and give them the following journal assignment:
  - In your writing journal, write a "diary entry" about a typical day in your life during the school year. The handout will help you organize your diary entry into time-order. Because this is a "diary entry" you don't need to worry about spelling, mechanics, grammar, and/or punctuation. Just write.
- Present students with the "My Day" journal rubric (appendix 3). Inform the students that this rubric will tell them *how* you will grade their assignment.
- Allow students as much time as needed to write the journal entry.

Assessment (Step 8): To help students become familiar with rubrics, ask the students to write the letter grade they think they deserve, based on the "My Day" rubric at the top of their diary entry. Final assessment is made by the teacher who uses the same rubric. The journal assignment is kept in the writing journal, or placed in a writing portfolio for future evaluation.

Debriefing and Reflection (Step 8):
Day 2:
- In a whole class discussion, ask the students to share comments, questions, successes, failures, ideas, etc. about this writing assignment.
- Pass out "What I learned about Being a Writer" handout (appendix 4).
- Ask students to write a few sentences about what they learned about being a writer in the first project column. Keep the reflection handout in a writing portfolio along with all their other work.

Assignment # 3
Step 3: Narrative Essay

Time: 1 week

Purpose: The purpose of the next assignment is to lead the students to another level of discourse. This assignment is very similar to the previous assignment. The biggest difference in the assignments is seen in the perspective of the writer. Rather than having the students write about their own life, the assignment asks the students to take on the perspective of an Afghan refugee. The focus of this narrative is mostly on the students' ability to develop characterization in their narratives.

Writing Goal 1.01
The student will narrate an account such as a news story or historical episode which:
- Creates a coherent organizing structure appropriate to purpose, audience, and context
- Orients the reader to the scene, the people, and the events
- Engages the reader by establishing a context and creating a point of view

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Procedure:

Day 1:
- Introduce the writing assignment.
  - This week, you will be asked to imagine that you are an Afghan refugee and write a narrative journal entry that reflects what an average day is like for an Afghan refugee.
- Pass out the Description (hear, taste, feel, and see) graphic organizer (appendix 5-6).
- Tell students they will be looking at pictures of Afghan refugees on the internet to help them get a better idea of what life as an Afghan refugee would be like. Tell them that you would like for them to write down some notes on the graphic organizer you've provided, so that they don't forget the information. Explain that these notes will help them with description in their writing. The sensory details will help make their essays more true to life.
- Pass out the Afghanistan web site scavenger hunt (appendix 7).
- Instruct students to surf through the various links on Afghanistan to find answers to the scavenger hunt questions.
- With the two handouts in hand, take students to a computer lab with internet access and enough computers for each student.
- Have students go to this homepage: http://www.geocities.com/sandraracquel1uncp/PBLMoving.html (appendix 8-9).
- Once at the homepage, instruct the students to click on any links under the heading Afghanistan in the blue, left hand column (A few pictures from the links are included with this unit plan in appendix 10-15).
- Students will spend the rest of the day surfing the assigned internet sights, recording sensory details, and answering the scavenger hunt questions.

Day 2:
- Pass out the journal time-order organizer (appendix 16-17) and journal paper (appendix 18-19).
- Ask the students to take out their Description (hear, taste, feel, and see) graphic organizer they completed the day before.
- Pass out the Afghan Refugee Rubric (appendix 20).
- Read over the rubric with the students.
- Instruct the students to write the Afghan refugee journal similar to how they wrote the journal entry in assignment one. Remind the students to include sensory details in their journal entries.
- Allow as much time as necessary for the students to complete the assignment.

Assessment (Step 8):
Day 3
- Allow students to get into groups of three or four students.
- Ask each student to take out the Afghan Refugee Rubric.
- Each student should read the papers of all the other students in the group. After reading a paper, ask the students to put the letter grade he/she thinks the paper deserves at the top of the paper and sign their name next to the grade.
- After each student's paper has been assessed by three or four other classmates, ask the student to assess their own paper and put a letter grade at the top of the paper.
- Final assessment will be made by the teacher, using the same rubric. Keep in mind the peer and self-evaluations on the paper when developing a final grade.

Debriefing and Reflection (Step 8):
Day 4
- In a whole class discussion, ask the students to share comments, questions, successes, failures, ideas, etc. about this writing assignment.
- Ask the students to write a few sentences about what they learned about being a writer in the second project column of the "What I learned about Being a Writer" handout (appendix 4).

Rational:
For assignments two through four, students will be given colored organizers to help them organize their writing into paragraphs. This idea came to me after reading an article by Nathaniel Norment, Jr. In his article, Norment sights research indicating that African American students prefer a relational learning approach (whole-to-parts), rather than an analytical style (parts-to-whole) (558). I was rather alarmed by this information, because my writing instruction typically follows the analytical style. In an effort to help

Assignment #4
Step 4: Formula Essays

Time: 2 weeks

Purpose: The purpose of assignment four is to move the students up to a formal level of discourse, formula essays. The assignment falls into the argument genre category and is modeled after the first assignment in Charles Cooper's Sequence of Argument Genres: complaint letter, then advice letter (Brown III.4.2). This assignment will require the students to complete all steps in Tiedt's Pyramid. The letter that the students will write in this assignment follows the exact same format the students will be required to use on their 7th grade EOG writing test. This assignment also marks the beginning of the PBL unit. In this phase the students will take on the role of a travel agent working for the Small World Travel Company.

Writing Goal 3.01
- Students will examine the effectiveness of style, tone, and use of language by writing a clarification essay.

Procedure: It is very important to introduce the problem with great enthusiasm and seriousness. The more believable the problem, the more likely the students will be to approach the problem with motivation and maturity. As an employee for the travel company, the student will be asked to write a letter to an Afghan family explaining which country, Bangladesh or Nepal, would be the best country for the family to move to in order to escape the war in Afghanistan.

Day 1
- Introduce the "Problem" found on the following homepage: http://www.geocities.com/sandraracquel1uncp/PBLMoving.html The "Problem" is located under the title "Here's the Situation" (appendix 8-9).
- Although the Tuck family is not real, their situation is based on real-life events. To enforce authenticity, pass out the "Fearing Strike, Afghans Flee Kabul" news article (appendix 21-22).
- Introduce "Small World Travel Company."
- In a whole "company" discussion, model how to use the "Tuck's Facts, Hunches, Questions, and Action" graphic organizer (appendix 23). This organizer will help the students develop topics to research and organize an action plan on how and where the research can be conducted. Note: A teachers guide to this graphic organizer is provided on appendix 24.

Day 2-4
- Assign Groups
- Group members should assign questions that appear in the "Questions" section of the "Tuck's Facts, Hunches, Questions, and Action" graphic organizer. Once group members have assigned questions, the group's secretary or recorder should write down which group member is answering which questions on the "Group Action Plan" organizer (appendix 25).
- Group members research their assigned individual questions using the "My Research Questions" graphic organizer (appendix 26) and resource materials (encyclopedias, textbooks, almanacs, and Internet sites, ect).
- Each student reports information learned about his/her assigned questions to the group.

Day 5
- Provide each student with a current almanac.
- Pass out the "World Almanac Fact Sheet" (appendix 27).
- Instruct students to use the almanac to find out basic facts about the different countries listed on the fact sheet.
- Tell students that information on this fact sheet will also provide data that they may choose to present in their individual letters to the Tucks.

Day 6
- A letter from the Tuck family is received (appendix 28). The letter clearly explains the Tuck's life priorities. Explain to the students that it is their responsibility at Small World Travel Company to address each one of these concerns in their letters. These priorities outline the topics for the body paragraphs in the students' letters (health, employment, education, and religion).
- Given researched information, the group evaluates the pro's and con's of moving to either country (Bangladesh or Nepal) using the "Drivers and Restrainers" graphic organizer (appendix 29), and decides which country will be best for the Tucks.

Day 7 (Step 6: Word Usage)

- Activities on this day are done to help students make the transition from the casual register, or level of language used in the first three assignments, to a more formal register needed in assignments four and five.
- Present students with two different versions of a familiar story like *Cinderella*. One version should be the formal, or regular version, and the other version should be a casual or slang version. Two versions of the story *Cinderella* are provided in Ruby K. Payne's book, *A Framework for Understanding Poverty* (47-49).
- Discuss the similarities and differences between the two stories with the students. A Venn-Diagram or similar graphic organizer could be used to record thoughts and ideas during the discussion.
- With the students, assess the clarity of each story and emphasize the difference between the word usage in two registers (formal and casual).
- Emphasize that for the next two assignments, the students will need to use words from the formal register only. Tell them you will mark their papers with an "LL," or level of language, if they mistakenly use words from the casual register in their formal papers.

Day 8

- Teacher led instruction is given to the group in order to help students organize their letters into the same format.
- Students are asked to color blocks of their Small World Travel Company stationary (appendix 30-31). Students are instructed that each colored block can only discuss one of the Tucks' priorities (health, employment, education, and/or religion).
- Students write paragraphs on each priority and are instructed to use their research data to support their position.

Day 9-10

- Students are introduced to the idea of Voice through teacher led instruction.
  - The teacher uses the Redwoods/Fox handout (appendix 32).
- After students understand voice, the teacher explains that Small World Travel Company doesn't want to appear robotic, or without feeling. Instead, the company wishes to portray a personal, friendly feel.
- Students are then asked to rewrite their paragraphs and add voice along with their research data in attempt to portray the company's friendly, next-door neighbor persona.
- Present students with the "Tuck Letter Rubric Check List" (appendix 33). The rubric will guide students as they write their letter drafts. It will also inform the students on how their letters will be assessed.

Revise, Edit, and Proofread (Step 7):
Day 11-12

- Students will workshop each other's papers, prepping them for the final letter that will be "mailed" to the Tucks. Each paper should be read three times: Once by the writer and then twice by two other students in the class. Student comments go

Assignment #5
Step 4: Formula Essays

Time: 2 weeks

Purpose: The purpose of assignment five is to give the students additional practice writing in the formal, argumentative mode. Like assignment four, this assignment will require the students to complete all the steps in Tiedt's pyramid. It, like assignment four, appears in Charles Cooper's Sequence of Argument Genres: position paper on a local or national issue (Brown III.4.2). In this assignment, the students will take on the final role of an advisor to the President. In this role, students will be asked to write an argumentative letter to the president explaining to him why he/she believes that the United States should or should not fight a war in Afghanistan. In this role, students will be asked to write an essay following the North Carolina 7th grade Point of View essay.

Writing Goal 3.03

The students will create arguments that evaluate by:
- Stating a firm judgment
- Justifying the judgment with logical, relevant reasons, clear examples, and supporting details
- Creating an organizing structure appropriate to purpose, audience, and context.

Writing/Research Goal 2.02

The students will develop informational products and/or presentations that use and cite at least three print or non-print sources by:
- Identifying and using appropriate primary and secondary sources
- Comparing, contrasting, and evaluating information from different sources about the same topic
- Evaluating information for extraneous details, inconsistencies, relevant facts, and organization.

Procedure:

Day 1:
- Introduce the writing activity.
  - In the following weeks, you will be asked to act as an advisor to President Bush. As his advisor, you are to present to him a letter that clearly explains why you think he should or should not continue the War on Terrorism in Afghanistan. Your letter must be written on "Presidential" paper. It should be organized into a five-paragraph essay. The essay must be at least 40 lines long, but no more than 47 lines. The essay must correctly cite information from three different sources and have an appropriate works cited page attached.
- Present the students with the "Letter to the President" rubric (appendix 36) and the "Drivers and Restrainers" graphic organizer (appendix 37).
- Hold a class discussion on the pro's and con's of the U.S.'s military destruction and presence in Afghanistan.
- During this discussion, students should record ideas on the "Drivers and Restrainers" graphic organizer (appendix 37). This activity will release the

current knowledge the students have about the U.S.'s military positions in Afghanistan.

Day 2-4:
- In whole class instruction, the teacher explains how to conduct research, how to appropriately quote and/or paraphrase, and how to make a works cited page.
- Take students to the library or media center to research current information about the war in Afghanistan.
- Students carry the "Drivers and Restrainers" graphic organizer with them to the library, and write down additional thoughts and information discovered on the War in Afghanistan.
- Students should use current magazines, newspapers, television news, and/or Internet resources to find information. Students will be required to develop a working bibliography on the sources they use and on the information they gather. The working bibliography is necessary because students will be required to cite and correctly document information from three sources.

Days 5-9
- Students write the rough draft of their papers in class. This time, no planning guide is given to the students. The students are responsible for all the stages in this paper.

Revise, Edit, Proofread, and Conference (Step 7):
- When necessary, have the students exchange papers with peers to get helpful comments and/or suggestions on their working drafts.
- Periodically collect student work to insure each student is on the right track. If a student is showing particular difficulty, hold an individual conference with that student to get his/her writing back on track.

Assessment (Step 8)
Day 10
- Students have "final" drafts prepared and written on "Presidential" paper (appendix 38-39).
- Students will be asked to have 2 other students in the class read and evaluate their papers using the "Letter to the President Rubric" (appendix 36).
- Students will be asked to use the "Letter to the President Rubric" to evaluate their own work.
- Final evaluation of the letters will be made by the teacher who considers the following: two peer evaluations of the letter, student's self-evaluation of the letter, and the teacher's own evaluation the letter.

Debriefing and Reflection (Step 8):
- In a whole class discussion, ask the students to share comments, questions, successes, failures, ideas, etc. about this writing assignment.
- Ask the students to write a few sentences about what they learned about being a writer in the fourth project column of the "What I learned about Being a Writer"

in the margins of each paper. In addition, each peer editor will complete a "Tuck Letter Rubric Check List" (appendix 33) after reading a paper.

- Students write final drafts on "official" Small World Travel Company stationary (appendix 34-35).

Assessment (Step 8)

- Final evaluation of the letters will be made by the teacher, who considers the following: three peer evaluations of the letter, the student's self-evaluation of the letter, and the teacher's own evaluation of the letter.

Debriefing and Reflection (Step 8):

- In a whole class discussion, ask the students to share comments, questions, successes, failures, ideas, etc. about this writing assignment.
- Ask the students to write a few sentences about what they learned about being a writer in the third project column of the "What I learned about Being a Writer" handout (appendix 4). The students should already have these handouts stored safely in a writing portfolio.

Artifact #4
Assessment Instruments

For the course work in the Master of Arts in English Education at UNCP, I was required to discover, develop, and use researched based methods of assessment. In EED 551 and EED 552 I gained knowledge in using rubrics and portfolios. In EED 552, I was required to develop a test and prove that was balanced, valid, and relevant. In EDN 566, I learned about testing validity and reliability. In this same course I also learned how to research my own classroom by collecting, analyzing, and pressing data to the students.

These assessment artifacts helped me to meet all of the following goals and objectives in the English Education graduate program at UNCP:

- Goal 1.5: understanding various theoretical and critical approaches to literature and literacy instruction and assessment

- Goal 1.8: understanding various theories of composition instruction and assessment

- Goal 1.9: applying advanced knowledge of literary texts, scholarship, theory, and approaches to the design of curricula and assessment instruments for students with diverse needs

- Goal 3.1: embracing critical inquiry and intellectual challenge

- Goal 3.4: designing procedures for collecting data

- Goal 3.5: analyzing, interpreting, and judging their own and others' research

- Goal 3.6: organizing and presenting research in papers and other means

- Goal 3.7: employing computer technology to retrieve, organize, and present research

- Goal 3.8: understanding procedures for selecting and administering tests and other measurement tools

Rubrics

A	B
C	D

Portfolios

September 5, 2001

Dear Parents and Guardians,

Report card time has arrived! Wednesday, September 12 serves as the last day of the first 6 weeks. The students have prepared a "Workfolio" of their work in my classroom to show you. Please look over their Workfolios and help the students evaluate a report card grade. Use the following rubric as a guide.

Progress Rubric

<u>A = 100-93</u>	<u>B= 92-85</u>
• Most work meets the quality standard, up to 3 assignments may be below the quality standard. • Most work is handed in; no more than 3 assignments are missing. • Average of all grades totals a 93% or above.	• Most work meets the quality standard, up to 6 assignments may be below the quality standard. • Most work is handed in; no more than 4 assignments may be missing. • Average of all grades totals an 85% or above.
<u>C = 84-77</u>	<u>D= 76-70</u>
• Several assignments meet the quality standard, up to 9 assignments may be below the quality standard. • No more than 5 assignments are missing. • Average of all grades totals a 77% or above.	• Few assignments meet the quality standard, up to 12 assignments may be below the quality standard. • No more than 5 assignments may be missing. • Average of all grades totals a 70% or above.
<u>F= 69 – Below</u>	***According to this rubric, we have
• Little or no assignments meet the quality standard, in fact 13 or more of the assignments fall below the quality standard. • 6 or more assignments may be missing. • Average of all grades totals a 69% or below.	decided that _____ deserves a(n) _____ (A, B, C, D, or F) on his/her report card. Parent Signature:_____

In my classroom, emphasis is put on QUALITY work. All papers that are below the quality standard are to be re-worked until the quality standard is met. Please help and encourage your child to re-work work that is below the quality standard. All work can be re-worked until September 7th. After this date, I must calculate grades for report cards. Report cards will be sent home with the students on September 25, 2001.

Thanks for all your help and support, if you have any questions please feel free to call me at Carver (462-4669).

Ms. Smith

Workfolio Rubric

The following rubric will be used to grade your Workfolio. This grade is a very important grade for you this six weeks. It is like a final test grade, counting 20% of your entire grade in communication skills. Your Workfolio will be graded according to the following criteria:

A	B
• Workfolio is in a 3-ring binder and appears neat. • Workfolio has dividers, dividing each section of the portfolio. Dividers are labeled correctly and appear in the correct order. • All work is placed in the correct sections, no more than 3 papers may be misplaced. • Each section of the Workfolio is arranged in the correct order according to the Workfolio order sheet, no more than 3 papers may be out of order. • All Workfolio reflections have been filled out at or above the quality standard.	• Workfolio is in a 3-ring binder and appears neat. • Workfolio has dividers, dividing each section of the portfolio. Dividers are labeled correctly and appear in the correct order. • All work is placed in the correct sections, no more than 6 papers may be misplaced. • Each section of the Workfolio is arranged in the correct order according to the Workfolio order sheet, no more than 6 papers may be out of order. • All Workfolio reflections have been fill out at or above the quality standard
D	**F**
• Workfolio is in a 3-ring binder, but appears messy. • Workfolio has dividers, dividing each section of the portfolio. Dividers are labeled correctly and appear in the correct order. • All work is placed in the correct sections, no more than 9 papers may be misplaced. • Each section of the Workfolio is arranged in the correct order according to the Workfolio order sheet, no more than 9 papers may be out of order. • Most Workfolio reflections have been filled out at the quality standard.	• Workfolio is not in a 3-ring binder and may appear messy. • Workfolio has dividers, dividing each section of the portfolio. Dividers may not be labeled correctly and may not appear in the correct order. • Most work is not placed in the correct sections. In fact, more than 10 papers may be misplaced. • Each section of the Workfolio is arranged in the correct order according to the Workfolio order sheet, no more than 9 papers may be out of order. • Workfolio reflections may be missing and/or not filled out to the quality standard.

I think my Workfolio deserves an A, B, C, D _____ because_____

_____

Ms. Smith's comments:_____

What I Learned About Being a Writer

Project # 1	I felt lost because here and Greensboro I wasn't taught the same thing like how to put voice in your story I never did that in Greensboro.
Project # 2	I was kinda fun doing the turtles letter because I got to help them decide were to move and I learned about voice.
Project # 3	I learned that its alot of hardwork and somtimes it can be really fun. You have to know what a paragraph is and how too set them up like a #Introduction etc.
Project # 4	I learned that its alot of hard work. I learned how to Brainstorm andorganize. I also learned about Her Toms(got)5Fs out Brainstorming dea Bank. Now I am becoming a good writing person. This helps alot.
Project # 5	I learned about types of leads. I learned about Ts, Cs, and pararaghs. Its alotof hard work but I can handle it
Project # 6	I learned how to put differentexamples/ details in my paragraph. Working with a group is hard.

What I Learned About Being a Writer

Project # 7.	Why people shouldn't do druss because you could get all kind ot disease and heart attacks and I learned about feeling
Project # 8	I don't think I learned any thing because I didn't like that topic it got on my nerves.
Project # 9.	How to put feeling also and I really have to read the promt carefully and not set off the topic
Project # 10.	How to rightbetter not to put run on sentences in my paragraphs but I'm not going to do that on Tuesday.
Project #	
Project #	

Name:_____Date:_____ L

Mid-Year Portfolio Reflections

<u>Literature</u>

In this section, we've kept records of all the work we've done with reading, such as: work out of the literature (frog) book, EOG practice reading tests, and Battle of the Books information. Keeping these items in mind:

1. Reflect in five or more sentences on how you have grown as a reader this year.
2. In five or more sentences, describe the reading assignment, project, and/or accomplishment that you are the most proud of this year <u>*AND*</u> tell why you are so proud about that assignment, project and/or accomplishment.
3. In 1 to 2 sentences, discuss one reading goal *(besides passing the Reading EOG test)* you would like to accomplish before the end of the year.
4. Make a list of all the stories we've read this year (flip through the literature book and look at the other stories we've read on handouts also).
5. Be sure the "Books I've Read" sheet is also filled out, so that you have a list of the books you've read as well.

Record of Writing Projects

Project #	Title	Type of Writing	Status (D#__, FD, P)	Date Completed
1.	[A fun place to visit] EOG Practice test	Clarification		9/18/01
2.	Letter to the Eades	POV		9/28/01
3.	EOG Practice Test A place you like to visit	Clarification		11/27/01
4.	EOG Practice Test P.O.V. Longer school hours		3	1/18/02
5.	EOG test A time I felt pleased with my self	Clarification		
6.	Group paper/presentation Favorite place to eat	Clarification		
7.	Why people shouldn't do drugs	P.O.V.		2/7/02
8.	Tell your favorite type of weather explain why	Clarification		2/15/02
9.	Students should/not set an allowance	PoV		2/21/02
10.	Why Wild animals shouldn't be put in zoos			

Sandy Smith

Dr. Valenti

EED 552

24 April 2001

Assessment Reflection

Mike Roberts and I developed the assessment for *Old Man and the Sea*. Overall, I think that this test was a quality test; free from bias, challenging, and valid. The test required both high and low level thinking skills according to Blooms Cognitive Taxonomy (Popham 91). The test measured objectives that would be taught in most literature classes: the ability to recognize conflict, symbolism, characterization, author's purpose, and the ability to compare two characters in different works.

The objective (selected-response) part of the test proved hard for the students in our class due to the emphasis on numbers and Spanish words. Due to this section, most of the students did very poorly on the test. We could not use this portion of the test to measure or interpret the students understanding of the literature because the students were not aware of the emphasis that would be placed on the Spanish vocabulary or on the emphasis on numbers in the novel. In order to fairly assess the students' knowledge in these areas, we would have needed the opportunity to instruct them and make our objectives clear. This portion of the test warrants revision to meet and match the objectives taught in our class.

To help me format the constructed-response section of the test, I consulted Chapter 7 in W. James Popham's <u>Classroom Assessment: What Teachers Need to Know</u>. I made the "assessment task" clear and told them how many points each question was worth (142). To make the essay question, I followed the "Item Writing Guidelines for Essay Writing," according to Popham (141). On the test, some of the students had difficulty coming up with similarities between Santiago and Okonkwo. The question might have appealed to more students if I had asked the students to compare or contrast the two characters; however, I was trying to force all the students to answer the same question as Popham suggests in order to assess consistently. "When students select different items from a menu of possible items, they are actually responding to different examinations. As a consequence, it is impossible to judge their performances on some kind of common scale" (143).

The tests were scored in the proper manner. Before scoring the test, we made a tentative scoring guide (Popham 148). We graded the tests anonymously to assure fair and unbiased scoring (Popham 149). When scoring the constructed-response portion of the test, I scored one item at a time. This was done in order to assure that I graded each item consistently on each test, using the same scoring criteria (Popham149).

There are several important considerations to employ when assessing a students understanding of literature and literary interpretation. I feel using a variety of assessment instruments is paramount in order to satisfy different learning styles in the classroom. Some students are good pencil and paper test takers; others do better in portfolio

assessments. Literary interpretation considers a variety of correct responses, all valid with the appropriate "proof". In order to get specific answers, it is paramount to ask good questions and give clear directions in order to direct student responses. Rubrics prove useful in literary assessment. They allow for ambiguity and still determine a specific set of criteria to appropriate responses.

The Old Man and the Sea

MATCHING: Pair the Spanish name or description in the left column to the appropriate or corresponding item in the right column. **(2 pts. each)**

1. ___ brisa   A. Portuguese Man-O-War

2. ___ juego   B. Cramp

3. ___ la mar   C. Maco

4. ___ agua mala   D. Bone spur

5. ___ dentuso   E. Unlucky

6. ___ calambre   F. Tuna

7. ___ dorado   G. Game

8. ___ galano   H. Shovel-nosed shark

9. ___ salao   I. Sea

10. ___ espuela de hueso   J. Breeze

11. ___ El Campeon   K. DiMaggio

12. ___ bonito   L. Marlin

                                          M. Santiago

                                          N. Dolphin

MULTIPLE CHOICE: Choose the best answer for each question **(3 pts.each)**

___1. **How many sharks did Santiago manage to kill?**
   A. 1
   B. 2
   C. 3
   D. 4

____2. **What was the (uneaten) weight of the fish?(lbs.)**
   A. 1500
   B. 1200
   C. 1000
   D. 500

____3. **What was the record number of days Santiago went without catching a fish?**
   A. 40
   B. 84
   C. 87
   D. 54

____4. **What was the length of the fish? (Ft.)**
   A. 20
   B. 25
   C. 18
   D. 16

____5. **How old was Mandolin when he learned to fish?**
   A. 3
   B. 5
   C. 7
   D. 10

____6. **Who hits "the longest ball I've ever seen?"**
   A. Joe DiMaggio
   B. George Sisler
   C. Dick Sisler
   D. John McGraw

____7. **What time of day did Santiago hook the great fish?**
   A. Night
   B. Early morning
   C. Noon
   D. Late afternoon

SHORT ANSWER (5 pts. Each)

1. **List 3 or 4 examples of conflict in the story. Your response should be in a format similar to this: Man vs. Pig / Man vs. Rock /etc.**

2. According to critics, there is a religious symbolism in this novel. **State two references from the story that would support this interpretation.**

3. **Discuss the roll of luck (or lack of) in this novel in two or three sentences.**

SHORT ESSAY (10 pts. each)

1. The famous baseball player Joe DiMaggio is mentioned throughout the story. **Why do you think Hemingway chose to use Joe DiMaggio in this novel instead of some other baseball player?**

2 According to Laurence Perrine, a *static character* is a character that is the same sort of person in the end of a work as at the beginning. A *dynamic character* is a character that during the course of a work undergoes a permanent change in some aspect of character or outlook. **Would you describe the Old Man as a static character or a dynamic character? Explain why you made this decision.**

ESSAY QUESTION (20 PTS.)

In a three paragraph essay, discuss the similarities of Okonkwo in *Things Fall Apart* and Santiago in *The Old Man and the Sea*. In your essay, use references from each novel and focus on the following three areas: how the characters view themselves as individuals, how they view their role as father figures, and how they view their roles in their communities. Use the graphic organizer to organize your thoughts, and then use the bottom and backside of this page to write your essay.

Self	"Father"	Community

Short Answer: (2 points each)

1. List 3 or 4 examples of conflict in this story. Your response should be in a format similar to this: Man vs. Pig/ Moon vs. Rock/ etc.

- *Man vs. Man, Man vs. Nature, Man vs. Society, Man vs. Self, Man vs. Fish, etc.*
- **This will determine the student's ability to pick out conflict in literature and recall the events in the story.**
- **1 point will be given for each correct example.**

2. According to critics, there is religious symbolism in this novel. State two references from the story that would support this interpretation.

- *Fish-well known symbol of Christ; Fishing is also biblical; Santiago's hands are cut and bleeding which is similar to the bleeding hands of Christ hanging on the cross; Hemingway describes Santiago carrying the mast back to his cabin, similar to Christ carrying the cross up to Calgary; the traits of humility and charity are very Christ-like; etc.*
- **1 point will be given for each reference.**
- **This will determine the students' ability to pick out symbolism in literature and recall the events in the story.**

3. Discuss the roll of luck (or lack of) in this novel in two or three complete sentences.
- *Luck is the "mover" of the story. It is the old man's unluckiness that drives him out to sea in a desperate search for a "lucky" catch. As "luck" would have it, he catches a fish too big to handle by himself and is helplessly dragged for 2 days in the sea. His good fortune almost ends up to be his death wish, because of his apparent luck in catching such a big, beautiful fish; the sharks eat it before he is able to show it to anyone. The only thing he has as proof of this fish is the skeleton.*
- **This question will examine the students' ability to examine the structure of the story and see how Hemingway makes his story work.**
- **1 point will be awarded for each example.**

Short Essay: (5 points each)
   Directions: Answer the following questions using 5 to 7 complete sentences. Be sure to use specific references from the novel to support your answer.

1. The famous baseball player Joe DiMaggio is mentioned throughout the story. **Why do you think Hemingway chose to use Joe DiMaggio in his novel instead of some other famous baseball player?**

- *Joe DiMaggio's father was a fisherman, which makes Santiago think that DiMaggio has, at least, respect for the life of a fisherman such as Santiago. Not all baseball players have close relatives that have connections to fishing. Joe DiMaggio has recently experienced a slump in his baseball career due to a heel*

spur. DiMaggio is making a comeback; however, and gaining back the respect of his fans. Santiago's life experience is quite similar to DiMaggio's in that he, too, is experiencing a slump in his luck as a fisherman and wants to get his luck back. DiMaggio suffers pain from the heel spur as Santiago experiences the pain of the fish pulling on the line.

- **The question will determine the student's ability to discern author's purpose, recall events of in the story, and synthesize information.**
- **1 point complete sentences; 1 point using references from the story to support the answer; 1 point recalling DiMaggio's father was a fisherman; 2 points for any other correct responses to the question, as stated above.**

Short Essay: (Continued)

2. According to Laurence Perrine, a ***static character*** is a character that is the same sort of person at the end of a work as at the beginning. A ***dynamic character*** is a character that during the course of a work undergoes a permanent change in some aspect of character or outlook. **Would you describe the Old Man as a static character or a dynamic character? Explain why you made this decision.**

- *Arguments can be made for both sides of this question. **Static evidence** would include examples such as: he doesn't really change his attitude about life during the course of the story; he uses the same methods to fish; he has bad luck at the beginning and continues to have bad luck until the end; he doesn't care that the others make fun of him and doesn't want their admiration when he gets back, he just wants the boy to go fishing with him as he always has; he remains poor; his love for the boy never changes; he remains a fisherman despite his struggles; etc. **Dynamic evidence** would include things such as: Santiago now knows his physical limits, he has learned to never go so 'far out' again, alone; he realizes that he doesn't want to be alone, etc.*
- **This question will determine the students' ability to recognize the different types of characterization, recall the events of the story, and synthesize information.**
- **1 point complete sentences; 2 points using references from the story; 2 points for providing clear explanation.**

Essay Question: (20 points)

In a three paragraph essay, discuss the similarities of Okonkwo in <u>Things Fall Apart</u> and Santiago in <u>Old Man and the Sea</u>. In your essay, use references from each novel and focus on the following three areas: how the characters view themselves as individuals, how they view their roles as father figures, and how they view their roles in their communities. Use the graphic organizer to organize your thoughts, and then use the bottom and backside of this page to write your essay.

Self	"Father"	Community
-belief in hard work and determination -a firm belief in their own systematic approaches to doing things the "right way" fishing/growing yams -hold pride in physical strength -self confident	-adopted "sons" -devoted -teachers -both had sons taken away, either permanently or temporarily -both were deeply affected by the loss of the "son" -desire to pass on their wisdom	-both were respected athletes in their communities (wrestling/arm wrestling) -both were respected members of their communities -both lost the respect of their communities due to unfortunate circumstances -both were viewed as hard workers -both had their communities talk about them/ shaming them -both were required to leave their communities

- **This essay question will assess the students ability to use a graphic organizer and compose a 3 paragraph essay. The students will be required to recall the events in two novels, compare two protagonists in three areas, and synthesize their thoughts into a clear essay.**
- **5 points will be awarded for using the graphic organizer and 15 points awarded for the 3 paragraphs (5 points per paragraph). Paragraph breakdown will be as follows: 1 point for clarity and organization, 2 points for pointing out similarities, and 2 points for using references from the novels.**

<u>Artifact #5</u>
Action Research: The Implementation of Concepts Developed by Dr. William Glasser & Dr. Edward Deming into a 7th grade classroom.

The most significant change I made in my teaching, especially in the area of assessment is reflected in the action research paper I developed for EDN 566. Before my graduate studies at UNCP, the only data I collected in my classroom was attendance and daily grades. This data was shared with only individual students, parents, and the office record keeper. The coursework and this action research paper helped me understand how to solve many classroom problems by gathering, analyzing, and then sharing the data with my students. In my classroom today, I now collect, analyze, and share all sorts of data in my classroom and use the data to enhance student performance.

This action research paper assessment helped me to meet all of the following goals and objectives in the English Education graduate program at UNCP:

- Goal 3.1: embracing critical inquiry and intellectual challenge

- Goal 3.3: using library and electronic resources to retrieve information

- Goal 3.4: designing procedures for collecting data

- Goal 3.5: analyzing, interpreting, and judging their own and others' research

- Goal 3.6: organizing and presenting research in papers and other means

- Goal 3.7: employing computer technology to retrieve, organize, and present research

- Goal 3.8: understanding procedures for selecting and administering tests and other measurement tools

- Goal 5.1: initiating inquiry and research which supports and improves curriculum and methodology in teaching literature, literacy, and composition

- Goal 5.5: improving curricula and practice in response to reflection as well as input from parents, students, and community leaders

An Action Research Paper on

The Implementation of Concepts Developed by Dr. Willam Glasser

& Dr. Edward Deming into a 7th Grade Classroom.

Submitted to

Dr. Warren Baker

In Partial Fulfillment of the

Requirements for Applied Educational Research

By

Sandy Smith

A

The University of North Carolina at Pembroke

December 4, 2000

In a Quality School, all students who are asked to describe their school will say: I like school; I look forward to going each day; I am learning things at this school that I believe are good for me; I am doing better schoolwork than I have ever done before. In a Quality School, all teachers would say: I like working in this friendly school; I am treated like a professional; I am encouraged to teach the curriculum the way I believe is best for my students; I am pleased with the new way of evaluating students; I no longer even think about discipline problems; Discipline problems have disappeared from my classes (Glasser, 1986, p. 187).

Introduction:

Sounds great! How do I begin? Where do I find a Quality School to work in? After reading William Glasser's The Quality School, I became excited about teaching again. I wondered, could this really be true? Would this really work? Is this just going to be another classroom flop like all the other ideas I tried? I decided that I had nothing to lose, in my class, by trying to implement the ideas presented by Glasser in The Quality School. I wasn't happy or motivated in my classroom, nor were my students. Thus, my action research inquiry began.

Focus

Would my implementation of the ideas and theories of Dr. William Glasser and Dr. Edward Deming increase the motivation of my students to learn? Would this motivation improve their desire to learn, improve the quality of their work, and thus improve their grades? Finally, would this implementation improve the relationships between the students and I, making school a more enjoyable place? My six-week long action research focused on a group of 40, seventh grade students, attending middle school in rural North Carolina. This group had a mixture of ethnic and socio-economic backgrounds. The racial breakdown of the 40 students was as follows: 17 were African

American, 20 were White, and three were American Indian. Of these 40 students, 18 were male and 22 were female. The group was split into two classes and labeled as Class One and Class Two. Class One had 22 students, and was classified as my "high group," as they statistically had good grades and high scores on the end of grade tests. Class Two had 17 students, and was classified as my "low group," as they statistically had low grades and low tests scores.

Background

After teaching for a highly structured, almost military-like principal for three years, my teaching style had changed drastically. As a student teacher, I was encouraged by my professors to facilitate, rather than lecture. I was taught to teach lessons that involved cooperative learning as much as possible. All of this was put to an abrupt stop after my first formal observation with my principal. I was sternly told that my children talked too much, and that there could be no structure to my lessons if I had them working in groups.

As a result, my classroom had evolved into a teacher-centered, tightly structured, neatly rowed, quiet, dreadfully boring place. I used very little pair work and even less group work. I frequently sent the kids to detention. My kids were going to learn what I told them to learn, and when I told them to learn it. I demanded responsibility. No name...zero! Forgot your homework...zero! Call home and tell your mother you forgot your homework again! Expect homework every night, no questions, and no complaints. We're learning this because you have to, and it's going to be on the End-of-Grade-Test. I was determined to teach my kids to listen, behave, be responsible, and score well on the

EOG tests. Did my students stay out of trouble? No. Did they start turning in their homework to avoid embarrassment or a phone call home? No. Did they like coming to my class? No. Did they respect me? No. Were they excited and motivated to learn? Definitely not.

I truly had nothing to lose by trying Glasser's ideas, except the approval of my principal. Glasser based a lot of the ideas in his books on a method developed by Dr. W. Edwards Deming called Total Quality Management (TQM). I was awed by Dr. Deming's credentials, and was easily convinced that Glasser and Deming know a lot more about how to run a classroom than my sergeant principal. After World War II, the United States government asked Deming to go to Japan to help them re-build their economy. He taught the Japanese managers TQM. TQM helped Japanese industries make high-quality products, available at affordable prices. Under TQM, the Japanese workers focused on the quality of their products, rather than the quantity produced. Japan is now one of the world's richest countries with a reputation for producing high quality goods (Glasser, 1996, pg. 2-3). William Glasser took Deming's ideas for industry and applied them to education in his books The Quality School, The Quality School Teacher, and Control Theory in the Classroom. I hoped that these same methods would help improve the quality of my student's work, just as the quality of Japanese products increased. I wanted to focus more on the quality of my student's work, and less on the quantity.

Research Set-Up

To start implementing these theories, I decided on the parts of each program that I felt would fit the personalities of my classes. Using TQM in my classroom, meant that I, as the manager, would look at my students as the consumer of my product, learning. As a manager, I wanted to please my consumers so that they would buy my product. In order to do this, I had to make my product appear valuable to them. The product, just as any other product, had to catch their attention.

In his Choice Theory, Glasser expressed his beliefs that all humans are born with five basic needs: survival, love, power, fun, and freedom (Glasser, 1998, p. 28). Glasser suggested that in order to motivate my students to learn, I would have to develop class sessions that would satisfy at least a few of my students' needs. I made it a goal to start planning and teaching need fulfilling lessons. I understood that if I did not do this, the students would find a way to satisfy their needs in my classroom without me. If their needs were not fulfilled, they would continue to have fun without me by writing letters, making faces, whispering, and so forth, instead of paying attention, taking notes, or doing class work (Glasser, 1992, p.74-75). Under the TQM system, I couldn't blame the students for disruptions. I could only blame myself for not satisfying their needs.

Finally, I decided on the following areas listed below as qualifications for a Quality School to implement into my classroom:

1. The students and I will be friends.
2. Coercion will not exist in my classroom; students won't get fear threats or punishment.
3. All problems will be solved by talking to each other.
4. Regular class meetings will be held to discuss problems and issues.

5. No nonsense will be taught or tested for. I will explain each day how what I'm teaching can be used in their lives, either now or later.
6. My students will be asked to evaluate their work for quality.
7. All tests will be open book. There will be no requirements to memorize facts. No objective tests, such as multiple-choice, will be allowed.
8. As long as my students want to improve, any grade can be raised.
9. There will be no busy work and no compulsory homework.
10. I will learn and teach my students control theory (TQS 187-190).

Methodology

I immediately changed the layout of my classroom. I eliminated rows forever! My students sat in a learning team, with a partner, or in a big circle where we could all see each other. This last arrangement was coined as a "Glasser Circle," and used for whole class meetings. Even these simple changes brought smiles to the student's faces and evoked curiosity and quizzical looks. I was immediately excited.

I began my research by asking the students to fill out an evaluation on my teaching performance. This also brought about quite a buzz. One student even asked, "Are you really sure you want me to be completely honest, because I don't think you'll like it?" They were also quite confused. "You want us to grade you?" I explained to them that I thought it was fair. They had just received a report card from me, shouldn't they have the opportunity to grade me? Everyone agreed. However, I could see that many of the students wore a concerned look during this discussion. It was clear that they did not trust me. I wanted true, valid opinions; so, I asked them to fill out the evaluations without putting their names on them. I explained that I didn't want them to think I would lower their grade or be angry with them for the things they said. Knowing their names were not going to be attached to the evaluation, the students eagerly began filling out the evaluations. I asked them to respond to each of the questions listed on the following

chart as: always, usually, seldom, or never. I tallied the quizzes, and charted the results.

Whenever the "seldom" and "never" appeared on the chart, I considered that an area that

I would need to label and note as a weakness.

My Six Weeks Progress Report: September 8, 2000

Evaluation Questions
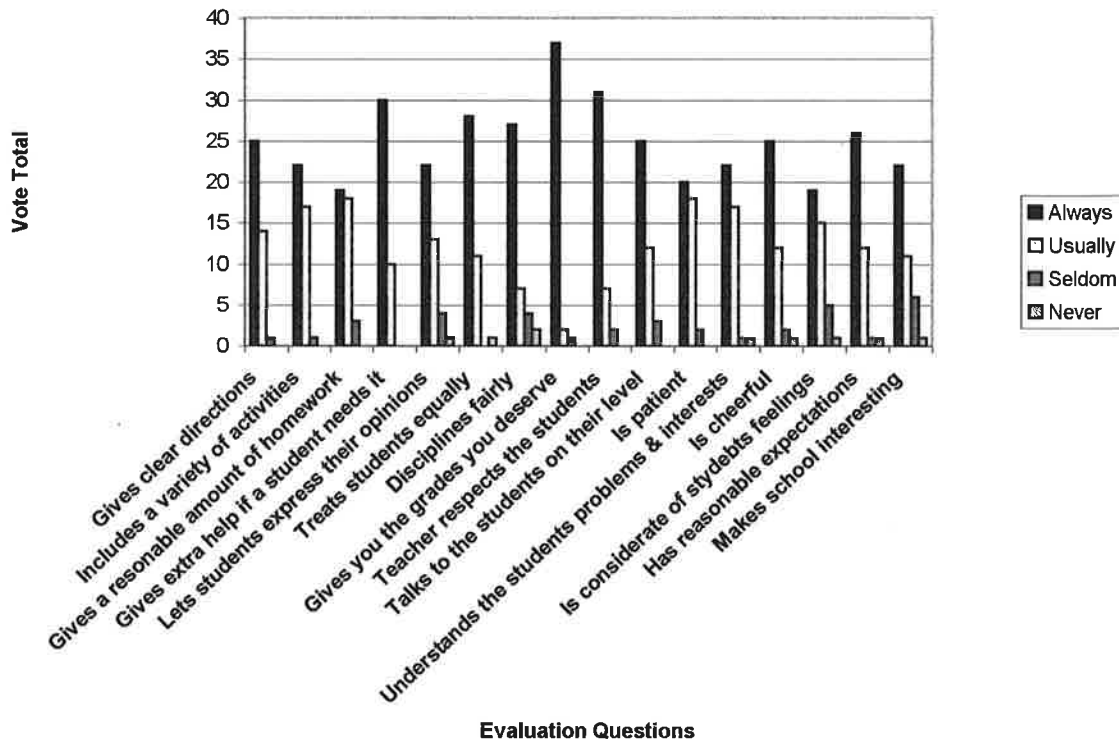
Through this evaluation, I discovered that my biggest weaknesses were: the

students felt that I did not let them express their feelings, I didn't discipline fairly, I

wasn't always cheerful, I wasn't considerate of their feelings, I didn't have reasonable

expectations, and I didn't make school interesting. This completely fit the description of

the controlling, bossy teacher I knew I was. On the back of the evaluation, I also asked

my students to write down what they really thought about me as a teacher. From this, I

got some really honest, almost hurtful, yet invaluable information.

- "You make examples out of people, and it's really mean and nasty!"
- "I wish you would hold your tongue, you have a big, hurtful mouth!"
- "I wish you would let us work in cooperative groups."
- "I wish you would stop hurting people's feelings, you do it all the time!"
- "I wish we could do more fun stuff."
- "Why do you give us so much homework?"

From here, I held a circle class discussion. I talked about what they put on the

evaluations, thanked them for helping me, and shared with them my desire to change.

During this class discussion, one of my boys commented, "I guess you really do have

feelings." When I asked him why he felt like this he said, "You never smiled before.

You never asked us about how we felt about things." His observations were true. It was

my way or the highway. I continued the discussion and shared with them what I had read

in the book The Quality School. I asked them if they thought these ideas would work in

our classroom, and if they would be willing to let me research the effects of these ideas.

They all agreed, and were excited about the changes.

The next day, we held a circle discussion on Glasser's theory about the five

basic needs. I put the five basic needs (survival, love, power, freedom, and fun) up on a

bulletin board. Then I asked each of them to indicate the places they were able to fulfill

each of these needs at school. My assumptions were that their needs were probably being

met at school, but not in their academic classrooms or through their teachers. I was right.

Most indicated that these needs were being met through their friends at school during

lunch and/or break time. Their school, my classroom included, clearly was not a need

satisfying place. I intended to improve this in my classroom with their help. I had them discuss and brainstorm ways in which we could satisfy our basic needs in my classroom. They came up with great ideas: more group work, opportunities to teach the class, ways to earn free time, etc. At this point, they all seemed excited, yet leery. "Are you really going to let us do these things?"

To keep my students happy and to encourage them to do well, I wanted to offer them some sort of reward system for quality work and/or behavior. To do this, I talked to the students about a reward system that I thought would work in our classes. I shared with them the fact that in businesses, employees often get bonuses for good work, attendance, cooperation, leadership, etc. I offered a reward system to my classes called "Cash for Class." This system worked just like any ordinary bonus point system, where students earn bonuses for good behavior. I've tried many reward programs before, and felt like they were just a waste of my time. This one worked exceptionally well. The students received miniature dollar bills for various things, such as: quality work, helping another student, pointing out when Ms. Smith makes a mistake, perfect attendance for a week, staying out of detention for a week, etc. They could spend their money for special privileges: one dollar to eat candy in class for the day, getting an extra drink or restroom break, using the phone, etc. I considered this program a success because the students and I faithfully used this program each day, and it lasted over two months. They really liked getting the money and having special privileges that they earned.

I taught them the basics of Glasser's Control Theory. Control Theory contends that each of us controls our own actions, that no one makes us do anything. This is a very

hard concept for most people, especially middle school children, to comprehend. Glasser makes it very easy. He suggests adding an "ing" to the end of an emotion to enforce ownership. For example, a student might say, "He made me angry." Using Control Theory, the student would be asked to state his/her emotion with the "ing." He/She would then say, "Right now I am angering." It is fine for the student to be angering, but it is his/her choice. No one is making him/her angry, he/she chooses to be angry. Usually we try to blame someone else for our anger, and in essence, let other people control us. This simple "ing" helped solve many problems in my classroom. Seventh graders don't like the thought of someone else controlling them. The students even used it on me, "Ms. Smith, you're angering."

Every day at the end of class, I started asking the students for feedback on class. We called this "Backtalk." They commented on what they learned during class, what they liked about class, what they didn't like, and were encouraged to give me advice on how to make the class session better, or more effective. This activity gave my students a sense of "power" each day. They could voice their opinions, knowing I would listen to them. Getting advice from students is not something that most teachers look for, in fact, nearly all prohibit it. To a Quality School Teacher, information such as this is invaluable, especially when the effort is being made to satisfy the customer, the students, and sell the product, learning.

As a Quality School Teacher, I knew I needed to make my lessons satisfy as many of my students needs as possible. I also knew that my students had to see quality in the things they learned in my classroom, or else they wouldn't buy it. They had to see how

what they were learning would help them at the present time, or in the immediate future. With this in mind, I started a career research project with them. They had to choose a career that they were interested in and research it. They had to find out what skills they would need, how much education was required, how much money they could expect to make, etc. They also had to interview a person in their chosen career. After the students chose their careers, I put the students in learning teams according to their career interests. In these teams, they developed a bond with each other. Each team had a team name and a team handshake. They did their handshakes at the beginning of class each day. This excited them and created a cooperative, supportive atmosphere in which they were all able to feel love, have fun, and be supported. This career research project, though not in my curriculum, proved to be one of the most valuable units I've ever taught. I felt that I gave my kids a real sense of power, of ownership, of pride, when I asked them questions such as, "Marc, as a doctor, how would you use what we are learning in class today?" I referred to them as adults and set the expectation that they would someday become someone very important.

In a Quality School, no grade blow a B is accepted. We talked about a new grading procedure that guaranteed each student in my class a B. Heads turned and mouths dropped at this suggestion. Before the students began an assignment, we talked about what a quality assignment would look like. We clearly discussed what must be done or included in each assignment in order for it to be considered quality. This grading procedure was entirely different than the one I used during the first six weeks, where a zero was a zero, a bad grade was a bad grade, and an average grade remained an average

grade. With the option to improve their grades so long as they wanted to, my students

took advantage of this. I also encouraged the students to evaluate their own work. I

asked them to respond to, and ask themselves questions like: "Is this quality work?" "Is

this truly my best effort?" "What could be done to make this better?"

After implementing the ideas in Glasser's Quality School for six weeks, I asked

my students to re-evaluate me, using the same questionnaire. Comparing my six weeks

progress report to my 12 weeks progress report, it is clear that my relationship with them

improved. A significant amount of change occurred in the "never" and "seldom"

columns, which indicated to me that the student's perception of me positively changed.

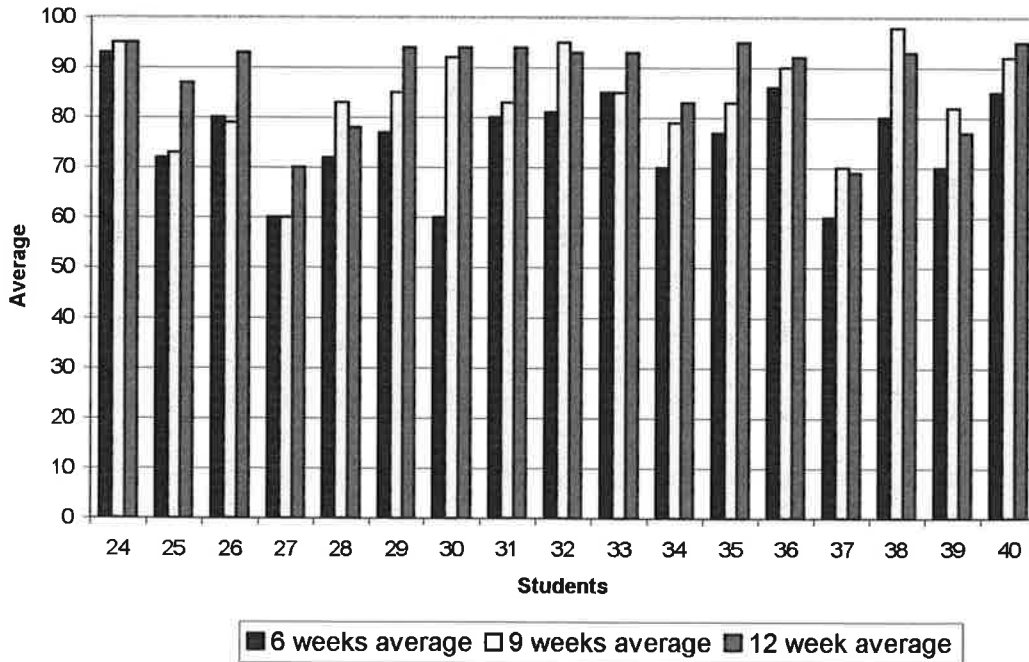**My 12 Weeks Progress Report: October 20, 2000**

Evaluation Questions
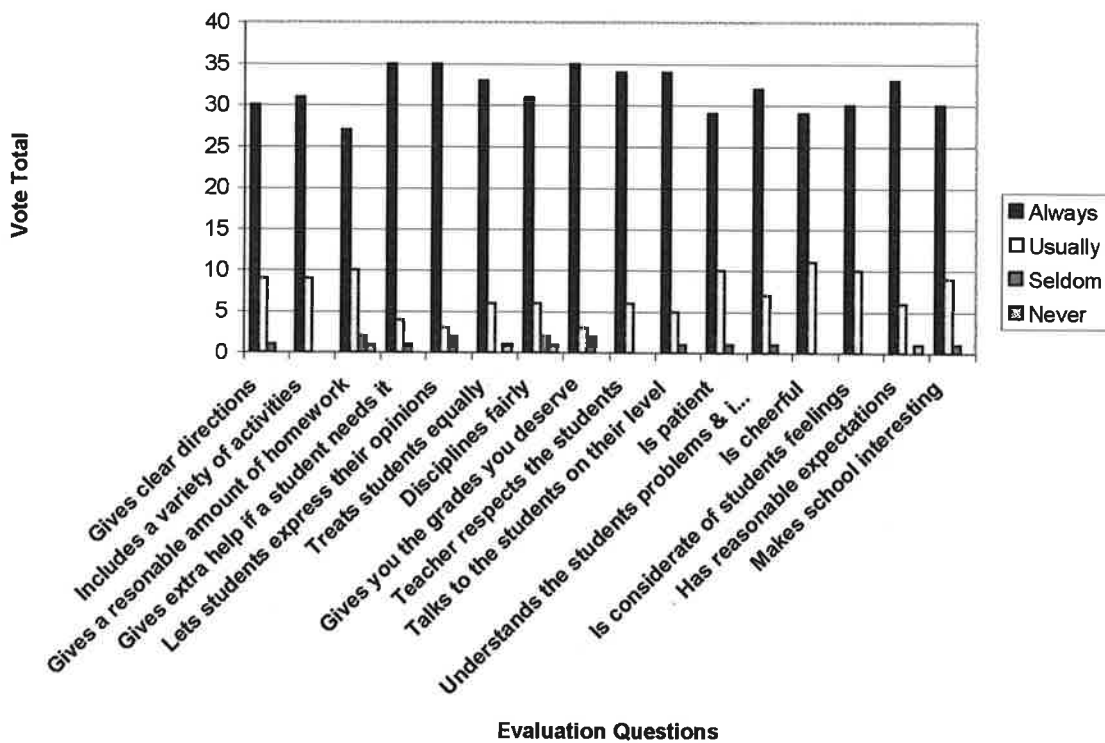
In correlation, the student's grades also improved as seen on the charts below.

Class 1 Communication Skills
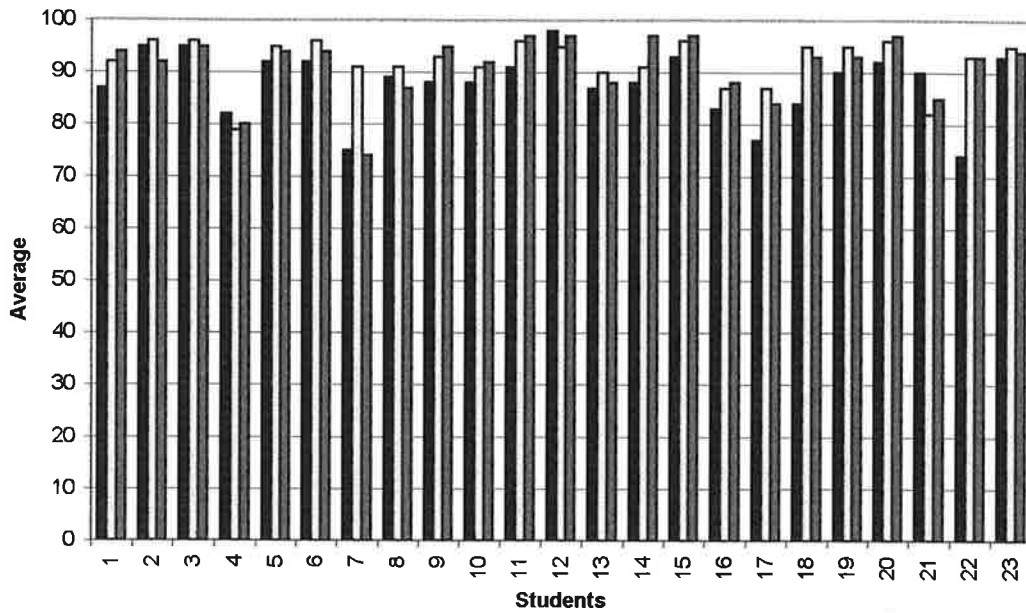
Class 2 Communication Skills

■ 6 weeks average □ 9 weeks average ■ 12 week average

In Class One, the students improved an average of three points. In Class Two, the students improved an average of 12.2 points. Because my grading procedures were completely different in the first six weeks as compared to the second six weeks, I do not consider this grade difference as solid, reliable evidence that my students were learning more, or working better in my attempted model of a Total Quality Classroom. The students did an excellent job of evaluating themselves. When using a grading rubric for their final report card grade, 84% of the students and I agreed on the same grade. The other 16% of the students and I disagreed by a letter grade, up or down.

I asked my students why they thought their grades improved so much, and here was what they had to say:

- "The reason I think our whole class improved is because we are all working together to help each other. We're getting into school a lot more and enjoying it because Ms. Smith is making it fun and interesting."
- "I think what caused our grades to improve is that we got to know each other and we trusted one another."
- "I think the teacher evaluation helped her and us learn more and better."
- "The first month I was in here I would fall asleep and pass notes, but now I have so much fun in class I be excited when I walk in the door to find out what I'm going to learn today."
- "The reasons I think me class improve was my teacher improve. We worked harder under the new systems we have with the dollars and quality work thing."

Conclusions:

The ideas and theories of Glasser and Deming have improved the quality of my classroom. Improvements can be seen in the quality of my students work, and in the quality of my lesson planning. I am once again having fun at work. I am being challenged by my students and by the goals I set for myself to create quality lessons that satisfy the needs of my students. I feel closer to my students than ever before. I feel like

my students are doing a better job of evaluating themselves, and there're turning in higher quality work. I feel like they are learning about the importance of learning for the sake of learning, not just learning to get a good grade to please the teacher and/or mom and dad.

Is everything picture perfect? Of course not! I've received several disgusted glances from my administration. Colleagues have given me questioning looks when I don't issue a detention when they think I should. Quality teaching is very difficult. Seventh graders are hard to entertain. As a quality teacher, I have to come up with lessons that satisfy their needs. This can be very frustrating at times, because I think that they will enjoy something, and they don't.

It is nearly impossible to build a Quality Classroom that is not in a Quality School. Like any effective school program, the program must be implemented into the entire school, at each grade level, and in every subject in order to be successful and enforced. Without this continuum, most of my frustrations will continue. In a Quality School, teachers are encouraged to teach the curriculum the way they believe is best for their students. I've been all but forced to teach my curriculum according to a countywide pacing guide, where I am told which objectives to teach week by week. This makes it very difficult for me to hold class discussions and do interesting and valuable projects like the career research project, without being frowned on by the administration.

The Next Step:

I'm going to continue to look at the students as the consumers of my product, learning. I will continue listening and learning from their opinions, wishes, complaints, and advice. With this, I will start researching, evaluating, and sharing the methods that work. I know that if I continue using threats and punishments to motivate my students to learn, and do not find ways to make learning need satisfying, many of my students will drop out, or flunk out of school. If they continue to find school dissatisfying, they will probably find other ways to satisfy their needs, usually by using drugs and/or joining gangs where they feel important and included. I want my students to leave my classroom with a compulsive desire to learn. I want them to be able to recognize and strive for Quality in everything they do, from the work they turn in, to the way they dress, to the language they use when talking to their friends.

References

Glasser, William, M.D. (1986). <u>Control Theory in the Classroom</u>. New York: Harper & Row.

Glasser, William, M.D. (1986). <u>The Quality School</u>. New York: HarperPerennial.

Glasser, William, M.D. (1993). <u>The Quality School Teacher</u>. New York: HarperPerennial.
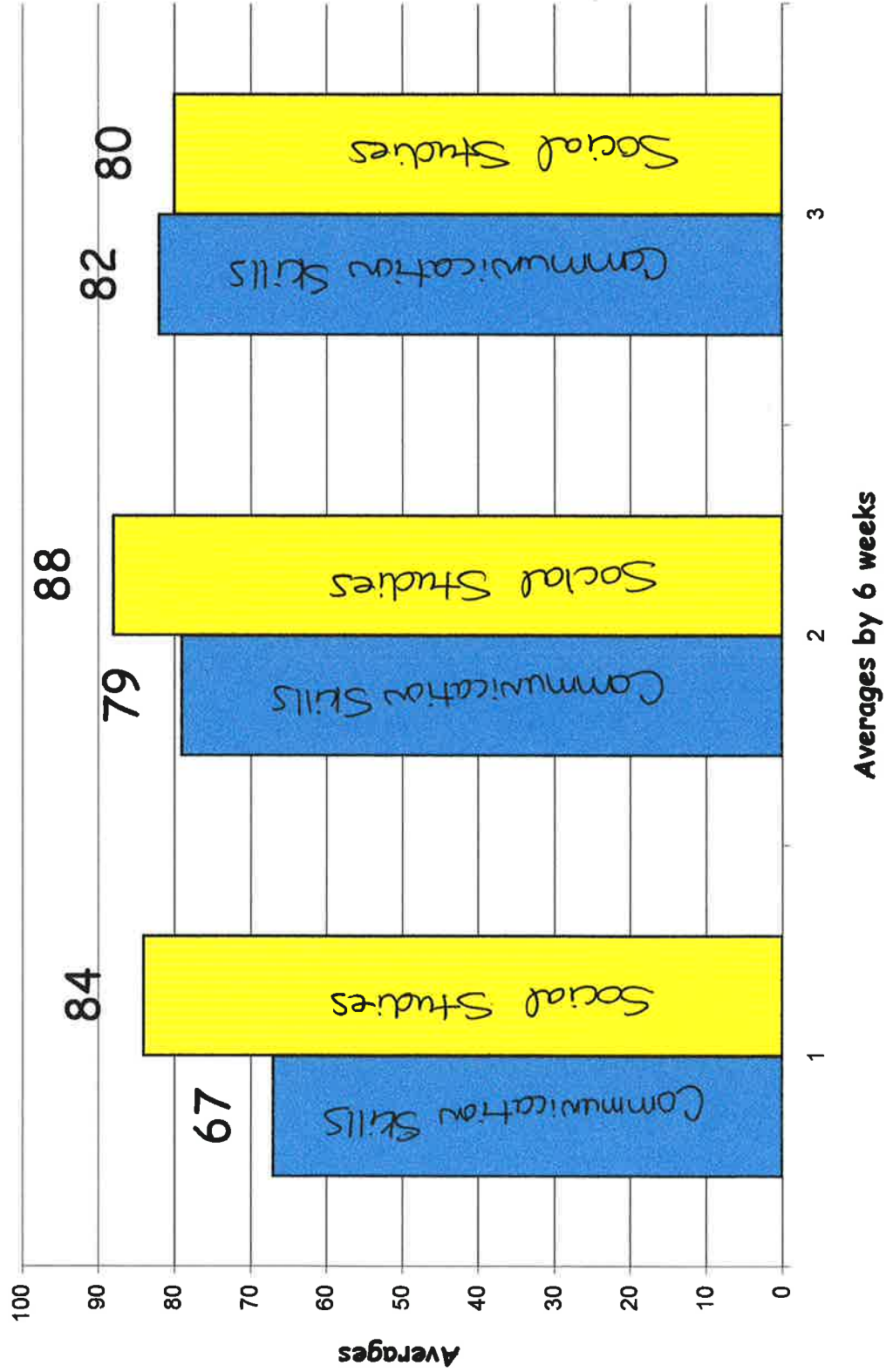
Artifact #6
Data Collection & Sharing Instruments

The artifacts in #6 extend and support the action research paper presented in artifact #5. The data collection and sharing instruments provide proof that I am using the same data collection skills I learned from EDN 566 in my classroom today. I am, in fact, skill collecting, analyzing, and sharing all sorts of data in my classroom and using the data to enhance student performance.
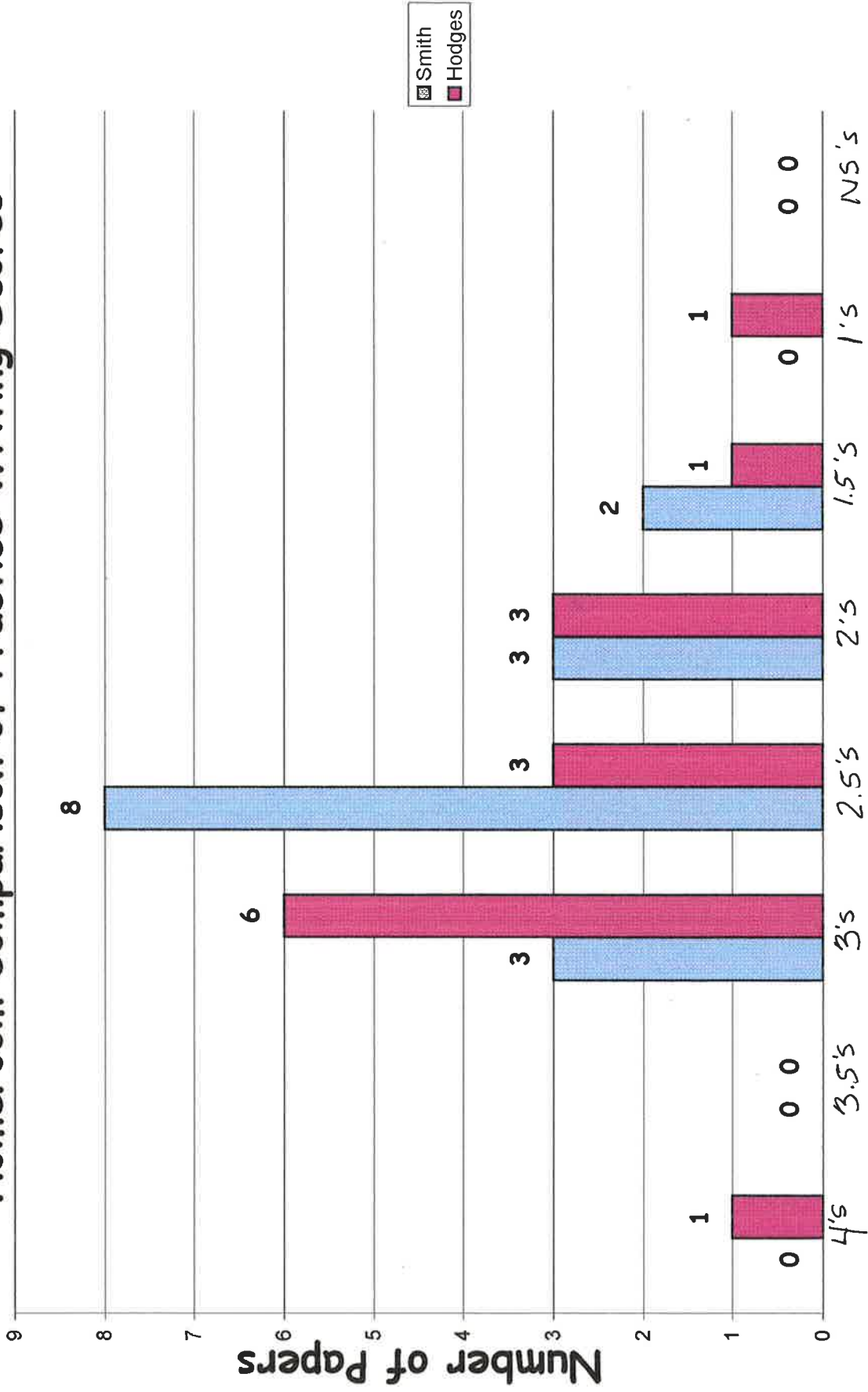
These data collection and sharing instruments help me meet all of the following goals and objectives in the English Education graduate program at UNCP:

- Goal 3.1: embracing critical inquiry and intellectual challenge

- Goal 3.4: designing procedures for collecting data

- Goal 3.5: analyzing, interpreting, and judging their own and others' research

- Goal 3.6: organizing and presenting research in papers and other means

- Goal 3.7: employing computer technology to retrieve, organize, and present research

- Goal 5.1: initiating inquiry and research which supports and improves curriculum and methodology in teaching literature, literacy, and composition

- Goal 5.5: improving curricula and practice in response to reflection as well as input from parents, students, and community leaders
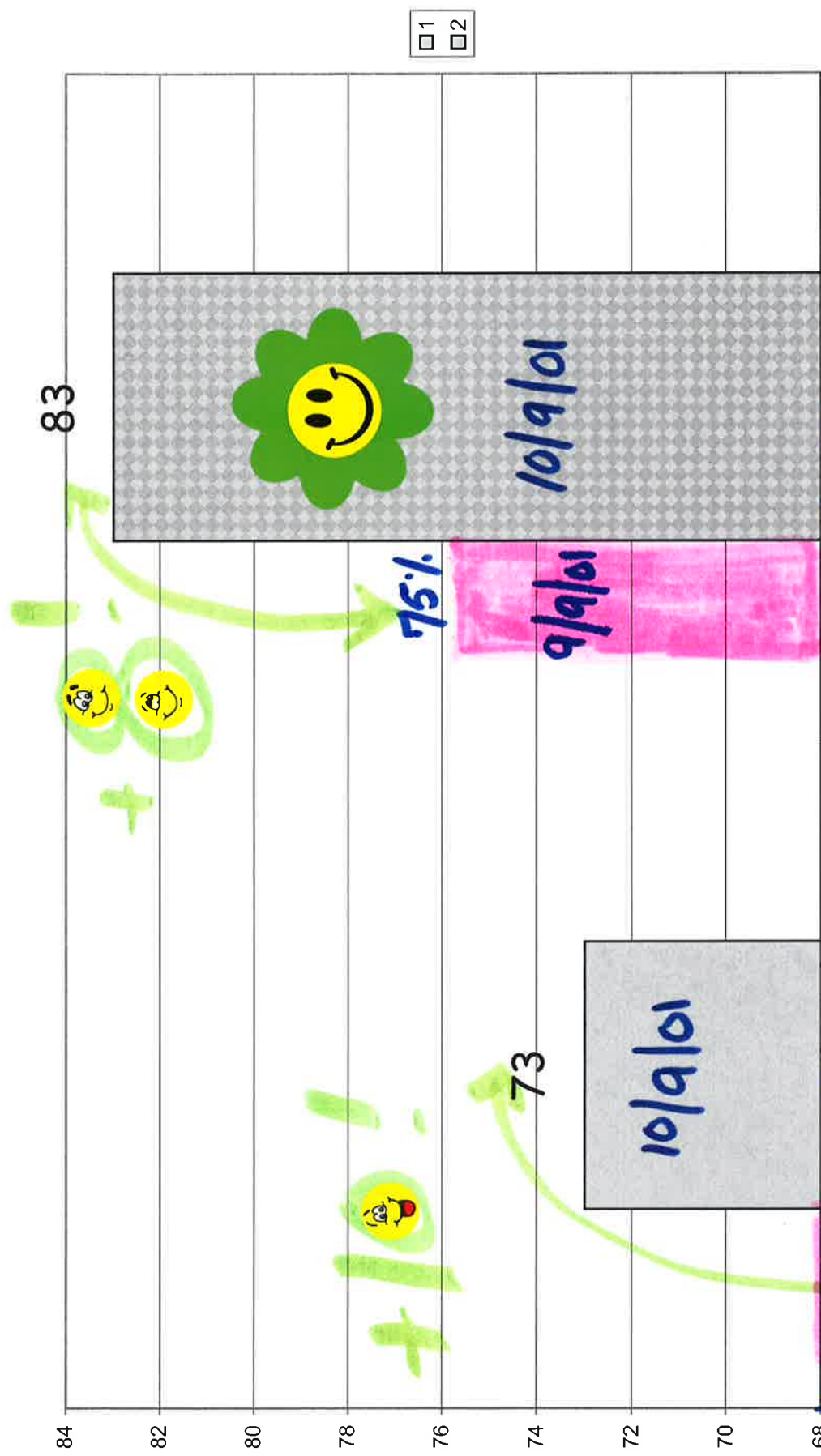
Smith's Homeroom

Homeroom Comparison of Practice Writing Scores

Smith
Hodges

Score	Smith	Hodges
4's	0	1
3.5's	0	0
3's	3	6
2.5's	8	3
2's	3	3
1.5's	2	1
1's	0	1
NS's	0	0

Number of Papers

+ 18 Total Points Since 9/9/01 !

!!! Great Job !!!

Hodges' Homeroom

84
82
80
78
76
74
72
70
68
66
64
62

83

75%

73

63%

10/9/01

9/9/01

10/9/01

9/9/01

Soc. Studies

Comm. Skills

□ 1
□ 2

10/9/01

+ 15 Total Points Since 9/9/01

!! Good Job !!

Smith's Homeroom
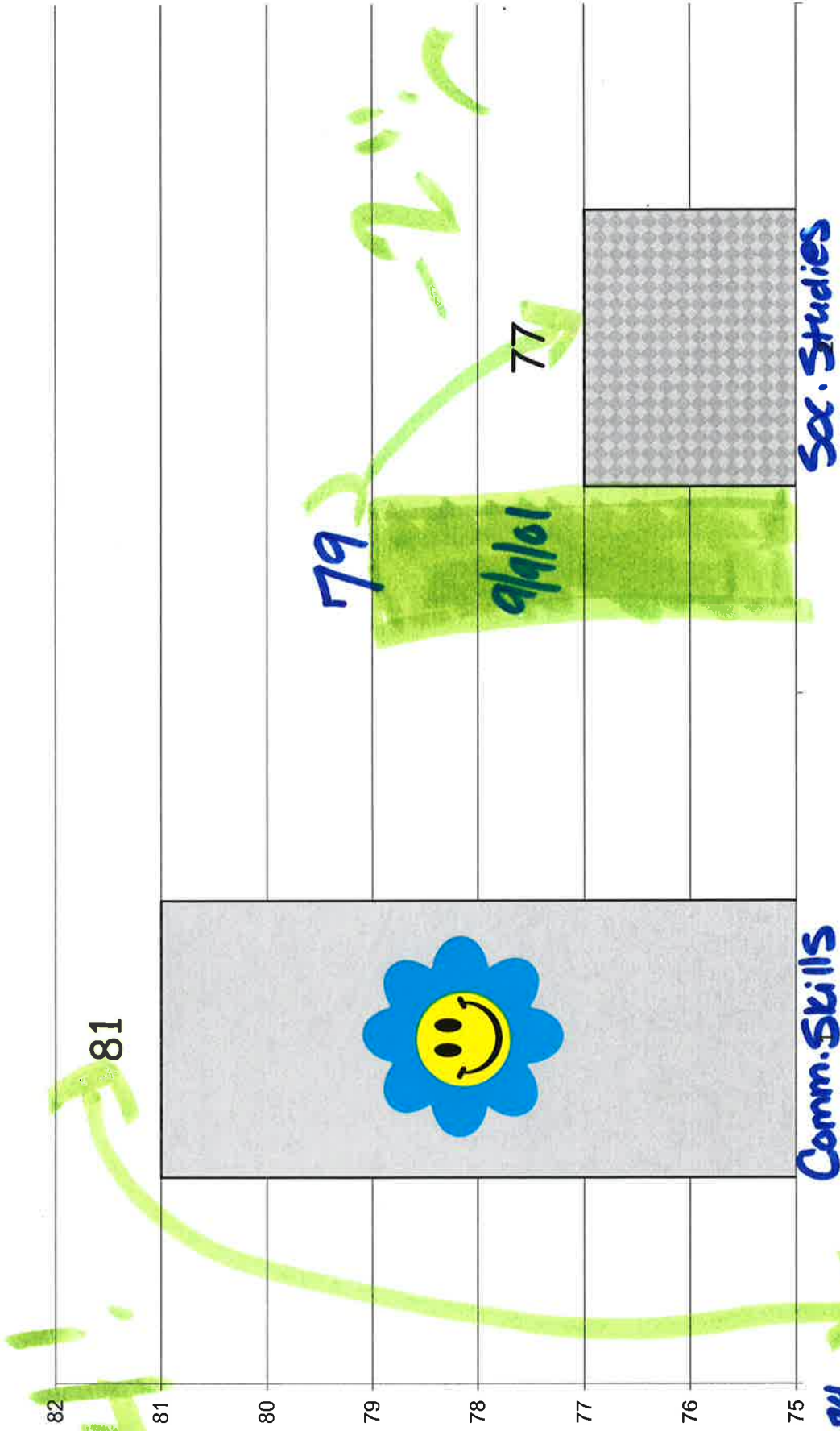
Artifact #7
CASE Annotated Bibliography on Teaching to Diverse Learners

The CASE annotated bibliography proves that I have preformed research on teaching literacy, literature, and writing to diverse students. In this annotated bibliography, you will find that I am the sole author of nine of the items. The remaining six items have been authored by other graduate students at UNCP. Preparing the CASE annotated bibliography on teaching to diverse learners has helped me gain knowledge and expertise in teaching to exceptional students in the following categories: academically gifted (AG), learning disabled (LD), physically disabled (PD), behaviorally or emotionally handicapped (BEH), and English as a second language (ESL). In my CASE annotated bibliography, I elected to add a section on teaching African American students. Because of my limited experience in working with African American students, I chose to add this section to my annotated bibliography.

The CASE annotated bibliography on teaching to diverse learners helped me meet all of the following goals and objectives in the English Education graduate program at UNCP:

- Goal 2.1: understanding developmental, emotional, and cultural factors which affect adolescent learners and the management of their behavior

- Goal 2.2: understanding exceptionalities and cultural differences which affect diverse learners

- Goal 2.3: designing curricula and selecting methods which engage diverse learners and afford them opportunities for success

- Goal 2.4: reflecting upon the design of curricula and selection of method, evaluating their success with diverse learners and adjusting

Sandy Watkins
Case Annotated Bibliography
Teaching Literature and Literacy to Students with Exceptionalities

Academically Gifted (AG) Students

The first article in this section provided great reading strategies to use with AG students, and also suggested a way to simultaneously teach cultural tolerance. The article was very useful because the authors provided a list of books with main characters that are Black. This list of books was especially helpful because of the high and increasing number of Black students that are in my English classrooms. By having this list, I am now better able to recommend books for the many Black students in my classroom.

Ford, Donna Y. "Multicultural Literature and Gifted Black Students: Promoting Self-Understanding, Awareness, and Pride." Roper Review. 22 (2000): 325-40.

In this article, Donna Ford emphasizes the importance of using multicultural literature with gifted students to promote empathy and develop skills in critical thinking. In turn, these skills allow AG students to recognize bias, stereotypes, and hidden messages in literature. Ford suggests that effective questioning, role-playing, and simulations as three strategies that facilitate empathy. To facilitate empathy, she also strongly promotes using bibliotherapy, a method that has its origins in the counseling profession. In the article, Ford explains the process of bibliothearapy, which utilizes four basic stages of self-reflection: identification, catharsis, insight, and universalization. In identification, the reader identifies with one or more characters in the book. In catharsis, readers experience some type of reaction or emotion as a result of the identification. In insight, the reader applies the character's life situation to his/her own life. Finally, in the universalization stage, readers realize that life difficulties and problems are common to all and therefore feel less alienated. Ms. Ford provides a list of 10 books having a gifted Black student as the main character. She also gives advice on how to select literature for gifted students. She suggests finding literature with themes that focus on: "learning how to express feelings, setting realistic goals, making appropriate choices, handling competing pressures, improving social relationships, being persistent, improving problem solving skills, and coping with change." The article is well written and researched, citing 24 references. *(Annotation by Sandy Watkins)*

The second article in this section is very timely. English teachers are required to teach literacy skills, and one of the newest categories of literacy is computer literacy. Stephanie Nugueni's article gives English teachers several ideas of how to incorporate technology into their classrooms to simultaneously teach reading, writing, and technology skills. I have used several of her ideas in my classroom. One example of my use of technology in my classroom, like Nugeni suggests, can be seen in the problem-based writing unit I developed for EED 551.

Nugeni, Stephanie A. "Technology & the gifted: focus, facets, and the future." <u>Gifted Child Today</u>. 24 (2001): 38-45.

Stephanie Nugeni feels that "information literacy and learning should be the agenda of our educational system." She supports this claim by citing ample research on societies growing dependency on technology. Neugeni says that because today's job market requires technologically literate workers, technology should be integrated into the educational programming for gifted learners. Nugeni cites research by Settler who has depicted four common modes of learning when using technology: acquirer of information, retriever of information, constructor of information, and presenter of information. By integrating technology into AG instruction, teachers are enhancing skills in these four areas. Nugeni sights best practices for technology integration as: Internet usage, distance learning, and multimedia presentation tools. Nugeni states that "using the Internet requires gifted students to be an "informed, discerning consumer of the information presented." The Internet allows for online mentoring where students can ask questions to researchers in a particular field. Students can also e-mail students across the globe and/or join online discussions with other students via listservs, audio/video conferencing, and/or blackboards. Multimedia presentation tools such as slideshows and/or web pages can also enhance AG student reports. Although Nugeni promotes using technology with gifted students to enhance literacy, she does admit that further research needs to be done on the effective and ineffective uses of technology. The article provides a series of appendix that list Internet sites offering online mentoring, listservs for gifted education, and distance education opportunities. The article is well researched and lists 36 references. *(Annotation by Sandy Watkins)*

The information presented in the next article by Danny Weil complements the thoughts, beliefs, and practices of Shirley Brice Heath. Weil, like Heath, highly recommends that teachers have more contact with the homes and communities of the students they teach in order to understand and teach them. Weil's idea of using the social, economic, and cultural conflicts in the lives of the students as the basis of classroom lesson plans is echoed in Patrick Finn's book, <u>Literacy with an Attitude: Educating Working Class Children in Their Own Self Interest.</u>

Weil, Danny. "Towards a Critical Multicultural Literacy: Advancing and Education for Liberation." <u>Roeper Review</u>. 15 (1993): 211-218.

Danny Weil, a bar-certified attorney turned elementary school teacher, proposes a critical thinking approach to cultural literacy for gifted students. In this article, Weil points out that the most common type of multi-cultural education offered in the U.S. is a type of "tourist" and/or a "Minority of the Month Club" approach. Weil argues that teachers falsely believe exposure to minorities and other cultures through "culinary experiences, artifacts, folk dances, geographical insights and international music" will increase an appreciation for diversity. In fact, he feels approaches such as these actually pass on ethnocentric stereotypes. Weil feels that it is necessary to teach students how to make educated choices based on their own thoughts and ideas, not just by absorbing stereotypes from peers, media, family, and schoolteachers. In order to teach gifted students how to

think critically and rationalize for themselves, Weil mentions several strategies. First, Weil suggests that teachers have more contact with the homes and communities of the students they teach. By doing this, Weil feels teachers will gain a greater appreciation for the social, cultural, and historical backgrounds of the students they serve. He proposes that teachers take advantage of social, economic, and cultural conflicts in the lives of their students as current realities to learn from and use as the base for lesson plans. Weil suggests that teachers give students opportunities to critically write, speak, read, and socratically question these diverse visions of reality. Weil argues that by making the lived experiences of students the subject of class lessons legitimizes those experiences, giving the students affirmation and voice about realities that directly affect them. Using these real-life experiences as the catalyst for learning, Weil then suggests engaging the students in open-ending questions and problem solving activities. Weil argues that through lessons in reasoning, reflection, self-criticism, controversy, and the exchange of cultural points of view teachers will develop gifted students who "think independently and fair-mindedly about issues of race, gender, culture, age, and disability." *(Annotation by Sandy Watkins)*

African American Students

Although this section is not listed in the requirements of the Masters degree in English Education at UNCP, I was allowed by Dr. Monica Brown to do research in best teaching practices for African American students. Although not "officially" considered an "exceptionality," I felt that this was an area in which I personally needed more knowledge. Coming from the Midwest, I did not grow up around many African Americans. I felt at a terrible disadvantage when I came to teach in the Carolinas where the number of African Americans is much higher. I knew I needed to make up for missed opportunities in my education, because of the location of my upbringing, by doing more research. Because of my focus in the area of African American education in the following annotations and in other research on teaching African American students for various projects and assignments, I feel that I am able to reach and teach my African American students better.

After reading the first article in this section, I immediately implemented the activities suggested by the author into my English classes. The article gives a simple, easy to teach, and easy to understand, way of getting students to understand and recognize different language levels. The simple activity of designing variations of familiar stories by using different levels of language shows the students how important it is to use the correct level of language for different situations and audiences. The activity also provided me with a way to address language issues common to African Americans without having to say something like, "your language is wrong and this language is right." Marking writing papers with "LL" is also much simpler and a lot less time consuming than trying to explain inappropriate language-level word choices that a student might make in a writing sample.

Muniz, Eva Vera. "Lassoing Levels of Language." Conference on College Composition and Communication. Chicago. 1-4 April. 1998.

This paper provides insight and strategies for composition teachers teaching writing to African American students who have difficulty determining the appropriate words to use when writing formal papers. Muniz contributes word choice problems to three factors: "in-groups" (punks, surfers, valley girls, etc.), the casual attitude of our American society, and to the diverse cultures found in the United States. To help African American students learn to write in the formal, academia level, Muniz suggests that composition teachers should understand Ebonics. To help students make appropriate word choices in formal papers, Muniz suggests modeling different versions of a familiar story like "Little Red Ridding Hood." Each version of the story presented should reflect a different level of discourse: formal and informal. The goal of the activity is to have the students realize the importance of good word choice in clear communication. After this demonstration, a teacher can mark students writing with the symbol "LL" (level of language) to indicate that the student has used an inappropriate level o f language in the paper. *(Annotation by Sandy Watkins)*

Like the first article, the second article also emphasizes the importance of English teachers to teach all of their students standard English, but to do so in a way as to not take away from, or downplay, the language and culture of the African American students. This article points out that many word-choice writing errors are made because the student is writing as he/she speaks. I, too, had noticed that a lot of my African American students misuse the forms of the verb "be" in their writing. As the article points out much of this is because these students also misuse the forms of the verb "be" in their everyday speech. In my classrooms, I now emphasize the important distinction that the language we use to speak is not always the language we use when writing.

Nembhard, Judith P. "A Perspective of Teaching Black Dialect Speaking Students to Write Standard English." Journal of Negro Education. 52.1 (1983): 75-82.

In this article, Judith Nembhard informs readers about ethical dilemmas involved with teaching Standard English to black dialect speaking students. The dilemma centers on the idea that by forcing black dialect speaking students to use Standard English, educators are asking the black dialect-speaking students to disown their own culture and language. The author disagrees with this idea, and proposes that black dialect speaking students can and should be taught Standard English. She feels the aim of teaching composition is to emphasize the importance of clear communication to the students. Nembhard gives several teaching strategies in the article that proved to be successful with black dialect speaking students at Howard University. The program promotes utilizing a process/student-centered approach to teaching writing. Other suggestions include: allowing students to write during class where the teacher is immediately available to help the student, aiding students in making the distinction between their oral speech and standard English, setting aside time to conference individually with students, and accept writing as a unique process. *(Annotated by Sandy Watkins)*

This article, coupled with my extensive research on Shirley Brice Heath for EED 500, broadened my understanding of African American discourse. This article led me to investigate the discourse features of African American language. By investigating the linguistic environments of my African American students, I was able to find the "root" of many language barriers and problems that were typical of my African American students. Once I understood the "roots" of the problems, I was then able to develop an action plan on how to help my students fix these problems. This article was also very influential in a major change that was made in the way I taught writing. I had always taught writing as a step-by-step process. When I discovered that my African American students did not prefer this analytical style of teaching, I started teaching writing in more of a relational (whole-to-parts) manner.

Norment Jr., Nathaniel. "Discourse Features of African American Students' Writings."
    Journal of Black Studies. 25.5 (1995): 558-577.

This article investigates those characteristics unique to writings by African American students. The article noted 37 references and described an intensive research study on 30 African American student writers. The article's strongest feature was the summary of vast and intensive research on the discourse features of African American writing. The article sights research noting the communication style of African Americans as having an interpersonal (communal, holistic) emphasis that influences their writing, causing the African American students to use the first person pronouns "I" and "we" more than third person pronouns. Other helpful research information in the article indicated that African Americans prefer a relational learning approach (whole-to-parts), rather than an analytical style (parts-to-whole). The author recommends that writing teachers should develop knowledge of African American students' linguistic environment and competency to improve African American students' writing. Norment suggest that knowing about a student's linguistic environment will help explain aspects of a student's written prose and language performance. *(Annotation by Sandy Watkins)*

Learning Disabled (LD) Students

The first article in this section was chosen to reflect the ongoing struggle about the best way to teach reading: Whole Language or Phonics? In this article and in other research during my coursework, I became aware of the components, disadvantages, and advantages of both approaches. The first article advocates the importance of teaching reading by phonics, but admits and agues that the phonetic approach should be coupled with the whole language approach to enhance reading success. As an upper-level English teacher, I thought I would not need to worry about being able to teach students to read, as that seemed to be the task of elementary teachers. Although I don't teach students how to read, I do need to be able to identify the source of reading difficulties that my students may have, especially the LD students. By understanding the two

approaches, I can usually identify the difficulty into one of several categories (phonemic awareness, comprehension, etc.) and then develop an action plan to correct the problem.

Ellis, William. "Phonological Awareness." <u>NITCHY News Digest</u>. 25 (1995). Online. 25 Feb. 2002.

Ellis begins with a discussion of the complexities of the act of reading before delving into the particular difficulties experienced by a learning disabled child. His idea is that by phonologically teaching the structure of words, a student should be able to better read. His rationale is that by analyzing and combining the smallest unit of sounds, a student is more aware of the purpose of the word. He cites statistical data that supports his claming that this technique produces better readers especially among those students who are identified as having a learning disability. He supports the idea that this approach should be combined with the whole language approach by looking at words contextually as well as phonologically.

His most important part dealing with helping learning disabled students succeed comes near the end of the paper. He gives specific examples of what to do with LD learners to help them learn to read. Many of these suggestions are in the form of games that will keep the children interested while teaching them the needed skills. It is disappointing that Ellis does not address the problem of teaching students to understand what is being read. *(Annotation by Ginger McMillian)*

The second article in this section echoes the information presented in the last article in the previous section by Nathaniel Norment, Jr. The two articles emphasize the importance of teaching language skills in a relational learning approach (whole-to-parts). Realizing that what was helpful to my African American students was also helpful to my LD students made me see the importance and necessity of changing my old, analytical, step-by-step approach to teaching writing. Because both LD and African American students seem to learn better with a whole-to-parts method, I now save projects and papers written by my students to use as models and examples for my students that come to me the next year. This process allows me to show my students what a final product should look like for a particular assignment. By doing this I am providing my students with a whole-to-parts approach.

MacInnis, Carole and Heather Hemming. "Linking the needs of students with learning Disabilities to a whole language curriculum." <u>Journal of Learning Disabilities</u>. 28.9 (1995): 535-545. March 2002, Ebscohost database (Masterfile).

In this article the authors Carle MacInnis and Heather Hemming present a rationale for how the whole language approach provides the type of environment particularly suitable for learning disabled students. They analyze the documented characteristics of these learners and the implications of those characteristics within a whole language curriculum. The authors discuss the learning disabled student's dependency on others for directing their learning, how they have difficulty monitoring their performance, how LDs fail to

modify strategies in response to critical task changes, and their difficulty with memory and acquiring generalization knowledge which is useful in transferring. The authors point out that a whole language curriculum eliminates most of an LDs characteristics because whole language is child centered, is language based, has social interaction, and teaches whole-to-part relationships with the teacher acting as mediator in the learning process. The authors conclude that repeated difficulties in academic learning have resulted in these students' expecting to fail. Since the needs of LD students are varied and complex, special educators have questioned whether students with these characteristics could be accommodated in a whole language-directed classroom. *(Annotation by Mary Wright)*

Physically Disabled (PD) Students

Teaching a student with physical and mental disabilities is not a task that I've had to combat; however, when the moment arises, I believe that the author of the next article, Ebru Yaman, has developed some wonderful strategies to help PD students be successful. By using pictures, teachers are able to show their students what they want them to do instead of trying to explain the task verbally. Taking pictures and developing them into a final show-and-tell project for the end of the year mirrors the portfolio process of gathering materials and reflecting on self-growth that my students compile at the end of the year for my English classes. If ever the time comes when I must deal with a PD student, I'm sure I'll use the picture ideas mentioned in this article.

Yaman, Ebru. "Making Education Special –TOP OF THE CLASS—TALKING TO
    OUR BEST TEACHERS." The Australian. 29 Oct. 2001, ed.1, sec. Features:
    016.

This article is an interview with Angela Niven, a teacher at Divan Point Special School in Brisbane, Australia. Children enrolled in the Divan Point Special School have a broad range of intellectual and physical disabilities. Ms. Niven has introduced the use of photographs as teaching aids for all of her students. These photographs help to enforce classroom behaviors such as staying at their desks. Ms. Niven would place a photograph of a child at his desk next to his desk. That way, the student would always have a constant reminder of the behavior expected. It helps to give the student confidence and reminds him that he can perform the behavior being asked. Ms. Niven combines the photographs into books with simple, descriptive sentences to accompany the pictures. Reading skills are enforced this way. One student has difficulty feeding himself has a book with photographs of himself eating different foods. This helps to build the student's confidence and self-esteem. It helps to show him that he is not that different from others, yet his reading skills are enforced at the same time. Perhaps the biggest event for the students is the end of the school year. "Niven and the children prepare books, summarizing their year at school: photos of themselves at excursions, doing their favorite things and with friends." The students with physical disabilities see themselves functioning in the classroom and socializing with others. Little do they realize it, but

they are learning to read, to comprehend, and to write. They can tell their own story. *(Annotated by Elizabeth Bowden)*

More than anything this next article brings out the depressing fact that many PD students are overlooked as being gifted because there is simply no technology available to test a child's mental abilities because of their physical disability. This, setback, like so many other setbacks in education, is primarily due to lack of funds and resources. Although a child with PD may not be able to "officially" qualify as gifted, teachers should recognize the gifts and teach the child at his/her ability level.

Corne, Anne L. and Lynette Henderson. "Twice Exceptional Students." Gifted Child Today. Summer 2001, Vol 24. Issue 3, p. 5-7.

This article discusses the obstacles that teachers face when dealing with physically disabled students. Surprisingly, the difficulty was not in relating to the students. Rather, the difficulty lies in the lack of necessary materials. For example, in a recent study of the American Foundation for the Blind's Textbook and Instructional Materials Solutions Forum, only 32% of the teachers had the necessary technology in the classroom to teach and assess the students who are blind or who are vision impaired. Because teachers who teach physically disabled students lack the necessary technology to properly assess the students, many physically disabled students are looked over in terms of gifted education hence the term "twice exceptional." Studies dating back to the late 1970s indicate the importance and the impact on a person's life when a bridge between "two exceptionalities is formed, giftedness and disability." The main purpose of this article is to promote awareness concerning children who are "twice exceptional." *(Annotated by Elizabeth Bowden)*

Behaviorally or Emotionally Handicapped (BEH) Students

Although teaching PD students is something I haven't had much experience in, teaching BEH students is something I deal with on a daily basis. The information presented in this article is invaluable. Even just the annotation on this article provided me with enough information to implement some of the strategies discussed in the article into my classroom. The behavior log became a daily self-reflection log for my BEH students. The log reinforced writing while helping my BEH students control their anger. Role-playing and comparing/contrasting the effects of good/bad behavior became a way of teaching compare/contrast and inferencing skills in my English classroom, skills that are necessary to improve reading comprehension. This is truly a versatile program.

Kellner, Millicent H. "A School-Based Anger Management Program for Developmentally and Emotionally Disabled High School Students." Adolescence 30.120 (1995): 813-826.

Kellner's article identifies a "cognitive-behavioral" program for effectively intervening with aggressive students. According to Kellner, the use of daily logs, group reinforcement, role playing, skill building, relaxation techniques, normalizing anger, and providing liaison to classrooms can help students manage their anger and reduce aggressive acting out. The pilot program consisted of a study of students between the ages of 15-18 who were diagnosed as intellectually functioning, but exhibiting aggressive behavior, severe withdrawal, attention deficit disorder, developmental delays, autism, mental retardation, and depressive disorder. The anger-management training took place within a group therapy context, and taught skills such as relaxation, assertion, self-instruction, thinking ahead, self-evaluation, and problem solving. An important part of the program was the keeping of a "hassle-log" by each participant. The students used the log to record anger-provoking incidents, how he/she handled the incident, a self-appraisal of the degree of anger, and how well he/she managed the incident. Students were also taught the "physiology of anger" to identify the signs of anger in their body and how to control their reactions. Students were taught relaxation, deep breathing, and counting exercises to help them exert control over their arousal response. According to Kellner, the use of coping strategies and recognition of triggers, along with professional counseling, helped the participants to develop strategies for self-control and establish a standard of non-violence. *(Annotated by Mike Roberts)*

The last article in this section by William F. White, echoes the theories of Dr. Howard Gardner. White and Gardner point out that students have many intelligences. Unfortunately, not all of these intelligences are measured and/or tested in the school systems. White's article also reflects the thoughts of James Comer, a Yale psychologist who predicts that public school systems will not survive; because, like White mentions, schools are not helping students develop along the psycho-emotional, moral/spiritual, and/or social levels as much as they should. Teaching and modeling emotional/social behaviors is something that I am now more aware of and try to address with my students on a daily basis.

White, William F. "What Every Teacher Should Know About The Functions of
Emotions in Children and Adolescents." Education. 119.1 (1998): 120-126.

In his article, White maintains that teaching strategies usually overlook the emotional dimensions of students. He insists that for present and future teachers to be most effective, teaching strategies must include interactions with the feelings of students. According to White, there are four personal-social emotional feelings that impact teaching and what is learned in the classroom: self-social feeling of the student, empathy and understanding, anger or violent striking out, and the self-efficacious or regulatory behavior of the student. White states that contemporary education measures cognitive, intellectual, reasoning, and informational abilities of students, but ignores, or does not measure, attitudes, feelings, emotions, or belief systems. He states that the primary cause of learning in children and adolescents is imitation and copying of models. These models may be live models, such as family; symbolic models, such as television; or verbal models in speech and the written word. White states that empathy is a learned trait, and that every student must learn to manage emotions in his/her life and recognize and deal

with emotions in others. He further stares that if emotional management is not taught by models in the home, students rely on teachers and peers to be models. For students exhibiting "frustration-aggression," teachers should let the student "catharsize," and allow the students to "cool off." Teachers should be trained in conflict resolution, promote student responsibility for actions, and teach students the difference between passive, aggressive, and assertive behavior. *(Annotated by Mike Roberts)*

English as a Second Language (ESL) Students

The first article in this section was probably one of the most influential articles that I read during my Master's degree coursework at UNCP. Although the article was written to help teachers teach ESL students, the strategies mentioned in this article were strategies that I could use with all the students in my classroom. From information in this article about dialectic journals and think alouds, I developed the "RAPS" method of active reading which I used in my unit plan for EED 552 (The Teaching of Literature).

Cook, Lenora. "What is a 'Regular' English Classroom? Language and Cultural
    Diversity in Today's Schools." English Journal 85 (1996): 49-51.

Ms. Cook is a professor at California State University, co-editor, and columnist for the journal Reading Today. In this article, Ms. Cook records her teaching philosophies, beliefs, and teaching strategies that have been successful when used in ESL classrooms. Ms. Cook stresses that classrooms must be "comfortable, challenging, and meaningful" in order for students to be successful. To teach ESL students she suggests using peer tutors, cooperative learning, dialectic journals, concept diagrams, quick writes, think alouds, small group projects and/or individual projects. Ms. Cook records several characteristics present in classrooms where ESL students have been successfully integrated into regular English classrooms. Characteristics included: high amounts of student interaction, "print-rich" classroom environments, and an emphasis on creativity, and vast presentation of student work. *(Annotation by Sandy Watkins)*

At the time I researched, read, and annotated this next article, I didn't realize how significant and true the information presented really was. After taking ENG 583 (Second Language Acquisition), I studied the language learning theories of David Ausubel who makes the point that meaningful, long-term learning takes place when new information is 'tacked onto' pre-existing knowledge. By teaching in thematic units, ESL students are able to form "chunks" of information that can be stored together in the brain. These chunks of information are less likely to be forgotten than new vocabulary that is introduced to an ESL student haphazardly. Again, what is true for teaching ESL students is also true for teaching all students in an English classroom. All students will learn and remember more if new information is presented with other related material and tacked onto pre-existing knowledge.

Hadaway, Nancy L. and JaNae Mundy. "Children's Informational Picture Books Visit a

Secondary ESL Classroom." Journal of Adolescent & Adult Literacy 42 (1999): 464-476.

Ms. Hadaway and Ms. Mundy record their experience using picture books to supplement instruction in a high school ESL self-contained class. The article documented the teachers' processes developing an integrated, multi-disciplinary, literature based weather unit. The teachers successfully used informational picture books to build a common vocabulary base among the students. From this common base, the students were able to use the vocabulary to produce various products. The students produced weather journals, graphic organizers, collages, oral presentations, weather experiments, poems, and various forms of creative writings. The teachers felt that the collaborative unit was a success, and that the picture books provided a bridge for the students to use to cross over to textbooks and more difficult reference books. The article sights 24 reference sources and 23 books that were used in the research unit. Ms. Hadaway is a professor at the University of Texas, and Ms. Munday is an ESL teacher at Arlington High School. *(Annotation by Sandy Watkins)*

The final article in this section helped me to meet the Master of Arts in English Education Goal II and objectives 1 through 4. The article gave me good advice on what not to do and what to do with ESL students in my classroom. I especially liked the author's advice on having ESL students write down their thoughts on paper before requiring them to share with the rest of the class. I have also used this particular strategy with all the students in my English classroom. I have discovered that if I give my students classroom discussion questions to prepare before the class discussion takes place, the discussion goes much smoother, is more focused, and wastes less time, as all of my students are not sitting silently waiting for someone to provide an answer.

Kooy, Mary and Annette Chiu. "Language, Literature, and Learning in the ESL Classroom." English Journal. 88 (1998): 78-84.

Ms. Kooy and Ms. Chiu deliberate the importance of using literature as the main facilitator for teaching ESL students. They point out that much of the present ESL instruction is focused on reading comprehension skills, grammar, and vocabulary. This widely used approach, according to the two authors, is too narrowly focused and does not provide the students with opportunities to see the English language as a whole. They suggest that by beginning with literature first, the students see a whole picture, and at the same time gain cultural awareness through the stories in the literature. It is suggested that because "each text offers a glimpse (of the American culture), and the more glimpses we (teachers) offer, the bigger and richer the picture will be." Kooy and Chiu give specific titles of what picture books, dramas, short stories, novels, and poetry to use in ESL instruction. The authors feel that although literary selection is important, the presentation of the literature is just as important. Kooy and Chiu suggest several strategies to use in the literature based ESL classroom, such as: read-alouds, class discussions, giving reading choices, book talks, and reading logs. They note that reading logs help ESL students get their thoughts about the literature down on paper before they are required to share their thoughts about the literature down on paper before they are required to share

their thoughts with the rest of the class during a class discussion. This procedure eases a lot of the fear and anxiety ESL students have when required to discuss the literature. The authors sight 13 sources. Ms. Kooy is a language education professor at the University of Toronto and Ms. Chiu teaches English at Forest Hill Collegiate Institute. *(Annotation by Sandy Watkins)*

Artifact #8
Case Study: Common Phonemic Differences Between Midwestern and Black Dialect

Before my graduate studies at UNCP, I struggled teaching African American

students because of my lack of exposure to African Americans in my childhood. I

noticed that many of my African American students made several, common, cultural

spelling and grammatical errors when writing and/or speaking in the formal register.

However, I did not know how to ethically and/or technically address these issues with my

African American students. By tape recording and phonemically analyzing the

differences between Standard American English and Black dialect I am better able to

help my African American students discover and change cultural language differences

when speaking and/or writing in the formal register.

The case study on common phonemic differences between Midwestern and Black

dialect helped me meet all of the following goals and objectives in the English Education

graduate program at UNCP:

- Goal 2.1: understanding developmental, emotional, and cultural factors which affect adolescent learners and the management of their behavior

- Goal 2.2: understanding exceptionalities and cultural differences which affect diverse learners

- Goal 2.3: designing curricula and selecting methods which engage diverse learners and afford them opportunities for success

- Goal 2.4: reflecting upon the design of curricula and selection of method, evaluating their success with diverse learners and adjusting

Sandy Smith
Eng 581
November 28, 2001

Common Phonemic Differences Between
Midwestern and Black Dialect

Introduction:

There are many phonemic differences between Black and Mid-Western dialect. I decided to do research on the phonemic differences between the two dialects for many reasons. In the recent past, understanding both oral and written Black dialect became a necessity for me. Four years ago I moved from a small, rural, primarily Caucasian town in Nebraska to take a 7th grade communication skills teaching position in Laurel Hill, North Carolina. Like my hometown, Laurel Hill is both small and rural, however, Laurel Hill has a high Black population. After four years of teaching in Laurel Hill, I am able to understand Black dialect with ease. However, in my communication skills classes, I try to instill the importance of learning and using Standard English to my Black dialect speaking students. In this pursuit, I have been considerably frustrated by my inability to correct the speech patterns of my Black students. Most of this frustration stems from my Black students not "hearing" the difference between how I say something and how they say something.

Purpose:

The purpose of this study was to develop an auditory/visual example of the differences in Mid-western (Standard English) and Black dialect in an effort to help my Black students "hear" and phonemically "see" the differences in our utterances. The study was also done in order to fulfill course requirements for ENG 581 at the University of North Carolina at Pembroke.

Procedure:

For a period of two weeks, I compiled a list of several words and phrases that are pronounced significantly different in the two dialects. Then, I put these words and phrases into a series of 13 unrelated sentences. I wrote each sentence on separate note cards and asked Angelica a 12 year-old, Black-dialect speaking student, to read the cards several times. After a bit of practice, I told her that I didn't want her to "read" the sentences off the cards; but rather, say the sentence like she would say them in a normal conversation with her friends. Once I felt like Angelica was "reading" the sentences like she would talk, I recorded her on a cassette tape. After recording Angelica, I recorded myself saying the same 13 sentences.

After making the cassette tape recordings, I developed the attached worksheet to compare and contrast the phonemic differences of the selected words and phrases. The selected words and phrases are underlined and transcribed.

1. I live over **there**.

   Me: [ðer]

   Angelica: [der]

2. Here **mouth** dropped to the **floor**.

   Me: [maʊθ]

   Angelica: [maʊf]

3. **Why did you** shut the **door** in my face?

   Me: [waɪ dɪd ju], [dor]

   Angelica: [waɪdʒʌ], [dɔʊ]

4. Go to bed **before** I have to **ask** you again.

   Me: [bɪˈfor], [æsk]

   Angelica: [bɪˈfɔʊ], [æks]

5. I wore **this** **mask** **for** Halloween.

   Me: [ðɪs mæsk for]

   Angelica: [dɪs mæks fɔʊ]

6. **What's up dog**?

   Me: [wʌts ʌp dag]

   Angelica: [wʌd ʌp dawg]

7. **These** are smooth.

   Me: [ðiz]

   Angelica: [diz]

8. **Because** he's my **brother**.

   Me: [biˈkʌz], [ˈbrʌðɚr]

   Angelica: [ˈkʌz], [ˈbrʌdʌ]

9. She's **coming** over **because** we're **playing** with **things**.

   Me: [ˈkʌmiɧ], [biˈkʌz], [ˈpleɪn], [θiɧz]

   Angelica: [ˈkʌmin], [ˈkʌz], [ˈpleɪn], [tiɧz]

10. I live over **there**.

    Me: [ðer]

    Angelica: [der]

11. I'm **out of** here.

    Me: [ˈaʊt ʌv]

    Angelica: [ˈaʊdʌ]

12. It's none of your **business**.

    Me: [ˈbɪznɛs]

    Angelica: [ˈbɪdnɛs]

13. **What's up?**

    Me: [wʌts ʌp]

    Angelica: [wʌd ʌp]

Conclusions:

After an intense study of the phonemic differences in Midwestern and Black dialect, I discovered several commonalties. From these commonalties, I developed 5 phonemic "rules" that state the phonemic differences between Midwestern and Black dialect. In each rule, standard phonemic qualities of Midwestern dialect appears on the left of the arrows and standard phonemic qualities of Black dialect appears on the right of the arrows.

Rule #1
The [th] Combination

A. In Midwestern C___ [+/- voice] → a C___ [+/- voice] in Black dialect speakers
           [+ dental]   [+ alveolar]
           [+ fricative]   [+ stop]

<div align="center">or</div>

<div align="center">C___ /th/ → C___ /d/ or /t/</div>

- This "rule" can be seen in the words: **th**ere, **th**is, **th**ese, and **th**ings, as seen and transcribed in sentences 1,5,7, and 9.

B. In Midwestern ___C [- voice] → a ___C [+/- voice] in Black dialect speakers
           [+ dental]   [+ labial dental]
           [+ fricative]   [+ fricative]

<div align="center">or</div>

<div align="center">[ə] → [f] or [v]</div>

- This "rule" was noticed in the word "mou**th**," as seen and transcribed in sentence 2. This rule can also apply to the word "smoo**th**," which Black dialect speakers often pronounce [smuv].

Rule #2
The ___ C [r]

In a Midwestern ___C [+ voice] → a ___C [- voice] in Black dialect speakers
         [+ alveolar]   [+ bilabial]
         [+ approximate]   [+ approximate]

<div align="center">or</div>

<div align="center">[r] → [w]</div>

- This "rule" can be seen in the words: floo**r**, doo**r**, befo**r**e, and fo**r**, as heard and transcribed in sentences 2,3,4, and 5.

Rule #3
The ___C /ing/

In Midwestern ___C [+ voice] → ___C [+ voice   ] in Black dialect speakers
             [+ velar]   [+ alveolar]
             [+nasal]   [+ nasal   ]

or

$$[n] \rightarrow [ŋ]$$

- This "rule" can be seen in the words com**ing** and play**ing**, as heard and transcribed in sentence 9.

Rule #4
The intervocalic [t], [z], and [ ]

In Midwestern Dialect   **In Black Dialect**

[+ intervocalic] + [+ voice   ]   [- voice   ] → [+ intervocalic] + [+ voice   ]
                 [+ fricative   ] or [+ stop   ]   [+ stop   ]
                 [+ alveolar or + dental]   [+ alveolar]   [+ alveolar]

or

Intervocalic [t], [z], and [ð] → Intervocalic [d]

- This "rule" can be seen in the words and phrases: bro**th**er, ou**t** of, bu**s**iness, and wha**t's** up, as heard and transcribed in sentences 8,11,12, and 13.

Rule #5
The ___C /sk/

In Midwestern dialect ___C [s°k] → ___C [k°s] in Black dialect speakers

or

/sk/ → /x/

- This "rule" can be seen in the words a**sk** and ma**sk**, as heard and transcribed in sentences 4 and 5.

Artifact #9
Research Paper: Helping Monolingual Teachers in Multilingual Classrooms

Teaching English as a second language (ESL) students is not something that I have ever had experience with. Knowing that the number of ESL students in America's classrooms is rising quickly, I knew I needed to prepare myself to teach ESL students. Taking ENG 583 and doing the research paper entitled "Helping Monolingual Teachers in Multilingual Classrooms" helped me prepare to teach the ESL students that will inevitably arrive in my future classrooms.

This research paper helped me meet all of the following goals and objectives in the English Education graduate program at UNCP:

- Goal 2.1: understanding developmental, emotional, and cultural factors which affect adolescent learners and the management of their behavior

- Goal 2.2: understanding exceptionalities and cultural differences which affect diverse learners

- Goal 2.3: designing curricula and selecting methods which engage diverse learners and afford them opportunities for success

- Goal 2.4: reflecting upon the design of curricula and selection of method, evaluating their success with diverse learners and adjusting

- Goal 4.3: identifying and employing the best pedagogical practice for specific settings and diverse learners

A Final Paper for ENG 583

Second Language Acquisition

"Helping Monolingual Teachers in Multilingual Classrooms"

Submitted to

Dr. McClanahan

By

Sandy Smith

The University of North Carolina at Pembroke

April 16, 2002

Sandy Smith

Dr. Kay McClanahan

ENG 583

April 17, 2002

Helping Monolingual Teachers in Multilingual Classrooms

In his fourth annual State of American Education Address in 1997, Secretary of

Education Richard W. Riley expressed his concern about current teacher preparation:

> *"The entire context of American education is changing. We need teachers*
> *skilled in using computers as a powerful teaching tool, and many more*
> *teachers well-versed in teaching English as a second language"* (Fern 1).

In the spring of 2002, five years after this State of American Education Address,

Richard W. Riley's statement remains true. "The rapidly changing demographics of our

public schools have created a critical need to find a way to teach children who have

limited English proficiency (LEP) and sometimes little formal education" ("Bilingual").

In order to successfully prepare today's students for the challenges they have ahead,

America needs teachers who understand and use technology, and equally, if not more

important, America needs teachers who can teach the growing numbers of LEP students

that enter their classrooms.

Learning and using technology is a complicated process, but a process that is

generally easily learned due to the vast ~~amount~~ number of resources available to help people

become technologically literate. For monolingual teachers, learning technological skills

seems like a mole-hill compared to the seemingly mountainous process of learning to

teach LEP students without themselves learning a second, third, or even fourth language.

However difficult this mountain of teaching LEP students is to climb, it is a

mountain that all teachers must find a way to climb. According to the National Education

Association all LEP students must have "available to them programs that address their unique needs and that provide equal opportunity to all students, regardless of their primary language" ("Bilingual"). Monolingual teachers can, do, and will be able to fulfill the special needs of the LEP students in their classrooms without having to learn a second, third, or fourth language. Monolingual teachers will successfully make the trip up the language barrier mountain in their classrooms if they gain knowledge in the following four areas:

1. Theories of first and second language acquisition

2. Understandings of socio-cultural effects on learning

3. Effective, research-based pedagogical practices for LEP students

4. Available support and support systems for teaching LEP students.

Language Acquisition

In order to understand second language acquisition, monolingual teachers are encouraged to consider the complexities involved in first language acquisition. Many of these considerations of language acquisition can be discovered through simple self-reflection exercises. For example, a monolingual teacher may reflect on memories of their own language acquisition, or they may reflect on memories of how a small child in his/her life acquired language at an early age. Within these reflections, monolingual teachers will be reminded that language acquisition is a complex task that takes a lot of time and patience. The recollections on various childhood experiences will also bring back memories of how adults interact with young children to help them communicate at a young age. Many of these natural "parenting" techniques are effective practices that monolingual teachers can use with LEP students in their classrooms. Speaking in short

sentences, giving frequent praise, pointing to objects being talked about, and frequent repetition are all examples of natural "parenting" techniques that are effective practices with LEP students.

Although simple personal reflections will give monolingual teachers a good base to build on, monolingual teachers inexperienced in teaching LEP students should really look at researched, theoretical practices about teaching LEP students. In her article "English (as a Second) Language Arts Teachers: The Key to Mainstreamed ESL Student Success," Martha W. Young points out that in order to help the LEP students in classrooms, "a background in theoretical perspectives regarding second language acquisition (SLA) will help" (19).

The modern theories of language acquisition generally start with the structuralist/behaviorist schools of thought during the 1940s and 1950s. The structuralists/behaviorists attempted to scientifically study language acquisition, studying only the overtly observable data of language acquisition (Brown 9). This era of theory was a nonmentalistic view of language. B.F. Skinner and Ivan Pavlov led much of the way in this era of language acquisition research. From these theories, pedagogical approaches to second language centered on various forms of rote learning approaches. Teachers would give students lists of vocabulary words and grammar rules to memorize. Drill. Drill. Drill. This was the main mode of thinking in this era of the best approaches to second language acquisition.

Many approaches to learning and teaching a second language still revolve around the structuralist/behaviorist school of thought. During the 1960s and 1970s, research and understanding of language acquisition turned away from the behaviorist school of

thought and moved toward rationalism and cognitive psychology. This movement became know as the nativist approach to language acquisition. By studying language acquisition gurus in this era, monolingual teachers learn that nativisits did not agree with the behaviorist school of thought. Nativists, like Noam Chomsky, felt that "human language cannot be scrutinized simply in terms of observable stimuli and responses" like behaviorists believed (Brown 9). Nativists and other cognitive psychologists "sought to discover underlying motivations and deeper structures of human behavior" (Brown 9). Nativists ascertain that "language acquisition is innately determined, that we are born with a genetic capacity that predisposes us to a systematic perception of language around us, resulting in the construction of an internalized system of language" (Brown 24). From these core ideas about language acquisition, the idea of Universal Grammar (UG) was developed. The core of UG is that all children, regardless of environmental stimuli, are able to learn languages.

Following the nativist school of thought regarding language acquisition came the constructivists. Key figures in this arena of language acquisition thought included Lois Bloom, Jean Piaget, Lev Vygotsky, Paolo Freire, Carl Rodgers, and David Ausubel. According to constructivists, language acquisition is largely a matter of social and/or environmental interaction. In contrast to the behaviorists, who where concerned with the forms of language, constructivists were largely concerned with the functions of language, social interactions, and resulting discourses. Pedagogy in the constructivist school of thought focused on the whole learner, not just the language. Constructivists believed that empowering learners was vital to successful second language acquisition (Brown 90). They believed that teachers must "provide the nurturing context for learners to construct

their meanings in interaction with others" (Brown 91). Socialization, meaningful learning, and empowering students highlighted the key focuses of the constructivist school of thought.

Although language acquisition theories have seemingly come and gone, monolingual educators with LEP students need not worry. "The cyclical nature of theories underscores the fact that no single theory or paradigm is right or wrong. It is impossible to refute with any finality one theory with another. Some truth can be found in virtually every theory" (Brown 13). The point of introducing monolingual teachers to the different approaches and theories of language acquisition is to make these teachers more aware that there is not one, fool-proof, guaranteed method of teaching LEP students in classrooms across the globe. By studying the different theories, and the pros and cons of each, monolingual teachers can judge and choose methods for themselves and their unique teaching style. Having a "bag of theories" allows the monolingual teacher to also choose methods that work with each individual classroom and/or student. Monolingual teachers are encouraged to follow the advice of Kenji Hakuta, chair of the National Research Council who says, "Rather than choosing a one-size-fits-all-program, the key issues should be identifying those components, backed by solid research findings, that will work for a specific community" ("Bilingual"). By borrowing ideas from various schools of researched thought and theory, monolingual teachers will gain confidence in their teaching because they know that their methods are both research and theory based.

[handwritten margin note: You've gotten a bit carried away w/ Brown — a little variety would be more impressive.]

[handwritten margin note: good point.]

Socio-Cultural Factors

Along with being familiar with different theories of language acquisition, monolingual teachers need to be aware of the large degree by which success or failure to

learn a new language ~~considerably~~ depends on the learners' ability to accept the culture of the new language. In fact, the linkage between culture and language has been coined "inseparable" by current foreign language theorists (Zoreda 3). Because of tight and important connections between language and culture, teachers must make themselves aware of these connections.

Just as gaining knowledge about language acquisition began with self-reflection, much of learning about a new culture also starts with self-reflection. Teachers must reflect on the cultural, racial, linguistic, and socio-economic backgrounds of both themselves and of the students in the classroom. Because of the influx of LEP students in classrooms, there are inevitable cultural and linguistic mismatches between teachers and students (Terrill & Mark 1). Teachers can attempt to correct linguistic and cultural mismatches through self-reflection exercises. Through reflections, teachers will begin to see that ties to their personal culture limit them in their ability to effectively interact with students that have different linguistical cultural, and socio-economic backgrounds (Terrill & Mark 2). By being aware of these limiting factors, teachers can then take steps to correct language and cultural barriers that hinder learning.

Not only do classroom teachers with LEP students need to reflect on personal and classroom cultural similarities and differences, but each individual student in a classroom with LEP students needs to reflect on these similarities and differences as well. Students should focus reflections on native prejudices, likes, and priorities towards English and Americans (Zoreda 5). Reflecting on cultural differences and prejudices in a classroom setting is often an area that teachers understandably avoid. In her article, "Cross-cultural

Relations and Pedagogy," Margaret Lee Zoreda offers good, practical advice on how to tactfully discover and discuss cultural differences in the classroom.

Zoreda suggests that both teachers and students act as ethnographers in the classroom to discover together the similarities and differences between cultures represented by the students in the classroom. As ethnographers of different languages and cultures, students and teachers "attain mastery in cross-cultural communication and understanding" (Zoreda 2). These ethnographic studies will help students be successful in both school and in their lives outside of the confines of the school building. Cross-cultural communication and understanding are necessary skills for the "global village" of the classroom and for overall survival in the culturally diverse societies of the world. To implement the ethnographic study, Zoreda suggests "watching movies or television programs from abroad; reading foreign literature, whether in the original language or translation; and interacting with persons of other nationalities on a professional or personal basis," (1).

The "ethnographic" study should also extend past the classroom. Often teachers of LEP students overlook the importance of building a relationship with the families of LEP students. Family members can provide an invaluable insight into an LEP student's life outside of school. Family members know the child the best. They know where the child's talents lie; they know his/her weaknesses; they know in which situations and environments the child learns best ("Involving" 1).

Linda Jean Holman agrees with Zoreda's emphasis on making the children and the families of LEP students feel at home in the school. In her article "Meeting the needs of Hispanic immigrants," Holman gives teachers advice on both effective and ineffective

ways of involving the families of LEP students in their children's schools. Holman warns all teachers that when dealing with the families of LEP students, teachers need to be aware of the fact that Hispanic parents may feel intimidated by highly educated school personnel (2). In order to make these parents feel less intimidated, Holman suggests that having teachers make "home visits, phone calls, and personal greetings at school events" will make them feel welcomed (3). Holman also points out that many of the parents of LEP students will not be English proficient; therefore, in order to send communications home to these children, teachers should avoid sending written notices home. With a written notice, teachers cannot be sure that a parent understands the message. In order to be sure parents get the message, teachers should make a personal phone call home and/or visit with the parent in person to be sure he/she understands. Once the parents feel less intimidated by the school, they will be more likely to participate in school activities with their children. To involve the families of LEP students in the classroom, Holman suggests that teachers look for areas of expertise that parents can "demonstrate at meetings, in class lessons, and at assemblies" (4).

Through these ethnographic studies in the classrooms, teachers and students will learn a lot about different cultures. Shirley Brice Heath, a linguist and anthropologist who has studied discourses of many different cultures, encourages teachers to study the discourse features of different cultures. In studying these discourse features herself, she has given teachers valuable input, information, and results about the features of different discourse communities. Her findings enlighten teachers to the fact that differences in discourses hinder, and even block, communication and understanding. Teachers cannot assume that their cultural discourse is easily understood by all the students in a given

classroom. If teachers follow the advice of Zoreda, Holeman, and Heath and spend some time doing an ethnographic study of the cultures in the classroom, teachers will discover what words, phrases, and syntactical patterns help or hinder communication between the different individuals in the classroom. Teachers are encouraged to follow the advice of Shirely Brice Heath who comments, "We can't expect school discourse, we must teach it" (Finn 49).

This type of "class project" sounds not only helpful but fun.

The ethnographic studies will also benefit the students. Through the study students will gain a personality of a "multicultural person whose horizons extend significantly beyond his/her own culture" (Zoreda 7). Schools should aim to develop culturally competent learners, and learners with cross-cultural personalities (Zoreda 8). Aiming towards this development is important because "the multicultural identity is fluid and mobile, more susceptible to change and open to variation [...] capable of negotiating ever new formations of reality" (Zoreda 8). Being able to move in and out of other cultures, in a way that makes all students potential "cultural mediators" or "citizen pilgrims"

Not a sentence.

(Zoreda 10-11). By teaching this way, students will be freer because they learn about the constraints that societies have had on their development. They will also be more tolerant of others from different cultures, seeing how they, too, are affected by their cultures (Zoreda 11).

Classroom Pedagogy

One key in helping "seasoned" teachers, or teachers with little or no background experience in teaching LEP students, is to let these teachers know that many of the strategies that they already use in their classrooms are also good strategies for LEP students (Cook 49). According to Lenora Cook and Phillip C. Gonzales, English

classrooms conducive to successful English as a second language (ESL) learning have "a high amount of interaction between and among students in heterogeneous small groups; a print-rich classroom environment where student work is displayed; an emphasis on exploration, creation, and presentation of ideas; and the development of confidence in interpretation and analysis through peer and teacher interactive strategies" (Cook 51). Many teachers already use methods similar to these in their classrooms. This realization makes the inclusion of LEP students into classrooms seem like less of a problem because teachers are able to use their same lessons and just incorporate a few other, basically minor changes.

One technique that is supported by nearly all second language pedagogy gurus is to introduce new information by attaching the new information to something the students already know. One of these second language pedagogy gurus is David Ausubel. In his Meaningful Learning Theory, Ausbel contends that learning takes place "through a meaningful process of relating new events or items to already existing cognitive concepts or propositions—hanging new items on existing cognitive pegs" (Brown 83). By attaching new information to old information, students are able to subsume the new information under a larger conceptual system. If teachers do not connect new information with old information, the information is likely to be lost because the new information is not connected, or associated with, an existing cognitive structure (Brown 83).

Good pedagogy, true to Ausubel's theory, would suggest letting LEP students draw from knowledge and understanding in their first language and culture to help them learn the second language and culture. Cook emphasizes the importance of attaching new

learning to prior knowledge. Cook suggests attaching new knowledge to learned knowledge through conversations about personal experiences that relate to the new topic or theme being introduced in the lesson and/or new piece of literature (49). Zoreda also supports Ausubel in discouraging teachers from using sporadic, cultural "factoids" when teaching about different cultures (4). Zoreda promotes learning about new cultures through investigative approaches that include "experimental and process learning wherever possible"(4). The investigative pedagogy helps students "make sense out of the facts they themselves discover in their study of the target culture" (4). When a fact is personally discovered, it is more likely to be meaningful to the learner.

Another way for teachers to build "cognitive pegs" in students is by teaching in thematic units. Michelle De Cou-Landberg's book The Global Classroom a thematic multicultural model that could be used in almost any K-6 and/or ESL classrooms. Cou-Landberg's book is built around universal themes such as weather, plants, animals, food, clothing, housing, transportation, and celebrations. By centering thematic units on universal themes, teachers are able to build learning around cognitive pegs that exist in nearly all students. The universal themes can bring together the "diverse ESL populations and, at the same time, help the native speakers in the school gain from a unique opportunity to learn more about the world"(De Cou-Landberg vii).

Part of building "cognitive pegs" is to start with easy cognitive tasks and build up to more difficult cognitive tasks. In her article, "A Synthesis of Methods for Interactive Listening" Pat Wilcox Peterson points out that "no other type of language input is as easy to process as spoken language, received through listening" (106). Listening to spoken language is the first part of language study for anyone. Children listen first and then

begin to imitate sounds of their nurturer. To help teachers instigate listening skills into their classrooms, Peterson provides teachers with examples of listening lessons that can be taught to language-minority speakers in all levels (107). To promote listening skills, she encourages teachers to use a number of voices, songs, radio clips, taped dialogs, and video programs (107). To help make input comprehensible to LEP students, she encourages teachers to use a lot of extralinguisitic support such as visuals and gestures. Textual features such as repetition, redundancy, and simplification are additional avenues through which necessary support and clarification for LEP students can be provided (108).

Along with focusing on listening skills, Cook feels that interactive, student-centered pedagogy developed through small learning groups is advantageous for LEP students being mainstreamed into regular, all English classrooms. These small learning groups provide a low-risk atmosphere among L2 peers and other L1 users in the classroom (Young 20). Cook states that a small-group, low-risk atmosphere can be attained through peer tutoring, heterogeneous cooperative/collaborative learning groups, dialectic journals, and small group or individual projects (49). "Active groups give second language learners a meaningful context and a non-threatening environment in which to both hear and practice their English language skills" (Cook 51). Young agrees with Cook stating that, "cooperative learning is a safe environment for the novice ESL learner to orally 'try out' language" (20). Small groups and meaningful learning "encourage negotiation of meaning between speakers, focuses on successful communication, and maintains little emphasis on error correction or explicit rules of form" (Young 20).

Teachers: The Key to Mainstreamed ESL Student Success," Martha W. Young outlines

several avenues for teachers to find support in their attempts to teach the LEP students in

their classrooms.

Two such avenues of support mentioned by Young are the school's reading

specialist and school librarian (18). Young points out that reading specialists have

knowledge of literacy development and understand how the reading process facilitates

transfer of L1 reading skills to reading in L2 (18). Another good resource available at all

schools is the school librarian. Librarians, like reading teachers, often have knowledge of

literacy and reading processes. When LEP students start learning the L2, they must also

continue to develop literacy in their L1. One way to encourage L1 literacy in LEP

students is to provide reading materials in the school library in the L1 of all students in

the classroom. This means that the school librarian may have to purchase books in

several different languages to satisfy all the languages represented in the school. Because

of limited funds, schools may not be able to buy all of the different books needed.

Asking families of the LEP students to donate books to the school library is a great way

to get a variety of books written in different languages. This not only saves the school

money, it also provides a way to involve the parents, families, and communities of LEP

students with the schools that their children attend.

In her article, Young points out that the most obvious resource for a monolingual

teacher to befriend is the school's foreign language teacher (18). "These individuals have

a great wealth of knowledge: first they understand second language acquisition issues;

second, they are sympathetic and empathetic to the issues of the second language

learning; and third, they provide guidance and support for teachers in the process of

transition from being a monolingual English teacher to becoming a mainstreamed ESL classroom teacher" (18-19). Along with the foreign language teacher, monolingual teachers could tap into the vast numbers of older students who are either learning a foreign language or whom themselves are LEP students (19).

Another vast and widely available source of information for monolingual teachers teaching LEP students is the Internet. In her article "Cruising the Web With English Language Learners," Dr. Laura Chris Green describes three hypothetical vignettes that English teachers could easily use, modify, and mold into nearly any classroom lesson and/or setting. By using the Internet to help LEP students learn English, teachers are also helping these students develop literacy of another kind, computer/technology literacy. Her article cites several educational web sites that provide information on various subjects concerning ESL instruction and students. The information available to teachers is so vast that even the largest public and university libraries would not have as much information in one location as there is available on the Internet.

In the vast and quickly changing world, teachers are constantly trying to figure out ways to meet the needs of the students in their classroom. In 1997, Secretary of Education Richard W. Riley emphasized the importance of both technology and second language learning as key factors in the changing demographics of today's classrooms and communities. These factors are still relevant and still remain in the forefront of educational concerns in 2002. By using the Internet as a source of information and as a source to gather classroom materials from, *all* teachers and students can make strides in *both* second language and technology acquisition.

Conclusions

No matter the methods and/or materials used to teach LEP students, teachers
"have an obligation in a democracy to provide equal educational opportunities to all
students, regardless of their country of origin or home language" ("Bilingual"). In order
to provide these equal opportunities for LEP students, educators need to be educated in
the basic principles of language acquisition, understand the socio-cultural effects on
learning, incorporate good pedagogical practices to help LEP students, and strive to seek
and support for
out as much information on ESL learning as possible.

I enjoyed your paper
very much. You provided
a "how to" based on
well integrated research.
And now you will be
able to test your own
advise.

Well written.

(A)

Sandy —
Hope the wedding
was just as you
wanted it to be.
I look forward to
seeing you for your
Capstone.
Kay

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Artifact #10
Reflection Notebook

One of the biggest areas of growth in my teaching philosophy was adding to it the important task of keeping a classroom reflection notebook. In this notebook, I reflect daily on how I'm feeling, what things in the classroom are going well, and what things are not. The journal is useful for sorting out problems, reflecting objectively about the quality of my teaching strategies, and for recording ideas and methods that I use that may work with future students.

This reflection notebook helped me meet all of the following goals and objectives in the English Education graduate program at UNCP:

- Goal 5.5: improving curricula and practice in response to reflection as well as input from parents, students, and community leaders

- Goal 5.6: reflecting upon personal growth

1 *subject*

NOTEBOOK

Ms. Smith
(Sandy)
Action Research
Carver Middle School
2000 - 2001

PERFORATED SHEETS

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MCS-USA, Inc
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Position paper Due 10/30/00

read Chpt 4 & 5 for 23rd) answer Questions	23! A~2nd critique				

NOTES: www. utoronto . ca /~ctd /networks/ journal

Annotated Bibilography

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Action Research for my classroom? This first six weeks grading period I have one class that has, I can't say completely frustrated me, as I should have expected this performance anyway; but, that has nearly everyone failing. Our school is ability grouped so each year I have one class of 3's + 4's and another class of 1's and some 2's. The 3's + 4's of course bring in all their homework each day, their parents are involved in their work and call consistently making sure that their student is doing and ~~ee~~ behaving well in my classroom. With these higher kids I have no problems moving the class into cooperative groups and having whole class discussions. They can stay on task and respect each other when we have whole group discussions. It is my belief that these students are able to do this because of their homelife and because of their peers, who have been with them in these same ability groups for several years. These "high" students have been successful at school and supported by their family, teachers, and peers.

In my bottom group, the support these kids ~~to~~ have is almost non-existent. Their peers look down on them for doing well in school. I rarely ever hear from these parents. These students rarely bring in homework or

bring back letters that must be signed by the parents. I can rarely reach these parents, as many have no telephones. These students are also of obviously lower economic homes as they have dirty clothes and often wear the same clothes day after day. Even the boys with their hair cuts - often shaved or ragged. The way to be accepted in this classroom is to be the one who disrupts the class and gets sent out of the room. I'm sad to say that the one who gets the lowest test grade usually gets all the attention as well. I can sense that those students have built up walls of protection around themselves, not claiming to have no feelings or claiming care if anyone likes them or not. This is the class I would like to focus my action research on.

My mind is flooding with ideas on how to help this class after reading "The Quality Classroom. This book has really inspired me to be a better teacher. I also liked how the textbook that we are reading for this class stated that a good place to begin action research is to look at the assumptions that your school takes for granted. In our school I work for a principal who is very "old school", by old school I mean that he believes the best learning takes place

When all the students are quiet, sitting in rows, listening to the teacher lecture. My first year teaching under him I did a cooperative learning lesson with him for my first "formal observation". This ~~was~~ was the type of lesson that got "rave" reviews by my college professors. When I got my evaluation back — I basically "bombed" it. He commented that students were up out of their seats talking. Of course! was my thought. So I've learned from that experience that he wants the old school way of teaching. Since then all my observations have been — lecture type, ~~where~~ where the students sit in rows silently and take notes. I've never been comfortable with this type of "military" teaching, it goes against all I believe what good teaching is. Through this type of teaching, I've become a very harsh, strict, no-nonsense, almost non-feeling teacher. Again, I am not comfortable with this at all.

Reading The Quality School has put a spark back into my desire to teach. For my action research project, I want to find a way to help my low performing class in two areas ①the quality of their work ② their self-esteem. I am not sure if a research project can be twofold. If not I'll focus my research on the quality of their work as this will be easier to collect and interpret data on.

Using a premature Action Plan - my
action plan may look something like this

Focus

Improving the quality of homework
and classwork in my low performing classes.

Data

Collection of Students homework and
Classwork ~~st~~ during the 1st 6weeks

Interpretation

Students turn in classwork and homework
of very, very poor quality. Students
have a lack of desire to do well on
class. The highest score on a Six-weeks
reading test was a 64% - whereas in
my high achieving class the highest score
was 100% - Average grade firstweeks

add in -
quality
Classroom
Setting?

Action Plan

"Glasser"

Implement a "Quality Control" grading
System. This System will be Based on
ideas from The Quality School. I will
focus lesse on the quanity of homework
and classwork. ~~that~~ I give them and
more on the quality. I will Not accept
any papers below a "B" Quality state
Students will re-work the papers
~~tha~~ with Specific directions, until the
papers meet the B-Quality. It may

be the first time in their lives that they get to see a "B" on a report card!

Action Steps

1. Tell the students about the new policy.

2. Tell the parents about the new policy

3. Implement the policy into the classroom

4. Record & collect data on how the policy is working or not working.

5. Research ways to improve student motivation.

6. Reduce the amount of homework to increase the amount of time I can spend on preparing interesting class lessons that they will find useful

7. To the Essential Question on my board each day add a Life Question — How can what I learned today be used in the "Real" world?

Could I change my research to action plan to implementing some of the ideas of Glasser?

9/10/00   A reflection on "Todays, Tomorrows + Yesterdays in my Backyard"

I was so happy to read this article. What an appropriate time to have the class read this. It put me at ease with this action research project. I was terrified of it from the beginning. Karen Brooks-Cathcart sends a personal message in this article saying that AR is really something we all, as teachers, already do. That action research is not something that will add more "stuff" to our already full plates. She also empowers us to do this for ourselves because in the changes we attempt to make is our ownership. It is not a change made by someone else that may have worked for them, but that we know would never fit our style and personality of teaching. In this article, I was able to find my action research project. It all started with simple reflection as she stated in the beginning of her article.

QS = Quality School
QST = Quality School Teacher

● Ideas from Glasser to try   9/10/00
(QST,4)   1. Sitting the students in a circle.
When in rows I can't reach them.
          2. teach them what quality is and then
that they can do quality work

(QST,8)   3. push for better work work now,
quality work later — to get them "into" the
system.

          4. Realize that I have a lot of new
things that I want to try in the classroom,
however, too much change may be harmful
rather than helpful. I will slowly try to put
his ideas into practice. "There is no hurry."
● "It takes time to become a quality teacher"

          5. I will not ask my students to do anything
that is not quality. The work I prepare
for them must be of quality!

          6. Realize the 5 Basic needs & find ways
to satisfy these needs for my students
in my classroom.
                      1. Survival   according to control theory
(QS,43)   2. love   we will try to control our
                      3. power   own behavior so that what
                      4. fun   we choose to do is the most
                      5. freedom   need-satisfying thing we can
                                     do at the time. (QS. 43-44)

●   7. If you master this skill, how will it improve
the quality of your life?

6 Conditions of Quality School Work

1) There must be a warm and supportive classroom environment

2) Students should be asked to do only useful work

3) Students are always asked to do the best they can do.

4) Students are asked to evaluate their own work and improve it.

5) Quality work always feels good

6) Quality work is never destructive

"Control theory explains that we will work hard for those we care for (belonging), for those we respect and who respect us (power), for those with whom we laugh (fun), for those who allow us to think + act for ourselves (freedom), and for those who help us to make our lives secure (survival)"

Read "Kindness is Contagious" + the "Flying fish" from Chicken Soup for the kid's Soul. → To create + open doors of conversation also to work on the warm + Supportive Classroom environment. Ask them how their weekend went - Share my weekend with them.

(Cool!) Move on to using primary resources - explain the addition. to of the Life Question - (how the Stuff we are learning applies to life) to the Essential Question of the day.

Remember not to "shove" to much of the Quality School Stuff down their throats to soon as they may see this as "fake" -

Also remember when grading to push for "better" now "quality" later. So they don't get discouraged -

To begin the discussion of quality - homework will to be to bring in Something that you consider quality to class tomorrow.

9/11/00

Class Evaluation

I really liked using the "Life Question" Students were using primary resources - their Essential Question was what is a primary resource? I was able to reach them more by asking them the life Questions Why should I know what primary resources are? and How could knowing how to use primary resources help me in "Real" life? ~~There~~ After they responded I asked them if what I was teaching them today was valuable. They all agreed enthusiastically that it was valuable. In class today they worked much harder in class than they did on Friday - maybe because they had that "purpose" kids when I asked them to stop - were saying wait, wait I'm almost finished! I like how this is working out. They are really curious about the "Quality" word because of their homework.

Used the dital camera to take pictures of the Students. Printed the pictures, framed them in construction paper, and set the frames around the room. This I feel adds a sense of "family" to my room. ~~Stu~~ Students laughed + enjoyed looking at them!

Discipline → Students in a cooperative group were interrupting each other I asked them to apologize to each other. They asked why? I said for interrupting each other's chance to learn. They gave me a strange look, apologized and had that "Oh I see"

look on their- face - a breakthrough I think

① Show Cartoons Calvin + Hobbes ②

② Re read & Discuss "Ferrari, Anyone"

9/12/00

Topic: Creating a warm + caring classroom

③ Goal - ~~to~~ avoid using putdowns

ACTIVITIES - Read the meanest thing to say, Bill Cosby

— tell them of my goal to stop putting students down and to stop using sarcasm. Ask the students to point out when I use it — as a class agree to improve on the amount of putdowns we use in this class and elsewhere. "Explain that most of the trouble + friction among people, in or out of school, is caused by putting others down.

Goal 1.04: How do I reflect on learning experiences?

QST 3b

Life lesson: Why is it valuable to my life to reflect on the lessons I've learned?

Start here → develop what is not discuss what's not + how to make changes in my life

Quality ←

* Discuss, with desks in a circle the quality items the students brought in — + why they see those items as quality.

* Discuss Quality in different areas

Quality Always Feels Good

whole group discussion PWS

Clothes, parents, friends, teachers, hair Styles, language, ~~too~~ work, ~~homework~~

How can we strive to put more quality into our lives? — Ask this question after you model the answer

Life Lesson Question? ~~Why~~ How is what ms. Smith teaching us about putdowns + quality is useful to my life in the real world?

Primary + Secondary Resources: How do I evaluate the usefulness of a primary or secondary source?

Class Evaluation

8/12/00 Great class discussion. Students brought in the items they considered quality and explained why the item had quality. They enjoyed bringing in items — like the old "Show + tell"

Kids love "Little Bill" — they knew about little Bill before I even started reading the book. The Meanest Thing to Say. This book was great and goes along perfectly ~~~~ with "Control Theory" Kids automatically agreed that when someone says something bad about them — they automatically came back with something bad to say about the other person. This book gives them control in those situations by just saying "SO" when someone calls them a name.

Kids commented that they enjoyed sitting in a circle — they liked learning how to handle situations without fighting. Many had questions about how to handle other situations like people talking about their mamas etc. I told them to write down those problems and to see that if as a class we could come up with a solution —

about class today
One boy wrote "It was cool today but like my daddy I think your taking up the ~~role~~ job of a parent" — I suppose I am — but too many of my kids live in homes without quality parents.

Ferrari, Anyone?

A young boy came home crying from school one day. His grandfather was visiting and greeted him. "Why are you crying?" his grandfather asked. "Because Paul called me a sissy! Do you think I'm a sissy, Grandpa?"

"Oh no," said his grandfather. "I think you're a Ferrari."

"A car?" said the boy, trying to make sense of what his grandfather had said.

"Well, if you believe that just because Paul called you a sissy that you really are one, you might as well believe you're a car, and a terrific one at that," explained the grandfather, asking, "Why be a sissy when you can be a Ferrari?"

"Oh! That's cool, Grandpa!" the boy exclaimed, now realizing that he got to have a say in how he felt about himself. "Yes, it is," replied his grandfather. "The opinion you have of yourself should not only count as much as anyone's—but even more."

—Taste Berries for Teens

Teenagers

They wear clothes too tight.
They wear clothes too big.
They have funky hair styles,
I think they need a wig.

They're allowed to stay out.
They're allowed to make out.
They're allowed to wear clothes
That let it all hang out.

They're allowed to have boyfriends.
They're allowed to have girlfriends.
They can't mind their business.
They're way far into trends.

They're snotty and conceited.
They think they're all that,
They make me want to puke.
Next year . . .
Will I be like that?

Melissa Mercedes, age 12

Control Theory   Quality

Class 2 = 9/12/00

Uhhh — same lesson as this morning with a totally different group. Geeze — this group just does NOT know how to act in class discussions. It took everything in my power to NOT put them back in rows. I can't let this frustrate me because this is what they need. They need to know appropriate discussion skills — Every time I talked I had students talking — not even caring about what was being said. How can I change this?

Group discussion on ~~post~~ how to have a class discussion — get a seating chart — place lower/disruptive students next to higher, less talkative students. Uhhh — horrible — Not nearly as effective as my high class — but

this is the class I have to reach! Shortly I will have this class in the morning so we will see if that makes a difference, it usually does.

9/13   Answer Essential Questions + life questions
        [EQ] = How do I reflect on learning experiences?
        [LQ] = Why is it valuable to my life to be able to reflect on learning experiences?

        Remind them that we agreed to work on improving the quality of the language we use in the classroom - ask them to write down on a notecard - to post on the bulletin board the ways in which they are going to try to improve the quality of their language

                    Stop Quality School "Stuff" get back to "curriculum"

        Ask Students to evaluate the Sources they used for research on Mon + Fri
                LQ - Reminder - How knowing how to use primary resources is helpful in life.

        Sentences - fragment / run-on / simple / compound
                -Notes

9/13 Modification: Class discussion on what makes a quality classroom - Looks like Sounds like - Brainstorm as a class. Then each student will write a quality improvement goal that they ~~have~~ will set for next week. They will write a rough draft and then write a final draft on a quality sheet to be posted on the Quality Control Bulletin board. Next week they will have to give an example of how they met this goal. This should help me reach my goal of creating a quality classroom.

How neat - Students right now are using "SO!" - they love the lesson they learned from Little Bill.

Class 1 Evaluation - I really enjoyed talking to them about what it takes to build a quality classroom. They filled out goals for next week on Friday they will have to tell how they accomplished the goal.

I also enjoyed the conversations we had about why it is important to reflect on learning experiences. Somehow the conversation trailed to professions - So I introduced the "Choosing Your Profession" project - they seemed highly interested in this! Asking all types of questions.

To show them how I reflect on my learning experiences I told them about this class and showed them the notebook - When they saw their assignments in the Notebook they were Surprised that I used the Skill of reflection - This showed them how what we were doing in class was important and valid to their lives.

Need to make plans for a class discussion on how to handle situation when rules are broken - Control Theory I guess. However I don't feel comfortable teaching that yet, maybe after this weekend.

Class 2 evaluation

A great class - I actually was "blessed?" with the opportunity to have a problem solving moment in my classroom. Two kids were name calling back & forth I asked them if they had remembered what we learned yesterday in class about how to handle this situation - they said that they had forgotten, but now remembered. We, as a class discussed how they could of handled the situation better. Both agreed to remember what they had learned. Then I asked them to discuss how I could of handled the situation. I could of Sent the two kids to "Chill Out" (detention) or I could of made them solve their problems. I asked them which method they thought was most effective - all agreed that the two students learned more by staying in class and working towards a solution to the problem. I told them that this was the way we were going to try to handle problems from

Now on. I asked them if it was valuable to stop class in order to do this, after discussing we decided it was because we can learn from other people how to handle situations we may have to face someday. -Great opportunity

6/14 Very little Glasser, still sitting in a circle - love it
   - Notes - Simple, compound, run-on sentences
   - Exercises in the book + worksheets -be sure to make it relevant to life
   - finish summary of source on S.S. sheets -
   - Brainstorm possible careers -encourage them to bring articles off the internet on their careers.
   - On index cards write down problems they would like to discuss in class meetings

6/14/00 | Class 1 Evaluation |

Discussed various professions they are interested in by brainstorming professions. I had 1 student record our brainstorm on paper (POWER). After brainstorming they chose 2 perfessions they were interested in. Then I told the students that for this project they would be required to do an interview with a person in that profession. Then of course the question arose, but, I don't know anyone in this profession. To solve this we went around the circle and told the 2 professions we were interested in asking the people in the class if they knew someone close to them that was in the profession - we were able to locate a person in every profession except FBI and an artist. We developed an interview form that the students will use during their interview. All are really excited about the project. I am too - I just need to "face" ways to put this into the realms of our curriculum.

8/14/00

Class 2

We are going to watch the movie Stand & Deliver - which Glasser refers to many times in a quality school. I am so excited to have a discussion about the movie.

- Which Character did you identify with?
- How did this person change from the start of the movie to the finish?
- What caused the Students to change?
- How is their class at the beginning of the movie similar to ours?
- How did the class change?
- What caused the change?
- How did the students feel at the beginning of the movie? At the end?
- How does this relate to our discussion of A student equals nerd?
- Is it possible for our class to change this ~~profession~~ perception like their class did?
- What did the students have pride in at the beginning of the movie? at the end?

X How does the quality of the classroom change during the movie? What did these changes do for the students? Could we make some changes like this in our classroom? What would this do for us?

Movie Thoughts

genius/ telling books home - ruin his reputation if he
thinks he is studying - Where did this
perception come from
(they)
— team up + decide to not take quiz
my goat ate it

Homelife? - kids - turn off light / party + drugs
restaurant

Dead End
If All you see is the turn — you
don't see the road ahead

◎ Motivation ◎

* What is do you work hard at doing and
do well? teaching, being a girlfriend

* What might you do in school that might be
quality work. — Develop a ^active research project

To determine if something is quality work
whose standards are important? Should
be important?

What would be a quality assignment in this
course for you?

What conditions would need to exist for
you to do quality work?

Support, love, fun, freedom

Why when you check the avalabity of an item
Does it kick you off of Ebsco?

9/100 Research on Ebsco

microfiche EDRS   A Quality Classroom; Quality Teaching
    ED 205671 —   tools that Facilitate Success
                          Cooke, Brian (ED383698)

ED205671 – Managing the interactive Classroom (ED386313)
                          Burke, Kay, Ed.

The School for quality learning   Crawford, Donnak Jan 1993
managing the school & classroom the   ISBN: 087822341X
Deming way   (ED381901)

Books

The quality Schoolteacher: Specific Instructions...   Suggestions

    LB 1025.3. G52 1999

The identity Society

    Hm 101. G55 1975

Stations of the mind
    RC 489. R37 G55 1981

Research

NHL on studts' needs team Learning - Really Want

Educational Leadership - V45 n6 p38-45 ma A88
    Brant, Ron

Classroom Meetings Brutrov Thomas Σ

Learning Feb 93, Vol 21 Issue6, p19, 3p, 1c

Jour Ed Research
Journal Ed

(Yes)

Getting Started with TQM
    Educational Leadership Nov 92
                        Vol 50
AN: 9301312124   Issue 3
Issn: 0013 - 1784   P 10
                        4 P
        Educational Leadership   V 45
                                N 6
                                P 38-45
                                Mar 1988
Rural Elementary School
    0013-1784

Research

9/18/00 →

   Discussed the movie Stand & Deliver → Put up a
banner in the classroom that says "Got Ganas?" - Which
means Desire. The discussion was good - in that the
students discovered that the only place a "macho-
cool-guy" is cool is in school that outside of school
the only path this person has to take is towards
a gang, drugs, or as they said jail. It was something
I think a lot of them hadn't really thought
about.

   We've begun the Career Search Project. - Students
seem interested and excited about the project. I've
divided the class into 5 groups, trying to
group them by professional interest. We did
some "Teaming Activities" out of the Kagan book.
The teams had to put together a puzzle
and sequence a group of cards by the
amount of detail on a picture without
showing their cards to each other. I really
want to work to build those into strong
teams~ that way they have the sense of
desire to work together in class similar to
the sense of "team" & support members of
an athletic team, band, or chorus have. A very
positive day - ~~too~~ for a dreary Monday!

9/21

47 "When students are upset, they are
never responsible; they are always victims
of someone who has caused their misery."

51 It then follows that if it is a choice,
it is likely that a better choice is possible.

(52) As students begin to use control theory, they quickly learn that there are far better choices than to sit around complaining that they are the victims of a situation that they cannot control. They learn that they are rarely a victim, and if they choose to act like one, its a foolish choice.

It is always the difference between the pictures in our heads and the situation in the world that starts us behaving.

(62) Children who are taught relevant material will make an effort because ~~that~~ material that you can relate to is empowering. Forcing kids to learn what makes no or little ~~sense~~ ~~is~~ makes them feel powerless

Without failure kids keep learning in their quality worlds

[Empowering + Involving]

(74) They only get results if those whom they push share their goals.

81   Teachers as managers rarely go beyond the traditional mangerial role of direct, reward or punish

teachers change perception from worker to manager

Classes in learning teams for four days now. I'm realling enjoying the comrodery. The teams worked on making team names, mascots, handshakes, and cheers. Class reflections have all been positive, except for maybe 2 or 3. Although my classes are louder now — I am seeing more smiles. Which means learning is now at least a little fun. I really think this idea of teaming will increase students motivation to learn — they feel a part of something.

Tomorrow the groups are going to role plays skits about negative feelings. Many groups picked anger, some being left-out/lowliness. After the role plays I will ask the students why one of the characters felt bad — I am hoping that all of them will say that an external force made them feel bad (another student, a teacher, etc.) Then I am going to introduce to them the concepts of choice theory. Where the ony feelings we have control over are our own. We will discuss the 5 basic needs we all have and discuss which needs were not being met in each skit. I will give them a handout of choice theory questions that we will use in class whenever problems come about. I want to give them a worksheet to work out in pairs like they will have to when a situation

arises. A situation came up in class yesterday where two boys were about to fight and we were able to resolve it using choice theory It was really neat. I am still struggling with the focus of my research paper. Will learning teams and the use of choice theory in the classroom lead to higher motivation and higher student performance. Because control theory is going to be such a big part of the learning atmosphere I don't know how I can leave it out.

9/22	team skits emotions	- Good way to show how students believe that there is only one way to react to things that happen to them - Skits are fun for the students they enjoyed them
	~~Choice theory~~	
	~~Basic Needs~~	

| Intro to Choice theory → eg. telephone ringing red light | - ~~Natural~~ natural reactions to external stimuli vs. choice to react that way or not |

Matrix

Need	How it is being met in school	How it is Not being met in school	- Very effective way of gathering information on how my students needs were & were not being met -
Fun			
Love			
Power			
Freedom			
Survival			

Class 2 "Choice Theory Lesson"

Reactions I was really worried about this class as they are my lower achievers, but this class discussion really went well — I think choice theory is really going to help them!

9/25/00

Plan

① Pass out Handout of Choice theory Questions | To use when problems in class arise.

② Discuss Responsibility | "The ability to fulfill one's Needs, and to do so in a way that does Not stop others of the ability to fulfill their Needs."

③ Class Discussion on the question | Is there anyway to know if Something you are about to choose "is" Stupid?

Goals for group discussion | To make the students more aware that behavior is Not Caused by what happened to them. It is caused by what goes on inside their heads, and whatever they do, they are choosing to do it. They could have chosen Something different.

* That we cannot be responsible for what others do

EVALUATION
    Class discussion on Choice theory went
great. I love the definition of responsibility.
One student kept ~~interupting~~ saying something another
student — She finally got fed-up
enough and yell out in class "Shut-up
Jod" — We ~~have~~ had just finished our
discussion on Choice theory — I asked her
Robin "What are you doing?" She said, "I am
Angering and frustrating" Then I said
Are you going to let Jod have that
Control over you?" Right away she said "NO!"
And realized how easy it was to choose
better actions. A great class.

            Student comments about today's
discussion

Postitive I liked it when we had the
discustion because, it help me under
stand what to do when I am mad

Interesting our DESSicovinl
on how we should act on
what other Do to us

victoria sessoms

                    Jennifer Paige Smith 9/25/00
Postitive
In our class discuson I liked how
miss Smith said when Robin got mad at Jodt
It shows how fast we can cool off.

Interesting We had a
discussion in a circle and
we got to talk about
how it was fun.

To moniter if I am creating "Need Satisfying Lessons" I have the students fill out a PNI form at the end of the class. They must fill these out to leave the classroom

Postitive

Negative

Interesting

Choice Theory Questions

1. I am "_____ing."

2. Will what I'm about to do bring me closer to my friends or will it move us further apart?

3. Do you need _____ing to get what you want?

4. Will what I'm about to do make my friends respect me more or less?

5. By _____ing am I really going to get what I want? Why/why not?

6. Is _____ing really meeting my needs and helping me be successful?

7. Is this behavior interferring with the rights of others?

8. What is this behavior costing me?

9. Instead of _____ing, I could try _____ing.

handout Students went over today - will use when problems arise.

9/25/00 [Block 2 evaluation]
- with this class I became extremely
aggrivated - I lost my temper because
everytime I would start giving directions
the students would start talking. I know I
have to have patience with this group especially.
They are the ones that need to learn how to
work in a group. Their social skills are so
low. They love putting puzzles together, but to
get them to do anything academic is like pulling
teeth. I made sure to explain why it was
important for them to be able to recognize
run-on sentences and sentence fragments.
For their research projects, they must write letters
to different places requesting information.
I also told them that in order to communicate
clearly in all areas of their lives they must
learn to write clearly. I realize I will
never be able to please all of them. I
just wish that when directions are being
given, they would listen without talking.
Perhaps I need to find a whistle or a clap
that they know will indicate directions are
about to be given. - Something - what a
frustrating afternoon.

9/26 Class 7 -	A great class - groups progressed
[Activities]	significantly on their career
Teaming	search projects. I really enjoyed
-"Shape building"	the teaming activity. Each member
-Career Search Projects	was given 4 different shapes
	The team had to glue on their
	shapes to a piece of paper

9/26/00 - one at a time - one person at a time. The paper went around the group until all shapes were glued on. The groups then had to name their creation and tell it's function or it's personality and how it helps the group. They came up with cars, robots, and imaginary friends. A great teambuilding activity. Class was more productive today because I had an activity for everyone to do - No one was waiting on resources.

I am also very excited about the interviews. The Athletic Trainer is coming tomorrow and the OBGYN on Oct 12th - how great! Class 2 also went well!

9/27 Students will fill out a grocery store job application as well as an application to St. Andrews college. Evaluation: A great class. We held a circle discussion about part-time jobs during highschool. Students looked at applications from several places Winn-Dixie, McDonalds Goodies, JcPenny, ect. The best discussion was held as we talked about college while filling out the college application forms. Students asked all types of questions - how can I get in when I have no money? How could we get kicked out - I shared with them many of my college experiences. Wonderful - we didn't even get to the rest of what we were supposed to do. I love classes like this!

Dominque

I think today was fun because we got to hear @ how college life is. We got to see some applications that we might have to fill out when we want a job

Andy

today was very valuable to me. because now I know how to fill out a college Application.

LETTE 9-27-2C

I found the whole day being VERY VALUEBLE FOR ME today. I REALLY Enjoyed the OPEN GROUP discussion That's something I like to sit And listen to. I had plut of fun today in CLASS I hope All of my OTHER CLASSES be the same way. Thank you Ms. Smith. I REALLY Enjoy your class.

Antoilette Martin

---

was valueble to me because it help me get ready for life in older years

college and Jobs. Today application form

I learned what you need to put on a (.)

Student Comments 9/27/00

LOTUS & PAPYRUS (KARNAK TEMPLE)

9/27/00 Class 2 evaluation
In this block I went over the job application process & part of the St. Andrews college application. Then Kathy Hollomound from St. Andrews college visited and spoke to the class about Athletic Training. For the lower class, they really asked good questions. It was a good model for all of them on how to conduct an interview. One boy, Gerad was very excited about the profession — in his class evaluation he stated, "I really enjoyed class. She really inspired me to become an athletic trainer." — this was spoken from the heart.... give 'em a goal — that's all I want! How exciting! :)

9/29/00 — I had the parents go through the students career packet folders and to make a comment about the project, if they thought it was useful, ect. Only a few returned with comments because the students forgot to tell them. They usually only sign the folders. The comments returned were great, however:

$\longrightarrow$

Parent
Sing for: *Marilyn Sullivan*
9/21/00

Parent
Sign: *Marilyn Sullivan*
9/28/00

Comments:

JENNIFER SEEMS TO BE
RESPONDING WELL TO
THE "HANDS ON" APPROACH.
KEEP IT UP.

X *Teresa Vader*
Signature 9/28/00

X
Parent Comment
9/21/00

I am very pleased at
Ryan's enthusiasm with
the new project you have
come up with. I think
it was a great idea.
It makes kids want to
get up and come to school
because its not boring.

Both is really enjoying herself she interviewing
Cathy R.

9/28 –

Class went really well during block one. The kids were supposed to go to the computer lab today to type up their research projects. However, at 8:00 this morning I find out that the computer lab would be unavailable as they were waxing the floors! How mad was I? I had pumped up the kids all week about going to the computer lab - now they wouldn't get to go! I explained to them what had happened and told them I had to use "choice theory" to control my temper and to not let this disappointment affect me for the rest of the day. They were very sympathetic and cooperative with me as we decided to spend class tying up loose ends on their research projects while watching a movie. Very few chose to watch the movie — they were all busily helping each other finish their projects. I was so proud of them!

Second block I seperated them away from their groups and put them in a blessed circle turned backwards. I felt like they would get more project work done as individuals on a Friday afternoon. They did. I was glad I chose to do this.

My biggest frustration with these guys is that the more I give them the more they take. They almost want more structure & less freedom. This may have something to do with the socio-economic difference I think there is between the two groups. The higher group have parents that set rules, demands, & expectations — they need these to be

Lessoned sometimes at school. They enjoy freedom. The lower group gets no, or little parental structure at home and maybe want or need more of this structure at school or in the classroom. Interesting — never thought about this before.

10/3/00 — Held class in a "Glasser Circle" today. Half the day was spent at the library, so we only had an hour, most of their career projects are finished so I decided to read to them the children's book, Tootle. I told them that I enjoyed children's books because when you read them as an adult you find deeper meanings that apply to adults that you don't recognize when you read them as a child. The book is a great book with a lot of deep meanings. We used the book to talk about parts of a story (setting, climax, resolution, etc.).
The theme of the story is to "stay on the tracks no matter what" — in other words — stay on the right path of life. Tootle jumps off the tracks & into the meadow to play. We discussed the deeper meanings of the meadow — these were understood to be the "BAD" things — the tempting things. Tootle enjoyed his trip to the meadow — and we discussed how "bad" things often seem like "fun" things but that they side track you from your goals.

Tootle
by Gertrude Crampton

"Of all the things taught at the Lower Trainswitch School for Locomotives, the most important is of course, Staying on the Rails No Matter What."

1. How can the lesson of "Staying on the Rails No Matter What" be a lesson for you, in your life? Give an example.

2. If Tootle's school teacher, Bill, were to grade you on your ability to "Stay on Track," what grade would he give you? Why do you think Bill would give you this grade?

3. How does Tootle feel when he is in the meadow?

4. Why is the Meadow a bad place for Tootle, even though he enjoys being there?

5. In this story what is the Meadow a symbol of?

6. What is Tootle's dream?

7. Can Tootle achieve his dream if he continues to play in the Meadow?

8. What things in your life, like the Meadow to Tootle, might keep you from becoming the person you want to be and accomplishing the goals you have set for yourself?

9. Bill, the Mayor Himself, and all the people of Lower Trainswitch come up with a plan to help get Tootle "back the rails". When you get "off track" and start playing in the Meadow, who helps you to "get back on the rails"?

10. In the story what do the "Rails" symbolize?

The lesson was not as thorough as I had hoped due to time constraints in both classes. Also, the ~~first~~ second block was broken up by both lunch + library time. I am not sure what they were able to get out of it. The book was enjoyed by most students however

I was trying to think how this lesson played into my action research of trying to create a classroom environment that will be enjoyable - this actually fits right in. We were able to relax - just sit back + listen to a story. Usually in books you read that children love for you to read to them - which I agree with, but with this children's book, the first five read (I have many lessons built around children's books) the students were almost offended - like they thought I thought they were slow or something, but I think they figured out my point by the end of the lesson.

In Block two, I added a little humor to my class by reading some jokes at the end of class. They really seemed to enjoy this. I got the idea from the book <u>If they're ~~not~~ laughing, they're not killing each other</u>. Cheryl Miller Thurston, and Elaine M. Lundberg. Cottonwood Press, Inc. Fort Collins, Colorado, 1992.

Knifer said school is fun now
Comment on parent conferences?
How I'm Masterizing my lessons o

10/4/00 - Spent class in computer lab finishing up our career packets. Very enjoyable - good for a different setting. As a group activity, I had the students start a story at their computer then after 2 minutes, I had the students move to the computer on their right and add to the story that someone else had started. This was fun. The kids were laughing at the silly stories.

10/5/00 - In a group discussion, we discussed the deeper meanings of metaphores + symbols in stories. For example in Tootle, the meadow, the horse, and the tracks all symbolize different things. Then I read aloud the story The Best Way to Play, by Bill Cosby. The story is about the importance of doing things outside rather than being inside playing video games + watching T.V. I read the story to model reading, also to discuss theme, and mainly for the students to diagram the story on a story plot diagram. They did well on this activity, but the biggest lesson learned today was how could we realate being able to fill in a story diagram to our lives. Why do we need to be able to do this outside of school? We discovered, much to my surprise, that the diagram was important to all professions. For example, my computer

Intro
- characters
- setting
- time/place
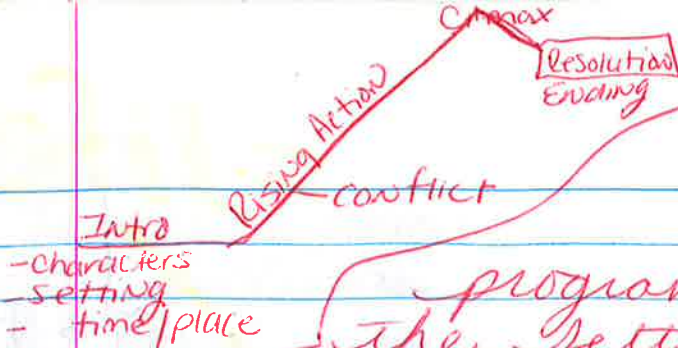
programmer said that the setting could be the schools computer system and it has a bug in it. Andy would have to ask when the problem started, where + how it started - Andy's conflict would then be with the bug - and his story would come to a climax after he developed a plan on the way to get rid of the bug. The ending of his story would be whether or not his plan worked. I thought that this was one of the neatest learning experiences we - well my students were actually able to apply what they were learning to their lives. Very neat! I also tried to make this boring topic fun by having laminated poster board with story plot diagrams on them. The kids worked in groups filling out the poster board story plot. It was more fun than filling out or writing it on paper.

Robin McNeill
10/5/00
- I learned how to apply the diagram to my life.
+ I liked the discussion about life.

I learned that 'life is a Dleagram
+ it was good
Δ homework pass
Aaron   10/5/00

I learned that we can use a story plot or diagram for our choosen profession.
+ working with our groups
Δ I don't like us doing this homework.

Stevie Clark
Oct. 5, 2000

=life
It's getting through!

I learned that a story Plot depends on life
+:I liked everything
Δ = We had t. writing

Andeia Sinclaire

Oct. 5, 2000

I Learned how stoff we do in the classrom can apply to everyday Life
+ I Liked doing fun thing in classroom
Yayian Vogler
10/05/00

THE NILE

Jimmy Kirby

10-5-00
I learned how to put a story together.
It was fun and challenging.

10/9/00

Introduced writing today. Students filled out a writing evaluation - where they indicated their comfort level in writing as well as the level of interest they have in writing. In the evaluation, I attempted to give them a since of power by asking them for advice on how to teach writing. I asked them to tell me what their other teachers had taught them that was effective for them. I also asked them to give me ideas for topics that they would enjoy writing on. A few of my students made comments like, 'I don't believe you are asking for our help.' This was really encourag- to me. I think they are finally catching on to the fact that I am working with them, not against them. When they have ownership + purpose, they really are a lot more willing to learn.

After the evaluation, I had the students pair + share everything they already knew about writing. To my expectations the students remembered a lot from their other teachers, all revolving around the information needed to pass the EOG type writing tests. Which is good I guess, yet frustrating as well because we are limiting on the scope of writing so much with our students because there are only 3 types of writing tested.

I've decided to approach writing from a different angle this year I'm going to model - well have them ready

different styles of writing to get an idea of how to set the tone and mood of a story they are writing. Today ~~be~~ I read to them the Tell Tale Heart by Edgar Allan Poe. I had them underline all the dark, scarry words and discussed how Poe created ~~this~~ tension in his readers by the words he chose. To help the students get a good idea of how to create a mood in a story, I had them write an evil, dark, scarry Christmas story. Christmas Stories are generally happy, jolly, and peaceful. I wanted to let them see how easy it is to control the mood of a story by word choice. Students were really excited about the strangeness of the topic. I had black-caped Santa's that were skinny, wrinkled, and full of warts delievering toys to the bad children. The toys, however, were made to kill the children. Fun! We'll see what comes up.

    Although some children really enjoyed reading the Tell-Tale Heart and developing story ideas, some of the students appeared to just shut off. I can tell that they have a complete fear of writing. I must keep these students in mind and make sure I can help them develop confidence in writing so they don't just shut off.

Dear Ms Smith teacher ==product==
was fun because ==we shared==
==our feelings== about writing
and it was cool because every
one had somthing to say about
reading tecniques. ==Also you were==
==honest because you said==
==You needed our help== because
You wanted to learn new
to ~~see~~ teach
writing SKILLS ~~because~~
we are learning
writing

(Students love power!)

I am so _excited_ about my students   10/11/00
progress, effort, + excitement. The Evil
Christmas story topic was a hit! Especially
with my lower performing students!
Students that usually say things like
"How long does this _have_ to be? Are
turning in 4 page stories. One girl
said - I think my story is too long
Ms. Smith, I've written 5 pages + it
hasn't even ended yet! I haven't
been this excited in years! These
stories are really well written as
well! I really think reading + studying

Poe helped give the students ideas of how to add blood & darkness to the mood of their stories. Today I had the students work out of the thesaurus to introduce them to this "wonderful world of words". It is amazing that so many of them have never used them before. I again attempted to make this real to life for them. I think, well I know by the laughter & smiles that they enjoyed their thesaurus quiz. In this quiz they were asked to write 12 sentences replacing a boring, overused word with another word from the thesaurus - they had to write the following sentences.

1. 2 sentences to tell some one they are pretty
2. " " " " " " " " " " " Nice
3. " " " " " " " " " " " ugly
4. " " " " " " " " " " " Stupid
5. " " " " " " " " " " " Smart
6. " " " " " " " " " " " handsome

Of course, they liked the "stupid" sentence the best. Anyway I felt like it was a good way to approach a rather drab topic.

I asked them to go back through their Evil Christmas stories & replace boring overused words with better words from the thesaurus. I also talked to them about adding details that related to the 5 senses. With their stories, it is easy to add scarry

sounds, feeling, + sights to make the
stories ever more scarry. Again, I
am so excited they are excited about
writing. I want to get them excited
+ confident about writing, get writing
into their quality worlds before I
attempt to have them write for
the state EOG! Bart! :)

Surprizingly my lower class is really taking
ahold of the writing more so than my
higher kids. They (the lower group) came in to
my room nearly shoving their stories into
my face saying read this, read this.
One girl said that she let her brother read
her story + he woke up having nightmares.
I am really excited, yet nervous. I
have them at a point where writing
has fit into - well back into their
quality worlds. I am so afraid of losing
them.

Today we did a free write poem about
a feather I gave them. They loved it!
They were truly shocked at what they
had written about the feather. I
made the comment - you did even
know that was in you did you?
I noticed that my black males really
enjoy poetry - they like the
rhythm + rap! I need to keep
this in mind when preparing class
lessons.

I'm also giving them a final evaluation about their Career Search projects. ● I asked them how they felt about grades, whether or not they feel that all homework & classwork should be graded

10/12/00

After review of the career search evaluations, I was able to draw the conclusion that the majority of my students really felt as if the project was valuable to them. Here were some of their comments.

1. In your opinion, how valuable was this project for you?

Pointless -5 -4 -3 -2 -1 0 1 2 3 4 5 Very Valuable

2. Please discuss the reasons why you rated this project's value in the way that you did. The more detailed your answer, the more understanding I will have about your opinion. Because it will help us grow up to be something. If schools had been doing this people would grow up to be something. — I agree

1. In your opinion, how valuable was this project for you?

Pointless -5 -4 -3 -2 -1 0 1 2 3 4 ● Very Valuable

2. Please discuss the reasons why you rated this project's value in the way that you did. The more detailed your answer, the more understanding I will have about your opinion.

I think it was valuable becaus when I grew up I can know already what I am doing, and not have a hard tim trying to figer it out

1. In your opinion, how valuable was this project for you?

Pointless -5 -4 -3 -2 -1 0 1 2 3 4 5 Very Valuable

2. Please discuss the reasons why you rated this project's value in the way that you did. The more detailed your answer, the more understanding I will have about your opinion. Because I like it and this was the frist one that I like ever and this is very inprotent

Power

1. In your opinion, how valuable was this project for you?

Pointless -5 -4 -3 -2 -1 0 1 2 3 4 5 Very Valuable

2. Please discuss the reasons why you rated this project's value in the way that you did. The more understanding I will have about your opinion.

I did it because I had & really enjoyed that Project made me feel like an adult who is crying to do something with their life and I learned how to use the books that I have never heard of. Exploring new things

Of all the students that participated in the project – not one said that they felt like the project was unimportant. I love this project too – because everything I teach, I relate back to how this will help them when they become a doctor, lawyer, etc.

10/13/00 – I was so afraid to introduce EOG writing to my students after they just had so much success enthusiasm with their Evil Christmas stories. How was I going to make writing fun and or valuable to them? I decided to try making their first EOG type P.O.V writing on the subject of convincing Mr. Will U. Hireme to hire them as an employee at a place that they might apply for a job in their chosen career. They had to tell three reasons why they would be a good employee. I also gave them a writing paper to label. The paper was a copy of the paper the students will have to write on on the day of the writing test. I had them divide the paper up into boxes and color each section. This way when they go to start writing, they don't just stare at a blank page they will remember what goes

where. This seemed pretty effective as colors and pictures will stay in their minds more than any words.

Intro

Topic Sentence / Reason #1

Body 1   For Example

This is important to me because

Topic Sentence / Reason #2

Body 2   For Example

This is important to me because

Body 3   For Example

Strongest

This is important to me because

Conclusion

[10/16] Students started a huge Social studies project today. I'm having the students pair up with ~~their~~ a friend. They have to chose an area in Asia, Africa, or ~~the~~ Pacific Realm. They are going to make an informational travel brochure on their area choice. We are going to use the internet as a major resource. I decided to use Yahoo.com and their travel section because it seemed to be

very easy to navigate and very informational. In class today, I showed the students how to navigate through the sight using the projector. I thought it was really neat however, I think that they got a little bored. I got very frustrated with the amount of horseplay and talking. It is so frustrating when you plan something so carefully and they seem to Not even care. I thought for sure that they would love looking at the internet, but they seemed so bored by it. I really don't understand. Hopefully they will like it more when they are able to navigate themselves.

10/17 Took my high class to the computer lab today to help them learn Microsoft Publisher to make the brochures for their Social Studies phamplet. After we made the template I let them type up their evil Christmas Stories. They really seemed to like this. I think that this will serves as a good revision resource. They started changing their stories saying — ms. Smith is it okay if I change my story, I think it sounds better this way." — Also, it makes them more aware of their spelling and grammar. Today my lower group stayed

in the classroom to write a
new EOG type story this time on the
topic - Convince Mrs. Smith that
you are a good student. I could have
taken them to the computer lab, but
I just felt like they needed to spend
more time in the classroom on
writing, they are not nearly as far
along as the other class. Also they
were just acting like fools during
lunch and in the hallway. I get
so frustrated with this group, as
they seem unable to act their age.
The differences in the two groups
are night and day! The higher group
has better grades and such better
behavior in general. At the lunch
table my lower group throws food
and messes up their food while
the higher group just sits and
talks to each other. How do you
teach and enforce manners in
school. So frustrating! If they would
just act their age, I could
treat them like young adults.
With them always acting like this,
I get more frustrated and short
tempered while trying to teach.
This same group was so
uninterested in the internet
project we did yesterday, that
I may as well have been talking

to a brick wall. Today, in my directions, I went over the directions 3 times and they still asked, How do I do this. It just gets so aggravating when you think you can't make it any easier. Another action research perhaps. Or maybe I need to read the books how to talk so kids will listen or Teaching with Love + Logic because some days I feel like I have no love or logic left.

10/19. I'm not doing enough team building. I think we all felt closer when we were doing the team building activities — plus the students got the opportunity to win some cash. I don't think I recorded my cash for class project in my journal and it merits recording as it has been a part of my new class system as well. I also feel that it has been quite successful as the students have used it daily — and with all the other reward programs I've tried they have faded out almost literally before they start. The students earn cash for class for doing certain

things in class and can use the cash for extra privaleges - most use it to eat candy in class. Some use it to go to the restroom or get a drink.

Ms. Smith's Classroom Incentive Plan

Cash for Class

Ways To Earn Cash

1. High Quality Work
2. Asking a good question
3. Pointing out mistakes that Ms. Smith makes
4. Helping another student
5. Bringing in your homework packet signed
6. Turning in all homework assignments for the week
7. Doing above and beyond what is asked of you
8. Improving your average from one week to the next
9. Encouraging the entire class or even just another student
10. Coming to school every day for the entire week
11. No office referrals for an entire week
12. Helping the teacher
13. 93% average or above on a progress report

Ways to Spend your Cash

1. Free Homework Pass
2. Eating candy in class (MY CLASS ONLY) — $10
3. Going to your locker to get something you've forgotten for class — $1
4. Getting a drink during class — $1
5. Going to the bathroom during class — $1
6. Calling home to get supplies — $1
7. Computer Time — $1
8. Take away a Quality Control Sheet — $1
9. Take a nap instead of starting homework in class — $10
10. To get a second copy of a homework sheet if you lost yours — $5
    — $1

Today I plan on a pair work with their partners. I also will do some free writing them and write a on homework - using again - to reinforce this resume. Students are going to write an EOG paper on why they are a good student in the morning as they were in the computer lab yesterday. Next week I really need to plan for some more class discussions on topics that are effecting their lives. I am may ask them to give me topics today on their class evaluations that they turn in daily at the end of class. This is also something that I have been doing with them since I've started

things in class and c___
the cash for extra
most use it to ___
in class. Some use ___
the restroom or get c___

Today I plan on doing some
pair work with their social studies
partners. I also want to
do some free writing with
them and write some poems
on homework - using the thesaurus
again - to reinforce this resource.
Students are going to write an
EOG paper on why they are a good
student in the morning as they
were in the computer lab yesterday.
Next week I really need to plan
for some more class discussions
on topics that are effecting their
lives. I am may ask them to
give me topics today on their
class evaluations that they
turn in daily at the end of
class. This is also something
that I have been doing
with them since I've started

my action research - daily class evaluations and reflections. Each day at the last five minutes of class I have them write down various things about the class - they always tell me what they liked and disliked about class and then they usually have to tell me about one new thing they learned in class. Sometimes I'll ask them to give me an opinion on a class project idea that I had - I'll ask them to tell me if they felt like what they learned in class was valuable to their lives - and how. I may ask them what they are going to do over the weekend and sometimes I'll ask them what they are frustrated with in class or in school. It's served as a nice way to give them power by letting them express their opinions - it also serves as a good closure to each lesson.

| 10/20 | Had a really neat experience today with one of my border "hood" kids. Right now I feel like he has put school back into his quality world. He is very bright but has been let down by the

school system several times, and was about to be let down again today. He served an In-school-suspension Thursday for 3 lunch detentions and was on the list for In-School-Suspension again - and was very fired up as he did not understand why he had another day. I told him to go ahead and go and that I would talk to the principal during my planning at 11:00. I was able to prove to the principal that he did not have another day of inschool. I asked him, after I got him out, if he "had my back" he said you know I had your back already - but now - "we straight now - we straight. I could just tell that he felt so good because his teacher had stood up for him rather than let him down. At least for now school will remain in his quality world - I just hope, for his sake that it remains there for the rest of his life - he is just so volitor. (sp?)

10/21 Making more writing plans for this next week and analyzing what I've done with them already. In general

they all seem to really like the free-write poems - we've done free write poems on homework, feathers little balls and next week I'll have them do leaves for the fall. They look or think about the object, brainstorm all words that relate to an object. look up words in a thesaurus to help and then do a free-write on the object or idea for 3-4 minutes. they get so surprised with what they are able to come up with ~ Sometimes it may be just a good line out of all the stuff they wrote down, but they'll be able to turn that line into a poem at a later time, many have taken them in as homework and come back with a really neat poem the next day.

I've also given them some really nice topics for "EOG" type writing: ~~test~~
→ Tell me why you are the Best Student Carver Middle school ever had
→ Convince me that you are the ~~Best~~. Worst Student Carver middle school ever had - (they loved this!)

So although I was afraid of losing their interest, with writing - I think I've actually gained some of their interest - truly it's all about the topic - whether or not they are interested in it. Next week - they are going to vote with Channel One on the president of the U.S. - I'm going to have them write a paper explaining the 3 reasons why they voted for the president that they voted for. We ~~also~~ also just had Student Council elections at Carver - so they may chose to explain why they voted in that election in the way that they did. Choices - they ~~love~~ Choices!

So for next week - leaves and elections. I also just had a thought, that when the

crunch comes for the other teachers to start writing, that we give our students' papers to some of the other teachers in 5th grade to see how they grade our work. — Good idea I think.

On Monday, I have my formal observation with our "traditional" sit-in-rows-and-lecture principal - dear God I'm so worried - my teaching style has changed so it's going to be hard to go back to "teaching" again instead of letting the kids have the control. Oh well, it is an hour, give him what he wants and then get back to normal - how sad!

Oh and from Friday's end of class evaluation, I think most of the students have ~~got of~~ improved their writing confidence, in the last two weeks! AWESOME!

2. writing confidence ↓ because I'm not trying

So what can we do so that you do try?

This is a very true — self-evaluation —

10/20/00

1) Free-write poetry — I didn't like this activity because I didn't know how to make up something.

Why are What are what it sounds like just? This free-write poetry teaches me how to write more and how to make up something when you are writing?

2) writing confidence — My writing confidence when I because when we was outside you explain it more clearly to me thanks

3) Self-evaluation - yes because of we did good we will have a good grade and at least I'm be done
Yes! of we do

10/16/00 I learned alot
today. And I
had fun learning.
Everything went
good and its
been some of
my best days.
I gess cause I
was in your
class. I always
learn alot
when I'm
in your class
room. Cause your
fun and you
make learning
fun.

ms.Smith

Jessica
marie
Evans

good

1) Free-write poetry — I didn't like this activity because I didn't know how to make apply something.

Why does what it sounds like I just? this free-write poetry tackes me help to write more and how to make up somethin when you are writing something?

2) Writing Confidence — My writing confidence went up because when we was do Stuff you explain it more clearly to me thanks to you.

3) Self-evaluation? yes because of we did good we will have a good grad and if we do too bad come at least fail or we don't

outside — at break. She brought her work — I explained it to her outside

10/16/00 I learned alot
ms. Smith today. And I
Jessica had fun learning.
Marie Everything went
Evans Good and its
been some of
my best days.
I gess cause I
was in your
Class. I always
learn alot
when I'm
in your Class
Room. Cause your
fun and you
make learning
fun.

good

Steven Hyatt
Date: 10/16/00

+ I didnot think
writeing could
be so easy
If I new It
could then I
would hade liked
it but this is
the only year
that I did like
writeing

+ I liked every
thing

Awesome + your + doing such a good job.

10/23/00 Classroom observation today with my
Principal - I'm dreading it; so... I
feel nervous about my friendly classroom
with the desks sitting in a circle
instead of neat rows. I've planned
to read a story in class with them
to discuss the elements of the story -
mood, point-of-view - ect. Because
this is such a high class - I know
I'll have no problems with discipline.
     The lesson went well, the
kids asked really good questions -
an overall success in my eyes.
We shall see what he has to say.

10/24/00

      Testing today and tomorrow - I
can't stand these practice tests. -
Hell, I can't stand the EOG's
period - seriously what do they
really measure? All this money
and time - spent on these tests -
I get so aggrivated with them.
My kids can read, I know this - some
struggle more than others - but I
can't make it through the exhausting
reading test without wanting to
fall asleep! That is the hardest part
of the test not falling asleep - how
do I teach that? Now, State regulation
won't even let me give them
candy during the break to help
energize them. - I mean seriously
uhh! I can teach my kids to
read, but I can't teach them or
force them to stay awake during
the test.

      Last Friday, a fight happened
between two of the students I am
currently teaching get into a
fight. The girl used a combination
lock to hit the boy several times
on the head. She did this after
the boy had called her fat,
slutty, sleazy person - everything
you could imagine. Apparently
this had been going on for some

time now. I was so shocked that
she would do this. This student
had a bad history at her previous
school, a labeled trouble maker. She
came to this school set to make
an improvement - she went from
being a trouble maker to a straight
A student - a class leader and one
of my favorites. I felt like we had a
very close relationship - we'd
gone over conflict management in
class ~ and I felt like she would
have been comfortable enough to have
come to me with a problem if she
had one. I was just shell-shocked-
speechless. ~ Where had
I failed her - This had been going
on for weeks why didn't she come
to me? The damage she did to
the boy was severe - his head was
swelled in several places and
bleeding - she hit him over
the head repeatedly with the lock.
I am afraid of what will happen
to her now - 10 days out of
school suspension for sure - maybe
a ticket to the alternative learning
academy. Lord knows I'll miss
her - I think she will just
serve the 10 day off - I just
wonder what this is going to
do to her personal goals. Also

I want to get to the bottom of exactly what it was that set her off so! It had to be major — she had worked so hard to accomplish all she had.

Grades are due Monday. I want to try giving the students a rubric to grade themselves — the rubric discussed in the Action Research class — provides a good basis — I am forever leaning toward a different way to grade — I'm finding it more & more in my class — that students really are more concerned about learning now that they don't see a grade at the top of their papers. Also, they are surprisingly honest about evaluating their effort they put forth into their homework & classwork — we'll see how this works — I'm interested to see what they do with the rubric —

10/25/00

Evaluation →

A Criteria
___ Participates actively in class
___ Shows a great deal of effort
___ Does all homework
___ Does well on tests
___ Is on time for class
___ Shows respect and works well with others

B Criteria
___ Shows good participation
___ Misses no more than 1 or 2 assignments
___ Might have 1 to 2 tardies
___ Shows good knowledge of material
___ Shows some effort
___ Demonstrates respect to others

C Criteria
___ Demonstrates some knowledge material and passes all tests
___ Work is frequently late or not turned in
___ Rarely participates in class
___ Shows little effort
___ Might have several tardies
___ May have some absences that are not excused

D Criteria
___ Doesn't show knowledge of material and performs poorly on tests
___ Has a large number of assignments not turned in
___ Shows no effort or participation
___ Shows little respect for others
___ Might have several absences that are not excused
___ Is disruptive in class

Mrs. Smith

A Criteria
___ Participates actively in class
___ Shows a great deal of effort
___ Does all homework
___ Does well on tests
___ Is on time for class
___ Shows respect and works well with others

B Criteria
___ Shows good participation
___ Misses no more than 1 or 2 assignments
___ Might have 1 to 2 tardies
___ Shows good knowledge of material
___ Shows some effort
___ Demonstrates respect to others

C Criteria
___ Demonstrates some knowledge material and passes all tests.
___ Work is frequently late or not turned in
___ Rarely participates in class
___ Shows little effort
___ May have several tardies
___ May have some absences that are not excused

D Criteria
___ Doesn't show knowledge of material and performs poorly on tests
___ Has a large number of assignments not turned in
___ Shows no effort or participation
___ Shows little respect for others
___ May have several absences that are not excused
___ Is disruptive in class

- This is a copy of the grading rubric I gave the students I had them grade themselves first and then I graded them and allowed them to look at the differences.

10/26/00 - Today the kids listened to a speaker on Drug Awareness that was very good. The message that stood out most in my mind was how he said that if you are too busy to talk to people you are too busy. His brother overdosed on drugs after he had asked him to come to see him for the weekend ~ he was too busy to talk. This is the way I feel in my personal life sometimes but also in teaching. I feel like we are so pressured to teach content, leaving out the all important character education - leaving out letting our kids know we will talk to them. I missed Janie, the girl that got in a fight. I don't want to miss any more.

I polled the students today, asking them to share with me their thoughts on the rubric grading system. Many of them were very happy with the new system. As a matter of fact 38 students asked me to do it again, 1 student was "in-between" and only 1 said they disliked it. I am a little concerned because some, well a lot of them said they liked it because it was easier. Perhaps in a way- this warrents more research.

No I do not like this agreeing why is because I just dont like it.

I agree with the way of grading papers this way. I do want to keep this way. I let you know what the teach thinks about U.

I agree because I do need to do those things I think its better to do this kind of grading because you can see what you need to improve for class

I like It because you sort of get to grade yourself. So please lets keep it. I told my mom about it and she likes it too.

— Awesome

Yes I like and you should use it again because Its fair

yes because it gives us some say so of our grades

= Power

= Survival

Yea, I would like to use it because it tells me how the teacher feel about my behavior during the six weeks

> Survival

	Name		6	9	12
1	Bass, Sheryl	+2	93	95	95
2	Callaway, Shannon	+15	72	73	87
3	Dembowski, Blake	+13	80	79	93
4	Frizzell, Jonathan	+10	60	60	70
5	Henderson, Tia	+6	72	83	78
6	Hernandez, Crystal	+17	77	85	94
7	Hyatt, Steven	+34	60	92	94
8	Johnson, Joshua	+14	80	83	94
9	Johnson, Tiffany	+12	81	95	93
10	Leviner, Kristen	+8	85	85	93
11	McCollom, Javon	+13	70	79	83
12	McDuffie, Gerad	+18	77	83	95
13	McLaurin, Deandre	+6	86	90	92
14	Norton, Daniel	+9	60	70	69
15	Polston, Chris	+13	80	98	93
16	Quick, Marcus	+7	70	82	77
17	White, Janie	+10	85	92	95

Class 2

mean   75.7, 83.7, 87.9
mode   80·60, 83, ~~95~~ 93
median   80, 83, 85

Improvement 12.2 points

(All gained points)

mean   75.7 | 83.7 | 87.9

MODE   + 8   + 4.2 = + 12.2 pts

f(6)		f(9)		f(12)	
93 – 1 ①		98 – 1 ①		95 – 3	
86 – 1 ①		95 – ll ②		94 – 3	
85 – ll ②		92 – ll ②		⋆ 93 – 4	
81 – l ①		90 – 1 ①		92 – 1	
⋆ 80 – lll ③		85 – ll ②		87 – 1	
77 – ll ②		⋆ 83 – lll ③		83 – 1	
72 – ll ②		82 – 1 ①		78 – 1	
70 – ll ②		79 – ll ②		77 – 1	
⋆ 60 – lll ③		73 – 1 ①		70 – 1	
		70 – 1 ①		69 – 1	
		60 – 1 ①			

(80, 60)   (83)   (93)

MEDIAN

(80)   (83)   (85)

	#	6	9	12
+7 Bethea, Dominique		87	92	94
-3 Brigman, Beth	2	95	96	92
0 Clark, Stevie	3	95	96	95
-2 Gregg, Ashley	4	82	79	80
+2 Ingram, Aleshia	5	92	95	94
+2 Hines, Heather	6	92	96	94
-1 Kirby, Jimmy	7	75	91	74
-2 Locklear, Aaron	8	89	91	87
+7 Locklear, Adrianne	9	88	93	95
+4 Locklear, Emily	10	86	91	92
+6 Martin, Lette	11	91	96	97
-1 McNeil, Robin	12	98	95	97
+1 Poe, Jodriquez	13	87	90	88
+9 Quick, Shanice	14	88	91	97
+4 Reed, Huley	15	93	96	97
+5 Roller, Starr	16	83	87	88
+7 Scott, Andy	17	77	87	84
+9 Sessoms, Victoria	18	84	95	93
+3 Sinclair, Andria	19	90	95	93
+5 Smith, Jennifer	20	92	96	97
-5 Sanders, Thora	21	90	82	85
+19 Summers, James	22	74	93	93
+1 Vogler, Tayian	23	93	95	94

88   92   91   (mean)

(mode)

f(6) 98 – 1
      95 – 2
      93 – 2
   ↓ 92 – 3
      91 – 1
      90 – 2
   – 89 – 1
   – ↓ 88 – 3
      87 – 2
      84 – 1
      83 – 1
      82 – 1
      77 – 1
      75 – 1
      74 – 1

(92, 88)

f(9) 96 – 6
      95 – 5
      93 – 2
      92 – 1
      91 – 4
      90 – 1
      89 – 2
      82 – 1
      79 – 1

(96)

f(12) 97 – 5
       95 – 2
       94 – 4
       93 – 3
       92 – 2
   –   88 – 2
       87 – 1
       85 – 1
       84 – 1
       80 – 1
       74 – 1

(97)

median
(88), (91), (88)

gained points → 16
lost points → 6
even → 1
———————
23 total

mean   88, 92, 91   → Improvement average 3 points
mode   92·88, 96, 97
median   88, 91, 88

Self-Grade - [Class 1]
    Students + I agreed → 78%
       +/- 1 → 22%

In this class, the average point gain from the first report card to the second report card was 3 points.

        agreed → 83.7% ≈ 84%
             16.25 ≈ 16%

Self-grade [Class 2]
    Students + I agreed → 89.4%
      +/- 1 point → 10.67%

This higher average is probably because the majority of the students improved their grades. The class average gain was 12.2 points from their first card to the second report card. Naturally, most are going to be happier.

Class 1

10/26/00 ┌─────────────┐
          │ Love + Logic │ "We cannot control what
          └─────────────┘   kids do. We can
                            only control what
                            we do."

1. Love + empathy / Set limitations
2. Look forward to make mistakes

Kids in control of their own control

I listen to kids with their hands up.
Who do I listen to?

┌──────────┐   ┌─────────────────────────────────────┐
│ Bonding │   │ Set Limits with enforceable. Statements │
└──────────┘   └─────────────────────────────────────┘
1. touch   1. I listen to one person at a time.
2. Shake hands 2. I listen to kids with their hands up.
3. Smile
4. make eye contact   ...other ways kids feel like
                      they lose control
                      ... it's okay to walk
                      ... Logical + natural consequences
                      must be enforceable.
                      ... Not directing = less
                                        resistance.

I think I need to do some action / research on this as well!

                      ...are you going to get back to it
                      now or 1 minute later?
                      ... I see that all the desks
                      are straight.

Sadness when they make a mistake - be
responsible for Solving their problems -
Anger lets them off the hook. Avoids
resentment + revenge.

Self-confidence: must struggle, must have some
        Success
Match verbal + non-verbal techniques

[paperback princess
Stephanies pony tail]

Do I comply with the teacher + look clike a
nerd or a teachers pet - Or do I act
out and be accepted by my peers?

Due to the success of the grading rubric, I decided to do a little more research on other ways to grade. I've heard a lot of talk about portfolio assessment. Our county is adopting a new language arts book this year. Textbook companies drop of different curriculum books to assess and review for adoption. Part of this offers us free resources to use + in the Printice Hall package I found an interesting book called "How to Assess Student Work" — the following are notes from the book — I put them in here — but I think this is going to serve as the basis of my next research — assessment —

Student products
- journal writing
- audio/video tapes
- demonstrations
- dramatic performance
- visual displays
- debates
- simulations
- physical constructions
- role playing

Writing test Idea
role-play student + teacher ~ student tells the teacher the problem ~ teacher demonstrates how to fix the problem. What a fun test! Geeze I've only read 1½ pages + I've already got a great idea!

How to Manual
↳ make one for the writing EOG's — ask to keep to give to the students next year!

AWESOME!

10/30/00 –

In the assessment book I read over the weekend I noticed that one of the projects for assessment could be a debate. – In the library today, I found a great resource called Cultural Debates. It is a CD rom that debates issues like education, appearance, technology, medicine, ect from a rural village of the Mentawai culture in Indonesia. The CD even provides print-outs of the debate discussion out line. The CD-rom provides a lot of information on the Mentawai culture through extensive video clips. I think the kids will really enjoy this. I've been searching for ways to make the study of Asia & Africa useful to their lives – and this just might hit the nail on the head – we will be studying a culture in Asia, but issues that they can find relevance in. Awesome! I'll be able to satisfy their needs with this one I think.

My next action research will definitely center around alternative assessment. – like the portfolios – and using rubrics with more self assessment from the students. I really want to get away from letter grades.

Before I start planning my next action research, I must bring closure to this one.

Overall, I feel that this action research was so very successful — I have really become a better teacher. I am teaching from the heart now and was able to choose, run into rather a great book — the Quality School — to set me in this path toward being a Quality School Teacher. I feel excited to go to work, my students feel excited to come to school. I'm creating more enjoyable — meaningful lesson plans — and as a result, we are all having a lot more fun. I am not worrying about grading papers as much — I now have more time to spend on creating lessons. My students are learning how to evaluate their own work, effort, and behavior. I feel closer to my students than ever before. My students attitudes have improved — as have mine. Their grades have improved a lot — as well as my grade from them. We both the students and I have become

less concerned with grades
and more concerned with
learning for the sake of learning
I have opened the doors of
communication with my parents
more than ever before.
Instead of feeling pessimistic
about the future of todays youth
I feel more optimistic - I think
this feeling came from the
Career Search Project ~ I saw
them ask questions about what
they have to do to become whatever
they wanted to be. They ~ well
many of them didn't know
that I college was even a
possibility for them because of
financial reasons. Many had a
light light up in their
minds when I told them that
there would be money for them.
        I've made so many
changes since I started this
project. I think it would
warrent a before + after chart.

Before	After
• Class sat in rows	• Circles, Groups, partners
• Homework every night	• Very little homework
• little group work.	• lots of group +
• little Partner work.	x partner work
• No chance to re-do work	• opportunities to re-work grade to make the quality standard

Student evaluations →

So odd

I feel like they are playing around more now than ever. interesting

I did my work. DIDN't play around that much. because we all did our work and didn't play around that much.

Javon Mcnally

think they I improve because I have study alot. We don't talk that much as we use to.

I improved because I was better at listening and paying attention than last 6 weeks.

The class improved because we don't play around as much this 6 weeks

Common Appearances		
Fun	HHT HHT II	12
Less Play	HHT I	6
Tried more	HHT	5
Worked together	IIII	4
External	I	1

Because things have become more fun in this class.

The whole class started haveing alot more fun

I improve because I tryed my best on my work. And if I did not do better I would have been kicked out of band. plus, I did not talk much like the last six weeks.

Because we tryed better anee misting.

I think I stayed the same because I was doing well in the 1st six weeks.

I think I improed because I had been tru(ina my best. And because It is getting fun in the class room and because people And you help me when I rilly need it.

And I think thet the classed improoe because when we try our best you give all of us a Doller. Abl because the class is getting fun.

I think the only reason I like School is cause I'm in your class, And Because Your a good teacher. If it would'int for you I would hate this School. But this is the highest my grades has ever been. And I think you for helping me, But I think that the reason the class is grades and you grades are comeing up is cause we try our very best.

The first Month I was in here was very boring I use to fall asleep in class pass notes but now I have so much Fun in class I be excited when I walke in the door to find out what I'm going to learn today. I think ms. Smith teaching and fun activities improved the grades.

What caused our grades to improve we got to know each other and we trusted one nother.

I improved because I took my time and studied hard to coplete any assignment Ms Smith gave us or me.

I impact because you teached me thing I did not no.

I think the class has impore because we leared sometimes. We worked to gether Sometime.

I went down cause of working with a group. Ms. Smith if you put me in the back I can probliy work Beter.

I realy Don't Know why.

I improve because I listeined More, but it Could have been better than what it was because I was playing to much, So Now I got to stop laughing and playing so much. The Class because everyone Started to listein more.

Class

The reason I think the whole class improved because we are all working together to help each other and were getting into school a lot more and enjoying it because Mrs. Smith is making it fun and interesting.

→

I think my grade improved because I payed attention more, and there was more fun activities, and more clear directions. The class improved by paying attention and not talking. And I will try to keep this up... Hopefully

The reasons I think the class improve was my teacher improve, we worked harder, and the system we have with the dollars and Quality work thing.

I think I improve because when I got that C in Math it hurt me so, I tried my best in all subjects to keep them up.

1.) Our grade has improved because we liked the activities we do.

2.) My grade has improved because I liked the activities also. I hope you will keep this up.

I think it was because of the teacher. We had what we wanted and had fun. I think mine rose because of the team work and working together.

I Think the whole class improved because the activities ar more exciting and there are more activities. I think we improved because Ms. Smith improved.

I think I improved because the work is easier and I have more fun.

My grade improved because I started to pay more attion and turn in my work. I realy did not wont to be grounded for 2 months and the class improved because The first 6 weeks Ms. Smith dised us a lot and we just got back in school but now we all are ready for school and Ms. Smith is geting better on that

My grade Impeoved because class got more Interesting, and work got easier.

Grade 95%

Class, because Ms. Smith made the class an easier place to learn.

What I think made the class improve and become better was Ms. Smith's hard work she really tried alot. She made learning fun and coming to school fun. Class wasn't boring anymore. You can't learn when its boring. I learned because it was fun.

Cause they worked really hard and that you improved your teaching.

Because you seen what we all needed help on and changed it around"

(The teacher Evaluation helped her and us learn more and better.

—Yes it did"

I think every one Improved Because we have a great teacher that teaches us well and did a good Job of getting it through our Head.

I Improved Because I think I did a better Job of turning in things and understanding things more.

more fun activitys and you made school funner to learn stuff. So we paid attention more because it was sometimes fun.

③ My grade improve because I worked harder all the things I did was pretty easy but the rest was hard to understand.

Our classroom improve because we listen and We tryed are best to understand it

~~_____~~
~~_____~~

TRUE

My grade dropped because we had less work than before.

Their grades went up because there was little work. I'm used to a lot of work.

Robin is very honest in this statement. She is an academically gifted student. The type that really likes homework and does well in a traditional setting. She likes the power + good feeling of doing better than the rest of the students in the class. In this setting, she helps a lot + works well in the group setting as well. With the Nees homework system, students were required to redo their work until it reached a quality state. Robin had a hard

I think my grade dropped.
I dropped because I turned in
my work late.

Because I worked hard, and because we
had more activities, and the class was
more fun. I especially think Ms. Smith
improved.

I think grade improved because
we had more activicites and less
sitting. I thing That I mproved
because I Listened and now
I am Not bored and F do
my homeworkan Listen.

I think I improved my grades because
I've been working hard and turning in
my assignments.

the same areas as I am – how to ~~incl~~ increase
the self-image & motivation of the students in my classroom.
When he questioned the validity of his work, – he asked
many of the same questions I wondered – ~~was~~ is the
data I am collecting valid? Is my research
valid. I really enjoyed his response. "Who cares! To
me it has more than proven itself in its validity because
my teaching has improved." To this I completely agree –
No matter the validity of my action research to
anyone else, or the grade I recieve in this
course, this has been a valuable experience to me
because it has totally changed the way I teach and
I am having fun in the process!

"A Reflection on" Today, ~~Tomorrow~~ Tomorrows + Yesterdays in my Backyard"
     – reflection on the back of Page 3.

excited to use this same type of journaling as a part of my action research. Just as my personal journals have helped me with my personal life, my action research journal is helping me with my professional life. It's a tool I plan on using from now on. How fun will this be to go back + re-read journals year by-year. I also liked how she discussed the anxiety she went through about her journals being read + graded. That this would change its content. I had to agree with her there as well. If this were my journal — for my eyes only — I might would be a little more "expressive" in my thoughts — especially the negative frustrating days. I was also discouraged, then relieved to find out that there was a "form" to use in our journals. I preferred to use the form I had been using, and my pen stopped when told I had to do it a certain way. But, it kept going when I was told to keep writing as I had been writing.

10/1/00 | "Seven Stages in my First Action Research Project"

I absolutely loved this article. ~~#~~ I was able to relate to Michael Prendergast's thoughts so much! He talked about so many of the feelings that I am experiencing in my action research project. He talked about the problems of time management while doing AR + trying to teach all day. The benefits of doing a reflective journal (I agree to be highly beneficial, yet time consuming) → being viewed as an extra burden. He ~~was~~ even focused his action research project on

9/20/00   "A Checklist for action Research"
        This was a really helpful article research
to help with the process of action teaching.
The article broke down action research into
3 stages (Planning, Acting, Reflecting). In
each section it gave questions and statements
to direct your research in the correct direction.
Under planning I feel I must work on the
size of my research project as I feel I am
undertaking to much - Under acting, I like
how the author noted that we must experiment
WITH the students and not ON the
students.

How to keep a Research Diary

        This was a useful article in how to keep
a research diary. It suggests to make
entries under the headings Reflection/Plan/
Action/Observation → or to seperate your
reflection from event recordings. Useful
practice

9/30/00 "Pinball, Anyone? Pinball as a Metaphor for Action Research"
        I really enjoyed this article's discussion about writing.
I liked the way Wendy Peters points out that "writing holds
the potential to change the way we act." "That the act
of writing goes beyond showing us to ourselves, becoming a
means of extending, perhaps even transforming who we
are, what we think, and consequently, how we act." -
Writing has always been a powerful tool to me. I
have journaled since the 5th grade - this journaling
has offered many unforseen solutions to my problems
that I've faced throughout my life. I am really