



UNC  **TV**

M O D E L S
OF TEACHING

PROGRAM GUIDE

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UNC-TV
PO Box 14900
Research Triangle Park, NC 27900-4900
Phone: 919 549-7000 * Fax 919 549-7201

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Executive Editor: J. M. Holloway, Jr.
Developers: Topics Education Group
Contributing Editors: Charles Coble, Karen Dyer, Deborah Holt, Gerald Ponder, Kathleen Ponder, and Richard Schramm
Outside Advisors: Nancy Gardner, Robert Avinger and Mary Pawlowski

Copies of the Models of Teaching Program Guide are available online in PDF and electronic formats at the UNC-TV website www.unctv.org under "Quick Links."

For questions, comments and programming requests, staff in our Customer Care department will be happy to assist you. Call them at: 1-888-292-7070. Or email Viewer Services, viewer@unctv.org

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Table of Contents

Models of Teaching Overview	Page 4
About the Kenan Alliance for Partnerships in Education	Page 5
About the Models of Teaching website	Page 5
No Greater Calling	Page 6
Every Student's Right: A Competent and Caring Teacher	Page 10
Becoming the Best: Journeys to Accomplished Teaching.....	Page 14
Leading Together	Page 18
Internet Resource Guide.....	Page 23

Appendices

About This Guide

This program guide is designed to do more than simply guide someone through the four programs of the Models of Teaching video series. Instead, the guide uses each of the video programs as a centerpiece for a broader workshop that emphasizes the principles and lessons contained in the video. Facilitators or those working in a self-tutorial fashion will be provided step by step directions to make the knowledge, skills and dispositions contained in national teaching and leadership standards applicable to individual needs and situations.

The Program Guide will be updated on the website on a regular basis. The video and online content are copyright free for educational use. This series is not the sole source provider of video and online content for the professional development for teachers and administrators based on national standards and best practices. This Models of Teaching series is one tool of many available resources that will be beneficial to an educator's ongoing pursuit of professional development. It is recommended that users read the viewing questions before watching the programs in order to properly prepare for the follow-up discussion. There is a description of each program that is divided into specific viewing segments. There are also sets of questions that ask viewers to consider their own practice. The series website has a threaded discussion forum for each program and is segmented for users to post their responses. Comments and suggestions about the programs, segments, discussion questions, and post-viewing activities are welcomed.

The support materials for each unit will follow the same basic format:

- Viewing suggestions for watching a video program
- Viewing of a video program
- Post-viewing activity to simulate the need and value of a video's focus
- Post-activity discussion
- Closing activity to set up integration of standards

Note: Each unit is designed to be a self-contained workshop and complements the other units.

It is also important to point out that the activities in each unit are designed for a group of adults to better understand educational principles and standards as they apply to their individual situations, i.e., they are not modeled to be taken back to the classroom and used with students, unless otherwise noted.

Models of Teaching Instructional Series

Research has shown that student achievement is strongly linked to the knowledge, skills and attitudes of teachers. According to the National Board for Professional Teaching Standards, however, “until recently, the teaching profession had never defined the knowledge, skills and accomplishments that add up to teaching excellence.”

The purpose of this video series is to show how the knowledge, skills and dispositions contained in national teaching and leadership standards can impact education at all levels. Embracing the standards can make a difference in the quality of teaching, the quality of student learning, the ways teachers view themselves as professionals, the ways parents and communities view teachers and their practices and the ways teachers and school leaders continue to improve their practice throughout their careers.

The first program, *No Greater Calling*, is an hour-length feature created for general audience appeal; the other three are 30 minutes in length and are targeted for pre-service and in-service teachers, principals, and education administrators.

Program I No Greater Calling

Emmy Award-winning actor Edward James Olmos hosts the first program in this four-part series. It is based on the five core propositions defined by the National Board for Professional Teaching Standards (NBPTS).

No Greater Calling profiles six outstanding teachers, all committed to developing their own teaching practice and techniques in order to improve student learning. Each one's story is designed to inspire viewers and generate excitement around the profession of teaching. Each teacher demonstrates a unique style and an extraordinary level of dedication to education. The program's producer, Clay Johnson, traveled to California, Texas, New York, Washington, Minnesota, and North Carolina to capture these teachers in their home environments both inside and outside of the classroom. This program serves as an inspiration to

parents, teachers and everyone who is interested in achieving higher standards.

Program II Every Student's Right: A Competent, Caring Teacher

This program introduces each of the Interstate New Teacher Assessment and Support Consortium (INTASC) Academy standards for teaching. Going deeper, *Every Student's Right* also explains the knowledge, skills and dispositions necessary to incorporate the INTASC standards into teaching. This program presents an accomplished teacher and a new teacher capturing their decisions and reflections, and an example of a school/community partnership.

Program III Becoming the Best: The Journeys to Accomplished Teaching

Becoming the Best further explores the NBPTS core propositions. This program expands on the process first introduced in Program I (*No Greater Calling*) and deals with the NBPTS Propositions in a more integrated fashion. It highlights teachers' reflections on their successes and failures, personal stories, anecdotes and their commitment to best practices.

Program IV Leading Together: Creating Teacher and School Leaders

This fourth program in the series highlights concepts of leadership through the Interstate School Leaders Licensure Consortium (ISLLC) standards and the experiences of teachers and school leaders who apply those standards in schools. *Leading Together* features professional development programs of the Center for Creative Leadership and the National Humanities Center, along with their relationship to the professional needs of school, university and teacher leaders. These organizations use developmental exercises and workshops to work with teachers and administrators who can and want to lead their colleagues and to prepare them to take leadership roles in their schools.

Web Resource:

UNC-TV Models of Teaching
www.unctv.org

This site is the home site for the Models of Teaching program. Here, you can find more information about the series, the standards that are covered, and the MOT sponsors.

About the Kenan Alliance for Partnerships in Education

The Models of Teaching instructional series is a product of UNC-TV and the Kenan Alliance for Partnerships in Education — a leadership organization with a mission of learning. The Kenan Alliance supports partnerships in education that focus on teacher development, leadership development, links between schools and university arts and sciences faculty and overall school improvement.

Center for Creative Leadership

The Center's Education Sector (ES) group brings a leadership development resource to contemporary educators to assist them with the tough job of reforming and restructuring schools. The unique and important mission of the ES group is to strengthen the leadership capability of those responsible for K-12 public and private schools, colleges, and universities so that educational reforms for excellence can occur.



Kenan Best Practices Center

The Center serves as a source of research, development and dissemination of best practices in advancing strong, effective, long-term partners in the preparation and continuing professional development of school-based educators. The center's



activities include the collection of research on promising practices from state, national and international resources.

National Humanities Center

The NHC is the country's only independent institute for advanced study in the humanities. The Center promotes excellence in scholarship; strengthens instruction in colleges, universities and schools; and broadens public understanding of the humanities and their role in society. NHC develops model programs that rekindle teachers' enthusiasm for subjects they teach.



UNC-TV

The University of North Carolina Center for Public Television is committed to using enhanced television, telecommunications, and Internet technologies wisely and imaginatively to educate, inform, and enrich all North Carolinians. UNC-TV's future rests more with the delivery of local services and educational content than with delivery of national general audience programming. Therefore, we will increase our emphasis on developing funding to deliver those services. This project was funded by a generous grant from the William R. Kenan, Jr. Charitable Trust.



Web Resources:

The Center for Creative Leadership
www.ccl.org

The Kenan Best Practices Center
<http://bestpractices.ga.unc.edu>

The National Humanities Center
www.nhc.rtp.nc.us

UNC-TV
www.unc.tv

The Models of Teaching Website

To learn more about the Models of Teaching series, visit the accompanying website hosted by UNC-TV (www.unc.tv). This site amplifies the content of the video series to meet curriculum standards of accrediting institutions. Furthermore, this online component to Models of Teaching challenges the visitors' knowledge and learning, and it motivates them to search and discover more information on this important topic.

The web site is segmented in a way that is consistent with the sequence of information presented in the video series. Each of the programs may be further explored through the layers of pages that provide more in-depth information. On the site you'll find the entire Program Guide available in PDF format (which can be easily viewed or printed using the free Adobe Acrobat Reader) as well as more in-depth information, examples, video clips and links to other resources. There will also be an area to post and read questions or comments.



Program One: No Greater Calling

The Importance and the Qualities of Good Teachers

Objective of Unit

Participants will recognize the value of good teaching and identify those qualities that all good teachers share.

Audience

This program was produced for viewing by a general audience to stimulate and enrich dialogue around the issues of teacher professional development, recruitment, and retention. It was also designed to help the public understand why professional development tied to state and national standards, and the use of best practices, are important for all school teachers. This unit is designed for both self-paced viewing and for facilitators.

Program Description

Each of the following video segments described is streamed on the Models of Teaching website:

Introduction

The host of this program, actor Edward James Olmos, begins by saying that “our future depends on the education of our children and that a good education depends on good teachers. That’s why there is no greater calling than teaching. But what does it take to be a good teacher? You’re about to find out.” One by one, he introduces segments on six teachers from all over the country.

Segment One

The first teacher featured in the piece is Susan Armenta, a teacher at Monarch High School, a two-room school in downtown San Diego, California. The school primarily serves homeless students. Susan’s formidable task is to reach and educate children who have lived transient lives, often with little education. She teaches 12-year-olds who can’t read, 19-year-olds who take college level courses, and students at many levels in between, so Susan must tailor her instruction for each individual student. Susan demonstrates the beliefs that all students can

learn and how teachers must adapt their methods to the individual needs of students.

The student profile is of Jennifer Stoneburner, one of Susan Armenta’s students at Monarch High School. There are many reasons why Jennifer should not be successful in school. If she did not have a teacher like Susan Armenta, Jennifer may not have developed the love of learning that she has. And in Jennifer’s case, a mentor in the community has gone a long way in ensuring her success.

Segment Two

The next teacher story is that of Evelyn Jenkins Gunn, an English teacher at Pelham Memorial High School, in Pelham, New York, an affluent, mostly-white suburb of New York City. Evelyn is an African-American who was born into poverty in Alabama but to a family that stressed a love of learning. Evelyn is an award-winning, National Board-Certified teacher and a Carnegie Scholar. She emphasizes an experiential approach to meeting the NY State Standards for English. Evelyn illustrates how she now inspires her own students to write.

Segment Three

The third teacher featured in the program is Steven Vande Griend, a fifth grade teacher at Lynwood Elementary School in Seattle, Washington. This section shows two different lessons he uses to reach his students. The first is an activity in which his students go to a home improvement superstore to work out geometric equations. The second is a social studies activity involving debate. Steven talks about how he realized that when he attempted to have students debate issues relevant to social studies content, they struggled with applying an unfamiliar

“Our future depends on the education of our children and that a good education depends on good teachers. That’s why there is no greater calling than teaching.”

—Edward James Olmos

This Unit Includes:

- No Greater Calling (video)*
- Tied-up in Knots Activity**
- Pre-Viewing Questions (Appendix 1.1)*
- Diagram of How To Tie a Bow Line Knot (Appendix 1.2)*

process to unfamiliar content. As a result, he has his students debate topics like cats vs. dogs to gain greater familiarity with the debate process. Steven discloses how teachers should know the subjects they teach and how to teach those subjects to students

Segment Four

Following this section is Donna Hilton, a fifth grade teacher at Arden Road Elementary School in Amarillo, Texas. In addition to emphasizing hands-on learning, this section features Donna’s successful style for classroom management. She is able to create an atmosphere that is respectful of everyone. Students understand that misbehavior is a sign of disrespect to the teacher and to fellow classmates. Donna shows how teachers are responsible for managing and monitoring student learning.

Segment Five

Nick Faber, a math and science specialist at Galtier Magnet School in St. Paul, Minnesota, is the subject of the next piece which emphasizes the need to be a reflective teacher. Nick has a 30-minute commute each day that allows him to reflect on the hits and misses of a particular lesson, as well as an opportunity to focus on goals for an upcoming lesson. He also improves his teaching skills by collaborating with others at his school. Through a process called “reflective practice,” Nick demonstrates how teachers think systematically about their practice and learn from their experience.

Segment Six

The final teacher spotlight shows the positive impact that community involvement can have on education. At Southport Elementary School, just outside of Wilmington, North Carolina, Carol Midgett has enlisted Margaret Connaughton and Jean Fairly — two of Southport’s elderly citizens — to help teach Carol Midgett’s students to read. The video illustrates how Carol, her students and the volunteers all benefit from this added classroom dimension. At the same time, this section highlights Carol’s work with the UNC-Wilmington’s School of Education on Professional Development. Carol models how teachers are members of learning communities through activities that extend beyond classroom teaching.

Self-Tutorial Instructions

Timeline

- Pre-viewing exercise (App. 1.1)15 min
- Read lesson background.....5 min
- Viewing of *No Greater Calling*60 min
- Tied-up in Knots activity15 min
- Read activity purpose/background.....5 min
- Address the discussion questions.....15 min
- Note to Self activity20 min

For the Tied-Up in Knots activity, please go to Appendix 1.2 and try to complete the assignments of Group One through Group Four, in order without reading past the group’s assignment you are trying to complete. Each assignment is closely related to the others, so it should take approximately 15 minutes.

Viewing Instructions

Reflect on the following discussion questions while watching *No Greater Calling* or its six video segments.

- How does the program’s portrayal of teaching compare with your experience of the profession?
- What characteristics do the teachers in *No Greater Calling* have in common?
- Are there common elements in the instructional activities portrayed in the video?
- How is school defined in *No Greater Calling*? What are its major goals? Do these goals differ among the institutions portrayed?
- Are the teachers in *No Greater Calling* “super teachers”? Given the conditions in which most teachers work, can most teachers be expected to replicate the practices of the teachers in the video?
- How authentic do the classroom scenes look?
- Stephen Vande Grande, the elementary school teacher, had to work part-time in a lumber store. How does that fact relate to the theme of *No Greater Calling*?
- Donna Hilton, the fifth grade school teacher in Texas, personalizes her instruction. Would her personalization techniques work in middle or high school? How might they be adapted?
- Nick Faber seems to think about teaching all the time. What opportunities, formal and informal, do you have to reflect upon your teaching?
- What has the video omitted? What does the program not say about teaching?

Suggestion:

During the course of the video, participants should be creating a list of ideal teacher traits.

Workshop Instructions

Timeline

- Introduction/Pre-viewing exercise ...10 min
- Viewing of *No Greater Calling*.....60 min
- Break10 min
- Tied-up in Knots activity15 min
- Discussion/Model teacher traits45 min
- Break.....10 min
- Note to Self activity30 min

Note that times may vary slightly based on the size of the group and the extent of the discussion. Instructions for the individual tutorial can be found on page seven.

Pre-viewing Instructions

Prior to starting the video, ask participants to think briefly about the qualities of being a good teacher. Have them write down some of the most important qualities that come to mind; these traits will be used for post-viewing activities and discussion. A list of possible questions include:

- Which teachers were your favorite? Why?
- Which teachers were your least favorite? Why?
- From which teachers did you learn the most?
- Which teachers demanded the most?
- How did the subject being taught affect your attitude toward the teacher?
- How did the subject being taught affect your learning?
- How did higher demands affect learning?

Viewing Instructions

Lesson One can work well without ever stopping *No Greater Calling* while showing it to participants. Participants will have the opportunity to reflect on the video after they've watched it.

You may, however, want to pre-view it to find any segments which might be of particular relevance to the participants in your session. If you spot stories that are especially relevant to your participants, it's a good idea to stop the video after these segments for a brief discussion on how the video's content relates to viewers' situations. Some examples from *No Greater Calling* might be:

- engaging hard-to-reach youth by knowing how to teach to them —

following sections on Susan Armenta and/or Jennifer Stoneburner

- incorporating tactile methods of instruction and assessment into the classroom to monitor and manage student learning effectively — following sections on Evelyn Jenkins Gunn, Steven Vande Griend and/or Donna Hilton
- reflecting on classroom experiences to learn from them — following the section on Nick Faber
- collaborating with others in the learning community — following sections on Nick Faber and Carol Midgett

Participants should note places in the video in which any of the people featured show the qualities that were written down before watching the video. At the same time, participants should write down any more qualities of good teachers which come to mind while watching the video.

If showing the video in pieces, have participants briefly discuss those qualities which are exemplified by the person featured in the section(s) viewed.

Post-Viewing Activity: Tied-Up in Knots

Objectives

- to demonstrate the need for good teaching
- to demonstrate the effectiveness of teaching which consists of clear expectations and purpose; guidance, including modeling; and student practice
- to show the disparity of students' prior knowledge
- to lead into a discussion and analysis of teacher traits

Background

The activity is for four groups, or if the number of participants is not enough to support four groups of at least two people, it can be done with individual participants. The facilitator will assign each group the task of tying a bow line knot. The teaching that each of the groups receives from the facilitator will be vastly different, however. Appendix 1.2 provides four different assignments which relate to tying a bow line knot. Each set of instructions provides varying degrees of teaching that each group receives. The degree of thoroughness increases from instruction #1 to #4.

Suggestion:

Participants should realize that teaching is a whole lot more than a "natural gift" that one has or doesn't have. It is based more on hard work, reflection and continual improvement.

Some students come to school better prepared than others. Unfortunately, teachers can't always rely on having students who already know how to do what is being taught to them.

Instructions

To help reinforce the idea of the “luck of the draw” when it comes to students’ getting good teachers and teachers’ getting prepared and eager students, have participants draw numbers for their group assignments. Don’t assign them to groups yourself. As participants walk in from their break, they can draw a group number.

It would help to reinforce some other messages by blatantly playing favorites with Group Four. Make it appear as though they are receiving extra help in learning how to tie a bow line because they are special. That said, try to keep the varying degrees of instruction a secret. The hope is that those with little instruction will become frustrated over the difficulty of the task.

Finally, have all groups display their knots and reveal their instructions. There is the chance that one of the participants already knows how to tie the knot. If so, it provides the opportunity to discuss the fact that some students come to school better prepared than others, and that unfortunately, teachers can’t always rely on having students who already know how to do what is being taught to them.

Discussion Questions and Follow-up

Part One

At this point, it is a good idea to share with participants the purpose of Tied-Up in Knots. Ask questions that encourage participants to figure out the purpose of the activity:

- Why do you think I had you do this?
- How did the instruction differ among the four groups?
- How does the phrase “luck of the draw” apply to this activity? On the part of teachers (if a participant already knew how to tie the knot)? On the part of students?
- Did working in groups help?
- Did working in groups amplify negative feelings for groups with minimal instruction?
- How does the activity illustrate positive and negative teaching qualities?

Part Two

From there, the discussion should return to the positive traits of teaching and to the lists viewers compiled while watching the video. Participants should also have the opportunity to share great teaching moments in their lives, whether as a teacher or a student.

Participants should identify those teacher traits exemplified by the stories of great teaching moments.

This is a good opportunity for participants to refer to the pre-viewing questions. Those questions help emphasize the traits of effective teaching by examining the roles that teacher personality and teacher demands play in affecting student learning.

Part Three

Using the teacher traits identified by the participants group, the list should be categorized. For example, which traits deal more with a teacher’s personality. Which deal more with a teacher’s method of instruction? Which deal more with a teacher’s knowledge of the subject? Encourage the participants to come up with the various categories and with the traits that fall into each category.

This list should show the ideal characteristics of a teacher. At the same time, participants should see that there are many traits that are part of teaching. Participants should realize that teaching is more than a “natural gift” that one has or doesn’t have. It is based more on hard work, reflection and a commitment to continual improvement.

Closing Activity: Note to Self

Objectives

- to use the inspiration of the video and Tied-Up in Knots activity to set personal teaching goals
- to build in a method of encouraging reflection
- to create a built-in reminder of this session for later in the year

Assignment

Participants should write a letter to themselves to be opened in six months. It should focus on personal goals for teaching. What do the participants hope to accomplish in the next month, six months, year? The letter should also build in some guided reflection over the six months that will have passed, by asking questions like, “What has been my best teaching moment in the past half year?” or, “Which of the characteristics of good teaching have I put in practice?” The facilitator should collect the letters, along with self-addressed envelopes, then *remember to mail them in six months!*



Program Two: Every Student’s Right: A Competent, Caring Teacher

Putting INTASC Principles Into Practice

Objective of Unit

Participants will discover the knowledge, skills and dispositions contained in the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, as well as ways to apply the Standards to teaching practice. Participants will particularly explore the relationship between INTASC Standards and learning experiences that are meaningful, effective and varied for all students.

Audience

This program was produced for pre-service teachers and educators. This unit is designed for both self-paced viewing and for facilitators.

Program Description

Each of the following video segments described is streamed on the Models of Teaching website at www.unctv.org:

Segment One: INTASC Standards 1-10

The host opens by asking, “What makes great teachers?” He says that there is, of course, no magic potion, but that people have studied what great teachers know about their subject and their profession, as well as what they do in the classroom. One set of standards to help guide teachers toward becoming great is that of the Interstate New Teacher Assessment and Support Consortium (INTASC). The video names the ten INTASC Standards (see Appendix 2.1).

Segment Two: INTASC Standards 2, 3, 5, 8-10

Next is a seasoned educator who exemplifies great teaching, James Garvin, a fifth grade teacher. He teaches all disciplines to his students with great success. He points out that he has helped other teachers try to translate theory into something meaningful for their unique classroom experiences.

Segment Three: INTASC Standards 1, 3, 4, 7-9

Ann Duffy, a teacher educator at the University of North Carolina at Greensboro,

reflects on the importance of INTASC in teaching her education students. While Duffy’s reference to the teacher-student relationship signifies interaction within a teacher education program at a university setting, it also applies to the teacher-student relationship within a K-12 classroom. The video portrays pre-service teachers presenting projects and discussing issues relevant to their pre-service experiences.

Segment Four — INTASC Standards 1-3, 9, 10

This segment looks at the changing situations and needs of teachers and students. One of those changes is an increasingly diverse student population. The video illustrates what one school district has done to address these changes through the Diálogo program.

Segment Five — INTASC Standards 1-6, 8, 9

This final segment focuses on reflective practice in teaching through the on-going process of observation, assessment, and adjustment. Todd Finley, a university supervisor, and Russell Hollaman, a new teacher, show how over time they improve and grow every facet of classroom performance.

Self-Tutorial Instructions

Timeline

- Read INTASC Standards.....5 min (Appendix 2.1)
- Read lesson background5 min
- View *Every Student’s Right*30 min
- Knocked Out by Nectar activity.....15 min
- Read activity purpose/background.....5 min
- Address discussion questions.....15 min
- Lesson Reflection activity.....30 min

This Unit Includes:

- Every Student’s Right: A Competent, Caring Teacher* (video)
- List of INTASC Principles* (Appendix 2.1)
- Knocked Out by Nectar Activity* (Appendix 2.2)
- Reflective Questions* (Appendix 2.3)

Web Resource:

INTASC: The Interstate New Teacher Assessment and Support Consortium
www.ccsso.org/intasc.html

This page of the Council of Chief State School Officers provides more information on the INTASC standards. This page also provides another link that details these principles. In addition to the Consortium’s principals, this second link offers examples of Dispositions and Performances that give clear examples of how to put these principals into action in the classroom.

Suggestion:

In the video, note that Ann Duffy could be talking about K-12 students, rather than adult education students, when she discusses the importance of INTASC principles.

Viewing Instructions

Reflect on the following discussion questions while watching *Every Student's Right* or its five video segments.

- What characteristics of the pre-service training depicted in the video define teacher professionalism?
- What INTASC standards does the *Diálogo* program manifest?
- How did the teacher in the interview follow the INTASC standards?
- How does he demonstrate teacher professionalism?

Note: For the *Knocked Out by Nectar* activity, please read *Knocked Out by Nectar* and answer questions 1 – 6. Then check your answers to see how well you did. (All can be found in Appendix 2.2.)

Workshop Instructions

Timeline

- Pre-viewing discussion15 min
- Viewing of *Every Student's Right* ...30 min
- *Knocked Out by Nectar* activity15 min
- Break (after completing activity)10 min
- Answers/Discussion of activity30 min
- Review of INTASC Standards30 min
- Break10 min
- Lesson Reflection activity45 min

Note that times may vary slightly based on the size of the group and the extent of the discussion.

Pre-viewing Instructions

Before showing the video, have the INTASC Standards displayed on a board or overhead projector. Some participants without being asked will write them down while waiting for the session to begin. Others will merely be aware of the Standards, sufficiently absorbing them for the session. Still others may not pay any attention to them.

Ask participants if they noted the INTASC Standards. Without much discussion, ask participants why they acted (or didn't act) as they did.

- Did they write the Standards down?
- Did they simply read the Standards?
- Did they ignore them altogether because there were no specific directions?

Highlight a few differences. These differences should point out some of the differences that "students" bring to class with them.

Finally, because the INTASC Standards mentioned at the beginning of the video are condensed versions, participants should receive a handout of the expanded versions of the Standards (Appendix 2.1). Allow time for participants to read the handout and comment on any of the Standards that they feel are particularly important and relevant to their own situation. (Participants will spend a great deal of time after the video fleshing out the Standards, so discussion during this phase should be kept to a minimum.)

Pre-view the program to identify any segments that might be of particular relevance to the participants in your session. It's a good idea to stop the video for a brief discussion after these segments on how the video's content relates to viewers' situations. Some examples from *Every Student's Right: A Competent, Caring Teacher* might be:

- difficulty of transferring theory to classroom application — following the section on James Garvin
- experience as a pre-service/student teacher — following the section featuring Ann Duffy and her students
- changes over the years to the classroom, e.g., make-up of student-body, overall classroom climate, student expectations, immediately before the section of the video on *Diálogo*

Every Student's Right: A Competent, Caring Teacher may be viewed without interruption or paused periodically to examine and reflect on points. The Lesson for this program works well for either viewing style.

Viewing Instructions

Have participants note places in the video where the INTASC Standards are addressed. At the same time, participants should identify those illustrations in the video which speak to their own experiences in the classroom.

Post-Viewing Activity: *Knocked Out by Nectar*

Objectives

- to simulate what many students experience
- to demonstrate the importance of student familiarity with the skills they need to interpret, apply and communicate information effectively
- to illustrate the need to use explanations

and representations that link curriculum to prior learning (Standard 1.2)

- to illustrate the importance of creating relevance for students by linking with their prior experiences (Standard 2.2)
- to lead participants to conclude that instruction must recognize the fundamental need for student familiarity to content and skills
- to show how many of the INTASC Standards are met in classrooms that utilize students' prior knowledge and interests in meeting curricular goals and objectives

Suggestion:

Participants should note places in the video in which any of the INTASC Standards are addressed. At the same time, participants should identify those moments in the video which speak to their own experiences in the classroom.

Background

Knocked Out by Nectar (Appendix 2.2) is a 500-word reading passage that is written in a lingo that a surfer might use. The passage describes the narrator's meeting his dream woman who also surfs. While the two of them talk at a party, the narrator lies about his surfing experience to impress her. This lie ends up preventing him from going to the beach with her.

The passage seeks to give participants a sense of what many students experience. Often in K-12 classrooms students are required to read passages and answer questions about subject matter that is unfamiliar to them and which is presented in a style to which they are unaccustomed. The surfer passage is written in a way that is very difficult for participants to understand. It is almost like a foreign language. Plus, the subject matter discussed is designed to be one which participants are not likely to have much understanding or interest.

Even so, participants will likely still be successful in answering the multiple choice questions on the passage, despite its being on an unfamiliar topic in an unfamiliar language. This result is what drives the effectiveness of this activity. It is meant to show how important it is for students to have familiarity with the skills necessary for effective interpretation, application and communication. Participants have acquired the skills of reading (e.g., picking up context clues, stopping and rereading when something doesn't make sense, etc.). Because they are familiar with the skills and the processes for using them, they can effectively apply those skills to unfamiliar subject matter. In effect, these skills act as a bridge to understanding the unfamiliar content.

Suggestion:

When students are able to recognize something familiar within something they are learning, their abilities to understand the new information increase dramatically.

Many students, however, lack the participants' well-developed skills or their familiarity with the processes that one applies in classroom situations. And without those skills and familiarity with the processes, students have an extremely difficult time when they are asked to apply the skills to equally unfamiliar content. For example, if students are unfamiliar with how to analyze poetry, it is nearly impossible for them to analyze a Shakespearean sonnet. Or, if students are unfamiliar with the process of developing and testing a hypothesis, they will have a great deal of difficulty applying that process to foreign concepts like the effects of added carbon dioxide on the ozone layer.

Instructions

Have participants read the "Knocked Out by Nectar" passage and then answer six multiple choice questions on the passage (Appendix 2.2). In order to better simulate the experience of students, provide handouts of the passage and their questions to participants (as opposed to doing it on an overhead). Further, give directions as you would to students, e.g., please keep your eyes on your own paper; mark your answer clearly; you will have 15 minutes to complete the assignment; and so on. Participants are likely to laugh and to wonder aloud about the purpose of the assignment. Smile and remind them that there's no talking!

Also, there is a built-in break for participants who may get up upon answering the six questions. After they return, it is time to go over the answers.

Discussion Questions and Follow-Up

Part One

Before going over the answers, ask participants to comment on the activity. Likely comments are things like:

- *Now I know how my students feel.*
- *It was like a foreign language.*
- *I was frustrated.*
- *Does anyone really talk this way? (Sadly, yes!)*

Tell them that simulating the experience of many students was certainly part of the intent of the activity. Tell them, though, that more importantly, it's likely that despite its being a foreign language, they probably were successful in answering the questions.

Then using the answer explanations in Appendix 2.2, go over the answers to questions 1 - 6. The explanations provide the reasons why the correct choices are correct, and in many cases why the other choices are incorrect. Participants may challenge some answers, but more than likely they will answer most questions correctly.

Part Two

It is likely that some participants will wonder if the activity is one to be used with students. Only in rare cases will the activity be appropriate. Therefore, it should be explained from the beginning that the activity is merely to illustrate certain points about learning and instruction. That is a good segue into what those points might be.

It is a good idea to lead participants to conclude for themselves how important it is that instruction help students find some familiar connections to anything that they are expected to learn. Discussion questions to guide participants in that direction are:

- Why do you think you were able to answer the questions successfully?
- How did you benefit from being familiar with the process of reading a passage and answering multiple choice questions?
- What if you had been asked to take the passage and create a scene for a screenplay? Would you have been as successful? Explain.
- Have you ever been able to help students see a parallel situation in their lives or today's world with something you were teaching them? If so, how did it affect student interest? How did it affect student learning?
- Do you think it is unrealistic to ask students to analyze Shakespearean sonnets if they've never analyzed poetry? Why or why not?
- How can familiarity with subject matter benefit the development of unfamiliar skills?
- How can familiarity with skills and processes benefit understanding of unfamiliar content?
- Why are students more likely to give up when they don't recognize anything familiar?

Part Three

After participants discuss the questions in Part Two and recognize the need to build in students' prior learning and experience into content understanding and skill development, the discussion should turn to the INTASC Standards. In light of the video

and the activity, walk through the Standards and their key indicators. The key indicators relevant to the participants' experience in the activity and the prior discussion are: 1.1, 1.2, 1.4, 1.5, 2.1 - 2.5, 3.1, 3.5, 3.6, 4.1, 4.3, 5.2, 5.3, 5.5, 6.4, 7.1 - 7.3, 8.4, 8.6, 9.3.

Discussion questions should include:

- To which Standards do the lessons learned from the activity most apply?
- Which of these Standards were illustrated in the video?
- How will better utilizing students' areas of interest lead to more effective instruction that meets the criteria of the INTASC Standards?
- How will playing off of students' prior learning and experience lead to more differentiated instruction?
- How will it lead to students playing the role of teacher in some respects?

Closing Activity: Lesson Reflection

Objectives

- to reflect upon previous lesson plans and create better ones based on the session's highlights
- to find ways to integrate more INTASC Standards into the classroom
- to create situations which will enhance student learning

Assignment

This is an opportunity for participants to take what they've learned in this session and apply it to their own classroom needs. Individually or in groups with others who share classroom goals and objectives, ask participants to reflect on ways in which they have taught a lesson in the past and then come up with ways to improve the lesson plan. The questions in Appendix 2.3 should help participants work through the process.

The goal of this assignment is to help participants develop a lesson plan that incorporates as many of the INTASC Standards as possible.

Finally, participants should present their lesson plan ideas to the group for critique. In their presentation, participants should identify those INTASC Standards that the lesson plan addresses as well as how the new lesson plan differs from the old one.

3

Program Three: Becoming the Best: Journeys to Accomplished Teaching

The National Board for Professional Teaching Standards

Objective of Unit

In learning more about the National Board for Professional Teaching Standards (NBPTS) Core Propositions, participants will find ways to apply these Propositions to meet their needs, goals and objectives. Participants will also recognize the need to reflect to grow as teachers in order to be life-long learners and greater experts in their subject areas and their profession. Finally, participants will understand how the relationship between instruction and assessment can positively impact their ability to grow as educators.

Audience

This program was produced for pre-service to veteran teachers and educators, particularly those thinking about becoming National Board Certified. This unit is designed for both self-paced viewing and for facilitators.

Program Description

Each of the following video segments described is streamed on the Models of Teaching website at www.unctv.org:

Segment One: NBPTS Propositions 1-5

The host of this series, Charles Coble, begins by likening great teachers to champions and heroes. Like champions in any other field, teaching champions must travel an arduous journey to reach a level of mastery. Accomplished teachers are life-long learners, thirsty for new knowledge, who come to realize and appreciate that the journey never really ends. One journey that many successful teachers take is that of becoming certified by the National Board for Professional Teaching Standards. The video then outlines the five Core Propositions established by NBPTS (see Appendix 3.1).

Segment Two: NBPTS Propositions 1-4

The video first features Melissa Oxendine, a National Board-Certified teacher in a rural, multi-cultural community. The segment illustrates Melissa's commitment to students and their learning. It also shows Melissa's

emphasis on continual reflection to improve herself, on making learning fun and meaningful to her students, and on collaborating with others.

Segment Three: NBPTS Propositions 1-5

The second teacher featured in the video is Judy Jones, a National Board-Certified high school biology teacher. Like the other teachers in the video, she talks about the need to grow and learn in the job. She's grateful for some of the opportunities she has had to collaborate with other educators. Judy also talks about her success with creating lessons that are very inter-disciplinary in nature.

Segment Four: NBPTS Propositions 1, 2, 5

In response to a significant community disaster Liz Doster and Ann Simo have come together with a community of learners to increase their content knowledge and to affirm their commitments to lifelong learning while presenting content directly relevant to the lives of their students.

Segment Five: NBPTS Propositions 1, 3, 4

This segment offers an interview with university professor, David Gabbert. Much like Proposition #3, this section focuses on the task of monitoring and managing student learning. David ties assessment to instruction and believes that tying instruction to students' experiences and weaving them into assessment creates greater inspiration to learn.

Segment Six: NBPTS Propositions 2, 4, 5

From there, the video travels to the National

Web Resource:

The National Board for Professional Teaching Standards
www.nbpts.org/nbpts/

This is the official website of The National Board for Professional Teaching Standards. On this easy to navigate website, you can find information about the National Board, the specific standards endorsed by the NBPTS, and how you can earn a National Board Certification.

This Unit Includes:

- Becoming the Best: Journeys to Accomplished Teaching (video)*
- List of NBPTS Standards (Appendix 3.1)*
- Post-Video Group Assignments (Appendix 3.2)*
- Evaluating Student Work Samples (Appendix 3.3)*
- Self-Tutorial Questions (Appendix 3.4)*



Humanities Center in Research Triangle Park, NC. It is a place where teachers converge to learn things such as how to develop and sustain communities of learners through professional development — much like Proposition #5 calls for. The Center’s Director of Education Programs Richard Schramm identifies its mission to give teachers the opportunity to learn from one another and to reenter their classrooms refreshed. Schramm says the Center seeks to add more of an intellectual dimension to the teaching profession. The video portrays some of the discussions and projects in which teachers participate at the National Humanities Center.

Self-Tutorial Instructions

Timeline

- Read NBPTS Propositions5 min (Appendix 3.1)
- Read the Two Assignments*5 min (Appendix 3.2)
- Read lesson background5 min
- View *Becoming the Best*30 min
- Outline assignment presentations.....30 min
- Read activity purpose/background.....5 min
- Address discussion questions.....15 min
- Lesson Plan activity30 min (Appendix 3.3)
- Self-Tutorial Questions15 min (Appendix 3.4)

* Appendix 3.2 has two assignments. Individuals should try to address each one as they watch the video.

Viewing Instructions

Reflect on the following discussion questions

while watching *Becoming the Best* or its six video segments.

- How does the teaching portrayed in the video demonstrate reflective practice?
- How would you describe the classroom environments portrayed in the video?
- What educational values does the National Humanities Center program embody?
- How does the National Humanities Center program address the NBPTS propositions?
- From what you have seen, what ideas about teachers and teaching stand behind the National Humanities Center program?
- How does Melissa Oxendine’s teaching embody the NBPTS propositions?
- Twice Ms. Oxendine mentions that she “facilitates learning.” What does that mean, and does it differ from traditional notions of classroom teaching? If so, how?
- What views about teaching do Judy Jones, the high school biology teacher, and Melissa Oxendine, the elementary school teacher, share?
- The video shows two professional development activities, one at the National Humanities Center and another at East Carolina University. What characteristics do they share? How do they differ from traditional professional development? In them how do higher education and K-12 education relate to one another?
- David Gabbard, the professor of education, attributes most school problems to motivation. How do the teachers in the program motivate their students? What motivates them? What does the video suggest about the relationship between teacher motivation and enthusiasm and student learning?
- At the end of the video, Charles Coble, the program’s host, says that in education today individuals and institutions are developing new ways of thinking and doing. What are some of these “new ways,” and how will they affect teachers and students?

Workshop Instructions

Timeline

- Assign post-viewing tasks10 min
- Viewing of *Becoming the Best*30 min
- Post-viewing assignments20 min
- Break10 min
- Presentations of assignments20 min
- Review of assignments..... 30 min
- Break.....10 min
- Lesson Plan Development activity ...45 min

Suggestion:

In a classroom setting, concrete examples thought of by students are much more likely to be understood by their peers.

Suggestion:

Instruction that is integrated with assessment, and that relies on input from students will make instruction fresh.

Note that times may vary slightly based on the size of the group and the extent of the discussion.

Pre-viewing Instructions

Upon participants' entering the room, the NBPTS Propositions (Appendix 3.1) should be illuminated on an overhead. Prior to watching the video, participants should be given their post-viewing assignments on slips of paper with directions for their assignments. Participants should not be told that they will be doing the assignments in groups. (The directions do not give any indication of there being any group work.) Rather, as they watch the video they should assume that the burden will be only on them to complete the assignment. This way, participants will have to generate their own ideas for the assignment, experiencing the challenge of having to work on their own. In the end, though, they will experience the benefits of collaboration.

Viewing Instructions

Because of the nature of the post-viewing activity, this video should be viewed uninterrupted. (Participants will be assessed on their understanding of the video in different ways.) As facilitator, it may be necessary to pick out the elements of the program which are likely to be cited by participants in their post-viewing activities.

- One activity relates to Melissa Oxendine's quotation of children's need for real experiences. Her segment is toward the end of the first half of the show.
- The other activity takes Judy Jones' discussion of learning styles. She appears in the latter half of the show.

Because both of the assignments are tied to different elements of the video, participants should probably take notes during the video.

Post-Viewing Activity: Assignments 1 and 2

Objectives

- to assess participants' understanding of the video, with particular emphasis on NBPTS Propositions
- to demonstrate multiple means of assessment that simultaneously act as means of instruction
- to illustrate the benefits of collaboration

- to show how allowing for student input can drive instruction in new and effective directions
- to introduce evaluation of instruction akin to evaluation of student work samples

Background

These assignments are designed with several objectives in mind. One is to show the effects of assessment on instruction. That is, each of the assignments is a form of assessment on participants' understanding of the video's content, particularly as the content applies to the NBPTS Propositions. In this case, assessment drives the instruction which consists of the video and the assignments. Further, in the course of presenting their work on the assignments, each group will act as instructors for the other participants. All the while you will serve as instructional guide, helping to direct the participant "teachers" — with clarification questions, mainly — as they instruct the others. NBPTS Propositions #s 1, 2 and 3 relate to the ability to guide instruction in this way.

Similarly tied to the first three Propositions, the activity models guiding students toward an end goal while relying on students to fill in much of the assignment with their own personal experiences. The participants will draw upon their classroom "life" experiences to give concrete examples to the ideas presented in both the video and through the NBPTS Propositions. Whether presenting an assignment or listening to a presentation, participants will draw more meaning out of the video and Propositions.

Finally, part of the National Board Certification process consists of evaluating student work samples, and each of the group's presentations can act as a work sample that can undergo similar evaluation.



Suggestion:

If your group is large, you may want to assign one person within each group the role of guide. That is, the person should be the one in charge of making sure the group stays on task and completes the assignment.



Appendix 3.3 provides questions for evaluation.

Instructions

To implement this activity split the group, having half write essay-style answers to assignment one and the other half write essay-style answers to assignment two. Throughout implementation, you will be modeling the role of teacher. In that role, you should encourage your “students” by asking for clarification through examples or better explanation and by asking probing questions.

Once everyone has had a chance to finish his/her assignment, ask for a few volunteers (at least one representing each assignment) who’ll let others with the same assignment critique their essays. Appendix 3.3 provides some evaluation questions. The National Board Certification process requires teachers to provide student work samples, along with applicant-written evaluations, to demonstrate an applicant’s qualifications for certification. Though the participants’ assignments aren’t identical to the kinds that are used for student work samples, they are valuable for building in familiarity with the evaluation process, which benefits all teachers, whether or not they are seeking certification.

If your group is large, you may want to assign one person within each group the role of guide. That person should be the one in charge of making sure the group stays on task and completes the assignment.

Discussion Questions and Follow-up

The discussion can occur before, during or

after the groups present their work. Much of the discussion will relate to the work sample evaluation. However, some questions that apply more to the general activity are:

- How can providing various forms of assessment lead to varied and differentiated forms of instruction?
- How would similar forms of assessment in your classroom lead to greater student input, allowing you and other students to learn from that input?
- Why do students tend to respond better to instruction that seems unique to them and to their experiences?
- How were your ideas enhanced when you were able to collaborate with others?
- After completing your assignment and listening to the other group’s assignment, do you feel that you would have been prepared for a standardized assessment on the video’s content and the NBPTS Propositions?

Closing Activity: Lesson Planning

Objectives

- to reflect upon previous lesson plans and create better ones based on the session’s highlights
- to find ways to integrate NBPTS Propositions more fully into the classroom
- to experience the benefits of working together as teachers and students toward an objective
- to create situations which will enhance student learning

Assignment

This is an opportunity for participants who share similar curriculum goals to group together and collaborate to create future lesson plans. Your participants can use the evaluation questions from Appendix 3.3 to help craft effective strategies for teaching skills and areas of knowledge that are important for their students to possess.

Groups will decide on their objective and work toward reaching that objective. This process can simulate the classroom experience of guiding students toward objectives, while relying on their input to steer the class there. It may be necessary for someone within the group (or you as facilitator) to act as the teacher, guiding the group toward the established objective.

Program Four: Leading Together

Developing Leadership Through ISLLC Standards

Objectives of Unit

Participants will recognize the following indicators of the Interstate School Leader Licensure Consortium's (ISLLC) leadership Standard 1:

"A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community."

Indicator: The administrator believes in, values, and is committed to a willingness to continuously examine one's own assumptions, beliefs and practices.

Indicator: The administrator believes in, values, and is committed to doing the work required for high levels of personal and organization performance.

Indicator: The administrator facilitates processes and engages in activities ensuring that needed resources are sought and obtained to support the implementation of the school mission and goals.

Indicator: The administrator facilitates processes and engages in activities ensuring that existing resources are used in support of the school vision and goals.

Participants will recognize the following indicators of the Interstate School Leader Licensure Consortium's (ISLLC) leadership Standard 2:

"A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth."

Indicator: A school administrator has knowledge and understanding of adult learning and professional development models.

Indicator: The administrator believes in, values, and is committed to life long learning for self and others.

Indicator: The administrator believes in, values, and is committed to professional development as an integral part of school improvement.

Indicator: The administrator facilitates

processes and engages in activities ensuring that all individuals are treated with fairness, dignity, and respect.

Indicator: The administrator facilitates processes and engages in activities ensuring that students feel valued and important.

Indicator: The administrator facilitates processes and engages in activities ensuring that lifelong learning is encouraged and modeled.

Indicator: The administrator facilitates processes and engages in activities ensuring that there is a culture of high expectations for self, student, and staff performance.

Participants will recognize the following indicators of the Interstate School Leader Licensure Consortium's (ISLLC) leadership Standard 4:

"A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources."

Indicator: The administrator facilitates processes and engages in activities ensuring that relationships with community leaders are identified and nurtured.

Indicator: The administrator facilitates processes and engages in activities ensuring that the school and community serve one another as resources.

Indicator: The administrator facilitates processes and engages in activities ensuring that partnerships are established with institutions of higher education.

Participant will recognize the following indicators of the Interstate School Leader Licensure Consortium's (ISLLC) leadership Standard 5:

"A school administrator is an educational

This Unit Includes:

- Leading Together: Creating Teacher and School Leaders (video)*
- List of ISLLC Standards (Appendix 4.1)*
- Video Viewing Guide (Appendix 4.2)*

Web Resources:

Interstate School Leaders Licensure Consortium (ISLLC) Members
www.dssc.org/nta/html/isllc.htm

This site offers a directory of ISLLC Members in participating states and territories. It describes ISLLC as "a collaboration of state education agencies and professional development organizations committed to raising performance standards for school leaders."

American Association of School Administrators
www.aasa.org/Issues/leadership/murphy.htm

This link leads to an article abstract on ISLLC standards. Joseph Murphy of Vanderbilt University and Neil Shipman of University of Memphis wrote the piece entitled, "The Interstate School Leaders Licensure Consortium: A Standards-Based Approach to Strengthening Educational Leadership."

leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner."

Indicator: The administrator examines personal and professional values.

Indicator: The administrator serves as a role model.

Participants will recognize the following indicators of the Interstate School Leader Licensure Consortium's (ISLLC) leadership Standard 6:

"A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context."

Indicator: The administrator believes in, values, and is committed to education as a key to opportunity and social mobility.

Indicator: The administrator believes in, values, and is committed to recognizing a variety of ideas, values, and cultures.

Further, participants will be able to describe the benefits accrued when school and university leaders collaborate on an on-going basis.

Audience

This program was produced for educators at all stages and levels, especially teacher leaders, principals, superintendents and other administrators. This unit is designed for both self-paced viewing and for facilitators.

Video Description

Each of the following video segments described is streamed on the Models of Teaching website at www.unctv.org:

Segment One: ISLLC Standards 1-6

Charles Coble, the host of the series, begins this video by stating that as the social fabric of society has changed, the notion and the structure of educational leadership has also changed. Recognizing the need to have educational leadership that better meets the needs of society, the Interstate School Leader Licensure Consortium (ISLLC) developed leadership standards for educators at all levels. The video sets out to illustrate indicators of the ISLLC leadership standards listed above and also presents examples of

school and university leaders working together to develop their capacity to lead collaboratively.

Segment Two: ISLLC Standards 1, 2, 4-6

The video takes the audience to the Center for Creative Leadership (CCL) in Colorado Springs, CO., to observe teachers, principals, college professors and administrators engaging in a leadership development activity together. Back home, the group has been struggling to get to know and trust each other more so they can truly share the work of preparing and developing teachers. The goal of the CCL activity is to strengthen their ability to collaborate and partner (ISLLC Standard 4). The video shows the team members testing their ability to work as a team. Participants experience the need to recognize the capabilities—and liabilities—they each bring to the task. They also are challenged to get out of their "comfort zone" and act in new and unfamiliar interdependent ways (ISLLC Standard 1, 2). Through this experience, they learn the importance of being clear about the team's task, of respecting and relying on each other, and of celebrating their mutual successes.

Next, the video shows Kathleen Ponder, Director of the Education Sector at the Center for Creative Leadership, talking about the interpersonal skills educational leaders must develop. As she discusses the importance of K-12 practitioners and university theoreticians building strong professional ties, the video depicts participants working together praising the work of another colleague. The segment ends with the teachers, principals, professors, and administrators discussing how their work at CCL relates to their work back home with each other and with their students.

Segment Three: ISLLC Standards 4,6

The video then takes the audience to the office of Marilyn Sheerer, Dean of the College of Education at East Carolina University and one of the attendees at the CCL team-building experience. She talks about the importance of college of education faculty collaborating with practicing teachers and principals to create and keep a vital teaching force. She reinforces the importance of ISLLC Standard 4 and stresses the importance of university leaders publicly recognizing the value of having a practicing teacher working

with a university professor to prepare new teachers.

Segment Four: ISLLC Standard 2

Next, the video takes a look at what happens when Robin Daly, a Pitt County, N.C. principal and participant in the CCL program, returns home. Robin is seen as she adapts a team-building activity learned at CCL with the elementary students in her school. She demonstrates ISLLC Standard 2 as she interacts with the children, helping them to see the value of teamwork. She also demonstrates her own willingness to try out the new ideas learned at CCL. After watching the effect of this activity on the children, Ann Bullock comments that collaboration is not only important among leaders but is a skill that teachers and students also need. Barbara Lee then talks about the benefits of having future teachers actually working in public school classrooms every semester during their training.

Segment Five: ISLLC Standards 1, 2, 4, 6

Next the video shows how the National Humanities Center (NHC) is promoting both teacher leadership and life long learning opportunities for teachers (ISLLC Standards 2 and 4). The video shows a group of teachers from Carlisle High School in Carlisle, PA., participating in a seminar with Dickinson College professors.

The topics under discussion came from the teachers. With a NHC facilitator, the teachers identified an area of study that was both intellectually challenging to them and relevant to their current classroom assignments (ISLLC Standards 4 and 6). This intellectual partnership arose through the efforts of NHC staff members who acted as brokers, bringing together busy educator practitioners with academic experts from the college.

The video documents the teachers discussing the unique nature of this professional development activity. They share how these seminars address their desire to be intellectually stimulated while many other professional development activities focus on skill-building (ISLLC Standards 1,2).

Next, Richard Schramm, Director of the National Humanities Center's work with educators, discusses how the teachers frame

topics for collective inquiry and how they are learning to take on the role of seminar leader. He explains that not only do the seminars bring them enriched knowledge about their study topics, but the experience also provides them with confidence in their ability to lead their colleagues in the formation of future study seminars.

Afterwards, Dr. Ferguson and Dr. Durden, professors from Dickenson College, explain how they and their colleagues are searching for ways to collaborate to help children in their community (ISLLC Standard 4). They express their belief that when a college and a school district combine their resources, they can provide a powerful educational resource to their community's children.

Self-Tutorial Instructions

Timeline

- Complete Viewing Assignments..1.5-2 hours
- View and Reflect on *Leading Together*1 hour
- Completion of Post-Viewing...2-3 hours

Viewing Instructions

Reflect on the following discussion questions while watching *Leading Together* or its five video segments.

- What is the program's definition of a school leader?
- How do the Center for Creative Leadership's (CCL) "acid river" and orienteering activities teach leadership vis-a-vis the ISLLC standards?
- What do you think the CCL spokeswoman means by "relational leadership"? How would it work in a school?
- How is the CCL program like a classroom?
- What new vision of teaching does the CCL program seek to impart?
- CCL's program is, in part, designed to smooth relations between university educators and K-12 educators. How does it seek to do that, and why should it be done?
- The spokeswoman for CCL says that K-12 teaching is "regaining its dignity." How is the CCL program helping in that effort?
- What role does higher education have in making teacher leaders?
- From what you have seen of the National Humanities Center program, what can you surmise about its definition of a teacher leader?
- What do the CCL program and the

Suggestion:

Ask participants how feelings of being lost in the trees apply to students, and why students need a sense of direction, participation in plotting a course, etc., the way teachers do. These same questions can be applied to parents.

National Humanities Center program have in common?

Workshop Instructions

Timeline

- Completion of Viewing.....1.5-2 hours
Assignments
- Break10 min
- Viewing and Reflecting on.....1 hour
Leading Together
- Completion of Post-Viewing*.....2-3 hours

**Note: ISLLC Standard 3 is not demonstrated in the video; however, facilitators may still wish to provide discussion time for this standard.*

Pre-Viewing Instructions

Prior to watching the video, participants should complete the following pre-viewing assignments. They may be done all at once just before the video viewing or each activity can be done at separate meetings within one or two weeks of viewing the video. If the pre-viewing tasks are done at separate sessions, participants should be instructed to bring all of their written materials to the actual video viewing.

- Ask participants to review the ISLLC Standards and the Indicators listed in the Objectives for this Unit. Ask them to remember privately an example of each Indicator from their professional lives (Five minutes). In small groups of 3-5 ask them to discuss which Indicators were most difficult (15 minutes). Tell the whole group that the video will provide examples of these standards and indicators. Tell them that as they are watching the video, they may want to put a check next to each standard and indicator as they see it being demonstrated or discussed.

- Ask participants to privately answer the following question:
“Remember a time when you were a part of a high performing team. Privately write down the five most memorable characteristics of this team.” (Five minutes)

- With the whole group, ask participants to share their list of characteristics and write them on a chart pad (15 minutes). Lead a discussion of how the teams were alike and how they were different (10 minutes). Ask participants to categorize the characteristics

as requiring intellectual skill or emotional skill. Which type was most often mentioned? (15 minutes) (High performing teams are differentiated by the emotional/relational skill of the members, in addition to high levels of competency handling the task.) Tell them that in the video they will see examples of both task competencies and emotional competencies being demonstrated.

- Ask participants to think of a time in which they were a part of an educational team including university professors and practicing teachers and principals. What were the surprises? What barriers prevented teachers from collaborating with university professors (20 minutes)? Tell them that the video will provide examples of successful collaborations between practicing school leaders and university professors. Ask them to watch for the characteristics of high performing teams that they compiled as the school-university teams are shown on the videotape.

Viewing Instructions

Tell the participants that the video is going to be shown in segments, with a pause between each segment so they can record their observations. At the beginning of the video, provide each participant with the worksheet appearing in Appendix 4.2.

Pauses in the video should occur periodically before Charles Coble introduces each new segment. At the beginning of each pause, instruct participants to take 5 minutes and note examples of the standards and indicators in the previous video segment.

Post-Viewing Activity: Assignments One Through Four

The following activities are suggested as an immediate follow-up to the viewing of the videotape. The facilitator will need chart pads and pens for each of five groups, paper and pen for each participant, and a timer. The participants will need to have their notated copy of Appendix 4.2 and a copy of Appendix 4.1. The activities can be done separately over time if time constraints exist.

- Divide the participants into five groups. Assign each group one of the ISLLC Standards listed above. Ask the group to assign a leader responsible for recording the

group's work and reporting it to the whole group. The group's task is first to review privately their notes made during the video viewing and then list examples of the Standard and Indicators they've observed on a chart pad (20-30 minutes). Then, ask each of the group leaders to report on the Standard they were assigned, sharing examples of the Indicators observed on the video. When each leader is finished, ask the rest of the group if they observed something not on the list. Continue until all five groups are finished.

- Ask each participant to look at Appendix 4.1 and reflect on the Knowledge, Disposition, and Performance for all six ISLLC Standards. Next to each one, ask each participant to privately assess their comfort with performing each of the indicators, using a scale of 1 to 5 with 1 meaning "I feel completely capable", 3 meaning "I feel somewhat capable", and 5 meaning "Not yet – I need help to develop this capability" (15 minutes).

Then, ask them to make two lists: one listing the top 5 indicators that they feel completely capable of carrying out successfully and another list of the 5 competencies they feel they need help developing (10 minutes). Now ask participants to look at their list of the top five capabilities and the five they need help developing and ask them to write next to each how fellow teachers and principals (their peers) would rate them. If they think their peers' list would differ from theirs, ask them to reflect on why that might be (5 minutes).

Divide the group into pairs (or triads, if necessary). Ask each person to take 10 minutes and share his/her lists with each other and whether or not they think their peers ratings would be the same as their self-rating. Tell participants if they feel uncomfortable sharing everything on their list that they should share what they are comfortable sharing. When each person has had 10 minutes of sharing time, ask the group to write down new insights they've gained from this conversation about themselves as future leaders.

- Ask participants to reflect on the title of the video, *Leading Together*. Ask participants to

share their answers to the following questions:

1. Why was that title chosen for the video?
2. How does "leading together" pertain to the ISLLC Standards?
3. What examples of "leading together" were most powerful in the video?

In groups of 3-5, ask participants to reflect on the characteristics of the university-school teams they saw working together at the Center of Creative Leadership and in the National Humanities Center's seminar. Ask them to record the intellectual and emotional skills displayed by these teams and ask them to compare the list they generate with the list of characteristics of high performing teams they brainstormed prior to viewing the video. Finally, ask them to think about how university-school educators relate to each other in their home community. (As leaders demonstrating ISLLC standard proficiency, how would they go about promoting a deeper working partnership between the two organizations?) (15-30 minutes)

- Ask participants to create an Action Plan for themselves to begin strengthening the capabilities they listed on their "Not yet – need help developing" lists (15-30 minutes). Ask them to include in their Action Plan the following information:

- a. The indicator they need help developing
 - b. The name of a peer coach, present in their daily work life, who would agree to watch them and provide feedback when they notice them exhibiting the new behavior or disposition
 - c. The name of a professional who is expert in the capability (a role model) who would be willing to be observed demonstrating the capabilities
 - d. A timeline for making appointments with their peer coach and professional expert
 - e. A plan for putting "reflection time" into their daily work time devoted to reviewing their actions during the day and comparing them to target the ISLLC standard indicators.
- At the end of the activity, ask each participant to stand and share his or her Action Plan. (Research shows that when a goal is publicly shared it is more likely to be acted upon.) Give each person 5 minutes to share his/her goal (length of time dependent upon the number of participants)

Internet Resource Guide

UNC-TV Models of Teaching

www.unctv.org

This site is the home site for the Models of Teaching program. Here, you can find more information about the series, the standards that are covered, and the MOT sponsors.

The National Board for Professional Teaching Standards

www.nbpts.org/nbpts/

This is the official website of The National Board for Professional Teaching Standards. On this easy-to-navigate website, you can find information about the National Board, the specific standards endorsed by the NBPTS, and how you can earn a National Board Certification.

The Interstate New Teacher Assessment and Support Consortium (INTASC)

www.ccsso.org/intasc.html

This page of the Council of Chief State School Officers provides more information on the INTASC standards. This page also provides another link (www.ccsso.org/intascst.html) that details the 10 principles of the INTASC. In addition to the Consortium's principles, this second link offers examples of Dispositions and Performances that give clear examples of how to put these principles into action in the classroom.

Directory of Interstate School Leaders Licensure Consortium (ISLLC) Members

www.dscc.org/nta/html/isllc.htm

As the title implies, this site offers a directory of ISLLC Members in participating states and territories. This site describes ISLLC as "a collaboration of state education agencies and professional development organizations committed to raising performance standards for school leaders."

American Association of School Administrators

www.aasa.org/Issues/leadership/murphy.htm

This link leads to an article abstract on ISLLC standards. Joseph Murphy of Vanderbilt University and Neil Shipman of University of Memphis wrote the piece entitled, "The Interstate School Leaders Licensure Consortium: A Standards-Based Approach to Strengthening Educational Leadership."

The Center for Creative Leadership

www.ccl.org/programs/lisa/index.html

The Center's Education Sector (ES) group brings a leadership development resource to contemporary educators to assist them with the tough job of reforming and restructuring schools. Strengthening the leadership capability of those responsible for K-12 public and private schools, colleges, and universities so that educational reforms for excellence can occur is its unique and important mission.

The National Humanities Center

www.nhc.rtp.nc.us:8080/introduction/nhcintr.htm

The National Humanities Center is the country's only independent institute for advanced study in the humanities. A private, nonprofit institution, the Center exists to encourage excellent scholarship and to affirm the importance of the humanities in American society.

The Kenan Best Practices Center

bestpractices.ga.unc.edu

The Center serves as a source of research, development, and dissemination of best practices in advancing strong, effective, long-term partners in the preparation and continuing professional development of school-based educators. In cooperation with the University of North Carolina Center for School Leadership Development and the Best Practices Center within the Kenan Alliance for Partnerships in Education, this website has been established as a clearinghouse of information related to exemplary programs, policy, and schools.

About This Guide

This program guide was developed by Topics Education Group, 1235-E East Blvd., #228, Charlotte NC 28203; phone 704-358-3198, email info@topicseducation.com. Outside advisors: Nancy Gardner, Robert Avinger and Mary Pawlowski. Models of Teaching was produced by UNC-TV. © UNC-TV 2001



Appendices to Program Guide

Program One: No Greater Calling

- Appendix 1.1 Additional Pre-Viewing Questions
- Appendix 1.2 Instructions on How to Tie a Bow Line Knot (includes diagram)

Program Two: Every Student's Right

- Appendix 2.1 List of INTASC Principles
- Appendix 2.2 Knocked out by Nectar Activity
(Article, Questions, and Answers on Separate Pages)
- Appendix 2.3 Reflective Process Questions

Program Three: Becoming the Best

- Appendix 3.1 List of NBPTS Core Propositions
- Appendix 3.2 Post-Viewing Group Assignments
- Appendix 3.3 Evaluating Student Work Samples
- Appendix 3.4 Self-Tutorial Questions

Program Four: Leading Together

- Appendix 4.1 List of ISLLC Standards
- Appendix 4.2 Video Viewing Guide

Additional Pre-Viewing Questions

1. Which teachers were your favorite? Why?
2. Which teachers were your least favorite? Why?
3. From which teachers did you learn the most?
4. Which teachers demanded the most?
5. How did the subject being taught affect your attitude toward the teacher?
6. How did the subject being taught affect your learning?
7. How did higher demands affect learning?

Tying a Bow Line Knot

Note: This activity requires four shoestrings or four pieces of rope, each approximately 18 inches long.

Group One

Directions: Tie a bow line knot.

Group Two

Directions: Tie a bow line knot which will be tested for its strength. Your group has five minutes to come up with a knot to be tested by others.

Group Three

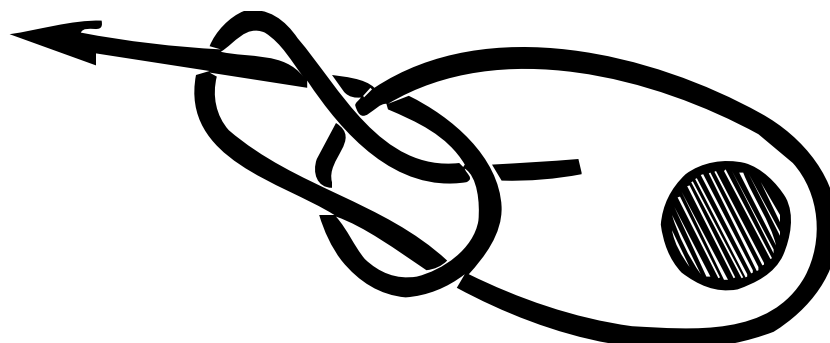
Directions: The bow line knot is a popular knot used to tie a loop at the end of a rope. It is a strong knot, and one that does not receive stress on the knot itself. So it is easy to untie. The bow line can be tied by making a small loop toward the end of the rope, bringing up the end of the rope through the loop, wrapping it around the main part of the rope, then threading the end back down through the loop. Wrapping the rope around a group member's arm or a stationary object will help in tying the knot because of its resistance. Your group has five minutes to come up with a knot to be tested by others.

Group Four

(This group is helped by the facilitator, who demonstrates how to tie the knot.)

Directions: The bow line knot is a popular knot used to tie a loop at the end of a rope. It is a strong knot, and one that does not receive stress on the knot itself. So it is easy to untie. The bow line can be tied by making a small loop toward the end of the rope, bringing up the end of the rope through the loop, wrapping it around the main part of the rope, then threading the end back down through the loop. Wrapping the rope around a group member's arm or a stationary object will help in tying the knot because of its resistance. Your group has five minutes to come up with a knot to be tested by others.

Diagram for Group Four Only



List of INTASC Principles

Standard 1: Content Pedagogy

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Key Indicators — The Candidate:

- 1.1 demonstrates an understanding of the central concepts of his or her discipline.
- 1.2 uses explanations and representations that link curriculum to prior learning.
- 1.3 evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
- 1.4 engages students in interpreting ideas from a variety of perspectives.
- 1.5 uses interdisciplinary approaches to teaching and learning.
- 1.6 uses methods of inquiry that are central to the discipline.

Standard 2: Student Development

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

Key Indicators — The Candidate:

- 2.1 evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
- 2.2 creates relevance for students by linking with their prior experiences.
- 2.3 provides opportunities for students to assume responsibility for and be actively engaged in their learning.
- 2.4 encourages student reflection on prior knowledge and its connection to new information.
- 2.5 accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

Standard 3: Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Key Indicators — The Candidate:

- 3.1 designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- 3.2 selects approaches that provide opportunities for different performance modes.
- 3.3 accesses appropriate services or resources to meet exceptional learning needs when needed.
- 3.4 adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
- 3.5 uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
- 3.6 creates a learning community that respects individual differences.

List of INTASC Principles (Continued)

Standard 4: Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Key Indicators — The Candidate:

- 4.1 selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.
- 4.2 encourages students to assume responsibility for identifying and using learning resources.
- 4.3 assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

Standard 5: Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Key Indicators — The Candidate:

- 5.1 encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.
- 5.2 engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.
- 5.3 organizes, allocates, and manages time, space and activities in a way that is conducive to learning.
- 5.4 organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
- 5.5 analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

Standard 6: Communication and Technology

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Key Indicators — The Candidate:

- 6.1 models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to nonverbal cues both given and received).
- 6.2 provides support for learner expression in speaking, writing, and other media.
- 6.3 demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of the responsiveness to different modes of communication and participation).
- 6.4 uses a variety of media communication tools to enrich learning opportunities.

List of INTASC Principles (Continued)

Standard 7: Planning

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Indicators — The Candidate:

- 7.1 plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.
- 7.2 develops plans that are appropriate for curriculum goals and are based on effective instruction.
- 7.3 adjusts plans to respond to unanticipated sources of input and/or student needs.
- 7.4 develops short and long-range plans.

Standard 8: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Key Indicators — The Candidate:

- 8.1 selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
- 8.2 uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).
- 8.3 uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- 8.4 evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.
- 8.5 maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.
- 8.6 solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.

List of INTASC Principles (Continued)

Standard 9: Reflective Practice: Professional Development

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

Key Indicators — The Candidate:

- 9.1 uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- 9.2 uses professional literature, colleagues, and other resources to support self-development as a learner and as a teacher.
- 9.3 consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback.

Standard 10: School and Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Key Indicators — The Candidate:

- 10.1 participates in collegial activities designed to make the entire school a productive learning environment.
- 10.2 links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.
- 10.3 seeks to establish cooperative partnerships with parents/guardians to support student learning.
- 10.4 advocates for students.

Knocked Out By Nectar - Article

So I checked out this rave, but it wasn't my scene. But, the betties were all right, so I chilled. And dude, it paid. Two into it, I started hanging with this beach betty — the bomb. She's serious. Every year she goes to Costa. Costa!

We chilled. She told me her name was Belinda. We rapped about Costa. Costa sounds so cool. Then we rapped about Cali. Dude, I was full. Cali? I was all, "Cali's cool." Like I know Cali. Like I can handle Cali. I'm like, East Coast only. I don't know long board. She smelled it, I think.

Homies howled at me. They knew. Like they wouldn't have xeroxed. I was phat. Slices knew it. They were red. The only reason they rave is to hang with betties. It's not because they dig techno. They dig those who dig techno. To me, it's all the same. Homies are the same way. Whatever it takes, even tolerating techno.

I mean, I'm not saying that we go to Phish shows just to check out granola betties. That's part of it, sure. Mainly we go there for the tunage. We hook with someone, we hook. All the better. Sure, there's beau coup scoping during some of the solos, but I'm like, what else are you gonna do?

So, anyway, techno's at like volume eleven with no end in sight, and I'm all, "Let's blow. You want to chill at the playa? I've got my racks and my stick with me. We'll be there before the sun and way before the booger boarders."

She's all, "Booger boarders? They're not that dense. The report's pretty righteous. A tropical's kicking things. Choppy, but big. How 'bout you? Can you deal?"

Deal? Dude, can you believe it? I go, "Cali's always kicking. I can deal." I know I'm gonna taste a trench and not a tube. But, she had me tripping. So I keep talking out of one side. You know, I fabbed this whole scene.

"I've got homies in La Jolla. I check them out when the funds permit. They've got this sweet place that's five minutes from some pretty tasty waves." (I met this dude once who long boarded in La Jolla one summer. I xeroxed most of his stuff.) "They're glass monsters, man — Neptune's nectar."

She tripped on that. She's all, "Neptune's nectar? Nice. Sounds like some slasher Agent Orange tune."

I'm thinking, no way, dude, Agent Orange? Totally retro. What's she doing? Checking out some Agent Orange on vinyl, then maybe a little "Charlie Don't Surf" before going out to thrash?

Suddenly I see us with our own little surf punks one day. I'm serious! So I'm knowing that one day I've got to come clean. But it's not on this day.

"Yeah, I don't know the coinage. Maybe it's Agent Orange. So do you want to go conquer and destroy, or what?"

Dude, she packed me. You know what she said?

"I'm going. I'm there whenever a tropical's out there making noise. But I've got a ride — some cat who's trying to transition to long board. He needs me. What could I say? You've been to Cali. You don't need me. But maybe I'll check you out later."

Knocked Out By Nectar - Questions

Using *Knocked Out by Nectar*, answer questions 1 – 6. Choose the letter which best answers the question.

1. What is the narrator doing at the time he meets Belinda?

- a) listening to DJed music
- b) talking about Costa Rica
- c) imagining surfing long board
- d) all of the above

2. Where has the narrator surfed?

- a) Atlantic Ocean
- b) Pacific Ocean
- c) Carribean Ocean
- d) all of the above

3. Why does Belinda question their going to surf that day?

- a) because there is a tropical storm
- b) because the waves will be choppy
- c) because the surf is going to be big
- d) all of the above

4. Which of the following is Neptune's nectar?

- a) It is the title of a song by the band Agent Orange.
- b) It is a term used to describe waves in California.
- c) It is an allusion the narrator makes to sea gods.
- d) none of the above

5. About what does the narrator fantasize?

- a) his having kids with Belinda
- b) their going to Costa Rica
- c) his teaching her to long board
- d) all of the above

6. How does the narrator feel at the end of the passage?

- a) He is not going to the beach with Belinda.
- b) He is surprised by her response to his request.
- c) He is angry that he didn't ask her to go sooner.
- d) all of the above

Knocked Out By Nectar - Answers

1. What is the narrator doing at the time he meets Belinda?

a) listening to DJed music — If one knows what a rave is, this is an easy question. A rave is a party during which a DJ plays music for the party-goers. Even if test-takers don't know what a rave is, they should be able to eliminate both b and c because they are both things that the narrator does after he meets Belinda.

2. Where has the narrator surfed?

a) Atlantic Ocean — In line six the narrator says that he's "East Coast only." Of course, in order to answer this question correctly, test-takers need to know that the Atlantic Ocean is along the East Coast of the US. His talk of surfing in Cali (California, thus, Pacific Ocean) he says is all made up.

3. Why does Belinda question their going to surf that day?

d) all of the above — Line 20 reveal the information that there is a tropical storm "kicking" things and that the waves are going to be big and choppy. She asks the narrator if he can deal, which indicates that she questions their going surfing.

4. Which of the following is Neptune's nectar?

b) It is a term used to describe waves in California. — Lines 25 – 27 reveal this answer. The narrator is talking about "tasty waves" in La Jolla, California, which are "glass monsters — Neptune's nectar." Choice a is not correct because Belinda says in Line 28 that it sounds like an Agent Orange song; c could be correct because it might be an indirect allusion to the sea gods, but because b is a better answer, c is incorrect.

5. About what does the narrator fantasize?

a) his having kids with Belinda — Line 33 talks about seeing "us with our own little surf punks one day." This refers to their having kids together. Though the narrator would probably love to go to Costa Rica with Belinda, the passage never mentions this, so b is incorrect; c is incorrect because Belinda is the more experienced surfer, unlikely to be the one taught by the narrator, plus the last paragraph reveals that she is planning on teaching another guy how to long board.

6. How does the narrator feel at the end of the passage?

b) He is surprised by her response to his request. This may be a difficult question, and one that may be debated. First, his mood at the end (Line 37) is more surprise than anger; plus, c can not be correct because Belinda had made the decision to go with someone else before the narrator met him, so it is unlikely that he would have felt anger over not having asked her sooner. Choice a can't be correct because it does not describe how he feels, only what happened.

The Reflective Process

Which lesson plan are you reflecting on?

Describe the lesson plan. Who? What? When? Where?

Why did you use this particular lesson plan?

How did you do it?

What was its effectiveness?

What was its impact?

How did it relate to your goals?

What would you do differently?

How would this change be better?

What have you learned?

NBPTS Core Propositions

1. Teachers are committed to students and their learning

- Teachers recognize individual differences in their students and adjust their practice accordingly
- Teachers have an understanding of how students develop and learn
- Teachers treat students equitably
- Teachers' mission extends beyond developing the cognitive capacity of their students

2. Teachers know the subjects they teach and how to teach those subjects to students

- Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines
- Teachers command specialized knowledge of how to convey a subject to students
- Teachers generate multiple paths to knowledge

3. Teachers are responsible for managing and monitoring student learning

- Teachers call on multiple methods to meet their goals
- Teachers orchestrate learning in group settings
- Teachers place a premium on student engagement
- Teacher regularly assess student progress
- Teachers are mindful of their principle objectives

4. Teachers think systematically about their practice and learn from experience

- Teachers are continually making difficult choices that test their judgment
- Teachers seek the advice of others and draw on education research and scholarship to improve their practice

5. Teachers are members of learning communities

- Teachers contribute to school effectiveness by collaborating with other professionals
- Teachers work collaboratively with parents
- Teachers take advantage of community resources



Appendix 3.2

Post-Viewing Group Assignments

Assignment One

One of the teachers featured in the video says, “Children need real experiences.” What does the teacher mean by this? Give some real examples of children’s need for real experiences. Further, provide some real examples of NBPTS Standard #4 as it applies to your experience.

Assignment Two

One of the teachers featured in the video discusses learning styles. What are they? Compare and contrast them. How do learning styles apply to the classroom? To your classroom? To which, if any, of the NBPTS Standards do various learning styles apply?

Evaluating Student Work Samples

Types of questions used to evaluate Student Work Samples

- What was the objective of the lesson?
- How was the lesson organized?
- How was the lesson organized to measure students' (participants') understanding of the material?
- How did the lesson meet the criteria of the NBPTS Propositions?
- What was students' (participants') overall prior knowledge of the material prior to the lesson?
- How well did students (participants) meet the objective of the lesson?
- What evidence do you have to support the level of student (participant) learning?

Self-Tutorial Questions

Individuals who are completing this unit in a self-tutorial fashion should answer the following questions:

- How can varying the forms of assessment in my class, vary the forms of instruction?
- Which of the NBPTS Standards is my strongest? Which is my weakest?
- How can I pass on my areas of strength to my peers?
- How can I improve my areas of weakness?
- What has been one of my better teaching moments?
- What has been one of my teaching moments that I could really improve upon?
- How will this workshop affect my instruction?

ISLLC Standards

Standard One

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge

The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed

ISLLC Standards (Continued)

Standard One — Continued

- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard Two

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

Performances

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged

ISLLC Standards (Continued)

Standard Two — Continued

- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

Standard Three

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge

The administrator has knowledge and understanding of:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

Dispositions

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments

ISLLC Standards (Continued)

Standard Three — Continued

- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Performances

The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

Standard Four

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community

ISLLC Standards (Continued)

Standard Four — Continued

- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

Dispositions

The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

Performances

The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

ISLLC Standards (Continued)

Standard Five

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge

The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Dispositions

The administrator believes in, values, and is committed to:

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

Performances

The administrator:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations
- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

ISLLC Standards (Continued)

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

Dispositions

The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups
- the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community

Video Viewing Guide

Standard One

Record your observations of the ISLLC Standards below when prompted by the facilitator:

I. ISLLC Leadership Standard

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

II. Standard Indicators

Indicator: The administrator believes in, values, and is committed to a willingness to continuously examine one's own assumptions, beliefs and practices.

Indicator: The administrator believes in, values, and is committed to doing the work required for high levels of personal and organization performance.

Indicator: The administrator facilitates processes and engages in activities ensuring that needed resources are sought and obtained to support the implementation of the school mission and goals.

Indicator: The administrator facilitates processes and engages in activities ensuring that existing resources are used in support of the school vision and goals.

III. Your observation of Standards/Indicators in video

Video Viewing Guide

Standard Two

Record your observations of the ISLLC Standards below when prompted by the facilitator:

I. ISLLC Leadership Standard

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

II. Standard Indicators

Indicator: A school administrator has knowledge and understanding of adult learning and professional development models.

Indicator: The administrator believes in, values, and is committed to life long learning for self and others.

Indicator: The administrator believes in, values, and is committed to professional development as an integral part of school improvement.

Indicator: The administrator facilitates processes and engages in activities ensuring that all individuals are treated with fairness, dignity, and respect.

Indicator: The administrator facilitates processes and engages in activities ensuring that students feel valued and important.

Indicator: The administrator facilitates processes and engages in activities ensuring that lifelong learning is encouraged and modeled.

Indicator: The administrator facilitates processes and engages in activities ensuring that there is a culture of high expectations for self, student, and staff performance.

III. Your observation of Standards/Indicators in video

Video Viewing Guide

Standard Four

Record your observations of the ISLLC Standards below when prompted by the facilitator:

I. ISLLC Leadership Standard

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

II. Standard Indicators

Indicator: The administrator facilitates processes and engages in activities ensuring that relationships with community leaders are identified and nurtured.

Indicator: The administrator facilitates processes and engages in activities ensuring that the school and community serve one another as resources.

Indicator: The administrator facilitates processes and engages in activities ensuring that partnerships are established with institutions of higher education.

III. Your observation of Standards/Indicators in video



Appendix 4.2

Video Viewing Guide

Standard Five

Record your observations of the ISLLC Standards below when prompted by the facilitator:

I. ISLLC Leadership Standard

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

II. Standard Indicators

Indicator: The administrator examines personal and professional values.

Indicator: The administrator serves as a role model.

III. Your observation of Standards/Indicators in video

Video Viewing Guide

Standard Six

Record your observations of the ISLLC Standards below when prompted by the facilitator:

I. ISLLC Leadership Standard

“A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.”

II. Standard Indicators

Indicator: The administrator believes in, values, and is committed to education as a key to opportunity and social mobility.

Indicator: The administrator believes in, values, and is committed to recognizing a variety of ideas, values, and cultures.

III. Your observation of Standards/Indicators in video