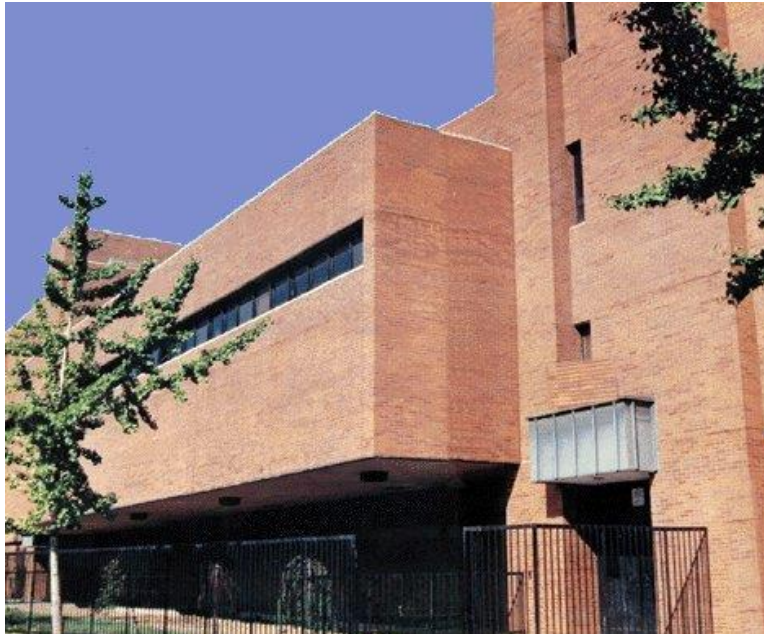


**EDWARD R. MURROW
HIGH SCHOOL**



TEACHER HANDBOOK

**ALLEN BARGE
PRINCIPAL**

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TABLE OF CONTENTS

OUR SCHOOL

PROCEDURES & PROTOCOLS.....3

Directory	4
Where do I get _____?	5
Attendance Procedures.....	5
Trips & Activities	9
Safety Procedures.....	9
Behavioral of Referral (Ladder of Referral)	10
Chancellor Regulations	11
Circular 6	11
Telephone Usage.....	11
Parking	11
Report Cards/Grading Policy	11, 12

Instructional Material

Lesson Plan Format.....	14
Classroom Management.....	15
Board Work.....	16
Classroom Environment.....	17
Bulletin Boards	17
Testing.....	18
Parent Teacher Conference	20

Institute of Learning

Learning Research and Development Center

Principles of learning	24
How are you doing as a teacher?.....	25
Strategies for using video in the classroom	26
Planning Effective Instruction	27
Grouping for Instruction	31
Effective Questioning	35
Homework.....	39
Murrowisms	40
Band-Aid.....	41

School Philosophy

All of our students can succeed. All students are programmed ensuring they have all courses needed for a high school diploma. Students in need of academic intervention are provided with such intervention so that they too can pursue a college preparatory program. Students are encouraged to select their own programs. These programs must meet the diploma requirements of the New York City Department of Education and the New York State Board of Regents. We believe that students will have greater interest in a course when they have a share in selecting it. We also believe that the selection of courses, in consultation with a guidance counselor, will contribute to the development of a sense of responsibility and purpose. Every student is provided with optional time for the same purpose. Schools are social as well as educational institutions, and the optional time provides students with an opportunity to meet friends and hopefully begin to use the time to enrich their high school experience. We offer students an independent study program so that students may accelerate or further individualize their programs. Special programs in each department are designed to allow students to develop special interests and become “majors” in specialty areas. Since we believe that all of our students can succeed, our classes are mainly heterogeneously grouped.

The Student Body

Edward R. Murrow High School is a school of approximately 4000 students. Since this is an education option school, students must apply to attend. Our students come from public and parochial schools in the borough of Brooklyn and are representative of the borough. 16% of our students are reading below grade level, 16% of our students are reading above grade level and 68% span the middle range. Many of our students have learned English as a Second Language and 15% are programmed for ESL classes.

Ten percent of the students in our school receive special education services as mandated by their IEP (Individual Education Plan). Many of these students will be assigned to the Least Restrictive Environment (LRE) as prescribed in their IEPs. Students who receive mandated services will probably be in many of your classes. You may receive a letter of introduction stating that the student is to take his/her exams in the Special Education/Resource Room class. You will also be told of any other testing modifications to which the student is entitled. The last two digits of the official class designation will help you identify some special education students. If the last two digits are 51 or above, the youngster is in a Special Education official class, School Communication Section (SCS). If the middle digit is a 4, then they are in Collaborative Team Teaching classes. Since Resource Room students are in mainstream official classes, the introductory letter mentioned above will be the only way to identify them. Feel free to speak with Special Education Resource Room teachers or the Assistant Principal Special Education for additional information concerning special education students.

The Program

The school year is divided into four mini-terms or cycles. Each is approximately 40 days in duration. Under our system of modular scheduling, each class meets four days a week. In any cycle there are approximately 33 class meetings. You must schedule your work so that you take this length of time into account. Your classes can meet anywhere between 50 minutes and one hour. The periods are called “bands”. The longer bands can be used for special activities, which take additional time. Except for a starting bell at 8:05 and a dismissal bell at 2:45 we do not use bells. Classes should be started within three minutes of the time designated on the official school time schedule. Classes should not be dismissed until the time stated on the official time schedule. The schedule is designed to offer students variety and opportunity for independent activity. Although all Monday schedules are alike, Monday’s schedule is different from Tuesday’s, etc. (See schedule in Appendix).

ASSISTANCE DIRECTORY

	<u>ROOM</u>
<i>Attendance Office</i>	127
<i>Book Clearance</i>	103G
<i>College/ Career Office</i>	145
<i>Cutting Office</i>	127
<i>Deans' Office</i>	103
<i>General Office</i>	102
<i>Guidance Counselors</i>	124 Suite
<i>Health Resource Center</i>	192
<i>Library</i>	222
<i>Lost and Found</i>	104
<i>Lunch Books</i>	206
<i>Photo ID Cards</i>	103G
<i>Medical Office</i>	121
<i>Medical Emergency</i>	103/104
<i>Other Emergency Situations</i>	104
<i>Program Office</i>	143
<i>Record Room</i>	124
<i>Student Organization</i>	158
<i>S.P.A.R.K. Office</i>	285F
<i>Special Education Guidance</i>	128/123
<i>Supply Office</i>	114
<i>Transportation Office</i>	206

DEPARTMENTAL OFFICES

<i>A.P. Guidance</i>	120
<i>A.P. Organization</i>	104
<i>A.P. Programming</i>	143
<i>A.P. Security</i>	103
<i>Art</i>	440
<i>Business</i>	476
<i>English</i>	227
<i>Foreign Language</i>	244
<i>Health & Physical Education</i>	192
<i>Mathematics</i>	322
<i>Music</i>	A19
<i>Science</i>	385
<i>Social Studies</i>	327
<i>Special Education</i>	128

TUTORING CENTERS

<i>Art</i>	440
<i>Business Education</i>	476
<i>English</i>	210 Suite
<i>Mathematics</i>	310 Suite
<i>Music Coaching</i>	A18
<i>Physical & Health Education</i>	192
<i>Science</i>	310 Suite
<i>Social Studies</i>	340 Suite
<i>World Language</i>	240 Suite

WHERE DO I GET?

- A) **BATHROOM PASS** – Room 104 – Keeping a bathroom log in your classroom is suggested.
- B) **BOOKS** – See Department Supervisor regarding schedule of distribution.
- C) **COPY CENTER** – Copying done by request is available in Room 102. A minimum of 48 hour notice is required. Copy request forms are available in the copy room.
- D) **IDENTIFICATION CARDS** – Staff are required to have photo ID cards and have them visible at all times. These cards can be obtained in Room 103G.
- E) **KEYS** – Go to Room 104, office of Assistant Principal Organization and fill out key request form.
- F) **MAILBOX** – Each teacher has two mailboxes. The administrative mailbox is located in 102A. You also have a department mailbox, which is in your department office. These should be checked daily.
- G) **PAYROLL INFORMATION** - The Payroll Secretary in room 202 supplies teachers with payroll information as well as forms for health plans. For per session activities see your department supervisor.
- H) **SCHOOL LETTERHEAD** – Use of school letterhead or document printed on school letterhead must have prior approval of the AP Supervision.
- I) **SUPPLIES** – Paper, chalk, Delaney Cards, paper clips, etc. are supplied by your department chairman. See Supply secretary in Room 114 for any other supplies.
- J) **UFT INFORMATION** – is available in Room 147.
- K) **VISITOR FORM** – All expected visitors must have a visitor form submitted and approved prior to her/his arrival. Forms are available in Room 103 (Deans' Office).

Attendance Taking Procedures

As an SCS teacher or teacher of a B or C band class you will be responsible for taking official school attendance, in addition to taking your regularly class/period attendance. Each day your mailbox will contain a folder marked SCS, B band, or C Band. Bubble the appropriate box for absentee students and deliver or send the folder and sheets to the attendance office or one of the designated drop off areas: 244, 341 or 476, no later than 10:05 A.M. Careful and accurate procedures are a necessity since this is the basis of a legal record.

Re: Bubble Sheet Instructions

- A. *Daily Attendance Form (Blue Print & White Background Form)*
 1. Please sign your name **only once** on this form to the right of “Teacher Signature.”
 2. Fill in information under the “ATTD” heading. Bubble the “Attendance Taken” bubble and those of students to be marked “Absent” or “Late.” Mark these bubbles with permanent

marker or number two (2) pencil only. Make these marks as dark as possible and completely fill the bubble. Do not use White-Out. To make erasures, use a new, soft eraser. The scanner has been set by the Department of Education to be *extremely* sensitive.

3. Make *NO* marks in **any** bubbles in the right column—it causes the entire sheet to be rejected.
4. Add the name(s) of any student added to your class at the bottom of the sheet and record attendance accordingly. Write any necessary notes in the large section to the right with the SCS and OSIS number.
5. If a student has shown you a formal permission form for a trip prior to the date of the trip and does not come to your class on the date of the trip, mark the student **absent**. When the attendance form from the sponsoring teacher arrives in the Attendance Office, your “Absence” bubble will be erased and initialed by a member of the Attendance Office staff.

B. Period Attendance Roster (**Orange Print & Lavender Background** Form)

1. On the signature line, you must sign your name to indicate that you were responsible for the attendance everyday except for the day(s) where a substitute or covering teacher has initials and dated. Where a substitute or covering teacher has left an attendance list, you should indicate “SUB” and the date *on the signature line*.
2. Bubble the “Attendance Taken” bubble for each date the class meets and those of students to be marked “Absent” or “Late.” Mark these bubbles with permanent marker or number two (2) pencil only. Make these marks as dark as possible and completely fill the bubble. Do not use White-Out. To make erasures, use a new, soft eraser. The scanner has been set by the Department of Education to be *extremely* sensitive.
3. Bubble the “Released From Class” bubble when the entire class does not meet. (Open School Afternoon or any other special schedule where your class was supposed to meet, but did not, requires the bubbling of the “Released From Class” bubble.) If you take your class on a trip, regular attendance should be bubbled.
4. If a student has shown you a formal permission form for a trip prior to the date of the trip and does not come to your class on the date of the trip, mark the student **absent**. Indicate on your Delaney card or in your roll book that the student missed your class as a result of being on a school-sanctioned trip. On the bubble sheet, in the column that corresponds to the day of the trip on the *right* side of the page, write the word “TRIP” and your initials.
5. **STUDENTS ABSENT DUE TO SUSPENSION/SERIOUS ILLNESS**
Students who are absent either because of a serious illness or suspension are entitled to receive work from their classes. Teachers are required to send work for these students to the requesting office within 24 hours.

Attendance

Your presence assures continuity of instruction, lessens the chances of student discipline problems in the classroom and hallways, minimizes the need to assign your colleagues coverages, and provides students with a role model to emulate.

Your Cumulative Absence Reserve (CAR) bank provides full salary payment in the event of a prolonged illness; at retirement you may convert every two days in the CAR into one day’s cash. Excellent attendance is a qualification of compensatory time positions and the rating report for staff members, considers attendance and punctuality an important part of the evaluation process. Practices and Procedures Related to Teacher Absence - you must see the payroll secretary after each absence to sign your CAR.

ABSENTEE LESSON PLANS

Three emergency lesson plans for each of the preparations you teach must be left on file with your department assistant principal. These lessons will be used when an unexpected absence occurs. If you are aware of an upcoming absence, it is your responsibility to provide meaningful and relevant materials which follow the course of study for each of your classes. These plans should be left in your department's designated area.

Illness

Self-treated absences (i.e., absences without medical documentation) in excess of ten days during the school year will result in a payroll deduction commencing on the 11th day.

1. The Principal has the right to petition the Superintendent to request a medical examination by the Department of Education when teachers are absent.
2. In accordance with Department of Education regulations, no staff member may travel outside of the New York City metropolitan area during an absence for illness unless the Superintendent has granted approval.
3. The Principal is required to interview all pedagogues with unusual patterns of absence before or after holidays and weekends.
4. Excessive lateness can result in a deduction from the CAR.
5. Teachers should make every effort to submit medical documentation whenever an absence is incurred.

Personal Business

1. Teachers are allowed to use three of the ten self treated days of sick leave for personal business. This type of absence will be approved only if the personal business is that which cannot be conducted on other than school hours.
2. Advance notice of one week must be given to the Principal in writing regarding the request for approval of a personal business day. After review of the request, the Principal will make a decision to approve/disapprove the request. Failure to follow such procedures will result in a loss of pay.
3. Personal business day request forms are available from the Payroll Secretary.

Absence Notification to the School

1. Advance notice must be given if the absence is due to personal business, religious observance, jury duty, etc. The form must be submitted at least one week in advance of the absence.
2. Telephone calls for personal illness must be made no later than 6:30 A.M. the morning of the absence. You can call prior to 6:30 A.M. at 258-4057 and leave a message. After 6:30 A.M. please call the General Office at 258-9283. The 258-4057 number is available during non-school hours, including weekends and vacation. Early notification is essential in order to secure a substitute teacher to cover your program.
3. Lateness due to unexpected emergencies (traffic problems, snowstorms, etc.) must be called in to the General Office as soon as possible, particularly if A or B Band coverage is required.

Religious Observances

It is a policy of the New York City Department of Education to make accommodations to employees for religious observations and practices. However, each request for such accommodation must be assigned individually to determine whether or not this request for a day off is possible.

Arrival

Teacher time is 8:00 A.M. – 2:50 P.M. When a teacher enters the school, he/she must move the time card to the “in” side. Check your time card for coverage slips and look for messages or important information posted above the time clock. In order to obtain a substitute teacher to cover subject classes, it is essential that teachers telephone the school by 6:30 A.M. Self-treated absences before or after weekends or holidays or on the day of Open School afternoon or evening are scrutinized along with other patterns of absence. Teacher absence for personal business requires at least one week advance notice and the approval of the Principal. Personal business days are to be used to conduct business which conflicts with your school schedule and which cannot be scheduled for any other time. Forms for this purpose are available from the Payroll Secretary, Room 202. Forms with appropriate documentation should be submitted to her for approval by the Principal.

Lateness

Staff members should telephone the school as soon as they become aware that they will arrive at school later than their scheduled time. Staff members who arrive after 8:00 A.M. must see the Assistant Principal Organization, Room 104. Lateness which occurs past the beginning of instruction is considered fractional absence. Lateness due to public transportation delays or extreme weather conditions requires the completion of Form OP-201 (pink) available from the Payroll Secretary. A teacher is considered late for duty if he or she arrives after the established time for reporting for duty. This time is determined by the principal in relation to the requirements of the school and the specific duties of the teacher. If the teacher is not on duty by the time pupils are present in the classroom, he or she is considered absent. If the teacher then arrives, the resulting fractional absence (that is, absence for part of a school day) is counted from the time for reporting for duty to the time the teacher is available for duty in the classroom. For example, if a teacher is required to report for duty at 8:00 A.M., the teacher who arrives at 8:15 A.M. has been absent for one quarter of an hour. Each occurrence of lateness, and any related fractional absence, must be reviewed by the principal and recorded on the School Record of Teacher Absence. If the teacher’s lateness and/or fractional absence was due to illness, the time will be accumulated for deduction from the C.A.R. If the lateness and/or fractional absence is not due to illness, or the teacher has no time available in the C.A.R., it must be reported on the Payroll Service Report for deduction of the corresponding amount of money from salary.

Emergencies

Notify members of your family that if they must reach you in case of emergency and can’t get through the switchboard they should call 258-9142 or 258-9288.

Professional Development

Professional conferences within or outside the City of New York may be attended dependent upon approval from the Assistant Principal/Supervision, Principal and the Superintendent. Please fill out either Form OP201 or OP221 (outside NYC) which may be obtained from the Payroll Secretary, Room 202. Attach documentation of workshop/conference to the form and return it to her. You will be notified when it is approved. Immediately following the approval for your workshop/conference, please tell the Assistant Principal Organization the periods that you will need coverage.

Conferences

Faculty and Departmental Conferences are each held monthly. You are contractually obliged to attend these meetings. A schedule of dates is available in room 104 (school calendar).

Parent Teacher Conferences

Parent Teacher conferences are held four times a year. All teachers and guidance counselors are required to attend.

Leaving Building

If you leave the building during school hours, secure administration approval and sign out in “**Sign Out Book**” in room 106.

Trips & Activities

If planning a trip, a form “**Request for Approval of Trips and/or Excursions**” must be submitted for approval by the principal **at least two weeks in advance** for local trips. All International trips must be approved in advance by the Superintendent. Pick up trip packet in Room 106. If you are requesting that students be released from class to participate in an approved special activity, please secure permission from the student’s subject teacher **IN ADVANCE** of the time that the student is needed. All teachers taking students on a trip must receive administrative approval and must give the Attendance Office a list of the students and SCS’s with time and date of excuse **before** attendance is taken on the day of the trip. If attendance the day of the trip is taken B Band, list name of B Band teacher next to student’s name. If attendance is C Band, list name of C band teacher. International trips require DOE approval. Two to four months advance notice is recommended.

Safety Procedures

A variety of emergencies are possible and teachers should be prepared to execute the procedures for each. Examples of emergencies include fire drills, shelter drills, emergency evacuations, snow emergencies, transit emergencies, custodial and traumatic emergencies. The School Safety Plan describes actions to be taken in the above situations and copies are available in room 103. Successful and safe schools are ones in which all members of the faculty take an active part in enforcing school rules both in and out of their classrooms. **School safety is everyone’s responsibility.**

In the UFT publication Security in the Schools, Edward Muir, Chairman of the School Safety Committee writes, “Teachers are responsible for maintaining pupil health and safety in their classrooms. Several factors go into the functioning of an orderly and safe classroom. Well-prepared and motivated lessons are important, as are housekeeping and good work routines. Equally important is a well thought-out classroom crisis intervention plan. When children become aggressive and assaultive with their peers or the teacher, it does not come out of the blue. A buildup is an almost predictable ritual. If help can be secured before the ‘explosion’ the prime purpose of prevention has been served. Some strategies that have worked for many teachers involved separating students within the class or having an angry student ‘cool off’ in a neighboring room or in a nearby office under supervision of a neighboring teacher, school aide or security guard.” For minor classroom problems, the first line of referral is your department supervisor. In more serious situations, contact Ms. Beth Siegel-Graf, Ms. Giberga, Mr. Haig, or Mr. Herschman, in the Deans’ Office. The school enforces the New York City discipline code, which has been distributed to all students. Copies are available in Room 103.

Ladder of Referral

The teacher is ALWAYS the first resource for all classroom management issues. **All problems or infractions concerning discipline in subject classes should be handled by the teacher first.** All actions taken should be recorded and/or logged. **Student conferences, parent/guardian contacts (including telephone calls), letters and meetings with parents/guardians should be the first course of action.**

Assistant Principal Supervision Should be contacted when following problems persist.	Guidance Counselor/Grade Advisor Should be contacted for	Deans Should be contacted when following occur.
<p>All classroom management issues</p> <ul style="list-style-type: none"> • Unprepared for class • Constant lateness • Not taking assigned seat • Walking around classroom • Constant talking • Teacher/Student personality conflict • Plagiarism • Grade discrepancies/ • Academic issues 	<ul style="list-style-type: none"> • Antisocial behavior • Personal/family problems • Multiple failures • Constant lateness/cutting • Problems related to drugs/alcohol/suicide/ • Pregnancy • Programming issues <p>NOTE: SPARK/YOUTH DEVELOPMENT COUNSELOR & SOCIAL WORKER are also additional resources for guidance issues.</p>	<ul style="list-style-type: none"> • Fighting • Conduct threatening the safety of others • Assault on staff /student • Verbal assault or harassment of staff/student • Extortion • Gambling • Graffiti • Refusal to show I.D. • Refusal to remove hat, walkman, etc • Vandalism • Use of drugs/alcohol • Theft • Weapon possession or use • Arson • Misuse of Internet • Cafeteria incidents • Hallway incidents • Sexual misconduct

All misbehavior and inappropriate actions should be dealt with, documented and referred to the appropriate office, as listed above.

This should be done even if you feel the incident has been settled because it may flare up again elsewhere or be part of another incident.

PLEASE USE BEHAVIORAL INTERVENTION FORM FOR ALL REFERRALS. (See Appendix)

CHANCELLOR'S REGULATIONS AND DISCIPLINE CODE

It is imperative that the staff becomes familiar with the following Chancellor's Regulations; available at <http://schools.nyc.gov/rulesPolicy/ChancellorsRegulations/>

- A-412 Security in the School
- A-420 Corporal Punishment
- A-421 Verbal Abuse
- A-750 Reporting of Child Abuse
- A-830 Discrimination and Harassment
- C-105 Background Investigations of Pedagogical and Administrative Applicants and Procedures in Cases of Arrest of Employees
- C-110 Conflict of Interest
- C-601 Attendance and Service of School Staff
- C-603 Absent Employees
- C-604 Timekeeping
- C-605 Salary, Attendance, and Leave of Pedagogical Employees
- C-810 Tobacco Product and Smoke-Free Air (No Smoking Policy)
- D-130 Political Activities in School Buildings

Please refer to the website for more detailed information.

Circular 6 Assignments

As per the implementation time line of the UFT contract, the new Circular 6 plan began on January 31, 2006. Each year you will receive a menu that must be submitted to your Assistant Principal Supervision. There is, however, an addition of limited administrative duties that will hopefully help to improve the daily operations and continue to keep the tone of the building a positive and nurturing learning environment. Two administrative assignments include assistants in the cafeteria and the student center (room 285). These will first be assigned to volunteers. By increasing the presence of adults throughout the building we can ensure that students are following the basic rules. The presence of volunteers who assist deans, assistant principals, and SSAs has been a great help in maintaining good school tone.

Use of Telephones

No calls should be made during your assigned teaching bands. Cell phones should be turned off while you are in class. We expect this of students and should model appropriate behavior.

Parking

There is no assigned school parking. There are a limited number of designated spots. If you park in a non-designated spot, your car will be stickered. Blocking of other vehicles, fire lanes and dumpsters is forbidden.

Report Cards

Report cards are distributed 6 times a year. This is an important tool to inform parents of their youngster's progress. It is part of a teacher's job to establish and maintain contact with the parents of his/her students. Parents must be kept informed of the progress their child is making in school. It is your responsibility to keep in contact with the parents of students who are in danger of failing or present a discipline problem in your class. You are also encouraged to contact the parents of students who are doing exceptionally well in your class.

At three weeks into each marking period, you are required to send a progress report to the parents of students who are in danger of failing. The progress report should be followed up with a phone call home if no response to the letter is received. The purpose of this contact is to elicit the help of the parents to determine the reasons why a particular student is not achieving and to work with the parent in order to rectify

the problem. You should keep a log of parent contacts in your record book.

Grading Policies

Student progress is reported through a system of letter grades. The grades are as follows:

MI = Mastered through Independent Study - equivalent to a **98**

E=Excellent - equivalent to work in the range of **90-100**

G=Good - equivalent to work in the range of **80-89**

S=Satisfactory - equivalent to work in the range of **65-79**

N=No Credit - equivalent to a grade less than **65**

N is a **failing grade** and the course failed or an equivalent must be repeated to obtain credit.

F is a **failing grade** due to an inability to produce a body of work that could be assessed. Students will not be eligible for a credit recovery program and will have to retake the entire course in order to earn a passing grade.

NC=for students who had extenuating circumstances. This grade may only be given if you have consulted with the student's guidance counselor.

L=Listener - Students in this country for less than 1 year may qualify for this grade which is **not** counted toward an average. This grade may **only** be given if you are officially notified of the student's status by his/her guidance counselor.

School-wide Grading Policy

Our understanding of the difference between formative and summative evaluations and how they relate to teaching and learning is crucial to an effective grading policy. A formative assessment is intended to help students develop an understanding and mastery of the material. Examples of formative assessments are classwork, homework, group assignments, exit slips and quizzes.

Summative assessments and assignments are intended for students to demonstrate mastery of the material. Examples of summative assessments are exams, research papers, essays and projects.

All teachers and all departments will follow this school wide breakdown of grading components:

Summative Assessments:

Exams, projects, essays, performance based assessments 50-60%

*Formative Assessments:

Group projects, quizzes, class participation, exit slips 20-30%

Homework 10-20%

* for science, formative assessment will be reduced by 15% to incorporate labs

The following tips are adapted from an article from Trent Lorcher and the work of Rick Wormeli, Fair Isn't Always Equal.

1. Grades should communicate student progress. Grades should not be used as a punishment or reward.
2. Formative assignments should be a small percentage of the overall grade.
3. The bulk of the grade should be based on summative assignments—tests, projects, essays.
4. Participation and effort grades, because they cannot be measured objectively and are no indication of mastery, should be a small percentage of the grade.
5. Group work cannot demonstrate individual mastery and should, therefore, not be factored into the test.
6. Students should be allowed to retake tests (within reason, of course).

7. All formative assignments should have the objective of helping students practice skills they need to master.
 8. All assignments should be graded (not necessarily recorded) in order to provide feedback and show students that the assignment is worth doing.
 9. Summative assignments should require students to demonstrate mastery.
 10. Each summative exercise must have clear goals as to which skills are being assessed. Use rubrics!
 11. The overall grade should reflect consistent performance over time.
 12. Teachers should define mastery and share it with students and parents.
3. Regular school attendance is essential to academic success. **No student's grade may be reduced automatically or increased solely on the basis of attendance.** Attendance may be a factor in the grading process only to the extent that attendance directly related to specific classroom performance and required participation.
- Absences due to illness verified by a medical note, and or parental note, hospitalization, death in the family, religious absences, required court or immigration appearances, attendance at health clinics, approved college visits, approved cooperative work programs, school trips and similar situations are considered to be explained absences and the student should be given a specified amount of time in which to make up exams, projects, classwork, etc.
- Students with **unexplained** absences need not be given the opportunity to make up a test or assignment given on the day they deliberately cut class.
- Students have the right to appeal to their Guidance Counselor if they believe that the unexplained absences were inaccurately computed, or were due to extenuating circumstances. They also have a right to appeal their grades to the principal and then to the appropriate superintendent or designee. Appeals from a decision of a superintendent may be made to the Office of Student Advocacy and then to the Chancellor.
4. Subject class attendance is recorded on computer generated subject class attendance bubblesheets. Please record attendance accurately and regularly since these records are legal documents which are frequently requested by lawyers in court cases.
 5. All faculty members must maintain written records containing the grades of exams, quizzes, homework assignments, participation, etc. which went into the development of the grade given at the end of the cycle. Documentation which forms the basis for grades will be kept on file for a minimum of one year and must be available to supervisory personnel.

All students enrolled in Regents classes must take the Regents examination at the end of the course. Success on Regents examinations is essential. Credit on Regents exams is required for a diploma.

Change of Grades

Students' grades can only be changed for the following reasons:

- Missing Grade
- Incorrect Grade
- Course and Grade are Missing
- Remove Course and Grade

ANY grade change must occur within two cycles of taking a course.

Student Program Changes

Student program changes occur the first five days of each cycle. Please ensure that students are in the correct class on the first day. Students should not be sent for a program change during class

time. Please note your class register will fluctuate during this time. Careful attention to daily attendance is essential as these forms are updated weekly.

No-Shows

Students may only be dropped from a class by an assistant principal or guidance counselor. Students who have never reported to a class with a full register are considered No-Shows. These students should be identified on a “No-Show” form which is distributed by the program office.

MILES

Murrow Independent Learning Experience. Inherent in the philosophy of Edward R. Murrow High School is the concept of Independent Study which allows a student to pursue an area of interest outside of a traditional classroom setting. Students who participate in the MILE receive a course outline of the required assignments and projects. These assignments must be completed by the end of the cycle prior to a final exam, project, or portfolio.

The central purpose of the MILE is to offer students an alternative to or supplement classroom learning with the ongoing support of an advisor. Students may elect to take a MILE for acceleration, enrichment, or both.

TRADITIONAL FORMAT OF LESSON PLANNING

The key to effectiveness in the classroom is effective planning. Every lesson must grow out of a well thought-out lesson plan. It is the policy of the High School Division of the DOE and ERMHS that teachers prepare a written lesson plan every day. Your lesson plan should be visible in the classroom and available upon request. An effective lesson plan consists of the 12 elements listed below and should employ workshop strategies.

1. **Aim**

The aim indicates the purpose of the lesson. It is stated in the form of a question and governs the materials used and the activities that are engaged in during the lesson. The aim should be placed on the chalkboard where it provides an organizing theme for students' notes.

2. **Instructional Objective(s)**

The objective is the measurable device used to evaluate the success of the lesson. It measures the student's ability to do that which was intended by the objective.

3. **Standards Addressed**

Every lesson must address one or more of the New York City Performance Standards for the subject area of the lesson. The code of the standards addressed must be listed.

4. **Do Now/Write Now**

A do now/write now should be used to help students settle quickly and get to work promptly. It must be an integral component of the lesson, not busywork.

5. **Motivation**

A motivation is a means of arousing interest and introducing the aim of the lesson. The motivation may be developed in the form of a question, a cartoon, an illustration, a story, a challenging statement, a statement of personal experience, etc.

6. **Transition**

The transition is the bridge between the motivation and the body of the lesson. It is a statement or question that reveals the connection between the motivating activity and the day's work. The do now may sometimes serve as a transition.

7. **Procedure**

The procedure is an outline of the sequence of activities that will be followed in the lesson. (Follow workshop model).

8. **Pivotal Questions**

Almost every type of lesson contains teacher questioning. Several key questions should be developed in advance, and these questions should be designed to develop the lesson significantly. Effective pivotal questions elicit sustained student response, and require critical thinking rather than mere recall.

9. **List of Materials**

An effective lesson employs the use of pictures, source readings, related literature, graphic organizers, demonstrations, etc. to concretize the abstract.

10. **Summary**

The summary is the final question or activity that is designed to let you and your students leave knowing the point of the lesson and the extent to which the instructional objectives were achieved.

11. **Homework**

The homework assignment should grow out of the lesson. It may provide an opportunity for review and application of the work learned in the previous lesson or it may require preparation for the next lesson.

12. **Follow-Up**

This part of the lesson looks forward to the next lesson or work/projects related to the lesson. It provides for continuity and advanced planning.

CLASSROOM MANAGEMENT

While the key to effectiveness in the classroom is effective lesson planning, it is also crucial to establish and maintain a structured environment for learning. Adopting the following behaviors will help you to positively manage your classroom.

1. Get to class on time. At the beginning of the band stand at the door encouraging and directing your students into the room.
2. Direct students to take their seats, take out their notebooks, and begin working when they enter the room.
3. Begin the lesson immediately at the start of the band. Do not wait for latecomers. The longer you wait, the longer it will take to organize the class.
4. If students arrive after you have started the lesson, **they must be allowed to enter the room** and be seated without engaging in confrontation. You may want to post a late sign-in sheet by the door or tell latecomers to see you at the end of the band. This will place students on notice that you are concerned about lateness without taking instructional time from the class. In addition, your class rules or contract should inform students that there is a penalty for lateness.
5. Take attendance daily at the beginning of the band while students are completing the Do-Now. However, if necessary, attendance may also be taken during the lesson when students are engaged in some type of activity.
6. Have everyone's attention before you start talking and stop when there is noise. Never try to talk over students who are talking. Rather than raise your voice, lower it.
7. Establish a rule that students must raise their hands before they speak in your class. Don't accept answers or comments that are called out.
8. Call on students by their first names and learn their names quickly. Anonymity does not encourage student success.
9. Never engage in personal confrontation with a student in front of an audience. The presence of an audience makes it difficult for you or the student to back down without "losing face" and thus exacerbates the situation. Also, you should not embarrass the students. If a student has to be reprimanded, do it privately. Calling the student's name, changing a seat, or standing near the student will usually be enough to stop minor infractions.
10. Students must know the penalties for whatever negative behavior they exhibit. Follow through on the penalty. If you say you are going to call home, call home. Unenforced penalties or threats are counterproductive. Students will not believe in your word.
11. Be consistent, firm, honest, caring, and well prepared.

BOARD WORK

Good board work is necessary for students to succeed. Notes on the board convey to students the validity and seriousness of what you teach. They are a way of recognizing correct responses and reinforcing learning. They also provide opportunities with which to create writing activities that apply learning and develop literacy skills. The notes on the board should answer the question in the Aim and thereby afford students information to review for and respond to the summary of the lesson. Finally, good board work is necessary for students to have notes with which to do homework or study for tests.

You should use an outline format or some other type of graphic organizer when writing notes on the board. It is important to follow the same format every day. For example:

Class:	Date:	<u>Board Notes</u>	<u>Board Notes</u>
Aim:			
Do Now:			
Homework:			

STUDENT NOTEBOOKS

Notebooks are essential for students to keep notes in, organize handouts, write homework, and file tests. Notebooks thus serve as a reference for class activities and study. Students must bring their notebooks to class every day. Student notebooks can be organized as follows:

1. An 8½” x 11” loose-leaf notebook with subject sections labeled for each course.
2. An ample amount of lined loose-leaf paper.
3. Each section should include class work, homework, tests, quizzes, assignments.

You should periodically check notebooks to make sure students are maintaining them properly.

Check for your board notes, uncollected class work assignments, spelling, grammatical correctness, neatness, and legibility. Grade student notebooks at least once per marking period.

THE CLASSROOM ENVIRONMENT

Fill your room with visual clues to the content.

A high school student's day is very fragmented. The environment we establish in our classrooms can help students make the immediate transition we expect from them as they pass from one subject class to another. Anyone walking into your room should immediately recognize:

- Your content area
- The specific unit of study the students are currently pursuing
- Evidence of the key ideas of past units

Use your classroom as a silent partner in communicating to your students and fostering independence.

- Clearly label a bookshelf for reference materials.
- Post important formulas, charts of editing marks, conversion tables or maps where students can clearly read them and refer to them often.
- Maintain a record of homework and class assignments in a single space so that students who are absent can refer to it.

Reading and writing are integral to all studies.

- Do you have a content-specific library with a variety of genres and reading levels?
- Do you keep track of and celebrate what the students have completed in your class?
- Are there examples of student writing in your classroom?
- Have you labeled the student work? For example: Read this lab report for an excellent model of how to present data...This essay has an introduction that really grabs the reader....Notice how this piece incorporates evidence from the documents we studies in class.

Accountable talk helps students organize their thinking and take part in a learning community.

- Is the classroom set up to facilitate student-to-student talk?
- Is the seating arrangement flexible enough to facilitate smooth transitions between direct instruction, small group work and whole class discussion?

BULLETIN BOARDS

School bulletin boards are a tool for conveying to visitors and a school's own inhabitants what the school and its students study and accomplish. They can reveal a thriving learning community excited by its work, ideas and, discoveries, or they can be dull and suggest that a school and its students or teachers are uninspired and uninterested.

You have been furnished with bulletin boards inside and just outside your classroom. It is imperative that your bulletin boards not be left blank, that you fill them with creative, colorful displays of student work and/or subject area news and information. Please help our school announce to the world that we are productive, that we are inspired by, and interested in, what we do together at Edward R. Murrow High School.

TESTING

Generally, the purpose of a class test is to evaluate student progress toward learning the subject matter. Tests also provide feedback to teachers for monitoring the effectiveness of instruction and determining whether a change in teaching strategy is necessary. Tests should be accurately constructed and results carefully studied. Major tests should be given at least twice per marking period; these ought to be supplemented by short weekly quizzes. Please note that **school policy requires that all classes be administered both a midterm and final exam.** Following are some reasons for giving tests and guidelines for constructing them.

Reasons for Giving Tests

A test:

1. Provides parents and pupils with the assurance that the pupil's growth achievement is evaluated.
2. Prepares students for important testing experiences, i.e. Regents, Citywide, SAT, AP.
3. Requires students to review and reinforce prior learning.
4. May indicate, through its results, the need for modifications of methodology or curriculum, or the need to re-teach a particular lesson or lessons.
5. Sets a serious school tone for the teaching-learning process. For example, the use of a brief quiz at the very beginning of a lesson can help control lateness to class.
6. Serves as a tool for judging student ability, for comparing and contrasting students as individuals and classes as cohorts; helps determine standards to be applied; measures student progress in comparison to previous work as well as in comparison to a norm established for all.
7. Measures growth in specific areas, including knowledge, skills, ability to think critically, attitudes, and appreciation.
8. Is useful as a summary of a unit of work.
9. Sets and maintains high standards of teaching and learning.
10. Provides a degree of objectivity in arriving at a pupil's grade.
11. Can be a challenging, interesting learning experience.
12. Gives students direct feedback on their progress in learning.

Guidelines for Testing

A fair and valid test must:

1. Test only what has been taught.
2. Clearly indicate the point value of every question on the test. Points must total 100.
3. Weigh the point value of different sections of the test fairly and appropriately.
4. Be well-organized; follow a logical progression and group types of questions and related content together. Questions at the beginning of the test should promote success, giving student the confidence to continue and finish the test.
5. Be legible, either typed or neatly printed. It should look professional, not hastily pasted together. Block format should be used, with consistent margins and spacing. At the top there should be a heading that:

Identifies the school and principal
Includes your name and class code
Provides a title, e.g. Midterm
Provides a date, e.g. Fall, 2012

6. Be proofread: there should be no spelling and grammatical errors.
7. Challenge all levels of thinking, balancing factual questions with higher-level problem solving and critical thinking appropriate for the level being tested.
8. Offer a variety of responses: analysis and interpretation of data, evaluation of artistic techniques, persuasive as well as expository writing, etc.
9. Require an essay or some occasion for extended writing appropriate to the grade or language level.
10. Include Regents-style questions to provide students with opportunities for Regents practice and preparation.
11. Provide instructions that are clear and sufficiently comprehensive in scope so that the student understands what to do. In some cases where further clarification is needed, a sample question and answer should be provided.
12. Be administered with adequate time for completion.

Procedures for Classroom Tests for Special Education & Resource Room Students

The following list of procedures is to be followed by both General Education subject area teachers and Special Education Resource teachers when administering exams to Special Education and Resource Room students. These students are allowed by law to have their tests administered in small groups and in a site other than the General Education classroom. In order to assure that these students obtain their legal rights, the following procedures are to be implemented:

1. Resource Room teachers will provide the subject teachers with an envelope in which to place the exam. The subject teacher must seal the envelope and initial the seal.
2. Subject teachers will have their exams ready for distribution before A Band (B Band on Wednesdays) on the day of the exam. This is to avoid students disrupting classes when they wish to pick up an exam.
3. Resource Room teachers, when returning an exam to the subject teacher will put the exam (*and all scrap papers used by the student) in a second envelope and initial the back over the seal.
4. The Resource Room teacher will state (either on the envelope or in the test) who administered the exam and what modifications were used.
5. All exams will be returned to subject teachers within 48 hours of their receipt at the start of the day. For exams received after the first band, the 48 hours will be adjusted to give the student the extended time.
6. Subject teachers will provide specific instructions, i.e., open book test, can use notes, etc. needed for the administration of the exam.
7. Resource Room teachers should limit his/her role to administering exams, not assisting the students in taking exams.
8. Subject teachers giving oral exams must provide written copies of the exam for Resource Room teachers to use with the student.

Parent Teacher Conference (Principal's Memorandum)

A well-planned and executed conference can form a positive approach to a partnership between parent and teacher in planning for a student's development. Such a conference can create an attitude of mutual respect and interest, which will be reflected in the student's attitude toward school. In planning for parent-teacher conferences, please consider the following:

I. Purpose of Parent-Teacher Interviews

- a. Provides parents with an opportunity for a frank and direct appraisal of their child's work and progress; also an opportunity for the teacher and parent to set up cooperative plans for the future.
- b. Affords the teacher an opportunity to gain an understanding of the home situation.
- c. Affords parents an opportunity to get to know the various programs and activities offered by the school, become familiar with the physical plant.

II. Preparation for the Interview

- a. Room arrangement – The appearance of the classroom and the quality and type of student work displayed will convey a message to our adult public. Your organization, standards, the curriculum you offer your students, all speak for themselves.
- b. Conferences should be timed so as to eliminate the need for parents to have to wait too long. Please limit conferences to 3 minutes if parents are waiting on line. Parents who need more time should be given another appointment. Parents should not be allowed to wait in the classroom.
- c. The interview area should be arranged as to allow for privacy.
- d. Your personal appearance should reflect the dignity of your position.

- e. Preparing the data for the interview:
 - 1. Acquaint yourself with each student's background.
 - 2. Make notes of the things you wish to say.
 - 3. Have your marking book and anecdotal log available for reference.
 - 4. Have samples (or work folders) of each student's work.
- f. Students should be given the dates and times of the conferences, as well as the number of the room in which you will be meeting the parents.
- g. **Teachers are NOT to use sign in sheets which allow parents to sign in and return later. Parents must wait their turn.**
- h. Print your name legibly on the chalkboard before the session.
- i. Courtesy, professionalism and sensitivity must be the practice in all circumstances.
- j. Please remember that additional resource people are available to the parents for consultations.
- k. Emphasize the importance of regular attendance and punctuality.
- l. Please note that Department of Education regulations require that teachers absent from the evening session set aside an appropriate and similar time to meet with parents.

III. **Conducting the Interview**

General Consideration

- a. Initiate the interview with a favorable comment, even if the student is presenting some difficulties.
- b. Conduct the interview on a positive level – school, parents and students must work cooperatively. (If there is no hope for future success, there is little incentive to exert any effort).
- c. Make realistic suggestions, taking into account each student's ability.
- d. Conclude your conference on a constructive note summarizing your mutual plans for the student, leaving the way open for future discussions.
- e. If necessary, after the parent has left, make some notes that you will use in your follow-up to the interview.

Topic for Discussion

- a. Topics presented by the teacher:
 - 1. Work habits
 - 2. Class achievement
 - 3. Attitude toward authority
 - 4. Relationships to others
 - 5. Special talents
 - 6. Attendance
 - 7. Health habits
- b. Questions to parents:
 - 1. Student's interest and abilities
 - 2. Interest in school
 - 3. Relationships in family
 - 4. Parent attitudes

Guidelines for Parent Teacher Conferences/Open School Week

- a. Identify the problem with the student before speaking to the parent.
- b. In light of the problem, explain to the parent the work that has been done with the student by the teacher to overcome the existing problems. Supportive data helpful; e.g., homework assignments, record of remedial work assigned, tests, test results and test follow-up projects.
- c. Mention to the parent that a joint approach to solving the problem might be of great value, e.g., I have done _____. Perhaps you can do _____.

Special Considerations

- a. Let the parent speak too.
- b. Sit during the interview. (Avoid an across-the-desk type situation).
- c. Use standing up as a signal to the parent that the conference is terminated.

Some Helpful Phrases

- a. How do you think ____?
- b. How can we work together ____?
- c. I am concerned about _____.
- d. What do you think ____ difficulty is?
- e. It was nice to have an opportunity to talk to you.

Some Important Don'ts

- a. Don't argue with the parent.
- b. Don't supply confidential school information (e.g., He is really too bright for this class).
- c. Don't play psychologist.
- d. Don't go off on a tangent.

Teacher Recommendations to Parents

- a. Provide a quiet place where your child can study.
- b. Your child should do his homework about the same time each day so that it becomes a fixed routine.
- c. Praise your child's accomplishments, discuss your child's work, encourage your child to read widely.
- d. Check your child's notebook and homework for completeness and neatness.
- e. Develop in students' habits of good citizenship.
- f. Discuss current events and what is being taught in school.
- g. Take advantage of the Edward R. Murrow High School tutoring program.

IV. Additional Suggestions

- a. Come to the conference with an open mind. Allow parents to speak freely and show willingness to take some of their suggestions about their children.
- b. Avoid giving advice or criticism until as much information as possible about the student and his problem has been brought to light.
- c. Make an effort to discover the parent's attitude toward the student. Through tactful questions, encourage the reticent parent to express his opinion.
- d. Encourage the parent to participate in creating a plan of action to help the student thus giving him some responsibility for execution of the plan.
- e. When a large number of parents appear, as is usually the case, please limit your interview with each to two or three minutes so that you can see all parents. Some parents are insensitive and will monopolize your time if you let them. A good technique for keeping the time schedule is to have a monitor keep time and break in at the end of the three

- minutes at which point you say, "I'm sorry, but others are waiting." Be firm. If there is need for more discussion, ask the parent to make an appointment to meet again or a follow-up phone call. In this way you will avoid having parents who have waited leave without seeing you.
- f. Conclude the conference on a constructive note, summarizing your mutual plans for the student and leaving the way open to further discussions.
 - g. If possible, after the parent has left, make some record of your discussion. If you feel that the Guidance Department should be made aware of some facet of the parent's attitude toward his child, or toward the school, please make a note of this. Please remember that your handling of parents determines the amount of good will we have in the community.

V. Follow-Up (Interviews)

Analysis of Interview

- a. What did you learn about your students?
- b. How will you use this information?
- c. Which interview was most successful? Why? Least successful? Why?

Using the School Resources

- a. Discuss significant discoveries with your supervisor, guidance, discipline, or attendance personnel.
- b. Make recommendations for class placement or other changes to your supervisor.

**Institute for Learning
Learning Research and Development Center
PRINCIPLES OF LEARNING**

Organize For Effort

- A clear, high minimum set of standards that every student is expected to meet is established in each subject..
- All students are taught a curriculum that prepares them to meet the standards.
- Additional instruction and learning time is provided for students who need it in order to meet the standards.
- When there are special learning opportunities, a willingness to do the work is the primary admission criterion.
- Students are responsible for completing academic work that has been specified and negotiated.
- There are specific bodies of work that students must accomplish by the end of the key stages of schooling.

Clear Expectations

- Standards that include models of student work are available to and discussed with the students.
- Students judge their work with respect to standards.
- Intermediate expectations leading to the formally measured standards are specified.
- Families and community are informed about the accomplishment standards children are expected to achieve.

Recognition of Accomplishment

- Frequent and regular occasions for recognizing student accomplishments – linked to standards are established.
- Recognition events mark real accomplishment meeting a standard or intermediate expectation.
- Enough clearly demarcated progress points are set to that all students experience recognition and celebration of their accomplishments, periodically.
- Families and other community members who matter to students participate in celebrations and recognition events.
- Employers and colleges recognize and ask for evidence of academic accomplishments of high school students.

Fair and Credible Evaluation

- Exams and tests are referenced to standards and designed to be studied for. These exams and tests are valid when students are directly prepared to take them.
- Exams, tests and class work are graded against absolute standards, not on a curve.
- A reporting system exists that makes it clear to student and their parents how they are progressing toward expected standards.
- Assessments validly test the full range of adopted standards.
- Curriculum and assessments are aligned.

- “Public Accountability” assessment instruments and “instructional assessments” are aligned.

Academic Rigor in a Thinking Curriculum

- Commitment to a knowledge core
- High thinking demand
- Active use of knowledge

Accountable Talk

- A substantial portion of instructional time involves students in peer- or teacher-led talk related to the concepts delineated in the standards.
- Talk must be accountable to
 - the learning community
 - accurate information
 - standards of evidence
 - standards of reasoning
- In instructional discussions teacher and students
 - press for clarification and explanation
 - require justifications of proposals *and* challenges
 - recognize and challenge misconceptions
 - demand evidence for claims and arguments
 - interpret and use each others statements

Socializing Intelligence

- Students are acquiring and using strategies for learning and problem-solving.
- Students are acquiring and using strategies for appropriately getting and giving help in learning.
- Staff communicate to all students that they are already competent learners, and are able to become even better through their persistent use of strategies and by reflecting on their efforts.
- Classroom practice holds students accountable for using learning, problem-solving and helping strategies.
- Students are persistent when working on challenging problems.
 - Students regularly expect to do “better than before.”

Learning as Apprenticeship

- Students create authentic products for authentic audiences.
- Students’ products meet publicly agreed upon standards of quality.
- Experts from within the school or from the community critique and guide student work.
- Learning strategies and thinking are overtly modeled and discussed.

How Are You Doing As A Teacher?

From time to time it is a good idea to check on where you have been and where you may be going, professionally speaking. There are any number of questions you may ask yourself in order to be a reflective practitioner. Your assistant principal will certainly ask some during informal conferences or with reference to formal observations. Below are some questions you may begin with.*

- ✓ Do your lesson plans provide opportunities for students to apply their learning in real-world settings?
- ✓ Do you use authentic modes of assessment?
- ✓ Do your lessons reflect planning to achieve clear objectives and build on prior knowledge?
- ✓ Do your lessons engage and challenge students?
- ✓ Do you use a variety of instructional approaches that are appropriate to students' diverse learning styles and abilities?
- ✓ Are you familiar with and do you use various teaching resources to help you plan your lessons?
- ✓ Do you select grade and context appropriate and instructional materials?
- ✓ Are your interactions with students generally friendly and polite?
- ✓ Do you convey a genuine enthusiasm for the subject you teach?
- ✓ Do you communicate high expectations for all your students?
- ✓ Do have classroom routines in place that you require or implement consistently?
- ✓ Are your responses to misbehavior always appropriate and successful?
- ✓ Do you encourage students to participate?
- ✓ Is your classroom attractive, interesting, and inviting?
- ✓ Do you keep up with the latest developments in your field or seek out opportunities for professional development to enhance your pedagogical skills?
- ✓ Do you confer and collaborate with colleagues?
- ✓ Do you keep a logical and organized record of student assignments, tests, etc.?

* Some of these questions have been adapted from *Teaching 101*, by Jeffrey Glanz

Strategies for Using Video in the Classroom

A video can often enhance, enrich, or motivate your lesson. Used judiciously, it can be a significant instructional tool. Below are some pointers for using video in the classroom so that it more effectively promotes learning.

PREVIEW the video carefully to determine its suitability for achieving the lesson's objectives.

SELECT SEGMENTS that are the most relevant to your lesson topic. Often a program has a great deal of information that cannot be all grasped at once; in that event, it is useful to show the program so that its content is more readily understood.

PROVIDE A FOCUS FOR MEDIA INTERACTION. Provide students with a specific task to complete and/or information to identify during or after the viewing of video segments. Introduce video segments with a question, things to look for, unfamiliar vocabulary, or an activity that will make the programs' content clearer.

CONDUCT INTRODUCTORY AND CULMINATING ACTIVITIES. Integrate the video into the overall learning experience by framing the lesson with experiential components. Activities should be done prior to viewing video segments to set the stage, provide background information, identify new vocabulary words, or to introduce the topic. An additional activity should be done following viewing to reinforce, apply, review, extend the information conveyed by the program.

PAUSE while viewing to:

- Check the students' comprehension
- Ask questions
- Have students record information, make predictions, analyze what they have seen
- Examine a chart, formula, or image on the screen more closely
- Have students draw a diagram

ELIMINATE EITHER THE SOUND OR THE PICTURE, if appropriate. For example, a segment may feature outstanding cinematography and/or graphics, but may be accompanied by narration inappropriate for your students. In such cases, turn down the volume and provide your own narration. Another strategy is to eliminate the sound and have students describe the images they see. Alternatively, you can isolate the soundtrack by covering the monitor and have students guess what is happening based on the narration alone.

These strategies should help you effectively manage your lesson incorporating a video. Additionally, you should provide students with a worksheet that outlines your activities for the lesson and what you want students to accomplish.

PLANNING EFFECTIVE INSTRUCTION – Another Approach

Effective instruction is not possible without effective planning. While a particular format for writing down your plans is not required, in order to be successful in the classroom you must plan your instruction.

If you are not clear in what you plan to do and are not prepared with the materials and equipment that you need to carry out the plan, your students, will sense it.

Effective planning is both long-range and short-term. Long-range planning is the road map for the end goals. Short-term is the day-to-day or week-by-week objectives that lead to the goals. If you want students to improve in writing as a long-term goal, your short-term objectives would include many opportunities to write and revise and to read and analyze models of good writing.

To aid you in planning, there are guides published by the New York State Education Department as well as New York City curriculum guides. The Department of Education of the City of New York has developed Curriculum Frameworks for all grade levels. The purpose of these Frameworks is to establish student expectations that will set high standards for the school system.

You will need to review the goals and objectives recommended for your subject and/or grade level. In most cases, these are very broad general goals. The specific objectives, particular materials, methods, activities you choose to use are the heart of your planning.

- What do I want the students to learn?
- How should I present it?
- What materials and activities should I use?
- How will I assess student learning?

PLANNING A LESSON

Your educational objectives need to be clear both to you and your students. You might say, before you decide on how to reach your destination, you have to know what that destination is. Without that, there is no sound basis for selecting content, materials, or instructional methods. Being clear about what you intend students to learn is also the basis for evaluating whether or not they did learn it.

Although there is no required format for planning a lesson or activity, learning is facilitated by including the following structural elements. These will be helpful for you to consider as you plan instruction.

1. Aim(s) and Objectives

Characteristics of Aims: The Aim is your guide to pulling together the topic and the process skills and concepts that will be involved in the lesson or activity. Frequently, it is expressed as a question.

- Should Truman have dropped the atomic bomb?

In order to answer the question, students will have to have knowledge of the historical context, the consequences, and then will use higher level thinking skills in order to arrive at their answers.

Characteristics of objectives The function of an objective is to clarify in your own mind exactly what you want students to be able to do to demonstrate their learning; and at what point you need to begin that learning.

Traditionally, an instructional objective has three parts.

Example A.

Part 1 specifies the point at which the student will begin. It is often called the “given.”

- Having examined three types of leaves to recognize their parts, given a different type of leaf...

Part 2 specifies what the students will be able to do:

...students will be able to identify the parts of the new leaf ...

Part 3 species the degree of accuracy, completeness, or level of the performance of the students.

...by naming (in writing, orally, pointing to) at least three parts, correctly.

Example B.

- After reading the section in _____ students will be able to (outline in writing, conduct a debate, or write an essay) incorporating at least three fully developed reasons supporting their answers.

Not every objective needs to be written or even planned in this form, but thinking of an objective in this way may help you focus on how you plan to start, the materials you plan to use, the activities the students will do, and how well you expect the students to perform.

Objectives for task analysis

Such three-part objectives are helpful in analyzing a learning task by breaking it down into a sequence of smaller tasks. While task analysis is frequently used for students with special needs, it is part of every teacher’s planning. “What are the skills and or knowledge students need in order to complete the task?” “Of these, which ones should I review or incorporate in my instruction to enable students to complete this objective successfully?”

In Example A, students would already have been exposed to the parts of the leaf, and now their learning is being tested.

In Example B, if you wanted students to write an outline, you might review briefly the process and form of outlining by developing one reason for Truman’s dropping or not dropping the bomb.

2. Interesting and appropriate motivation

The motivation introduces the content, concepts, and skills in a way that captures students' attention or forms a bridge from their experiences to the new learning.

3. Student activities and experiences

Planning includes formulating the activities students do during the course of the learning activity or lesson: write, discuss in a small group, improvise a dialogue that illustrates, make up a problem, etc., or, in longer learning activities, create a culminating event.

4. Varied and suitable materials of instruction

Students may read texts, other students' writing, teacher-prepared materials, view videos, listen to debates, etc. Writing down the specific materials you plan to use each day will help you organize so that you are prepared with the materials when you need to use them.

5. Appropriate questions to encourage discussion and thinking through

Planning includes thinking of the questions that will promote higher level thinking skills. Writing them down helps you remember them. Planning these alongside the specific content is also helpful.

6. Provision for an assignment and for following up the lesson

This is treated extensively in the homework section. Essentially, students need to apply what they have learned or to synthesize their learning in a new way in order for it to become part of their frame of reference.

Depending on the particular lesson or learning activity, there is frequently a need for the following elements:

- **Medial and/or final summaries**

A medial summary helps to pull together the concepts or salient points so that the learning can continue to build. The final summary clinches the objectives of the lesson. These elements are most commonly used in the traditional developmental lesson, but will be necessary whenever you feel that what has been presented needs to be reviewed and/or summarized. Asking students to summarize is also a method of evaluating what has been learned.

- **Methods for evaluating the lesson**

Methods may include a quiz, student summaries, using the homework assignment to evaluate what was learned, asking for student assessment, and simply asking yourself informally whether or not students did accomplish the objectives. While you may not evaluate every lesson formally, frequent evaluation is a guide to improving instruction.

PRESENTING A DEVELOPMENTAL LESSON

In the traditional developmental lesson, the teacher carefully structures the learning process by:

- motivating an interest in the topic
- eliciting the Aim from the students if possible; then writing the Aim on the chalkboard to keep the lesson in focus. (In some cases the Aim is elicited first and the motivation develops the Aim further.)
- directing students to engage in an activity that will give them the required information, and providing them with questions or a purpose for the activity that structures their responses, e.g., read to find out _____ or how does the video _____ ?

- the teacher then asks a few factual level questions to check comprehension interspersed with or leading to a series of pivotal questions that call for higher level thinking.
- students respond
- a medial summary is elicited and put on the chalkboard
- the process continues to a final summary
- an assignment is given using what has been learned in a new way, preparing for the next day's learning, or challenging students to go deeper into the subject

Considerations for the developmental lesson

When well conceived and executed, a developmental lesson fosters logical thinking and promotes student interaction and other types of higher level thinking, as the pivotal questions are discussed. A developmental lesson lends itself to a controlled time period. It provides a clear and logical development sequence. However, not every topic or process skill is best taught by this format. And this form may readily become teacher-dominated, if the teacher chooses to lecture instead of incorporating other activities. It allows for less individualization of instruction than cooperative group work or individual assignments.

CONSIDERATIONS FOR OTHER TYPES OF LESSONS AND LEARNING ACTIVITIES

When students are working by themselves or in small groups, the key is to monitor their progress. Problems may occur because individual students are not clear about the objectives or the instructions. Groups may not have the right dynamics: they may be dominated by one or more students; they may tend to wander away from the objective into unrelated discussion; they may stay on a low level of response; some quiet students may be totally overlooked in the group process.

Groups that work well are very much alike; groups that are not working well may be having trouble in a myriad of different ways. The key in every case is to monitor the groups; recognize what the trouble is and respond. You may ask a question to get them back on track, remind them of how much time is left to complete the assignment, ask a specific question or give a task to a non-participating student. You may need to help a dominating student recognize his or her behavior pattern by asking how others contributed to the process. Finally, you may have to reorganize the group.

GROUPING FOR INSTRUCTION

SMALL-GROUP WORK

The attitudes and skills that students develop in the classroom will become a part of their lives. Once students reach third grade, they begin to exercise independence and become more assertive. They are ready to tackle new skills and ideas with enthusiasm. By the time they are eight years old, they are usually willing to assume responsibility and work well together in classroom groups.

Learning to work independently and in small and large groups is necessary to students' growth. Through independent work, students discover their capabilities, learn independence and responsibility, and develop perseverance. Through small-group work, students learn the give-and-take of working with others. They become aware of the advantages of pooling resources and have the opportunity to assume a variety of roles (such as leader, recorder, checker, and reporter) in various activities.

Students still need and want a great deal of adult encouragement and approval. They are reaching out for independence and try increasingly difficult tasks. They are moving out of their immediate environment and are continuously testing themselves and discovering their own capabilities. The support received from peers and teachers enables students to accept mistakes. Students beginning group activities will need guidance; it will take time for effective group relationships to develop.

One reason for grouping students within a class is to allow students who need to learn the same skills or content to work with one another. Other important reasons are to provide an opportunity for students to practice social skills, to work with others who are at the same or different levels of creative development, to carry on research for some phase of their studies, or to help each other and discuss learnings and progress.

In the elementary/intermediate schools, a large portion of the students' day is interdisciplinary. This allows for group work to go on simultaneously across curriculum areas tied together in a common unit of study. Through group work, students have the opportunity to use a variety of reference materials and resources in order to explore the skills and strategies learned.

Emphasis should be on the development of good work habits and positive interpersonal relationships. Students will learn to:

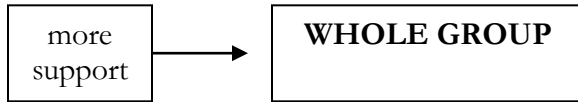
- use materials with care and conservation
- clean up after themselves
- start and finish a task within prescribed times
- have necessary materials available
- plan their time
- take pride in a job well done
- know when neatness counts

Students show developing independence through their ability to:

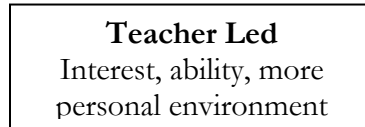
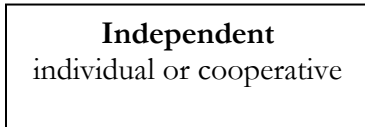
- work alone
- seek advice and counsel when necessary
- ask questions and seek answers
- perceive constraints and work within them
- bring their own resources and talents to work and play

Whole Group and Flexible Grouping for Reading Instruction

This diagram represents only one possibility for organizing for whole group and small group instruction. Its purpose is simply to illustrate that whole group instruction is typically followed by flexible small groups to meet individual needs of students



FLEXIBLE SMALL GROUPS



Further Regrouping as Needed

Types of Whole Group Involvement

- | | |
|--|---|
| <ul style="list-style-type: none"> • Teacher read aloud • Activate prior knowledge • Build background • Introduce vocabulary • Read | <ul style="list-style-type: none"> • Discuss what has been read • Write in response to literature • Teach skill or strategy • Extend the language arts • Extend the literature |
|--|---|

Reasons for Small Groups

- | | |
|---|--|
| <p>Any of the activities under whole group involvement might be completed in small groups, when the teacher wishes a smaller, more personal atmosphere. Small groups may also meet for the following reasons.</p> | |
| <ul style="list-style-type: none"> • Interest • Advance preview or background building for students who need more support • Build background • Guided reading or rereading to develop comprehension | <ul style="list-style-type: none"> • Discuss what has been read • Skill instruction or reteaching • Peer assistance, as with revision • Sharing of self-selected reading • instruction to extend knowledge of very capable students |

Students' development of interpersonal relations is evidenced through their growing ability to:

- accept responsibility to the group
- see and build on the strengths of other members of a group
- accept and fulfill a variety of roles in a cooperative learning group
- recognize and accept their own and other students' ability to work and play better with some than others
- recognize and accept the responsibility of sometimes working and playing with individuals other than best friends
- show respect for and work with individuals of diverse cultural and ethnic backgrounds
- develop the concept of when and how to stick to their point of view and when and how to compromise.

The teacher plans ways to acquaint the class with written, oral and visual communication skills that will help students develop their projects. Opportunities for students to practice skills in enjoyable ways are provided. Students are taught to record questions that they have about a topic in advance and then find the answers by skimming material for specific information. This creates a focus for research on the particular area of interest. Students also need to be taught how to use reference materials and other resources appropriately, and how to note the sources they have used to obtain the information they are reporting. The goal of group work is to help students to develop social skills and general skills in creative thinking and problem solving as well as to learn "how to" skills such as note taking, interviewing, classifying, analyzing data and drawing conclusions.

COOPERATIVE LEARNING GROUPS

Research has shown that students in cooperative learning groups learn to work toward a common goal, gain self-esteem, take more responsibility for their own learning and come to respect and like their classmates. Groups can consist of a pair, a threesome, or four or more students. Each group should reflect the composition of the class, with a mix of male and female students and students of various abilities.

Cooperative learning groups provide an ideal opportunity for limited English proficient (LEP) students to work and interact with their English proficient peers. This added interaction gives LEP students additional opportunities to hear, speak, read, and write English in a non-threatening situation. Group lessons should contain objectives for each student. LEP students may be able to draw, graph, or chart information, while another student tells about it. This process builds self-confidence as well as good social skills for all students involved.

In order for a cooperative learning group to succeed, all members must share a common goal so that students must work together to succeed as a group. In addition, group success depends upon each individual student's learning the material. Students encourage each other to do their best through activities that promote discussion, critical thinking, and improved interpersonal skills. Cooperative learning groups can be formed to study together for a quiz, complete an activity sheet or activity, investigate data, or complete a group project such as a newspaper or mural. Groups can work on the same task or on different tasks as determined by the teacher. In a "jigsaw" cooperative learning model, each member of the group has a different assignment that is essential to meet the group task. Each individual member is, therefore, an expert on his/her topic.

Basic Elements of Cooperative Learning

Positive Interdependence

Students perceive that they need each other in order to complete the group's task ("sink or swim together"). Teachers may structure positive interdependence by establishing mutual goals (learn and make sure all other group members learn), joint rewards (if all group members achieve the stated criteria, each will receive bonus points), shared resources (one paper for each group, or each member receives part of the required information), and assigned roles (summarizer, encourager of participation, elaborator).

Face-to-Face Promotive Interaction

Students promote each other's learning by helping, sharing, and encouraging efforts to learn. Students explain, discuss, and teach what they know to classmates. Teachers structure the groups so that students sit knee-to-knee and talk through each aspect of the assignment.

Individual Accountability

Each student's performance is frequently assessed and the results are given to the group and each individual. Teachers may structure individual accountability by giving an individual test to each student or by randomly selecting one group member to answer questions.

Interpersonal and Small Group Skills

Groups cannot function effectively if students do not have the necessary social skills. Teachers teach these skills as purposefully and precisely as academic skills. Collaborative skills include leadership, decision making, trust building, communication, and conflict management.

Group Processing

Groups need time to discuss how well they are achieving their goals and maintaining effective working relationships among members. Teachers structure group processing by assigning such tasks as (a) list at least three actions by group members that made the group successful, and (b) list one action that could be added to make the group even more successful tomorrow. Teachers also monitor the groups and give feedback to each group and the class as a whole on how well the groups are working together.

ASKING EFFECTIVE QUESTIONS

Most educators recognize that the question is an important tool in the teacher's lesson development and believe that good questioning techniques can result in effective learning for all students. Estimates are that from two-thirds to four-fifths of the typical school day are taken up with questioning activities. Some research indicates that teachers average nearly three-and-one-half questions per minute.

PURPOSE

A properly phrased question can be effective in the teaching repertoire. Its purposes are:

- to cause students to attend and respond to oral requests for information (listening skills)
- to model good oral language skills
- to stimulate logical thinking
- to motivate students who are auditory learners
- to promote understanding and insights
- to guide in the development of attitudes and interests
- to test achievement, learning, or the effectiveness of the teaching

TYPES OF QUESTIONS

1. Recall (Literal). The student is asked to perform simple recall to answer questions that call for the recitation of specific facts, principles, or generalizations. Usually they are characterized by such words as "who, what, when, and where." For example, "In the electoral college, what determines the number of electors from each state?"

2. Comprehension (Literal/Inferential). The student is asked to re-formulate information. Questions that call for understandings, demanding manipulation of data through interpretation, summarization, example, and definition are usually characterized by such key words as "how" or "why." For example, "How does the electoral college system differ from a direct democracy?"

3. Application (Inferential). The student is asked to select facts, principles, and/or generalizations and apply these to a particular problem. For example, "How would it be possible for a candidate to receive a majority of the popular vote and still not be elected President?"

4. Analysis (Inferential). The student identifies and comprehends the elements or parts of a process, communication, or series of events. Questions that call for taking apart data for the purpose of discovering meaning, relationships, or basic structures are characterized by using established criteria for discovering assumptions, motives, implications, issues, logical fallacies, and so forth. For example, "Which step, in the process of selecting a President, would you think the American people know the least about?" Explain your answer.

QUESTIONING STRATEGIES

- Direct questions to the entire class, pause to allow comprehension, and then select a student who is to respond. The purpose here is to stimulate each student to think about the answer to the question; thus learning is more likely to take place for everyone, not just the student who has been called upon. Too often, when one student's name is stated before a question is asked, the rest of the students sit back while that student does the thinking. When the question is addressed to the entire class, each student has time to formulate an answer before being placed "on stage."
- Elicit student responses on a wide scale. To encourage participation, ask questions of students who do not ordinarily respond.
- Differentiate questions in terms of their difficulty. Formulate a variety of questions at different levels of complexity (literal, inferential, factual recall, etc.) to provide opportunities for students of differing ability to be successful.
- Encourage students to ask questions of the teacher and of each other and to comment on what has been said. Be careful that questions are not intended to take the discussion off the topic.
- Pursue incomplete answers (by probing) until understanding is evident. Such answers should be accepted and valued. Before proceeding to another question, it is often advisable to ask students if they have any more questions on the topic being discussed.
- Ask intermediate questions, providing clues or hints, or asking for clarification after a student indicates an inability to respond to the initial question. This technique is designed to lead the learner to the answer to the original question by probing existing knowledge and understanding.
- Stimulate creative thought to encourage students to think creatively, independently, and to reach their own conclusions. Data, real or simulated, may be used to generate hypotheses and solutions. Playing devil's advocate is a useful technique.
- involve more than one student in the answer to a question. Such a question may involve several "reasons" or "factors," differences of opinion, and so forth. Be sure to acknowledge each student's contribution.
- Review and evaluate learning at certain key points in the lesson's development or when particularly significant questions have been answered. A good technique is to ask other students to evaluate given responses or to restate answers in their own words. This summary often allows a valuable re-emphasis of the answers and enables the teacher to gauge roughly the extent of student understanding.
- Avoid leading questions that suggest the answer, especially "yes" or "no" answers.

ENCOURAGING STUDENTS TO POSE KEY QUESTIONS AND PURSUE ANSWERS

Research shows that modeling good questioning is insufficient to teach students how to ask relevant questions. Students need to practice posing their own questions. When students have formulated their own questions, they remember the information that answers those questions better than they remember information that is given to them in another way. You can encourage your students to ask key questions and pursue their own answers in several ways.

- Encourage student-to-student conversation.
- Don't interrupt student-student exchanges as long as they relate to the topic, even when you are tempted to interject your own comments.
- Talk about questions; help students analyze why some questions are more valuable than others.
- Ask students to reflect on their own processes for solving a particular problem and what impediments they encountered, as well as what strategies were successful.
- Encourage students to generate their own questions. Critical thinking can be encouraged through the artful use of questioning techniques. The ultimate goal of all instruction is to produce an individual who asks the right questions and then proceeds to answer them effectively. Student-generated questions should be encouraged at all times. The usual pattern of a class session is often one of teacher question/student response, teacher question/student response. This pattern may be modified into teacher question/student response, student response, etc. A more desirable pattern might be teacher/question/student response, student response, student response, student question/student response, etc.

CHARACTERISTICS OF EFFECTIVE QUESTIONS

- An effective question should be appropriate to the educational activity and subject matter.

Literal, fact-based questions should be concise in structure and elicit a similar response each time that they are asked. For example, "How many bones are in the upper arm?"

Thought-provoking (inference) questions should be couched in language that stimulates thinking before evoking a response. For example, "Why should we use a tourniquet on the lower leg for a cut on the ankle?"

- The wording of the question should be brief, clear, and definite.
- It should be differentiated in difficulty to reflect the students' abilities and experiences.
- Each question should center on one idea only.
- Each question should be logical, but the sequence of questions asked should be psychological.
- Thought and discussion questions should not be bound by the wording of the text, and should be independent of its organization, requiring learners to reorganize and rethink information presented.

- Questions should present a challenge to the class as a whole, and yet evoke the desired answer. Short periods of silence should not cause worry. There should be a pause between the question and the answer (wait time). A good question may not result in a show of hands for several seconds.
- Open-ended questions for which there is no “correct” but which call for a student to outline reasons for the answer help develop thinking skills.

HANDLING STUDENTS’ ANSWERS

(It is often a good idea for a beginning teacher to write in the plan the answer or the key elements of a satisfactory response to a question being considered to ensure that appropriate learning will emerge from the correct answer.)

- Praise should be used productively and with variety. Some expressions that can be used are: “Very good;” “That’s good logic;” “Fine;” “That’s good thinking.” For partial answers, especially from students who seldom respond, praise efforts: “That’s a good starting point; now, let’s expand on that answer.”
- Encourage slower pupils by making it possible for them to answer by asking questions at their ability levels and by asking open-ended questions.
- Have students evaluate each other’s answers -cross-evaluation - by requiring them either to justify or refute the response.
- Do not have all answers directed to you, the teacher. Insist that students direct their answers to their classmates, Walk around the room, standing behind other students to force the student responding to share the answer with classmates.
- Give credit to the part of an answer that is correct, even if the whole answer is not correct or if the response incomplete. The teacher in this situation can make statements such as, “How do you feel about the second half (part) of _____’s answer?”; “How correct was _____’s answer?”; “How can we improve on the answer just given?”; “_____’s answer is about 90% correct.”; “How did you arrive at the conclusion that _____?”; “How can we refine the answer?”

PROCEDURES WHEN THERE IS NO RESPONSE AT ALL.

From time to time a question is asked that evokes no response at all from the class. The teacher should rephrase the question, assuming that the silence might be the result of a question that is too difficult or lacks clarity. If there is still no response, then there is a need for reaching the concept or skill using different methods to ensure that learning has taken place.

When the question calls for further explanation, the teacher should elicit responses from the class before answering it. This strategy distributes the responsibility for learning and makes the students share in the responsibility for answering the question.

QUESTIONS ABOUT QUESTIONS

- Will your questions increase the learner's will to learn as well as the capacity to learn?
- Will they help to provide a sense of joy in learning?
- Will they help to provide learners with confidence in their ability to learn?
- In order to get answers, will the learner be required to make inquiries? (Ask further questions, clarify terms, make observations, classify data, etc.)
- Does the question allow for alternative answers (implying alternative modes of inquiry)?
- Will the process of answering the questions tend to stress the uniqueness of the learner?
- Would the questions produce different answers if asked at different stages of the learner's development?
- Am I asking too many questions?

HOMEWORK

Homework serves many purposes. It can further the academic growth of students and reinforce classroom learning. Individual needs and interests can be met and fostered when teachers give differentiated assignments. Homework assignments that are communicated to parents or caregivers help make family members aware of what students and young people are learning and promote a home-school partnership. Homework gives a time away from school when students have opportunities to organize materials, plan for the following school day, build good work habits and grow in responsibility for their own learning.

The work that the students are asked to do at home should furnish them with the content and with the background that will enable them to participate actively in the next day's learning activities. Assignments that are clear, challenging, and properly motivated help to stimulate in students a desire for learning and for the mastery of subject matter.

Homework should not be a last-minute thought. You will want to plan the process for checking and responding to the completed assignment. Usually, homework should be checked the following day. It can serve as valuable feedback for both you and the students. Students and young people can be active participants in the evaluation process. You may decide to review assignments with a group or with partners responding to each others' work. Whatever method is selected, the students need to receive feedback. Regardless of the procedures, it is critical that homework assignments be meaningful to the students.

The best homework:

- arouses students' interest and advances their learning in a variety of ways
- is developmentally appropriate
- offers students choices so that they can become actively involved in their own
- is differentiated to meet individual needs and learning styles

- uses a variety of formats
- offers enrichment as well as reinforcement
- makes use of interdisciplinary connections, when appropriate
- takes into account diversity
- takes into account students' language development and linguistic backgrounds

Homework can take many different forms. Types of homework assignments might include the following:

- reading textbooks or library books
- writing reports
- reinforcing or reviewing skills
- working with classmates on projects or committee work
- reviewing what students have learned in learning journals
- viewing a special television program
- making things (maps, charts, dioramas, graphs)
- interviewing parents or others to obtain information
- conducting an experiment
- observing and recording observations
- conducting a survey
- interviewing family, friends, community members in an oral history project
- looking for information in textbooks, magazines, newspapers
- studying for tests
- trips to and reports on theater, museums, points of special interest
- creating art projects, posters, collages with written work, political cartoons, poems, stories, songs, dances, and other creative products
- long-term research projects
- Preparing oral reports, debates

MURROW-ISMS

OPTA – Optional Time Activity

SCS – School Communication System (Official Class)

SEMESTER – Length of a course – approximately consisting of 80 teaching days

BAND – Class period (could range from 50 – 60 minutes)
Each band meets 4 times a week

MILE – Murrow Independent Learning Experience (Independent Study)

Band-Aid



Monday	Tuesday	Wednesday	Thursday	Friday
7:10 0	7:10 0	Zero Band (AM School) Does NOT Meet	7:10 0	7:10 0
8:05 A	8:05 A	Staff Professional Development 9:10 Classes Begin	8:05 A	8:05 A
9:00 C	8:50 B		9:00 B	9:05 B
10:00 D	9:45 C	9:10 B	9:55 C	10:05 D
10:55 E	10:40 D	9:55 C	10:50 E	11:05 F
11:50 F	11:35 E	10:40 D	11:50 F	12:00 G
12:45 H	12:30 G	11:25 E	12:50 G	12:55 H
1:45 J	1:15 H	12:10 F	1:50 J	1:50 J
2:45 K	2:00 J	12:55 G	2:45 K	2:45 K
3:40	2:45 K	2:45 K band does NOT meet	3:40	3:40

Please Note, the following bands do not meet on the indicated days:
 Monday: No B & G Band Tuesday: No F Band Wednesday: No 0, A, J, K Bands
 Thursday: No D & H Bands Friday: No C & E Bands