



EDUCATIONAL
SERVICE
DISTRICT 112



THE SUSTAINABLE CLASSROOM PROJECT

Elementary Case Study: Marie

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About Marie

Marie has been teaching in public schools for 21 years. She spent 16 years in special education and for the past 5 years has taught at the primary school level. Teaching has always been her career goal. She received her Bachelors degree in Special Education and Elementary Education from Central Washington University. Marie received her Masters Degree in Education from City University.

Marie began using adaptive technologies as a special education teacher in order to meet the academic and special needs of her students. During these years she taught a non-verbal student to communicate using Dynavox software, used Boardmaker with autistic students to create a picture exchange system, trained physically disabled students to use Intelli-Keys, and coordinated and implemented the Fast ForWard program during the summer using adaptive technologies and the Internet to improve language/reading skills.

Marie currently teaches a combination first-second grade class in a busy port community in southwestern Washington. Before involvement in the Sustainable Classroom Project, Marie made use of technological resources in her classroom to enhance teaching and student learning. Her primary level students used the Internet for research on science projects, to communicate with authors, and to join online book discussion groups to enrich the reading program. Marie extended her technology leadership beyond the classroom by participating in the Microsoft Teaching and Technology Coaching Initiative in which she assisted colleagues to develop necessary technology skills and identify ways that technology can enhance their students' academic achievement. As well, she was a trainer for the FOSS Science Second Grade Insect Kit.

Marie's Classroom



Introduction

Marie applied for the Sustainable Classroom Project in order to expand the technological resources in her classroom. She wrote, "This grant would allow me to introduce new, advanced technology to my student...Technology would bring a new dimension of learning to students with different learning styles."

This year Marie is teaching a class of 23 first and second grade students - seven 6 year olds (30%), fourteen 7 years olds (61%), and two 8 year olds (9%). Her class has slightly more boys than girls (57%, 44%) and is predominantly white, non-Hispanic (96%). In terms of household socio-economic levels, Marie estimated a normal curve with 16% lower, 68% middle, and 16% upper and thought approximately 75% of mothers worked outside the home.

The Book Study

CHAPTER 1: BEGINNING THE STUDY

Marie was elated about the new equipment in her classroom and its effect on her students. “I’m thrilled with my students’ response to the [interactive whiteboard],” she wrote in her first journal. “They get very excited every time I go to turn it on. Their time on task increases on an activity we do using the board.” Marie continued, “They especially like any task which involves the [wireless response system].” However, Marie had a concern about the amount of time it took her to prepare lessons. She wrote:

My one concern is the amount of time it currently takes me to prepare a lesson. I’m concerned I won’t be able to use the [interactive whiteboard] as often or as effectively as I might if it took less time to prepare. The good news is that once I have prepared the lesson it will be there for me to use and improve each year. Also, the students’ enthusiasm is a great motivator for me to use the technology.

As well, Marie looked forward to the new ideas the book study would offer.

I’m also excited about the book study. I’m always looking for ways to improve my teaching and my students’ learning. Knowing that you are using strategies that are research-based makes it easier to try something that you may not have used before.

INSTRUCTIONAL STRATEGY 1: SIMILARITIES AND DIFFERENCES

Unit Topic: Reading – Comparing Stories

Technology Used: Interactive whiteboard, document camera

Marie read and reacted to the instructional strategy, *Similarities and Differences*, during Week 2 of the Project. She knew that using techniques such as the Venn diagram had many uses with her 1st/2nd grade combined class. Others, she was not so sure about. She logged:

I...came in this weekend and went through the materials we have on analogies. I was thinking this would be too much for my students because I have the struggling readers...The biggest concern I have is how to move my students from teacher-directed tasks to more student-directed tasks. At the second grade level, I’m not sure how much should be student-directed.

Marie decided to use Venn diagrams and a comparison matrix for her experimental lesson. The goal of the lesson was that after reading several books by the author, Laura Numeroff, students would be able to state the similarities and the differences between them. She used the document camera to read the books to the students and displayed the Venn diagram and comparison matrix on the interactive whiteboard. She described her lesson below:

I read a number of books including “If You Give a Mouse a Cookie,” “If You give a Moose a Muffin,” “If You Take a Mouse to School” and “If You Take a Mouse to the Movies.” After reading the students the first two stories, we used a Venn diagram to compare the stories. Then as we added additional stories I created a comparison matrix that the students were able to complete. After comparing the similar patterns in each story specifically how the author guides you back to the beginning, the students were able to write their own book “If You Take a Mouse to the Pumpkin Patch.” By very carefully guiding their discussion and using specifically the Venn diagram and expanding that with the comparison matrix, my low readers were able to create a class book which very closely followed the pattern of the books by Laura Numeroff...

Marie analyzed the lesson:

In teaching this lesson in the past the quality of the students products did not correspond well with the patterns I wanted them to get from the books. In doing very organized and detailed comparisons, the students were able to identify the patterns and duplicate them in their writing.

In using the wireless response system to evaluate the lesson:

- ◆ 74% of the students in Marie’s class voted that they absolutely or mostly understood the lesson ideas;
- ◆ 87% indicated that the instructional strategy absolutely or mostly helped them understand the ideas;
- ◆ all of the students (100%) thought the technology absolutely or mostly helped them understand the lesson ideas; and
- ◆ 83% absolutely or mostly liked the way they learned the lesson.

INSTRUCTIONAL STRATEGY 2: SUMMARIZING AND NOTE-TAKING

Unit Topic: Reading – Summarizing a Story

Technology Used: Interactive whiteboard, document camera

As Marie read *Chapter 3: Summarizing and Note-Taking*, she reflected on her past experiences with these instructional strategies:

Last year with the high second grade reading group, I tried to teach them to summarize. It was never as successful as I hoped. I would get a lot of information that was not important to the story and key story elements would be left out. I’m thinking I will teach a lesson this time on using the narrative frame and specifically the frame questions to guide the summary. I think one of the pieces I’ve been missing in the past was the correct question to guide the students through this strategy.

The outside observer sat in on the third part of Marie’s Chapter 3 lesson on summarizing. The classroom contained 23 students in grades 1 and 2 who were seated in E-shaped rows on both sides of the classroom. A document camera, interactive whiteboard, and classroom sound system were used in the lesson.

Observation #1:

The lesson on summarizing started with Marie reading a story and showing the pictures using the document camera. The sound system was not on and students requested that it be turned on. Marie proceeded to troubleshoot and got it working, then continued reading the story. Students listened to the story and answered impromptu questions about the vocabulary.

When she finished reading the story, Marie pulled up cards on summarizing on the interactive whiteboard. She asked students a series of questions and asked students to make complete sentence responses. Selected students were asked to write responses on the interactive whiteboard. Use of the whiteboard stimulated student interest and piqued their attention.

When finished, Marie passed out writing paper and assigned students to write their own name, the date and the title of the book they just read on the paper. Because time was running out, students saved their paper on their desks and were told they would complete it the next morning.

Marie was pleased with the lesson outcomes. She wrote in her second journal:

I taught my students a lesson on summarizing using the narrative frame. I taught the lesson over three days. The first day I read a story, and then we answered the narrative frame questions. After guiding the students through the questions, I modeled a summary paragraph. The second day we again read a story and then I had the students answer the narrative frame questions. Then they wrote their paragraphs with partners. The third day we read the story, answered the questions,

then the students wrote individual paragraphs. The students were able to write quality summary paragraphs, which included all necessary story elements while at the same time leaving out unnecessary details. I was very pleased with the students' participation and the finished product.

In evaluating the lesson using the wireless response system:

- ◆ 95% of Marie's students indicated that they absolutely or mostly understood the ideas in the lesson;
- ◆ 83% responded that the instructional strategy used in the lesson helped them understand the lesson ideas;
- ◆ all of the students (100%) said they believed the technology absolutely or mostly helped them understand the lesson ideas; and
- ◆ 86% indicated that they liked the way they learned the lesson.

INSTRUCTIONAL STRATEGY 3: REINFORCING EFFORT AND PROVIDING RECOGNITION

Unit Topic: General - Effort

Technology Used: Document camera

As a former Special Education teacher, Marie had developed a strong repertoire of techniques related to *Chapter 4: Reinforcing Effort and Providing Recognition*. She wrote in her journal:

With my past experience in special education I have often used different systems to reward both academic effort and success as well as effort in the area of behavior. I strongly feel that most students will work hard if you provide specific recognition and praise...I have a quality work board in my classroom and any time I state that I will be looking for work to go on the quality work board my student's effort increases and the quality of work I receive improves. I also use positive notes home and have witnessed student effort increase with this combined with parent communication. The one strategy I would like to work with more is the pause, prompt and praise. I have often heard and believe that for praise to truly work it must be specific and I think this method supports that belief.

Marie's goal for the lesson was that students would know that they have control over how hard they work and, therefore, how well they perform. The material she used for the lesson was a video and book of the story, *The Little Engine that Could*, document camera, and articles about famous people.

She planned to invite a guest speaker to read the book using the document camera, then guide a discussion about famous people who have achieved, and times students have succeeded when they thought they couldn't. Following the discussion, Marie indicated that her students would identify areas to achieve and set goals.

Marie's students evaluated the lesson using the wireless response system.

- ◆ 87% voted that they absolutely or mostly understood the key lesson ideas;
- ◆ 83% believed the instructional strategy they used absolutely or mostly helped them understand the ideas;
- ◆ 48% believed the technology absolutely or mostly helped them understand the lesson ideas; and
- ◆ 96% liked how they learned the lesson.

INSTRUCTIONAL STRATEGY 4: HOMEWORK AND PRACTICE

Unit Topic: Mathematics – Estimation to solve problems

Technology Used: Interactive whiteboard, document camera

In reading *Chapter 5: Homework and Practice*, Marie related strongly to both topics. She wrote her views on homework in her journal:

I have found at the first and second grade level homework is only effective if parents participate with their students. If the students are left alone to complete the work, they often practice incorrect skills. The one issue with parents helping with homework is that they will often complete it for the student rather than guide the student. Reading is one area I personally see the greatest benefit for my students. Children who read nightly to a parent tend to make steady progress.

In contemplating practice, Marie wrote, “I would like to fine-tune my practice to make sure students are truly practicing the skill and focus on specific elements of the skill so it is more productive for my students.” She continued, “I am excited to fine-tune a practice lesson focusing on the shaping process with a slow and thorough look at a few examples.”

The lesson Marie focused practice on was estimation to solve math problems. Her goal was for her students to learn to round 1-, 2-, and 3-digit numbers to the nearest tenth. She described her lesson below:

A number of my students have been struggling with this skill after having taught it using the Everyday Math Curriculum. I first looked at the skill and tried to break down the specific elements of the skill. Then I tried to identify the elements my students were struggling with. I then designed a lesson using the interactive whiteboard. The students were able to interact with the board and visually identify their number on a 100 number line. With the visual cue, the students were able to see exactly which number theirs was closer to. Next, we used number lines designed by the teacher and the document camera for additional practice. Finally, only those students who continued to need the visual cue had 100 number lines at their desks.

In her written evaluation, she reflected:

All but two students are now able to successfully estimate to the nearest ten with no visual cues. I feel my students were more successful with this lesson the second time I taught it because I had taken the time to truly identify the specific elements of the skill and design practice that focuses on the elements my students were missing. The technology provided also allowed me to design visual tools that enhanced my students learning.

Student evaluation of the lesson indicated that:

- ◆ 95% absolutely or mostly understood the lesson ideas;
- ◆ 95% believed the instructional strategy used absolutely or mostly helped them understand the ideas;
- ◆ 95% thought the technology absolutely or mostly helped them understand the lesson ideas; and
- ◆ 91% absolutely or mostly liked how they learned the lesson.

INSTRUCTIONAL STRATEGY 5: NONLINGUISTIC REPRESENTATIONS

Unit Topic: Language Arts/Science – Writing a Research Paper
Technology Used: Interactive whiteboard, document camera

It was apparent from Marie’s first journal entry for *Chapter 6: Nonlinguistic Representations* that she was an advocate of using nonlinguistic techniques in the classroom and had a great deal of experience doing so. She emphasized her agreement with the strategy by revealing:

I thought about ways we currently use nonlinguistic representation such as drawing pictures for our vocabulary words; drawing maps of Mexico in Social Studies; our pictures of insects with the body parts labeled; and drawing our observations in Science. We also use kinesthetic activities in teaching math.

Marie quickly decided which technique to use for her experimental lesson:

I am going to design a Descriptive Pattern Organizer to help my students with their first attempt at their insect research papers. By using Kidspiration and the interactive whiteboard, I'm hoping all will be able to produce a quality paper.

As an aside, she wrote, "The one area I'm needing to explore more is the use of kinesthetic activities with my students."

The goal of the lesson she designed was for students to know how to conduct research, organize information, and write a research paper. The external observer described the lesson:

Observation #2:

Marie started the lesson by asking students to recall the four stages of insect development. The students immediately engaged and raised hands to answer the question. Marie placed a book on Ladybugs on the document camera and began reading the book. As she read, she asked students questions about insects and vocabulary. They listened attentively and contributed enthusiastically.

When she finished reading the story, Marie put a blank web diagram entitled **Insects** on the interactive whiteboard. She told the students that this web was a model for the insect report they were going to write about the insects they had been researching.

Marie asked students questions about ladybugs and students took turns filling in pertinent information on the web diagram on the interactive whiteboard. Taller students wrote on the higher parts of the diagram, shorter students lower. Marie helped students who had difficulty pressing hard enough for their writing to be accurately recorded and students helped each other spell words.

When the web on ladybugs was complete, Marie showed the students how each group of information in the web would be one paragraph. She displayed a copy of their written report form on the interactive whiteboard and she and the students went back and forth between the diagram and the written report filling in information in each paragraph of the written report from that in the diagram. Students took turns writing in the information. All students were very concerned that they would get their turn.

Toward the end of the lesson several students were fidgeting, so Marie asked the class to demonstrate how ladybugs play dead so they won't be eaten. The students lay on the floor and put their hands and legs in the air.

Marie was not entirely satisfied with the lesson outcomes. She reflected:

The mistake I made in teaching the lesson was in trying to do too much in one class session. Some of the students were starting to lose focus and become bored. Next time I teach this lesson, I will guide them through the web with the class insect and then have them fill in their web with their specific insect, which will have them all more actively involved in the lesson. Then in a second session, we will fill in the actual paragraphs.

Evidently, the students did not share Marie's assessment of the lesson. Their evaluations indicated that:

- ◆ 95% absolutely or mostly understood the lesson ideas;
- ◆ 91% believed the instructional strategy absolutely or mostly helped them to understand the ideas;
- ◆ 100% believed the technology absolutely or mostly helped them understand the lesson ideas; and
- ◆ 100% liked how they learned the lesson.

INSTRUCTIONAL STRATEGY 6: COOPERATIVE LEARNING

Unit Topic: Reading – Comprehension Skills

Technology Used: Interactive whiteboard, document camera

Marie began *Chapter 7: Cooperative Learning* with some misgivings about the philosophy. As she read on however, she noted some potential reasons for her concerns.

I think I probably don't use cooperative learning enough. I do a lot of partner activities but seldom use groups of three or four students. Part of the reason I have struggled with cooperative learning groups is because of negative experiences my own children have had with this teaching strategy. There always seems to be the student who does not participate and/or produce their portion of the project and my girls would often end up doing their portion plus this other student's in order for the group to get a quality grade. Two things that I now see were lacking in their classrooms were individual accountability, and interpersonal and small group skills.

The experimental cooperative learning lesson Marie developed was to develop reading comprehension skills. Her goal was that the students would understand what was read by identifying key story elements. She planned to read a story with her students, guide them as they discussed the story, model cooperative learning group roles, and facilitate the cooperative groups of students as they completed a comprehension assessment.

Marie was stimulated by the results of the lesson. She journaled:

I have enjoyed revisiting using cooperative learning in my classroom. I decided to re-teach my students the roles and responsibilities expected when participating in cooperative learning activities. After re-teaching the skills my students were much more successful with the lesson. I also think they enjoyed the lesson more with the roles clearly defined. I still had one student who was unable to successfully participate with his group and therefore had to work independently and did not get the same benefit from the lesson. This is a strategy I believe I will use a lot more. I actually pulled out my old books on cooperative learning and have been studying more ways to use this strategy in my classroom.

When the students evaluated the lesson:

- ◆ 100% believed they absolutely or mostly learned the key ideas in the lesson,
- ◆ 100% thought both the instructional strategy and the technology absolutely or mostly helped them understand the lesson ideas; and
- ◆ 100% absolutely or mostly liked the way they learned the lesson.

The students' enthusiasm for the lesson is worth noting; all but one or two voted for absolutely in each question.

INSTRUCTIONAL STRATEGY 7: SETTING OBJECTIVES AND PROVIDING FEEDBACK

Unit Topic: Reading – Building Fluency

Technology Used: Interactive whiteboard, document camera

Chapter 8: Setting Objectives and Providing Feedback caused Marie to revisit the school's and her own philosophy on academic goals and rethink how she had been teaching reading fluency. She reflected:

I thought about how we set goals in second grade. Most of the time, it is the teacher or the district setting our academic goals. We don't allow a lot of room for students to personalize their goals. The one activity we did that gave the students a little bit of freedom with their goals was the insect report. Three of my students really put extra effort into creating this product. Even my low

students who tend to not complete homework and written tasks each completed their individual projects. I now think this was because they were given the opportunity to have choices in the direction of the project. One area where I feel I am doing a good job with feedback is with my students reading fluencies. By having them chart their scores and visually see their progress I feel they have more ownership in their education. I am looking for more ways for my students to set goals, with the hope that they will take more interest in what they are learning and look to expand what is being taught.

As she thought about what she was doing with reading fluency, Marie decided that would be a viable topic for the lesson on setting objectives and providing feedback. Her goal was that her students would increase their reading fluency scores. Using the document camera and interactive whiteboard, she taught her students how to graph their own reading fluencies. Then, each student set a fluency goal. Throughout the week, she timed the students' daily fluency practice. Finally, the students charted their own times and evaluated their progress.

Marie described what she did and the results of this effort:

I decided to develop my lesson by improving the way the students do their fluency practice. I already had the students recording their fluency scores on a chart, so they were getting immediate feedback. I decided to re-teach this skill as well as add a goal-setting component to the fluency practice.

I used the Read Naturally program and taught the students how to chart their fluency progress. Then we discussed that the objective of the program was to build reading fluency. From there, we looked at past scores and what our district expectations are, and we set individual improvement goals.

By refocusing the students and having them set their individual goals, I have seen a renewed enthusiasm for fluency practice. I originally felt I was doing okay with this strategy but after having taught the lesson and working with the students this week I can see how just adding the goal-setting piece really improved my students' effort.

In the student evaluation of the lesson:

- ◆ 90% thought they absolutely or mostly learned the lesson ideas;
- ◆ 86% thought the instructional strategy absolutely or mostly helped them learn the ideas;
- ◆ 100% thought the technology absolutely or mostly helped them learn the lesson ideas; and
- ◆ 90% absolutely or mostly liked the way they learned the lesson.

INSTRUCTIONAL STRATEGY 8: GENERATING AND TESTING HYPOTHESES

Unit Topic: Science – Problem-solving with Solids (Foss Science Kit)
Technology Used: Interactive whiteboard, document camera

“This is a strategy that I have used very little in my classroom,” Marie wrote in her first journal for *Chapter 9: Generating and Testing Hypotheses*. She explained:

One of the areas where I have used this strategy is with our FOSS science kits. With the grades of my students, 1st/2nd, I have found they have very limited experiences to base a hypothesis on. First, I have to provide the background experience. The other aspect of the strategy the students really struggle with is being able to explain their hypotheses and conclusions.

Marie continued, “The chapter gave us excellent ideas and examples of how to teach this strategy...I can use the systems analysis in social studies with discussing our government and problem-solving can be used with the solids investigation in our FOSS kit.”

Marie decided to develop her lesson on the science topic of solids. The goal for the lesson was that students would develop a hypothesis about which properties of a solid are necessary to build a tower. Materials from the Foss solids and liquids kit, the interactive whiteboard, and the document camera were used in the lesson. The students were asked to identify the properties of a solid, hypothesize about how to build a tower, build it, and finally discuss the key content. Marie used the interactive whiteboard to introduce students to the properties of a solid after which she guided their design and building of towers. Students used the document camera to share their towers with the rest of the class.

Marie felt the lesson was successful. In discussing it, she wrote:

I had the students develop hypotheses as to which properties of a solid would be most useful in building a tower. The students were able to write hypotheses, test the hypotheses, and then revise their hypotheses as necessary. As a result of completing this lesson, my students were able to state which properties truly lend themselves to building a tower, and they were able to build towers. I originally felt this was too difficult a concept for my students, but after some guidance all my second graders and most of my first graders were able to successfully develop a hypothesis and test it.

As a final thought, Marie wrote, “I am going to have to remind myself to use this strategy. It is not one I commonly use with my students, and now that I know they can successfully use it I need to look for other ways to incorporate it into my curriculum.”

No student data was collected and reported for this strategy.

INSTRUCTIONAL STRATEGY 9: CUES, QUESTIONS AND ADVANCE ORGANIZERS

Unit Topic: Social Studies – Pledge of Allegiance

Technology Used: Interactive whiteboard, document camera

Marie was very familiar with the techniques in *Chapter 10: Cues, Questions and Advance Organizers*. She said: “The information in this chapter is an important reminder of a strategy we have been taught since our first days in teacher education classes. First, focus on the important information you want your students to learn. Work to ask higher level thinking questions.”

As she reflected on techniques suggested in the chapter, she wrote:

I recently attended an Anita Archer training and that along with this unit reinforced the concept of wait time. I need to increase my wait time. I often will call the first student with a hand up instead of waiting for some of the students who take longer to process information to be ready. Another area for me specifically to focus on is developing a mental set by asking questions before the learning experience. The book provided us with a list of questions that elicit inferences. My focus this time will be to use more of these questions with my students.

Marie selected a social studies lesson on the Pledge of Allegiance to experiment with this instructional strategy. The outside observer watched one day of the lesson and recounted the following observations:

Observation #3:

The model lesson for Chapter 10, Cues, Questions, and Generalizations began with Marie displaying a picture of the American flag on the interactive whiteboard and asking the students, “What does this picture represent to you?” Students raised their hands and gave varied responses. Marie probed and interacted with them. Many of the students related the flag to war and death and some to the country. Then, Marie asked, “How do we acknowledge the flag every day?” One student replied that they said the Pledge of Allegiance.

Marie asked the students where the Pledge of Allegiance is performed and students responded

with ideas such as scout camp, church, ball games, and school. This question was followed up with Marie asking students, “Why do we stand and face the flag when we say the Pledge?” She told the students to think about the question and tell their table partners what they think the answer is and to listen to what their partners think before they raise their hands (Pair Share). Marie gave them a few minutes and circulated to partners who were having trouble. The majority of the students were engaged and talked to their desk partners quietly. When all students raised their hands with a response, Marie called on them for responses.

Next Marie asked, “Why is it important for us to pledge allegiance to the United States?” The students offered a few ideas and, then, Marie asked them what the word “allegiance” means. They responded with ideas such as – belief in god, worship, etc. Marie put up the vocabulary words on the whiteboard – pledge, allegiance, flag, indivisible, liberty, and justice. One at a time, she asked students what each word meant and probed for synonyms - accepting some and rejecting other suggestions. After each word was defined to her satisfaction, she removed a covering off of the predetermined definition that included several synonyms.

Marie placed a book, entitled “Pledge of Allegiance” on the document camera and displayed it for students to see. As she turned the pages, the students and teacher read the Pledge of Allegiance together aloud. When the reading was finished, she showed the book’s cover to the students and told them she would place it in the back of the room on a table so they could look at it later.

In the final activity, Marie hung a large copy of the Pledge beside the board and displayed the vocabulary words with synonyms on the interactive whiteboard. She told students they would spend the next 15 minutes working with their partner to rewrite the pledge using their own words. After several pairs of students had completed the activity, Marie asked one student to read her finished work to the class. The students listened attentively and applauded when the reading was complete.

In reflecting on the lesson, Marie wrote, “This unit is an excellent review of material taught in teacher education classes and really helped me to look at my teaching and fine tune my questioning techniques.”

Student evaluation of the lesson indicated that:

- ◆ 83% believed they had learned the lesson ideas;
- ◆ 96% thought the instructional strategy had helped them learn the ideas;
- ◆ 79% thought the technology helped them learn the ideas; and
- ◆ 92% liked the way they learned the lesson.

CHAPTERS ELEVEN AND TWELVE: COMPLETING THE STUDY

Chapters 11 and 12 provided a chance for Marie to set goals for the next year. She contemplated what she might do individually and as she worked with other grade level teachers:

Reading through the unit [provided in Chapter 12] and [seeing] how a teacher incorporates all the strategies through the teaching of a unit on weather, is a great guide on how I could design units using all nine strategies. I am excited to have the summer to try and develop units myself. I am moving up with my class so that next year I will be teaching a 2/3-split class. In second grade, we do a unit on Mexico. I feel this unit will be the one I choose to modify and improve through the use of the strategies. The third grade team wants to redesign our Longview unit. I think by sharing the information I have learned through the study of the book, Classroom Instruction That Works, I can help the team design a quality unit.

The one area that will be new to my instruction will be setting personal learning goals. The example provided in the book can be easily modified to fit the units I plan to design.

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