

A FORUM ON EDUCATION PRODUCTION

MORE POWER!

HOSTED BY
DR. MARILYN
FRIEND

FACILITATOR'S GUIDE



"This More Power DVD will be excellent to use in training! The Facilitator's Guide samples are excellent and are essential for the presenter to be able to communicate the 7 Elements of Quality Instruction."

—Allison Wilson, M.Ed.
Sp. Pops. Curriculum Consultant, Region 10 Ed. Serv. Ctr.
Richardson, TX

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GETTING THE MOST OUT OF MORE POWER!

Each of the sections is designed to be presented separately, and in any order. We encourage creative professional developers and others using this program to match co-teachers' needs to appropriate video segments and draw on the facilitator's guide to encourage discussion of the many ideas presented.

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ASSESSMENT & PLANNING

(Running time 23:30)

Co-teachers have a unique opportunity to focus on gathering data about their students and to use these data in order to plan instruction tailored to their needs. This segment of the DVD emphasizes the importance of collecting data from a district, school, and classroom perspective; the types of data gathered in a co-taught class; and the ways that co-teachers prepare their lessons, or modify lessons already planned, based on insights provided by the data.

ASSESSMENT FOR INSTRUCTIONAL DECISION-MAKING

1. Professionals gather data to assess students academically and behaviorally, design the instruction, and determine the next steps in a classroom. You saw several examples of co-teachers gathering data on students that go far beyond traditional assessments—and include academics, behavior, social skills, and emotional well-being. What are some ways you gather and use data for academic assessments? Behavior? Other areas? Based on viewing the video, what are new ways that you could gather and use data to plan instruction? Try to think of general ideas that cross a variety of domains (e.g., academics, behavior, social skills).

2. Superintendent Gorman described the traditional model of teaching as putting a teacher in front of the classroom to offer an array of knowledge, regardless of students' needs. Principals in the Charlotte-Mecklenburg Schools (CMS) use student data, gathered prior to instruction, to “reset the sails” and point each classroom in a different direction. What data might encourage you to change the course of your classroom? What mechanisms exist to gather those data?

3. Principal Hicks said, “Data is only a good use of instructional time when we’re able to turn it around quickly to modify the instructional process to better meet the students’ needs.” What methods could you use to efficiently analyze, interpret, and apply your findings from data you and your co-teacher collect?

4. Co-teacher Hook spoke about using quick assessments that can easily be administered prior to instruction: “Raise your hand if you got all four right. Raise your hand if you got three out of four right. Less than three.” That quick assessment allows her to focus on students who are struggling with in that day’s lesson’s concepts. What are three examples of similar strategies you could use in your co-taught class?

5. Co-teachers Hahn and Rice told Dr. Friend how they analyzed data from formative testing, including color-coded bar graphs to show each student’s level of mastery. Such curriculum-based data complements other data Hahn and Rice have gathered. What curriculum-based data could you add to your other data collection procedures? How can you use that to tailor the lesson plans accordingly?

6. Principal Hicks noted that districts as large as Charlotte-Mecklenburg Schools often follow pacing guides to ensure that students move through instruction at a certain rate, but the CMS’s strong use of data allows educators to make pacing decisions based on students’ readiness to move to the next concept or topic. What data do you need in order to address pacing? How do you determine pacing? How do you ensure that the pacing in a co-taught class does not slow down because of the presence of two teachers and/or the diverse needs of students?

7. Co-teacher McKinnon mentioned several levels of quizzes and pre-testing used in the co-taught class to determine what the students already know, which directly affects how they group students. How can you keep data at the core of what you do, just as McKinnon and Jordan do?

PLANNING FOR CO-TEACHING

8. Principal Hicks spoke to the power of planning time. How can you find time for planning? How do you and your co-teacher use that planning time? How could you and your co-teacher make your planning more efficient while keeping it effective?

9. Learning is about risk-taking, Principal Frederick said, and that goes for teachers as well as students. What risks do you take in your classroom instruction that encourage your students to take risks as well? How is planning different when it involves two teachers instead of one—not related to finding time, but to expanding the ideas and strategies generated?

10. Principal Thomas discussed the importance of planning and preparation time. Co-teachers can plan the ways they'll be able to co-teach, as evidenced by co-teachers Hook and Funderburke learning different ways of scaffolding learning. What have you and your co-teacher been able to learn from one another? What areas might you be missing? How can planning time increase each person's knowledge and skills?

11. Co-teachers Hook and Funderburke talked about the flexible ways they use their planning time, from phone calls in the morning on the way to school to avoiding copying worksheets so they have more planning time. Where can you adjust your routine to increase planning time with your co-teacher?

PREVIEW