

CONTENTS

Introduction	I-1
Purpose of the Book	I-1
Choosing the Authors for This Book	I-2
Content-Specific Instructional Methods, Universal Instructional Methods, and Grade Level-Specific Instructional Methods	I-2
Special Education and 504 Students	I-2
English/Multi Language Learners	I-3
Universal Design for Learning and Multi Tiered Systems of Support (MTSS)	I-3
Students from economically challenged homes	I-3
Social Emotional Learning (a.k.a. Mental Health of Students and Staff)	I-4
The Importance of Teaching	I-5
Advantages for Students and Teachers of Using the Strategies Contained in This Book to Teach for Mastery	I-5
Chapter-by-Chapter Overview	I-6
Changing Practice	I-9
Students with on I.E.P.s and With other Learning Challenges: Legal Requirements	I-10
English/Multi Language Learning: Current Trends	I-11
 1 Standards-Based (Mastery-Based) Planning and Teaching	 1
A Definition of Standards-Based (Mastery-Based) Teaching	1
Levels of Mastery	2
Standards-Based Unit Planning and Standards-Based Lesson Planning	5
Standards-Based Unit Planning	20
Role of Standards in Unit Development	22
Additional Sample Lesson Plans	27
Students with I.E.P.s or Other Learning Challenges: Standards (Competency)-Based Education	37
English/Multi-lingual Learners and Teacher Collaboration	39

2 Creating a Cognitive Context for Learning (a.k.a. Framing the Learning) 43

Before They Walk Through Your Classroom Door	43
Strategies for Beginning Class	45
Strategies for Beginning a Unit	55
Strategies for Maximizing Student Learning	57
Strategies for the Close of Class	67
Conclusion	73
Students with I.E.P.s or Other Learning Challenges: Executive Functioning, Memory, Chunking, Activators, and Homework	75
English Language/Multi Lingual Learners and Creating a Cognitive Context for Learning	77

3 The Social, Emotional, Restorative, and Instructional Components of Classroom Management 81

Variables to Consider When Constructing a Classroom Management Plan	82
Factor 1: Beliefs	82
Factor 2: Classroom Management and Teacher-Student and Student-Student Relationships	85
Factor 3: Arranging the Classroom Space and the Teacher's Proximity to the Students	88
Factor 4: Rules, Routines, and Expectations	90
Factor 5: Obtaining, Maintaining, and Regaining Student Attention Strategies	110
Factor 6: Student Self-Assessment of the Expectations for Routines Using Rubrics and Criteria Sheets	112
Factor 7: Reinforcement of Appropriate Behavior and Consequences for Inappropriate Behavior	117
Factor 8: Engaging Teaching	120
Factor 9: Teacher Consistency in Classroom Management	121
Conclusion	129
Additional Information about Reading for Understanding	129
Sample Group Work Activities	130
Students with I.E.P.s and Who Have Other Behavioral Challenges	134
English/Multi-Lingual Language Learners and Classroom Management	136

4 Using Teacher-Made, Local, State/Provincial, and National Assessments to Inform Instruction 139

Definition and Purpose of Assessment	139
Pre-Assessments, Formative, Interim, Benchmark, Common, and Summative Assessments	144
Local Assessment Validity and Reliability	148
Determining Which Formative Assessments Provide Useful, Actionable Data	148
Standards-Based Grading and Reporting	153

Separating the Student’s Level of Proficiency from a Student’s Habits of Work	156
Performance Assessment and Product Assessment	156
Gathering Information about Learning (Data Collection).	160
Student Self-Assessment: A Key Ingredient in the Assessment Process.	164
Rubrics	180
District, State (Province), and National Assessments	195
Conclusion	204
Students: Assessing Students on I.E.P.s and with other Learning challenges	208
English/Mult-lingual Language Learners and Using Teacher-Made, Local and State Assessments to Inform Your Instruction	210

5 Questioning, Dipsticking, and In-the-Moment, “Short-Cycle” Formative Assessments That Target Mastery 213

Purposes of Questioning	214
The Questioning Process for Teachers	214
Asking Students Questions	219
Between Asking and Answering	229
Responding to Students’ Answers	231
Demand and Cognitive Complexity.	238
Assessing Student Learning to Inform and Target Instruction	240
Accountable Talk: Improving the Quality of Student Responses	246
Purposeful Group Work	257
Conclusion	261
Questioning Practices for Students On I.E.P.s or With Other Learning Challenges	264
English/Multilingual Language Learners: Four Language Domains	265

6 Differentiating Instruction with a Connection to Universal Design for Learning 269

What Is Differentiated Instruction?	269
The Role of the Teacher	276
Grading and the Differentiated Classroom	277
Establishing Routines in the Differentiated Classroom	278
Differentiating by Readiness	279
Differentiating Instruction for Varied Learning Profiles, Gender, and Culture	287
Gaps in Achievement	294

English/Multi Language Learners	299
The Advanced Learner	300
First Steps to Differentiating Your Instruction Based on Learning Profile	301
Differentiating by Interest through Project-Based Work	303
Differentiating Content (Information and Skills), Process, and Product	307
Using Instructional Strategies to Differentiate Instruction	309
Bloom's Taxonomy	319
Assessing and Improving Your Lessons by Increasing Differentiation	321
Conclusion	321
Students On I.E.P.s or With Other Learning Challenges: Differentiating Instruction	332
English/Multi Language Learners: Differentiating Instruction for Subgroups of ELs/MLs	334

7 Student Motivation and Succeeding with Students from Economically Challenged Homes 339

Effective Teaching and Intelligence Theory, and Their Connection to Motivation	340
Intelligence as a Single Entity and Primarily Due to Heredity	347
Intelligence as Having Multiple Components That May Be Enhanced by Home and School Factors	350
Learnable Intelligence	352
Making Kids Smarter in Schools	354
Strategies for Motivating Students by Developing an Incremental Belief about Intelligence (Growth Mind-Set)	355
Examples of Developing in Students Strategies That Will Make Them Smarter	362
Developing Proficient Mathematical Problem Solvers	368
Conclusion	370
Students with I.E.P.s and Other Learning Challenges: Intelligence and Motivation	373
English/Multi Language Learners: Motivating Linguistically Diverse Learners	375

8 The Brain and Student Learning 379

Introduction	379
Nuts and Bolts of the Brain	380
The Brain and Learning	381
The Brain and Memory	384
The Brain and Reading	386
The Brain and Mathematics	388
The Brain and the Arts	389
Left Brain vs. Right Brain: A Neuro Myth	390

Critical vs. Sensitive Learning Periods: A Neuro Myth	391
Gender, Cognitive Science, and Schooling: A Neuro Myth	392
Multiple Intelligences Theory	392
Learning Systems Theory	393
Strategies for Brain-Compatible Learning	394
Mind and Brain Education and the Future	405
Conclusion	406
Students with on I.E.P.s and With Other Learning Challenges: Brain Function	409
English/Multi Language Learners: The Brain and Language Acquisition	412

9 Working Effectively with Parents and Caregivers 417

Strategies for Increasing Success in a Difficult Parent/Caregiver Conference	420
Involving the Uninvolved Parents and Caregivers	426
Case Studies of Difficult Parent/Caregiver Conferences	431
Parent/Caregiver Conference Tips for the Parent or Caregiver	432
Year-Round Learning	433
Tips for Successful Curriculum Nights for Parents/Caregivers	436
Tips for Successful Curriculum-Night Presentations for Parents/Caregivers	437
Social Media and Texting	440
Sample Newsletters and Websites for Parents/Caregivers	440
Student Portfolios as a Means of Communicating to Parents/Caregivers	449
Effectively Using Email for Parent/Caregiver Communication	449
Conclusion	450
Students On I.E.P.s or With Other Learning Challenges: Student Involvement in the Process	453
English/Multi Language Learners: Home-School Communication	462

10 Co-Teaching: Developing High-Performing Teams 467

What Is Co-Teaching?	467
Research Base for Cooperative Teaching (Co-Teaching)	468
The Models of Co-Teaching: Strengths and Challenges	474
Working with Para-Educators or Instructional Assistants	482
Becoming a Value-Added High-Performing Co-Teaching Team	488
Sharing Decision-Making Power	506
Conclusion	507
Students On I.E.P.s and with other Learning Challenges: Co-Teaching	508
English/Multi Language Learners: Co-Teaching as a Response to the Rise in Their Population Numbers	512

11 Multi-Tiered Systems of Support Plus (MTSS+) 517

What Is the Intent of This Chapter?	518
Unpacking the Multiple Programs and Program Labels That Create Confusion (and Thus Sometimes Frustration) for Educators	518
Multi-Tiered System of Support Plus (MTSS+)	519
Group 1: English Language/Multi-Language Learners	522
Group 2: Students with Individual Education Plans (IEPs), 504s, or Undiagnosed Behavioral, Emotional, and/or Cognitive Challenges	522
Group 3: Students with Physical Disabilities	524
Group 4: Culture Variations	526
Groups 5, 6, and 7: Race, Ethnicity, Nationality	526
Group 8: The Impact of Trauma	528
Group 9: Impacts of Gender	530
Group 10: Parental/Caregiver Skills and Ability	531
Group 11: Gender Identity	531
Groups 12: Students from Non-Traditional Families	532
Group 13: The Impact of Students' Religions on Creating Schools That Are Accessible to All	533
Group 14: Students from Economically Challenged Families	534
Group 15: Homeless Students	535
Group 16: Immigrant Students	536
Group 17: Sizeism	538
Group 18: First Peoples	539
Additional Practices for Creating Equal and Accessible Education for All 18 Groups of Students	539
A Caution! Avoid Fostering Learned Helplessness	546
Personalized Learning as a Tool for Creating Equal Access for Marginalized Students	547
Collegial Leadership: A "Bottom Up" Approach to Change That Empowers Those Directly Servicing Students	547
Identifying Inequality and Lack of Accessibility and the Role of Implicit Bias	549
Conclusion	556

Index of Topics and Names 561

Index of Figures, Tables, and Appendices 569

Appendix A: Figure 1 Social and Emotional Learning: Examples of Teacher Questions That Develop Social and Emotional Learning Skills	573
Appendix B: Figure 2 Peer Conflict Resolution Protocol	575
Appendix C: Figure 3 Rubric for Student Self-Assessment of SEL Skills	577
Appendix D: Figure 4 Goal-Setting: Weekly Reflection	578
Appendix E: Table 5 Levels of Student Engagement and Possible Interventions	579
Appendix F: The Appropriate Use of Artificial Intelligence	580