

## Narrative 4.1 Writing Help

### *Making Learning Goals and Instructional Procedures Clear to Students*

[Reminder: Section 4 is related to the actual process of teaching.]

Look through your artifacts and find something that shows evidence of how a teacher makes the learning goals and instructional procedures clear to students. (Look at the evidence ideas in your Portfolio Handbook.)

Write a paragraph for the first bullet which explains how a teacher would clearly and accurately communicate the learning goals and objectives to the students. How do students know what the teacher expects them to learn? How will the teacher let students know what they are to accomplish? Will the students be given a course syllabus? Will the objective or goal for the day be written on the board or teacher website? Will the objective or goal be written on the assignment sheet, etc.? How would all learning modalities (visual, auditory, kinesthetic) be addressed when communicating the goals or objectives?

Write a paragraph for bullet two which explains how a teacher would clearly and accurately communicate the instructional procedures to the students. How do students know what they are to do for an assignment? How do students know the teacher's expectations for class participation, completion of assignments, order of tasks, etc.?

**Include a reference to your evidence and explanation of how that evidence demonstrates that the teacher makes the learning goals and instructional procedures clear to students.**

## Narrative 4.2 Writing Help

### *Making Content Comprehensible to Students*

[Reminder: Section 4 is related to the actual process of teaching.]

Look through your artifacts and find something that shows evidence of how a teacher makes the content (material) comprehensible to students. (Look at the evidence ideas in your Portfolio Handbook.)

Write a paragraph for the first bullet which explains why a teacher's instruction (teaching) must be accurate and logical. What should a teacher use to make sure the content is accurate? What did the teacher use as the source for the material presented? Why should a teacher be an expert in the subject matter he/she is teaching? How will the teacher present the material to the students? What type of instructional strategies (teaching methods) will the teacher use? What sequence of activities will the teacher use to best help the students learn? In what types of activities will the students participate? How will the teacher make sure students are following the order of activities?

Write a paragraph for bullet two which describes how a teacher can make the content more easily understood (understandable). What can a teacher do to help students better understand or better complete assignments? Why would a teacher having the knowledge and skills necessary for a particular subject help students better understand the content? How would it make the content more comprehensible?

Write a paragraph for bullet three which describes how the use of technology makes content understandable to students. What types of technology can a teacher use to help students better understand what is being taught (computers, LCD projectors, Smart Boards, internet, email, web pages, digital cameras, graphing calculators, iPods, net books, content specific software (interactive grammar or writing exercises, simulated labs, engineering or drafting (CAD) activities, etc.), productivity software (word processing, power point, publisher, paint, spreadsheet, etc.), interactive classroom assessment (instant response system, etc)?)

**Include a reference to your evidence and explanation of how that evidence demonstrates that the teacher makes the content comprehensible to students.**

## Narrative 4.3 Writing Help

### *Encouraging Students to Extend Their Thinking*

[Reminder: Section 4 is related to the actual process of teaching.]

Look through your artifacts and find something that shows evidence of how a teacher encourages students to extend their thinking. (Look at the evidence ideas in your Portfolio Handbook.)

Write a paragraph for the first bullet which explains the importance of self-directed (independent), creative and critical thinking. How would self-directed (independent), creative and critical thinking activities be defined? Why should teachers have independent, creative, critical thinking activities? What are some specific examples of how teachers can encourage students to extend their thinking through challenging or creative assignments, and through critical thinking activities?

Write a paragraph for bullet two which describes how higher-order thinking (analysis, synthesis, and evaluation) stimulates creative and critical thinking. Explain how a teacher can stimulate students to do challenging or creative work. What can a teacher do to encourage students to “think outside the box” or go beyond their perceived abilities (how far they think they can go)? What are some specific examples of challenging, creative, or critical thinking activities, or assignments that cause students to stretch or change their paradigms (thoughts, beliefs)? What are some specific examples of activities that use the higher order thinking skills (refer to Bloom’s taxonomy)?

Write a paragraph for bullet three which demonstrates how technology can be used to extend student thinking. What types of technology can a teacher use to stimulate creative or critical thinking (computers, LCD projectors, Smart Boards, internet, email, web pages, digital cameras, graphing calculators, iPods, net books, content specific software (interactive grammar or writing exercises, simulated labs, engineering or drafting (CAD) activities, etc.), productivity software (word processing, power point, publisher, paint, spreadsheet, etc.), interactive classroom assessment (instant response system, etc)?)

**Include a reference to your evidence and explanation of how that evidence demonstrates that the teacher encourages students to extend their thinking.**

## Narrative 4.4 Writing Help

### *Monitoring Students' Understanding of Content through a Variety of Means, Providing Feedback to Students to Assist Learning, and Adjusting Learning Activities as the Situation Demands*

[Reminder: Section 4 is related to the actual process of teaching.]

Look through your artifacts and find something that shows evidence of how a teacher monitors students' understanding, gives them feedback, and adjusts activities. (Look at the evidence ideas in your Portfolio Handbook.)

Write a paragraph for the first bullet which explains formal and informal methods for monitoring student understanding. Why is it important to monitor (check) if a student understands the material being taught? What are some ways a teacher can informally monitor students' understanding (walk around the room to check papers or progress, play games, end of class discussion, end of class quick statement, beginning of class review, etc.?) What are some ways a teacher can formally monitor students (tests, quizzes, rubrics, quests, worksheets, or other activities?) Explain how some of these methods work.

Write a paragraph for bullet two which describes how appropriate student feedback and data are used to effectively adjust instruction. Why is it important for teachers to give feedback to students? Does giving feedback help students know if they are on track or not? How could a teacher receive feedback from the students (think of ways the student's were monitored to give the teacher feedback)? If after monitoring students, the teacher finds they are not grasping or mastering a concept, what could the teacher do to assist learning? What types of adjustments, or changes, can a teacher make to an assignment, a teaching method, or evaluation/assessment to help the students learn better?

**Include a reference to your evidence and explanation of how that evidence demonstrates that the teacher monitors students' understanding, gives them feedback, and adjusts activities as needed.**

## Narrative 4.5 Writing Help

### *Using Instructional Time Effectively*

[Reminder: Section 4 is related to the actual process of teaching.]

Look through your artifacts and find something that shows evidence of how a teacher uses instructional time effectively. (Look at the evidence ideas in your Portfolio Handbook.)

Write a paragraph for the first bullet which explains the importance of using instructional time effectively. Why do teachers need to use instructional time effectively? What effect does poor use of instructional time have on the learning? How would students benefit in a classroom with good use of time?

Write a paragraph for the second bullet which describes how instruction is adjusted so students stay on task. How do teachers keep students on task? How do teachers make sure assignments are completed on time? What role does organization have in a teacher's effective use of time? How does good classroom management help teachers effectively use time?

Write a paragraph for bullet three which illustrates ways non-instructional procedures can be performed efficiently. Non-instructional procedures are tasks teachers must do that are not related to learning, such as attendance, announcements, restroom breaks, etc. What can a teacher do to make sure these types of procedures create as little interference with the learning process as possible?

**Include a reference to your evidence and explanation of how that evidence demonstrates how the teacher uses instructional time effectively.**