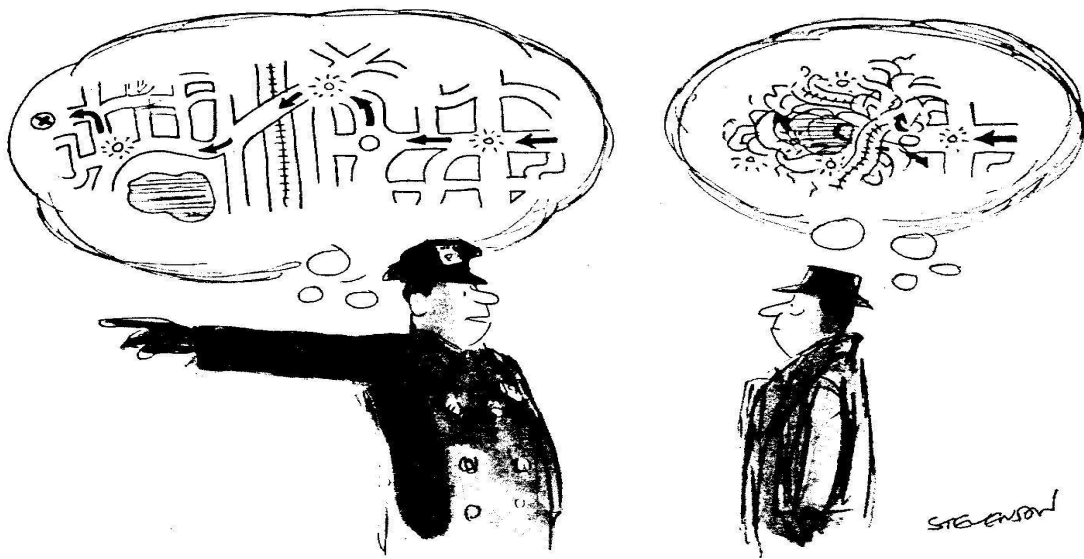




Drawing by Stevenson; © 1976 The New Yorker Magazine, Inc.

Write a caption which summarizes what the cartoon above tells us about teaching.

Day One

(Cartoon caption)

9:00-9:30 **Four Foundations Overview**

Cartoon caption: pairs, group

(LT: Teachers will be able to confidently implement elements of the FF in their classrooms in September.)

-Self-check: FF Top Ten Habits; triads, group discuss

9:30-10:30 **Foundation One: Content Planning**

(LT: ttwbat plan backward with clear learning targets)

- FF Quick Reference Guide
- Unit plan template
- Clear and Fuzzy Learning Targets
 - (work on own 2 mins; pair up, 1 min; group 3 mins)
- LTs, stronger and weaker examples
- Ranking LTs (rank on own; then table, then group)
- Write a clear LT; (pair-share; group; keep to add to later)
- Sharing LTs
- Sequencing a basic daily lesson plan

10:30-10:45 Break

10:45-11:45 **Foundation Two: Assessment**

(LT: ttwbat use a variety of means to frequently check all students for understanding)

- FF Quick Reference Guide
- Principles of Checking for Understanding (*ACCS conference*)
- Formative Assessment from Hand signals to Harkness Discussions
- Learning Targets and Exit Passes

- Giving feedback: summary of Seven Strategies of Assessment for Learning
- Add a CFU to your LT; share some
- Summative Assessment: Preparing Students
- Exit Pass: 3-2: Three ways I'll use this & two questions (self, then small group; questions for after lunch)

12:00-1:00 Lunch

1:00-3:00 Separate Sessions

PS-6th: Ann Lynch

Habits of the Classroom (1:00-2:00)

Integration: Making it all Fit (2:00-3:00)

7th-12th: Bryan Lynch

Harkness: Why and What

Day Two

9:00-9:15 Admit Slip: top three items from yesterday

9:15-9:30 How We Learn quiz

9:30-10:30 **Foundation Three: Instruction**

(LT: ttwbat design lessons that engage all students and require them to most of the thinking)

- FF Quick Reference Guide
- What would you see in a classroom that engages all students? (list of five on own; group)

Avoiding batting practice

Ratio!
- ACCS instructional methods
(Graphic organizer-small groups, top 5 traits of g/l/r; add on board)

- Using models of strong and weak work with rubric
- Luther/Henry VIII thesis rubric
- Scrambled Thesis statements
(small groups using rubric, full group)
- Extending student thinking: What would you see?
- Strategies to extend student thinking
- Teaching students to ask good questions
(fill in for any 2 levels for your subject; group discussion)
- Engaged Learning Activities
- Teach Like a Champion techniques (selections)
- Mr. Johnson's Lesson Plans
- To your LT and CFU, add a grammar, logic or rhetoric method

10:30-10:45 Break

10:45-11:45 **Foundation Four: Classroom Culture**

(LT: ttwbat establish a classroom culture that is supportive and predictable, and where time is used wisely (a joy-filled, Christ-centered classroom where high behavioral and academic expectations are set and fully supported)

- FF Quick Reference Guide
- Strong/weak classroom management examples ()
(table groups, full group)
- Sympathy, Fellowship, and Discipleship
Augustine and Quintilian
- CTE: who you are—character of the teacher
- 15 things great teachers do
(triads: select #1; then whole group)
- Good and Great Leadership in the Classroom

- Exit Pass: Two questions you want to discuss after lunch any topic

12:00-1:00 Lunch

1:00-3:00 Separate Sessions:

PS-6th: Ann Lynch

Classical Methods (1:00-2:00)

Rhetoric in the Grammar School (2:00-3:00)

7th-12th: Bryan Lynch

Harkness: How and sample discussions

Of the recommending of many books there is no end...

Teaching with your Mouth Shut, Donald Finkel

The Improvement of the Mind, Watts

The Liberal Arts Tradition, Clark and Jain

John Milton: Classical Learning and the Progress of Virtue, Horner

On Education Formation, Citizenship and the Lost Purpose of Learning, Clair

The Great Tradition, Gamble (ed.)

Johann Sturm on Education, Spitz and Tinsley (ed.)

The Classical Trivium, McLuhan

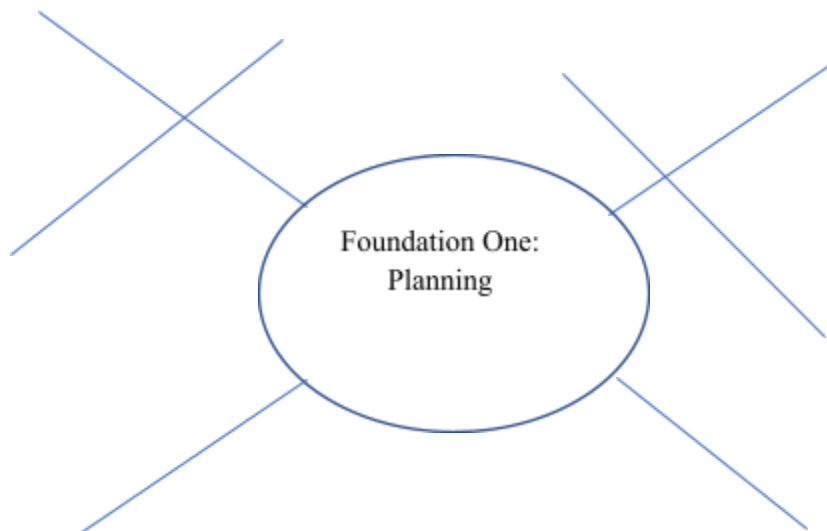
Milton among the Romans, DuRocher

Quintilian on the Teaching of Speaking and Writing, Murphy (ed.)

Seven Strategies of Assessment for Learning, Chappuis

I make it a habit to...

- ☺ ☹ ☹ plan unit and daily lesson learning targets **before** planning activities
- ☺ ☹ ☹ write clear, **student-learning-focused** learning targets
- ☺ ☹ ☹ **share** the learning targets with students
- ☺ ☹ ☹ plan **frequent formative assessments** to check for understanding during lessons
- ☺ ☹ ☹ be sure that formative assessments are **involuntary and all-inclusive**
- ☺ ☹ ☹ give frequent feedback to students that is **specific and descriptive**
- ☺ ☹ ☹ plan activities that **require full involvement** of all students
- ☺ ☹ ☹ use **models of strong and weak work** frequently
- ☺ ☹ ☹ make sure that **students talk** more than I do
- ☺ ☹ ☹ be **clear about expectations** for transitions and other routines



The Four Foundations of Great Teaching Quick Reference Guide

1 Content Planning

Effective planning is critical to successful classrooms. Excellent teachers keep in mind some fundamental principles:

- **Plan the goal first** Clarity as to what the goals are is the starting point
- **What matters is what students learn, not what teachers do** Student learning is the focus, not necessarily favorite activities, and not teacher activity

Units and Daily Lessons are planned ‘backwards’, with the end in mind

A sure sign of an unclear learning target or objective is lack of clarity as to **what** is going to be assessed and **how**. If this is unclear, it’s a safe bet that the focus has been on student activity and not on student learning. Consider these steps in planning:

- **Step 1:** Learning **targets** or objectives are **planned first**
- **Step 2:** Assessments designed with the objectives in mind are planned next
- **Step 3:** **Activities** designed to practice the learning target skill are **planned last**

Learning targets are designed with student learning, not activity, in mind

Teaching and learning are about the development of understanding of the students. Teacher activity, and even content, are not the central point. Focusing on student learning sharpens the planning and assessment of learning, and prioritizes student learning and not mere activity.

- **Write quality learning targets/objectives** ‘The causes of the French Revolution’ is not a quality learning objective or target—it’s a topic. ‘Students will be able to explain the causes of the French Revolution’ is far better, because it is focused on how students will demonstrate their learning.
- **Learning, not activity, is the focus** Activities, however enjoyable, are not the point of the classroom. Learning targets should be written around what students learn and not merely what they do
- **Quality learning targets are specific and assessable** Excellent targets/objectives make it clear to students what they are learning. The more specific the learning target, the clearer this will be.
- ‘Describe’ is better than ‘observe’ because it is easier to assess both by teachers and students. ‘Identify’ is better than ‘work with’ for the same reason. ‘Summarize’ not ‘study’, ‘recall’ not ‘think about’

Learning targets are shared with students	When students have a clear vision of what they are learning and why, their learning is deeper and more lasting. Sharing targets with students focuses their thinking toward learning and away from the activity or grade. Here are some things to think about when sharing learning targets: • Write them on the board Have a designated place for daily learning targets • Include them on hand-outs or practice work • Have students assist in formulating Have students help in writing or re-writing targets and objectives. This gets them thinking about what makes up quality learning in this area.
Put this to use now	• Plan unit and daily lessons learning targets first. • Write clear, student-learning-focused learning targets for daily lessons • Post and share learning targets with students every day.

Template: Unit*

Learning Targets and Goals	
Curriculum Goals and Objectives:	
Learning Targets: Students will be able to...	Essential Questions:
Assessments	
Primary Tasks:	Other Evidence:
Lesson Plans	
Activities:	

(*adapted from *Integrating Differentiated Instruction and Understanding by Design*, C. Tomlinson and J. McTighe)

Unit Learning Targets and Objectives	
Curriculum Goals and Objectives: -Demonstrate an ability to integrate concepts from the disciplines of literature and history in discussions -Apply Christian world view thinking to ideas of the period, analyzing and evaluating -Apply skills of rhetoric in discussion and writing -Demonstrate effective use of primary sources	
Learning Targets: Students will be able to... 1. Explain that nationalism is a relatively modern movement and is largely associated with the modernism of the 19th and 20th centuries 2. Describe how modern nationalism differs in important respects from the older pride of country (patriotism, loyalty to monarchy, etc.) 3. Describe how nationalism contributed to the destructive imperialism and world wars of the late 19th and 20th centuries 4. Analyze the ways in which the assumptions of nationalism are under increasing strain in 21st century Europe (e.g. Great Britain, Italy, Spain, etc.) 5. Describe the steps toward unification in Italy and Germany 6. Explain the forces--political, intellectual, social, economic, etc.—that fostered the unification movements 7. Explain why national strength and pride became nearly synonymous with national unity 8. Explain the ideas of Marx and others who sought to radically alter the social and economic order	Essential Questions: 1. What is more important, the group (in this case the nation) or the individual? 2. What is the best foundation for a nation? 3. Is there a difference between nationalism and patriotism? 4. What is history? Are there alternative ways to explain the shape of human society? How do we know which is correct, if any?
Assessment	
Primary Tasks: -Harkness discussions of Spielvogel 23 readings -Harkness discussions of Weber readings	Other Evidence: -Reading quizzes -CFUs in class

-Writing on Marx	
Lesson Plans	
Activities: 1. Harkness discussions of readings 2. Spielvogel 23 (old text) and Weber readings 3. Other primary source readings 4. Teacher presentation on unification movements in Germany and Italy 5. Music from the time that illustrates nationalism	

Clear and Fuzzy Objectives/Learning Targets	
Circle those objectives/LTs you think are <u>clear</u>, and put an X next to those you think are <u>fuzzy</u>. A clear objective/LT has a well-defined, assessable student action. One helpful way to determine whether an objective/LT is clear to ask, 'how will I know that they can do what is asked, and how will students know?'	
Know Draw Apply Notice that Marvel Admire Be inspired to Be clear about Care See the importance of Show interest in Deal with Intend Bear in mind Think Solve Explain Recognize Use Study Interpret	Realize Learn Integrate Work with Graph Categorize Reason that Summarize Recall Label Begin Evaluate Seek Demonstrate Predict Consider Define Identify Appreciate Understand Talk about Calculate

Objectives/Learning Targets: Stronger and Weaker Examples

Stronger The student will be able to...	Weaker The student will be able to...
... label the bones of the hand	... know the bones of the hand
... define what the term worldview means	... be clear about what worldviews are
... recall the causes of the French Revolution	... think about the causes of the French Revolution
... solve and graph inequalities with two variables	... work with inequalities with two variables
... apply the elements of beauty to a new piece of art	... appreciate a work of art
... summarize the impact of the French Revolution	... study the effects of the French Revolution
... describe the causes of the French Revolution	... be clear about the causes of the French Revolution ... seek to understand the causes of revolution
... analyze the roles of the key figures in the French Revolution	... see the importance of the leaders of the French Revolution
... explain why a work of art is worthy of praise	... be inspired to admire the work of an artist ... marvel at God's creation
... evaluate the justice or injustice of the actions of the leaders of the French Revolution	... notice that there were warnings long before the outbreak of the French Revolution

Ranking Learning Targets

For each of the following groups, rank from most clearly student-learning focused to least student-learning focused. (Use 1 for most, 2 for next, 3 for least.)

Example

3 *bear in mind*

1 *label*

2 *be clear about*

___ recall

___ study

___ think about

___ notice that

___ see the importance of ___ summarize

___ explain

___ appreciate

___ seek to understand

___ work with

___ realize

___ describe

___ care about

___ evaluate

___ be inspired to

___ categorize

___ reason that

___ show interest in

Bloom's (old)	Key Verbs	Example Learning Target <i>The student will be able to...</i>
Evaluation	appraise, assess, compare, conclude, contrast, criticize, discriminate, evaluate, judge, justify, support	evaluate the justice or injustice of the actions of the leaders of the French Revolution
Synthesis	combine, compile, compose, construct, create, design, develop, devise, formulate, integrate, modify, organize, plan, propose, rearrange, reorganize, revise, rewrite, tell, write	compose an original sonnet using the Petrarchan rhyme scheme
Analysis	analyze, associate, determine, diagram, differentiate, discriminate, distinguish, estimate, infer, order, outline, point out, separate, subdivide	analyze the roles of the key figures in the French Revolution
Application	apply, arrange, compute, construct, demonstrate, discover, modify, operate, predict, prepare, produce, relate, show, solve, use	apply the elements of beauty to a new piece of art
Comprehension	classify, convert, describe, explain, extend, give examples, illustrate, interpret, paraphrase, summarize, translate	describe events leading up to the French Revolutions

Knowledge	cite, define, identify, label, list, match, name, recall, recognize, produce, select, state	label the bones of the hand
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Learning Targets Through Blooms

Evaluation	appraise, assess, compare, conclude, contrast, criticize, discriminate, evaluate, judge, justify, support
Synthesis	combine, compile, compose, construct, create, design, develop, devise, formulate, integrate, modify, organize, plan, propose, rearrange, reorganize, revise, rewrite, tell, write
Analysis	analyze, associate, compare, contrast, determine, diagram, differentiate, discriminate, distinguish, estimate, infer, order, outline, point out, separate, subdivide
Application	apply, arrange, compute, construct, demonstrate, discover, modify, operate, predict, prepare, produce, relate, show, solve, use
Comprehension	classify, convert, describe, explain, extend, give examples, illustrate, interpret, paraphrase, summarize, translate
Knowledge	cite, define, identify, label, list, match, name, recall, recognize, produce, select, state

1. Write a learning target for 'knowledge':
TSWBAT....

2. Rewrite the target for 'comprehension':

3. Rewrite the target for 'application':

4. Rewrite the target for 'analysis':

5. Rewrite the target for 'synthesis':

6. Rewrite the target for 'evaluation':

Teacher _____
 Class/Subject _____
 Date _____
 Lesson _____

What is the desired learning, content, or topic during this lesson? (from course goals, unit plan, etc.)	Bloom's (circle)	Key Verb(s) (circle)
Students will learn about <i>the different roles key groups played during the French Revolution</i>	Evaluation	appraise, assess, compare, conclude, contrast, criticize, discriminate, evaluate, judge, justify, support
	Synthesis	combine, compile, compose, construct, create, design, develop, devise, formulate, integrate, modify, organize, plan, propose, rearrange, reorganize, revise, rewrite, tell, write
	Analysis	analyze, associate, compare, contrast, determine, diagram, differentiate, discriminate, distinguish, estimate, infer, order, outline, point out, separate, subdivide
	Application	apply, arrange, compute, construct, demonstrate, discover, modify, operate, predict, prepare, produce, relate, show, solve, use
	Comprehension	classify, convert, describe, explain, extend, give examples, illustrate, interpret paraphrase, summarize, translate

	Knowledge	cite, define, identify, label, list, match, name, recall, recognize, produce, select, state
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Write the full Learning Target below: TSWBAT

compare and contrast the roles key groups played during the French Revolution

Write the <u>verbs</u> of the learning target	In what <u>specific</u> ways will students be checked for understanding of <u>each verb</u> in the learning target during the lesson?	How will <i>you</i> know—and how will <i>students</i> know—when the learning target has been met?
<i>Compare</i>	<i>-triads-- warm up discussion of at least 2 major groups—actions that were similar, actions that were different</i>	<i>-students will be able to discuss and explain the similarities and the differences between what key groups did during the French Revolution</i>
<i>Contrast</i>	<i>-harkness discussion of several major groups and what they did during the French Revolution</i>	

Teacher _____
 Class/Subject _____
 Date _____
 Lesson _____

1. What is the desired learning, content, or topic during this lesson? (from course goals, unit plan, etc.)	2. Bloom's (circle below)	3. Key Verb(s) (circle below)
	Evaluation	appraise, assess, compare, conclude, contrast, criticize, discriminate, evaluate, judge, justify, support
	Synthesis	combine, compile, compose, construct, create, design, develop, devise, formulate, integrate, modify, organize, plan, propose, rearrange, reorganize, revise, rewrite, tell, write
	Analysis	analyze, associate, compare, contrast, determine, diagram, differentiate, discriminate, distinguish, estimate, infer, order, outline, point out, separate, subdivide

	Application	apply, arrange, compute, construct, demonstrate, discover, modify, operate, predict, prepare, produce, relate, show, solve, use
	Comprehension	classify, convert, describe, explain, extend, give examples, illustrate, interpret paraphrase, summarize, translate
	Knowledge	cite, define, identify, label, list, match, name, recall, recognize, produce, select, state

4. Now write the full Learning Target below:

TSWBAT _____

5. Write the <u>verbs</u> of the learning target	6. In what <u>specific</u> ways will students be checked for understanding of <u>each verb</u> in the learning target during the lesson?	7. How will <i>you</i> know—and how will <i>students</i> know—when the learning target has been met?

Sequencing of a basic daily lesson plan:

- Warm-up activity, review, introductory check for understanding, artifact, quotation, etc.
- Learning Target shared with students
- Topic/skill introduced
- Modeling
- Guided practice
- Checking for understanding
- Independent practice
- Checking for Understanding, review, reflection, wrap-up

2 Assessment	Teachers need to frequently check for understanding to be sure that students are achieving the learning targets. The purpose of this on-going assessment is to help the teacher focus students on learning, with the goal that students become more self-directive.
Frequent and involuntary checking for understanding (formative assessment)	Checking for understanding should (nearly always) be involuntary—that is, teachers check all students and not just those eager to participate. It’s not enough to simply ask “are there any questions?” Teachers need to check the understanding of all students. Checking for understanding is done frequently and in a non-graded way, during the lesson or practice. This formative assessment provides feedback to teachers and students so that adjustments may be made if needed.

Formative assessments are deliberately connected to the learning targets	Formative assessments are designed to assess how students are progressing toward the learning target. As mentioned above, once learning targets are established, assessment are designed to check student understanding. There are many ways to do this, some very simple, others more complex: ● White Boards Students use individual boards which can be easily scanned for understanding ● Exit Pass/Admit Slip These provide a quick check or review, and can be used for further discussion or to adjust instruction as needed ● Sticky Notes When used on the board for all to see, these can provide opportunity for class discussion ● Graphic Organizers Generally used to organize information and thinking, but also an excellent means of formative assessment ● Seminar Discussions Discussion is an excellent means of checking for understanding. This requires a time commitment.
Feedback to students is descriptive and specific	Expressions such as ‘excellent’ or ‘good job’, although potentially gratifying, don’t tell students what they are doing well and what they need to improve to reach the learning target. Make sure that feedback to students is descriptive, not merely a grade or a number. In fact, formative feedback to students should avoid a grade, as students will tend to focus on that rather than the learning. If at all possible, save grades for the end. Be sure feedback is specific. Students need to hear specifically where their work is excellent and where it needs to be better. Connect feedback to previously introduced (and practiced) rubrics. This will help students to know more exactly what they need to do to improve. Build in time for students to revise their learning, to track their progress.
Put this to use now	● Plan daily and frequent formative assessments that check student understanding of the learning targets. ● Be sure that formative assessment is involuntary and all-inclusive. ● Give frequent feedback to students that is specific and descriptive. ● Begin planning for students to track their progress and set goals.

Foundation Two:
Assessment

Method	
Quick Checks	Sticky Notes on Board, cont.

Hand Signals	Comparison/Contrast e.g., character of Pericles & Antony in Shakespeare plays -2 groups, one for each character -using orange stickies for positive traits and blue stickies for negative, students write a separate trait on each note for categories: Birth, Education, Achievements -place on board and discuss as class; similarities, differences, etc.
White Boards	
Response Cards (e.g., A for one concept, B for another)	
Think-Pair-Share (A tell B, B tell group)	
A tell B/B tell A	
Writing Prompts	
Admit Slip	
Prediction	
Exit Pass	
Pretend a classmate was absent from class today. Tell them what was most important from today's lesson.	
What is the most important thing we learned today?	Curated Discussion e.g., three OT crimes, three groups—one crime for each -each do poster/chart of the answers to the Aristotle questions -post their chart -mix the groups so that there is at least one member from each group in the new groups -those members are then the experts and present, lead discussion as move from poster to poster -discuss as whole class any lingering questions, comments, connections
What concept has been most difficult or confusing in this lesson/section/reading?	
Write down one question you have about today's lesson.	
Write down one thing I can do to help you.	
What do you need to do to prepare for tomorrow's discussion?	
How did today's discussion go? What do you need to do to improve for next time?	
If you were writing a quiz over today's material, what are two questions that you would include?	
Write down two things you learned today.	
Read-Write-Pair-Share	
Ungraded Quiz Entry Pass	
3-2-1 Cards (key points, questions, connections, confusing, agree, disagree)	Graphic Organizers
RAFT (role, audience, format, topic)	Bubble Map (attributes)
Summary Writing	Double Bubble Map (comparing/contrasting)
Sticky Notes on Board	Tree Map (inductive/deductive)
Prioritized List (e.g., most important, key ideas, etc. in order) in groups, then as class	Flow Map (sequences, order, steps, timeline)
Items for Organization (e.g., causes in one color, effects in another)	Multi-Flow Map (cause and effect)
Arrange as class, small group, or individual (e.g., key dates on separate sticky notes; timeline on board (take volunteers, then rotate in new students to fix problems if needed, etc.))	Bridge Map (analogies)
Discussion Items from Section of Text -in groups have students take a different part of discussion -write on different colored stickies: (e.g., Group A- 3 connections, Group B- 3 most important ideas/themes, Group C- 3 excellent questions, Group D- 3 most interesting facts/points); discuss as class, prioritize, add to, etc.	Discussions
	Value Lineup
	Confer-Compose-Clarify
	Directed Discussion (small student groups with assigned student question/leader)
	Harkness Discussion

Learning Targets and Exit Passes

Learning Target: SWBAT explain the main causes of the French Revolution

Exit Pass: Briefly explain the four main causes of the French Revolution to an absent classmate

Learning Target: SWBAT explain the key causes of the Reformation

Exit Pass: Say what you think was the most important cause of the Reformation and why

Learning Target: SWBAT identify important figures about the Pac NW fur industry

Exit Pass:

Learning Target: SWBAT calculate pressure

Exit Pass:

Learning Target: SWBAT identify Egypt's lack of a major epic hero myth, but comprehend how their Pharaoh was an epic hero

Exit Pass:

Learning Target: SWBAT summarize & explain plot and themes of *Aeneid*, Book 2

Exit Pass:

Learning Target: SWBAT

Exit Pass:

Learning Target: SWBAT

Exit Pass:

Summary of Seven Strategies of Assessment for Learning

In Jan Chappuis' *Seven Strategies of Assessment for Learning**, she identifies a set of tools that teachers can use to make these things happen. These strategies encourage students to consistently consider and answer three key questions:

Where am I going? Where am I now? How can I close the gap?

Briefly, the seven strategies are designed to develop in students the habits of thought they need to substantially improve their own learning, to move them from being passive recipients of assessment to being actively involved in their own learning.

These seven strategies shouldn't be viewed as a recipe but rather as a set of practices to be used as needed. With that in mind, consider this collection of actions:

1. Provide students with a clear and understandable vision of the learning target.

A teacher once asked one of her students why they were learning what they were that day. The student's response was, "so we can make a poster". At that point the teacher stopped the class to make sure they all understood the purpose of the learning--which, of course, was not to make a poster. The poster was the method of processing and assessing the learning, not the learning itself.

When students understand up front the goals of the learning they are more likely to learn what we want them to learn. Teachers who make a habit of posting and explaining the objectives or learning targets for the day help students to focus on the learning and not on the grade or the activity.

2. Use examples and models of strong and weak work.

Quality work should not be mystery. Giving students opportunities to work with scoring guides or rubrics using actual examples helps them to better understand what they are doing, and, consequently, to begin to take more responsibility for it. Strategy one provides students with clear and understandable goals. Strategy two gives them illustrations of levels of quality.

3. Offer regular descriptive feedback.

With strategy three, we start to ask the question, 'where am I now?' This strategy focuses on students receiving feedback that is specific and descriptive, using language that references the language of the rubrics and learning targets. Grades are not feedback in this sense because they don't describe the quality of work. Praise, as well, is not generally effective in improving learning as it typically addresses the character of the student and not the characteristics of the work or skill.

4. Teach students to self-assess and set goals.

Chappuis describes research that shows that students who are self-monitoring made larger gains in learning than those who weren't. Providing students with opportunities to self-assess and to set specific, challenging goals for their own learning has the effect of shifting responsibility for learning to the student and away from the teacher.

5. Design lessons to focus on one learning target or aspect of quality at a time.

With this strategy students begin to think more about how they can 'close the gap'. Formative assessments reveal gaps in learning, the distance between the learning goals and the actual learning. By focusing on one partially understood concept or incomplete skill students can concentrate on closing those gaps. Teachers should be careful to not have students address too many items at a

time, but to use models and examples to highlight those areas to be improved.

6. Teach students focused revision.

Strategy six involves students in revising, with feedback, the items identified and addressed in strategy five. These two work together, with targeted instruction followed by targeted practice, all addressing any incomplete understanding. An example might include have students work in pairs to revise a previously-scored weak model, focusing on one piece of learning at a time. Or, students working alone or in pairs to revise certain elements of their writing, using the rubric.

7. Engage students in self-reflection, and let them keep track of and share their learning.

Finally, when students reflect on their learning, and share observations about themselves as learners, their long-term memory is strengthened.

These seven strategies are meant to encourage students to become more consciously engaged in their own learning, to understand where they are going, where they are now, and how they can close the gap. The ultimate purpose is to move them from passively receiving to actively pursuing their education.

**Seven Strategies of Assessment for Learning*, Jan Chappuis

(A new, 2nd edition features expanded discussion of strategies 5 and 6, with revised strategy names.)

Summative Assessment: Teaching to The Test?

How can teachers be sure that their tests assess what is taught? We want students to be able to trust that we have prepared them well for tests in our classes.

Here are some ways to ensure this happens:

1. Make sure that all test items are derived from the course curriculum and unit objectives.

Test items and class lessons should reflect the unit objectives, and these should flow specifically from the course goals. Teachers should continually check their assignments and tests to be sure that what they're teaching, and what they're testing, are in alignment with the curriculum goals.

2. Construct tests (at least the main topics or skills) in advance of teaching the unit.

Having a clear idea of what will be tested *before* teaching a unit will focus learning targets and lesson plans toward this learning.

3. Share the unit plan with students in advance, including the main skills or knowledge that will be assessed.

Sharing with students what the learning will be for the unit will help to give them a clear idea of where they are going, which is important in taking the mystery out of what the desired learning will be. The more students know about the goals of the unit the greater their potential for learning they will be.

4. Be sure that daily learning targets are based on the unit plan.

Daily learning objectives are expressions on the larger goals of the unit plan. Daily objectives support and build up to the unit goals. Again, share these daily targets with students.

5. Be learning target-focused in daily lesson planning.

Learning targets should drive lesson planning. Not teacher activity or even student activities, but the student-learning objectives for the lesson. Teachers who focus student activities and assessments on learning targets are more likely to ensure that students will acquire the desired learning.

6. Use frequent, involuntary and ungraded formative assessments to check for understanding of the targets.

Checking for understanding using brief, frequent, ungraded assessments allows the teacher to know if students are on track in learning what they are supposed to be learning.

7. Offer frequent descriptive feedback to students.

Make sure students know how they're doing by giving them descriptive and frequent feedback.

8. Adjust teaching as necessary, based on the results of formative assessments.

With the end learning goals in mind, teachers can re-teach or adjust instruction based on what the checking for understanding tells them.

9. Test items should reflect the relative importance of the skill or knowledge taught in the unit.

Teachers should be sure that the balance of learning required on any test reflects the balance of the learning targets.

10. Students should have had frequent practice with every skill or knowledge that is included on a test, with frequent formative assessment and feedback.

It's pretty simple, really: If it hasn't been taught, and taught thoroughly, don't test it.

Remember that a test is as much (if not more) an assessment of the teacher's work as it is of the students'. **If the student hasn't learned, the teacher hasn't taught!**

Making It All Fit: Integration in the Grammar School

Q: How do we meet all of the ambitious goals of a classical and Christ-centered curriculum?

A: Integration

- Integration must be between subjects and applying the trivium

trivium: where three roads meet

- Multum Non Multa
- Festina Lente
- Remember **PIE**

P-Program of study

I-Intentionality

E-Efficiency

- Begin with what you cannot change:

The 'river' of history

The rhythm of the natural world and seasonal limitations

Curriculum expectations

School schedules

- Integrate appropriately and thoughtfully:

Literature, science, composition and art assignments

- Add the extras:

The 'fun' stuff

Look for activities that will create meaningful emotional connections for the students

Give them 'hooks' on which to hang the information they are learning

- More effective and meaningful learning occurs when thoughtful integration is used in the classroom

Third Grade Year-long plans	Bible	Reading	Composition	History/ Geography	Science	Math	Grammar and Spelling
September	1 Samuel Saul Hymns OT Walk Thru	<i>Charlotte's Web</i> **McCall Crabbs, independent reading selections	Imitation Key word outline Fable-Tortoise and the Hare	Continents and Oceans Age of Exploration	Solar System Planetarium field trip Classification/5 king	Singapore Math chapters 1-2	Well-Ordered Language 1-A chapters 1-2 STWR
October	1&2 Samuel Life of David Hymns OT Walk Thru	<i>Charlotte's Web</i> Barn field trip	Encomium Topic and concluding sent. 3-point paragraph	Age of Exploration Columbus Day Celebration	Classification/ 5 kingdoms	Singapore Math chapters 3-4	Well-Ordered Language 1-A chapters 3-4 STWR
November	Kings, Chronicles Solomon, Temple Hymns, OT WT	<i>If You Sailed on the Mayflower, If You Lived in Colonial Times</i>	Simile Fable-Ants and the Grasshopper Narration	Colonial America/ Thanksgiving feast	Vertebrate	Singapore Math chapters 5-6	Well-Ordered Language 1-A chapters 5-6 STWR
December	Kings, Chronicles Hymns, OT WT Luke 1-2	<i>The Courage of Sarah Noble, Tall Tales</i>	Anecdote Letter writing/thank you Stylistic additions	Colonial America	Invertebrates Squid dissection	Singapore Math chapters 7	Well-Ordered Language 1-A chapters 7-8 STWR
January	Attributes of God Hymns, OT WT Elijah	<i>The Lion, the Witch and the Wardrobe</i>	Fable	Landforms Pacific Region Mountain Mid-Atlantic	Coniferous Forest	Singapore Math chapters 8-9	Well-Ordered Language 1-B chapters 1-2 STWR
February	Attributes of God Hymns, OT WT Elisha	<i>The Lion, the Witch and the Wardrobe</i>	Letter Writing-Friendly letter	Southwest Midwest	Desert	Singapore Math chapters 10-11	Well-Ordered Language 1-B chapters 3-4 STWR
March	Attributes of God Hymns, OT WT Fall of Israel, Lost Tribes	<i>Farmer Boy</i>	Encomium of grandparents	Great Lakes Southern Region Great Lakes	Grasslands	Singapore Math chapters 12	Well-Ordered Language 1-B chapters 5 STWR
April	Attributes of God Hymns, OT WT Fall of Judah	<i>Farmer Boy</i>	Poetry	Mid-Atlantic New England Pacific	Deciduous Forest	Singapore Math chapters 13-14	Well-Ordered Language 1-B chapters 6-7 STWR
May	Attributes of God Hymns, OT WT Captivity	<i>Baby Island, The Whipping Boy, or Homer Price</i>	Description	Review	Birds Canoe trip Refuge trip	Singapore Math chapters 15	Well-Ordered Language 1-B Review STWR

Monday 11/11/2019	Tuesday 11/12/2019	Wednesday 11/13/2019	Thursday 11/14/2019	Friday 11/15/2019
Bible 8:30am - 9:00am	Bible 8:30am - 9:00am	Bible 8:30am - 9:00am	Bible 8:30am - 9:00am	Bible 9:00am - 9:15am
Learning Target: SWBAT	Learning Target: SWBAT	Learning Target: SWBAT	Learning Target: SWBAT	Assessment
TLWBAT commit Psalm 34:8-10 to memory by reciting together.	TLWBAT commit Psalm 34:8-10 to memory by reciting together.	TLWBAT commit Psalm 34:8-10 to memory by reciting together.	TLWBAT commit Psalm 40:1-8 to memory by reciting together.	Memory Quiz Psalm 34:8-10
Practice Hymn of the month & choice by person of the day. Read Psalm 37:1-6 Pray TLWBAT write Psalm 34:8-10 in handwriting journal. Review OT Walk Thru.	Assessment Use hand motions for capitalization and punctuation in the air. Practice Hymn of the month & choice by person of the day. Read Psalm 38:21-22 Pray TLWBAT recite Psalm 34:8-10. Review OT Walk Thru.	Assessment Use hand motions for capitalization and punctuation in the air. Recite verse every other word. Practice Hymn of the month & choice by person of the day. Read Psalm 39:1-3:21-22 Pray TLWBAT recite Psalm 34:8-10. Review OT Walk Thru.	Assessment Use hand motions for capitalization and punctuation in the air. Practice Hymn of the month & choice by person of the day. Read Psalm 38:21-22 Pray TLWBAT recite Psalm 34:8-10. Review OT Walk Thru.	Practice Hymn of the month & choice by person of the day. Read Psalm 38:21-22 Pray
Latin 9:00am - 9:30am	Latin 9:00am - 9:30am	Read Psalm 39:1-3:21-22 Pray TLWBAT recite Psalm 34:8-10. Review OT Walk Thru.	Latin 9:00am - 9:30am	Latin 9:15am - 9:45am
Spelling 9:30am - 10:00am	Spelling 9:30am - 10:00am	Latin 9:00am - 9:30am	Spelling 9:30am - 9:45am	Spelling 9:45am - 10:00am
Learning Target: SWBAT TLWBAT write dictated words from list O-5, marking with phonograms and rules. Listen, repeat, write, spell together, correct and mark	Learning Target: SWBAT TLWBAT write dictated words from list O-5, marking with phonograms and rules.	Learning Target: SWBAT TLWBAT correct and write a thank you letter final draft to Newberg Rotary.	Assessment Spelling pre-test	Morning recess 10:00am - 10:15am
Practice Review phonograms by reciting 70 phonograms together	Listen, repeat, write, spell together, correct and mark	Morning recess 10:00am - 10:15am	Composition 9:45am - 10:00am	Math 10:15am - 11:00am
		Math 10:15am - 11:30am	Learning Target: SWBAT Complete final draft	Learning Target: SWBAT
			Morning recess 10:00am - 10:15am	TLWBAT skip count by 6
			Math 10:15am - 11:15am	Practice Complete Problem of the Day & Calculadder
				Review 6's multiplication song Complete lesson 13 b and e
				Literature 11:00am - 11:15am
				Learning Target: SWBAT
				TLWBAT read and journal their current independent book.

Homework Students will write list O-4 in sentences using proper capitalization and punctuation.	Practice Review phonograms by reciting 70 phonograms together	Learning Target: SWBAT TLWBAT multiply by 3	Learning Target: SWBAT TLWBAT skip count by 6	Music 11:20am - 11:50am
Morning recess 10:00am - 10:15am	Homework Students will write list O-4 in sentences using proper capitalization and punctuation.	Assessment test 12	Practice Complete Problem of the Day & Calculadder Review 6's multiplication song Complete lesson 13 a and d	Lunch and Recess 11:45am - 12:30pm
Math 10:15am - 11:15am	Morning recess 10:00am - 10:15am	Practice Complete Problem of the Day & Calculadder Review 3's multiplication song	Literature 11:15am - 11:45am	Read Aloud 12:30pm - 12:45pm
Learning Target: SWBAT TLWBAT multiply by 3 Practice Complete Problem of the Day & Calculadder Review 3's multiplication song complete lesson 12 b and e	Math 10:15am - 11:00am	Literature 11:30am - 11:45am	Lunch and Recess 11:45am - 12:30pm	Grammar 12:45pm - 1:15pm
Literature 11:15am - 11:45am	Learning Target: SWBAT TLWBAT multiply by 3 Practice Complete Problem of the Day & Calculadder Review 3's multiplication song complete lesson 12 c and f	Lunch and Recess 11:45am - 12:30pm	Grammar 12:30pm - 1:00pm	Unit 1
Learning Target: SWBAT TLWBAT write and excellent answer for chapter 21-22 comprehension ?s.	Literature 11:00am - 11:15am	Read Aloud 12:30pm - 12:45pm	Unit 1	Learning Target: SWBAT TLWBAT classify pattern 1 sentences and identify first four parts of speech, parts of a prepositional phrase possessive nouns, pronouns and imperative sentences correctly.
Practice Review: 1.Capital letter, 2.Restate the questions in the answer,3.Give the correct answer, 4.Use an end mark, 5. Correct spelling and grammar	Learning Target: SWBAT TLWBAT identify setting, character, plot, theme and genre on yesterday's diagram. Use diagram to create a visual 8-event book report.	Grammar 12:45pm - 1:00pm	Learning Target: SWBAT TLWBAT classify pattern 1 sentences and identify first four parts of speech, parts of a prepositional phrase possessive nouns, pronouns and imperative sentences correctly.	Assessment unit 1-5b test
		Unit 1	TLWBAT identify all eight parts of speech.	History/Geography 1:15pm - 2:00pm
		Learning Target: SWBAT Focus on interjection and conjunction as new concepts	Practice unit 1-5b review	Science 2:00pm - 2:35pm
		Assessment unit 1-5a test	PE 1:00pm - 1:30pm	Learning Target: SWBAT TLWBAT define an invertebrate and classify invertebrates correctly.
		History/Geography 1:00pm - 1:15pm	Read Aloud 1:30pm - 1:45pm	Formative Assessment
		Learning Target: SWBAT TLWBAT identify key factors in the history of Jamestown	History/Geography 1:45pm - 2:15pm	2 White Boards
		Practice	Learning Target: SWBAT	Practice Review Invertebrate Fact Sheet

Learning Target: SWBAT TLWBAT identify all eight parts of speech. Focus on interjection and conjunction as new concepts Practice Review possessive nouns, pronouns, and helping verbs. Unit 1-5a review PE 1:00pm - 1:30pm Read Aloud 1:30pm - 1:45pm History/Geography 1:45pm - 2:15pm Learning Target: SWBAT TLWBAT identify key factors in the history of Jamestown Formative Assessment 4 Exit Pass: absent classmate Practice Recite Colonial fact sheet together Sing history timeline. Jamestown film strip Exit pass-why did Jamestown struggle to survive Science 2:15pm - 2:30pm Learning Target: SWBAT	Use events from plot diagram to create a visual book report Music 11:20am - 11:50am Lunch and Recess 11:45am - 12:30pm Read Aloud 12:30pm - 12:45pm Grammar 12:45pm - 1:20pm Learning Target: SWBAT TLWBAT identify all eight parts of speech. Focus on interjection and conjunction as new concepts Formative Assessment 2 White Boards Practice Recite grammar jingles. Review possessive nouns, pronouns, and helping verbs using white boards Unit 1-5a review History/Geography 1:20pm - 1:50pm Learning Target: SWBAT TLWBAT identify key factors in the history of Jamestown Practice Recite Colonial fact sheet together Sing history timeline	Recite Colonial fact sheet together Sing history timeline Read Jamestown account from <i>The Story of the World</i> Complete map of the Jamestown Colony Science 1:15pm - 1:30pm Learning Target: SWBAT TLWBAT define an invertebrate and classify invertebrates correctly. Complete invertebrate collections in journal. ART 1:40pm - 2:35pm Nota Bene and Pack up 2:35pm - 2:45pm	TLWBAT identify key factors in the history of Jamestown Practice Recite Colonial fact sheet together Sing history timeline Read Jamestown account from <i>The Story of the World</i> Complete map of the Jamestown Colony Science 2:15pm - 2:35pm Learning Target: SWBAT TLWBAT define an invertebrate and classify invertebrates correctly. Formative Assessment 2 White Boards Practice Review Invertebrate Fact Sheet Complete a quick draw on white boards Nota Bene and Pack up 2:35pm - 2:45pm	Complete a quick classify on white boards Nota Bene and Pack up 2:35pm - 2:45pm
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TLWBAT define an invertebrate and classify invertebrates correctly. Practice Introduce invertebrate fact sheet Review difference between invertebrate and vertebrate Read Science 3 together, "Animals without Backbones" Nota Bene and Pack up 2:30pm - 2:45pm	Read Jamestown account from <i>The Story of the World</i> If time begin map of the Jamestown Colony Science 1:50pm - 2:35pm Learning Target: SWBAT TLWBAT define an invertebrate and classify invertebrates correctly. Play classification game on board with invertebrates. Assessment The students will create a visual collection in their science journals of invertebrate groups with definitions. Practice Play classification game on board with invertebrates. Nota Bene and Pack up 2:35pm - 2:45pm			
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Classical Methods in the Grammar School

Grammar Level Teaching Methods

1. **Songs, Jingles, and Chants** help students memorize information in an easy auditory way. All students memorize easily when information is sung to familiar tunes.

These are especially useful during transitions between subjects, and on the way to recess, lunch, PE, etc.

Guidelines for creating songs:

- Number of syllables in lyrics must match number of musical beat.
- Use one tune, one time.
- Use tunes that are public domain

EXAMPLES:

- Declaration of Independence
- Grammar Jingles
- Bible Verse Songs
- Books of the Old and New Testament (e.g., Walk Thru the Bible, with hand gestures)
- History Timelines
- Tree song
- Parts of body
- Columbus song

2. Hands-On Work and Projects are interactive and engage each student to learn the information in a kinesthetic and tactile way.

EXAMPLES:

- Use modeling clay to create four layers of the earth
- Insect project
- Science Journal
- Use timeline pictures as a sequencing activity
- Drawing and recording scientific concepts or history knowledge
- Drawings and models of body systems

3. Visuals and Charts-posters, diagrams, illustrations, paintings, and models that correspond with the lesson being taught help students understand concepts more clearly

EXAMPLES:

- Famous pieces art work are used during a historical time period or portraits of famous scientists and people of history
- Study diagrams of cathedrals and castles when studying the middle ages
- Progymnasmata pie chart
- Math manipulatives, number lines, timelines

4. Collections, displays, and models allow students to show what they have learned and teach others in the process.

EXAMPLES:

- Mural of seven days of creation

- 4th Grade entomology project--a collection of insects that have been caught, identified, classified, and mounted for display.
- Historical or literature dioramas
- Visual collections in science notebook

5. Field Trips give students the opportunity to apply what they have learned in the classroom to the world around them; field trips should correspond to classroom studies and not just be a fun activity.

EXAMPLES:

- Rice Rock Museum after the study of rocks and minerals
- Barn for final chapter of *Charlotte's Web* and Aristotle on friendship (*Nicomachean Ethics*)
- Champoeg Park during the Westward Expansion unit
- Bird Refuge to correspond with the study of birds

6. Drama and role-playing gives students the opportunity to act out the essential facts of a subject or story. It allows students to explain and narrate what they have learned.

EXAMPLES:

- Math assembly
- 6th Grade heart/blood flow assembly
- Acting out fables or historical events before narrating them
- Act out the life cycle of a bee
- Present an assembly about Christopher Columbus or other subject matter

7. Thematic Units and Integrated Studies allow the learner to engage with the current topic in a multi-dimensional way.

EXAMPLES:

- Living museum of important historical figures
- Read literature and use the **progymnasmata** to write about current history and science studies Read Little Bear and Blueberries for Sal when studying bears in science

8. Research allows students to gain further knowledge or understanding on a topic. It also enables them to become a lifelong learner.

EXAMPLES:

- Research a state and create a travel brochure for it
- Research an historical figure for a progymnasmata or poetry assignment
- Use research for an “above and beyond” challenge for history

9. Discovery and Exploration

EXAMPLES:

- Learn about electricity by making a complete circuit
- Use food to learn about a region or period

- Use manipulatives to learn a math concept

10. Demonstrations are a visual way to give students understanding of a concept. Draw and record in science notebook.

EXAMPLES:

- Demonstrate volcanic eruption with soda and seltzer
- Demonstrate static electricity on a child using a balloon
- Use a globe and other spheres (fruit, balls) to illustrate the rotation and revolution of heavenly bodies.

11. Imitation and Modeling

EXAMPLES:

- Imitation writing as part of the progymnasmata
- Looking at excellent examples of an assigned project

12. Classify and Group

EXAMPLES:

- Group spelling words by number of syllables
- Putting words into ABC order
- Diagramming a sentence into its various parts of speech
- Classify reading genre
- Classify living things in science

13. Recitation, narration and memorization

EXAMPLES:

- Weekly Bible verse recitations
- Poetry recitations
- Recite any and all fact lists, in all subjects.
- Narrate what they have heard or read to others.

14. Drills and Games

EXAMPLES:

- Student review of the American Revolution as a disputatio with the seniors
- Team games for any history or science review
- Around the world
- Questions--In this game students use their fact list to create the questions for the game. If you can answer a question correctly you earn the chance to ask a question.
- Number or operation Bingo

15. Oral/Written presentations

EXAMPLES:

- Recite poetry
- Present a book talk
- Recitation of weekly scripture memory work

- Class assemblies and presentations

16. Dictation

EXAMPLES:

- Write a poem or prose passage as the teacher reads it aloud
- Write out a meaningful history quote
- Write out the weekly Bible verse

17. Review and Practice

"Review is always in order." ~John Milton Gregory

EXAMPLES:

- Cold call, questioning, reciting--everyday, every subject.

Lesson Planning Must Include Grammar Methods

One key to excellent lesson planning is being intentional, so make sure you are backward planning, with the end objective in mind.

-Make a long term plan to chart your course.

-Include culminating activities for units such as presentations, field trips, games, and projects.

-Make short-term plans that help you reach your long-term plans.

- Add as wide a variety of classical methods as you plan.

Practices for Staying Accountable

-Use a quick checklist

-Highlight your chosen classical methods

-Ask yourself helpful questions:

-Are the students responding well to the lessons?

-How do I need to adjust and change?

-Are the students learning the necessary information?

-Do I need more classical grammar methods?

Review

It is essential to use a variety of classical methods to teach students in the grammar stage.

This list is just the beginning! Have fun and be creative as you teach your students.

How We Learn True or False Quiz

1. It is most effective for students to have one consistent time and place for study.
2. Studying a new concept right after you learn it doesn't deepen memory much.
3. Cramming works.
4. Changing the venue for studying can improve 'retrieval strength'—the ability to remember the content studied—by as much as 40%.
5. Guessing wrongly when studying tends to interfere with later recall.
6. Attempting to communicate what you've learned is 20-30% more powerful than reviewing an outline.
7. Giving the mind a break when stuck is counter-productive—it's best to just 'power-through' problems.
8. People often remember more of what they've left incomplete.
9. Varied practice of many related items is more effective than concentrating on one skill.
10. Interrupted and scrambled practice sessions lead to less learning over time than focused and uninterrupted study.



Foundation Three:
Instruction

3 Instruction	Effective teachers make sure that classroom activities engage all students. There are some students in every class who would love to answer every question and do every demonstration, and others who would be content to let them. Instead, teachers should set up all individual and group activities in such a way that all students must participate.
All students are consistently involved in class activities	Effective lessons are designed so that all students are engaged in learning all the time. In any whole-class learning, it's important to avoid 'batting practice', or a situation where one student works and others merely observe. Some ways to do this are: • Rather than just 'follow along' or watch others at work Students fill in study guide or graphic organizer, or correct their own work • During presentations or speeches Students use a grading sheet or rubric to assess student presentations • During teacher presentations Stop occasionally and have students write three questions they have, briefly summarize the main point, or have them tell how they did the process differently • Stop and have students engage in 'mini-discussions' with a partner on a specific question. Have one partner report to the class.
Models of strong and weak work are used to make the elements of quality clear	Use frequent models of strong and weak work. This helps students to come to hold a similar understanding of quality that the teacher has. • Working individually or in small groups have students apply rubrics to sample work. Have them group sample work into stronger and weaker categories. Then hold a class discussion to assign a specific rubric score or placement. • Use anonymous examples of previous student work, or create them as needed. • Have students assist in creating rubrics, as appropriate. This builds deeper understanding in students and focuses them on the learning rather than the activity.
Students are required to do most of the work during the lesson	In effective classrooms, students are required to do most of the talking and, hopefully, significant thinking. Classrooms where teachers talk more than students are rarely excellent classrooms. • Monitor the ratio of student talk to teacher talk Students should talk more than teachers • Make sure that students are doing the thinking, supplying the answers, making the connections, etc. • Use wait time (at least three seconds) frequently • Utilize think-pair-share • Ask follow-up questions • Ask for students to summarize • Cue student responses—scaffold as needed to get students to do the work Tip: Never work harder than your students!

Put this to use now	• Make sure all students are consistently involved in all class activities. • Plan activities that require full involvement and don't allow eager students to dominate or passive students to hide. • Begin collecting (or making) models of strong and weak work, and have students use rubrics to assess them. • Make sure students talk (on task, on topic, as directed) more than you do in class.
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ACCS Instructional Methods: Self-Assessment Tool

(These questions were designed to assist schools in preparing for ACCS accreditation.)

Grammar School

1. The teacher demonstrates the attitudes, behaviors, and enthusiasm for the subject that he/she hopes to instill in the learners. “A student is not above his teacher, but everyone who is fully trained will be like his teacher” (Luke 6:40).
2. Are teachers using songs and choral recitations (chants, jingles, etc.) to help students memorize facts?
3. Do teachers have students memorize and recite passages of literature, Scripture, etc.? Do teachers use “call and response” and catechisms?
4. Are students using motions and movement in the acquiring and remembering of facts/concepts? Do lessons for the youngest students appeal to as many senses as possible?
5. Does each lesson start with a review of prior material? Are there frequent reviews of facts and memorization? Do teachers use classroom transitions to review facts?
6. Does the teacher ask students what they already know about the subject, so that the teacher may start the lesson from that point (as opposed to assuming the students know nothing and teaching the same information over again)?
7. Are students encouraged to express and articulate what they are discovering/learning in their own words (show and tell, read aloud, tell stories, etc.)?
8. Do students have opportunity to explore, find, collect, and identify in the environment around them?
9. Are teachers teaching to an objective that is clear to students and evident to an observer?
10. During the lesson, do teachers assess student understanding in order to gauge whether students comprehend the material?

Logic School

The following types of activities should be observed in all courses, i.e., history, literature, math, and science, not only in the logic class.

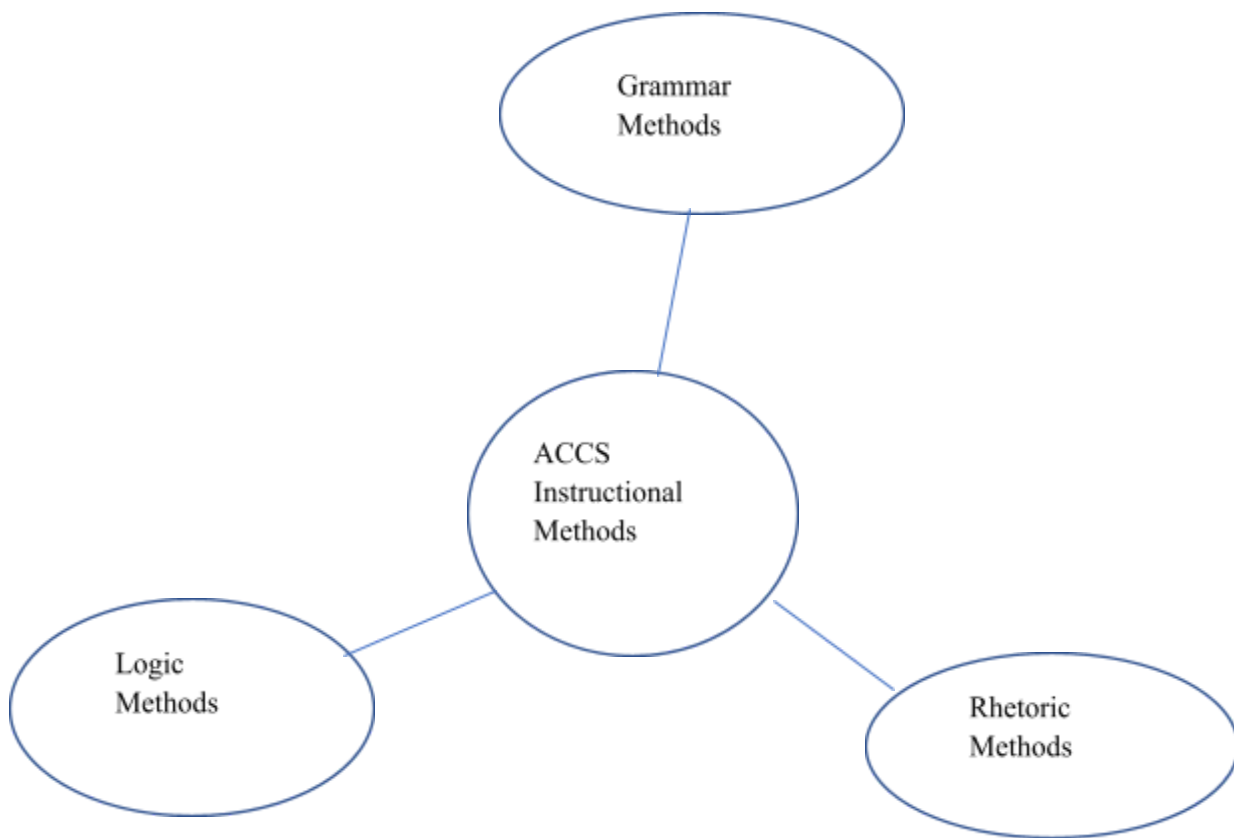
1. Do units or lessons begin with questions that frame the concept, idea, or skill under consideration?
2. Do teachers engage students so that students are active participants in the lesson and learning?
3. Do teachers ask questions that require students to go beyond yes or no answers, or short, rote responses? Are teachers asking “why” a lot?
4. Do teachers engage students in solving questions or analyzing answers, following up student responses by asking students to defend, refute, or explain their answers?
5. Are there frequent teacher-led and even student-led discussions (Socratic circles, fishbowl, etc.)? Are students working problems on the board, or discussing in small groups and reporting to the larger group?
6. Are teachers using time lines and charts in such a way as to compare, contrast, and juxtapose ideas and events with and against one another?

7. Are teachers using different forms of debate and discussion such that students are considering arguments and lines of thought in a cohesive way?
8. Are principles of logic integrated in classes other than logic class?
9. Does the lesson include time for reviewing of prior material, e.g., at the beginning and end of the lesson?
10. Are teachers teaching to an objective that is clear to students and evident to an observer?
11. During the lesson, do teachers assess student understanding in order to gauge whether students are comprehending the material?

Rhetoric School

The following types of activities should be observed in all courses, i.e., history, literature, math, and science, not only in the rhetoric class.

1. Do teachers or students do most of the intellectual work in the class? Are students active participants (rather than passive recipients) in classroom learning?
2. Do the teacher's instructions require creativity, as well as clarity, in written and spoken work?
3. What is the ratio of "teacher-talk" vs. "student-talk" time in the classroom? (The expectation is that the higher the grade level, the more classroom discussion and student participation.)
4. Do teachers attempt to engage all students? Are "discussions" primarily voluntary, or does the teacher normally use involuntary assessments? Is it possible to hide in this class and not be involved?
5. If students wait long enough, will the teacher provide the answers to their own questions? Does the teacher repeat all student answers or are the students required to listen to each others' answers?
6. Do students ask questions? Do students ask each other questions? Or is the class mainly students responding to teacher questions?
7. Do students work problems on the board or in small groups, with other students "coaching" or helping, with teachers acting as "quality control?"
8. Do students routinely discuss questions of content and meaning using seminar-style discussions? Are these discussions generally student-driven, at least in the upper rhetoric grades?
9. Is Socratic dialogue used in classrooms? Are Harkness table discussions used in the classrooms?
10. Are students frequently speaking at length in their own words in the form of presentations, etc.?
11. Does the lesson include time for reviewing of prior material, e.g., at the beginning and end of the lesson?
12. Are teachers teaching to an objective that is clear to students and evident to an observer?
13. During the lesson, do teachers assess student understanding in order to gauge whether students are comprehending the material?



Simple Essay Thesis Statement Rubric

	Weaker	Mixed	Stronger
Thesis addresses question	Thesis may be non-existent or not address the question.	Thesis may address the question, but is ambiguous.	Thesis clearly addresses the question.
Thesis provides specific direction	Thesis gives no or very limited information about the direction of the essay.	Thesis may simply restate the question without including specific position.	Thesis is specific, showing exactly what the essay will prove.

Luther/Henry VIII essay
Thesis Statements

Compare and contrast the motives and actions of Martin Luther in the German states and King Henry VIII in England in bringing about religious change during the Reformation.

For the following thesis statements use the simple rubric to sort as to stronger, mixed, or weaker.

"...their motives were quite different."

"Martin Luther and King Henry VIII were both very important figures in the Reformation and, while they had a few similarities, they also had many differences."

"While both these men cut ties with the pope, how they went about doing it and why it was done is of such difference that they can hardly be compared."

"...but their motives and actions were quite opposite."

"Luther began his reform movement because of his objections to the Catholic Church, and he sought to reform the church. Henry VIII, however, broke away from the Catholic Church in order to gain more personal power..."

"The ways in which each brought about the rise, however, are very much different. Henry VIII's motives were based in selfishness, and Martin Luther's in goodwill."

"...yet the motivations and actions of these men were often contrasting."

"...but their motives and actions varied greatly."

"...both Martin Luther, a German monk, and Henry VIII, the king of England, played significant roles in bringing about religious change."

"The Reformation was brought about by various motives and actions of Martin Luther and King Henry VIII."

"But what were each man's motives and actions in bringing about the change?"

"Both the motives and actions of Luther in Germany and Henry VIII in England were quite different."

"...but for completely different reasons."

"...both were key figures during the reformation [but] their motives and actions in bringing about such a reformation were very different

Luther/Henry VIII essay Thesis Statements

Compare and contrast the motives and actions of Martin Luther in the German states and King Henry VIII in England in bringing about religious change during the Reformation.

I. Stronger (Clear and specific thesis)

"Luther began his reform movement because of his objections to the Catholic Church, and he sought to reform the church. Henry VIII, however, broke away from the Catholic Church in order to gain more personal power..."

"The ways in which each brought about the rise, however, are very much different. Henry VIII's motives were based in selfishness, and Martin Luther's in goodwill."

II. Mixed (Non-specific thesis)

"...yet the motivations and actions of these men were often contrasting."

"Martin Luther and King Henry VIII were both very important figures in the Reformation and, while they had a few similarities, they also had many differences."

"While both these men cut ties with the pope, how they went about doing it and why it was done is of such difference that they can hardly be compared."

"...but their motives and actions were quite opposite."

"...but their motives and actions varied greatly."

"Both the motives and actions of Luther in Germany and Henry VIII in England were quite different."

"...but for completely different reasons."

"...both were key figures during the reformation [but] their motives and actions in bringing about such a reformation were very different."

"...their motives were quite different."

III. Weaker (Non-existent or very limited thesis)

"...both Martin Luther, A German monk, and Henry VIII, the king of England, played significant roles in bringing about religious change."

"The Reformation was brought about by various motives and actions of Martin Luther and King Henry VIII."

"But what were each man's motives and actions in bringing about the change?"

Teacher

Class

Date

Time

Observer

In the space below, record your observations of a specific way the strategies below were used in the classroom.

Strategy	Observation
Example: • Cue student responses	As the class begin to look at a new question, Mrs. Gregory said, "There is not only one correct answer for this particular question. I want you to consider alternatives." This got the students thinking about possible ways to answer the question.
• Wait time	
• 'think-pair-share'	
• Ask 'follow-ups'	

Strategy	Observation
• Withhold judgment	
• Ask for summary	
• Survey the class	
• Play 'devil's advocate'	
• Ask students to 'unpack' their thinking	
• Cold call	
• Student questioning	

Strategy	Observation
Other	

Comments:

Strategies to Extend Student Thinking

- **Remember wait time**

Provide at least three seconds of thinking time after a question and after a response

- **Utilize 'think-pair-share'**

Allow individual thinking time, discussion with a partner, and then open up for class discussion

- **Ask 'follow-ups'**

Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?

- **Withhold judgment**

Respond to student answers in a non-evaluative way to solicit further discussion

- **Ask for summary**

To promote active listening, frequently ask students to summarize

- **Survey the class**

"How many agree with...?" Use 'follow up' questions.

- **Play 'devil's advocate'**

Require students to defend their reasoning against different points of view

- **Ask students to 'unpack' their thinking**

'Describe how you arrived at your answer'

- **Call on students randomly**

Not just on those with raised hands

- **Student questioning**

Let or require students to develop their own questions

- **Cue student responses**

‘There is not only one correct answer for this question. I want you to consider alternatives.’

Teach Students to Ask Good Questions

In the Law of the Teaching Process Gregory asserts that “questioning is not, therefore, merely one of the modes of teaching, it is the whole of teaching” (115). At all ages good questions stimulate thinking, which is the goal of teaching. Even when the emphasis is on memory, the better a student understands what they are memorizing the more useful that memory work will be to them in their later education.

Knowledge

What do you remember about _____?

How would you define _____?

Can someone describe what happens when _____?

Why did _____?

Comprehension

How would you compare _____? Contrast _____?

What can you infer from _____?

How can you describe _____?

Application

What other way would you choose to _____?

How would you change _____?

How would you alter _____ to _____?

Analysis

How is _____ connected to _____?

What are causes of _____?

What are the effects of _____?

What are the pros and cons of _____?

How would you explain _____?

Synthesis

What would happen if _____?

What alternatives would you suggest for _____?

What changes would you make to revise _____?

Evaluation

What is your opinion of _____?

What choice would you have made?

What criteria would you use to assess _____?

How could you verify _____?

Is _____ true or not true?

Is _____ right or good?

Engaged Learning Activities

The tables below describe a variety of ways to actively engage students in their learning. Many of these may be used in settings are not confined to the table in which they appear. Many work well as means to check for understanding as well as means for engaging students. The important principle is that teachers should use a variety of means to make sure that students are fully engaged with their learning and doing most of the intellectual work in the classroom. Using these will help to keep the ratio between teacher talk/thinking and student talk/thinking well on the side of the students.

Knowledge Recall data or information, e.g., describe, identify, label, list, match, name, outline, recall, recognize	
Activity	Explanation
Guided reading questions	students work through a teacher-prepared guide for their reading of a text
Problem sets	students work through teacher-assigned practice work
Notes from text	students take notes from assigned text
Review activity, review games	a game or activity to review previously learned material
Small group/pair work	students work in pairs or other small groups on a task to identify or recall essential information
Turn and Talk	a quick processing activity in which students briefly describe, identify, recall, etc., a question or topic to with another student as directed by the teacher
Beat the Clock (60 sec list)	a quick review or processing activity in which students try to recall as many from a list or set of ideas (causes, effects, etc.) as they can in 60 secs.
Harkness, Socratic discussion	students engage in discussion recall the ideas in a text

Comprehension Demonstrate understanding, e.g., defend, estimate, explain, generalize, interpret, predict, summarize	
Activity	Explanation
Active listening (audience)	students complete, fill in, or in some way track a presentation in a way that requires them to think about the content of the presentation, not merely record what they hear
Small group/pair work	students work in pairs or other small groups on a task requiring them to demonstrate understanding

Writing summary	students write a brief summary of an idea, discussion, reading, or some other content encountered during the lesson
Quick write	a short response to a question; can be open-ended, predictive, or review; in some way students demonstrate understanding
Fill-ins	brief exercise requiring students to answer questions or fill-in missing information; using own words or working with new way of explaining the ideas
Ranking activity	students rank a set of ideas according to some given criteria
Ungraded Quiz—T/F, label, etc.	students demonstrate understanding through a quiz-like activity; students required to explain or defend their answers
Harkness, Socratic discussion	students engage in discussion during which they summarize and interpret the ideas in a text

Application Use a concept in a new situation, e.g., apply, change, construct, demonstrate, manipulate, modify	
Activity	Explanation
Small group/pair work	students work in small groups to apply criteria or information to a new situation
Problem/practice set	students work through practice problems that require application
Fill-ins	brief exercise requiring students to fill in missing previous information used in a new situation
Ranking activity	students rank a set of ideas according to some given criteria or their own criteria
Ungraded Quiz—T/F, label, etc.	students demonstrate understanding through a quiz-like activity that requires them to apply previous knowledge to new situations
Models of strong/weak work	students apply criteria to a set of models
Role play	students apply concepts or ideas in a live situation
Compose and deliver speech or presentation	students apply criteria to a new situation, composing and delivering a speech or presentation
Harkness, Socratic discussion	students engage in discussion in which they apply the ideas in a text

Analysis Separate into component parts, e.g., analyze, categorize, compare, contrast, diagram, deconstruct, differentiate	
Activity	Explanation
Graphic organizer	students graphically arrange information, either with teacher-prepared organizer or in their own manner
Curated discussion	students work in groups to analyze a set of concepts and then to present them to other groups
Models of strong/weak work	students analyze models, putting them into categories and analyzing their strengths and weaknesses
Small group/pair work	students work in small groups to analyze a document, piece of writing, etc.
Quotation cards (selections from reading)	given a selection of quotations from one or various authors, students compare and contrast the ideas
Harkness, Socratic discussion	students engage in discussion to analyze the ideas in a text

Synthesis Put parts together to form a whole, e.g., combine, compose, create, design, explain connections, modify	
Activity	Explanation
Graphic organizer	students graphically arrange information in a way that puts parts together into a whole in a new way
Small group/pair work	students work in small groups to modify existing information or to create or design in a new way
Confer—compose discussion questions	students work in teams to compose and/or revise questions for discussion
Writing	students compose an original piece of writing that addresses a question or task or follows a pattern
Harkness, Socratic discussion	students engage in discussion in which they explain connections to the ideas in a text

Evaluation Assess an approach/make judgments, e.g., assess, conclude, critique, defend, discriminate, evaluate, justify	
Activity	Explanation
Harkness, Socratic discussion	students engage in discussion to evaluate the ideas in a text
Essay	students compose an original piece of writing in which they evaluate an idea, historical or literary circumstance

Teach Like a Champion -Doug Lemov

Setting High Academic Expectations		
1. No Opt Out	A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.	
2. Right is Right	Set and defend a high standard of correctness in your classroom	• Hold out for all the way • Answer the question • Right answer, right time • Use technical vocabulary
3. Stretch It	A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability	• Ask how or why • Ask for another way to answer • Ask for a better word • Ask for evidence • Ask students to integrate a related skill • Ask students to apply the same skill in a new setting
4. Format Matters	It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.	

5. Without Apology	The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to it.	- Assuming something will be boring - Blaming it - Making it “accessible”
Planning that Ensures Academic Achievement		
6. Begin with the End	Teaching by methodically asking how one day’s lesson builds off the previous day’s, prepares for the next day’s and how these three fit into a larger sequence of objectives that leads to mastery.	
7. 4 Ms	A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important	- Manageable - Measurable - Made First - Most Important
8. Post It	Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.	
9. Shortest Path	All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.	
10. Double Plan	It’s as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
11. Draw the Map	Control the physical environment to support the specific lesson goal for the day	
Structuring and Delivering Your Lessons: I/We/You		
12. The Hook	A short introductory moment that captures what’s interesting and engaging about the material and puts it out in front.	- Story - Analogy - Prop - Media - Status - Challenge
13. Name the Steps	Subdivide complex skills into component tasks and build knowledge up systematically.	- Identify the steps - Make them “sticky” - Build the steps - Use two stairways
14. Board=Paper	Students learning how to be good students by learning to take notes and retain a record of their knowledge.	
15. Circulate	Moving strategically around the room during all parts of a lesson.	- Break the plane - Full access required - Engage when you circulate - Move systematically - Position for power
16. Break It Down	In regards to student error or guess, conceptualize the original	- Provide an example - Provide content - Provide a rule

	material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	• Provide the missing (or first) step • Rollback • Eliminate false choices
17. Ratio	Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	• Unbundle • Half-statement • What's next? • Feign ignorance • Repeated examples • Rephrase or add on • Whys and hows • Supporting evidence • Batch process • Discussion objectives
18. Check for Understanding (and Do Something About It Right Away)	Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
19. At Bats	Lessons should include as many repetitions as possible.	
20. Exit Ticket	Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.	
21. Take a Stand	Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
Engaging Your Students in Your Lessons		
22. Cold Call	In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.	• Predictable • Systematic • Positive • Scaffolded
23. Call and Response	Use group choral response – you ask; they answer in unison – to build a culture of energetic, positive engagement.	
24. Pepper	Use fast paced, group-orientated activities to review familiar information and foundational skills	
25. Wait Time	Delay a few strategic seconds after you finish asking a question and before you ask a student to begin to answer it.	
26. Everybody Writes	Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.	
27. Vegas	A moment during class when you might observe some production	

	values: music, lights, rhythm, dancing.	
Creating a Strong Classroom Culture		
28. Entry Routine	Make a habit out of what's efficient, productive, and scholarly after the greeting and as students take their seats and class begins.	
29. Do Now	A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.	
30. Tight Transitions	Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.	
31. Binder Control	Care enough about and the importance of what you teach to build a system for the storage, organization and recall of what students have learned.	
32. SLANT	Key behaviors that maximize students' ability to pay attention	• Sit up • Listen • Ask and answer questions • Nod your head • Track the speaker
33. On Your Mark	Show students how to prepare for a lesson to begin and expect them to do so every day.	
34. Seat Signals	Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.	
35. Props	Public praise for students who demonstrate excellence or exemplify virtues.	
Setting and Maintaining High Behavioral Expectations		
36. 100 Percent	There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.	• Nonverbal intervention • Positive group correction • Anonymous individual correction • Private individual correction • Lightning-quick public correction
37. What To Do	Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as asked to do so easily.	• Specific • Concrete • Sequential • Observable
38. Strong Voice	Establish control, command and benign authority that make the use of excessive consequences unnecessary.	• Economy of language • Do not talk over • Do not engage • Square up/Stand still • Quiet power

39. Do It Again	Doing it again and doing it right or better or perfect is often the best consequence.	
40. Sweat the Details	To reach the highest standards, you must create the perception of order.	
41. Threshold	When students cross the threshold into the classroom, you must remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	
42. No Warnings	Use minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect	• Act early • Act reliably • Act proportionately
Building Character and Trust		
43. Positive Framing	Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	• Live in the now • Assume the best • Allow plausible anonymity • Build momentum and narrate the positive • Challenge! • Talk expectations and aspirations
44. Precise Praise	Use positive reinforcement as a powerful classroom tool	
45. Warm/Strict	At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	
46. The J-Factor	Find and promote the joy of learning to achieve a happy and high-achieving classroom.	• Fun and games • Us (and them) • Drama, song, and dance • Humor • Suspense and surprise
47. Emotional Constancy	Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.	
48. Explain Everything	Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission.	
49. Normalize Error	Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	• Wrong answers: don't chasten, don't excuse • Right answers: don't flatter, don't fuss
Improving Your Pacing		

Change the Pace	Use a variety of activities to accomplish the lesson's objective and move from one to the other throughout the course of a lesson	
Brighten Lines	Make learning activities begin and end crisply and clearly.	
All Hands	Shift rapidly among and involving a wide array of participants.	
Every Minute Matters	Keep a series of short learning activities ready so you're prepared when a two minute opportunity emerges.	
Look Forward	Use mild suspense to create tension, excitement and anticipation	
Work the Clock	Count time down, parcel it out in highly specific increments often announcing an allotted time for each activity.	
Challenge Students to Think Critically		
One at a Time	Ask only one question at a time, not a sequence of them.	
Simple to Complex	Initially engage students' thinking about a topic in contained, concrete ways and then push them to think more deeply and broadly.	
Verbatim (No Bait and Switch)	When repeating a question, be sure to ask it exactly the same way.	
Clear and Concise	Make questions as clear and concise as possible.	
Stock Questions	Use similar sequences of questioning applied over and over in different settings.	
Hit Rate	The rate at which students answer questions correctly should not be 100% (unless reviewing, questions should be harder) nor should it be below 2 out of 3 (there is a problem with how material was presented or the alignment of questions to that material since students are not showing you mastery).	

Classical Christian Academy
Mr. Johnson
Subject: 7th Grade History
Time: Tuesday, 11:00-11:30

	MR. JOHNSON’S LESSON PLAN	YOUR COMMENTS/REVISIONS
Topic	French Revolution: Causes	
Objective	Causes of the French Revolution	

Formative Assessment	Quiz on Friday	
Activities	1. Pray 2. Project a cartoon image of guillotine from French Revolution; tell students what it is and who invented it 3. Teacher to write the ten causes of the FR on the board and tell a bit about each one 4. Students write them down on notebook paper, in their composition book, or on the back of the map we did yesterday in class 5. Students start to write a story about themselves during the French Revolution: Imagine you're a child in France during the revolution. Write a story about your feelings about the revolution. 6. Students work ten minutes on story, then move to grammar lesson	

Classical Christian Academy
 Mr. Johnson
 Subject: 7th Grade History
 Time: Tuesday, 11:00-11:30

	MR. JOHNSON'S LESSON PLAN	YOUR COMMENTS/REVISIONS
Topic	French Revolution: Causes	

Objective	TSWBAT identify the causes of the French Revolution	
Formative Assessment	Graphic Organizer Exit Pass	
Activities	1. Pray 2. Project a cartoon image of social classes from the French Revolution; ask students to try to identify the groups represented; what do they think was the artist's purpose? How might the people on the bottom respond? Take volunteers (4 minutes) 3. Hand out blank simple graphic organizer to students. In groups of three, students read portion of from history text. Summarize the causes identified in that section of text in their part of the graphic organizer. (10 minutes) 4. On the white board, fill in a graphic organizer using the causes identified by each group. Students complete their graphic organizer. (15 minutes) 5. Exit Pass (Erase board, students put away their graphic organizers.) On a 3x5 card students list as many causes of the FR as they can recall in 1 min. (1 min)	



4 Classroom Culture

Creating a classroom culture that is joyful, where God is loved above all, and where learning is valued and virtue is nurtured, is the chief foundation for all that is done in the classroom. This is as much about **who the teacher is** as what the teacher does.

Excellent teachers create a culture of **both** high expectations (academic and behavioral) and high support. They create classrooms where the teachers do all they can to help students learn at a high level of excellence.

Interactions with students are mutually respectful, and communicate support and predictability	The teacher's interactions with students should always be professional and respectful, characterized by kindness and warmth. Students think better in classrooms that are consistently emotionally secure. The teacher must be the undisputed authority in the room, but warm and courteous relations are the norm in effective classrooms.
Expectations, routines, and transitions are carefully planned and communicated to students	Carefully think out in advance, and communicate clearly to students, the expectations for routines and movements in the classroom. Take time to practice routines and transitions early in the year, especially with younger students. Time taken early will lead to more learning as the year goes on. Consider the room arrangement when planning. Different groups of students need, or can tolerate, different arrangements. Some characteristics of effective classrooms: • Students ready when lesson starts • Quick transitions • Routines completed independently without distracting other students • Succinct, consistent instructions Some characteristics of less effective classrooms: • Students dependent on teacher for repeated routines • Teacher often reminds • Teaching without attention • 'What do I do now?' is heard frequently in the classroom from students
Rules are enforced in a way that communicates that the teacher desires the student to be successful	Teachers who stay calm and refuse to take disobedience personally are better able to communicate graciously and firmly to students. This communicates to students that the necessary discipline or consequence is for their good, and not just to make the teacher feel better. When conflicts happen, excellent teachers will seek to get to the heart issues and not only require outward compliance.
Put this to use now	• Be clear in your own mind what expectations, routines, and movements are needed for each lesson and communicate these to students. • Never begin teaching without the full attention of all students. • Establish (and practice, if needed) an entry routine, communicate clear transitions between activities, and require 100% compliance with all instructions. • Plan to observe other teachers and take note of how they communicate with and manage their classes. • Don't take things personally!

Examples of Strong Work (S) Examples of Weak Work (W)

- Crisis happens: teacher flexibly switches tasks or lesson
- Crisis happens: class grinds to a halt until resolved
- Students appear to know what they are to do and they do it with minimal distraction
- Students do not appear to know what they are to do or they do it distractedly or even chaotically
- Quick transitions
- Tasks done sloppily, slowly
- Teacher often reminds
- Automatic transitions and actions
- Students ready when lesson starts
- Students are not held accountable for their own materials
- No plan for what students do when they arrive to class
- Teaching without attention
- Students have a “to” in transition
- Students interrupt
- A “do now” is frequently present
- One student interacts with teacher, all the rest tune out
- Unclear instructions
- Random thinking without clear purpose
- Coats, pencil sharpeners, water bottles clutter the floor
- Students are not sure of routines and cause distraction
- Teacher waits for students to transition
- Succinct, consistent instructions
- Schedule on board—notated
- Teacher sets clear expectations
- Noise
- Routines change often/not followed
- No plan for transitions (lack of clear direction)
- Cues for attention
- Teacher provides clear directions and expectations
- Disorder
- Students unprepared when class starts
- Routines completed independently without distracting others
- Organized copies
- Frequently heard in the classroom: “what do I do now?”
- Inconsistent correction of behavior
- “Bell ringer” activities
- Focus on next subject/activity
- Entry work—students know exactly what to do when they enter
- Kindness
- Variety in procedures
- Students are dependent on teacher repeating routines
- Respect for others in words and actions
- Reprimands are quick, consistent, and unemotional

Sympathy, Fellowship, and Discipleship

(Much of this is adapted from presentations by Chris Schlect)

Sympathy: Remember Their Frames

- Teacher stirs a protégé's learning through devoting time and attention to a subject, in turn refreshing one's own learning
- Through sympathy teachers and students are mutually enriched, motivated to delve deeper in the lesson
- A sympathetic teacher:
 - o pays attention to his students' interest in the lesson, changes his style to engage them further
 - o encourages his students to externalize the lesson in their own unique way, allows him to react to them

Fellowship: Learning Together

- Create a classroom of hospitality
- Create a classroom where there is learning together, including the teacher; the teacher models a learning attitude (student response: "can't wait to study with you again next year")
- Quintilian: Let the teacher adopt a parental attitude to his pupils and regard himself as the representative of those who have committed their children to his charge
- Watts: A man of vast reading, without conversation, is like a miser who lives only to himself
- Consider how students interact with each other during a class, camaraderie among students pushes them to persevere in learning
- A great teacher will induce fellowship among students. Within settings of Fellowship, student is able to see a lesson through other students' eyes, providing depth to his own understanding

Discipleship: Shaping Loves as well as Knowledge

- **Clear objectives, clear instructions, consistent classroom rules, expectations and routines are loving and discipling**
- Students are enrolled in you as the teacher as much (if not more) than the subject
- Teachers are tasked with encouraging virtue and faith, through classroom routines (hymns, prayers, catechisms), approaches to content, modelling faithful and scholarly attitudes—including charitable reading of authors and unwavering biblical assessment and evaluation

1. Excerpt from Augustine, *On the Catechizing of the Uninstructed*

Chapter 12.—Of the Remedy for the Third Source of Weariness

17. Once more, however, we often feel it very wearisome to go over repeatedly matters which are thoroughly familiar, and adapted (rather) to children. If this is the case with us, then we should endeavor to meet them with a brother's, a father's, and a mother's love; and, if we are once united with them thus in heart, to us no less than to them will these things seem new. For so great is the power of a sympathetic disposition of mind, that, as they are affected while we are speaking, and we are affected while they are learning, we have our dwelling in each other; and thus, at one and the same time, they as it were in us speak what they hear, and we in them learn after a certain fashion what we teach. Is it not a common occurrence with us, that when we show to persons, who have never seen them, certain spacious and beautiful tracts, either in cities or in fields, which we have been in the habit of passing by without any sense of pleasure, simply because we have become so accustomed to the sight of them, we find our own enjoyment renewed in their enjoyment of the novelty of the scene? And this is so much the more our experience in proportion to the intimacy of our friendship with them; because, just as we are in them in virtue of the bond of love, in the same degree do things become new to us which previously were old. But if we ourselves have made any considerable progress in the contemplative study of things, it is not our wish that those whom we love should simply be gratified and astonished as they gaze upon the works of men's hands; but it becomes our wish to lift them to (the contemplation of) the very skill or wisdom of their author, and from this to (see them) rise to the admiration and praise of the all-creating God, with whom is the most fruitful end of love. How much more, then, ought we to be delighted when men come to us with the purpose already formed of obtaining the knowledge of God Himself, with a view to (the knowledge of) whom all things should be learned which are to be learned! And how ought we to feel ourselves renewed in their newness (of experience), so that if our ordinary preaching is somewhat frigid, it may rise to fresh warmth under (the stimulus of) their extraordinary hearing!

1 Augustine, "On the Catechizing of the Uninstructed," in St. Augustine: On the Holy Trinity, Doctrinal Treatises, Moral Treatises, trans. S. D. F. Salmond, vol. 3, The Nicene and Post-Nicene Fathers, First Series (Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 1956), chapter 12.

2. Excerpts from Quintilian, *Institutio Oratoria*

Quintilian, *Institutio Oratoria*: Books I-III, trans. H. E. Butler, vol. 1, Loeb Classical Library (Cambridge, MA: Harvard University Press, 1980), I.2-3.

It is above all things necessary that our future orator who will have to live in the utmost publicity and in the broad daylight of public life, should become accustomed from his childhood to move in society without fear and habituated to a life far removed from that of the pale student, the solitary and recluse. His mind requires constant stimulus and excitement, whereas retirement such as has just been mentioned induces languor and the mind becomes mildewed like things that are left in the dark, or else flies to the opposite extreme and becomes puffed up with empty conceit; for he who has no standard of comparison by which to judge his own powers will necessarily rate them too high. 19 Again when the fruits of his study have to be displayed to the public gaze, our recluse is blinded by the sun's glare, and finds everything new and unfamiliar, for though he has learnt what is required to be done in public, his learning is but the theory of a hermit. 20 I say nothing of friendships which endure unbroken to old age having acquired the binding force of a sacred duty: for initiation in the same studies has all the sanctity of initiation in the same mysteries of religion. And where shall he acquire that instinct which we call common feeling, if he secludes himself from that intercourse which is natural not merely to mankind but even to dumb animals? 21 Further, at home he can only learn what is taught to himself, while at school he will learn what is taught others as well. He will hear many merits praised and many faults corrected every day: he will derive equal profit from hearing the indolence of a comrade rebuked or his industry commended. 22 Such praise will incite him to emulation, he will think it a disgrace to be outdone by his contemporaries and a distinction to surpass his seniors. All such incentives provide a valuable stimulus, and though ambition may be a fault in itself, it is often the mother of virtues. 23 I remember that my own masters had a practice which was not without advantages. Having distributed the boys in classes, they made the order in which they were to speak depend on their ability, so that the boy who had

made most progress in his studies had the privilege of declaiming first. 24 The performances on these occasions were criticised. To win commendation was a tremendous honour, but the prize most eagerly coveted was to be the leader of the class. Such a position was not permanent. Once a month the defeated competitors were given a fresh opportunity of competing for the prize. Consequently success did not lead the victor to relax his efforts, while the vexation caused by defeat served as an incentive to wipe out the disgrace. 25 I will venture to assert that to the best of my memory this practice did more to kindle our oratorical ambitions than all the exhortations of our instructors, the watchfulness of our paedagogi and the prayers of our parents. 26 Further while emulation promotes progress in the more advanced pupils, beginners who are still of tender years derive greater pleasure from imitating their comrades than their masters, just because it is easier. For children still in the elementary stages of education can scarce dare hope to reach that complete eloquence which they understand to be their goal: their ambition will not soar so high, but they will imitate the vine which has to grasp the lower branches of the tree on which it is trained before it can reach the topmost boughs. 27 So true is this that it is the master's duty as well, if he is engaged on the task of training unformed minds and prefers practical utility to a more ambitious programme, not to burden his pupils at once with tasks to which their strength is unequal, but to curb his energies and refrain from talking over the heads of his audience. 28 Vessels with narrow mouths will not receive liquids if too much be poured into them at a time, but are easily filled if the liquid is admitted in a gentle stream or, it may be, drop by drop; similarly you must consider how much a child's mind is capable of receiving: the things which are beyond their grasp will not enter their minds, which have not opened out sufficiently to take them in. 29 It is a good thing therefore that a boy should have companions whom he will desire first to imitate and then to surpass: thus he will be led to aspire to higher achievement. I would add that the instructors themselves cannot develop the same intelligence and energy before a single listener as they can when inspired by the presence of a numerous audience.

Quintilian, Institutio Oratoria II.2

II.ii 1 As soon therefore as a boy has made sufficient progress in his studies to be able to follow what I have styled the first stage of instruction in rhetoric, he should be placed under a rhetorician. Our first task must be to enquire whether the teacher is of good character. 2 The reason which leads me to deal with this subject in this portion of my work is not that I regard character as a matter of indifference where other teachers are concerned, (I have already shown how important I think it in the preceding book), but the age to which the pupil has attained makes the mention of this point especially necessary. 3 For as a rule boys are on the verge of manhood when transferred to the teacher of rhetoric and continue with him even when they are young men: consequently we must spare no effort to secure that the purity of the teacher's character should preserve those of tenderer years from corruption, while its authority should keep the bolder spirits from breaking out into license. 4 Nor is it sufficient that he should merely set an example of the highest personal self-control; he must also be able to govern the behaviour of his pupils by the strictness of his discipline.

5 Let him therefore adopt a parental attitude to his pupils, and regard himself as the representative of those who have committed their children to his charge. Let him be free from vice himself and refuse to tolerate it in others. Let him be strict but not austere, genial but not too familiar: for austerity will make him unpopular, while familiarity breeds contempt. Let his discourse continually turn on what is good and honourable; the more he admonishes, the less he will have to punish. He must control his temper without however shutting his eyes to faults requiring correction: his instruction must be free from affectation, his industry great, his demands on his class continuous, but not extravagant. 6 He must be ready to answer questions and to put them unasked to those who sit silent. In praising the recitations of his pupils he must be neither grudging nor over-generous: the former quality will give them a distaste for work, while the latter will produce a complacent self-satisfaction. 7 In correcting faults he must avoid sarcasm and above all abuse: for teachers whose rebukes seem to imply positive dislike discourage industry. 8 He should declaim daily himself and, what is more, without stint, that his class may take his utterances home with them. For

however many models for imitation he may give them from the authors they are reading, it will still be found that fuller nourishment is provided by the living voice, as we call it, more especially when it proceeds from the teacher himself, who, if his pupils are rightly instructed, should be the object of their affection and respect. And it is scarcely possible to say how much more readily we imitate those whom we like.

Characteristics of Teaching Excellence

Who You Are: Character of the Teacher

- Practiced in modeling love, joy, peace, spiritual maturity and Christ-likeness before students and the school community
- Practiced in actively pursuing growth in understanding and application of the philosophy of classical education, increasing content knowledge, and knowledge about current teaching theory and practice
- Practiced in establishing meaningful emotional/psychological engagement with all students, displaying the qualities of predictability and supportiveness
- Practiced in supporting and contributing to a professional, mission-focused sense of community, including colleagues, staff, students and parents.
- Practiced in establishing proactive communication with, and service to, each student's parents

What You Do: Practice of the Teacher

- Practiced in setting high academic standards/expectations for all students
- Practiced in setting and administering high behavioral standards/expectations for all students in a way that students know that the teacher is "on their side"
- Skilled in using curriculum to support both the academic and the spiritual goals described in the Portrait of a Graduate
- Skilled in eliciting deep/engaged/active learning for all students regardless of grade level, discipline or age
- Skilled in the application of classical methods and emphases, e.g. the Seven Laws of Teaching, leading students in assessing and evaluating through Christian worldview, the progymnasmata, Socratic questioning, etc.
- Skilled in providing continuous reinforcement/feedback that leads to consistent high-level performance
- Skilled in frequently checking for understanding, using feedback to adjust instruction, and in helping students to adjust their own learning
- Skilled in planning and adjusting planning in light of student differences in readiness, interest, learning style, and year-end and unit goals

Fifteen Things Great Teachers Do	
Great teachers...	
1. never stop learning. They look to learn from others and ask for help when needed.	Great teachers maintain a growth-mindset about their own learning, personally and professionally, and model this to students. They learn from other teachers—in the classroom next door, or from centuries past. Great teachers are always on the look-out for those who can help them grow as teachers.
2. are masters of their subject.	John Milton Gregory's first law of teaching is that a teacher must know the truth or art to be taught. Great teachers keep learning their subjects throughout their time in the classroom. (<i>But keep in mind #13!</i>)
3. have a sense of their mission and the mission of their school.	Some days are better than others—great teachers keep in mind the big picture, which helps make those not-so-successful days less disappointing.
4. take joy in their calling.	Teaching is too difficult and too important a calling to pursue unless you really love it. Great teachers love teaching.
5. have clear, student-learning focused objectives.	Great teachers keep students and student learning firmly at the center of their teaching. They 'plan backward' from there to assessment to learning activities.
6. are flexible and consistently cheerful.	Life in a school community is always challenging, with schedule changes, sick children, snow days, vacationing families, etc. The planning and detailed organization sometimes must go. Great teachers take it in stride, cheerfully focusing on the mission and not their own inconvenience.
7. adapt to the students in their classrooms while maintaining fidelity to the curriculum.	The curriculum is to be taught to students, so great teachers learn to understand the strengths and weaknesses of their classes, what works best and what doesn't, and they have a variety of methods at their disposal.
8. are predictable and supportive.	Great teachers are first and foremost interested in helping students to learn and to grow in wisdom, virtue, and godliness. They strike a balance of support and consistency.
9. expect all students to succeed.	This isn't about demanding performance. Great teachers set high expectations and create a classroom where they do all they can to help all students to learn at a high level.
10. use praise genuinely and specifically, connecting it to student growth.	Great teachers are encouragers, always with an eye on the learning. Indiscriminate or un-earned personal praise may actually be counter-productive.
11. are reflective about their work and about themselves.	Great teachers think constantly about their teaching and themselves as teachers. They are aware of their strengths and their weaknesses.
12. communicate with parents and are not threatened by them.	Great teachers seek out and welcome partnership with parents, and proactively communicate frequently with them, both the positive and the negative.
13. are comfortable with uncertainty.	Great teachers know that they don't know everything. They model for students how to approach the unknown or the uncertain.
14. are organized and prioritize planning.	Great teachers make the most of their teaching time by carefully planning and preparing.

15. don't take student apathy or conflict personally.

Confident in who they are, great teachers don't look for their sense of worth in their students' performance or attitudes. They know it's not about them!

(adapted from

www.opencolleges.edu.au/informed/features/25-things-successful-educators-do-differently/; 2013, Julie DeNeen)

Good and Great Leadership and Classroom Culture

Leadership Is Not a Continuum

It's always a tug-of-war between coexisting types—though the combination that produces vital leaders is the ideal.

LEADERSHIP TYPES	LEADERSHIP TYPES	
	Not-great leadership Lacks force	Great leadership Provides force
Good leadership Provides direction	Amiable leader	Vital leader
Not-good leadership Lacks direction	Vacant leader	Maleficent leader

Teachers are leaders in their classrooms, every bit as much as coaches with their teams or administrators with the school as a whole. How teachers lead has a tremendous impact on the cultures within their classrooms.

One way to think about leadership is to consider leadership not so much as a continuum between bad and great, with good somewhere in between, but rather, to understand effective leadership as the existence of aspects of both 'good' and 'great'.

SOURCE JAMES BAILEY

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James R. Bailey, in a

September 22, 2016 *Harvard Business Review* article, explains this view of leadership.

- 'Great' leadership is that which provides clear movement and direction toward fulfilling the mission, holding up the aspects of excellence, and setting goals. This leadership works to equip, inspire, and hold accountable, so that those goals are attained. This is what he calls 'force'.
- 'Good' leadership protects and supports ethical and moral principles. It focuses on relationships and providing values, 'direction', for the organization.

The truly effective leader, the **Vital** leader, for Bailey, combines both of these, providing clear goals and continual force (inspiring, equipping, and requiring) toward accomplishing them, while at the same time creating an ethical, supportive, trusting environment.

The **Amiable** leader has good intentions, but the power or the will to implement them is lacking. This creates a stagnant, "pleasant enough place to work, but one bereft of the vitality necessary"

to advance the organization's goals. This leader can be described as amiable—friendly and pleasant. But nothing gets done.

The bottom left quadrant, the **Vacant** leader, is a combination of lack of force and lack of good direction. “There is none of the energy necessary to compel collective movement to an end goal.” And there is none of the ‘good’ found in upper left. This is a not-good, not-great “cesspool”.

The bottom right, the **Maleficent** leader, combines great force without direction for good. “It’s an environment of excitable, concentrate participation coupled with dubiously defined purpose.” The ‘great’, without the ‘good’, can result in harm for all involved.

A classroom culture that is both ‘great’ and ‘good’ is a reflection of the character of the teacher and how that teacher carries out his or her work in the classroom. Classroom teachers strive for an environment that is both predictable and supportive, that works diligently and compellingly toward continual, stretching and inspiring learning. It does this in a classroom that is focused on the goal of wisdom, virtue, and godliness as the context for all the learning going on.

Rhetoric in the Grammar School

“It is a temptation to save fine arts appreciation for days when religion, English, mathematics, science, history, geography, literature, and penmanship are all finished. The problem, of course, is that all of these things seldom get done. Therefore the introduction of beautiful pictures, great music, and excellent poetry remains an activity to do ‘someday’.”

~*The Harp and Laurel Wreath: Poetry and Dictation for the Classical Education*, Laura M. Berquist

We must make time for oral presentation. One of the greatest gifts we can give our students is the opportunity to become eloquent. This begins in Kindergarten and continues through a K-12 curriculum. Our goal is to develop people who will have the opportunity to become excellent leaders, which means they must be taught to be both wise and eloquent; this applies to all students, not just the naturally gifted.

“So what are the essential qualities that our graduates must possess to make the kinds of culturally relevant contributions we describe? We propose that these essential qualities are the very same as those indicated by St. Augustine of Hippo nearly 1,600 years ago—namely wisdom and eloquence.”

~*Wisdom and Eloquence: A Christian Paradigm for Classical Learning*, Robert Littlejohn and Charles T. Evans

Rhetorical skills to encourage and expect for eloquence at all ages: Remind students that we put others (our audience) before ourselves. How do we make the presentation enjoyable for others? How can it glorify God?

Skills and expectations: The P's of Public Presentation

- Poise: Be in control of your body
- Pronunciation: Speak each word clearly
- Pauses: Well-placed pauses are important, especially after your introduction
- Projection: Throw your voice to the back of the room
- Posture: Stand tall
- Pacing: Be careful not to speak too quickly
- Pitch: Changes in your pitch give meaning
- Pleasant: If you are having a good time your audience will too
- Practice: Every day

Importance of modeling:

It is necessary for students to see excellent examples of the expected skills. Both strong and weak examples can be shown in contrast. Students learn by imitation and excellent

examples given by teachers or others will aid far more than words in the development of their public speaking skills.

Ways to incorporate early rhetoric opportunities into the elementary school:

Pre-grammar (K-3): Public speaking/show and tell

Bible verse recitation

Poetry recitation

All class assembly presentations

Read around of student writing ("Writing is for reading!")

Role playing familiar stories

Reader's theater

Grammar (3-6): Oral presentations for

-book reports

-science projects

-historical topics or research

Speech meet

All class assembly presentations

Read around of compositions or poems written by the students

Recitation of famous speeches or documents

Scripture recitation

Role playing fables or fairy tales

Retelling the plot of a fable, myth or fairy tale

Encomium (giving praise) of a historical person or character

Reader's theater

Resources *OR* "What to memorize":

(This is an endless topic, but here are some places to start.)

Scripture, both Old and New Testament verses as well as Psalms.

The Harp and Laurel Wreath: Poetry and Dictation for the Classical Education,

Laura M. Berquist

A Child's Garden of Verse, Robert Louis Stevenson

Committed to Memory, 100 Best Poems to Memorize, ed. John Hollander

“A further challenge is to ensure that rhetorical instruction keeps at its center the goal of producing a noble citizen. As we have already seen, the Christian rhetorical context defines the ideal citizen as one who is capable of commerce not only in the ‘here-and-now’ (that is, in the midst of Augustine’s City of Man), but also understands himself or herself to inhabit the City of God. So, the ‘perfect orator’ will be a good man or woman motivated by the transcendent principles of truth and justice in the world.”

~Wisdom and Eloquence: A Christian Paradigm for Classical Learning, Robert Littlejohn and Charles T. Evans

The Progymnasmata in Practice

Progymnasmata: The preliminary rhetorical exercises that introduce students to basic rhetorical concepts and strategies structured so the student moves from a strict imitation to a more artistic melding of speaker, subject, and audience (O’Rourke, “Progymnasmata,” in *Encyclopedia of Rhetoric and Composition*, 1996).

I. What are the progymnasmata exercises? (Ancient lists and order vary)

Fable, Narration, Anecdote, Proverb/Maxim, Refutation and Confirmation, Commonplace, Encomium, Invective, Comparison, Characterization, Description, Thesis, Proposal of Law

II. Why should you use the progymnasmata?

The progymnasmata are a framework from the past for the future:

- An excellent tool for integration
- A well-established classical method
- An excellent scaffold for student writing which improves both the structure and style of any writer.
- Lay the foundation for later, more complex speaking and writing.

Creative development

- The progymnasmata increases a student’s creativity because of the security the form offers the student.
- Begin with imitation as a stairway to more mature development

III. How are the progymnasmata implemented?

Subject matter is important-

- The subject matter (fable, historical topics, proverbs) should be of the quality that is helpful internalized for later use in rhetoric.
- Integrate with literature, history, science, biblical studies

Progymnasmata exercises which integrate well in even the early grammar stage;

- Fable (see Matt Whitling's *Imitation in Writing*)
- Description (describe a place, person or event)
- Characterization (write a letter as an explorer to a king or queen, as a colonist to family back home)
- Anecdote (John Smith's famous words to the colonists at Jamestown, Patrick Henry's famous words)
- Encomium (praise for mothers, fathers, grandparents, a worthy character in literature)
- Narration (the Mayflower Journey, fairy tales, tall tales, myths)

Secondary progymnasmata examples:

- 7th grade Humanities: Characterization: re-write dialogue between Rudy and his mother (*Banner in the Sky*)
- 7th grade Humanities: Encomium: on Chief Joseph
- 7th grade Humanities: Maxim: By Endurance We Conquer (*Endurance*)
- 10th grade Humane Letters: Encomium on Roman virtues; [Declamation: Suasoria on Caesar assassination]
- 11th grade Humane Letters: Confirmation/Refutation on Diderot and Enlightenment ideas about marriage; [Declamation: suasoria on the Anabaptists—comparison, proposed action]
- 11th grade Rhetoric: ; [Declamation: controveria on rich man's flowers/poor man's bees; Political speech, Ceremonial speech, Pathos speech]
- 12th grade Rhetoric: creating original fables; poesis project and presentation

If students seem frustrated or are struggling with the project you may be missing a step. Give students a pre-writing activity that gives them a chance to get ideas down (some they may never use), do research, and organize their thoughts before they face the pressure of the composition.

Take a Guess: Harkness Discussions

1. Harkness discussions are best conducted from the front of the room by the teacher.	T	F
2. The text should be considered just a spring-board in Harkness discussions.	T	F
3. Students should be encouraged to refer frequently to the text during discussions	T	F
4. Making connections to previous learning is considered bad form in Harkness discussions.	T	F
5. Nobody should be forced to do something that makes them uncomfortable. So, participation in discussions should be voluntary.	T	F
6. Harkness discussions are essentially a means of checking for understanding.	T	F
7. Benefits of Harkness discussions include improved student learning and retention, through more active engagement.	T	F
8. Regular and specific feedback about their participation in discussions should be given to students.	T	F
9. Harkness discussions should be made a big event just to increase student anxiety.	T	F
10. When preparing for discussion, students should be encouraged to write questions about ideas they really wonder about.	T	F

Harkness and *The Seven Laws of Teaching*

(*The Seven Laws of Teaching*, John Milton Gregory, 2004 Veritas Press (unabridged))

“The lecture is useful in its place, but its place is small in a school for children. It will be shown elsewhere that a too talkative teacher is rarely a good teacher.” (77)

“...the awakening and setting in action the learner’s mind, the arousing of his self-activities...knowledge cannot be passed from mind to mind like apples from one basket to another, but must in every case be re-cognized, rethought by the receiving mind.” (100)

“Leave the pupil to discover the truth for himself—make him a truth-finder.” (101)

“...the true and only function of a teacher is to stimulate and help the learner to do what he might otherwise do by himself and without a teacher.” (102)

“It may be said that he teaches best who teaches least; or, better still, he teaches most whose pupils learn most without his teaching.” (103)

“...to assist the mind to shape and put forth its own conceptions.” (103)

“The cautionary clause of our laws which forbids giving too much help to pupils will be needless to the teacher who clearly sees his proper work, and who is eager only to get his pupil’s mind into free and vigorous action...It is only the unskillful and self-seeking teacher who prefers to hear his own voice in endless talk, rather than watch the working of his pupil’s thoughts.” (114)

“Questioning is not, therefore, one of the modes of teaching, it is the whole of teaching; it is the excitation of the self-activities to their work of discovering truth, learning facts, knowing the unknown.” (115)

“It is to form in his own mind, by the use of his own powers, a complete and truthful conception or notion of the facts and truths in the lesson...” (124)

“His constant aim should be to rise from being a learner at other men’s feet, to become an independent searcher of truth for himself.” (125)

“The learner shows higher work still when he begins to seek the evidences of the statements which he studies. He who can give a reason for the faith which is in him is a much better learner, as well as a stronger believer, than the man who believes, he know not why. The true investigator seeks proofs, and a large part of the work of a student of nature is to prove the truths which he discovers.” (127)

Pre-discussion Reading and Reflection for Harkness Training

Pre-discussion readings

1. Philips Exeter Principal Lisa MacFarlane on Harkness (brief video transcript)
2. Text from PEA web site
3. Text from PEA web site
4. Harkness Discussion and Self-Education (Veritas School newsletter article)

Pre-discussion reflections

Compare and contrast the approaches to Harkness discussions found in the readings:

- What questions or comments do you have?
- What struck you as especially important?
- What did you strongly agree with?
- What did you strongly disagree with?
- What is true or not true? Why?
- What is Harkness, from the points of view of these documents? Where do they agree or disagree?
- What assumptions about truth are at work in each of these? What are the implications for students, teachers, curriculum, etc.?

Q1: Would a teacher from PEA fit at Veritas (and vice versa)? Why or why not?

Q2: How comfortable are you with how the author of the Veritas article describes a discussion when he says, “my entire contribution amounted to two questions”?

Philips Exeter Academy on Harkness

1. Philips Exeter Academy Principal Lisa MacFarlane on Harkness

(transcript of video on PEA website)

“Harkness is a pedagogy of liberation. And by liberation I mean that we find freedom in its practice. We learn to listen to the voice inside of us. ‘Is this right?’ ‘Am I being the person I want to be?’ ‘Does this make me feel settled with myself?’ ‘Yes, it does.’ ‘No, it doesn’t.’ We learn to act on that in ways that keep us whole with ourselves and with each other. To know ourselves, our best selves, to be sure, but also our frailties, that is to be free.

So consider then, Harkness done well sits precisely at the pivot between your voice and the communal voice, between individual insight and community values. It mediates between the rules and the values that we aspire to foster when we create them.

This way of thinking about Harkness is at the center of the deed of gift, it is crucial to our democracy, and it is how we must live at Exeter.”

2. From PEA web site

At Exeter, Harkness is not a pedagogy. It’s a way of life. It begins in the classroom and extends beyond it, to field, stage and common room. It’s about collaboration and respect, where every voice carries equal weight, even when you don’t agree.

Exeter’s Harkness method, established in 1930 with a gift from Edward Harkness, a man who believed learning should be a democratic affair, is a simple concept: Twelve students and one teacher sit around an oval table and discuss the subject at hand.

What happens at the table, however, is, as Harkness intended, a “real revolution.” It’s where you explore ideas as a group, developing the courage to speak, the compassion to listen and the empathy to understand.

It’s not about being right or wrong.

It’s a collaborative approach to problem solving and learning. We use it in every discipline and subject we teach at Exeter.

3. From PEA web site

What is Harkness?

You could say it's a table, oval, with enough room to seat 12 students and a teacher...

Or you could describe its impact: "Here at Exeter, we believe learning is best done collaboratively by as diverse a set of students as we can assemble, and while that learning experience is not all confined to our classrooms, there is no question that the quintessential example of 'youth from and for every quarter' is our signature Harkness tables. This is the academic heart of our institution and the best example of how we all learn to think more creatively, deeply and compassionately when we experience the various viewpoints of others." - Principal Tom Hassan

And it's more ...

It's a way of learning: everyone comes to class prepared to share, discuss, and discover, whether the subject is a novel by William Faulkner or atomic and molecular structure. There are no lectures.

It's a way of being: interacting with other minds, listening carefully, speaking respectfully, accepting new ideas and questioning old ones, using new knowledge, and enjoying the richness of human interaction

4. Harkness Discussion and Self-Education

(*Verbatim*, Veritas School's newsletter, June, 2012)

During a discussion with William Buckley on Buckley's *Firing Line* program in 1988 Mortimer Adler said, "When the great books are well taught in a seminar, they are not taught as antiquities, they are not taught as objects of art, they are taught as raising moral and political and human problems which are just as pressing today as when they were written." Adler, one of the founders of the Great Books movement in the United States, and a promoter of the Paideia projects, was a tireless proponent of reading and discussing the great books of Western civilization. And while this search for meaning and understanding lacked a commitment to the foundational truth of the Christian faith, it has been an inspiration to many teachers whose own education, they have discovered, was woefully insufficient. Interestingly, at the same time Adler was helping to bring the great books seminar back to American universities in the late 1920s and early 1930s, the philanthropist Edward Harkness donated \$5.9 million to Philips Exeter Academy in New Hampshire to fund a new seminar-approach to teaching and learning at the secondary level. The Harkness method and the Harkness table, named for Mr. Harkness and the teaching method he promoted, has emphasized the discussion of books and ideas around specially-designed tables in a growing number of schools ever since.

At Veritas School, Harkness discussions, used mainly (though not exclusively) in high school classes, are content-focused and teacher-led, but student-centered. That is, the students carry the load of learning how to ask, and of discussing, the questions raised by the content they are studying, whether this is *Paradise Lost* or a topic in ancient history. We've been most successful in implementing Harkness discussions in high school humanities classes—Humane Letters, Rhetoric, Theology—but the principles are being applied in languages, math and science classes, as well. (Middle-school level and elementary teachers have also successfully integrated beginning discussions using materials such as *Teaching the Classics*.) Student-driven but content-rich and teacher-led discussions of books and ideas are particularly well suited to classical and Christian schools, where the emphasis is on older students evaluating ideas

and presenting their understanding to others clearly and persuasively, and, ultimately, taking responsibility for their own education.

Of course, there was nothing really new in either Adler's seminars or in the Harkness method of teaching. Excellent teachers have always discussed ideas with their students, requiring the students, as they are able, to increasingly do the heavy lifting, as the teacher questioned, encouraged, led the discussion. Students in our discussions are all expected to be able to articulate their understanding, and to ask questions both of the text and of each other. There is no hiding in a good seminar discussion—careful preparation and a thoughtful search for truth are critical. Ideally, these discussions occur around an oval-shaped table where all students can see and interact with each other. Since the architecture of a place (and a classroom in no exception) significantly impacts what goes on in it, we are working to provide more of these tables for our classrooms.

Having students in rows is more efficient for certain tasks—organization, individual work, teacher access to students, group instruction—but the arrangement of the classroom environment highly influences intellectual habits and routines. The furniture becomes the lesson. The teacher speaking in front becomes the focus and the learning tends to flow one way, and the message to students is that efficient organization and passive compliance are what is really important. An excellent teacher, of course, will find ways to engage students whatever the arrangement. And there are times when a teacher *needs* to be at the center of the intellectual and organizational action in the classroom. However, if the teacher (rather than the student working with the content) is always at the center, then what may be the most important lesson students learn is that learning is directed by someone else, that it is something done for them, or *to* them, depending on their enthusiasm for it. Once away from this classroom they may find that learning is something they're just not interested in or aren't sure how to do on their own.

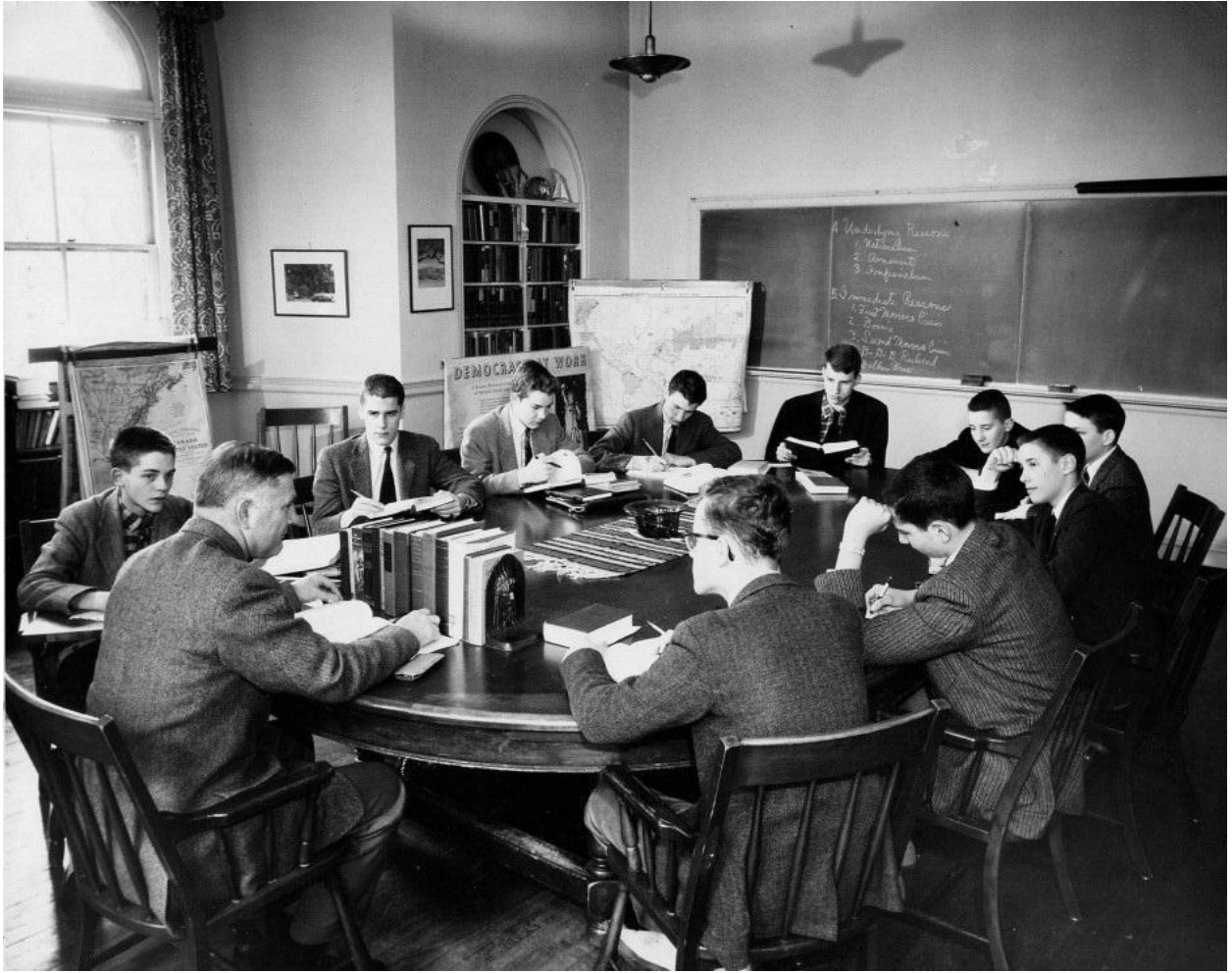
It's important to note, however, that we don't approach discussions as a kind of free-for-all sharing time during which anything goes. Rather, teachers guide students to prepare thoroughly and then discuss carefully and thoughtfully, applying both their content knowledge and their biblical worldview to the problems raised. But the bulk of the work in the discussion is placed squarely where it should be—on the students. This requires consistent training, for students and for teachers, in learning how to ask effective questions, what kinds of responses are most likely to get to meaning, even how to conduct a civil discussion. But the pay-off is rich, especially for those of us who teach older students. For example, in one of our last class periods of this school year, my 11th Grade Humane Letters class (all 18 of them) sat around our lone (for now) Harkness table and conducted a forty-five-minute challenging and thoughtful summary discussion of Gene Edward Veith's *Postmodern Times*. They asked questions about the meaning of passages and the truth of the concepts, made connections to previous learning, and encouraged reluctant speakers to be more involved. My entire contribution amounted to two questions. Of course, it has taken three years of practice and training to get to this point, and it isn't necessarily the ideal that the teacher would be so minimally involved—sometimes the teacher participates significantly, correcting misperceptions, adding connections to previous learning, even turning the discussion into a presentation, as needed. The point is that the seminar discussions have helped students reach a point where their education is largely their own. All education is essentially self-education, and the Harkness method requires students to make significant steps in their learning.

This emphasis on student responsibility in the discussion, by the way, is where we think our discussions deviate from 'socratic' ones, at least as that term is often applied. In some versions of the socratic discussion the teacher, through a series of questions, leads the students inevitably to the truth;

when it's all over the students may be justifiably impressed at the wisdom and ability of the teacher, but may have very little idea of how they arrived where they did. Certainly they would be frequently unable to recreate the journey. In a Harkness discussion, the students are not following; they are required to help lead. This active engagement means that the students take more ownership of their learning, the result being that understanding is more fixed in their minds. These discussions are an outstanding method of checking for understanding, and provide students with instant and descriptive feedback on their ideas, as other students either confirm or challenge them. And, of course, the teacher will offer corrective or encouraging comments, as needed. One of the unexpected benefits I have seen is that retention of understanding of the topics from our discussions is much better than when we used to merely 'go over' or even 'discuss' together in other ways. Harkness discussions require deep engagement and direct participation with the material in ways that lead to greater long-term retention. This helps most students make connections to previous learning very naturally, and others can be taught to do so.

Highly-engaged student discussions, with students required to not only answer questions but ask them, not only respond to teacher leading but to lead, develop in students a capacity for thoughtful, careful understanding of the text or subject at hand. Students improve their skills in presenting ideas effectively, but also in interacting with the ideas of others in a way that is collegial and respectful. The rhetoric stage does not always have to be about confronting and defeating error. It can be also be about working together in the search for, and application of, the truth of scripture in all areas of life. Harkness discussions provide students with wonderful opportunities to do all of this.

Veritas School Harkness Handbook



What are Harkness seminar discussions?

1. Harkness seminar discussion is an approach to student-driven classroom discussion. It is similar to other kinds of Socratic methods, with the major difference being that the teacher is not in the place of Socrates asking a series of leading questions taking the students to inevitable conclusions by a route they are unlikely to be able to later reproduce. Instead, the goal is for students to do the important work of thoroughly preparing to discuss and then taking the lead in carrying out the discussion.
2. Harkness seminar discussions are not free-flowing, anything-goes times of sharing thoughts or feelings. Rather, the teacher selects readings or other content that address the important curricular topics of that unit and provides students with discussion questions to guide their preparation. Once prepared, students then engage in a monitored and more or less guided discussion of those questions, and others that they bring to the discussion, as well.
3. Harkness seminar discussions were not originally developed within classical or Christian context, so the assumptions about education and reality in other schools lead their teachers to take a much more hands-off approach than we do. We are not asking students to construct their own version of reality (even if they can defend it from the text) but to engage in a thoughtful search for and discussion of truth. This is not constructivist, progressive education but equipping students with the ability to discuss important ideas.

Why have seminar discussions?

1. Improved student learning and content retention through more active engagement and involvement. There is no place to hide at the seminar table. Students learn more of what they have to explain to others, and having to explain exposes potential ‘understanding by recognition’.
2. Students do more of the work during class. (Never work harder than your students!)
3. Improved development and application of tools of learning (focused and thoughtful reading, understanding, applying previous learning, evaluation, discussion, listening carefully, supporting position using evidence, presentation, etc.).
4. Reinforcement of school culture of student engagement, involvement, requirement to understand and take responsibility for learning, etc.
5. Promotion of Portrait of a Graduate preparation: What do you want them to be able to do ten or fifteen years from now? We’re preparing students for life as reading and discussing adults by giving them the tools and practice in discussing ideas with others. This prepares them for life-long learning and engagement with others around ideas (university, home, church, vocation, citizenship).

6. Immediate opportunity for assessment and feedback. Seminar discussions are an outstanding means of checking for understanding.

Harkness discussion essentials

1. Harkness discussions should be a regular and routine part of all classes in the Veritas secondary.
2. Discussions are essentially a means of formative assessment. While we may give a grade and written feedback, Harkness discussions are not ‘events’ but just a routine means of students working through the knowledge, and teachers checking for understanding.
3. The purpose of Harkness is to shift the work of thinking and talking to the students.
4. The teacher is present, sometimes at the table and sometimes outside, depending on the needs of the class, and interjects as needed, but the purpose is to get students talking with each other toward gaining better understanding.
5. All kinds of texts and subjects—fiction, poetry, essays, textbooks, art, math problems, science principles, etc.—are excellent material for student discussions. Imaginative, expository, and factual texts may all be effectively discussed.

Basic Harkness discussion process

(These assume students have reviewed either in this class or others the guidelines for excellent discussions. Younger students will need explicit training in the guidelines and processes. Older students will need reminders early in the year and from time to time during the year.)

1. Students are assigned a section of reading, questions, artifact, or other ‘text’ to be discussed.
2. Students may be given a discussion prep guide which includes questions to be answered or solved.
3. Students are highly encouraged to ask their own questions that result of their study of the ‘text’.
4. You may want to give a few minutes prior to discussion for students to write two-three questions of their own, then pair up to come up with two (or so) questions for the group discussion. Put these on the whiteboard.
5. (It may help some classes to have a ‘pre-discussion’ of the first few questions with a small group for a few minutes, just to get them warmed up.)
6. Keep the group discussing to around eight. Others will sit outside the table and track the discussion.
7. Begin with student questions, if appropriate (depending on group skill in Harkness.) Students should be in the habit of bringing their questions to the discussion. Teachers may want to require this if it doesn’t happen naturally. Also, teachers may want to have students work in pairs or small groups to distill their questions down to two or three excellent questions.

8. Otherwise, have students begin discussing the questions on the preparation guide.
9. Give written, descriptive feedback to students regularly. Have them track their progress and set goals for future discussions.

Some suggestions for effective Harkness discussions

1. Make the students do the talking and thinking. Resist the temptation to interject, especially early in the discussion, unless absolutely necessary.
2. Wrong answers by students or comments that may lead the discussion along a fruitless path are usually corrected by other students—give them time.
3. Avoid eye contact with talking students. Take notes or pretend to. This will force them to talk to each other and not to you.
4. You may want or need to ask prompting questions of certain students, or make sure an important line of discussion is thoroughly discussed before moving on. But keep the focus on students talking.

How do we use assessment and feedback to improve student learning and discussion?

Prepare students well, in advance, for discussions

1. Provide modeling and guidance for students early in the process.
 - develop and review with students a clear set of criteria for what makes an excellent discussion
 - begin early (6th grade) with fishbowl, small-group mini-seminars, etc.
 - perhaps role playing as a staff with students as observers
 - practice with students how to connect comments
 - teach students to *ask* good questions.
2. Provide pre-discussion preparations:
 - guided note taking or review guide (or model: I Notice, I Wonder, It Reminds Me of...)
 - small group mini-discussions (prime the pump)
 - brief pre-discussion written responses

Use discussions as a means of formative assessment

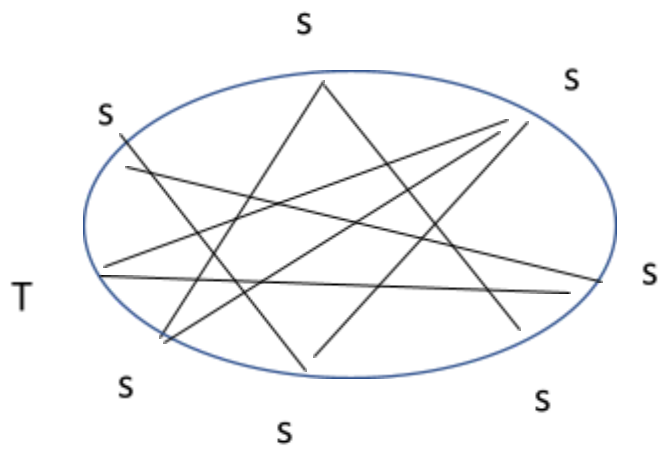
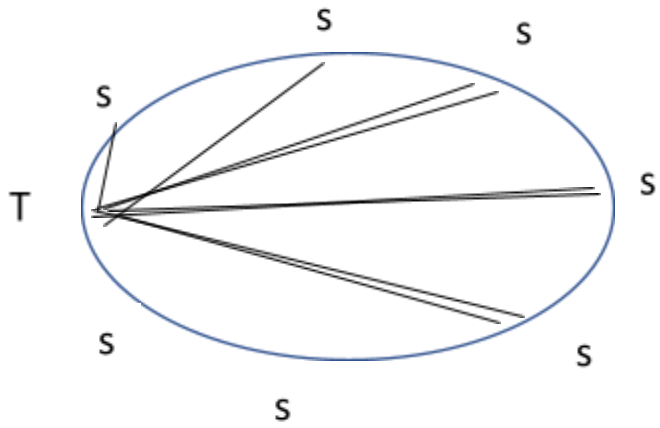
1. Remember the purpose: students should do most of the thinking and talking. Feedback should guide them toward more focused participation (including preparation, as needed.)
2. Remember that seminar discussions are essentially extended formative assessments. We are merely checking for understanding—discussions should not be a crisis in the lives of our students. Nothing will kill the joy of interesting and thoughtful discussion like the pressure of performance. This is practice!
3. Student feedback should be timely—weekly is a good target, if using discussions frequently. Students should receive frequent feedback on their discussion progress.
4. Connect student feedback to the discussion criteria.
5. Student feedback should be specific and descriptive.
6. Students should track their progress and set goals for future discussions. We want them to take greater responsibility for their own learning.
7. Students should self-assess their participation and progress, as well.
8. Make sure students *not* in the discussion are actively engaged in following the discussion and are required to demonstrate this. Sometimes being able to observe a discussion without the pressure, or opportunity, to contribute can be as instructive to students as being in the discussion. Attentive listening is a skill that needs practice.

9. Don't neglect writing. Students (in humanities) should write frequently. Discussions should support the writing. Written assignments (generally summative) are another means of assessing the success of discussions.
10. Seminar discussions are a means of formative assessment. And yet along with the feedback I give a small grade, as well—I know that this is heretical to some degree, but my defense is that the *focus* is on the specific, descriptive comments on the feedback form that students will track and set goals from. And the grade provides an incentive to prepare, as well as giving us the tangible gradebook items administrators crave—but perhaps one might object that this appeals to their lower nature.

Potential issues in assessment and grading

- It is important to keep clear records of the discussion in order to make grading as objective as possible. Track each discussion in some way (chart the table, speaking time, running commentary, etc.)
- I've used spiral-bound notebooks to track discussions and then later filled in the daily grading sheet. This provided me with a written record of the discussion in case there were questions later about the grades.
- I give frequent reading note quizzes, generally open-note to encourage keeping up with notes-taking and to provide a gradebook balance for those few students who do not do as well in discussions (yet).
- These provide a formative assessment opportunity, as well. I use frequent exit passes, admit slips, graphic organizers, etc. to check for understanding. Discussions are one of many ways to assess learning.

Diagrams of ineffective and effective Harkness discussions



Harkness discussion guidelines

1. Only those who have prepared (e.g, have done the background reading) may participate
2. Do not raise hands during the discussion
3. Direct comments and questions to other students, and not to the teacher (unless asked to do so)
4. Everyone at the table must participate, though not necessarily equally
5. Refer frequently to the source/text/problem
6. Support your comments by reference to the text
7. When you ask questions not on a reading guide (which you should!), be sure that they seek to get at the meaning of the text or the importance of the topic.
8. Ask clarifying questions, if needed
9. Connect your responses to previous comments whenever possible, rather than merely giving your own isolated opinion
10. Connect your responses to previous learning whenever possible
11. Summarize and restate frequently.
12. Take turns—allow everyone to have an opportunity to speak.
13. Keep the discussion on topic, but move on when it is clear the topic needs to change

Harkness discussion daily grading sheet

Date_____ Topic_____ In GB_____ FB given_____

	AH	AHb	ML	OL	NL	NO	EP	RS	MU	OV	AW
Total (10)											
Prepares: Comments reflect preparation and thought Knowledge (define, recall, describe) Comprehension (explain, generalize, give example) Application (use, apply, predict) Analysis (compare and contrast, infer, break down into parts) Synthesis (combine, explain connections, revise) Evaluation (assess, critique, justify)											
Supports: Refers frequently to the <u>text</u> or problem											
Wonders: Ask <u>questions</u> that seek to get at the meaning or importance of the topic Asks clarifying questions											
Connects: Connects discussion to previous learning/reading											
Reviews: <u>Summarizes</u> and restates frequently											
Invites: Allows others to have an opportunity to speak											
Collaborates: <u>Connects responses</u> to previous comments whenever possible (rather than merely giving an isolated opinion)											
Collaborates: Directs comments and questions to <u>other students</u> and not to the teacher											
Collaborates: Keeps discussion on topic but is willing to move on when it's clear the topic needs to change											
Collaborates: Tone and attitude is conducive to cooperative discussion											

Harkness Discussion Student Feedback Sheet

Name _____

Way to Go!	Ways to Improve
Consistent participation Thoughtful participation -knowledge, comprehension, application, analysis, synthesis, evaluation Consistent text references Frequent and thoughtful use of text Keep asking good questions Keep connecting responses to previous learning	Silent much or all of the time: difficult to tell if you've prepared More frequent participation needed Refer more frequently to the text Ask questions to get to meaning of the text or to clarify the discussion Connect responses to previous learning and reading Direct comments to other students Stay on topic Find a way to engage/involve quieter students

Harkness Discussion Student Feedback Sheet

Name _____

Way to Go!	Ways to Improve
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Harkness discussion self-assessment

Name _____

From _____ to _____

Text _____

Circle all that apply:

I was silent most or all of the time: it was impossible to tell if I prepared

I was minimally involved in discussion: it was difficult to tell if I prepared

I was consistently involved in discussion

I made frequent references to the text

I need to refer more frequently to the text

I connected my responses to previous learning and reading

I need to connect my responses to previous learning and reading

I asked questions to get to meaning of the text or to clarify the discussion

I need to ask more questions to get to meaning of the text or to clarify the discussion

Goals for the next discussion:

Harkness discussion goal tracking sheet

Date	Topic(s)	Grade	Key Rubric Phrases	Goal(s) for next time

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Assessing Harkness preparation outside of the discussion

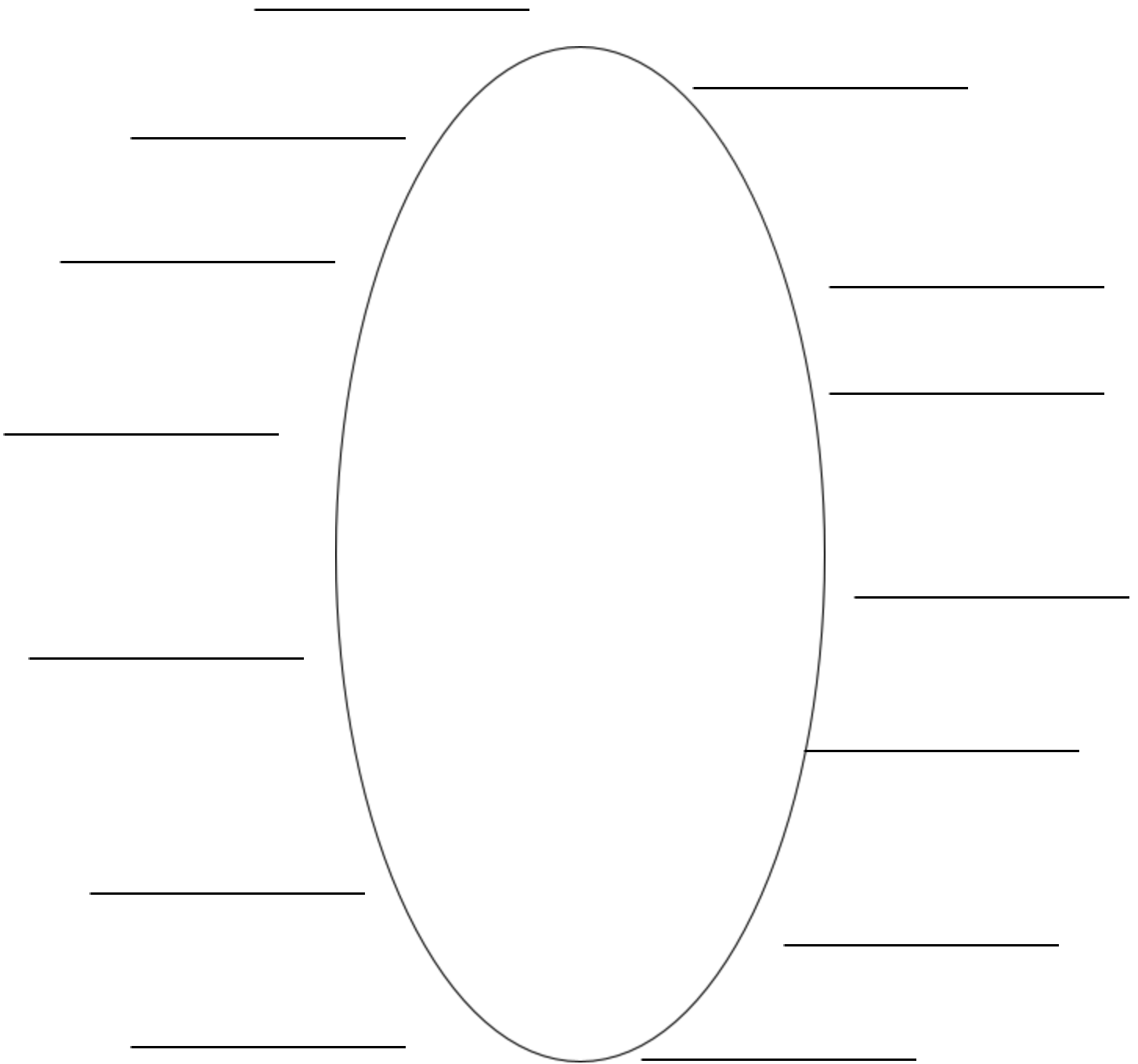
1. Notes on discussion; transcript of discussion; with commentary, as able
2. Note each item as it is discussed, and fill in what may have been missed
3. Follow individuals and their contributions
4. Assess certain discussion areas
5. Chart the discussion—connections between speakers
6. Time the comments
7. Respond, react (in writing) to discussion as it's happening

Other means of assessing Harkness preparation and learning

1. Notes on discussion; graded weekly, with weekly, specific feedback
2. 'Quick quizzes' on reading notes; use to review previous notes, also; record last three composition book reading notes entries
3. Write brief summary of the discussion (paragraph), post-discussion
4. Student self-assessment and goal sheet
5. Write briefly on questions before discussion; then again after; revise before turning in
6. Give discussion questions ahead of time, students come with written answers
7. Students briefly discuss questions in small groups (to 'prime the pump')
8. Consider assigning one grade to entire group on occasion in order to encourage more balanced participation (alert students in advance)
9. Spend time coaching individuals and groups on improving discussion skills
10. Write frequently!

Harkness discussion table diagram

Date _____ Subject _____



+/- question or comment that probed the important meaning or issues in the text; T- text reference; C- connection made to previous learning; √/- comment that moved discussion along

Teaching students to ask good questions: some approaches to asking questions

A good question is one which you genuinely wonder about and that gets at the meaning of the text.

Notice/Wonder/Reminds

What do you notice? (observations)

What do you wonder about? (questions)

What does it remind you of? (connections)

Five general topics of discussion

What is x? (definition)

How is x like/different from y? (comparison)

How is x related to y? (relation)

What are the circumstances surrounding x? (circumstance)

Who says what about x? (testimony)

'Great Books'

Factual: What is happening? Who did what?

Interpretive: What does it mean? Why did they do it?

Evaluative: Is it true? Was it right?

Worldview questions

What is the *narratio*?

What is the problem?

What is the solution?

How do we know?

Bloom's Taxonomy

Knowledge

What do you remember about _____?

How would you define _____?

Can someone describe what happens when _____?

Why did _____?

Comprehension

How would you compare _____?

Contrast _____?

What can you infer from _____?

How can you describe _____?

Application

What other way would you choose to _____?

How would you change _____?

How would you alter _____ to _____?

Analysis

How is _____ connected to _____?

What are causes of _____?

What are the effects of _____?

What are the pros and con of _____?

How would you explain _____?

Synthesis

What would happen if _____?

What alternatives would you suggest for _____?

What changes would you make to revise _____?

Evaluation

What is your opinion of _____?

What choice would you have made?

What criteria would you use to assess _____?

How could you verify _____?

Is _____ true or not true?

Is _____ right or good?



Critiquing the discussion

- What went well?
- What could have been done better?
- What should not have been done?
- Was there a clear learning target?
- How was the ratio of teacher talk to student talk?

Assess discussions in relation to the following laws of teaching:

3. The Law of the Language: The *language* used as a *medium* between teacher and learner must be *common* to both.

- “It is the pupil who must talk.”
- “...a too talkative teacher is rarely a good teacher.”
- “When it is necessary to teach a new word, give the idea before the word.”
- “We must master truth by expressing it...”

5. The Law of the Teaching Process: *Teaching* is *arousing* and *using* the pupil’s mind to grasp the desired thought or to master the desired art.

- “Excite and direct the self-activities of the learner, and tell him nothing that he can learn himself.”

6. The Law of the Learning Process: *Learning* is *thinking* into one’s own *understanding* a new idea or truth or working into habit a new art or skill.

- “The learner must reproduce in his own mind the truth to be acquired.”

Class discussion model 1

[Teacher, John, Emily, Joshua, Isabell, James, Jennifer, Patricia]

Teacher: OK, well good morning. Let's take a few minutes to review the causes of the French Revolution we've been studying the past week or so. We had long-range causes and immediate causes, right? So, what were some of the long-range causes? Anybody? Yes—John?

John: Wasn't the enlightenment one?

Teacher: Right—good. The philosophy of the enlightenment focuses on autonomous human reason. Remember the 'motto' of the enlightenment—reason, natural law, progress? Great—what's another long-range cause? Come on, you know these. [*Emily's hand is up.*] Emily?

Emily: The American Civil War?

Teacher: Well, it *was* a civil war—but not the American. Think about the timeline on this. The American civil war was in the 19th century and the French Revolution was when? [*Joshua's hand is up.*] Joshua?

Joshua: 1789?

Teacher: Right—so it can't be the American civil war. But we *did* talk about the English Civil War as a cause, remember? The English example of holding a king responsible to the law, even to the point of trying and executing him was pretty revolutionary. Of course, kings had been assassinated or opposed on the battlefield, but putting one on trial for crimes was something new. Good—so what's another cause? Good—a couple of hands up—Isabell?

Isabell: I think the Glorious Revolution in England contributed, didn't it?

Teacher: Excellent! Yes, the Glorious Revolution and the Bill of Rights had an impact on thinking about government and the limits of government in Europe. Again, we have the example of England limiting the power of monarchs, and England is just across a narrow channel, right? That's not very far away, yet their experience of government is very different by the end of the 17th century. Maybe some in France want something similar? OK—I think we need one more. Any ideas? [*James' hand is up.*] James?

James: The American Revolution was an influence, as well.

Teacher: Absolutely! The American experience of fighting a monarchy for their political rights as Englishmen, and the fact that France was helping in all of this defense of liberty made a big impact back in France. The Americans inspired a generation of Europeans to do the same. And by the way, remember that we talked about what happened in America is more a war for independence than a revolution—they weren't trying to over-throw a system or social arrangement, just to secure their traditional rights. So, in this way what happened in France was very different. Everybody got that? Great!

Alright, we've got the long-range causes. Let's move on to the immediate causes. We talked about four of these, also. There was the injustices in the Old Regime, the rise of the bourgeoisie, a financial crisis, then, finally, the meeting of the Estates General which turned into the radical National Assembly. Any questions on those? Great. Maybe we should discuss these one at a time. Let's take the injustices of the Old Regime. What was this about? What was going on? Any thoughts? Remember the taxation issue? You know, how the upper classes were exempt from direct taxation, and this angered the bourgeoisie which tended to consider the aristocracy a burden on society. Right? What else? What about the bourgeoisie? [*John's hand is up.*] John?

John: Isn't that what we call the middle group?

Teacher: Yes—the middle *class*. The middle class was growing in wealth and it wanted its share of influence and power in the state—but remember that they tended to be locked out of the top positions in the state and army. OK—what else—the financial crisis. What was going on here? What was happening? There was a lot of debt, right? [*Jennifer's hand is up.*] Jennifer?

Jennifer: They were spending more than they made.

Teacher: Excellent! They were spending 50% of the national budgetary receipts of gross domestic product just to service the interest on the bonds of debt. That's huge! Just imagine! OK—last one. The Estates General. That's like their parliament, remember? Who knows something about this one? Yes, Patricia?

Patricia: Didn't the monarchy hope the Estates would solve the problem?

Teacher: Nice! The Estates General met to try to resolve the budgetary impasse between the monarchy and the aristocracy. The monarchy wanted more contribution from the upper class and they wanted the monarchy to restrain spending. Both groups gambled that the meeting would swing things in their favor, and, ironically, both lost in the resulting struggle. The Estates General ended up abolishing the Old Regime and turned into a revolutionary National Assembly, tasked with writing a new constitution.

OK, that's great. We need to move to the effects now.

Class discussion model 2

[Teacher, John, Emily, Joshua, Michael, Joe, David, Lisa, Jennifer, Jacob, Isabell, Karen, James, Patricia]

Teacher: OK, well, good morning. Let's take a few minutes to review the causes of the French Revolution we've been studying the past week or so. On the slip of paper at your place, please write as many of the long-range and immediate causes as you can recall. We'll take 60 seconds.

OK—John, give us one long-range cause—and go ahead, everyone, and add to your list if you need to.

John: Wasn't the enlightenment one?

Teacher: What do you think? Was it?

John: Yes—the enlightenment was a long-range cause.

Teacher: In what way?

John: Well, the enlightenment focused on human reason—autonomous human reason.

Teacher: Emily, do you agree with that?

Emily: Yes... the 'motto' of the enlightenment was 'reason, natural law' and something else, I can't remember.

Teacher: Joshua, can you help?

Joshua: Progress?

Teacher: Right—reason, natural law, and progress. What does that mean? [pause] Michael?

Michael: That using reason will lead to discovering the natural laws for everything, which will lead to progress.

Teacher: And how is that a cause of the Revolution?

Michael: The enlightenment thinkers—the philosophes—criticized traditional ways of doing things and Christianity, as well. They wanted everything to be more “reasonable”, meaning human reason. They thought this would bring progress, would make things better.

Teacher: What's next—what do you have, Joe?

Joe: The civil war?

Teacher: Well, there *was* a civil war. Think about the timeline on this. What civil war are we talking about? The American civil war was in the 19th century and the French Revolution was when?

Joe: 1789?

Teacher: Right—so it can't be the American civil war. But we did talk about a civil war as a cause. What civil war—David?

David: The English civil war.

Teacher: Right—so how was the English civil war a cause of the French Revolution? Pair up and discuss—30 seconds.

Teacher: Joe and Lisa—what do you have?

Lisa: The English example of holding a king responsible to the law, even to the point of trying and executing him was pretty revolutionary.

Teacher: Anything else—Joshua and Jennifer?

Jennifer: Kings had been assassinated or opposed on the battlefield before, but putting one on trial for crimes was something new.

Jacob: This got people in France thinking.

Teacher: Good—so what's another cause? Isabell?

Isabell: I think the Glorious Revolution in England contributed, didn't it?

Teacher: Tell me about that—what was the Glorious Revolution?

Isabell: The parliament invited William and Mary to take the throne. They also signed the Bill of Rights.

Teacher: Yes, the Glorious Revolution and the Bill of Rights had an impact on thinking about government and the limits of government in Europe. What was the impact in France? Joe?

Joe: Well, it's another example of England limiting the power of monarchs, and England is just across the channel, right? That's not very far away.

Teacher: And?

Joe: Well, their experience of government is very different from France's. Maybe some in France want something similar. We saw that in Montesquieu.

Teacher: Montesquieu? Karen—how does Montesquieu fit in here?

Karen: He liked limited monarchy for moderate sized states like France.

Teacher: And was France a limited monarchy?

Karen: No. It was an absolute monarchy.

Teacher: And...?

Karen: So, some people compared France with England—and they weren't very happy about it.

James: The American Revolution was an influence, as well.

Teacher: John—do you agree?

John: Yes. The American experience of fighting a monarchy for their political rights as Englishmen, and the fact that France was helping in the defense of liberty, made a big impact back in France.

Teacher: The Americans inspired a generation of Europeans to do the same. And, by the way, remember that we talked about what happened in America is more a war for independence than a revolution—they weren't trying to over-throw a system or social arrangement, just to secure their traditional rights. So, in this way what happened in France was very different.

Alright, we've got the long-range causes. Let's move on to the immediate causes. We talked about four of these, also. I'll write them on the board. Emily, give us one. Jacob, another. David. Jennifer—last one. Emily, Tell us about yours, the injustices of the Old Regime.

Emily: The upper classes were exempt from direct taxation, and this angered the bourgeoisie which tended to consider the aristocracy a burden on society. Right?

Teacher: Bourgeoisie?

John: Isn't that what we call the middle group?

Emily: The middle class.

Teacher: Why were they important?

Emily: The middle class was growing in wealth and it wanted more influence and power—but that they were locked out of the top positions in the government and army.

Teacher: So they were happy?

Emily: No!

Teacher: Alright—next on the list is the financial crisis. What was this and why was it a cause? Patricia?

Patricia: They were spending half of their budget on the debt—right?

Teacher: Is that right, David?

David: I think it was 50% just on the interest on the debt.

Teacher: Patricia?

Patricia: That's right. 50% just on the interest, not to mention the debt itself.

Teacher: And that's a problem? Jacob?

Jacob: They were out of money. Something needed to change.

Patricia: Didn't the monarchy hope the Estates General would solve the problem?

Teacher: The Estates General met to try to resolve the budgetary impasse between the monarchy and the aristocracy. What did the monarchy want? Joshua?

Joshua: The king wanted more money—taxes-- from the upper classes.

Teacher: And they wanted...?

Joshua: ...and they wanted the monarchy to cut back on spending. Both groups gambled that the meeting would swing things in their favor.

Teacher: And how did that work out? Karen?

Karen: Well, ironically, both lost. The Estates General ended up abolishing the Old Regime and turned itself into a revolutionary National Assembly.

Teacher: OK, that's great. We need to move to the effects now.

Class discussion model 3

[Teacher, Joe, John, Emily, Jennifer, Karen, David, Joshua, Patricia, Lisa, Jacob, Michael, Isabell, Karen, James]

Teacher: OK, good morning. Please take a look at the learning target for today. Joe, what's the target today?

Joe: The student will be able to explain the causes of the French Revolution.

Teacher: Thanks. So, let's take a few minutes to review the causes of the French Revolution that you read yesterday. Please have your notes out and your texts open to the reading.

As usual, let's start with your questions. All education is ultimately self-education, so what questions do you have?

John: I wasn't very clear how the enlightenment was a cause. It was just a group of—philosophers?—how did that start a revolution?

Emily: I think the term is 'philosophe'

Jennifer: Lover of wisdom. Not really philosophers but thinkers and writers. I think it was because the enlightenment tended to focus on human reason—the text says here on the top of page 480, "the enlightenment philosophes emphasized autonomous human reason, which led them to criticize traditional ways of organizing society, as well as the Christian church."

Karen: So, that meant that they thought human reason alone could make things better.

David: I agree with Karen. The enlightenment's motto was 'reason, natural law, and progress'. They thought humans could think their way to a better life, a better way, without the church and without a king.

Joshua: Have we answered John's question?

John: Yes.

Joshua: This sounds sort of like the Renaissance—man thinking he can solve everything without God.

Patricia: But did they say that in the Renaissance—didn't they still paint and write a lot about religious things?

Joshua: I guess that's true—but I remember Machiavelli talking about only appearing to be religious, and to trust your own thinking.

Lisa: So, we could say that the enlightenment philosophes were taking it a step further.

Jacob: Moving on to the next one, I have that the civil war in England was a long-range cause. On 481 Spielvogel says that "the civil war in England was seen as an example of holding a king responsible under the law, even to the point of putting him on trial." So, the French saw this as an option for dealing with a king.

Joe: That was pretty revolutionary! We've read about kings being murdered or defeated in battle, but I can't think of an example of a king being brought to trial.

Jacob: This got people in France thinking.

Michael: Didn't Boethius say something about absolute kings? He criticized the king at the time for trying to limit the power of the Senate. Not exactly the same thing, but limiting a king's authority isn't entirely new.

Isabell: Along those lines, I think the Glorious Revolution in England contributed, didn't it?

Karen: What was the Glorious Revolution again?

Isabell: The parliament invited William and Mary to take the throne. They also signed the Bill of Rights.

Jacob: The Glorious Revolution and the Bill of Rights had an impact on thinking about government and the limits of government in Europe. What was the impact in France? Joshua—do you have something on this one?

Joshua: Well, it's another example of England limiting the power of monarchs, and England is just across the channel, right? That's not very far away.

Karen: What do you mean?

Joshua: Well, their experience of government is very different from France's. Maybe some in France want something similar. We saw that in Montesquieu.

David: What about Montesquieu?

Karen: He liked limited monarchy for moderate-sized states like France.

Patricia: And was France a limited monarchy?

Karen: No. It was an absolute monarchy. So, some people compared France with England—and they weren't very happy about it.

James: The American Revolution was an influence, as well.

John: Yes. The American experience of fighting a monarchy for their political rights as Englishmen, and the fact that France was helping in the defense of liberty made a big impact back in France.

Teacher: The Americans inspired a generation of Europeans to do the same. And by the way, remember that we briefly talked about what happened in America as more a war for independence than a revolution. They were trying to secure their traditional rights. How is what happened in France different?

David: They were trying to over-throw a whole system and social arrangement, and start over.

Teacher: Good. For the sake of time, I'll interject here. We've got the long-range causes. Let's move on to the immediate causes.

Emily: The upper classes were exempt from direct taxation, and this angered the bourgeoisie which tended to consider the aristocracy a burden on society. Right?

Lisa: Bourgeoisie?

John: Isn't that what we call the middle group?

Karen: The middle *class*. Merchants, lawyers, factory owners were the important ones.

Emily: Spielvogel says, on page 486, "They were growing in wealth and wanted more influence and power—but they were locked out of the top positions in the government, the army, and the Church, the centers of both influence and advancement in France."

David: So they weren't happy?

Emily: No!

Joe: Next, I think, is the financial crisis. What was this and why was it a cause?

Patricia: They were spending half of their budget on the debt—right?

David: I think it was 50% just on the interest on the debt.

Patricia: That's right. 50% just on the interest, not to mention the debt itself. Page 488 has a nice graph on this.

Teacher: And that's a problem?

Jacob: They were out of money. Something needed to change.

Patricia: Didn't the monarchy hope the Estates General would solve the problem?

John: The Estates General met to try to resolve the budgetary impasse between the monarchy and the aristocracy. What did the monarchy want?

Joshua: The king wanted more money—taxes-- from the upper classes.

Isabell: And they wanted...?

Joshua: ...and they wanted the monarchy to cut back on spending. Both groups thought that the meeting would swing things in their favor.

Teacher: And how did that work out?

Karen: Well, ironically, both lost. The Estates General ended up abolishing the Old Regime and turned itself into a revolutionary National Assembly.

Teacher: OK, this is great, but I'm afraid that's all we have time for. We need to move to the effects now, so please turn in your Spielvogels to page 491.

Classroom Harkness transcript

Harkness discussion: student transcript Discussion of Cicero's 'First Oration Against Catiline', <i>Rhetoric I</i> , 12.14.2016	
Thomas	Question #1 (<i>what is purpose of forensic speech?; why is Cicero's speech an example?</i>)
Will	Not sure; it means to win over a judge; ch. 1 of Aristotle
Jessica	Look at the Aristotle chart; purpose to attack or defend
Thomas	Aim of forensic speech is to establish justice or injustice of action
MeiLin	Not specific text about it
Jacob	Used in judicial situations to attack or defend, win over jury
Joel	Cicero is an example—Thomas?
Thomas	Cicero is trying to prove that actions of Catiline are wrong; pg 38 reference
Will	He addresses the Senate
Joel	Question #2 (<i>Define wrong doing; name four acts of wrong doing of Cat.</i>)?—MeiLin?
MeiLin	Voluntary injury contrary to law; wrongdoing consists in having an injury done to you by someone who intends to do it (references pg 37)—Madison?
Madison	Catiline planned to kill those in the senate; plotted against republic; pg 38 reference
Jessica	Pg. 38, Cicero accuses Cat. of wronging all Italy
Will	Cat. plundered cities
Joel	He planned a nocturnal attack
Thomas	Cat. sent assassin to kill Cicero; pg 38, Cicero watches out more for his safety
Joel	Summary of wrongdoing of Cat.
Mr. Lynch	Cicero says that everything done wrong was by Cat. Question #3? (<i>Causes of action</i>)
MeiLin	Jacob?
Jacob	Reasoned out his attacks
Joel	Anger or appetite for power
Thomas	Pg 40—Cat. has made a habit of wanting to kill
Will	How can it be habit? What's the argument?
Jessica	He is trying to make it seem worse—but according to Aristotle habit is not as bad as reason as cause of action
Jacob	What about appetite instead of habit?
Thomas	He seemed more reasonable about it
Jacob	Pg 42- Cat. has irrational cravings;
Jessica	So, appetite and reason; Question #4? (<i>State of mind</i>)
Joel	Cat. thought he wouldn't be found out

Will	That he could escape punishment because his victims would be dead
MeiLin	Cat. didn't know that he was found out, pg 38
Will	Cicero is almost trying to awaken emotions, pathos
MeiLin	Cicero's confident, shows ethos
Mr. Lynch	Cicero is attacking, trying to show injustice
Will	Cat. is breaking oaths and attacks the republic he is to protect. He is wronging everyone
Thomas	Audacity of the crime, pg 37
Joel	Also on pg 37—compares Cat to bad people in the past, shows that he is worse
Jessica	Crime against all Italy, against all community
Jacob	Can someone summarize?
Will	Makes Cat. look worse
Mr. Lynch	What is the divisio?
Thomas	Banish Cat. and get everyone at once rather than kill only Cat.; text reference
Mr. Lynch	Is this a political speech, as well?
Joel	Ingenious change in the middle of the speech
Jessica	Increases ethos by Cicero being just, taking a step down; he argues "higher" so that the 'jury' will feel merciful in their punishment; ceremonial aspects in the speech; a combination of all three types
Mr. Lynch	Cicero attacks character, connects it to unjust actions. Were you convinced?
Will	Did well to rally people against Cat.
Madison	Connection to 'Oath of Horatii', patriotism, love of fatherland
(Discussion was opened up to those outside the circle; a few questions and observations were offered)	

Harkness for Math and Science Classes

Harkness Essentials

1. Method follows Mission. Harkness discussions shape students in ways that are consistent with our mission and our Portrait of a Graduate.
2. Harkness discussions require students to demonstrate their thinking, and therefore...
3. Harkness discussions are an outstanding means of checking for understanding
4. Harkness discussions require the students to do more of the intellectual work in the class
5. Harkness discussions prioritize engagement from all
6. Harkness discussions lead to deeper understanding as students explain their thinking to others
7. Harkness discussions foster greater content retention

Harkness and Math/Science Classes

1. The above goals are desirable in math and science classes
2. Since students are used to Harkness discussions in other classes, application to math and science classes ought to be fairly smooth
3. Implementation may require the usual adjustments to instruction: less teacher demonstration, more student-focused and student-led discussion; teachers pose some questions, students work to solve or to demonstrate how they solved. Students also learn to ask questions—the best questions often come from the students.
4. Harkness discussions would probably be best applied first in upper-level classes (Calculus, Precalculus, Physics, Chemistry), although Geometry should be a natural fit for Harkness classes.
5. Start with excellent, probing questions designed by the teacher, or created together. Students should develop their own questions, as well, to bring to discussions. In fact, I will almost always begin my discussions with student questions. These will often take a significant portion of the discussion time, as they lead the class through the problems or questions students were working on.
6. Students are encouraged to be ready to explain their thinking, not just supply their answers. This is about process and understanding.

Sample Process

1. Students are given a section of text, or other work as homework (or class work) to read and/or complete practice problems or questions.
2. Students record any questions they had while working through the problems/questions.
3. In class, students sit in an oval. The teacher begins by asking if they had any questions/problems.
4. If so, students take turns asking questions and other students discuss how they answered. Students discuss until resolving the issue. They should be encouraged to demonstrate on the board, as appropriate.
5. Once questions are addressed, the teacher can then assign students to take turns demonstrate remaining problems/questions at the board. The student explains his/her process toward arriving at a solution. Other students should ask questions, make corrections if needed, probe for other ways to arrive at the solution, explain their thinking, etc. This shouldn't be just a student demonstration

with a silent audience, but rather a student-led discussion of how to approach the problem or question.

6. The teacher may interject questions, corrections, or even a brief explanation, if needed, but the intent is for students to do the work of thinking, asking, refining, correcting, and demonstrating. The most difficult thing for teachers about using Harkness discussions is learning to be silent and giving the students the opportunity to think things through.
7. Discussions can range in length of time. The teacher adjusts this as needed, in order to move the class to the next set of questions or problems in time to begin working in class, or to receive a brief introduction, etc., as needed.
8. Process repeats!

Discussion Two Reading

Winston Churchill's speech in the House of Commons upon the death of Neville Chamberlain
November 12, 1940

Since we last met, the House has suffered a very grievous loss in the death of one of its most distinguished Members, and of a statesman and public servant who, during the best part of three memorable years, was first Minister of the Crown.

The fierce and bitter controversies which hung around him in recent times were hushed by the news of his illness and are silenced by his death. In paying a tribute of respect and of regard to an eminent man who has been taken from us, no one is obliged to alter the opinions which he has formed or expressed upon issues which have become a part of history; but at the Lychgate we may all pass our own conduct and our own judgments under a searching review. It is not given to human beings, happily for them, for otherwise life would be intolerable, to foresee or to predict to any large extent the unfolding course of events. In one phase men seem to have been right, in another they seem to have been wrong. Then again, a few years later, when the perspective of time has lengthened, all stands in a different setting. There is a new proportion. There is another scale of values. History with its flickering lamp stumbles along the trail of the past, trying to reconstruct its scenes, to revive its echoes, and kindle with pale gleams the passion of former days. What is the worth of all this? The only guide to a man is his conscience; the only shield to his memory is the rectitude and sincerity of his actions. It is very imprudent to walk through life without this shield, because we are so often mocked by the failure of our hopes and the upsetting of our calculations; but with this shield, however the fates may play, we march always in the ranks of honour.

It fell to Neville Chamberlain in one of the supreme crises of the world to be contradicted by events, to be disappointed in his hopes, and to be deceived and cheated by a wicked man. But what were these hopes in which he was disappointed? What were these wishes in which he was frustrated? What was that faith that was abused? They were surely among the most noble and benevolent instincts of the human heart-the love of peace, the toil for peace, the strife for peace, the pursuit of peace, even at great peril, and certainly to the utter disdain of popularity or clamour. Whatever else history may or may not say about these terrible, tremendous years, we can be sure that Neville Chamberlain acted with perfect sincerity according to his lights and strove to the utmost of his capacity and authority, which were powerful, to save the world from the awful, devastating struggle in which we are now engaged. This alone will stand him in good stead as far as what is called the verdict of history is concerned.

But it is also a help to our country and to our whole Empire, and to our decent faithful way of living that, however long the struggle may last, or however dark may be the clouds which overhang our path, no future generation of English-speaking folks-for that is the tribunal to which we appeal-will

doubt that, even at a great cost to ourselves in technical preparation, we were guiltless of the bloodshed, terror and misery which have engulfed so many lands and peoples, and yet seek new victims still. Herr Hitler protests with frantic words and gestures that he has only desired peace. What do these ravings and outpourings count before the silence of Neville Chamberlain's tomb? Long, hard, and hazardous years lie before us, but at least we entered upon them united and with clean hearts.

I do not propose to give an appreciation of Neville Chamberlain's life and character, but there were certain qualities always admired in these Islands which he possessed in an altogether exceptional degree. He had a physical and moral toughness of fibre which enabled him all through his varied career to endure misfortune and disappointment without being unduly discouraged or wearied. He had a precision of mind and an aptitude for business which raised him far above the ordinary levels of our generation. He had a firmness of spirit which was not often elated by success, seldom downcast by failure, and never swayed by panic. When, contrary to all his hopes, beliefs and exertions, the war came upon him, and when, as he himself said, all that he had worked for was shattered, there was no man more resolved to pursue the unsought quarrel to the death. The same qualities which made him one of the last to enter the war, made him one of the last who would quit it before the full victory of a righteous cause was won.

I had the singular experience of passing in a day from being one of his most prominent opponents and critics to being one of his principal lieutenants, and on another day of passing from serving under him to become the head of a Government of which, with perfect loyalty, he was content to be a member. Such relationships are unusual in our public life. I have before told the House how on the morrow of the Debate which in the early days of May challenged his position, he declared to me and a few other friends that only a National Government could face the storm about to break upon us, and that if he were an obstacle to the formation of such a Government, he would instantly retire. Thereafter, he acted with that singleness of purpose and simplicity of conduct which at all times, and especially in great times, ought to be the ideal of us all.

When he returned to duty a few weeks after a most severe operation, the bombardment of London and of the seat of Government had begun. I was a witness during that fortnight of his fortitude under the most grievous and painful bodily afflictions, and I can testify that, although physically only the wreck of a man, his nerve was unshaken and his remarkable mental faculties unimpaired.

After he left the Government he refused all honours. He would die like his father, plain Mr. Chamberlain. I sought permission of the King, however, to have him supplied with the Cabinet papers, and until a few days of his death he followed our affairs with keenness, interest and tenacity. He met the approach of death with a steady eye. If he grieved at all, it was that he could not be a spectator of our victory; but I think he died with the comfort of knowing that his country had, at least, turned the corner.

At this time our thoughts must pass to the gracious and charming lady who shared his days of triumph and adversity with a courage and quality the equal of his own. He was, like his father and his brother Austen before him, a famous Member of the House of Commons, and we here assembled this morning, Members of all parties, without a single exception, feel that we do

ourselves and our country honour in saluting the memory of one whom Disraeli would have called an “English worthy.”

Classroom Scenarios for Discussion

Planning

You have just handed out an assignment, and students are beginning to work on it, when you realize that you haven’t explained *why* you’re having them do it. What will you do?

Assessment

As students are turning in their quizzes, you can tell by a quick glance at them that probably 1/3 of class has failed it. What will you do?

Instruction

You realize that for the last ten minutes you have been doing all the talking in what is supposed to be a class discussion time. And yet, the students haven’t been making very meaningful comments. What will you do?

How Might You Use...?

In Mr. Brenner's classroom, the learning objectives for the unit are posted on the wall. Mr. Brenner frequently refers to the objectives to remind students of what they are working to master. In addition, for each new unit Mr. Brenner creates a pretest and puts the relevant objectives at the top of the pretest, and each section of the pretest has an objective at the beginning so that students know how the questions are related to the objectives. Mr. Brenner can then use the data from the pretest to differentiate instruction during the unit. Students keep a list of objectives for each unit, and record the results of their pretests, as well as other work, as evidence of their growing mastery of the objectives and readiness for any summative assessment, as well as a place to set personal learning goals.

Mr. Kerr knows that the mere presence of feedback does not improve learning, but that it is quality feedback that is effective. He plans his time so that feedback to students is given during the learning so that there is time to act on it. He avoids phrases such as "excellent" or "keep trying hard", and, instead, is careful to be very specific in his feedback, drawing the student's attention to intended learning, using language from rubrics or learning targets and offering specific information to guide improvement. He words the feedback in such a way as to not do the thinking for the student.

Critical Incident Discussion

Incident 4: The Teacher Who Made a Mistake

Mr. Feynman teaches Geometry at Veritas. On most days his class is well-behaved, takes notes on the material he presents and asks few questions. Most students are also doing pretty well on the unit tests. One day, Mr. Feynman made a mistake in working through a homework problem. One student challenged him and another defended Mr. Feynman's method, saying she had done it that way herself. The students engaged in a dynamic debate while Mr. Feynman tried to figure out what he had done wrong. After he corrected the mistake, the class quieted down and continued with the daily work. At the time, Mr. Feynman was flustered by his mistake, but later, as he considered the incident, he began to wonder...

			Incident Discussion Comments and Questions
Diagnostic	Descriptive	What happened?	
	Causal	What made it happen?	
	Effectual	What does it do?	
	Affectual	What does it feel like?	
	Semantic	What does it mean?	
	Explanatory	Why did (does) it occur?	
Critical (+self-critical)	Classificatory	What is it an example of? (e.g. practice, action, etc.) What additional data is needed?	
	Biblical/Social	Does it contribute to the mission? Does it support the POG? Is it classical? Is it Christian?	

		Is it true? Is it just? What does it model or shape?	
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The Four Foundations of Great Teaching and *The Seven Laws of Teaching*

Planning 1. The Law of the Teacher: A <i>teacher</i> must be one who <i>knows</i> the lesson or truth or art to be taught. -“Find the natural order and connections of the several facts and truths in the lesson.” -“Prepare each lesson by fresh study.” 4. The Law of the Lesson: The <i>lesson</i> to be mastered must be explicable in the terms of truth already known by the learner—the <i>unknown</i> must be explained by the <i>known</i>. -“The truth to be taught must be learned through truth already known.” - “All teaching must advance in some direction...study the steps so that one shall lead naturally and easily to the next.” 6. The Law of the Learning Process: <i>Learning</i> is <i>thinking</i> into one's own <i>understanding</i> a new idea or truth or working into habit a new art or skill. -“Learning is thinking into one's own understanding a new idea or truth...the learner must reproduce in his own mind the truth to be acquired.”	Class Culture 2. The Law of the Learner: A <i>learner</i> is one who <i>attends</i> with interest to the lesson. -“Never begin a class exercise till the attention of the class is secured.” -“Pause whenever the attention is interrupted or lost and wait till it is completely regained.” -“The highest grade of attention is that in which the subject interests, the feeling is enlisted, and the whole nature attends.”
Assessment 4. The Law of the Lesson: -“Make sure he understands fully the new truth.” -“Lead him to clear up and freshen his knowledge by a clear statement of it.” 6. The Law of the Learning Process: “...the learner must reproduce in his <i>own mind</i> the truth to be acquired.” 7. The Law of Review: The <i>test and proof</i> of teaching done—the finishing and fastening process—must be a <i>reviewing, rethinking, reknowing, reproducing, and applying</i> of the material that has been taught, the knowledge and ideals and arts that have been communicated. -“Count reviews as always in order.”	-“Let the teacher maintain in himself and exhibit the closest attention and most genuine interest in the lesson. True enthusiasm is contagious.” -“Arouse, and when needful rest, the attention by a pleasing variety, but avoid distraction. Keep the real lesson in view.” -“Watch keenly against all sources of distraction, such as unusual noise and sights, inside the class and out; all contacts and motions discomforting or diverting.”
Instruction 7. The Law of the Language: The <i>language</i> used as a <i>medium</i> between teacher and learner must be <i>common</i> to both. -“It is the pupil who must talk.” -“...a too talkative teacher is rarely a good teacher.” -“When it is necessary to teach a new word, give the idea before the word.” -“We must master truth by expressing it...” (4. The Law of the Lesson The <i>lesson</i> to be mastered must be explicable in the terms of truth already known by the learner—the <i>unknown</i> must be explained by the <i>known</i>.) 7. The Law of the Teaching Process: <i>Teaching</i> is <i>arousing</i> and <i>using</i> the pupil's mind to grasp the desired thought or to master the desired art. -“Excite and direct the self-activities of the learner, and tell him nothing that he can learn himself.” 8. The Law of the Learning Process: -“The learner must reproduce in his own mind the truth to be acquired.”	

