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Staff development training for implementing a history-social science curriculum

Linda H. Loveless

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STAFF DEVELOPMENT TRAINING
FOR IMPLEMENTING
A HISTORY-SOCIAL SCIENCE CURRICULUM

A Project
Presented to the
Faculty of
California State University
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Educational Administration

by
Linda H. Loveless, M.A.
San Bernardino, California
1991
Approved By:

Advisor: Kenneth E. Lane

Second Reader: G. Keith Dolan
ABSTRACT

With a growing need to improve our educational system, California frameworks have been developed as innovative approaches to curriculum. The intent is to make learning more meaningful to students. This includes hands-on activities, critical thinking skills, and day-to-day activities.

In order for teachers to effectively implement the state mandates in the frameworks, they need training and an on-going support system. After reviewing the History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, literature concerning the framework, and material concerning staff development, a program to implement the History-Social Science framework at the intermediate level was developed.

Teacher training is only one part of the training needed. Teacher input helps assure support. During the implementation phase, teachers need practice time with new strategies and materials much in the way students need practice time to perfect new skills. A support system is essential to the success of a new program. Without this system, teachers tend to fall back to their old methods and materials in teaching.

This project is a suggested staff development program designed to aide an intermediate school (grades 3 - 5) in implementing the history/social science framework. It includes needs assessment, the design or plan of the program,
implementation, and evaluation. It is designed to coordinate with and compliment a district program while addressing needs specific to a school site.
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INTRODUCTION

Statement of the Problem

The purpose of this study is to develop a model of an effective staff development program for the implementation of the state history/social studies framework at the intermediate level, grades 3-5. Teachers will be required to fulfill the standards of the newly adopted framework. Training is currently to be given at the district level, and teachers are to return to their classrooms to implement new curricula. Unfortunately, this is often where the story ends. There seems to be a major need for additional training at the school site. This training should include practice time and a strong support system. In anticipation of that need, this writer purposes to develop a model of a staff development program for the school site that will meet those needs.

This is an area of concern because there has been a widespread public interest in a revival of the teaching of history and geography. Teachers are the ones who will be expected to meet these demands. In order to accomplish this goal, they will need to be well-trained, not merely inserviced for one or two days and left to flounder on their own. By following district training with on-going site level supervision, teachers can be more assured of success.

The introduction to the framework establishes some basic learnings that we, as educators, should desire for every student. Through the
study of history/social sciences, students should understand and appreciate how ideas, events, and individuals have intersected to cause change. They should also recognize factors that maintain continuity within human societies. Students should develop an understanding of the value, importance, and fragility of democracy, and a sense of ethics and citizenship with an understanding and caring for their community, nation, and world. Students should develop a deep understanding of individual and social ethics and come to see the connection between ideas and behavior, between values and ideals and the ethical consequences of those beliefs. Students should learn about cultures, societies, and economic systems in the world and recognize the barriers that separate people and the qualities that unite them.

Through the implementation of the goals and curriculum strands of the history/social science framework and teacher training and inservicing, teachers should be empowered with the knowledge and strategies to allow students to meet the goals of the history/social science framework which are:

- to develop the knowledge and understanding they need to function intelligently now and in the future.
- to gain a better understanding of individual and social ethics.
- to develop an understanding of the connection of ideas, behavior, and consequences.
- to learn about cultures, societies, and economic systems in other parts of the world and to recognize barriers that
divide people and qualities that unite them.
-to understand the values and importance of democracy.
-to develop caring attitudes about their community, nation, and world.
STATEMENT OF GOALS AND OBJECTIVES

It was the intention of this project to design a model for a staff development program that could be implemented at the intermediate level. The emphasis was placed on teacher training and support.

OBJECTIVES

The objectives of this project enabled teachers to:

1. participate in a professional growth plan.
2. develop increased competence with specific teaching strategies.
3. develop a staff development social studies program to improve student learning.
4. develop knowledge and skills.
5. develop problem solving/communication skills which will address problems and concerns that may arise in the implementation of this new curriculum.
6. develop an evaluation plan that will assist in assessing the effectiveness of this program.
LITERATURE REVIEW

With the introduction of the History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve (California State Department of Education, 1990) has come new expectations for schools, students, and teachers. The framework has been developed in answer to a widespread public demand for a revival of the teaching of history and geography. Many seem to agree that at least in public schools the "quality and substance of history learning have declined." According to the history portion of the October, 1987 Nation's Report Card, this view is supported with data. It seems that the ability to select and use historical information in looking closely at intellectual historical problems is somewhat rare (Rothblatt, 1988).

In analyzing the framework, it seems that what the State Board of Education wants students to get the benefits from a program that encourages good citizenship and democratic values. The new curriculum is one in which integrates history and geography with the humanities and social science. This is shown by the distinguishing characteristics of the framework which are (California State Department of Education, 1990):

1. the chronological study of history.
2. an integrated approach to the teaching of history/social science.
3. the importance of history as a story well told.
4. the use of literature of the period and about the period.
5. a new curricular approach for the early grades (K-3).
6. the study of the major historical events and periods in depth.
7. a sequential curriculum.
8. a multi-cultural perspective.
9. an increase to three years for the study of world history.
10. the emphasis on individual responsibility.
11. the development of civic and democratic values.
12. the study and discussion of fundamental principles in the Constitution and Bill of Rights.
13. the honest and accurate presentation of controversial issues.
14. the importance of religion in history.
15. the inclusion of critical thinking skills at every grade level.
16. an active student involvement in learning.
17. opportunities for students to be involved in community and school service activities.

This framework has three major goals. They are (California State Department of Education, 1990):

1. Knowledge and Cultural Understanding.
2. Democratic Understanding and Civic Values.

The goals are not independent of each other and are developed together. Each has curriculum strands which are continuous at each
grade level. It is expected that these strands will be integrated and correlated in the teaching of the curriculum. Each goal also has a set of basic learnings.

At every grade level, the curriculum is specific and builds on previous knowledge. The intermediate curriculum consists of:

- Grade Three - Continuity and Change
- Grade Four - California: A Changing State
- Grade Five - United States History and Geography: Making A New Nation

The framework expects that teachers will use new technologies, original source documents, debates, simulations, role-playing, storytelling, and whatever other means they may need. For years, teachers have considered the textbook to be the curriculum. Now, it looks like that will change in the area of history/social science. While the framework has spelled out what will be taught and what students are expected to learn, teachers are ultimately the ones who are responsible for the implementation of the curriculum. The implementation process has been called "the deskilling of the teacher". What is to be taught and the resources to be used have been decided by those higher on the educational ladder (Maxey, 1988). The teacher's job is to make it work.

The framework states that teachers are "expected to draw upon their own knowledge and experience." Alvin Wolf, Professor at California State University, San Bernardino, says that elementary teachers are usually better trained and more experienced in teaching
the basics rather than in the teaching of history/social science. A 1986 survey by the Civic Education Enhancement Project of the California State University showed that approximately half of those applying for multiple subject credentials were very deficient in Constitutional knowledge, and many had little or limited knowledge of geography and economics (Wolf, 1988).

With the many demands this curricular implementation brings teachers, an area of major concern is how teachers will be trained and inserviced to do a competent job of implementing this curriculum. Gary Cardinale, Coordinator of Staff Development and History/Social Science in the Corona-Norco Unified School District, suggests that "the implementation of the curriculum within the new framework is a ton of priorities which can be lumped under a large umbrella - Staff Development" (Cardinale, 1988).

Staff development has been given a variety of definitions. The definition that seems to encompass the purpose of this paper is broad. Staff development is a necessary professional responsibility that relates the learner and curriculum to staff strengths, focuses attention of all involved staff members—administrators, supervisors, teachers, and other support staff. It targets not only the learners, but also the staff that is to be involved. (Bishop, 1977).

The importance of staff development cannot be overestimated. We have reached a time when more accountability is being called for from our public school system. With that being the case, staff development has become a "must" in order to keep in step with the changes. (Labat,
1977). If staff performance is to be improved, and if schools are to keep pace with the demands placed on them, then teachers must be updated. The heart of every school is its staff, and the ability of that staff to perform is critical. Since the staff makes that critical difference in the school operation, staff development is of crucial importance (Harris, 13).

School improvement equals people improvement. By providing time and resources for people to understand what we are trying to accomplish, staff development is given a sense of direction (American Association of School Administrators, 1986).

There is an old maxim that says that "experience is the best teacher." If it is the case, then just being in the classroom every day assures anyone of becoming a good teacher. We know from experience and observation that does not happen. In order to have good teachers, we must train them, and training must be ongoing. The American Association of School Administrators has found that teachers who receive inservice training are more adaptive in their teaching style and more flexible and tolerant. They also found these teachers are more responsive to individual differences and that they use a variety of teaching strategies. Their relationships to students are more sympathetic, and they understand and react accurately to student emotions. The rating given them was one of "effective teachers."

The overall goal of staff development is to affect changes in the learning or what the teachers in attendance learn. If the inservice has
meaning to the individuals attending, then those changes are more likely to occur (Long, 1977). Keys to positive action in education are staff development and improvement programs.

Staff development improvement programs are intended to build the competencies of the staff, enhance the learning process, and improve the environment. It must be based on the validated needs of the participants, be an ongoing program, and result in an effective implementation. The success is measured in learner gains, staff morale, and improved competencies (Bishop, 12).

In their book, *Inservice Education: Current Trends in School Policies and Programs*, Davies and Armistead report that when a select group of teachers were asked what they would like in staff development, they responded with practical and useful suggestions. Teachers want to be actively involved in the inservice. They prefer to "learn by doing." They rate teacher demonstrations as most helpful since it gives them a model to use. Practical information is preferred over theory and abstract ideas. Meetings should be short, to the point, and well-organized. Instead of diversifying to a number of problems and solutions, teachers prefer indepth coverage of one concept. Teachers appreciate an incentive for attending such as credit units, salary reinforcement, or release time. Visitations to other schools to look at what they are doing in similar situations is helpful. Occasionally, teachers want an inspirational speaker (National School Public Relations Association, 13).
At the school site, staff development is often an extension of district level staff development. This is especially true in implementing new state frameworks and curriculum. In the past, staff development was almost never tested at the classroom level. Teachers were rarely, if ever, consulted about the content or form of staff development, and they were seldom involved in the evaluation of its effectiveness (Little, Gerritz, Stern, Guthrie, Kirst, Marsh, 8). We now know that unless staff members "own" the staff development commitment, they have little buy-in, and the chances of its success are limited (Rogus, 1983).

The success of staff development in implementing new curriculum lies at the individual school sites. Districts may provide materials and some inservices, but follow-through and support for the programs happens at the school site. According to the project Staff Development In California, "individual schools must be assumed as the primary unit around which to build a strategic vision of staff development." Therefore, staff development activities must be extended and carried on at the school site after initial introduction at the district level.

Staff development activities may be formal or informal. Informal activities are those which occur day to day and have developmental effects upon the staff. Formal activities are those that are planned programs and are personalized to meet the needs of the individuals (Rogus, 1983).

Staff development is perceived as more effective when it is based on needs decided by the participants themselves, and when it deals with
topics of immediate concern. "Teachers want to be involved in planning their own staff development and in-service education programs and activities." (Daresh, 1989). When the process is tailored to the needs of the group, then it is more cost efficient and more effective. Staff input is usually gathered through the use of questionnaires or interviews, however, the gathering of this information is open to the creativity of the leader and staff involved.

The principal, as the instructional leader, provides that leadership by providing a climate that makes instructional issues important. Input and leadership from the staff is thereby encouraged. The role becomes one of support person, resource person, advisor, critic, and monitor, and when this climate is established, the ensuing open discussions produce more usable information than a needs assessment (Nevi, 1986).

When the goals have been determined, the whole staff, under the leadership of principal or instructional leader, becomes "self-aware, self-analytic, and self-renewing" during this on-going process (Nevi, 1986). An overall plan of how the goals and objectives will be met is included in the design/planning phase. This should be an ongoing process that is tied to curriculum or a schoolwide plan. It should also have a clear, direct relationship to what teachers do day-to-day.

During the study of Staff Development In California, it was learned that the major opportunities for staff development during the workday are: 1) classroom visitations and observations, 2) staff
meetings, grade level meetings, and team meetings, and 3) regularly scheduled time to plan with colleagues.

In the implementation phase, staff members learn together initially what is expected from them and the knowledge they will need in order to be successful in this program. They support each other during this time and learn from one another. "As staff members interact and provoke each other intellectually, socially, and emotionally, the implications are great (Bowen, 1977)."

At this stage, the curriculum will be fully implemented in the classroom by the teachers. Teachers who are expected to teach a new curriculum without practice time and a support system soon become discouraged and fall back to their old methods, and the new curriculum is never successfully implemented (Nevi, 1986). Time must be allowed for transitions, and teachers must get help and support from colleagues and leaders in moving to new ways (Hart, 59).

As part of their follow-up system, some schools have established regular meetings where teachers meet and discuss their concerns openly and honestly. According to the Staff Development In California project, teachers who participate in these follow-ups report the greatest impact on their teaching.

The final phase of the staff development is evaluation. Teacher input is important here. By evaluating the program, teachers and staff members learn if what they are doing is really working. Programs can then be modified as the needs arise. The evaluation process should be on-going throughout the program.
Teacher training is the key to success for the implementation of new curricula, such as the social studies/history framework. The direct outcomes of effective staff development are to be seen in changes in public perceptions, changes in student expectations of themselves, and changes in teaching practices and instructional content (Harris, 57).

"Schools are the operating component of education, where state policies are eventually translated by professional educators into services for the students (Little et al, 105)." What is embraced in staff development through ideas, insights, materials, and instructional strategies will either come to life or not in the daily work of the schools and classroom.
NEEDS ASSESSMENT

In the organizing and development of any program a major component is the needs assessment. Conducting a needs assessment enables the program planner to set priorities and objectives for the program and helps to ensure that those goals will be met in an orderly way. It is a means for determining not only organizational needs but personal needs as well. The program has a greater chance for success if these diverse needs are aligned and served by a staff development program.

The needs assessment for this program:
-gives teachers an opportunity to input information concerning their priorities and needs as they see them.
-determines the knowledge teachers have in the area of history-social science.
-assesses the years of teaching experience of staff members.
-indicates the inservice training teachers feel they need.

These data are collected from site administrators, teachers, and classified personnel. They are used to determine the program objectives, the resources needed and available, and the financial support necessary. A timeline for meeting the objectives and an action plan to implement this program specific to the school site is developed.
With district inservice training completed, implementation of the history-social science curriculum becomes the job of the site principal. In order to conduct an accurate needs assessment, it is important to know what information the staff already has and what their priorities are. This could be accomplished at several staff meetings. There are a variety of ways to collect information from a staff. Some of them are brainstorming, questionnaires, surveys, buzz sessions, and group discussions.

Awareness of district goals is a good place to begin in this instance since administrators are aware of these but teachers may have had little exposure to them. One way of making teachers aware is to discuss district goals in a meeting of the entire staff. Staff members are given a copy of the goals to keep with their history-social science materials. An awareness that teachers at each school in the district are responsible for the implementation of the district goals is developed.

An understanding and comprehension of what the framework expects from teachers and students is vital in assessing what needs and priorities are included. Well-informed staff members are better able to give meaningful feedback. Copies of the framework should be available for teachers use and reference. Feedback on teacher understanding of the framework may best be obtained through the use of a questionnaire.

Another area of understanding to define is the existing district curriculum. Since the district has adopted a curriculum and staff
members have received an overview of that curriculum, it is important to know how much understanding and awareness they developed following district inservices. Access to this information is gleaned by the same questionnaire that was used to determine teacher understanding of the framework.

Now that all this information is available to the site administrator, it is time to compile it to see where the staff is in its understanding. This gives the administrator a starting point. From this information specific school goals that align with the state framework and district goals are developed by the staff. Once these goals have been determined, the staff is ready to develop a plan to implement the curriculum.

Useful tools for the administrator and planning team for assessing the needs of the school staff are a timeline and a budget. The timeline helps to assure that the needs assessment will be completed in the most efficient manner. The budget helps assure the most effective use of money to be used. A suggested timeline, budget, and needs assessment are included on the following pages.
<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>August/September</td>
<td>Inservice on framework and district standards and curriculum provided by district.</td>
</tr>
<tr>
<td>September</td>
<td>Conduct school site needs assessment.</td>
</tr>
<tr>
<td></td>
<td>Write school goals and objectives.</td>
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<tr>
<td></td>
<td>Group leaders inserviced on their leadership roles.</td>
</tr>
<tr>
<td></td>
<td>Planning/design phase initiated.</td>
</tr>
<tr>
<td></td>
<td>Specific strategies to accomplish school goals identified.</td>
</tr>
<tr>
<td></td>
<td>Plan and resources for teacher training developed.</td>
</tr>
<tr>
<td></td>
<td>Inservice training dates set-</td>
</tr>
<tr>
<td></td>
<td>Peer coaching (1 day)</td>
</tr>
<tr>
<td></td>
<td>Cooperative learning (2 days)</td>
</tr>
<tr>
<td></td>
<td>Integration/thematic units (1 day)</td>
</tr>
<tr>
<td>October</td>
<td>Grade level committees organized.</td>
</tr>
<tr>
<td></td>
<td>Social studies committee organized.</td>
</tr>
<tr>
<td></td>
<td>Implementation begins.</td>
</tr>
<tr>
<td></td>
<td>Inservice on framework and district standards and curriculum at school site (1 day).</td>
</tr>
<tr>
<td></td>
<td>Peer coaching training (1 day) - school site day.</td>
</tr>
</tbody>
</table>
Peer coaching partners chosen and assigned. Schedule for peer coaching observations prepared.

Integration/thematic units inservice (1 day) - school site day.

Support group established.

Time schedule for evaluation prepared.

November

Peer coaching observations begin.

Schedule for support group meetings prepared.

Monitoring system becomes effective.

Time schedule for evaluation prepared.

Cooperative learning training (2 days) - school site days.

Cooperative learning begins implementation in classrooms.

Integration/thematic unit implementation begins.

December - June

Peer coaching continues.

Support system, monitoring, and evaluation continue in an on-going manner in order to modify and make changes in the program.
Additional training in peer coaching, cooperative learning, integration/thematic units given as needed.

Committees continue to meet regularly to discuss concerns.

May

Modifications and schedule for next school year developed to establish continuity in program.
Staff Training
Training group leaders - established hourly rate

3 hours @ $20.00
6 teachers $ 360.00

Peer coaching training - established hourly rate

6 hours @ $20.00
27 teachers 3240.00

Integration/thematic unit inservice - established hourly rate

6 hours @ $20.00
27 teachers 3240.00

Cooperative learning training - established hourly rate

12 hours @ $20.00
27 teachers 6480.00
9 instructional assistants @ $9.00 972.00

Materials - handouts/units
xerox 700.00

Clerical assistance
20 hours @ $9.00
2 clerks 360.00

Program coordinators extra duty
40 hours @ $20.00 800.00

Trainers
Peer coaching, district trainers
2 @ $250.00 each 500.00
Cooperative learning, mentor teachers
  district mentor days used-
  no charge to school

Integration/thematic units, mentor teachers
  district mentor days used-
  no charge to school

TOTAL $16,852.00
TEACHER QUESTIONNAIRE

Date__________________________ 4 = Strongly Agree
Grade level______________________ 3 = Agree
Name___________________________ 2 = Disagree
1 = Strongly Agree

No. years taught________________
No. years in district___________

Please check the appropriate space for each item.

1 2 3 4

1. My understanding of the framework expectations is clear.

2. I am aware of the district goals.

3. I feel ready to implement the history-social science curriculum.

4. My knowledge of the history/social science subject matter is adequate to enable me to implement the new curriculum.

Do you feel you need additional inservice in order to implement the history/social science curriculum?

What type of inservice do you feel would be most effective?
# NEEDS ASSESSMENT

## ADMINISTRATOR'S CHECKLIST

<table>
<thead>
<tr>
<th>DATE</th>
<th>*IP</th>
<th>C</th>
</tr>
</thead>
</table>

1. A time schedule for conducting the needs assessment has been prepared.  

2. The information to be collected has been determined.  

3. Procedure to collect the information has been determined and assessment instrument has been written.  

4. Information has been collected.  

5. Feedback collected has been analyzed.  

6. A schedule has been prepared for writing goals and objectives.  

7. Goals and objectives have been written.  

Progress to date.

Help needed.

*IP = In Progress  
C = Complete
Another major component in the development of this program is planning and design. The goals and objectives determined by staff members and the site administrator from the needs assessment are prioritized to address the specific needs of the school site. The staff is involved in the planning or design stage. In this stage, the staff collectively identifies time, space, resources, and learning vehicles for achieving objectives. The help needed to implement the program is identified (human resources). The staff identifies preferences in the monitoring of progress, methods of assessment, and learning activities as well as specific teaching strategies to reach the goals.

Staff input is vital for the needs assessment and is equally important during the planning/design stage. Staff members tend to "buy in" when they are involved in the planning. If they feel their input is important, they are more likely to feel that their needs will be met. A major factor in the success of any program is staff support.

The identification of human resources by the staff is done in a brainstorming session. A chalkboard or chart paper is used to record information given by staff members. This list of information developed by staff members includes mentor teachers, task force members, staff members with particular strengths in the area of history-social science, district administrators, teachers from other schools, and outside consultants.
Specific teaching strategies to be used in the implementation process need to be identified. The district has already identified and prioritized some strategies to be used. These are presented to the teachers. At a staff meeting, teachers make their priorities known using the process in the model.

One possible procedure for determining staff priorities is this one:

1. At a meeting (a staff meeting or short inservice), teachers are given a piece of paper. Without any discussion from the administrator or among themselves, they are asked to list, in order of importance, the three teaching strategies they feel are most necessary to reach the school and district objectives for implementation of the new framework.

2. When the teachers have finished recording this information, those who are willing are asked to share what they feel are the most important strategies. They may also share the reasons for these feelings.

3. Priorities are listed on chart paper as they are presented.

4. Teachers are then given three colored dots. These dots are placed on the chart paper next to the item or items which have the highest priority. A single dot may be placed on an item or all dots may be placed on one item.
5. The three items with the highest number of dots are the strategies teachers have chosen upon which to concentrate their energies.

When specific teaching strategies are identified, then a determination about inservice is made. What inservice is done and by whom is decided. How the inservice is done is determined by the person who will do the inservice.

A timeline to accomplish the inservice is collectively developed by staff members under the leadership of the site administrator. This timeline takes into consideration long-range goals and objectives, facilities, materials, trainers, and number of training sessions.

Learning objectives for teachers to achieve the goals are determined by the staff. Strategies such as peer coaching, cooperative learning, use of technology, effective team teaching strategies are incorporated into the plan. This includes the use of specific units and lessons, resources, and district materials.

The aspect of monitoring the implementation process to improve the quality of instruction and provide support to staff members includes the development of a support system. This helps to insure that teachers do not abandon new curriculum and methods due to lack of help and without giving it a fair trial. Objectives for behavioral changes are established based on priorities identified by the staff.

Programs to improve student learning are developed at this stage. Time needs to be incorporated into the plan to give teachers an opportunity to develop curriculum skills and materials specific for the
units and lessons to be taught. Staff time to work together and confer needs to be allocated. How student work is monitored for progress is determined by teachers and instruments to measure learning are developed. Piloting of new materials is encouraged to insure that students are exposed to the materials that best serve their needs.

The type of evaluation used to measure teacher success is determined by the staff. The instruments used in evaluation are also chosen or created by the staff. Committees to oversee the implementation of this process are established. A suggested model for determining goals and an administrator's checklist are included on the next pages.
MODEL

SCHOOL GOALS FOR TEACHERS AND STAFF TRAINING

GOAL #1 Teachers will receive training in specific teaching strategies and use of resources to facilitate implementation of the history-social science framework.

GOAL #2 A support system for those involved in the implementation will be established.

GOAL #3 Teaching teams will be established and a team teaching schedule will be coordinated.

Teachers determined that these goals would best be met in the following ways:

1. All teachers and instructional assistants would receive training in cooperative learning techniques and in the use of technology to achieve goals. All teachers will be inserviced in the use of thematic units and an integrated approach.

2. A support system will be established. This will include teacher training in peer coaching. Practice time to implement the new curriculum will be scheduled, and meetings to discuss progress will be scheduled. A history-social science committee and grade level meetings will be part of this support system.

3. Grade level and team meetings will be held at regular intervals, and a teaming schedule will be established. Grade levels will meet separately and at with other grade levels to facilitate articulation across grade levels.
**PLANNING/DESIGN**

**ADMINISTRATOR'S CHECKLIST**

<table>
<thead>
<tr>
<th>Date</th>
<th><em>IP</em></th>
<th><em>C</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A time schedule for the planning/design phase has been prepared.</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2. The staff has been made aware of priorities determined by needs assessment.</td>
<td>[ ]</td>
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</tr>
<tr>
<td>3. The process for obtaining staff input has been determined.</td>
<td>[ ]</td>
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</tr>
<tr>
<td>4. Group leaders have been inserviced on their roles as leaders.</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>5. Input from teachers has been analyzed and prioritized.</td>
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<tr>
<td>6. A timeline to accomplish inservice training has been developed.</td>
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<td>7. Resources to be used in training have been determined.</td>
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<tr>
<td>8. Facilities and materials for inservice have been prepared.</td>
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<td>9. The budget for inservice training has been developed.</td>
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<tr>
<td>10. Type of evaluation instrument to be used has been determined.</td>
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*IP = In Progress C = Complete
Progress to date.

Problems that need immediate attention.

Long range problems and possible solutions.
**IMPLEMENTATION**

Needs and priorities are identified from the needs assessment process, and a plan for what is to be done is developed. Now it is time for the culmination of all of this information into implementation. This is where the needs and the plans come together to achieve the objectives.

Those participating in this process (teachers, instructional assistants, and administrators) are led through activities to begin to achieve those skills that help assure the success of this program. Classroom observations, nondirective feedback techniques, and a plan to make changes and modify the program are used.

**BASIC KNOWLEDGE OF EXPECTATIONS**

In implementing this curriculum, there are some basic considerations that must be dealt with at the inception. In order for teachers to be successful, they must first have the basic knowledge of what they are expected to do. In order to insure this, the site administrator needs to solicit the help of those who with competent knowledge of the framework, grade level expectations, and the curriculum adopted by the district. Mentor teachers, history-social science task force members, and staff members help teachers to develop this knowledge. Providing teachers with this information is limited only by the creativity of the site administrators and those doing the planning.
Teachers are presented with the information at an inservice session or staff meeting. They are broken into cooperative groups for the framework and jigsaw the information so that one person in each group becomes the "expert" on a particular section. Another way is a scavenger hunt to find what the framework requires in specific areas or even generally. When these tasks are completed, it is necessary for the staff to come together again to share and review what they have learned. Teachers also need to have a copy of the framework and be impressed with the fact that they are responsible for the implementation of that framework at their grade level and as such should be familiar with those expectations.

Framework grade level expectations are best handled in grade level groups at the beginning. Grade level chairpersons are ideally in charge of these meetings and have a knowledge of the content in order to lead out effectively. They meet with the administrator and planners first to determine what information is to be presented and brainstorm ideas of how it is to be presented. A discussion of what is expected and a consensus on an overall definition of those expectations is one result. Teachers later follow with specific plans, lessons, resources, and strategies to meet those expectations. When teachers at each grade level are familiar with grade level goals, grade levels meet together to articulate those goals across grade levels. This develops a better understanding of what is needed at each level in order to build the skills and knowledge at the next level.
**District Curriculum**

When these first two objectives are met, it is time to advance to the district curriculum. The district curriculum includes some specific lessons and possibly units to be taught. Mentor teachers, task force members, and staff members with particular strengths in this area are beneficial resources. An effective introduction is the presentation of sample lessons which give teachers a feel for how information is presented.

After the introduction, teachers are broken into groups by grade levels to specifically consider district standards and materials. Mentors, task force members, the administrator, or planners oversee these groups. Upon completion of this task by teachers, the whole staff comes together again to articulate grade level expectations.

**SPECIFIC TEACHER TRAINING**

Three areas of specific teacher training have been identified by staff members as part of the needs assessment inservice. Teachers, instructional assistants, and the administrator begin inservice in those areas. Some possible areas of identification are peer coaching, cooperative learning, and the use of integration or thematic units.

**Peer Coaching**

The strengths in peer coaching seem to lie in direct observation, teacher commitment, the building of strong relationships, use of a variety of data to evaluate, positive feedback to the teacher, and scheduled classroom visitations.
Inservice training in peer coaching is done at the school site by
district trainers. After teachers are trained as a whole group and have
each had opportunities to do classroom observations with a trainer
and to practice their peer coaching skills, then peer coaches are
assigned.

Release time is provided in the form of compensation time or by
having another certificated person, such as the administrator, take
over classes in order for teachers to do classroom observations.
Observations are scheduled by the planning committee with teacher
input. Follow-up conferences are scheduled by teachers with their
team partners. These probably need to be held after school or at lunch
times. During implementation, peer coaching is part of an ongoing
process.

Cooperative Learning

Cooperative learning was identified as another area in which
teacher training was needed. Cooperative learning is a vehicle to
effectively and actively involve students in the learning process. It
modifies the role of the teacher to more of a facilitator. Instead of
providing all the information, the teacher assists and monitors
students motivating and teaching each other skills and information.
The teacher carefully plans and sets goals for student groups, both
learning and behavioral. The teacher then monitors the work of the
groups.

Students are ideally divided into groups of four. The groups consist
of a high achiever, two average students, and a low achieving
student. Each group member is responsible to see that the others in his
group learn the necessary information. Some of the testing may be
done with students in groups conferring on answers. A group grade is
then given. Individual tests are also given to assess individual
progress.

Cooperative learning training is done by district trainers or mentor
teachers. Teachers are provided with release time or paid for extra
duty hours at the established hourly rate. Teachers are broken into
groups during training. The groups are formed randomly, and
teachers work in those groups in order to learn cooperative learning
through experience. Teachers also develop an understanding for the
feelings their students will have when they begin to work in
cooperative groups in their classrooms. Teachers receive training in
activities including brainstorming, jigsawing, carousel brainstorming,
numbered heads together, and various other cooperative learning
activities.

**Integration/Thematic Units**

In order to be able to meet the demands and time constraints
teachers have placed on them, they need training in using an
integrated curriculum. This includes the use of thematic units. An
integrated curriculum means that two or more subjects are combined.
In the use of thematic units, teachers take a theme or subject and find
ways to integrate as many curricular areas as possible. Some units
integrate math, language arts, fine arts, social studies, science, and
even P.E. The new framework does stress the concept of integration.
Training in the use of integration is done by mentor teachers or outside consultants. After the initial training, grade levels begin to develop specific thematic units to be used at their grade level. By working together at grade levels, the needs at each level are addressed. Resources are explored and determined, and a teaming schedule to best meet the needs of the students is developed.

**MONITORING**

Monitoring is closely related to the evaluation process. It is used to guide a program in progress. It is used to measure how closely the program is meeting the objectives that have been set. The monitoring process is concerned with a number of factors. It considers the policy statement, budget, personnel roles, materials, evaluation of personnel and leadership, evaluation instruments to be used, communication flow, strategies for modifications, the support system, decision-making process, instructional competencies, and results for students.

Considerations in modifying the program come from monitoring teacher feedback, student work (teacher made tests, district tests, standardized tests, student projects, samples of student daily work), classroom observations, interviews, and self-evaluations. Monitoring is an on-going process that commences with the beginning of the implementation phase.
Specific Teaching Strategies

For each of the strategies in which teachers are trained, peer coaching, cooperative learning, and integration/thematic units, a "practice time" needs to be established. This helps to insure teacher success in the use of these strategies.

Peer Coaching

Peer coaching acknowledges that teachers can be valuable resources to one another. It invites teachers to try new teaching methods while being coached. Peer coaches need to be assigned or chosen by the teachers. In this case, a partner in the same grade level is more aware of curriculum demands at that grade level. This is effective in the use of integration/thematic units. In monitoring cooperative learning, a coach from another grade level is equally effective.

The site administrator's support in this portion includes release time for teachers to do classroom observations. Time is also arranged for pre-observation conferences and post-observation conferences. This possibly takes the form of the principal or another certificated staff member such as the counselor or project teacher taking the teacher's class to release him/her to do the observation. Observations are scheduled during the planning period of the one doing the observing. Compensation time is arranged in exchange for the planning period. A special video or demonstration is an alternative arrangement for a class in order to release the teacher.
The monitoring is done by the teachers. Goals for the observation are set by the teachers involved during the pre-observation conference. The post-observation conference focus on positive aspects, what was done well and why it worked. The feedback is direct and clear on the performance of the teacher being observed. This helps the teacher to strengthen what is going well, remediate those things that need improvement, and eliminate areas where effort may be being expended uselessly. This process is followed for each observation. With all teachers in the school being trained and involved in peer coaching, the feedback helps to strengthen the implementation process.

**Cooperative Learning**

Goal setting and monitoring of progress in use of cooperative learning are important components of this strategy. Goal setting for cooperative learning is done individually by the teacher, or grade levels set specific goals, or the school site chooses specific goals to emphasize in cooperative learning, or any combination of or all of these. Monitoring of the cooperative learning strategies is done through classroom observations, peer coaching, teacher feedback.

Teachers set goals for specific lessons with the students. At the end of each lesson, students evaluate how their group performed in meeting those goals both individually and as a group. This provides feedback for the teacher.
Teachers use group and individual projects and tests to evaluate progress. Through the use of input received adjustments and revisions are made in the program.

**Integration/Thematic Units**

In monitoring the use of thematic units some considerations are teacher time for planning, resources available, and the effect on student learning. The use of thematic units is monitored through classroom observations, teacher feedback, grade level meetings, curriculum committee meetings, and student work.

In grade level and curriculum committee meetings, teachers can share ideas and discuss matters of concern as well as materials used. A short questionnaire filled out by teachers periodically provides additional input.

**Support System**

Often when a new program is implemented, teachers return to classrooms to use the new materials and methods. They become discouraged from lack of practice time and support and abandon new methods and materials in favor of previous methods and what they have always taught because they feel it works. A support system provides ongoing assistance to teachers. As they work together and encourage each other, implementation of the new program is increased.

As part of the monitoring process, a support system is established. Administrative support for this comes in the form of time for teachers to meet together to discuss concerns and progress, providing a
positive atmosphere, financial support, materials, resources, and practice time.

Peer coaching, grade level meetings, whole staff meetings, and curriculum committee meetings are part of this support system. These meetings are scheduled regularly to discuss teacher progress and concerns and to share ideas.

Before these meetings begin, ground rules are set to define ways in which input is to be shared. Teachers may feel free to express themselves, but they are also responsible for listening to others and working toward solutions together. This is to help avoid having these meetings become "gripe sessions."

Problem solving skills are presented and teachers are encouraged to use them. Teachers will "agree to disagree." Teacher responsibility includes a commitment to the program and a willingness to meet and discuss concerns, support for the group, providing open expression, a willingness to try and work together, an effort to avoid retreating to previous methods that may not be effective in this program, familiarity with the framework and curriculum, and receiving training.

This support system provides another avenue for feedback that may aid in modifications and revisions in the program. As a result of information shared, new priorities are determined and modifications made. During the implementation phase, basic knowledge of state and district expectations, specific teacher training (peer coaching, cooperative learning, integration/thematic units), and monitoring
which includes a strong support system go hand in hand to insure the success of the program. A suggested model for an administrator's checklist and a teacher questionnaire are included on the next pages.
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<tbody>
<tr>
<td>1.</td>
<td>Banfor what is to be done and how it is to be done.</td>
<td>C = Complete</td>
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<td>2.</td>
<td>Resource personnel have contacted and have been committed to do inservice teaching.</td>
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<td>3.</td>
<td>Materials for inservice training have been committed to do inservice training.</td>
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<tr>
<td>4.</td>
<td>Compensation time has been arranged for teachers.</td>
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<td>5.</td>
<td>Schedule for peer coaching observations has been prepared.</td>
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<tr>
<td>6.</td>
<td>Release time for teachers to do classroom observations has been scheduled.</td>
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<td>7.</td>
<td>Persons to cover classes during teacher release have been scheduled.</td>
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<td>8.</td>
<td>Committees and meetings for support group have been established.</td>
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<td>9.</td>
<td>Questionnaire for teacher feedback has been prepared.</td>
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<tr>
<td>10.</td>
<td>A system has been established for ongoing evaluation and modification of the program.</td>
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*IP = In Progress  C = Complete*
Overall progress to date.

Problems that need immediate attention.

Long range problems and possible solutions.
# Monitoring

## Teacher Questionnaire

<table>
<thead>
<tr>
<th>Date</th>
<th>4 = Strongly Agree</th>
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<tbody>
<tr>
<td>Grade Level</td>
<td>3 = Agree</td>
</tr>
<tr>
<td>Name</td>
<td>2 = Disagree</td>
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<td></td>
<td>1 = Strongly Disagree</td>
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Please check the appropriate space for each item.

<table>
<thead>
<tr>
<th>Peer Coaching</th>
<th>1 2 3 4</th>
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<tbody>
<tr>
<td>1. Do you feel that the peer coaching is beneficial to you?</td>
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<tr>
<td>2. Is the planning time with your peer coach adequate?</td>
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<td>3. Is the release time for observations sufficient?</td>
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<td>4. Is the feedback from your peer coach helpful?</td>
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<table>
<thead>
<tr>
<th>Thematic Units</th>
<th>1 2 3 4</th>
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<tbody>
<tr>
<td>1. Are the units effectively covering the curriculum?</td>
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</tr>
<tr>
<td>2. Is preparation time for use sufficient?</td>
<td></td>
</tr>
<tr>
<td>3. Are the units easy to use?</td>
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<tr>
<td>4. Are the units meeting student needs?</td>
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</table>
5. Does student learning appear to be at an acceptable rate?

6. Are the units interesting to the students?

7. Do you find that by using thematic units you are less affected by time constraints?

Cooperative Learning
1. Do you feel that cooperative learning is promoting student learning in your classroom?

2. Do you use it in the teaching of history/social science at least twice a week?

3. Are you comfortable using cooperative learning?

4. Do you need more assistance?

Support System
1. Is the support system providing adequate support to you?

2. Do you feel you have ample opportunity to give input and receive suggestions at support meetings?

What do you feel are some of the positive aspects of these programs?

What additional concerns do you have or feel need to be addressed?
EVALUATION

The evaluation process is essential in determining the effectiveness of the program and the degree to which it has met the goals and objectives. In order for an evaluation to be most effective, it not come merely at the end of the program. The evaluation process begins in the monitoring phase of the program and is an ongoing process.

The district may provide some evaluative instruments of its own to determine what is happening district-wide with the framework implementation. Those instruments can be used, but in addition the school site develops its own methods for evaluation.

The school evaluation includes a review of the progress and how that development relates to the goals and objectives of the school. It includes a plan to obtain feedback and intervals at which that data is obtained.

Feedback can come from individual teachers as well as from groups such as grade levels and committees. Evaluation of the materials and resources used in the program is included. The system that was developed to give teachers support in implementing the program is an integral part of the evaluation process because this is where the information that tells how teachers feel about the program is most direct and open.

Teachers have input on how student progress is measured. Some ways to measure that progress are: district tests or instruments, teacher observation, teacher-made tests, and projects done by
students, either individually or in small groups, that have specific objectives that are aligned with the goals of the program.

The site administrator uses an administrator's checklist to assure that the evaluation is progressing according to schedule, that determined procedures and evaluation instruments are being used, and to record progress. A teacher survey gives information on materials, resources, instructional strategies, inservice, and program support.

When the information obtained from the evaluation process, is collected and analyzed, strengths and weaknesses of the program are identified. Changes and modifications to the program are made based on the information and feedback. The information obtained while monitoring the program is used to make necessary adjustments while the program was being implemented. The information obtained at the end of the implementation year is used to make final changes to the program and make it consistent district-wide.
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<tr>
<td>1.</td>
<td>A time schedule for evaluation activities has been prepared.</td>
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<tr>
<td>2.</td>
<td>Staff members are aware of the evaluation process and have reached a consensus on it.</td>
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<tr>
<td>3.</td>
<td>Materials to be used in the evaluation have been determined.</td>
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<tr>
<td>4.</td>
<td>Ways in which data will be collected (including those to collect data) have been determined.</td>
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<td>5.</td>
<td>The method of imparting evaluation information to the staff has been determined.</td>
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<tr>
<td>6.</td>
<td>The frequency of the reports have been scheduled.</td>
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<tr>
<td>7.</td>
<td>List overall progress to date.</td>
<td>IP</td>
</tr>
<tr>
<td>8.</td>
<td>Problems that need immediate attention.</td>
<td>IP</td>
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<tr>
<td>9.</td>
<td>Long range problems and possible solutions.</td>
<td>IP</td>
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*IP = In Progress    C = Complete
EVALUATION

TEACHER SURVEY

DATE__________________________ 4 = Strongly Agree
GRADE LEVEL____________________ 3 = Agree
NAME__________________________ 2 = Disagree
1 = Strongly Disagree

Please check the appropriate space for each item.

1. The materials being used to implement this program are provided in adequate amounts.

2. The materials being used are meeting the instructional needs of the students.

3. The materials being used are manageable for the teacher and instructional assistant.

4. Resources for teachers are readily accessible and relevant to what is being taught.

5. The support system that has been developed is helpful.

6. Inservice provided was useful.

7. More inservice is needed.
8. Goals and objectives of the program are clearly understood by those who are presenting the curriculum.

9. The curriculum is meeting the needs of the students.

10. I feel comfortable and confident with what I am teaching.
APPENDICES
Appendix

A

Scope and Sequence

Materials contained in this appendix were developed by the Desert Sands Unified School District Social Studies Task Force and are reprinted with the permission of Desert Sands Unified School District.
Kindergarten
Learning and Working
Now and Long Ago

I. LEARNING TO WORK TOGETHER

A. Topics:
1. Develop democratic values such as sharing and taking turns.
2. Respecting rights of others.
3. Taking responsibility to care for one's self and one's possessions.
4. Completing a task within a time frame.

B. Objectives: Students will...
1. acquire skills involved in working with others.
2. learn to share the attention of the teacher with others.
3. consider the rights of others in the use of classroom materials.
4. model and discuss problem solving techniques when conflict arises in the classroom.
5. develop an awareness and appreciation for differences in feelings and choices.
6. be able to complete a task in a given time.
7. become familiar with stories, fairy tales and rhymes that incorporate conflict and raise value issues.
II. WORKING TOGETHER: EXPLORING, CREATING, AND COMMUNICATING

A. Topics:
   2. Exploring the school community.

B. Objectives: Students will...
   1. have many opportunities to be recognized for their accomplishments.
   2. have an appreciation and empathy for others.
   3. learn about the topography, buildings, streets, transportation and human activities around the school.
   4. use objects to build real and imagined neighborhood structures.

III. REACHING OUT TO TIMES PAST

A. Topics:
   1. Historical and cultural empathy
   2. Observing different ways people lived in earlier days

B. Objectives: Students will...
   1. gain insight and perspective of peoples in past and how things change with time.
   2. understand how it might have been to live in another place and/or time.
Grade 1
A Child's Place in Time and Space

I. DEVELOPING SOCIAL SKILLS AND RESPONSIBILITIES

A. Topics:
1. Building the values of responsible classroom participation:
   a. Fair play and good sportsmanship.
   b. Respect for the rights and opinions of others.
   c. Respect for the rules we all must live by.
   d. Recognizing the value of hard work.
2. Dynamics of problem solving and decision making:
   a. Sharing and care of supplies
   b. Sharing work space
   c. Solving problems collaboratively

B. Objectives: Students will...
1. show an understanding of the rules important for working together in a classroom.
2. learn to work cooperatively and share materials.
3. generate problem solving strategies when a conflict arises.
4. identify dilemmas and related solutions posed by literature.

II. EXPANDING CHILDREN'S GEOGRAPHIC AND ECONOMIC WORLDS

A. Tropics:
1. Effects of changes in the local area.
2. Building map skills.
3. Connection of neighborhood to the world near and far.
4. People working together to get the job done.

B. Objectives: Students will...
1. observe changes in the local landscape and analyze their effects on families and others.
2. make the transition from 3-dimensional floor maps to wall maps, including the concepts of scale, distance, and relative location.
3. examine the neighborhoods many geographic and economic connections with the larger world.
4. become aware of basic economic concepts: goods and services, and specialization in work people do.
5. develop empathy and sensitivity toward working people.

III. DEVELOPING AWARENESS OF CULTURAL DIVERSITY, NOW AND LONG AGO

A. Topics:
1. Our families, cultures and traditions
2. People in other cultures
3. People living today and people from long ago

B. Objectives: Students will...
1. understand family traditions of their classmates as well as their own.
2. describe the ways in which people, families, and ethnic groups are alike and different.
3. appreciate cultural diversity and its impact.
4. compare and contrast peoples now and long ago.
Grade 2
People Who Make a Difference

I. People Who Supply Our Needs

A. Topics:
1. People who supply food and clothing
2. People who distribute goods

B. Objectives: Students will...
1. develop an appreciation of the many people who make a difference in their lives and those who supply their daily needs.
2. become aware of the interdependence of consumers, producers, processors, and distributors in this process.
3. explain sources of goods available locally.
4. develop economic understandings of human wants and needs: scarcity and choice, the importance of specialization, and the importance of international trade.
5. develop an appreciation of the difference between past and present methods of the production and distribution of goods.
6. gain an understanding of the geographic concepts related to the production and distribution of goods.

II. Our Parents, Grandparents, and Ancestors from Long Ago

A. Topics:
1. Our families now (our parents and grandparents)
2. Families long ago (our ancestry)

B. Objectives: Students will...
1. understand and appreciate family and ancestral heritage.
2. compare and contrast family traditions, practices, and values - past and present.
3. develop a beginning sense of history, an awareness of the geography of family migration and time span during which these events occurred.
III. People from Many Cultures, Now and Long Ago

A. Topics:
1. Cultures that influence our heritage
2. Individuals who made a difference

B. Objectives: Students will...
1. gain an appreciation for the cultures that influence our heritage.
2. be introduced to individuals, ordinary and extraordinary, whose contributions can be appreciated by second graders.
Grade 3
Continuity and Change

OUR LOCAL HISTORY: DISCOVERING OUR PAST AND OUR TRADITIONS

I. Geography - Physical and Cultural

A. Topics: (Narrative)
Geography is more than being able to recognize landforms and read a map. It plays an active part in children's everyday lives. There are five fundamental themes in geography which, if incorporated into the classroom curriculum, will help children better understand how their geographic setting has had important effects on where and how their locality developed and will continue to develop.

B. Objectives: Students will...
have a clear understanding of geographic settings of their local region using the five themes of geography. (location; place; human/environment interaction; movement; regions)

II. Local native Americans

A. Topics: (Narrative)
American Indians who lived in the region should be authentically presented and wherever possible invite local native Americans to make presentations and give input. This study of native Americans should provide students a shared humanity that cuts across time and culture.

B. Objectives: Students will...
authentically present the native Americans in the region including why they settle where they did, their tribal identity, their social organization and customs, structures they built and relationship of these structures to climate and environment, methods for getting food, clothing, and utensils, trading policies, economy, art, and folklore.
III. Explorers and Settlers

A. Topics: (Narrative)
Children need to look at the people who came into their region and the impact each new group had on those who came before.

B. Objectives: Students will...
1. understand the impact each new group had on the landscape, including the buildings, streets, political boundaries, names, customs, and traditions that continue today; the people who have continued to come to this region; and the rich legacy of cultural traditions that new-comers brought with them.
2. compare and contrast the economy, modes of living, resources, transportation, impact on the lands, governments they established, and other marks settlers left on the land.
3. analyze how decisions being made today also will leave their effects, good or bad, for those who come after.

IV. Local Community and County: Past and Present

A. Topics: (Narrative)
In this unit children in third grade will learn that their local community is a dynamic living and changing phenomena.

B. Objectives: Students will...
1. understand and explain that people choose to live in areas that provide resources that meet their needs.
2. demonstrate how topography and climatic features influence life styles and economy.
3. analyze how people work to influence public policy, elect their city government, and participate in resolving local issues.
4. identify and observe that their community is made up of immigrants from all over the world and that the immigrants' contributions have influenced the life style of their community/county.
5. make, read and interpret various maps, graphs, charts, and time lines to determine how places change over time.
I. Our Nation's History

A. Topics: (Narrative)
To understand the common memories that create a sense of community and continuity among people, children should learn about the classic legends, folktales, tall tales, and hero stories of their community and nation.

B. Objectives: Students will:
1. appreciate those who dared to move into unknown regions through biographies of the nation's heroes and of those who took the risk of new and controversial ideas and opened new opportunities for many.
2. acquire valuable insights into the history of their nation and its people.
3. examine today's great movement of immigrants into California as a part of the continuing history of their nation.

II. National holidays and symbols

A. Topics: (Narrative)

Through stories and the celebration of national holidays, children should learn the meaning of the nation's holidays and the symbols that provide continuity and a sense of community across time, for example, the flag, the eagle, Uncle Sam, and the Statue of Liberty. They should learn the Pledge of Allegiance to the flag and the national songs that express American ideals such as: "America the Beautiful," "The Star Spangled Banner", and "America." Through learning about national holidays and symbols, children gain an understanding of the significance of the principles upon which our country was founded.
B. Objectives: Students will...

1. learn about the role of religion in the founding of this country and understand the intense religious passions that have motivated people to find new homelands with religious freedom, to fight for their religious beliefs, and to make great personal sacrifices in the name of their religion.

2. identify national holidays and symbols that provide continuity and a sense of community across time.
Grade 4
California: A Changing State

I. Physical Setting: California and Beyond (2 weeks and throughout)
   A. Location
      World, Continent, Country
   B. Major Physical Features
   C. Geographic Regions
      Climate, Vegetation and Wildlife, Resources

II. Pre-Columbian Settlements and People (4 weeks)
   A. Origins
   B. Geographic Location of Groups
   C. Social Organization
   D. Economic Activities
   E. Use of Environment
   F. Culture
      clothing, dance, games, food, art
   G. Legends and Beliefs

III. Exploration and Colonial History (3 weeks)
   A. European Exploration/Why and Who
      Economics, Politics -
   B. Colonization/Why and Who
      Religion, Politics, Economics-
      Serra, Crespi, Portola, deAnza and others
   C. Influence of Geography
      Physical barriers - mountains, deserts, ocean currents
IV. Missions, Ranchos, Mexican War for Independence (5 weeks)

A. Missions, Presidios
   Geographic location; religious, social & economic factors, daily life

B. Ranchos, Haciendas, Pueblos
   Geographic location; religious, social & economic factors, daily life

C. Independence from Spain/Effects on Alta California

V. Goldrush, Statehood, Westward Movement (6 weeks)

A. "Foreign" Inroads

B. Four Major Events
   1. Bear Flag Revolt
   2. Mexican American War
   3. Gold Rush
      discovery, immigration, emigration
      changes (economic, environmental, cultural)
   4. Statehood
      comparison of Spanish, Mexican, California
governments, land grants and property rights

VI. Period of Rapid Population Growth, Large Scale Agriculture and
Linkage to the Rest of the U.S. (6 weeks)

A. Communication
   Pony Express, Overland Mail, Telegraph, Steamship, Movies

B. Railroad
   Economics and Construction (ethnic groups-
   contribution/conflict) influence on trade

C. Agriculture/Water

D. Diversity of People
VII. Modern California: Immigration, Technology and Cities (6 weeks and throughout)

A. Technology, Industry, and Commerce
   communication, aerospace, large scale/commercial agriculture

B. Urbanization
   water projects, freeway system

C. Public Education

D. Global Links
   trade, immigration

E. Problems and Problem Solvers
   economic, population growth, environment
GRADE 5
United States History & Geography
Making a New Nation

I. The Land and People Before Columbus (4 weeks)
   A. Southwest Indians
   B. Pacific Northwest Indians
   C. Great Plains Indians
   D. Eastern Woodland Indians

II. Age of Exploration (4 weeks)
   A. Vikings
   B. Columbus
   C. Cabot
   D. Cartier
   E. Cortez
   F. Coronado
   G. Others

III. Settling the Colonies (6 weeks)
   A. French, Portuguese, and Spanish Colonization
   B. Virginia Settlement
      1. Jamestown
      2. African Trade Link
      3. European, British and West Indies Trade Link
      4. Slave Trade
      5. House of Burgesses
C. Life in New England
   1. Puritans
      Mayflower Compact; self government; right to vote
   2. Pilgrims
      Anne Hutchinson and Roger Williams

D. The Middle Colonies
   1. Variety of ethnic, linguistic and religious groups
   2. Pennsylvania
      William Penn and the Quakers
   3. New York & Philadelphia
   4. Ben Franklin

IV. Settling the Trans-Appalachian West (3 weeks)
   A. Daniel Boone
   B. French Territory
   C. French and Indian War
   D. Cumberland Gap

V. The War for Independence (4 weeks)
   A. Pre-Revolutionary War
      1. Stamp Act
      2. Townshend Acts
      3. Boston Tea Party
      4. Boston Massacre
      5. Continental Congress
      6. William Pitt and Edmund Burke
      7. Loyalists vs Tories
      8. Battles of the Revolutionary War
         a. Bunker Hill
         b. Lexington and Concord
         c. Valley Forge
         d. Yorktown
      9. Declaration of Independence
      10. Northwest Ordinance of 1787
      11. George Washington
      12. Thomas Jefferson
      13. King George III
      14. Excerpts from speeches and biographies
VI. Life in the Young Republic (4 weeks)

A. 1789-1850
B. Constitution
C. Immigrants from Europe
D. Means of Transportation
E. Louisiana Purchase
F. Lewis and Clark
G. Indian Resistance and "Trail of Tears"

VII. The New Nations Westward Expansion (7 weeks)

A. Settlements beyond the Mississippi
B. Oregon Trail
C. California Trail
D. Mormon Trail
E. Folklore, diaries, journals, mapping activities
F. Santa Fe Trail
G. Mexican Migration into West & Southwest
H. Pioneer Women
I. Map Studies of Land Acquisition

VIII. Linking Past to Present: The American People, Then and Now (4 weeks)

A. People of many races, religions, and national origins
B. Ending of Slavery
C. Contributions of Americans
D. Waves of immigration from 1850 to today
E. Contributions of Immigrants
F. Economics, cultural, and social life brought by the immigrants
G. American Creed
   1. Declaration of Independence
   2. Constitution
   3. Bill of Rights
H. Safeguard our Freedoms
I. Change within the framework of the law
J. Contributing to the welfare of the community
Appendix B

Instructional Strategies

Materials contained in this appendix were handouts obtained in classes taken through California State University San Bernardino, School of Education.
RATIONALE:

COOPERATIVE LEARNING

1. Academic Achievement
   a. the achievement gap
   b. drop-out / push-out

2. Ethnic Relations
   a. traditional: progressive self-segregation
   b. cooperative: integration

3. Socialization: Historical Departure
   a. lower family size, extension, & stability
   b. two incomes, divorce, & single parents
   c. new socializers: T.V.s & peers
   d. consequences: alienation, violence
   e. school: more alienation v. an alternative

4. Economic Trends
   a. interdependence, complexity, change, and the information based economy
   b. need for flexibility, communication & higher level thinking skills

5. Cultural Democracy
   a. minority cooperative social values
   b. the school/culture mismatch

6. Language Development
   a. cooperative work and the natural approach
   b. lowering the affective filter
   c. peer support for language development
   d. tailoring language experience to needs
   e. ratio of student/teacher talk

7. Other Goodies
   a. self-esteem
   b. role-taking ability
   c. role diversity & leadership opportunities
   d. internal locus of control
   e. classroom climate
# Social Skills (Problems)

<table>
<thead>
<tr>
<th>Structures &amp; Structuring</th>
<th>Roles &quot;With Gambits&quot;</th>
<th>Modeling &amp; Reinforcement</th>
<th>Processing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Reporter, Checker</td>
<td>&quot;I Appreciate how well everyone in this group is Listening...&quot;</td>
<td>&quot;Name things you learned from someone else; Did we all listen?; What can we do to listen better?&quot;</td>
</tr>
<tr>
<td>Participation</td>
<td>Gatekeeper</td>
<td>&quot;Class, look at how well everyone in the Brainbusters is contributing&quot;</td>
<td>&quot;Did we all participate? &quot;Count your Responses Mode Chips -- did you contribute about equally?&quot; &quot;How can we make sure everyone has a part?&quot;</td>
</tr>
<tr>
<td>Staying on task</td>
<td>Taskmaster</td>
<td>&quot;Your team has been right on task&quot;</td>
<td>&quot;Did your team stay on task? -- Talk it over. &quot;How did you get back on task?&quot;</td>
</tr>
<tr>
<td>Praising &amp; Encouraging</td>
<td>Captain Heart</td>
<td>&quot;I want the whole class to hear what Sue just told Pete...(a praiser)&quot;</td>
<td>&quot;Share how you felt when you got a praiser&quot; &quot;What were some of the best praisers you heard today?&quot;</td>
</tr>
<tr>
<td>Helping</td>
<td>Coach</td>
<td>&quot;Nice Helping John&quot; &quot;Teammates take time to thank the experts.&quot;</td>
<td>&quot;Share in teams what teammates did that helped you learn&quot; &quot;Make a plan... How can we give better help&quot;</td>
</tr>
<tr>
<td>Inner Voice (Noise)</td>
<td>Quiet Captain</td>
<td>&quot;Class, stop. Listen. The Jets are using inner voices, no other team can hear them&quot;</td>
<td>&quot;How did you remind yourselves to use the Inner Voice?&quot; &quot;How can you remind yourselves more often?&quot;</td>
</tr>
<tr>
<td>Filling Responsibility</td>
<td>Homework Captain</td>
<td>&quot;Everyone on the Care Bears gets 3 points for bringing in their homework&quot;</td>
<td>&quot;Did everyone bring in their assignment? What did it do to the group if they did not? Make a plan... How can we be sure everyone brings in their homework? Write it down. Did we stick to our plans?&quot;</td>
</tr>
</tbody>
</table>

---

From: Spencer Kagan's Cooperative Learning Resources for Teachers
For copies write: Resources for Teachers, Suite 201, 27402 Camino Capistrano, Laguna Niguel, CA 92677 (714) 582-3137
WHAT MAKES THE DIFFERENCE?

Traditional Learning Groups

ONE LEADER

HOMOGENEOUS

SUCCESS OF INDIVIDUAL

GROUPS "TOLD" TO COOPERATE

TOP PRIORITY: GET THE JOB DONE

TEACHER INTERVENES

RESPONSIBILITY ONLY FOR SELF

TEACHER PRIMARY RESOURCE

Cooperative Learning Groups

SHARED LEADERSHIP

HETEROGENEOUS

SUCCESS OF GROUP

SOCIAL SKILLS: DEFINED, DISCUSSED, PRACTICED, OBSERVED, PROCESSED

TOP PRIORITY: GET THE JOB DONE AND LIKE EACH OTHER

TEACHER INTERACTS

RESPONSIBILITY FOR EACH OTHER

STUDENTS AS MAJOR RESOURCE
REACTING AGREEMENT

Sounds like

Looks like

ear

ear

eye

eye

5
ROLES

in

Cooperative Learning Groups

ENCOURAGER
RECORDER
CHECKER
REPORTER
WRITER
EVALUATOR
PARAPHRASER
OBSERVER
TALLIER
DIRECTION GIVER
TASK HELPER
MONITOR

READER
SPEAKER
INVESTIGATOR
RUNNER
TIME KEEPER
FACILITATOR
SUMMARIZER
COLLECTOR
PRAISER
LISTENER
QUESTION ASKER

NUMBERS, LETTERS, COLORED CARDS
SOCIAL SKILLS

Task

RESPONSIBILITY
CHECKING FOR UNDERSTANDING
time management
follow directions
stay on task	take turns

COMMUNICATION
SHARE IDEAS & INFORMATION
discuss
offer ideas & opinions
responding to ideas
ask questions
invite others to participate
listening

Responsibility

Maintenance

BUILDING TRUST
ENCOURAGEMENT
REACH AGREEMENT
get consensus
disagree without put downs

BEHAVIOR MANAGEMENT
ENCOURAGEMENT
REACH AGREEMENT
get consensus
disagree without put downs

BEHAVIOR MANAGEMENT
ENCOURAGEMENT
REACH AGREEMENT
get consensus
disagree without put downs
Assigning Students to Teams

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Team Name</th>
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<tr>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>A</td>
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<td>2</td>
<td>B</td>
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<td>33</td>
<td>B</td>
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<tr>
<td>34</td>
<td>A</td>
</tr>
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</table>
Methods for Processing
Social Skills

- TEACHER DIRECTED QUESTIONS - ORAL RESPONSE
- PASS AROUND PARAGRAPH
- SPECIFIC PROCESSING SHEETS
- GENERIC PROCESSING SHEETS
- COOPERATIVE STRIP PARAGRAPH
- GROUP DISCUSSION (Group and Self Evaluation)
- HAPPY FACE CHECK SHEET
- LIKERT SCALE RESPONSE

**Generic Processing Sheet**

Team________________________ Date____

1. A social skill we enjoyed practicing today was________
   __________________________________________________ because
   __________________________________________________

2. It felt good when others in our group____________________
   __________________________________________________

3. One thing we learned about group work is________________
   __________________________________________________

4. Our group will________________ more next time by_________
   __________________________________________________
Cooperative Lesson Worksheet

Grade Level: ________________  Subject Area: ________________

**Step 1.** Select a lesson __________________________________________________________

**Step 2.** Make Decisions.

a. Group size ______________________

b. Assignment to groups: ______________________

c. Room arrangement: ______________________

d. Materials needed for each group: ______________________

e. Assigning roles: ______________________

**Step 3.** Set the Lesson. State, in language your students understand:

a. Task ______________________

b. Positive interdependence: ______________________

c. Individual accountability: ______________________

d. Criteria for success: ______________________

e. Specific behaviors expected: ______________________
Step 4: Monitor and Process
a. Evidence of expected behaviors (appropriate actions): ____________________________

b. Observation form:
   Observer(s): ____________________________

c. Plans for processing (feedback): ____________________________

Step 5: Evaluate Outcomes
a. Task achievement: ____________________________

b. Group functioning: ____________________________

c. Notes on individuals: ____________________________

d. Suggestions for next time: ____________________________
### COOPERATIVE LEARNING

#### OBSERVATION FORM

<table>
<thead>
<tr>
<th>TEAM</th>
<th>SOCIAL SKILLS</th>
<th>TASK SKILLS</th>
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<tbody>
<tr>
<td></td>
<td>• Powerful</td>
<td>• Share info/ideas</td>
</tr>
<tr>
<td></td>
<td>Praise words/</td>
<td>• ✓ for understanding</td>
</tr>
<tr>
<td></td>
<td>Encourage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ for agreement</td>
<td></td>
</tr>
</tbody>
</table>

- #1
- #2
- #3
- #4
- #5
- #6
- #7
- #8

**21**
**Cooperative Learning Progress Report**

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
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<tbody>
<tr>
<td>AGE LEVEL</td>
<td>SUBJECT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY AND DATE</th>
<th>DESCRIPTION OF TASKS and ACTIVITIES PERFORMED</th>
<th>SUCCESSES EXPERIENCED</th>
<th>PROBLEMS ENCOUNTERED</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Description of critical or interesting incidents:

2:33
Curriculum Adaptation

Changing lesson plans to include cooperative interaction can be time-consuming at first. Here is a quick lesson plan worksheet which can be used initially to ensure all the critical elements of cooperative learning are incorporated into your lessons. As you use groups more often, this form can be used as a quick self-check.

SUBJECT AREA

I. DECISIONS

LESSON:

GROUP SIZE:

ASSIGNMENT TO GROUPS:

MATERIALS:

II. SET THE LESSON

WHAT IS/ARE:

<table>
<thead>
<tr>
<th>Academic Task:</th>
<th>Criteria for Success:</th>
</tr>
</thead>
</table>

*Positive Interdependence | *Individual Accountability | *Expected Behaviors:

III. *MONITORING

WILL BE DONE BY: Teacher _______ Teacher/Student _______

FOCUS WILL BE ON: Whole Class _______ Individual Groups _______ Individuals _______

OBSERVATION SHEET INCLUDES THE BEHAVIORS OF: ____________________________

*PROCESSING/FEEDBACK ____________________________
JIGSAW
MODEL
JIGSAW

Each student is provided with only one part of the learning materials, but he's evaluated on how well he can master the whole unit. In other words, each student has a piece of the jigsaw puzzle, but he needs his group members to complete the whole picture.

HOME GROUPS

1. HOME GROUPS
   - GIVEN MATERIAL THAT IS DIVIDED INTO 4 PIECES. EACH PART IS DIFFERENT.

2. CLIPS MOVE TO EXPERT GROUPS.

3. EXPERT GROUPS LEARN MATERIAL AND DEVISE METHOD TO TEACH TO THEIR HOME GROUPS.

4. CLIPS MOVE BACK TO HOME GROUPS.

5. In turn, each group member teaches their section to the rest of the group.
EXPERT GROUP TASK CHART

• READ THE INFORMATION
  - Decide how you will read the material.
    • Take turns.
    • Read individually silently.
    • Have someone read it aloud.
    • Read alternately with a partner.

• DISCUSS AND SUMMARIZE THE MOST IMPORTANT INFORMATION
  - Use the study guide to help you identify the information you need to know.
  - Make notes of any additional information you want to share with your group.

• TALK ABOUT HOW YOU WILL TEACH THIS INFORMATION TO YOUR GROUP
  - Decide how you will teach the information.
    • Use your notes and study guide to explain.
    • Show illustrations from the book.
    • Draw a map or picture to demonstrate.
    • Ask questions to check for understanding.
Appendix

C

Peer Coaching

Materials contained in this appendix were handouts obtained at the Desert Sands Unified School District Staff Development Day on 9/6/90 and are reprinted with the permission of Desert Sands Unified School District.
Presentation

Peer Coaching

Handout Package

Desert Sands Unified School District
Staff Development Day, 9/6/90
# Transfer of Training

**Developed by**

**Bruce Joyce & Beverly Showers**

<table>
<thead>
<tr>
<th>Type of Training Component</th>
<th>Level of Knowledge</th>
<th>Level of Skill</th>
<th>Transfer</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher Use</td>
</tr>
<tr>
<td>Theory &amp; Lecture</td>
<td>80%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Modeling &amp; Demos</td>
<td>90-95%</td>
<td>50%</td>
<td>5%</td>
</tr>
<tr>
<td>Practice &amp; Feedback</td>
<td>95-100%</td>
<td>80-90%</td>
<td>5%</td>
</tr>
<tr>
<td>Coaching</td>
<td>95-100%</td>
<td>98-100%</td>
<td>75-95%</td>
</tr>
</tbody>
</table>

*Tony Cline, PUSD, 1990*
COACHING

- is feedback not Evaluation
- is staff development participants working with other participants
- is focused on only a few items at a time
- is peer problem solving
- is support-group companionship
- is curriculum adaptation and development
- is analysis of application
- is feedback on student performance
- is methodology adaptation
- is motivational
- is technical feedback
- is confidence building
- is systematic Practice, Practice, Practice
- is affective communication
- is personal facilitation
- is what ensures transfer of training
- confidentiality

prepared by M. Calderon/A. Lippincott
Coaching Model
Peer Coaching Cycle

PRE-CONFERENCE

POST-CONFERENCE

ANALYSIS / PLANNING

OBSERVATION

'Tony Clime, DSUSD, 1990
PEER COACHING CYCLE

I. PRE-CONFERENCE Teacher and coach will jointly:
   - establish purposes of the lesson.
   - describe the teacher behaviors/interactions desired.
   - describe the student behaviors/interactions desired.
   - describe sequence of lesson.
   - describe concerns.
   - identify focus of observation.
   - describe the role of the observer.
   - set up logistics for coaching.

II. OBSERVATION Coach will:
   - observe and document jointly identified behaviors/interaction patterns.

III. ANALYSIS/PLANNING Coach will:
   - analyze student and teacher behaviors.
   - compare behaviors/interactions performed with behaviors/interactions planned.
   - make inferences.
   - identify/label areas to be discussed.
   - decide on opening/debriefing/closing statements.
   - draft goal/objective for growth.

IV. POST CONFERENCE Teacher and coach will:
   - review what was to be observed.
   - share data.
   - discuss data.
   - express feelings.
   - analyze why the behaviors/interactions were/were not performed.
   - discuss and determine goal/objective for growth.
   - set up logistics for next observation.
   - close session.
   - leave notes with teacher.
I. PLANNING

Pre-Observation

PURPOSE: The teacher prepares the peer coach by specifying the areas to be observed.

The Planning Sheet is used to identify, clarify and record what area of the lesson the peer coach is to observe, and it is on this area that feedback will be provided for the teacher. The peer coach lists the goals identified by the teacher, and if requested makes additional notes specifying management and content issues to be observed.

Working together the teacher and the peer coach decide and agree on the specifics of the observation. They specify the instructional strategy to be implemented in the practice lesson, the content and any issues pertinent to students. This provides the teacher and peer coach a plan to organize processing of the coaching feedback that follows the classroom observation. Both agree and record the time and place for the processing. When needed they discuss any issues or requests pertinent to sharing an effective coaching relationship.

II. OBSERVATION

Using Observation Sheet

PURPOSE: Coaching observations generate a learning environment for members to experience the process of providing feedback to one another as they practice/refine teaching skills. The peer coach records their observations in the section entitled Observation Sheet.

The major function of the peer coach is to observe and to later help the teacher read the responses of the students during the lesson. Based on observed interactions the peer members make decisions about necessary skills that students must practice, examine ways that materials can be arranged, etc.
III. PROCESSING

Coaching Feedback

PURPOSE: Processing observations involves establishing an atmosphere for good coaching, an environment of mutual trust, in which the teacher and the coach consider ways to strengthen the lesson.

Placing the Observation Sheet between them the peer coach and the teacher refer to notes about observable behaviors and interaction between the teacher and the students. An important function of peer coaching is an increased awareness of alternatives in implementing teaching strategies. The coaching process results in an enhanced understanding specific of teaching strategies—why does the instructional strategy work, how does it work, what are its major elements, how can it be appropriately adapted to various content and diverse student populations.

To conclude the coaching feedback, the peer coach and the teacher discuss and determine future goals/objectives for growth. Together they determine the logistics for the next observation, specifying the focus, date and time for the next coaching observation.

In closing, the peer coach leaves/offers to leave the coaching notes with the teacher.
PLANNING SHEET

Pre-Observation

INTRODUCTION

What is the object of the lesson?

What sheltered strategy(ies) will be used?

Describe the lesson--What will I see first?

GOALS

What would you like for me to observe (behaviors) and provide you with feedback?

1.
2.
3.

LOGISTICS

When is the classroom observation scheduled--date and time?

Stance--during the observation where would you like for me to be?

Seated ______ Circulating ______  Other ____________

Should I bring up additional observations or suggestions, or discuss only the ones we have listed?
<table>
<thead>
<tr>
<th>SHELTERED-ENGLISH PROCESSING SHEET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2) TAUGHT BACKGROUND KNOWLEDGE; PERSONALIZED THE LESSON</strong></td>
</tr>
<tr>
<td>- Covered experiences of students</td>
</tr>
<tr>
<td>- Provided background knowledge</td>
</tr>
<tr>
<td>- Reviewed past lessons</td>
</tr>
<tr>
<td>- Pointed out integrated material</td>
</tr>
</tbody>
</table>

| **3) TAUGHT ESSENTIAL VOCABULARY** |
| *Visuals used to introduce vocabulary:* |
| - Realia                              |
| - Wordbanks                          |
| - Word webs                          |
| - Picture banks                      |
| - Cognates                           |
| - Mind maps                          |

<table>
<thead>
<tr>
<th>Where:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Overhead</td>
</tr>
<tr>
<td>- Board</td>
</tr>
<tr>
<td>- Chart</td>
</tr>
<tr>
<td>- Other:</td>
</tr>
</tbody>
</table>

<table>
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<th><strong>Number of new vocabulary words</strong></th>
</tr>
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<tbody>
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<td>- Students selected difficult vocabulary</td>
</tr>
<tr>
<td>- Initially substituted an easy word or phrase</td>
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</table>

| **5) USED A VARIETY OF VISUALS** |
| - Covered experiences of students |

<table>
<thead>
<tr>
<th><em>Visuals used:</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Colored pictures</td>
</tr>
<tr>
<td>- Blackline pictures</td>
</tr>
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<td>- Student drawing</td>
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<td>- Computer</td>
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<td>- Pictures to teach idiomatic expressions</td>
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| **6) USED MANIPULATIVES & HANDS-ON MATERIALS** |
| - Total Physical Response |
| - Learning Centers |
| - Students used manipulative materials |
| - Students used hands-on activities |

<table>
<thead>
<tr>
<th><em>Students solved problems using:</em></th>
</tr>
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<tbody>
<tr>
<td>- Computer</td>
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<tr>
<td>- Experimentation</td>
</tr>
<tr>
<td>- Charting</td>
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<td>- Realia/models</td>
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<td>- Weighing</td>
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</tbody>
</table>

| **7) CONTINUOUSLY MONITORED UNDERSTANDING** |
| - Short formal evaluation |
| - Frequently checked for comprehension |

**Methods for Checking:**
- Teacher asked questions
- Cooperative groups
- Students explained how they arrived at their answers
- Students did simple tasks
- Students made up questions
PROCESSING SHEET

RODUCTION

How do you feel about the lesson?

What did you like best? Least?

AVERS OBSERVED

Observation on agreed upon areas include:

<table>
<thead>
<tr>
<th>Observed Behavior</th>
<th>Student Response</th>
</tr>
</thead>
</table>

3 TO STRENGTHEN INSTRUCTION

Were there aspects of the lesson we might improve?

Are there alternative ways to help students adapt to the specific instructional strategy?

Should additional materials/resources be selected to enhance content instruction?

SURE--ESTABLISH FUTURE GOALS
FEEDBACK

<table>
<thead>
<tr>
<th>Attribute</th>
<th>NOT</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive</td>
<td></td>
<td>Evaluative</td>
</tr>
<tr>
<td>Specific</td>
<td></td>
<td>General</td>
</tr>
<tr>
<td>Constructive</td>
<td></td>
<td>Threatening</td>
</tr>
<tr>
<td>Alterable</td>
<td></td>
<td>Unalterable</td>
</tr>
<tr>
<td>Solicited</td>
<td></td>
<td>Imposed</td>
</tr>
<tr>
<td>Precise Communication</td>
<td></td>
<td>Meta-Communication</td>
</tr>
<tr>
<td>Well-timed</td>
<td></td>
<td>Poorly timed</td>
</tr>
</tbody>
</table>

Suggestions need to be bound in observation - followed w/ question

prepared by A. Lippincott
AU: CHASE, AURORA & WOLFE, PAT
TI: OFF TO A GOOD START IN PEER COACHING
RF: EDUCATIONAL LEADERSHIP V46 N8 P37 MAY 89

AU: CHRISCO, INGRID M.
TI: PEER ASSISTANCE WORKS
RF: EDUCATIONAL LEADERSHIP V46 N8 P31-32 MAY 89

AU: ENRICK, WILLIAM S.
TI: IMPLEMENTING A MENTORING AND PEER COACHING PROGRAM
RF: ERS SPECTRUM V7 N3 P17-21 SUM 89

AU: GOLDBERG, MARK F.
TI: PORTRAIT OF JAMES GRAY
RF: EDUCATIONAL LEADERSHIP V47 N3 P65-68 NOV 89

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TI: SCHOOL IMPROVEMENT THROUGH PEER SUPPORT
RF: THRUST V19 N3 P24-28 NOV=V-DEC 89

AU: RAHEY, PATRICIA & ROBBINS, PAM
TI: PROFESSIONAL GROWTH AND SUPPORT THROUGH PEER COACHING
RF: EDUCATIONAL LEADERSHIP V46 N8 P35-38 MAY 89

AU: JOHNSTON, J. HOWARD & MARKLE, GLENN C. & ARHAR, JOANNE M.
TI: COOPERATION, COLLABORATION, AND THE PROFESSIONAL DEVELOPMENT OF TEACHERS
RF: MIDDLE SCHOOL JOURNAL P28-32 MAY 88

AU: MOFFETT, KENNETH L. & CLISBY, MARA
TI: SHARE THE ADVENTURE OF PEER COACHING
RF: SCHOOL ADMINISTRATOR P14-15 JAN 88

AU: BARNES, RONALD E. & MURPHY, JOHN F.
TI: STAFF DEVELOPMENT: HELP TEACHERS HELP THEMSELVES...
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AU: BRANDT, RONALD S.
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TI: HOW ADMINISTRATORS SUPPORT PEER COACHING
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AU: LAKE, SARA
TI: COACHING IN STAFF DEVELOPMENT
RF: SAN MATEO COUNTY OFFICE OF EDUCATION P1-2 FEB 87

AU: MOFFETT, KENNETH L. & ST. JOHN, JANE & ISKEN, JO ANN
TI: TRAINING AND COACHING BEGINNING TEACHERS: AN ANTIDOTE TO REALITY SHOCK
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GOLDFILE: 718.1 PEER COACHING

AU: NEUBERT, GLORIA A. & BRATTON, ELIZABETH C.
TI: TEAM COACHING: STAFF DEVELOPMENT SIDE BY SIDE
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AU: PUSCH, LINDA & MCCABE, JOANNE & PUSCH, WAYNE
TI: PERSONALIZED ON-SITE COACHING: A SUCCESSFUL STAFF DEVELOPMENT PROJECT
RF: EDUCATION CANADA P36-39 FALL 85

AU: ROY, PATRICIA A. & LAURIE, SHIRLEY DENTON & BROWNE, DIANE
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RF: JOURNAL OF STAFF DEVELOPMENT V6 N2 P41-51 OCT 85

AU: SHOWERS, BEVERLY
TI: TEACHERS COACHING TEACHERS
RF: EDUCATIONAL LEADERSHIP P43-48 APR 85

AU: DEMPSEY, ELLEN
TI: IMPACT II: A TEACHER-TO-TEACHER NETWORKING PROGRAM
RF: EDUCATIONAL LEADERSHIP V6 N2 P41-43 DEC-JAN 84-85

AU: MANN, DALE
TI: IMPACT II AND THE PROBLEM OF STAFF DEVELOPMENT
RF: EDUCATIONAL LEADERSHIP P44-45 DEC-JAN 84-85
PLANNING SHEET

Pre-Observation

INTRODUCTION

What is the object of the lesson?

What sheltered strategy(ies) will be used?

Describe the lesson—What will I see first?

GOALS

What would you like for me to observe (behaviors) and provide you with feedback?

1.
2.
3.

LOGISTICS

When is the classroom observation scheduled—date and time?

Stance—during the observation where would you like for me to be?

Seated _____  Circulating _____  Other _________

Should I bring up additional observations or suggestions, or discuss only the ones we have listed?
### SHELTERED-ENGLISH PROCESSING SHEET

#### 1) TAUGHT ESSENTIAL VOCABULARY
- **Visuals used to introduce vocabulary:**
  - Realia
  - Word banks
  - Picture banks
  - Cognates
  - Mind maps

  **Where:**
  - Overhead
  - Board
  - Chart
  - Other:

  **Number of new vocabulary words**

  **Students selected difficult vocabulary**

  **Initially substituted an easy word or phrase**

#### 2) TAUGHT BACKGROUND KNOWLEDGE;

**PERSONALIZED THE LESSON**
- Covered experiences of students
- Provided background knowledge
- Reviewed past lessons
- Pointed out integrated material

#### USED A VARIETY OF VISUALS
- **Covered experiences of students**

  **Visuals used:**
  - Colored pictures
  - Blackline pictures
  - Student drawing
  - Computer
  - Pictures to teach idiomatic expressions

  **Movies**
  - Video
  - Filmstrip
  - Realia/Models

#### USED MANIPULATIVES & HANDS-ON MATERIALS
- **Total Physical Response**
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  **Students solved problems using:**
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#### CONTINUOUSLY MONITORED UNDERSTANDING
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---

Ty Cline & Kathy Kronemeyer, DSUSD, 6/90
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