

Fostering Student Accountability for Classroom Work: Elementary



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CASE STUDY UNIT

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Fostering Student Accountability for Classroom Work: Elementary

Licensure and Content Standards

This IRIS Case Study Unit aligns with the licensure and program standards and topic areas listed below.

Council for the Accreditation of Educator Preparation (CAEP)

CAEP standards for the accreditation of educators are designed to improve the quality and effectiveness not only of new instructional practitioners but also the evidence-base used to assess those qualities in the classroom.

- Standard 1: Content and Pedagogical Knowledge

Council for Exceptional Children (CEC)

CEC standards encompass a wide range of ethics, standards, and practices created to help guide those who have taken on the crucial role of educating students with disabilities.

- Standard 2: Learning Environments

Interstate Teacher Assessment and Support Consortium (InTASC)

InTASC Model Core Teaching Standards are designed to help teachers of all grade levels and content areas to prepare their students either for college or for employment following graduation.

- Standard 3: Learning Environments

National Council for Accreditation of Teacher Education (NCATE)

NCATE standards are intended to serve as professional guidelines for educators. They also overview the “organizational structures, policies, and procedures” necessary to support them.

- Standard 1: Candidate Knowledge, Skills, and Professional Dispositions



Fostering Student Accountability for Classroom Work: Elementary

A frequent complaint among teachers is that students do not complete their assigned classwork, either failing to finish it or even failing to begin it in the first place. Before they can reliably diagnose the causes of this issue, however, teachers must first ask themselves a number of questions:

- Have I taught the content well enough that my students are able to begin and finish their work successfully?
- Have I put into place routines and procedures for checking, getting help, and receiving timely feedback?
- Have I modeled and demonstrated key concepts?
- Is my classroom supportive of student learning?
- Have I established an appropriate match between what my students know and what they have been asked to accomplish?

These five questions form the basis of an accountability system for accomplishing academic work. Helping students take responsibility for completing assigned work begins when the teacher develops a system that supports and enables them to become accountable.

To foster student accountability, teachers must develop and implement strategies that support student efforts at various stages of doing their classwork. This IRIS Case Study Unit will focus on five key components of an effective accountability system.

Providing effective content instruction: When students understand and can apply classroom content, they are more likely to make connections between their previous learning experiences, the content itself, and the assigned classwork. This will help them develop skills for future learning.

Creating supportive settings: A positive and structured learning environment encourages student effort and is inclusive of each student's cultural and linguistic identities.

Modeling desired outcomes: To illustrate academic expectations, teachers should offer specific examples of those expectations (e.g., a model of the process, a completed product, a scoring rubric).

Assigning appropriate tasks: If they are to assign appropriate tasks, teachers must first assess their students' skills and abilities. This includes assessing what they currently know about a topic, as well as their individual strengths and weaknesses.

Offering timely feedback: Keeping students engaged and focused on their classwork means that teachers should offer feedback not only while students are working on a task but also once they have completed it.

When these five areas have been addressed, the teacher's next step is to focus on ways to help students be responsible for following established procedures and for doing their best to complete and submit their assignments.



Fostering Student Accountability for Classroom Work: Elementary Level A • Case 1

Background

Student: Raoul

Age: 9.4

Grade: 3rd

Scenario

Raoul is a third-grade student born in the United States to Costa Rican parents who are pursuing U.S. citizenship. Raoul's parents moved to the United States as graduate students at the local university. Though he speaks Spanish with his parents at home, Raoul is fluent in English and often serves as their translator. As a result, he is comfortable speaking with others in either language. Raoul is a very likable child. He is good-natured, has a wonderful sense of humor, and treats others with respect. However, Raoul struggles in school because he has a hearing impairment. In particular, he is frequently unable to follow oral directions and has difficulty when content is only presented orally (e.g., via lecture). His difficulty with oral information occurs mostly in whole-class situations where he can't observe additional conversations and cues. Given these circumstances, Raoul's teachers should help him to:

- Increase his ability to gather information in whole-class settings
- Use his skills with peer interactions to increase his access to class information

Raoul's class has been learning about endangered species. Though Raoul is interested in animals and tries extra hard to listen and pay attention during science, the majority of the content has been delivered through lectures. Two weeks into their endangered animals unit, Raoul's teacher explains their unit assignment: a solo five-minute presentation to the class about the endangered animal of their choice. The teacher tells the class they need to include the same types of information about the animal that she talked about in class. She also indicates that because some students may choose the same animal, she wants them to work independently without talking to one another. She gives them the next four class sessions to work on their presentations and asks the students to include a picture of the endangered animal they chose in their presentations. The teacher closes her instructions by stressing that the presentations will equal one test grade.

Possible Strategies

- Providing effective content instruction
- Creating supportive settings
- Modeling desired outcomes



Assignment

1. Read the Introduction to this Case Study Unit and the STAR Sheets for each possible strategy listed above.
2. For each of the three strategies, write a statement describing the potential difficulty that Raoul could have with this assignment.
3. For each potential difficulty (for each of the three strategies), describe an instructional suggestion to support Raoul in meeting his two goals.



Fostering Student Accountability for Classroom Work: Elementary Level A • Case 2

Background

Student: Shelley

Age: 6.5

Grade: 1st

Scenario

Shelley is a first grader at a rural elementary school in a farming community. Her parents have to work hard just to subsist on the poverty-level income from their small farm. Shelley contributes to the family farm work through chores she completes before and after school, such as collecting eggs. Though they did not complete high school, Shelley's parents value education highly and are eager to help Shelley and her siblings with schoolwork however they can.

Shelley's kindergarten teacher noticed that Shelley was able to accomplish all of the tasks assigned to her when there were only one or two directions given at a time. However, when Shelley was given more than two directions at a time, she would often confuse the directions or forget some of them. Though she tried to help Shelley to practice following more than two directions, the kindergarten teacher did not feel Shelley made progress in this area. Shelley's performance of kindergarten skills, with this one exception, was sufficient for her promotion to first grade. The kindergarten teacher was concerned that this exception, however, would become more significant over time.

At the beginning of her first-grade year, Shelley's kindergarten teacher shared her observations and concerns with Shelley's first-grade teacher, Mr. Brown. After observing the same pattern, Mr. Brown set the following goal for Shelley across the first semester:

* Increase the number of directions Shelley can successfully follow from 1 to 4

Possible Strategies

- Modeling desired outcomes
- Assigning appropriate tasks
- Offering timely feedback



Assignment

1. Read the Introduction to this Case Study Unit and the STAR Sheets for each possible strategy listed above.
2. Select one strategy from this group that will be most helpful for Mr. Brown to use to support Shelley in meeting her goal. Write a summary of the strategy you selected and an explanation of why it is the most helpful in setting this goal for Shelley.



Fostering Student Accountability for Classroom Work: Elementary Level A • Case 3

Background

Student: An-Chen

Age: 6.5

Grade: K

Scenario

At the beginning of the year, An-Chen's kindergarten teacher, Ms. Ohana, noticed that An-Chen was sometimes able to accomplish all of the tasks assigned to him and at other times he seemed completely lost. For example, he could easily pick out several letters of the alphabet by name and sound, but couldn't identify many of the toy foods and other items in the classroom house/grocery center. Following An-Chen's parents not showing up at the initial grading period parent-teacher conference, Ms. Ohana decides to discuss An-Chen's situation with a peer who teaches An-Chen's older brother.

In their conversation, Ms. Ohana learns that An-Chen's family had planned to immigrate to the United States and live with his father's brother's family in another state. Unfortunately, due to circumstances beyond their control, the family's planned living arrangement has fallen through. As a consequence, they have been living between homeless shelters, distant relatives, and on the street this school year. She also discovers that An-Chen has likely not ever been to a grocery store (or had several other "typical" experiences of his classmates).

Possible Strategies

- Creating supportive settings
- Offering timely feedback
- Providing effective content instruction



Assignment

1. Read the Introduction to this Case Study Unit and the STAR Sheets for each possible strategy listed above.
2. Identify which goal would be best for An-Chen.
 - A. Halt An-Chen's time at the home/grocery center until he is able to have personal experience visiting a grocery store so he will not feel out of place or embarrassed by his circumstances.
 - B. Limit An-Chen's personal choice time to the home/grocery center until he is able to identify 80% of the items in the center in order to compensate for the experiences he is not able to get outside of school.

- C. Increase An-Chen's identification of items in the home/grocery center by having him create an alphabet book with items from the center, beginning with the letters he does not yet know to help him learn those.
 - D. Increase An-Chen's identification of items in the home/grocery center by having him create an alphabet book with items from the center, beginning with the letters he already knows to help him connect present to past learning.
3. Select one strategy from this group that would be most helpful for Ms. Ohana in setting this goal. Write a summary of the strategy you selected and an explanation of why it is the most helpful in setting this goal for An-Chen.



Fostering Student Accountability for Classroom Work: Elementary Level B • Case 1

Background

Student: Glenda

Age: 10.1

Grade: 4th

Scenario

Glenda is a fourth-grade student in an inner-city school. Glenda's neighborhood is a vibrant metropolitan area in which the city has supported safety (e.g., well-lighted, consistent police patrol, quick responses to utility outages) and has encouraged several businesses to locate within the community, providing jobs for many of the school's parents. The majority of the community lives in public housing and has a community-run housing governance board, work/school carpool system, and childcare center. As a single parent, Glenda's mother feels supported by community outreach, such as the tutoring Glenda receives at the after-school childcare program.

Glenda's IEP calls for her to have shortened assignments to accommodate her specific learning disability, dysgraphia. This adaptation is particularly important in math where Glenda may know the answer intuitively but works much more slowly and, therefore, becomes easily overwhelmed with the process of writing multiple steps in a problem. In fact, Glenda can only complete about one third of the math problems her peers work in the same amount of time. Following a set of lessons on division, Glenda's teacher wants to make a review assignment for the class from a page in the math textbook (see page 9 below) to make sure they are all ready for the upcoming test. Glenda's teacher has set the following goals for her across this nine week period:

- Increase the Glenda's ability to complete multi-step mathematics problems
- Increase Glenda's independence in completing classwork

Possible Strategies

- Providing content instruction
- Creating supportive settings
- Modeling desired outcomes
- Assigning appropriate tasks
- Offering timely feedback



Assignment

1. Review the Introduction to this Case Study Unit and the STAR Sheets for the strategies listed above.

2. Review the math assignment on the page below. Then:
- i. Select one option (A, B, C, or D) that you feel will be best for Glenda and her classmates.
 - A. Assign problems 1–22 to the entire class, but only require Glenda to complete problems 1–8.
 - B. Assign the review problems in the following order, but only require Glenda to complete through problem #20. Assignment order: 1, 7, 13, 19, 2, 8, 14, 20, 3, 9, 15, 21, 4, 10, 16, 22, 5, 11, 17, 6, 12, 18.
 - C. Assign the even-numbered review problems and allow Glenda to select a peer with which to complete them and show their work.
 - D. Assign the odd-numbered review problems and allow Glenda to write the answer only, check her work, and then revisit any missed problems, showing the steps needed to complete them correctly.
 - ii. Explain why the option you selected is the best, both for the class reviewing division and for Glenda to meet her goals.
 - iii. Comment on which strategy or strategies you used in making your decision.
 - iv. Explain why it or they would be helpful.

Math Textbook Page Review Assignment

(Accompanies Level B • Case 1)

Remember that division problems have three parts:

$$\begin{array}{r} \text{quotient} \\ \text{divisor} \overline{) \text{dividend}} \end{array}$$

Find the *dividend* for each of these problems. Show your work.

1. $6 \overline{) 10}$ 2. $3 \overline{) 12}$ 3. $5 \overline{) 17}$ 4. $7 \overline{) 21}$ 5. $4 \overline{) 14}$ 6. $9 \overline{) 15}$

Find the *quotient* for each of these problems. Show your work.

7. $2 \overline{) 24}$ 8. $4 \overline{) 100}$ 9. $8 \overline{) 104}$ 10. $3 \overline{) 36}$ 11. $5 \overline{) 150}$ 12. $7 \overline{) 119}$

Find the *divisor* for each of these problems. Show your work.

13. $\overline{) 16}$ 14. $\overline{) 20}$ 15. $\overline{) 12}$ 16. $\overline{) 18}$ 17. $\overline{) 22}$ 18. $\overline{) 7}$

Use the information provided to answer each question. Show your work and any pictures you drew to help you solve each problem.

- Alex is building a square dog pen for his dog Spot. Alex measured the perimeter of the area where Spot's pen will be and found that it will take 40 feet of fence to complete the pen. How long will each side of Spot's pen be?
- Tonia has seven friends coming to her birthday party this afternoon. Tonia baked 88 cookies to serve at the party. Tonia wants to make sure she puts an equal number of cookies on the plates for herself and her friends. How many cookies will Tonia put on each plate?
- Dewayne's little brother and sister are going with him to the candy store. His mother gave them \$0.75 to spend when they get there. Dewayne's mother told him that he was to spend the money equally on each of them. How much money will each child be able to spend on candy?
- Susan and her sister have a newspaper route. Each morning Susan and her sister roll the papers, put rubber bands around them, and place them into one of the two carry bags they wear while they make their deliveries. Susan and her sister make sure they carry an equal number of papers. If Susan and her sister deliver a total of 114 papers each morning, how many papers are in each carry bag?



Fostering Student Accountability for Classroom Work: Elementary Level B • Case 2

Background

Student: Joe

Age: 8

Grade: 2nd

Scenario

Joe is a second grader at an affluent suburban elementary magnet school. His parents are involved in community leadership and are extremely active with the Parent-Teacher-Student Organization at Joe's school. Though their intent is to be supportive of his schooling, Joe's parents are sometimes considered by the school staff to be intimidating and pushy. The principal has also sensed that Joe's parents are somewhat embarrassed that Joe is receiving tutoring in reading.

Joe attends a daily tutoring session from 10:00 to 10:30 with four second graders from other classes. When he leaves for tutoring, his class is still having reading instruction (9:30–10:15). Therefore, Joe misses the last 15 minutes of reading class each day. Joe's teacher and the tutor have been working together to make sure that Joe doesn't miss any classroom reading instruction.

The story that Joe and his classmates will read next week is about a superhero. Joe's teacher is planning to use the last 15 minutes of each reading class to introduce the process of writing a paragraph by guiding students to write a four-sentence paragraph about what super power they would like to have. She has the following plan for the five lessons she will teach next week during the last 15 minutes of reading class:

Monday: Have the students brainstorm potential super powers, such as flying or invisibility. Post these where the students can see them. Ask the class why it might be important to have a super power and discuss how super powers could help others. Tell the class they will write a paragraph about their hoped-for super powers this week to read aloud on Friday.

Tuesday: Review the word list posted yesterday. Ask the class for additional ideas for super powers. Add any new words. Introduce the topic sentence, "If I had one super power, it would be ____." Discuss students' ideas for other topic sentence options. Ask students to choose one topic sentence and write it on their papers. Walk through the room to monitor student progress and help when needed.

Wednesday: Discuss Gwen's (the superhero in the original story) super power of mental map-building by showing the topic sentence from Gwen's perspective: "If I had one super power, it would be to have a map in my head of every place I've ever been." Next, ask how that super power has helped Gwen and others in the story. Write 3–4 example body sentences based on student responses (e.g., "When the substitute bus driver didn't know the route, I could help us all get home."). Ask students to think about how their super power would help others and write 1–2 body sentences. Walk through the room to monitor student progress and help where needed.

Thursday: Review Gwen’s paragraph and ask students to share some ideas for body sentences in their own paragraphs. Show students the closing sentence for Gwen, “Helping others would be the best part of my super power.” Ask students for other ideas of a closing sentence, posting 1–2 more. Ask students to complete their superhero paragraph. Walk through the room to monitor their progress and help where needed. As students finish, ask them to find a partner and practice reading their paragraphs out loud.

Friday: Ask students to read their superhero paragraphs to the class. Post the completed paragraphs on a bulletin board entitled “A Class of Superheroes!”

Joe’s teacher shares these plans with the tutor on Monday of the week before she plans to begin these lessons. She explains that Joe will miss both the instruction and the opportunity to interact with his peers. She also shares the following nine-week goals that she has developed for Joe:

- Increase Joe’s confidence in his writing
- Increase Joe’s ability to read his writing aloud

She asks the tutor to help her think of how she could best adjust the assignment for Joe.

Possible Strategies

- Providing content instruction
- Creating supportive settings
- Modeling desired outcomes
- Assigning appropriate tasks
- Offering timely feedback



Assignment

1. Review the Introduction to this Case Study Unit and the STAR Sheets for the strategies listed above.
2. Review the lesson plan above. Then:
 - i. Select one recommendation from the Title I tutor (A, B, or C) as the best for adapting this assignment for Joe.
 - A. Have the Title I teacher teach the same lessons each day in tutoring that Joe would miss in his regular class, even if the other second-grade students are not writing a paragraph in their own classes.
 - B. Let Joe participate with his class in this set of lessons and miss part of his tutoring sessions for a week, even if this means he has to interrupt the tutoring session in progress for the other four students.
 - C. Give Joe the assignment to write a paragraph on his own at home, even if he doesn’t get to participate in the lessons or to read his paragraph out loud on Friday with the rest of the class.
 - ii. Explain why the option you selected is the most likely to help Joe meet his goals
 - iii. Comment on which strategy(ies) you used to help make your decision.



Fostering Student Accountability for Classroom Work: Elementary Level C • Case 1

Background

Students:	Ali	Beth	Robert	Shania
Age:	10.5	11	11.2	10.8
Grade:	5th	5th	5th	5th

Scenario

Ms. Taylor is a senior at a small liberal arts college seeking her teaching certificate in elementary education. The student-teaching placements at this college are made at schools within the community-oriented public school district. The local town is supportive of the district administration both financially (e.g., approving property tax increases as needed to build new schools) as well as through community-led volunteer tutoring programs. The community also offers many group activities for children outside of school (e.g., sports leagues, conservation club, library club). Ms. Taylor is a student teacher in Mr. Branch's room. She has planned a unit on baseball to combine the language arts, math, science, and social studies lessons that she will be teaching in two weeks. Mr. Branch has read through Ms. Taylor's unit plans and thinks she has done a marvelous job with her planning and that the students will really enjoy learning through this unit. However, he has noted that Ms. Taylor has not made any adaptations in the unit assignments for the students with IEP or 504 plans.

When Mr. Branch and Ms. Taylor meet to talk through her unit, Mr. Branch brings the following information with him about four students who are receiving special services:

- Ali:**
- Attends Title I reading tutoring three times a week
 - Immigrant, English language learner (ELL); is a capable speaker, but still working on reading and writing in English (second-grade level)
 - Needs written assignments and tests read aloud
 - Excels in math
 - Because of his cultural background, prefers collective or group-learning situations
- Beth:**
- Attends daily special education classes in math
 - Is working on two-digit addition and subtraction; knows multiplication facts (1–5)
 - Likes reading; reads on a fourth-grade level
 - Works well on assignments when tasks are broken down into smaller sections with two to three steps per section
 - Because of her cultural background, prefers to avoid individual public acknowledgment and performance

- Robert:**
- Attends Title I reading and math tutoring three times a week
 - Doesn't like to read; reads on a fourth-grade level
 - Knows basic addition, subtraction, multiplication, and division facts
 - Uses a wheelchair for mobility
 - Works well as the leader of a group activity and independently
 - Dynamic personality sometimes conceals learning challenges
- Shania:**
- Attends daily special education classes in reading and math
 - Doesn't like to read; reads on a first-grade level
 - Is working on one-digit addition and subtraction
 - Only attends 1–1/2 hours of regular class instruction during science and social studies in the afternoons
 - Works diligently on any task assigned and completes it to the best of her ability
 - Because of her cultural background, prefers to learn from her elders (over text sources) and focuses on honoring them in multiple ways (e.g., by being hard-working, compliant, not asking questions)

Mr. Branch suggests that he and Ms. Taylor try to adapt the unit assignments for these four students. He uses the introductory baseball card activity (see page 14 below) Ms. Taylor is going to use to open the unit as an example for the two of them to consider possible adaptations for the four students.



Assignment

1. Review the Introduction to this Case Study Unit and all of the STAR Sheets.
2. Choose one student described in the scenario (Ali, Beth, Robert, or Shania) and answer the following questions in writing:
 - A. Which student did you select?
 - B. Why will the baseball card activity be beneficial for this student?
 - C. How will this student's strengths, challenges, and culture affect his or her performance on each section of the assignment?
 - D. How would you adjust one section for this student?
 - E. Which strategy(ies) did you use to make this adjustment?
 - F. Why was this strategy (were these strategies) helpful?
3. Explain how Ms. Taylor can adjust the baseball card activity for each student to meet his or her individual needs.

Baseball Cards

(Accompanies Level C • Case 1)

Baseball Cards

Today we will be exploring baseball cards. This activity will take all day and has five sections; therefore, you need to carefully read the directions for each section. It will be important for you to stay at the same pace as your peers on this assignment. Do not begin a new section until it is assigned. Check with Ms. Taylor on how to help your peers if you finish a section early.

1. Getting to know a baseball card

Look at the baseball card handed out to you. Consider all of the different parts that make up a baseball card. Make two lists of baseball card parts, one for the front of the card and one for the back of the card. For example, your list for the front of the card might start like this:

Baseball Card Front

Player's name

Team name

Find as many parts for each side as you can. At the end of 10 minutes, we will combine our individual lists to form a class set.

2. What does it all mean?

We will work in pairs in this section to discover what each part of a baseball card means. Each pair will work on different parts that Ms. Taylor assigns from the class list we generated in section 1. To complete your research, you may use the many library books on baseball that Ms. Taylor placed on the center bookshelf, the four Internet stations, and the encyclopedia set on the center bookshelf. In order to make sure every pair has access to the resources, you and your partner may use one library book at a time, one encyclopedia volume at a time, or you may use the Internet for 15 minutes at a time.

For example, if you and your partner are to find out what the word "position" (located on the front of the baseball card) means, you might look in the B volume of the encyclopedia to see which positions a baseball player can play. You would find there are

9 field positions:

catcher, pitcher, first base, second base, shortstop, third base,
right field, center field, and left field.

To help our class understand these positions, you would also want to know what players in each of these positions do. At 11:00 we will gather back as a class to present our research to each other.

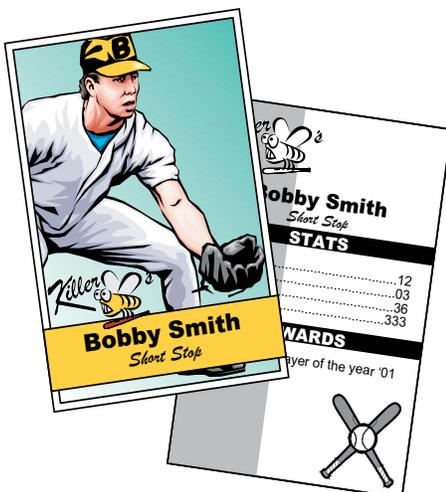
3. Figuring statistics

After recess, we will line up with the other classes, but we will be staying outside to play paper wad baseball. You will have the chance to see how statistics for players are figured for the back of baseball cards. You will each have a turn at pitching and a turn at batting to collect data for us to use when we return to the classroom. You will be using addition and division to find your paper wad baseball statistics.

4. Guest speaker on collecting baseball cards

At 2:00, Mr. Washington, our school janitor, will be our guest speaker on collecting baseball cards. He will bring some of his collection with him as well as his pricing catalogs. *You need to handle his collection and books with care.* He will stay in the room after his presentation to answer any questions you might have.

5. Creating our own baseball cards



Using all of the information about baseball cards that we have gathered across the day, you will have the opportunity to make your own baseball card. You will be able to select the team of your choice, but will draw for your field position from a set Ms. Taylor has prepared. When you draw for a position, it will also indicate your playing statistics and any awards you have earned. As you make your card, each part you add from our class list will be worth 10 points. So, if you have ten parts on your card, you can earn 100 points. *Your card must have at least the following five parts:*

Front of Card:

- 1) A drawing of you in your team colors
- 2) Your Name
- 3) Your Team Name

Back of Card:

- 4) Your Playing Statistics
- 5) Awards You Have Earned

You will have until the end of the school day (3:30) to complete your own baseball card.



Fostering Student Accountability for Classroom Work: Elementary Providing Effective Content Instruction

IRIS STAR Sheets

A STAR (Strategies And Resources) Sheet describes a well-researched strategy that can help you solve the case studies in this unit.

About the Strategy

Providing effective content instruction involves teaching students the content from which the classwork is drawn. To do so, a teacher must offer specific instruction in the relevant area of study, and not simply give directions for completing an individual task. The teacher should also connect that content with past learning and teach students effective strategies for learning both it and future content.

What the Research and Resources Say

- Students learn content when it is presented coherently, is tied to their present understanding, and is supported by activities that create real connections between them and it (Brophy, 2000).
- Although low-income, culturally and linguistically diverse (CLD) students are less likely to receive effective content instruction, it is especially important to the academic success of these students that they do so (Cartledge, Lo, Vincent, & Robinson-Ervin, 2015).
- When CLD students receive instruction in classrooms where students are encouraged to participate and teachers provide opportunities for all students to respond to prompts or questions about the content, both their behavior and academic performance are enhanced (Cartledge, Lo, Vincent, & Robinson-Ervin, 2015).
- Quality teaching focuses on what students are *learning* (as opposed to *completing*). This requires that instructors meet the needs of diverse and varied learners by presenting content in multiple ways (Wormeli, 2007).
- Students are more likely to be engaged with content when teachers provide effective instruction that includes meaningful and challenging tasks. Maintaining student engagement prevents problem behaviors and is a foundation of effective classroom management (Slavin, 2014).
- If student feedback is to be fruitful, it must be preceded by effective instruction (Hattie & Timperley, 2007; see subsequent Star Sheet on Offering Timely Feedback).
- In conjunction with components such as positive teacher-student relationships, effective instruction enables teachers to bolster the achievement of students of poverty (Tough, 2012).
- Effective instruction takes into account student differences and cultural contexts and strives to identify and address opportunity gaps that students are experiencing (Milner, 2010; see adjacent fact sheet on Supportive Settings).
- Assessing, activating, and building students' background knowledge enables them not only to make connections with content but also to develop internal frameworks within

which to remember and utilize it (Lent, 2012). The ability to integrate students' prior knowledge with the introduction of new content is one characteristic of an effective teacher (Hattie, 2012).

- In addition to building their content knowledge and understanding, effective instruction helps students become flexible and resourceful learners (CAST, 2011).

Tips for Implementation

1. Be familiar with district and state curriculum guidelines for your area of teaching. Use these guidelines in conjunction with other instructional aids (e.g., teacher's guides) to develop lesson objectives to outline learning goals for your students.
2. Be familiar with your students. Know their interests, background knowledge, cultural and linguistic identities, and preferred learning strategies. Also be familiar with each student's needed learning supports and, for students with IEPs, any required accommodations (e.g., advance organizer, lesson outline, note taker, video captioning, visual cues).
3. Be familiar with effective instructional strategies. Having multiple tools to connect students with content will enable you to better address student needs and respond to student misunderstandings.
4. Use these instructional strategies to guide your instruction, assignments, and assessments, keeping in mind both your lesson objectives and your students' abilities and learning differences.
5. Develop classroom learning environments that are learner-centered, knowledge-centered, and assessment-centered. The following table defines these different types of classroom environments.

CLASSROOM TYPE	DEFINITION
<i>Learner-Centered</i>	Students construct their own meanings, beginning with the beliefs, understandings, and cultural practices they bring to the classroom.
<i>Knowledge-Centered</i>	Teachers help students make connections between types of information, their own experiences, as well as their past, present, and future learning.
<i>Assessment-Centered</i>	Classroom instruction evolves when teachers provide consistent, supportive feedback, challenging students to reflect on their understanding of information as well as its connection to their learning.

National Research Council, 2000

Keep in Mind

- Students are more likely to learn to be accountable for completing classwork when effective instruction helps them to connect the content to their learning and experiences.
- Completing an uninterrupted lesson plan with your students or finishing the course curriculum is not the same thing as providing effective content instruction. Along the same lines, having students read a specified section of text and answer questions about it does not necessarily help them connect the content of that section with their prior knowledge and present learning, or even prepare them for future learning.

- When a teaching strategy is not effective for certain content or students, additional strategies can be learned through conversations with educational coaches and mentors, via professional literature, and through other trusted resources (e.g., the What Works Clearinghouse). Expert teachers consistently seek ways to enhance their toolkit of instructional strategies (Hattie, 2012).
- The content you select to teach will be influenced by subject-specific big ideas; your classroom goals; district, state, and national standards; available textbook, reference, and teacher-created materials; your teaching peers; your professional expertise; and other important factors.

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Fostering Student Accountability for Classroom Work: Elementary Creating Supportive Settings

IRIS STAR Sheets

A STAR (STrategies And Resources) Sheet describes a well-researched strategy that can help you solve the case studies in this unit.

About the Strategy

Creating supportive settings involves coordinating the physical, social, academic, and emotional context of the classroom within which the assignment is made. The strategy of creating supportive settings establishes a positive, productive tone for the context in which the assignment is explained, modeled, and completed. Using this strategy means attending to one or more of the following areas: classroom membership, student cultural background, assignment length, assignment structure, assignment grading weight, assistance provided, resource location, classroom seating arrangement, and individualizing or differentiating the assignment to meet individualized education program (IEP) or other guidelines.

What the Research and Resources Say

- Safe, caring learning environments provide opportunities for learners to make connections with content by correctly completing tasks, making errors, and receiving feedback (Hattie, 2012; see adjacent fact sheet on Feedback). Mistakes are an important part of the learning process and should be regarded as such.
- Knowing to whom the content is being taught is deeply connected to what is being taught, how it is taught, and how it is learned (Milner, 2010). Instructors who understand and acknowledge students' cultural backgrounds and build upon these can better avoid potential conflicts and address opportunity gaps (Milner, 2010).
- Teachers in supportive settings take into consideration the needs of English language learners (ELLs) when they select instructional strategies, make information accessible, and group students for instructional tasks (Hill & Miller, 2013).
- Students "learn best within cohesive and caring learning communities" (Brophy, 2000, p. 9). The development of a sense of community (and the productive relationships it enables) is significant to the learning process for all students and is one of the principles of working effectively with students in urban settings (Milner, 2015).
- Monitoring student progress provides the teacher with a sense of student success or struggle and provides the student with access to assistance as needed (Evertson & Emmer, 2017).
- When the structure of the academic setting conflicts with students' cultural traditions or understandings, students' learning can be hampered (Cartledge, Lo, Vincent, & Robinson-Ervin, 2015; Milner, 2010). Instead, culturally responsive teaching provides connections among students' individual, academic, and cultural identities (Cartledge, et al., 2015; Castagno & Brayboy, 2008).

- Classrooms in which students perceive bias or preferential treatment based on racial or ethnic characteristics are more likely to see significant end-of-year achievement gaps, even when those students begin the year at the same academic level. Conversely, classrooms where such biases are absent are far more likely to produce positive learning outcomes for all students (McKown & Weinstein, 2008, p. 257).

Tips for Implementation

1. Beginning at the start of the year, work to establish and maintain a positive, productive learning climate in your classroom, one in which students are permitted to make and learn from their mistakes, to bring their full identities and abilities into the classroom, and to feel they are welcome and valued members of the learning community.
2. Structure assignments in a way that supports students' connection with content and your classroom's already established positive, productive learning climate.
3. Evaluate student progress and adjust the classroom setting to further assist their successful learning (see subsequent STAR Sheet on Offering Timely Feedback).

Keep in Mind

- Some students will find an activity engaging, others less so. You will find it easier to more fully involve your students by alternating the types of assignments and tasks you ask them to complete. Another benefit is that this lesson variety can help address the learning preferences and needs of your CLD students.
- An independent assignment will be structured differently than a collaborative small-group assignment.
- Some assignments must be adjusted to suit the needs of individual students. For example, if you ask student to complete a task independently, you might elect to pair a student whose IEP calls for directions to be read aloud with one who is a strong reader. Deciding whether to adjust one individual's assignment—to better align with her strengths—or to adjust the assignment for the entire class will require you to weigh the costs and benefits of doing so in advance.
- As a teacher, both your enthusiasm and lack of enthusiasm can be contagious. If you present or monitor an assignment in a manner that demonstrates tension or boredom, your students may exhibit a similar reaction.

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Fostering Student Accountability for Classroom Work: Elementary Modeling Desired Outcomes

IRIS STAR Sheets

A STAR (STrategies And Resources) Sheet describes a well-researched strategy that can help you solve the case studies in this unit.

About the Strategy

Modeling desired outcomes involves demonstrating or providing a structure for a completed assignment. Demonstrations might include working sample problems or providing an example completed at the level of expected performance. The structures may be in the form of grading criteria, rubrics, or displayed assignment procedures.

What the Research and Resources Say

- When students are given a model of excellence, they have a better understanding of the goal and of the teacher's expectations (Wong & Wong, 2009).
- Cognitive modeling is helpful in teaching learning and problem-solving strategies to students. It involves the teacher talking through his or her thinking processes while completing a task (Brophy, 2000). Cognitive modeling can be utilized with academic instruction (Atalib & Tollett, 2005), behavioral instruction (McCaslin et al., 2006), and social problem solving (Daunic & Merrill, 2014).
- Providing clear expectations helps increase student engagement with the content (Jang, Reeve, & Deci, 2010).
- Teachers themselves serve as model learners. When teachers show they are enthusiastic about and value learning, their students see the reward of learning (Good & Brophy, 2008), which in turn positively impacts students' emotional experiences within and across school years (Frenzel, Goetz, Lüdtke, Pekrun, & Sutton, 2009).
- To increase student performance and learning, the teacher must effectively teach students how to assess their own performance. Students may self-assess using a rubric, a set of written expectations, a demonstration, or a model provided by the teacher (Andrade, 2014).
- When students engage in self-assessment and reflect on their progress toward meeting their learning goals, they develop social-emotional learning (SEL) skills, which can increase their motivation, academic achievement, and capacity to learn (Yoder, 2014).

Tips for Implementation

1. Complete an assignment prior to assigning it to students. This preview enables you to know the flow of the assignment, the questions students might ask, the difficulties they might encounter, and the level of performance expected. The example you complete can then serve as a model of what to do, a key for students to check their work, or a framework for designing grading criteria.

2. Provide a model demonstrating what to do and how to do it. This is particularly useful for multi-part projects or for assignments with new content or a higher level of difficulty. The model may be a teacher-completed example or a student-completed one. Both negative (what not to do) and positive (what to do) examples are productive if they are explained. Use the negative or nonexample first followed by the positive one.

Commas in a series (negative examples)

- I, want, to, invite, Ron, Grant, Dewayne, and Pablo, to my birthday party.
- The recipe calls for sugar flour cinnamon and vanilla.

Commas in a series (positive examples)

- Susan, Orion, and Remarquiz participated in the spelling bee.
- Grandma and I went to the grocery store, bought the ingredients, and then baked a cake for my mother.

3. Alternatively, or in addition to your example, provide students with grading criteria for the assignment so that they can compare their performance with your expectations. The example below could serve both as a display in the classroom and as a grading sheet for submitted paragraphs.

Paragraph Writing Expectations (3rd Grade)

- _____ (10 pts) Main idea stated in topic sentence
- _____ (15 pts) Three body sentences support
- _____ (5 pts) Paragraph typed/written neatly
- _____ (5 pts) Correct punctuation used
- _____ (5 pts) Correct spelling used
- _____ (5 pts) Correct heading used
- _____ (5 pts) Closing sentence repeats main idea in new words
- _____ **TOTAL POINTS (50 possible)**

Teacher's Comments:

4. Note that students may copy the exact model provided, which can diminish creativity or reduce the learning taking place. Providing multiple unique examples, fading the modeling over time, and focusing on the criteria of the assignment can help alleviate the issue of students trying to meet your "exact" expectations.

5. For greater effectiveness, provide clear expectations in conjunction with providing choice and offering encouragement. (For more information, see the Assigning Appropriate Tasks STAR Sheet.)

Keep in Mind

- The best model for your students is you—be the type of learner you hope to encourage them to be. Give students access to you as a learner by talking through your thinking processes as you consider content.
- Teacher models can also include note-taking outlines for lectures, videos, demonstrations, timelines for longer assignments, steps for completing tasks, and rubrics for grading.
- When using a student-completed example, always ask the student for permission in advance to use his or her work in public.
- For lengthy assignments that you will repeat with subsequent classes, consider asking students who have done outstanding work if their assignment can be used as a model for future years.
- If using student-written material as a negative example (what not to do), consider rewriting the material in your handwriting to keep the model anonymous.
- If you frequently provide the same type of model for students (e.g., heading a paper correctly), consider making a chart or poster of this model to display in your classroom.
- Students enjoy creating teaching materials. If you have students who would prefer not to have their work displayed as an example, they may be interested in making a teaching model for you.
- You can also model intentional errors so that students can notice and correct them. For example, when demonstrating addition, start with the hundreds column instead of the ones column. If you use this technique, you must be sure that students are confident enough in the content to accurately catch and call out the mistake, otherwise you may end up teaching them incorrect content.

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Fostering Student Accountability for Classroom Work: Elementary Assigning Appropriate Tasks

IRIS STAR Sheets

A STAR (STrategies And Resources) Sheet describes a well-researched strategy that can help you solve the case studies in this unit.

About the Strategy

Assigning appropriate tasks involves selecting assignments that are suitable for the students' age, prior experience with the content, and level of motivation, as well as the format of the instruction, and the time allotted to complete the assignment. In addition, an appropriate assignment takes into account any specified educational adaptations for individuals. These include a student's IEP, 504 Plan, or cultural and linguistic needs.

What the Research and Resources Say

- Students need to be able to connect the tasks of an assignment to their own cultural, academic, and personal experiences (Good & Brophy, 2008).
- There are a variety of ways to respond to diversity in student learning, such as individualizing instruction, offering computer-based instruction, and adapting individual assignments (Good & Brophy, 2008). The teacher can also differentiate instruction by using different curricula for different students, by using a variety of strategies to help students master concepts or skills, and by offering a number of ways for students to demonstrate their knowledge (Tomlinson, 2014).
- Students benefit from completing assignments that pose challenges they can solve through persistence or peer-, resource-, or teacher-provided support. When assignments seem overly challenging, students may avoid them altogether (Weinstein, Romano, & Mignano, 2011).
- When they select appropriate assignments, teachers should also take into consideration their students' cultural and linguistic backgrounds. Teachers who fail to take into account their students' experiences and differences may very well find that many of their students will not receive the full benefit of their instruction (Milner, 2010).
- Most academic tasks should help students apply their learning within authentic contexts (Brophy, 2000).
- When teachers offer students choice with assigned tasks and provide encouragement, they give students greater control over their own learning, which can increase student engagement (Jang, Reeve, & Deci, 2010).
- When students are involved in the development of the assignment criteria, it enables them to hold reasonable expectations of themselves and to develop a growth mindset, encouraging persistence (Tomlinson & Moon, 2014).

- When students are absent, teachers must make certain that the students will be able to complete any classwork or assignments they have missed. This includes thinking about whether they will know the necessary content, clearly understand the directions and grading criteria, and have sufficient time and assistance for completion (Evertson & Emmer, 2017).

Tips for Implementation

1. When preparing assignments, select tasks that help students focus on the learning goals you or they have established.
2. For each assignment, determine the criteria for success and communicate it with clarity. When possible, include students in the development of these criteria.
3. Plan for individual adjustments to assignments as called for by IEP or 504 plans.
4. Anticipate ways to address students' cultural and linguistic needs through assignments.
5. Monitor student progress on assignments to identify necessary class-wide adjustments in pacing and to provide needed assistance.
6. When an assignment carries across several class periods or days, provide students with checkpoint deadlines or completion timelines.

Keep in Mind

- Assignment adaptations for individual students are required by law if the students have an IEP or 504 plan. It is necessary for a teacher to know the specific adaptations required for her students and to adjust students' assignments appropriately. (See a list of potential IEP modifications and accommodations at <https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-classroom-accommodations-and-modifications>)
- When a class has a large range of abilities that result in some students completing assignments significantly later than others, you can adjust the assignment in multiple ways (e.g., quantity completed, time allowed, individual/group completion, amount of writing required, type of response required).
- If students with different abilities struggle with an assignment, it may not be an appropriate assignment for the class, or it may be an indicator that the content instruction was not effective and should be retaught.

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Fostering Student Accountability for Classroom Work: Elementary Offering Timely Feedback

IRIS STAR Sheets

A STAR (Strategies And Resources) Sheet provides you with a description of a well-researched strategy that can help you solve the case studies in this unit.

About the Strategy

Offering timely feedback involves communicating with students on their classroom work with a frequency that helps promote student learning and helps the students maintain their interest in and commitment to the work. This strategy provides support as students build understanding of the content, yet allows them independence. Offering timely feedback can occur in the form of verbal comments, written statements, grades, or opportunities for students to self-check.

What the Research and Resources Say

- Feedback should be provided to students as they work (while a teacher is monitoring), as well as when the work is completed. Feedback should clearly indicate student progression toward meeting the expected learning goal (Evertson & Emmer, 2017).
- “To be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students’ prior knowledge and to provide logical connections” (Hattie & Timperley, 2007, p. 104).
- Effective feedback is a crucial component of formative assessment, impacting both a teacher’s future instruction and students’ future learning (Heritage, 2014) and helping students learn the connection between effort and achievement (Evertson, 2015).
- Teachers can communicate low expectations to low achieving students when they don’t give feedback to these students or when they provide inappropriate positive feedback for incorrect responses (Evertson & Emmer, 2017). Classrooms with student-perceived equity include “high expectations, opportunity and choice, and *constructive feedback* for students at all points on the achievement hierarchy and from all ethnic groups” (McKown & Weinstein, 2008, p. 257, italics added).
- Feedback can be just as instructive, and as important, for the social aspects of completing classwork as for its academic aspects (Yoder, 2014).
- When feedback connects students’ successes with their effort, it can enhance their self-efficacy (Anderman, 2013). Increased student achievement can also result from feedback that helps students connect present understandings with established goals and desired performance (Timperley, 2013).
- Feedback is one of the most significant influences on student academic achievement (Hattie, 2012; Timperley, 2013). However, effective instruction should always precede feedback (Hattie & Timperley, 2007; see subsequent STAR Sheet on Providing Effective Content Instruction).

- Though feedback is critical to academic as well as social-emotional learning (SEL), poorly designed or delivered feedback can dampen or harm student learning (Schwab & Elias, 2015). Rather than providing feedback that is controlling in nature or trait-oriented (e.g., “You did well because you are smart.”) teachers should offer feedback that is effort-oriented and that helps the student learn to self-assess (e.g., “Your effective use of time on this project has allowed you to include some extra details that are really interesting.”) (Schwab & Elias, 2015).

Tips for Implementation

1. Offer feedback to students that balances the need to build independent skills with content learning as well as their needs to be supported and encouraged.
2. Offer feedback with greater frequency at the beginning of the year, the beginning of a study unit, the beginning of an individual assignment, and the beginning of new academic or social-emotional skill development. As you confirm that students are growing more confident and competent, the time between occurrences of feedback can be extended to allow for growth in self-assessment and independence.
3. Provide equitable feedback (in frequency or level of attention) to each student in the class.
4. State or write your feedback in a manner that helps students connect their effort on an assignment with their performance and/or their progress toward meeting a learning goal.

Keep in Mind

- Feedback will vary by assignment, grade level, time of year, and individual.
- More lengthy assignments may need to be broken into steps and feedback offered along the way.
- Be aware of how comfortable your students may or may not be with feedback in front of others; what you intend as a compliment in front of classmates may be seen by the student as embarrassing. Similarly, what you intend as constructive criticism in front of classmates may be regarded by the student as humiliating. Embarrassment and humiliation might cause students to react to you with defiance. Consider how you might offer feedback more privately for students who have that preference (e.g., in writing, at the side of the room, at the end of class).

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