JUDY W. EBY • EDWARD KUJAWA

REFLECTIVE PLANNING, TEACHING, AND EVALUATION: K–12

Reflective Planning, Teaching, and Evaluation: K–12

Judy W. Eby
with
Edward Kujawa
University of San Diego

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This book is dedicated with love and appreciation
to
Richard, Peter, Alex, and Lisa Eby

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Preface

THIS BOOK IS intended to initiate a journey of self-discovery for beginning teachers and those who are committed to improving their performances as elementary, middle school, or secondary classroom teachers.

The journey begins with an analysis of how teachers process information about school events. Our goal is to encourage you to reflect on your personal moral principles and recognize how your values and beliefs are likely to be translated into actions that affect your students' accomplishments and satisfaction with school.

PLANNING

No journey is likely to reach a satisfying destination without careful planning. In chapters 2 and 3, you will learn how to diagnose students' needs in order to create a healthy classroom environment that will increase students' intrinsic motivation and prevent discipline problems in your classroom.

In this exciting time of educational change—as schools restructure decision making—teachers have the opportunity to take more responsibility for creating the curricula that they teach. In chapters 4, 5, and 6, you will learn how to reflect on and articulate valuable educational goals and outcomes in the affective, cognitive, and psychomotor domains. You will learn how to create interdisciplinary thematic units and lesson plans that will engage your students in active, hands-on learning.

Throughout the book, award-winning teachers share some of their exciting lessons and unit plans. We are hopeful that you will enjoy reading them and perhaps modifying them for your own classroom use.

TEACHING

In order to present your lessons with enthusiasm and clarity, chapters 7 through 10 provide a variety of current teaching strategies that you can use to structure your classroom experiences. With these you can develop a repertoire of methods that will meet the needs of students with a variety of backgrounds and learning styles.

You will learn effective direct instruction techniques and will be introduced to a variety of teaching skills that promote higher-order thinking, through cooperative learning, role playing, simulation, and other models of teaching. We also present stories

told by practicing classroom teachers who share with you how they actually use these strategies. We encourage you to experiment, be creative, and be open to innovation when you begin to teach.

EVALUATION

We believe that evaluation is a critical component of all aspects of teaching and learning. We highlight new assessment techniques that promote success, rather than failure, among learners.

You will learn how your own values and curriculum orientations affect the types of tests you write and the way you assign grades. In chapters 11 and 12, we encourage you to make evaluation a formative experience by including your students in the evaluation process. You will learn how to assist your students as they create portfolios of their academic work, including writing samples, tests, daily work, and creative projects.

You will also learn that the importance of feedback to students in the evaluation process cannot be underestimated. With careful planning and sufficient time and assistance, we believe that most students can and do reach the standards of achievement expected by teachers.

For reflective teachers, there is no final destination on this journey of self-discovery. The process of planning, teaching, evaluating, and reflecting on the process is a continuous one, and most agree that the journey itself is one of the most rewarding and satisfying reasons for being a teacher.

J.E.
E.K.

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