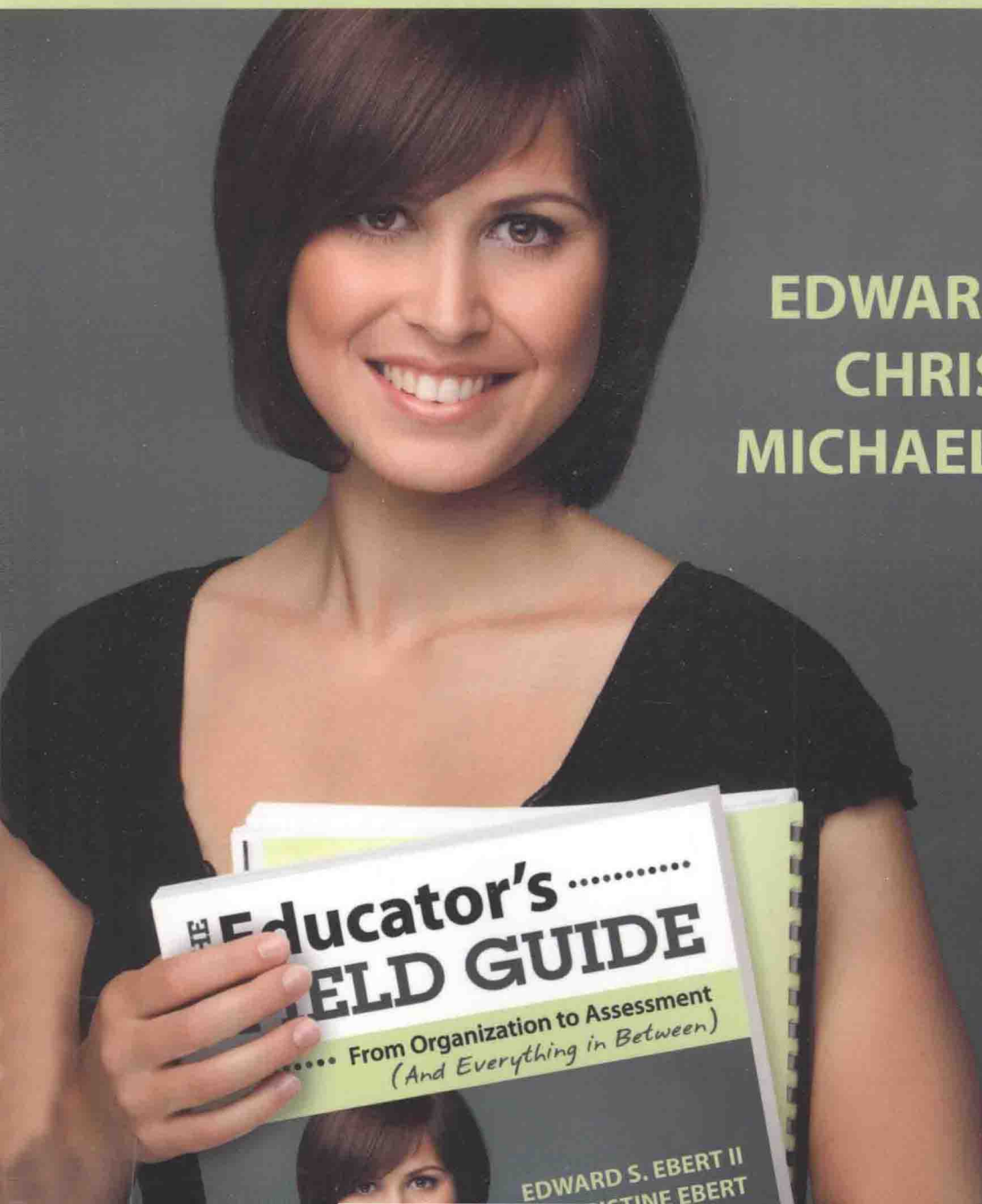


# THE Educator's ..... FIELD GUIDE

..... From Organization to Assessment  
*(And Everything in Between)*

EDWARD S. EBERT II  
CHRISTINE EBERT  
MICHAEL L. BENTLEY

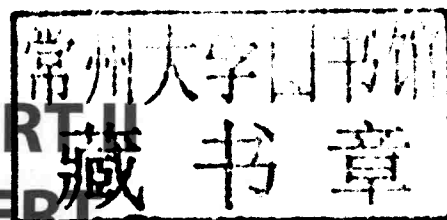


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**THE Educator's .....  
FIELD GUIDE**

# Preface

## Start Here

**W**elcome to the *Educator's Field Guide*! The *EFG* has been compiled particularly as a resource for student teachers and beginning teachers, though as a desk reference it may be a valuable volume to keep close at hand in your professional library. The four units that we have assembled here, focusing upon Instructional Organization, Classroom Management, Instruction, and Assessment, encompass the primary duties of any professional educator. In this edition of the *EFG* you will find both the classic research in these areas of your work as a teacher as well as up-to-date discussions and explanations of key topics such as student diversity, special needs, lesson planning, instructional techniques, and assessing your students' academic progress. If you are facing student teaching (or hosting a student teacher), are in your first years as a professional teacher, or simply want a source you can go to as a refresher on one topic or another, the *EFG* is your book.

## THE ORGANIZATION OF THE BOOK ■

There are several aspects to the organization used in the *EFG* that we want to point out to you. As mentioned already, the book is structured into four units. They are sequenced in the order in which you might need them most, though we understand that good arguments (even some of our own!) could be made for a different arrangement. We have placed an indexing mark along the edge of each page so that you can quickly go to the unit you need by either looking at the edge of the book or while thumbing through. Once again, the units are as follows:

- Unit I: Instructional Organization
- Unit II: Classroom Management
- Unit III: Instruction
- Unit IV: Assessment

At the beginning of each unit you will find an outline to help you zero in on the topic you need and also a concept map to help you see the bigger picture of what the unit discusses. And while we are mentioning it, the Table of Contents beginning on page v lists the major headings and subheadings found in the text as a quick reference.

Need a refresher on some of the terms used in education these days? Anything we use in the text that has been identified as a key term shows up in the glossary at the back of the book.

## ■ HOW TO USE THE EFG

Each of the units is organized in the same manner: **First**, **Second**, **Now**, **Tomorrow**, and **Finally**. You can go directly to the level of information that you need based on these category headings. The sections with the heading “**First**” are intended to give you the background information, the “whys and wherefores” of the topic. This section is not intended to tell you what to do in class tomorrow but instead is the foundation information that teachers should have to be professional educators.

In the sections titled “**Second**,” you will find what we will call *transition* information. That is, these sections start to bridge the gap between the foundation material found in the previous section and the very practical information to be found in the next section. For instance, in *Unit I: Instructional Organization*, the **First** section discusses long-range planning. You may well be required to do this, but it probably isn’t what you are most concerned about doing with your students tomorrow. The next section, **Second**, however, talks about short-range planning—and that’s all about what is going to happen in your room tomorrow.

“**Now**” is the section that tells you what to do, well, *now*. For instance, in *Unit II: Classroom Management*, **Now** is a detailed exercise in developing your own classroom-management plan. It begins with writing a mission statement and works its way all the way through to assessing your plan and reflecting on the results.

Preparation on a particular topic should be pretty well under control if you have gone through the previous sections (at least the **Now** section), so “**Tomorrow**” explains how to take what you’ve prepared and implement it. In *Unit IV: Assessment*, **Now** helps you to prepare strong assessments for your students to complete and **Tomorrow** tells you how to analyze the results of those assessments.

And “**Finally**.” We hope that you are feeling pretty confident about your work by this point. However, in the world of teaching and working with other people’s children, there is always something else to mention, and that’s where **Finally** comes in. Sometimes it’s a reiteration of things discussed in the unit. Other times—for instance, in *Unit III: Instruction*—it’s a reminder to all of us in education of a little item that can often get lost amid the hustle and bustle of getting it all done: take the time to enjoy your profession!

We have enjoyed putting this guide together for you and hope that you will find the *EFG* to be a useful resource and, perhaps, an anxiety-reducer when you are faced with a task that might require just a little bit of back up. And don’t forget the words of Nobel Peace Laureate Nelson Mandela, “Education is the most powerful weapon which you can use to change the world.” We wish you the very best in your work—go out and change the world!

Edward S. Ebert, II  
Christine Ebert  
Michael L. Bentley

# Acknowledgments

The authors wish to thank the team of editors who have made this book possible. Jessica Allan has been the guiding force and calming influence throughout the preparation of the *EFG*. Along the way we have been pleased to work with Allison Scott, Lisa Whitney, Veronica Stapleton, and Matthew Sullivan. The authors put words to the page, but it is a team such as this one that puts a book in the hands of readers such as yourself. We sincerely thank all of the folks at Corwin for their helpful and professional work.

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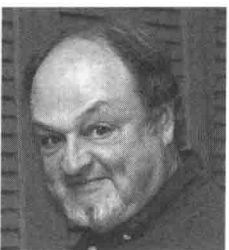


Photo by Matthew E. Bentley.

**Dr. Michael Bentley** has authored twenty-three books and chapters in books about science and science education, the most recent being a chapter on eco-justice education in *Cultural Studies and Environmentalism* (2010, Springer). A graduate of the University of Virginia, he taught at Virginia Tech and National-Louis University in Chicago and recently retired from the education faculty at the University of Tennessee. He currently writes and teaches part-time. His career has included teaching in Philadelphia and Virginia public schools, administering a science museum, and founding two innovative high schools in Virginia, including Community High School ([www.communityhigh.net](http://www.communityhigh.net)). Dr. Bentley serves on the expert panel for Education.com and volunteers for several nonprofits in his community. Dr. Bentley and his wife, the Rev. Susan E. Bentley, have three children, dogs, a lop-eared bunny, a Russian tortoise, a boa, a python, and several corn snakes.







The Corwin logo—a raven striding across an open book—represents the union of courage and learning. Corwin is committed to improving education for all learners by publishing books and other professional development resources for those serving the field of PreK–12 education. By providing practical, hands-on materials, Corwin continues to carry out the promise of its motto: **“Helping Educators Do Their Work Better.”**

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# UNIT I

## Instructional Organization

### UNIT I OUTLINE

- I. First: Long-Range Planning
  - A. Why Plan?
  - B. Three Prerequisites
  - C. Safety
  - D. Demographics
    1. Special Needs
    2. Classroom-Management Plan
    3. Working with Parents
  - E. Content Area(s) Standards and Assessment
- II. Second: Short-Range Planning
  - A. Unit Plans
  - B. Goals and Objectives
  - C. Lesson Plans
  - D. Projects and Group Work
- III. Now: Classroom Organization
  - A. Student Seating
  - B. Teacher's Seating
  - C. Independent Work Areas
  - D. Resource Storage/Availability
  - E. Communication
  - F. Strategies for Moving From Place to Place
  - G. Scheduling the Day in a Self-Contained Classroom
  - H. Educational Decoration: Avoiding Overstimulation
- IV. Tomorrow: Instructional Presentation
  - A. Use of the Primary Writing Surface
  - B. Technology (the Old and the New)
- V. Finally: Communication with "Outsiders"
  - A. School Staff
  - B. Parents
  - C. Museums, Agencies
- VI. Conclusion



■ UNIT I CONCEPT MAP

