



MENTORSHIP TIDINGS

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Issue #3

Transitions

If instructional materials are prepared and organized, transitions between activities will be smooth and take little time. Necessary materials might be listed on the daily schedule so students will know what they need and can prepare for one activity as materials for the previous activity are stored or collected.



"Take a Peek" Websites to Visit

www.galileo.org

www.authenticeducation.org

www.edutopia.org

Classroom Routines

Establishing clear expectations for student behaviour is the primary purpose for setting up classroom routines. If students are familiar with the processes necessary to get a particular job done, they are more likely to complete it in an orderly manner. Develop plans for these activities that work for your physical space and your management style. If a routine is not effective, you can involve your students in redesigning the routine.



Don't get stretched too thin...

The Use of Wait Time

(from "Beyond Monet" by Barrie Bennett and Carol Rolheiser)

Wait time is the time the student has to think after a question has been asked and the time to think after a student has been asked to respond. It can also include the time given after a student has responded in order to encourage them to continue thinking. As an instruction skill, wait time increased the chances that the quality and length of a student's response improves. More importantly, wait time helps create a safe learning environment.

The research reports that most teachers' wait time is measured in hundredth of a second, even through increasing thinking time to three or more seconds meaningfully improves student responses. Most students appreciate time to rehearse an answer before having to respond. The current performance level of the student, the complexity of the question, and the students' past experience should influence the amount of wait time provided to students with the material being explored.

The research shows that wait time has little effect on recall level questions. Approximately 60-70 percent of questions asked are at the recall level.

What else does this mean for you? Ask more complex, higher level questions. Are you using the Bloom's Taxonomy booklet you received in your package at orientation. If not, you should be. Remember, we tend to resort to lower level, and need to change that practice.