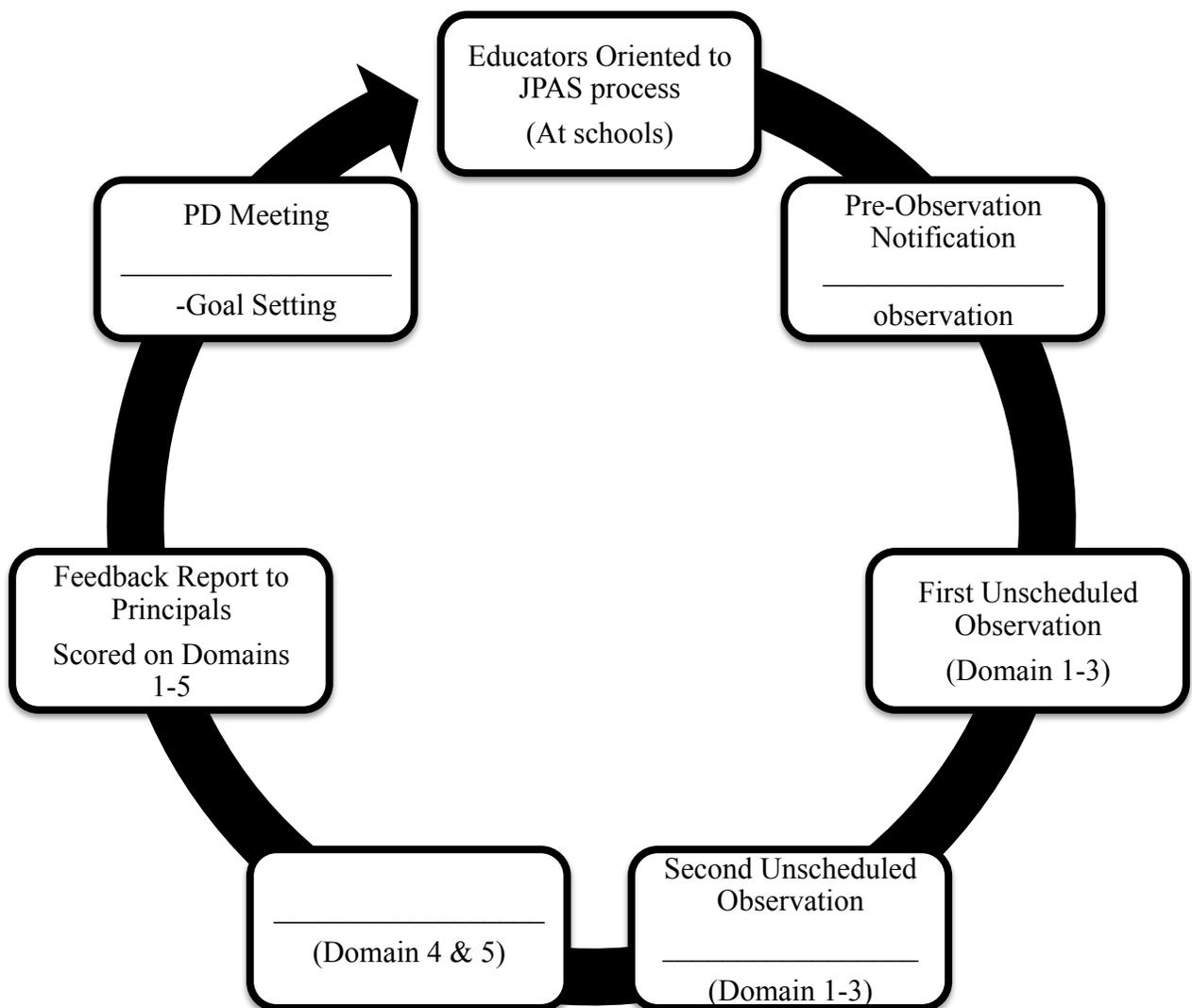


JPAS Training Participant Handout



Activity 1: Anita Archer Video

Watch the video, and put a tally next to each indicator when you see it happen.

Domain 1: Managing the Classroom

- _____ Students off-task
- _____ Interrupts/obscures instruction
- _____ Fails to address misunderstandings
- _____ Fails to respond immediately to disruptive behavior
- _____ Adjusts instruction
- _____ Smooth transitions
- _____ Courteous climate
- _____ Responds consistently to behaviors
- _____ Applies low key tactics for misbehavior
- _____ Identified initiators of disruptive behavior
- _____ Uses management routines
- _____ Classroom management
- _____ Minutes of nonacademic time

Activity 2: Partner Discussion

Meet with a partner, and using the information from activity 1, fill in the JPAS scoring document, and score the managing the classroom domain.

Activity 3: Domain 2

Anticipation Guide

Read through the statements below, and on the left, mark whether you Agree (A) or Disagree (D).

Before	Indicator Number(s)	Statements	After
	14, 27, 29	1. Sometimes a student's correct answer still lacks depth. Probing provides the student an opportunity to think deeper about the content.	
	15	2. Providing examples and non-examples is a great way to explain academic concepts in the classroom.	
	16,35,38	3. Handing students lab materials with written instructions is enough to ensure that students will be able to perform the lab as directed.	
	17	4. Illustrating relationships between subject matter helps students gain a deeper understanding of concepts.	
	18	5. If you come to a very important part in your lesson, it is okay to tell students it is very important and to underline or highlight the point in their notes, or explain the point 2 or 3 times.	
	19	6. You can review concepts by just referring to a previous lesson.	
	20	7. It is not important to determine pre-requisite skills when introducing a new concept.	
	21,22	8. When a teacher uses an advanced organizer to provide a brief overview of the new material that helps students anticipate what they will be learning, a principal can score "yes" for advance organizer AND teaching/learning strategy.	
	23	9. If the majority of students are asking many questions about how to proceed, are off-task, or are saying they don't know what to do next to complete the assignment, the teacher might have difficulty with the structure and sequence of activities.	
	24	10. A teacher can receive a high JPAS score for energy and enthusiasm by memorizing the lecture and delivering the lecture in monotone punctuated by sighs and lengthy pauses.	
	25	11. A HIGH JPAS score for goals, objectives, and expectations can be given if the teacher explicitly states (or writes) either the goals, objectives, or learning expectations of the lesson on the board.	
	26	12. A low score is given for instructional delivery if most of the elements of instructional delivery (goals, expectations, questions, demonstrations,	

		applications, reviews, etc.) are missing or presented haphazardly.	
	28	13. Wait time is counted each time the teacher asks a question before calling on a particular student to respond <u>and</u> pauses for at least one second before requiring a response.	
	30	14. The teacher asks students to work in small groups, pair-share, ask their neighbor, or problem solve with a peer. The JPAS observer would mark "Yes" for the indicator task-oriented peer interaction.	
	31	15. When the teacher asked, "How many quarts are in a gallon?" and then repeated the question until she got a correct answer, it was an example of problem solving.	
	32	16. When a teacher asks "What would happen if the school had no rules?" he/she is requiring students to analyze cause and effect.	
	33	17. When students associate what they have just learned to past experiences, they will learn more. These life-related activities are called applications.	
	34	18. Teachers can promote innovation, creativity and ownership by using the brainstorming technique with their students.	
	36	19. While students are doing independent practice, the teacher should check the work of a few students to gauge the progress of the whole class.	
	37	20. When rushed for time, it is better to get through all of your content and check for understanding at a later time.	
	(35),38	21. When teaching how to make a pop-up book, the teacher demonstrates how to put the book together one step at a time, then asks students to perform the task. This is a high example of monitoring student performance.	

After your group work, go back to the statements above and mark the right side with an (A) if you Agree or a (D) if you Disagree, based on your new knowledge.

Activity 4: Domain 3

Quiz

1 During a lesson, the students start raising their hands to ask questions. The teacher says, "I appreciate the way you are raising your hands. You are remembering our rules." Which of the following indicators would be marked?

- A Academic Feedback (40)
- B Reinforces Desired Behaviors (43)
- C Acknowledges Learning Efforts (44)

2 At the end of a math lesson, the teacher uses flash cards to help the students memorize their times tables. He shows the cards at random and the students respond in unison. The teacher stops the group when he hears errors and has the whole group repeat the cards correctly. How do you mark the Guided Practice Indicator (47)?

- A Yes
- B No

3 During an observation, the teacher spends the first ten minutes lecturing without asking or answering questions. Next, the teacher gives an assignment and tells the students to work quietly. The teacher sits at the back of the room and prepares materials for the next lesson, while the students work. No misbehavior occurs and the students stay on task. At the end of the observation, how do you mark the Learning Environment indicator (49)?

- A Low or ineffective interaction
- B Limited Interaction
- C High Student Interaction

4 During an observation, 16 different students make 23 different comments. How do you mark the Student Participation indicator (39)?

- A 23
- B 39
- C 16

5 The teacher has a student show the class how to clean a battery terminal. The teacher then breaks the class into groups to practice the procedure. The teacher checks each group to ensure that all students understand the new skill. How do you mark indicator 45 and 48?

- A yes for both indicators
- B yes for indicator 45, and no for indicator 48
- C no for both indicators

6 The teacher quietly and effectively stops independent seat work by saying, "All eyes on me, please." The students focus their attention on the teacher and she then asks the students to leave their tables and go to the back of the room for an experiment. When the students are at the back of the room, the teacher gives the group a visual cue. The students immediately stop talking and focus on the teacher. How do you mark indicator 41, Getting Students Attention?

- A 0 tally marks
- B 1 tally mark
- C 2 tally marks
- D 3 tally marks

7 At the end of a show and tell activity, the teacher notices that a child who has an item to show hasn't volunteered to participate. He gently calls the student to the front and helps the child describe the item. The teacher then congratulates the student on his presentation. How would you mark indicator 42, Encourages Reluctant Students?

- A 0 tally marks
- B 1 tally mark
- C 2 tally marks
- D 3 tally marks

8 A student is called to the board to correct grammatical errors in a sentence. Most of what the student has done is incorrect. The teacher tells the student they are wrong, and asks for someone else to come to the board to demonstrate the correct way to solve the problem. How will indicator 40, Academic Feedback be marked?

- A 0 tally marks
- B 1 tally mark

- C 2 tally marks
- D 3 tally marks

9 Students are divided up into 3 groups. Each group is assigned to read an article and discuss the main points. Then students are regrouped, so that they are partnered with students who read each article. Students then share with each other the main points and ideas of each article, and discuss how the articles are related to one another. Which indicator would be marked?

- A Student Participation (39)
- B Demonstrates Knowledge or Skills (45)
- C Practices Communication Skills (46)
- D Both 45 and 46 could be marked

10 A teacher has the students working in a lab setting in small lab groups to complete an experiment. There are many interactions among the students and the teacher, and off-task behavior is redirected quickly. How would indicator 49, Learning Environment be marked?

- A High
- B Medium
- C Low

Activity 5: Domain 4 & 5

Listen carefully to the mock interview. Create a list of things that you will need to make copies of or collect for your interview.