



## Reflective Planning, Teaching and Evaluation: K-12 (3rd Edition)

*By Judy W. Eby, Adrienne L. Herrell, James Hicks*

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Reflective Planning, Teaching, and Evaluation: K-12 takes a constructivist approach and offers an original Reflective Action model of how thinking, caring teachers function in real classrooms. What's new in the third edition?

- \*Cooperative learning is addressed in every chapter
- \*Includes significant coverage of technology, especially curriculum integration and on-line learning
- \*Planning, teaching, and evaluation strategies consider the unique needs of ESL and culturally diverse learners
- \*Learning Experiences at the end of each chapter prompt readers to use the steps of the Reflective Action model as they develop their professional portfolios

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**Reflective Planning, Teaching and Evaluation: K-12 (3rd Edition)** By Judy W. Eby, Adrienne L. Herrell, James Hicks **Bibliography**

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## **Editorial Review**

From the Back Cover

*Reflective Planning, Teaching, and Evaluation: K-12* takes a constructivist approach and offers an original Reflective Action model of how thinking, caring teachers function in real classrooms.

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### **About the Author**

**Judy Eby** began teaching in 1969, and has been a classroom teacher, a gifted program coordinator, a teacher educator (De Paul University, University of San Diego, and San Diego State University), and a mentor teacher in the Beginning Teacher Support Academy with the San Diego Unified School District. Now retired, she still enthusiastically pursues her role as a connoisseur of best educational practices. She actively searches out and researches best practices, and shares her experiences and perceptions with other educators. She offers her experience to school districts as an educational consultant, specializing in the development of reflective action and professional portfolios for teachers.

She also volunteers in children's literacy programs on both sides of the San Diego-Tijuana border. Her most treasured project is the Tecolote Centro de Comunidad, a children's center in Tijuana, where she has created and runs a children's library for the community. She also participates in before and after school programs on both sides of the border.

Because Judy knows that teacher educators deserve to have the ideas of someone currently immersed in teacher education, she invited Adrienne Herrell, a children's literacy specialist, and Jim Hicks, a high school physics teacher, to co-author this book.

**Adrienne Herrell** received her Ph.D. from Florida State University in early childhood education/early literacy. She currently teaches early literacy, literacy for English language learners and reading/language arts assessment classes in the elementary credential and reading/ language arts master's programs at California State University, Fresno.

She is author, or co-author of three other books published by Merrill/Prentice Hall: *Camcorder in the Classroom* (1997) with Joel P. Fowler, *Fifty Strategies for Teaching English Language Learners* (2000), and *Fifty Strategies for Assessing and Increasing Reading Comprehension* (in press) with Michael Jordan. Adrienne taught for 23 years in public school in Florida but considers raising five sons to be her most valuable life experience.

**Jim Hicks**, an award-winning educator, has been teaching physics at Barrington High School, District 220, Barrington, IL for 35 years. He received a master's degree in physics from Purdue University in 1970 and in a Ph.D. in science education from Northwestern University in 1978. He has taught part time at the University of Illinois at Champaign-Urbana, University of Illinois at Chicago, and McHenry County College in Crystal Lake, IL.

His numerous educator awards include the Radio Shack Tandy Scholar Award as a top secondary educator in America in 1999; Instructional Innovation in Mathematics and Science Award from Business Week in 1992; Most Outstanding Physics Teacher, State of Illinois, awarded by the American Association of Physics Illinois chapter in 1991; and the Kohl Education International Foundation Award for exemplary teaching in 1985. The Omni Society of Lake County IL presented Jim with an International Youth Mentor award in 1998. He and Chris Chiaverinas of New Trier High School, District 203 in Winnetka, Illinois, were the subject of two documentaries: *Rock and Roll Physics*, produced and directed by Kurtis Productions of Chicago, and *Amusement Park Physics*, produced by Beyond 2000, an Australian based television production company.

Jim and his wife, Fran, live in Crystal Lake, IL. They have six children. "The perfect teacher, mother, and friend" is how he describes Fran, a middle-school science teacher who has offered her own reflective action in Chapter 10.

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We all have a powerful desire to be successful in any educational venture we undertake throughout our lives. Nowhere is this more true than in the elementary classrooms of schools around the world. Each morning that a new school term begins, children wake up, brush their teeth, put on their clothes, eat their breakfasts, and walk out the door with the same hopeful longing: "I hope I get a good teacher."

What does the child mean by a good teacher? We believe that a good teacher is one who uses what Kounin (1977) calls *withitness* to perceive the needs of the varied students who come into our classrooms. But, after the many and varied needs of students have been perceived, then what?

We offer you some answers to "then what" in this textbook. Here is our combined experience as both learners and teachers and our analysis of the best practices in research that can enable you to approach your new role as teacher with confidence that you and your students can succeed. We offer you our original model of how caring, reflective teachers think and feel on the job. We call it *reflective action*. You will find it highlighted in Chapter 1, and then referred to again and again throughout the book. Essentially, it is a proactive teaching/learning process that prepares you to combine and alternate perceptiveness of your students' needs with periods of reflection, getting support and feedback from trusted colleagues, making plans, predicting possible outcomes of your plans, taking action, reflecting on your action, and acting again, each time with more care and precision than the time before.

## **Features of This Edition**

We're excited about this concept. We hope that you are, too. But we recognize that you are entering the teaching profession at a time when there is more to think about every day. This edition has been redesigned to respond to the new challenges in education that have grown out of the change in demographics in all areas of the country.

We have redesigned this text to ensure that it is current and up to date in regard to both federal guidelines

and state standards for teacher credentialling programs.

## **CLAD**

The planning, teaching, and evaluation strategies we describe throughout this book are well suited for use in Crosscultural, Language, and Academic Development (CLAD) credential programs that prepare teachers to meet the needs of culturally diverse students. Our reflective action model prepares teachers to become more adept at considering the needs of culturally diverse learners. Suggestions for scaffolding language, adapting lessons for the language acquisition stages of students, and actively involving nonfluent speakers of English are incorporated into Chapter 3. Assessment strategies which allow students to demonstrate their knowledge and understanding in a variety of ways are included in Chapter 11.

## **TECHNOLOGICAL INNOVATIONS IN THE CLASSROOM**

We're also well aware of the greatly changing educational landscape due to the growth in technological innovations available to teachers and students at home and in school. Chapter 10 is devoted entirely to using technology in your teaching. It includes descriptions of school districts that have pioneered in technology-based education. There are many specific descriptions of how teachers use computers, video cameras, scanners, photocopiers, and compact and laser disks to stimulate and motivate their students to learn. There are many stories of students doing research on the Internet and networking with people around the globe to gather and share information.

## **PROFESSIONAL PORTFOLIO FOR TEACHERS**

At the end of each chapter in this book, we include learning experiences that will stimulate beginning teachers to become proactive in their classroom visitations. As they visit other teachers' classrooms and complete the end-of-chapter assignments, they will have the opportunity to reflect deeply on their own philosophies, priorities, and values in education. They will be prompted to use the steps of the reflective action model as they begin to document their own best practices, strengths, and talents. The end result can be a professional portfolio filled with curriculum plans and classroom management strategies that a beginning teacher can show with pride at employment interviews.

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Technology is a constantly growing and changing aspect of our field that, creating a need for new content and resources. To address this emerging need, Prentice Hall has developed an online learning environment for students and professors alike—Companion Websites—to support our textbooks.

The content for each user-friendly website is organized by topic and provides professors and students with a variety of meaningful resources.

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Every Companion Website integrates **Syllabus Manager™**, an online syllabus creation and management utility. **Syllabus Manager™** provides you, the instructor, with an easy, step-by-step process to create and revise syllabi with direct links into Companion Website and other online content without having to learn HTML.

- Students may log on to your syllabus during any study session. All they need to know is the web address for the Companion Website and the password you've assigned to your syllabus.

- After you have created a syllabus using **Syllabus Manager™**, students may enter the syllabus for their course section from any point in the Companion Website.
- Clicking on a date, the student is shown the list of activities for the assignment. The activities for each assignment are linked directly to actual content, saving time for students.
- Adding assignments consists of clicking on the desired due date, then filling in the details of the assignment—name of the assignment, instructions, and whether or not it is a one-time or repeating assignment.
- In addition, links to other activities can be created easily. If the activity is online, a URL can be entered in the space provided, and it will be linked automatically in the final syllabus.
- Your completed syllabus is hosted on our servers, allowing convenient updates from any computer on the Internet. Changes you make to your syllabus are immediately available to your students at their next logon.

## FOR THE STUDENT

Every Companion Website also includes content and features designed specifically for students.

- **Topic Overviews**—outline key concepts in topic areas
- **Web Links**—a wide range of websites that provide useful and current information related to each topic area
- **Lesson Plans**—links to lesson plans for appropriate topic areas
- **Projects on the Web**—links to projects and activities on the web for appropriate topic areas
- **Education Resources**—links to schools, online journals, government sites, departments of education, professional organizations, regional information, and more
- **Electronic Bluebook**—send homework or essays directly to your instructor's email with this paperless form
- **Message Board**—serves as a virtual bulletin board to post-or respond to questions or comments to/from a national audience
- **Chat**—real-time chat with anyone who is using the text anywhere in the country—ideal for discussion and study groups, class projects, etc.

To take advantage of these and other resources, please visit the Companion Website for *Reflective Planning, Teaching, and Evaluation: K-12*, Third Edition, at [www.prenhall.com/eby](http://www.prenhall.com/eby)

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