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Coping with paradigmatic influence on educational practices through an analytical approach to change

Patricia Jean Bedolla

COPING WITH PARADIGMATIC INFLUENCE ON EDUCATIONAL PRACTICES

THROUGH AN ANALYTICAL APPROACH TO CHANGE

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fullfillment

of the Requirements for the Degree

Master of Arts

in

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by

Patricia Jean Bedolla

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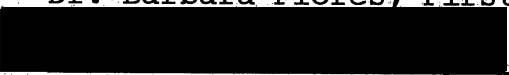California State University,

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ABSTRACT

In today's world of education, teachers are overwhelmed with a multitude of regulations and implementations which have a definite effect on their teaching practices. With so many new "wonderful" innovations, the pedagogical jargon is overflowing its banks. As a result, teachers have to cope with this invasion. However, everyone is unique; with their own personality, feelings, and beliefs. The problem is, because of these differences, each teacher reacts differently. Thus, this reaction has a great influence on how teachers conduct their daily classroom activities. What is a teacher to do?

By learning about paradigms and paradigm shifts, defining and understanding the terms involved with these new innovations, teachers can better cope with the changes by establishing their own philosophy of learning. Via this philosophy, they can design a classroom structure which provides the best learning environment for their students.

Thereupon, the intent of this project is; 1) to provide background knowledge of paradigms, 2) define, compare, and contrast three of today's competing paradigms, 3) define the bombardment of educational terms, and then, 4) present a blueprint that visually organizes all this information for planning and implementation within the classroom.

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Introduction

The quest for clarity and understanding has prompted this journey into the realm of educational jargon. Since I entered the world of bilingual education in 1977, there has literally been a tidal wave of terms inundating the ears of teachers today. Given that teachers come from different backgrounds and experiences, these terms can potentially cause various reactions and feelings. For some teachers certain terms may be accepted with open arms while for others these same terms are very threatening. This problem is compounded when they are encouraged and sometimes obligated to understand them and utilize them within their classroom's structure. So many names for programs, strategies, assessment tools, etc., all claiming to be effective and essential to achieve high student success. Teachers are continuously being mandated to attend staff inservices on these panaceas and often leave feeling confused and threatened. It seems like just more whims and more to implement. The invasion seems endless. What does this all mean? Is any one of greater importance than the other? How do teachers go about deciding what works best for their students?

In order to answer these questions, teachers must: 1) rethink and make changes; 2) develop an understanding of

paradigms and paradigm shifts; 3) organize and analyze theories; and 4) learn to interpret and implement information essential in making a decision as to what form of instruction is best for students. This is not an easy task, however. When one has to delve into the unknown, uncertainty and apprehension often interferes with decision making.

The intent of this project is to help alleviate the skepticism and understand not only the reigning paradigms but also to help establish your own philosophy and beliefs of educating students. Since paradigms are what change is all about, we will begin with Kuhn's theory of paradigms followed by Ferguson's paradigm interpretation along with a discussion of its application to pedagogical thought which is important in understanding the continual changes and turnabouts in education. Chapter two will define three present day competing pedagogical paradigms of Skills, Whole Language (WL), and Multiple Intelligences (MI). Although there may be other developing paradigms, these are the most prominent ones fighting for position among the school districts and those for which universities are basing their course work, especially WL and MI. Chapter three will then present a critical comparison and contrast analysis of these theories to provide a more extensive understanding of their origins and development. Chapter four will discuss the critical issues facing teachers in connection with these paradigms.

Chapter five will present a strategy to help teachers cope

with paradigms shifts and incorporate new knowledge into

their educational program through the use of a "Perspective

Chart". Chapter six demonstrates a strategy for practical

application within an existing classroom structural design.

Finally, chapter seven will summarize and examine

implications of our discussions.

Chapter One

What is a Paradigm?

"History suggests that the road to a firm consensus
is extraordinarily arduous."
(Thomas S. Kuhn 1970)

Kuhn's Paradigmatic Explanation

This paradigm or that paradigm, which will it be?

Furthermore, what is a paradigm? Thomas S. Kuhn's, The

Structure of Scientific Revolutions, is an in-depth

discussion of change in the scientific realm with his theory

of paradigms and paradigm shifts. So what? What does the

scientific world have to do with education? Once understood,

Kuhn's paradigm theory is highly compatible to the

educational world. Kuhn's definition of a paradigm is a

theory or mode embraced by the entire community of

researchers. Essentially, it is the belief of the time.

According to his theory it all began with chaos. Chaos is

the period that predates the first paradigm. It only happens

once. It is a time when the puzzle pieces are all jumbled

and there is no order to the madness. It is a time when data

and research is collected to make sense of the puzzle pieces.

Chaos ends when the first paradigm is installed. Once chaos

has been overcome by a theory that can be accepted by a

science community then comes normal science. Normal science

is a time of puzzle solving. Texts are written to help solve

these puzzles. There is a tendency to ignore those pieces that are not fitting. Problems that cannot be solved by the paradigm then become the anomalies. Once these anomalies can no longer be ignored then emerges the crisis revolution. Then the search is on again for a theory that can be accepted by a science community. Extraordinary science tries to answer the most important anomalies; thus, becomes the new paradigm. This paradigm may stand firm for a time until once again it is unable to answer some unsolved puzzles reverting back to a crisis revolution and the saga continues. Hence, the cycle of a paradigm shift. A change in how scientists see the world. The chart in Figure 1 illustrates this transition.

Kuhn's theory is basically demonstrating the desire of the scientific world to solve problems, to have explanations, and to have the answers. There is a natural human desire to "figure things out". We are all struggling to survive in a complex world. We think, we discuss, we argue, we sort things out, thereupon we devise a plan. The plan works for awhile; everything seems to be working. People buy into the plan.

But beware! A new problem arises. The plan is not equipped to solve the problem. It has exhausted all it's resources. We are now in a crisis revolution. Something must now be done to remedy the situation. Again we

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Figure 1 Paradigm Shift

Chaos
Only happens
once

↓

Normal Science
Begin to sort out things.
Paradigm-somebody's
idea accepted by the
community.

Normal Science
Resumes under new
paradigm

Anomaly
Problem the
paradigm
cannot solve

Extaordinary Science
Crisis Revolution
New Paradigm emerges
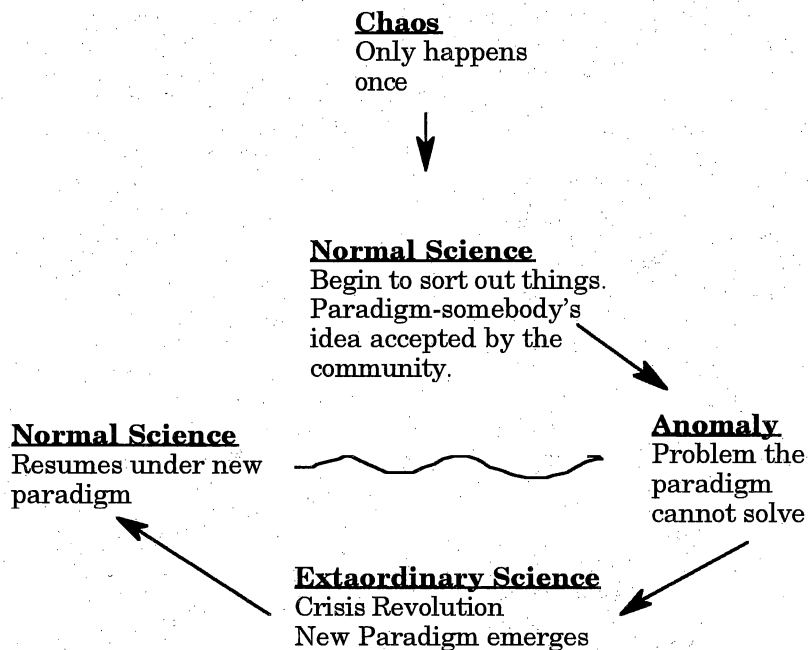
think, discuss, argue, and sort things out; a new plan begins

to emerge solving the new problems yet, lurking in the

darkness are those unavoidable anomalies awaiting the next

crisis revolution. Sounds very much like the procedure for

writing a school plan. Every time a plan is rewritten, new

problems are always waiting. It is essential to think,

discuss, and sort things out to write a plan conducive to the

present situation because change is everchanging. Conditions

do not remain the same, change is inevitable and ongoing.

Ferguson's Personal Paradigmatic Explanation

Marilyn Ferguson in her book, <u>The Aquarian Conspiracy</u>,

also speaks of paradigm shifts. Her interpretation of Kuhn's theory is; A paradigm is a framework of thought (from the Greek paradigma, "pattern"). A paradigm is a scheme for understanding and explaining certain aspects of reality (Ferguson 1980, p.26). She further explains that a paradigm shift is a distinctly new way of thinking about old problems. Ferguson presents a vivid example of two scientific paradigms. At one time Newton's physics was a powerful paradigm up until the invasion of Einstein's, "Theory of Relativity", which resolved many of the anomalies and riddles that Newton's physics could not answer. Although Einstein's theory had this great ability, it was met with great opposition. Change does not happen quickly. The problem is that you can't embrace the new paradigm unless you let go of the old (Ferguson 1980, p.27).

> The idea of paradigms does not only encompass the scientific world. People often experience personal paradigms. As Ferguson describes:
>   As experienced by an individual, the paradigm shift might be compared to the discovery of the "hidden pictures" in children's magazines. You look at a sketch that appears to be a tree and a pond. Then someone asks you to look more closely— to look for something you had no reason to believe was there. Suddenly you see camouflaged objects in the scene: The branches become a fish or a pitchfork, the lines around the pond hide a

toothbrush.

> Nobody can talk you into seeing the hidden pictures. You are not *persuaded* that the objects are there. Either you see them or you don't. But once you have seen them, they are plainly there whenever you look at the drawing. You wonder how you missed them before. (Ferguson 1980, p.30)

These personal paradigms are important to recognize so we can be aware not only of worldly paradigms but also recognize paradigm shifts within our loved ones, close friends, colleagues, and parents of our students. These shifts are what assist individuals in changing their beliefs. The types of occurrences that cause such changes may include a sudden illnesses or needed surgery, an unexpected accident, a religious awakening or disappointment, loss or acquisition of a job, even such an event as a midlife crisis alters one's way of believing or thinking of him or herself. Therefore, the variety and uniqueness we see among people today may be the result of their own personal paradigms. That is the reason we see those who put forth the effort to enjoy life without a worry, others worry too much, while others try to live within a happy medium between work and play. The latter group is the most difficult to achieve. With so much happening in the world today and with the warp speed of progress, especially in the technology field, it is difficult to grab onto a paradigm for any significant length of time.

We barely have enough time to absorb and comprehend the new paradigm when within a short time it is deemed outdated. Our personal beliefs may change from one day to the next. However, if we learn to critically name and analyze changes in our own personal beliefs by sorting out all the options, establishing priorities, incorporating past experience with the new, we will be able to adjust to our personal changes ergo doing the same for the worldly paradigms that surround our existence.

Ferguson's Educational Paradigmatic Explanation

The concept of paradigm is a powerful tool for teachers. It will facilitate their understanding of the competing educational theories. Teachers should have a natural inclination to search for what works best for their students and their particular situation. Sooner or later a problem will arise that the current paradigm cannot solve. There is always that one student who has just exhausted all of the teacher's resources. They should continually review past knowledge while keeping abreast of new information being tossed out into the educational world. Being aware of paradigms personal and worldly, teachers can then keep an open mind to what lurks in the corners. They can then analyze and make decisions based on their prior and newly acquired knowledge.

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In Figure 2 Ferguson (1980, pp. 289-291) compares the assumptions of the "Old Paradigm of Education" to those of the "New Paradigm of Learning" which demonstrates the change in direction of education and the vast differences that have transcended over the years.

Figure 2 Old and New Paradigm of Education

Assumptions of the Old Paradigm of Education	Assumptions of the New Paradigm of Learning
Emphasis on *content*, acquiring a body of "right" information once and for all.	Emphasis on learning how to learn, how to ask good questions, pay attention to the right things, be open to and to evaluate new concepts, have access to information. What is now "known" may change. Importance of *context*.
Learning as a *product*, a destination.	Learning as a *process*, a journey.
Hierarchial and authoritarian structure. Rewards conformity, discourages dissent.	Egalitarian. Candor and dissent permitted. Students and teachers see each other as people, not roles. Encourages autonomy.
Relatively rigid structure, prescribed curriculum.	Relative flexible structure. Belief that there are many ways to teach a given subject.
Lockstep progress, emphasis on the "appropriate" ages for certain activities, age segregation. Compartmentalized.	Flexibility and integration of age groupings. Individual not automatically limited to certain subject matter by age.
Priority on performance.	Priority on self-image as the generator of performance.

Figure 2 Old and New Paradigm of Education (con't)

Assumptions of the Old Paradigm of Education	Assumptions of the New Paradigm of Learning
Emphasis on external world. Inner experience often considered inappropriate in school setting.	Inner experience seen as context for learning. Use of imagery, storytelling, dream journals, "centering" exercises, and exploration of feelings encouraged.
Guessing and divergent thinking discouraged.	Guessing and divergent thinking encouraged as part of the creative process.
Emphasis on analytical, linear, left-brain thinking.	Strives for whole-brain education. Augments left-brain rationality with holistic, nonlinear, and intuitive strategies. Confluence and fusion of the two processes emphasized.
Labeling (remedial, gifted, minimally brain dysfunctional, etc.) contributes to self-fulfilling prophecy.	Labeling used only in minor prescriptive role and not as a fixed evaluation that dogs the individual's educational career.
Concern with norms.	Concern with the individual's performance in terms of potential. Interest in testing outer limits, transcending perceived limitations.
Primary reliance on theoretical, abstract "book knowledge."	Theoretical and abstract knowledge heavily complemented by experiment and experience, both in and out of classroom. Field trips, apprenticeships, demonstrations, visiting experts.

Figure 2 Old and New Paradigm of Education (con't)

Assumptions of the Old Paradigm of Education	Assumptions of the New Paradigm of Learning
Classrooms designed for efficiency, convenience.	Concern for the environment of learning, lighting, colors, air, physical comfort, needs for privacy and interaction, quiet and exuberant activities.
Bureaucratically determined, resistant to community input.	Encourages community input, even community control.
Education seen as a social necessity for a certain period of time, to inculcate minimum skills and train for specific role.	Education seen as lifelong process, one only tangentially related to schools.
Increasing reliance on technology (audiovisual equipment, computers, tapes, texts), dehumanization.	Appropriate technology, human relationships between teachers and learners of primary importance.
Teacher imparts knowledge; one-way street.	Teacher is learner, too, learning from students.

These assumptions are extremely different and would require a complete inside-out transformation for one to switch from the old to the new. Imagine those accustomed to a classroom of students sitting properly and quietly at their desks completing an assigned worksheet or answering a set of questions walking into a classroom of students engaged in various activities discussing their process of learning to their peers.   They would be appalled at the fact that

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students were not sitting quietly, that the room was noisy, and children could not concentrate. How could they be learning with all this distraction? Whereas the new paradigm advocate walking into the quiet classroom may ask "Where is the learning? It's all so quiet." As one reads through these assumptions, change is already in action. The thought processes are activated and conclusions are derived.

"I agree that students should have some choice but I feel certain subjects must be taught."

"I feel that time for interaction is important but I feel less in control when students are everywhere."

"I would like to encourage my students to express their feelings but I fear discussions may get out of hand."

"I believe in learning as a process but parents and administration expect to see work."

"I would like to encourage community input but it takes extra effort and time which I just do not have."

These thoughts and many more travel through the freeways of the mind continuously leaving many confused and frustrated; honestly trying to do what they feel is in the best interest of their students.

Not one teacher falls completely into one or the other of these paradigms. Many are somewhere in between; thus, the reason for paradigms shifts. Anomalies are unavoidable and must be addressed. Educators are in continual transition with each new year bringing along new challenges. These assumptions will bear quite a resemblance to the paradigms we

will discuss further in chapters two and three, so keep them in mind and you will see how they fit into the competing paradigms.

Other Obstacles

Even if teachers have paradigm awareness and are in control of their thoughts, there is one other factor they may have little control over, that is, the struggle to comply with school site and district demands which may or may not be in accordance with their own pedagogical beliefs. If they do not buy into it, they are in a continual battle; therefore, limiting the quality of education for their students. If they do buy into it, they have more freedom to utilize their belief. But beware! Change is always there and sometimes so rapid that they are soon overwhelmed and must begin to rethink their situation. Keeping an open mind is so important; "To be accepted as a paradigm, a theory must seem better than its competitors, but it need not, and in fact never does, explain all the facts with which it can be confronted" (Kuhn 1970, pp.17-18). As Kuhn explains, not all the facts can be confronted. Currently in education, the problems are many and not one paradigm seems better than all its competitors or should I say accepted by a majority of the community. As the public in general is increasing and becoming more familiarized with educational jargon, parents

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are more questioning about their child's education. Before,
a pedagogical paradigm could survive well with the acceptance
of basically the educational and political crowd. Now its
survival also depends on parent approval. However, because
of our personal paradigms, not all parents buy into the same
belief. Their children each have specific needs so their
belief derives from those needs. Therefore a parent with a
child who is struggling in reading and has not yet developed
his/her skills in sound symbol relationship, may buy into the
phonics or skills approach. While a parent who has a very
avid reader may buy into WL because of its emphasis on
literature and writing. While yet another parent may buy
into MI because perhaps there child may not be linguistically
inclined but may be exceptionally skilled in music. It all
depends! It is a question of needs, addressing those needs,
new needs arise, those needs require different techniques
because of their uniqueness. We are forever in transition.

Competing Paradigms

What I see is a struggle of paradigms. It all depends
on which one, one was reared. Some of us were raised almost
entirely on phonics and skills. That was our only experience;
therefore, our orientation and our belief is in that system.
Our thinking is generated from that rearing. Its an old need
continually being addressed. This is the reason such

programs as "Hooked on Phonics" and "Project Read" have the
ability to take their position in today's classroom
curriculum. Whole Language (WL) has been struggling hard to
stand its ground. Its literature has become some of the
texts at the universities; many teachers are organizing the
curriculum based on this philosophy and theory of learning.
Nevertheless, it continues to be hard-pressed by the phonics
advocates claiming WL's lack of phonics practice. Another
problem facing WL is the fact that some "do" WL while others
"believe" in WL. Those who "do" WL do so because of district
or administrator pressure. Whereas those who believe in WL
do so because of their knowledge of how students learn; thus,
instruction comes from the heart. Multiple Intelligences
(MI) is in the spotlight gaining its recognition. The reason
for its popularity is because it is addressing these
individual needs or learning styles by giving them specific
names; calling them intelligences. Teachers now have a guide
for identifying specific learning potentials and can use this
information to best meet the needs of the individual student.

Each of these paradigms were generated from a specific
need. They addressed some of the problems for a time but
other problems remained unsolved. Needless to say this
struggle of paradigms is creating the teacher's greatest
dilemma. Which one do I use? What really works best for all
students? Which one does my district buy into? Do I buy

into the same one? Once again these are very difficult
questions to answer. We may never be able to answer them
completely because of our ever changing world and the
continual shifts of paradigms. I compare it to the
technology field. The moment you buy a state of the art
computer, it is out dated by the time you take it home and
begin to use it. There is always a better and quicker one on
the drawing boards. Education follows the same pattern.
It's as if you are running after that train and you're always
one step behind, never catching up. In our marvelous world
of technology you would think we could use some turbo
boosters to catch up to the train.

However, in education, we are also dealing with
feelings, emotions, and beliefs. Even if a turbo booster was
available to help you catch up to the train, once you were
there, would you buy into it? Needless to say, there is no
sure fired method for a paradigm to acquire its acclaim.
What then is a teacher to do with such instability? The best
alternative is to recognize and understand paradigms.
Analyze and organize the information to best suit your
specific needs and also be aware of your own personal
paradigm. Where do you stand? What is your belief? Is it
changing? Are you in a personal paradigm shift of your own?

In chapter two we will take an indepth look at these
three pedagogical paradigms of Skills, Whole Language, and

Multiple Intelligences; their definitions, there origins, and beliefs about how students learn since they are the most dominating at this time.

Chapter Two

Competing Educational Paradigms Defined

I will discuss three major paradigms struggling for
acceptance in today's educational field. They are Skills,
Whole Language (WL) and Multiple Intelligences (MI). WL has
been boastfully striving for existence for sometime now while
MI is gaining its position. All the while skills continues
its effort to maintain its dignity. The chart in Figure 3
will be used as tool to graphically define the major
components of each. This chapter will focus on these
paradigmatic components: 1) intellectual tradition from which
the theory was derived; 2) the theory developed from the
research; 3) the strategies and methods; 4) programs and
texts; 5) and finally, evaluation and assessment.

Skills Paradigm

Let's begin with the thinking behind skills. The skills
belief is based on the research of B.F. Skinner, sometimes
referred to as, "the high priest of behaviorism", (Ozman &
Craver 1976, p.205). He believes that positive reinforcement
can induce us to begin to alter and control our school and
other institutions. Our behavior is shaped in the direction
of reward; that is, behavior is reinforced to the extent that
its consequences are good or bad. Skinner's behavioral

Figure 3 Educational Paradigm Characteristics Chart #1

Philosophies → Categories ↓	Skills Based	Whole Language	Multiple Intelligences
Governing Gaze	Learning is achieved through a conditioning process of stimuli and response.	Reading and Writing are learned through really reading and writing.Learning is socially constructed.	There is not one single intelligence but a variety of intelligences through which children learn.
Guiding Assumption	Part + part =Whole Need to start with smallest part Learner learn from part to whole.	Children learn from whole to part. Children learn through peer and teacher interactions. Teacher as a facilitator and mediator.	Human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, which we call "intelligences".
Intellectual Tradition	B. F. Skinner	L. Vygotsky, K. Goodman. Y. Goodman, M. Halliday and B.Flores	Howard Gardner
Theory of Teaching and Learning	Children need to learn the basic skills. Children learn through positive reinforcers. Children learn through a step-by step process to a pre-specific outcome. Teacher controlled.	Learners learn by trying to make sense of the world. Children learn by doing. Children learn through social interactions.	Intelligence has more to do with the capacity for (1) solving problems and (2) fashioning products. Result is not as important as process. Individual centered-schooling.
Programs and Texts	Basal Readers Text Books in all curricular disciplines	Big Books, Predictable Books-Poetry Literature based reading, Theme cycles, Integrated instruction, Books related to theme cycle, A variety if literature books	Integrated Thematic Instruction Theme Related Books Big Books-Predicatable Books Literature Books
Strategies and Methods	Direct whole group instruction. Practice work sheets. Standardized texts. Memorizing and regurgitating information. Individual question and answer tests. Each discipline is taught separately	Cooperative groups, Journals Student authored books, Class big books, Collaborative Stories, Literature Studies, Storytime, Read Aloud, Writer's Workshop, Poetry Anthologies, Time for independent reading, Shared Book Experiences, Centers or Work statons, Reader's Theater, Writing activites, Teacher demonstrations	Activities designed to address all the seven intelligences Brainstorming, Storytelling, Publishing-JournalKeeping,Socratic questioning-Science thinking,Heurisitcs, Picture metaphors,Idea sketching,body maps hands-on-thinking-body answers, mood music, supermemory music, coopertavite groups,choice time, personal connections
Evaluation	Question and answer tests Multiple choice tests True or false tests Proficiency tests Standardized Tests	Journal Samples, Portfolios, Student work samples, Teacher observation Reading Miscues, Student Performance Documented Progress, Studet/Teacher Mini Conferences, Monitoring individual progress, Recording development over time in same context	Video-tapes, Student Journals, Student-Kept Charts, Socio-grams Tests, Informal use of standardized tests, Student Interviews, Criterion Referenced Classroom Maps, Portfolios, Checklists, Calendar Records

Design by: Barbara Flores
Information compiled by: Barbara Flores and Patricia Bedolla

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beliefs have been a big part of what goes on in the classroom. Children being rewarded for sitting up straight, being quiet, and getting good grades. The major focus of behaviorism is to change behavior and point it to more desirable directions. The focus is on controlling behavior by eliminating or providing negative or positive stimuli to establish a controlled response. A procedure for behavior modification in the ordinary classroom may look like this: (1) specify the desired outcome, what needs to be changed, and how it will be evaluated; (2) establish a favorable environment by removing unfavorable stimuli that might complicate learning; (3) choose the proper reinforcers for desired behavioral manifestations; (4) begin shaping desired behavior by using immediate reinforcers for desired behavior; (5) once a pattern of desired behaviors has begun, slacken the number of times reinforcers are given; (6) evaluate results and reassess for future development (Ozman & Craver 1976, p.216). Once behavior is established, learning can now take place. Learning is achieved through a conditioning process of stimuli and response. It is controlled by incentives or rewards; rewards are given for a desired result or a predetermined outcome designed by the controller. It is a step-by-step process requiring a correct response. Learning is viewed as a matter of building from simple to complex; from smaller to larger skills. Learning is viewed

as bit formation; thus, verbalizing/writing correct responses. Learners are expected to master what is taught when it is taught. Ability to reproduce or verbalize a predetermined correct response is taken as evidence of learning (Weaver 1990, p.9).

As a result, programs and texts would include; phonics, basal readers, and a specified text for each discipline. Students would be expected to read information from these texts and complete practice work sheets to develop proficiency. The strategies and methods would include; direct whole group instruction, practice worksheets, standardized texts, memorizing and regurgitating information, individual question and answer tests, and each discipline is taught separately. The evaluation tools therefore would reflect the material read by the students in forms of question and answer tests, multiple choice tests, and true or false tests. To evaluate comprehensive knowledge, proficiency tests and standardized tests are used. This form of evaluation was used to determine the amount of information retained by the student. Standardized testing was developed to provide a comparison to other groups and to establish levels of ability.

Caine and Caine (1994, p.14) term the skills philosophy as the *Factory Model*. They explain that in factories, the rewards for work tend to be perks and financial incentives.

In schools, rewards are; free time, extra credit, and higher grades. Moreover, students identify what they do in school as "work" and escape from it as soon as the bell rings. In effect, schools operate as though the most crucial aspect of education is the informational content that they purport to teach students. Schools concentrate on memorization. The products are the facts that the students memorize. The skills' trend of stimulus, response, reward (for correct response), is the basis of learning and success.

Therefore, the skills philosophy basically concludes that students are to receive information (prescribed by the teacher) and they learn this information through a process of stimuli (a specific reading assignment or lecture) and response (teacher or text designed tests). Then their knowledge acquisition is measured by the various evaluation tools mentioned above. The student's intelligence is then judged by these results. If a student scores average or higher s/he is considered to be successful, if not, the child then needs review and drill until such time s/he is able to master the information.

Whole Language Paradigm

In actuality, WL is an incorporation of several intellectual traditions including; Ken and Yetta Goodman, Michael Halliday, and Barbara Flores whose theories and

beliefs on socially constructed knowledge, were initiated by the works of Lev Vygotsky. He derived much of his thought from the works of Piaget. He somewhat challenged Piaget's thoughts of speech development. See Figure 4. According to Vygotsky, Piaget's view of the development of speech and thought follows a path from autistic to socialized speech, from subjective fantasy to the logic of relations. Therefore to Piaget, the development of thought is a story of gradual socialization of deeply intimate, personal, autistic mental states. Social speech follows egocentric speech.

What Vygotsky proposes is the opposite. His view is that the primary function of speech is communication and social contact. The earliest speech of the child is essentially social. Egocentric speech emerges when the child transfers social, collaborative forms of behavior to the sphere of inner-personal psychic functions (Vygotsky 1986, p.35). Thought and speech development are first social, then egocentric, and only then can inner speech or thought be achieved.

What Vygotsky is stressing, is that a child cannot even begin to have inner thought without those external experiences. The child needs to use all those outer contacts to bring language and thought together to make meaning. For Vygotsky learning involves four stages. The first two stages occur within the zone of proximal development which is the

Figure 4   Vygotsky and Piaget Language Development Contrasts

	Vygotsky	Piaget
Egocentric Speech	Language and thought coming together to make meaning.	Useless Mimicking Imitating
	Actually evolves after social exper- iences.	Stands midway between autism and socialized thought.
	Develops after external speech. Egocentric speech is inner speech takes in its functions; it is speech on its way inward, intimately ties up with the ordering of a child's behavior.	After 7 or 8, when socialized thinking takes shape, the egocentric features do not suddenly vanish. They disappear from the child's perceptual operations but remain crystallized in the abstract area of purely verbal thought.
Inner Speech	Follows egocentric speech	Follows Social Speech
	Soundless Speech	

link to inner thought. Within the zone in stage one, the

child is assisted by more capable others such a; parents,

teachers, experts, peers, coaches, etc. This is where

capacity begins. In stage two, the social contacts of the

capable others provide the input, the models, the examples,

that guide the self to provide its own assistance which at

this point capacity is developed. Once capacity is developed

internalization, automatization, and fossilization can take

place leading into the final stage four, where

deautomatization and recursiveness through prior stages is in effect returning to the zone of proximal development. See Figure 5.

If what Vygotsky says is true, that knowledge is socially constructed; that the social interactions are essential in developing inner thought or "thinking" in our students, then the plan and design of the classroom should be the same. The classroom should contribute to this zone of proximal development by providing input, experience and social interactions. Hence, a deliberately organized learning teaching environment that brings together thought and language to make meaning (egocentric) which will enhance cognitive development (inner speech) within our students. The greatest distinction between Skills and WL is that learning is not one single individual responding to a controlled stimuli. It is built upon a variety of experiences and input that are the building blocks of learning. Perhaps these experiences and input can be considered stimuli however it is more of an experiential stimuli with a variable outcome. WL prefers learner-focused curricula and holds to a conception of the "whole child", of the active learner, of the classroom as a community, and of teachers who learn and learners who teach (Edelsky, Altwerger, and Flores 1991, p.7).

With this in mind the basic theory of teaching and

Figure 5 Zone of Proximal Development

Recursive
Loop

Capacity
Begins

Capacity
Developed

ZONE OF PROXIMAL DEVELOPMENT

Assistance Provided
by
More Capable Others:

Parents   Teachers

Experts   Peers

Coaches

Assistance

Privided

by the

Self

Internalization

Automatization

Fossilization

(De-

Automatization:

Recursiveness

through prior

stages

TIME ➤   STAGE I   STAGE II   STAGE III   STAGE IV
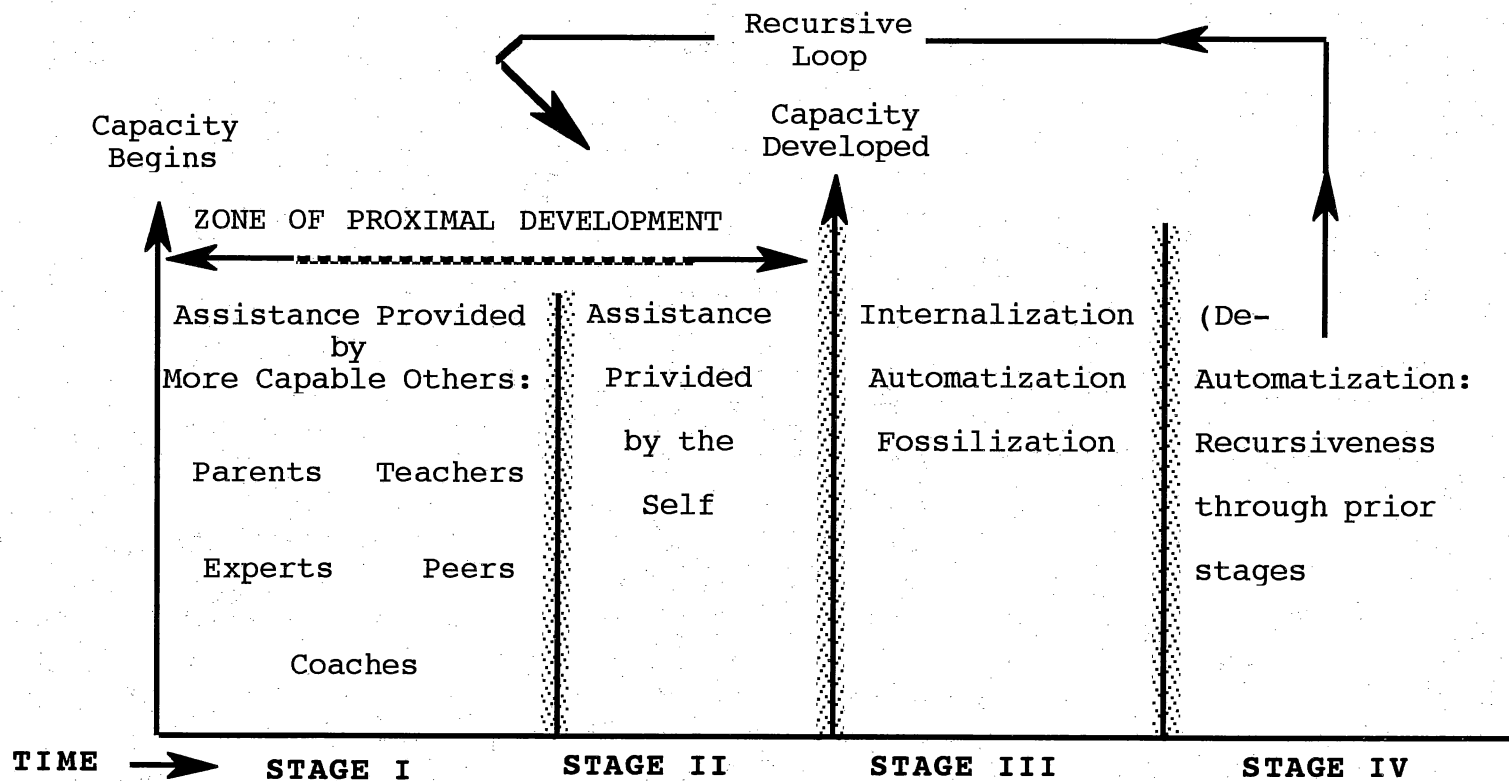
The genesis of performance capacity:progression through the ZPD and beyond.

From: Rousing Minds to life:Teaching, learning, and schooling in social context.

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learning for WL is that learners learn by making sense of the world, learners learn by doing, learners learn through social interactions, and teacher's role is more of a deliberate facilitator and mediator. In order for students to embrace the knowledge and make it their own, they need to; see it, feel it, experience it, work with it, and collaborate with others. All that is around them makes up their world of cognition.

Criticisms of WL are lack of phonics and spelling practice. This misconception that WL advocates do not teach phonics is erroneous. It may stem from the different way that phonics is taught, i.e., WL teaches about phonics in the context of its use (Edelsky, Altwerger, and Flores 1990). In other words, after the children know what the text says and means, the teacher revisits the text to make visible and teach the sound/letter correspondence. This misinterpretation may also be a victim of the rapid paradigm shifts where a staff is not fully inserviced on the paradigm in its totality; therefore, leading to confusion and frustration. Parts are essentially left out and the picture is incomplete. Just as what WL believes in, the teachers need a vision of the whole picture to see where all the pieces fit. Contributions are the opportunities for students to experience knowledge, figure things out for themselves, and make their own decisions. It has provided a means for

students to express their own knowledge in combination with social interaction; thus, giving them the opportunity to engage in the cognitive process essential to learning and self-confidence.

In conjunction with this thought, the programs and texts of the WL belief would include; predictable big books, a wide selection of literature books including a variety of genres, theme cycles, theme books, and literature based reading which reflects the theme cycle, and integrated instruction. Some of the strategies and methods that make up WL instruction are; cooperative groups, interactive journals, writer's workshop, student authored books, class big books, collaborative stories, storytime/read aloud, poetry anthologies, independent reading time, stations or centers, and teacher as a facilitator and mediator.

With such a variety of activities, student success is not simply measured by multiple choice or question and answer tests. For each individual learning has come from a variety of sources reflecting these strategies and methods. They consist of:[1] journal samples, portfolios, student work samples, teacher observations, reading miscues, student performance, documented progress, recording development over

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[1]   For all intents and purposes this chapter is designed to provide a brief background of the paradigms. The definitions of the various strategies, methods, and evaluation terms are included in chapter five.

time in same context, monitoring individual progress, and student teacher mini-conferences. Students are observed more for their personal gain than by a set of standardized expectations. They are observed from where they started out, where they are now, and where they are headed. Hence, all students sense success as they have a voice and a realization in their own learning.

Multiple Intelligences Paradigm

The intellectual tradition behind MI is Howard Gardener. He challenges the thought that there is one singular God-given talent that is easily measured by an IQ test. He proposes the existence of several relatively autonomous human intellectual competencies, abbreviated hereafter as "human intelligences" (Gardener 1983, p.8). In other words, not all cognition is a result of one single intelligence. There are a variety of intelligences each able to work independent of each other. "It is a pluralistic view of mind, recognizing many discrete facets of cognition, acknowledging that people have different cognitive strengths and contrasting cognitive styles (Gardner 1993, p.6). Essentially, Gardner is establishing evidence that the traditional methods of measuring intelligence such as IQ is only testing one or two intelligences and is not a complete and thorough test of one's full repertoire of intelligences. At this point and

time Gardener has suggested seven intelligences; linguistic intelligence, logical/mathematical, spatial, musical, bodily/kinesthetic, interpersonal, intrapersonal;

Linguistic Intelligence: the capacity to use words effectively (storyteller, orator, politician).

Logical-Mathematical Intelligence: the capacity to use numbers effectively (mathematician, tax accountant, statistician, scientist, computer programmer, or logician).

Spatial Intelligence: the ability to perceive the visual-spatial world accurately (hunter, scout, guide, interior decorator, architect, artist, or inventor).

Bodily-Kinesthetic Intelligence: expertise in using one's whole body to express ideas and feelings (actor, mime, athlete, or dancer).

Musical Intelligence: the capacity to perceive, discriminate, transform, and express musical forms (music critic, composer, performer, music aficionado).

Interpersonal Intelligence: the ability to perceive and make distinctions in moods, intentions, motivations, and feelings of other people.

Intrapersonal Intelligence: self-knowledge and the ability to act adaptively on the basis of that knowledge.

The IQ tests are limited to the linguistic or mathematical/logical intelligences. There is more to consider when determining one's abilities. What Gardner

proposes then, is it takes more than linguistic and mathematical intelligences for a person to think, function, and perform in the world.

Therefore, the theory of teaching and learning is, intelligence has more to do with the capacity for (1) solving problems and (2) fashioning products (Armstrong 1994, pp.1-2). Schools should strive more towards "individual-centered schooling" vs. a "uniform schooling" (Gardner 1992, pp.6-10). In essence, which intelligences are being utilized and how are they being used? How does a person go about solving problems? What methods or strategies are being exercised? Virtually schools should provide opportunities for students to express their knowledge through whatever means they are most capable. The process is also important; not just concerned with how much information the student is able to retain.

One of the major programs that MI has incorporated is Integrated Thematic Instruction.[2] It involves a centralized yearly theme and the components of the centralized theme are sub-themes which include integration of all disciplines and all interrelated to the central theme. The main focus is addressing the seven intelligences through the use of

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[2]   Information on ITI was obtained from a four day workshop on Integrated Thematic Instruction conducted at Menifee Union School District; presented by Lia Boucher and from Armstrong's book Multiple Intelligences In the Classroom.

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inquiries, to best meet the needs of the various student learning styles. In this case the inquiries are based on the seven intelligences. Teachers are to develop them first by deciding what knowledge they wish their students to gain from the inquiries and then design activities guiding the students through the processes of the various intelligences to achieve their goal. The students participate in the inquiries as partners, in groups, or individually depending upon the requirements of the inquiry. These inquiries set the groundwork for the methods and strategies within the classroom.

As with WL, MI has a variety of evaluation devices to monitor student progress including; videotapes, photography, student journal, student-kept charts, sociograms, informal tests, informal use of standardized tests, student interviews, criterion referenced tests, checklists, classroom maps, portfolios, and calendar records. MI's main concern is developing tasks to show understanding through the various intelligences. The chart in Figure 6 (Armstrong 1994, p.126) illustrates the relationship of these tasks and intelligences. It demonstrates the ways in which students can show learning through the various intelligences. First the teacher applies the procedure that coincides with the prominent intelligence and then makes a conclusion based on how the student figured it out through the particular

Figure 6 MI Assessment Context

	Linguistic Task	Logical-Mathematical Task	Spacial Task	Musical Task	Bodily-Kinesthetic Task	Interpersonal Task	Intrapersonal Task
Linguistic Assessment	Read a book, then write a response.	Examine a statistical chart, then write a	Watch a movie, then write a response.	Listen to a piece of music, then write a response.	Go on a field trip, then write a response.	Play a cooperative game, then write a response.	Think about a personal experience, then write a response.
Logical-Mathematical Assessment	Read a book, then develop a hypothesis.	Examine a statistical chart, then develop a hypothesis.	Watch a movie, then develop a hypothesis.	Listen to a piece of music, then develop a hypothesis.	Go on a field trip, then develop a hypothesis.	Play a cooperative game, then develop a hypothesis.	Think about a personal experience, then develop a hypothesis.
Spacial Assessment	Read a book, then draw a picture.	Examine a statistical chart, then draw a picture.	Watch a movie, then draw a picture.	Listen to a piece of music, then draw a picture.	Go on field trip, then draw a picture.	Play a cooperative game, then draw a picture.	Think about a personal experience, then draw a picture.
Musical Assessment	Read a book, then create a song.	Examine a statistical chart, then create a	Watch a movie, then Create a	Listen to a piece of music, then create a	Go on a field trip, then create a	Play a cooperative game, then create a	Think about a personal experience, then Create a song.
Bodily-Kinesthetic Assessment	Read a book, then build a model.	Examine a statistical chart, then build a model.	Watch a movie, then build a model.	Listen to a piece of music, then build a model.	Go on a field trip, then build a model.	Play a cooperative game, then build a model.	Think about a personal experience, then build a model.
Inter-personal Assessment	Read a book, then share with a friend.	Examine a statistical chart, then share with a friend.	Watch a movie, then share with a friend.	Listen to a piece of music, then share with a friend.	Go on a field trip, then share with a friend.	Play a cooperative game, then share with a friend.	Think about a personal experience, then share with a friend.
Intrapersonal Assessment	Read a book, then design a response.	Examine a statistical chart, then design a response.	Watch a movie, then design a response.	Listen to a piece of music, then design a response.	Go on a field trip, then design a response.	Play a cooperative game, then design a response.	Think about a personal experience, then design a response.

From: Multiple Intelligences in the Classroom

intelligence. Through this observation, the teacher can use the information to help understand how the child is learning and utilize the dominant intelligence to encourage the development of the weaker intelligences. For MI it is important to determine which intelligences are being used and how are they using it (Armstrong 1994, pp.121-127).[3]

Since this is the up and coming paradigm there are no expressed criticisms that I am aware of at this time. From my experience thus far, given that the program is organized through the use of thematic units and inquiries, there may be a concern for exactly what is the language arts and math program. Although MI is considering the individual learning styles and language arts and math are part of the linguistic and logical/mathematical intelligences, school plans continue to require the specifics in these disciplines. It may just be a matter of identifying the discipline within each intelligence as demonstrated by the chart in Figure 6.

Advantages are that it meets the needs of individual learning styles and allows students to express knowledge through their prominent intelligence. As with WL it provides opportunities for students to explore, experience, interact,

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[3]   MI had also been developing specific performance evaluation techniques at the various school levels. At the pre-school level there is Project Spectrum; the elementary level; Key School; the Middle School level PIFS (Practical Intelligence for School) and at the high school level; Arts Propel (Armstrong 1994).

and exercise prior and new knowledge to enhance the cognitive thought process.

Chapter Summary

We have just taken a brief look at three competing paradigms. In short, the Skills main thrust is very different from WL and MI. It proposes a step by step process through stimuli and response with a predetermined outcome. Student knowledge is based on how much of the outcome is retained. Success is based on a standardized system. If the student does not reach the preset goal, then s/he is unsuccessful and requires extra drill and practice until mastery has been achieved. Caine and Caine's (1994) *Factory Model* clearly illustrates how the product is of the upmost importance and rewards are given for a job well done. Whereas WL and MI feel that the process is just as important as the outcome. How did the students achieve their goal? For WL, learning is socially constructed. What social factors and individual prior knowledge led to the product or conclusion? For MI learning is achieved through a variety of intelligences. Which intelligences did the individual use and how did s/he utilize prior knowledge to fashion the product? WL and MI are concerned with; where did the student begin, where is he/she now, where is s/he going. WL and MI have some very similar qualities however there are differences. In chapter

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three we will take a much closer look at these similarities
and differences.

Chapter Three

Critical Pedagogical Paradigm Comparison and Contrast

> Most efforts at reform fritter away their energies
> in a palliative manipulation of rules, regulations,
> standard, gadgets, buildings, curricula, or the
> introduction of some highly touted method. Only
> rarely do reformers examine the fundamental
> assumptions upon which important decisions are made.
> (Caine and Caine 1994, p.v)

Something to Think About

As we take a critical look at our three major paradigms, keep in mind the words expressed in the caption. That even with an understanding and acceptance of a pedagogical paradigm, there continues to be outlying factors which have a critical effect on how teachers incorporate their philosophies within their classroom. As we take a look at differences and similarities, think of what paradigm has had influence on your district's policies and on your personal philosophy. Has your district been experiencing paradigm shifts or more appropriately, paradigm confusion? Of these paradigmatical characteristics, which ones have been enforced and which ones are being met with opposition? While you read through this chapter, think about a possible solution to this puzzling problem. Then compare your thoughts to what I have suggested at the conclusion.

Skills in Contrast

The chart in Figure 7 outlines the basic characteristics

of our three paradigm candidates. Although there are some

distinct differences between WL and MI, the major focus is on

the individual learner; whereas, Skills focuses on learners

as a standardized group with one predetermined outcome. The

best way to demonstrate this is by using Weaver's

Transmission and Transactional Model in Figure 8 (Weaver

1990, p.9). The Transmission Model represents the skills and

the Transactional basically represents WL; however, it also

reflects some MI thinking. As we can see in Weaver's Model,

she is listing characteristics juxtaposing the belief's to

provide a more distinct vision of the differences. Note the

similarity of these thoughts to those outlined in Ferguson's

(1988, pp.289-291) paradigmatic contrast in chapter one

(Figure 2). The same trend is visible stemming from a

standardized, group focus, to an individual, student focus.

Virtually there are no similarities between the Transmission

and Transactional Model. They fundamentally represent two

major extremes. As evidenced in the Transmission Model we

see many of the thoughts expressed in our discussion of

Skinner. The idea of stimulus and response is truly visible;

first we see direct teaching which is controlled by the

program and the teacher, building from the simple to the

complex, and learners are expected to master what is taught.

In essence, there is preset information that the learner must

Figure 7   Educational Paradigm Characteristics Chart #2

Philosophies → Categories	Skills Based	Whole Language	Multiple Intelligences
Intellectual Tradition	B. F. Skinner	L. Vygotsky, K. Goodman, Y. Goodman, M. Halliday, and B. Flores	Howard Gardner
Theory of Teaching and Learning	Children need to learn the basic skills. Children learn through positive reinforcers. Children learn through a step-by step process to a pre-specified outcome.	Learners learn by trying to make sense of the world. Children learn by doing. Children learn through social interactions.	Intelligence has more to do with the capacity for (1) solving problems and (2) fashioning products. Result is not as important as process. Individual centered-schooling.
Programs and Texts	Basal Readers Text Books in all curricular disciplines	Big Books, Predictable Books-Poetry Literature based reading, Theme cycles, Integrated instruction, Books related to theme cycle, A variety if literature books	Integrated Thematic Instruction Theme Related Books Big Books-Predicatable Books Literature Books
Strategies and Methods	Direct whole group instruction. Practice work sheets. Standardized texts. Memorizing and regurgitating information. Individual question and answer tests. Each discipline is taught sseperately	Cooperative groups, Journals Student authored books, Class big books, Collaborative Stories, Literature Studies, Storytime, Read Aloud, Writer's Workshop, Poetry Anthologies, Time for independent reading, Shared Book Experiences, Centers or Work statons, Reader's Theater, Writing activites, Teacher demonstrations	Activities designed to address all the seven intelligences. Brain-storming, Storytelling, Publishing, Journal Keeping, Socratic, Science thinking, questioning, Heurisitcs, Picture metaphors,Idea sketching, body maps hands-on-thinking-body answers, mood music, supermemory music, coopertavite groups,choice time, personal connections
Evaluation	Question and answer tests Multiple choice tests True or false tests Proficiency tests	Journal Samples, Portfolios, Student work samples, Teacher observation, Reading Miscues, Student Performance, Documented Progress, Studet/Teacher Mini Conferences, Monitoring individual progress, Recording development over time in same context	Video-tapes, Student Journals, Student-Kept Charts, Socio-grams Tests, Informal use of standardized tests, Student Interviews, Criterion Referenced Classroom Maps, Portfolios, Checklists, Calendar Records

Design by: Dr. Barbara Flores
Information acquired by: Dr. Barbara Flores and Patricia Bedolla

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Figure 8 Transmission and Transactional Model

Transmission Model	Transactional Model
Emphasis is on direct teaching, which is controlled first by the program and second by the teacher.	Emphasis is on learning, which is facilitated but not directly controlled by the teacher.
Basis is the behaviorist model of learning (for ex-ample, Skinner).	Basis is the cognitive/social model of learning (for ex-ample, Vygotsky, Halliday).
Learning is viewed as a matter of building from simple to complex, from smaller to larger skills.	Smaller "parts" of a task are seen as more readily learned within the context of a meaningful whole.
Learning is viewed as habit formation; thus verbalizing/writing correct responses and avoiding incorrect responses are seen as crucial.	Learning is seen as the result of complex cognitive processes that can be facilitated by teachers and enhanced by peer interaction.
Since correctness is valued, risk-taking is discouraged and/or penalized.	Risk-taking, and hence "errors" are seen as absolutely essential for learning.
All learners are expected to master what is taught when it is taught; thus, most children experience varying degrees of failure.	Learners are expected to be at different stages and to develop at their own pace and in their own ways; thus, there is no concept of "failure".
Ability to reproduce or verbalize a predetermined correct response is taken as evidence of learning.	Ability to apply knowledge and to think in novel ways is considered evidence of learning, as is the ability to use general strategies across a wide range of tasks and contexts.

Weaver 1990

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learn in order to be considered knowledgeable. If the learner does not learn the information then s/he is considered unsuccessful. As can be seen, skills is very different from WL and MI. Skills is more concerned with the final outcome. The criticism facing skills is lack of concern for individual learning styles, it does not allow for student generated knowledge, a student is not successful until information is retained. Contributions are texts in the various disciplines that students may use as a resource and basal readers.

WL and MI Contrast

WL and MI are extremely different from Skills in that they feel that the process is just as important as the final outcome. This was clearly represented in Weaver's Transmission and Transactional Model (Figure 8) and Ferguson's Paradigmatic Contrasts (Figure 2). WL and MI also takes a look at the process. How did the student go about figuring out the answer? Although similar in this respect, WL and MI have some distinct differences. The Venn diagram in Figure 9 will be used to demonstrate these comparisons and contrasts. WL believes that learners learn through social interactions and that learning is a result of complex cognitive processes. In contrast, MI believes that learners learn through a variety of intelligences with one or more of

Figure 9   WL and MI Venn Diagram

Whole Language

Multiple
Intellegences

Learners learn
through social
interactions

Teachers who
learn, learners
as teachers

Learning is seen as a
result of comlpex
cognitive processes

Literature-Based
Reading
Theme Cycles

Teacher as
facilitator

Classroom
activities
reflect
student
generated
themes.

Deliberately   Learners
organized   are
setting   expected to
Classroom as   be at
a Community   different
                stages of
Learner   development
focused
curricular
Context-rich

                Result is
Individual   just as
centered   important as
schooling   process

        Integrated
        Instruction

Learners learn
through a
variety of
intelligences
with one or
more of the
intelligences
being stronger
than the others

Intelligence has more
to do with the capacity
for solving problems
and fashinoing products

Teacher as a provider of
knowledge and inquries

Classroom activities
must address all of the
intellegences

        Integrated
        Thematic
        Instruction

the intelligences being stronger than the other. MI emphasis is on which intelligence is being utilized. Although these are different in their major focus, they may originate from the same thought; that is, the importance of understanding how children "get" the answer? What differentiates these two paradigmatic thoughts, is their point of view. WL's point of view is more sociological and psychological with K. Goodman, Y. Goodman, M. Halliday, B. Flores, and L. Vygotsky as the forerunners studying the effects of the social contacts and interactions children encounter and their implications for learning, concluding that learning is socially constructed. MI's belief derived from Gardner's brain research originating from a more physiological foundation concluding that students do not learn only linguistically and logically/ mathematically, there are other intelligences though which students are capable of utilizing and exercising processing skills. Both WL and MI endorse integration across the curriculum however, WL encourages student/teacher generated themes (Theme Cycle). Students and teacher discuss and vote on what they would like to study for the year. It is the teacher's task to acquire the materials and design activities that reflect the content that the class has decided upon. MI is more of a teacher generated curriculum designing activities that specifically address the seven intelligences (Integrated Thematic Instruction). There is a centralized

theme with sub-themes called components that relate to the
yearly theme. These components consist of inquiries composed
of various activities encompassing the various intelligences.

WL strives for a literature based reading instruction
where students learn to read literature enriched books using
various strategies such as story maps and reader responses to
develop comprehension and writing skills.[4]   MI, within its
intelligence based activities, provides for reading and
writing activities. Nonetheless, from my readings, there is
no identifiable program. It appears to be somewhat
literature based focusing on the themes and the seven
intelligences.

For WL, the teacher is truly more of a facilitator
working together with the students; 1) guiding and
monitoring, 2) serving as a mediator in small group and
whole group discussions, 3) encouraging and motivating, and
4) learning with the students as they become generators and
creators of knowledge. With MI the teacher is more of a
provider of knowledge and designer of inquiries. Although
often times the MI teacher serves as a facilitator in many of
the activities, he/she is to develop the inquiries based on
the seven intelligences.

For both WL and MI the brain is just a little

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[4]   Definitions for these strategies are included in chapter five.

microprocessor putting together information to make sense of the world. WL comprehends it socially and MI comprehends it scientifically. MI's campaign may be the strongest at this time. Understanding brain functionality is becoming an important focus of education today. Almost every inservice or conference I have attended in the past few years has always included some theory on brain function and its importance to education. It is being expressed to teachers how important it is, as professionals, to have some understanding of brain function in order to better understand why their students do what they do. Caine and Caine (1994) in their book, <u>Making Connections: Teaching and the Human</u> <u>Brain</u>, stress the importance of brain-based learning and its importance to educating students. You might say this is a paradigm of its own, however, MI theory has been based on brain research; therefore, I have not included it as a separate paradigm. Caine and Caine feel the behavioral model particularly as practiced in education, must be put to rest. What replaces it is an open quest, bound primarily by the limitations we choose and place on ourselves the dictates of the human brain itself. If we become overwhelmed by the lack of the right answer or procedure as we let go of certainty, we can perhaps seek comfort in the thought that above all else, brain-based learning opens doors. It is time we moved on (Caine and Caine 1994, p.87). Brain-based

learning involves twelve basic principles. As you read

through these principles, note the vast similarities to the

WL and MI paradigms.

1. *The Brain is a Parallel Processor*

> Thoughts, emotions, imagination, and predispositions

> operate simultaneously and interact with other modes of

> information processing and with expansion of general

> social and cultural knowledge.

> Good teaching so orchestrates the learner's experience

> that all aspects of brain operation are addressed.

> Teaching must, therefore, be based on theories and

> methodologies that guide the teacher to make

> orchestration possible. No one method or technique can

> adequately encompass the variations of the human brain.

> Teachers need a frame of reference that enables them to

> select from the vast repertoire of methods and

> approaches that are available.

2. *Learning Engages the Entire Physiology*

> The brain is a physiological organ functioning

> according to physiological rules. Learning is as

> natural as breathing, but it can be either inhibited or

> facilitated.

> Everything that affects our physiological functioning

> affects our capacity to learn. Stress management,

> nutrition, exercise, and relaxation, as well as other

facets of health management, must be fully incorporated

into the learning process. In addition, the timing of

learning is influenced by the natural development of

both body and brain, as well as by individual and

natural rhythms and cycles. Healthy children may differ

by as many as five years in their natural acquisition of

basic skills. Expecting equal achievement on the basis

of chronological age is inappropriate.

3. *The Search for Meaning is Innate*

The search for meaning (making sense of our experiences)
and the consequential need to act on our environment are
automatic.

The search for meaning is survival oriented and basic

to the human brain.

The learning environment needs to provide stability

and familiarity; this is part of the function of routine

classroom behaviors and procedures. At the same time,

provision must be made to satisfy curiosity and hunger

for novelty, discovery, and challenge. Lessons need to

be generally exciting and meaningful and offer students

and abundance of choices. The more positively lifelike

such learning, the better.

4. *The Search for Meaning Occurs Through Patterning*

The brain is designed to perceive and generate

patterns, and it resists having meaningless patterns

imposed on it. "Meaningless" patterns are isolated

pieces of information unrelated to what makes sense to a

student. Learners are patterning, or perceiving and

creating meanings, all the time in one way or another.

We cannot stop them, but we can influence the direction.

Daydreaming is a way of patterning, as are problem

solving and critical thinking. Although we choose much

of what students are to learn, the ideal process is to

present the information in a way that allows brains to

extract patterns, rather than impose them. "Time on

task" does not ensure appropriate patterning because the

student may actually be engaged in busy work while the

mind is somewhere else.

5. *Emotions are Critical to Patterning*

We do not simply learn things. What we learn is

influenced and organized by emotions and mind sets based

on expectancy, personal biases, and prejudices, degree

of self-esteem, and the need for social interaction.

Moreover, many emotions cannot simply be switched on

and off. They operate on many levels, somewhat like the

weather. They are ongoing, and the emotional impact of

any lesson or life experience may continue to

reverberate long after the special event.

Teachers need to understand that student's feelings

and attitudes will be involved and will determine future

learning. Because it is impossible to isolate the cognitive from the affective domain, the emotional climate in the school and classroom must be monitored on a consistent basis, using effective communication strategies and allowing for student and teacher reflection and metacognitive processes. In general, the entire environment needs to be supportive and marked by mutual respect and acceptance both within and beyond the classroom.

6. *The Brain Processes Parts and Wholes Simultaneously*

The "two brain" doctrine is most valuable as a metaphor that helps educators acknowledge two separate but simultaneous tendencies in the brain for organizing information. One is to reduce information into parts; the other is to perceive and work with it as a whole or series of wholes.

Good teaching necessarily builds understanding and skills over time because learning is cumulative and developmental. However, parts and wholes are conceptually interactive. They derive meaning from and give it to each other. Thus vocabulary and grammar are best understood and mastered when incorporated in genuine, whole-language experiences. Similarly, equations and scientific principles should be dealt with in the context of living science.

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7. *Learning Involves Both Focused Attention and Peripheral*
   Perception

Every sound, from a word to a siren, and every signal,
from blank screen to a raised finger, is packed with
complex meanings. For example, a simple knock on the
door engages attention and is processed for possible
meaning by reference both to much of a learners prior
knowledge and experience and to whatever is happening at
the moment. Peripheral information can therefore be
purposely organized to facilitate learning.

The teacher can and should organize materials that
will be outside the focus of the learner's attention.
In addition to traditional concerns with noise,
temperature, and so on, peripherals include visuals such
as charts, illustrations, set designs, and art,
including great works of art. The use of music has also
become important as a way to enhance and influence more
natural acquisition of information. And the subtle
signals that emanate from a teacher have a significant
impact. Teachers need to engage the interests and
enthusiasm through their own enthusiasm, coaching and
modeling, so that unconscious signals appropriately
relate to the importance and value of what is being
learned. Every aspect of a student's life, including
community, family, and technology, affect student

learning.

8. *Learning Always Involves Conscious and Unconscious*

   Processes

   Most signals that are peripherally perceived enter the
brain without the learner's awareness and interact at
unconscious levels. Thus we become our experiences and
remember what we experience, not just what we are told.
For example, a student can learn to sing on key and
learn to hate singing at the same time. Teaching
therefore needs to be designed in such a way as to help
students benefit maximally from unconscious processing.
In part, it is done through instruction.

   Much of the effort put into teaching and studying is
wasted because students do not adequately process their
experiences. What we call active processing allows
students to review how and what they learned so that
they begin to take charge of learning and the
development of personal meanings. In part, active
processing refers to reflection and metacognitive
activities. One example is students becoming aware of
their preferred learning style. Another is the creative
elaboration of procedures and theories by exploring
metaphors and analogies to help in the reorganization of
material in a way that makes it personally meaningful
and valuable.

9. *We Have at Least Two Different Types of Memory: A Spatial Memory System and a Set of Systems for Rote Learning*

Remembering where and what we had for dinner last night does not require memorization techniques. We have at least one memory system designed for registering our experiences in ordinary three-dimensional space (O'Keefe and Nadel 1978 as quoted in Caine and Caine 1994). The system is always engaged and is inexhaustible. It is possessed by people of both sexes and all nationalities and ethnic backgrounds. It is enriched over time as we increase the items, categories, and procedures we take for granted. Thus, there was a time when we did not know what a tree or a television was. The system is motivated by novelty. In fact, this is one of the systems that drives the search for meaning mentioned previously.

Facts and skill that are dealt with in isolation are organized differently by the brain and need much more practice and rehearsal. The counterpart of the spatial memory system is a set of systems designed for storing relatively unrelated information. Nonsense syllables are an extreme case. The more separated information and skills are from prior knowledge and actual experience, the more dependence there must be on rote memory and repetition.

Educators are adept at the type of teaching that focuses on memorization. Common examples include multiplication tables, spelling words, and unfamiliar vocabulary at the lower levels, and abstract concepts and sets of principles in different subjects for older students and adults. Sometimes memorization is useful. In general, however, teaching devoted to memorization does not facilitate the transfer of learning and probably interferes with subsequent development of understanding. By ignoring the personal world of the learner, educators actually inhibit the effective functioning of the brain.

10. *We Understand and Remember Best When Facts and Skills are Embedded in Natural, Spatial Memory*

Our active language is learned through multiple interactive experiences involving vocabulary and grammar. It is shaped both by internal processes and by social interaction (Vytgotsy 1978). That is an example of how specific items are given meaning when embedded in ordinary experiences. All education can be enhanced when this type of embedding is adopted. That is the single most important element that the new brain-based theories of learning have in common.

The embedding process is complex because it depends on all the other principles discussed here. Spatial memory

is generally best invoked through experiential learning, an approach that is valued more highly in some cultures than in others. Teachers need to use a great deal of real-life activity, including classroom demonstrations; projects; field trips; visual imagery of certain experiences; visual imagery of best performances; stories; metaphor; drama; and interaction of different subjects. Vocabulary can be experienced through skits. Grammar can be learned in process, through stories or writing. Mathematics, science, and history can be integrated so that much more information is understood and absorbed than is currently the norm. Success depends on using all of the senses and immersing the learner in a multitude of complex and interactive experiences. Lectures and analysis are not excluded, but they should be part of a larger experience.

11. *Learning is Enhanced by Challenge and Inhibited by Threat*

The brain downshifts under perceived threat (Hart 1983 as quoted in Caine and Caine 1994) and learns optimally when appropriately challenged. The central feature of downshifting is helplessness. The learner becomes less flexible and reverts to automatic and often more primitive routine behaviors. Downshifting is roughly like a camera lens that has reduced focus. Under

perceived threat, portions of our brain function suboptimally.

Teachers and administrators need to create a state of relaxed alertness in students. This combines general relaxation with an atmosphere that is low in threat and high in challenge. This state must continuously pervade the lesson and must be present in the teacher. All methodologies that are used to orchestrate the learning context influence the state of relaxed alertness.

12. *Each Brain is Unique*

Although we all have the same set of systems, including our senses and basic emotions, they are integrated differently in every brain. In addition, because learning actually changes the structure of the brain, the more we learn, the more unique we become.

Teaching should be multifaceted to allow all students to express visual, tactile, emotional, and auditory preferences. Other individual differences also need to be considered. Providing choices that are variable enough to attract individual interests may require the reshaping of schools so that they exhibit the complexity found in life. Education needs to facilitate optimal brain functioning.

Both MI and WL support understanding brain activity. As

you read through the twelve principles of brain-based

learning many of the characteristics of WL and MI are

definitely apparent providing further support of a paradigm

merger. In the case of multiple intelligences, one has a

variety of intelligences which can process information better

through some than through others. For WL learning is a

result of complex cognitive processes stimulated by the

social surroundings and interactions. I see a potential ease

in incorporating these two concepts of cognitive development.

Summary of WL and MI Contrast

    In summary WL and MI are essentially trying to achieve

the same goal for their students. The difference lies within

the point of view; 1) WL has a more of a sociological and

psychological point of view where learning is a result of

complex cognitive processes stimulated by the social

surroundings whereas MI has a more physiological foundation

deriving from the study of brain functions leading to the

theory of multiple intelligences, 2) WL endorses student-

teacher choice in curriculum that is to be taught whereas MI

curriculum tends to be teacher generated, 3) WL provides a

literature based program for reading and writing whereas MI's

reading and writing instruction is included its linguistic

intelligence based activities, 4) the WL teacher is more of a

facilitator, mediator, and learner whereas the MI teacher is

more of a provider of knowledge and a designer of inquiries.

WL and MI Similarities

The middle circle of our Venn diagram in Figure 9 demonstrates the similarities of WL and MI;

1) The classroom as a community and a deliberately organized setting: are both indicating that the organizational design of the classroom should be more of a social setting for students. Students should have the opportunity to move around and make choices. They should also have the freedom to figure things out for themselves and make their own decisions. This setting should lend to interactions that will enhance the language and thought processes or the varied intelligences.

2) Learner-focused curricular and context-rich: both refer to the curriculum to be used in instruction and daily classroom activities. It should be designed to generate student interest and pertain to their daily lives which requires a variety of materials and activities that will actively involve students in the learning process.

3) Learners are expected to be at different stages of development and individual-centered schooling: reflects the importance of addressing the needs of the individual student. It expresses the need to plan activities that address these varied styles and in doing so, not all children will be at

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the same place at the same time neither will they all be
doing the same thing at the same time.

4) Process is just as important as the result: students will
be assessed per their own personal progress rather than by a
standard set of norms. For both WL and MI this is very
important. Hence, students and teachers working together to
solve problems. MI stresses the fact that solving problems
will activate the different intelligences within the
students; however, the same holds true for the teacher.
Teacher and students learning together to create a mind
inducing learning environment.

5) Integrated instruction: is very important to both. It is
their way of meeting these individual needs. Furthermore, it
provides a whole picture so students can see where all the
parts fit and make connections to their own world.

How About a Paradigm Merger?

　　We have seen some differences and similarities among
these two competing paradigms. What then do we do? Which
one do we embrace? Both have very exciting ideas and
activities to generate active student learning. Both
generate thought from brain-based learning. Therefore, I
would like to suggest a new concept in lieu of a paradigm
shift. In the world of business, some companies are
beginning to utilize the idea of a merger in order to improve

upon their present conditions. There may be some
restructuring but essentially they are joining forces to
create an improved situation. The merger is different from a
take over in that it will bring in ideas and incorporate the
employees from both companies. It is not one company taking
over and replacing employees with their own (or expecting
existing employees to completely learn a new system) and
enforcing only their ideas. WL and MI are both excellent
companies and have much to offer the world of education.
They would fit very well into a merger by utilizing the
similarities and incorporating some of the differences to
create an improved situation. In doing so, they will have
engaged in a process of their own that will aid them in
future endeavors when faced with another anomaly. They can
analyze resources by looking back at past practices, prior
knowledge, and take a look at what is currently available, to
see if it offers any solutions for the new problem and
incorporate it within the existing program. Therefore not
having to give up totally all their hard work but yet
recognizing the change and taking advantage of the new
resource fitting it into their program.

We need to treat the interceding information like a
young, new executive with fresh ideas ready to take on the
world. This young executive is more familiar with the needs
of the younger generation and can offer assistance in

incorporating old and new. Much easier to contend with a merger in lieu of a shift. For instance combining WL's social and psychological point of view with MI's physiological foundation. Although they are coming from different directions they are both trying to achieve the same goal. With this combined knowledge they can better understand the learning process and design a program that is more rounded and sophisticated to prepare our children for the future.

Therefore let's convey these thoughts not only to use with our students, let's utilize these strategies ourselves. Its time to make a collaborative effort to combine knowledge and create the most exciting and motivating learning environment for our students. Learning can and should be fun!

Chapter Four

Teachers and Change:Critical Issues Facing Teachers

> In the aftermath of birth and death, the
> quality that is change seems almost an entity
> unto itself. It is as though we can taste it,
> touch it, hold it. The change we experience in
> our professional world is not always so
> apparent. Nevertheless, it is an ever present
> reality. Whether it comes abruptly or
> gradually, harshly or gently, we must face it,
> accept it, and understand it.
> (Reichart 1969, p.5)

A Synopsis

The excitement and anticipation is insurmountable. All

eyes are filled with tears of joy. All the animals of the

kingdom wait cheerfully for the arrival of the new born cub

of the great "Lion King". As the animals await the arrival

of the new born cub, little does he know about what lies in

his future. That the exciting adventures and experiences he

will encounter, will be his most precious and valued

possessions once he becomes "Lion King". Years later the cub

is grown and he too bears a son bound to be the next "Lion

King". And so continues the circle. This synopsis from the

popular children's Disney movie, The Lion King, illustrates

the idea of the "Circle of Life". In comparison with our

paradigms, you might say that each new "Lion King" represents

a new paradigm. Many might say that education follows this

circular pattern. If you wait long enough we'll being doing

the same thing we did ten or fifteen years ago. Inevitably,

what goes around comes around and the cycle is repeated over and over again. This is one way that some interpret the continual changes in education. However, as life makes it's circle and a new "Lion King" is born again, the experiences of the new king will greatly differ from that of the former king. He will learn to make decisions based on his own experiences and acquired knowledge. As Reichart explains (1969, p.5), whether change comes abruptly or gradually, harshly or gently, we must face it, accept it, and understand it. The new "Lion King" must therefore face up to his new world quite different from his father's world, accept its new challenges, and try to understand it. As teachers, we are faced with the same challenge. We need to view the circle of education by learning from our own personal experiences, acknowledge and accept these changes and try to understand why they are happening. In doing so, we can use these attributes as tools in coping with the so-called changes in this pedagogical circle. However, just as each new little "Lion King" follows a different path, so do teachers. They have come from different backgrounds and a different era. No one's experience is exactly alike. Because of this uniqueness and individuality, teachers cope with change differently.

This chapter is all about change and presents three views on change; 1) Reinhart's "Explanation of Origins of

Change", 2) Ferguson's "Ways of Change" 2) finally, my own personal view of "Teacher's Approaches to Change". Through these examples on change, one can begin to think about their own views, decide where they are coming from, and where they would like to be.

Reichart's Origins of Change

Reichart (1969, p.6) states that change itself is a natural phenomenon. Nothing is static. All things and all events have their moment of beginning, their antecedents, their evolution into other levels of development and expression, into other dimensions as they move on to other forms of energy, other uses. Even death may be viewed as another form of energy, not an ending but a change of condition, a change of form with a change of meaning.

Change therefore is ever present. Every second of every minute we breathe is subject to some form of change which may adjust how we think and react. Just as every new "Lion King" is born, death is inevitable which changes the current condition of life. How we react to this change is what can make or break us. This interpretation is quite familiar to "Ferguson's Personal Paradigms". Those little and big events that happen in our personal life that change the situation; changes that alter how we think and feel; changes that cause individuals to react differently.

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Reichart explains that some teachers when pressured by parents as to why they are not using a new technique may react by: 1) by being defensive and saying that they have been doing this for over twenty years; 2) by being politely unmoved and saying sounds interesting and I'll check it out someday; 3) not doing anything and hoping someday it will leave; and 4) finding the notion exciting but create excuses such as only those special districts do wonderful things it would never happen here. Suddenly the issue of teaching the child is lost in the clouds of excuses and rationalizations that confuse so many educational discussions.

He further explains that the teacher interacts with events on two main levels. There is a personal interaction with the many people and events that make up a private world. There is the public interaction with authority figures, peer colleagues, parents, and students. On each of these levels and with each other the people involved, the teacher faces a kind of perpetual motion wherein the people make an event. A child urinates on the floor, a teacher sternly reprimands the child, a parent scolds the teacher for having made the child nervous, a principal supports the teacher in her disciplinary actions, a colleague tells the teacher that she had difficulty with the same parent, and the teacher's maiden Aunt Maude hearing the story reminds the teacher that she herself as a girl had to be defended for wetting her pants.

And because of this event a response has to be made in the

form of and action, and as a result of this action an

interaction takes place and out of this interaction the

creative process develops. In short, an event is always

happening (creating a change in routine), there is a reaction

to the event, resulting in interaction, leading to the

activation of the creative process. The brain begins to make

determinations and assumptions based on prior knowledge and

experience.

Ferguson's Ways of Change

Ferguson (1980, pp.71-72) offers four basic ways in

which we change our minds when we get new or conflicting

information. The easiest and most limited we might call

change by exception. Our old belief system remains intact

but allows for a handful of anomalies. An individual who

engages in change by exception may dislike a particular

group, except one or two. He may consider psychic phenomena

nonsense yet still believe that his great-aunt's dream came

true. These are dismissed as "the exceptions that prove the

rule" instead of the exceptions that *disprove* the rule. This

individual would say, "I'm right except for_____".

Incremental change occurs bit by bit, and the individual

is not aware of having changed. This one would say, " I was

almost right, but now I'm right."

Then there is *pendulum change*, the abandonment of one
and certain system for another. Pendulum fails to integrate
what was right with the old and fails to discriminate the
value of the new from its overstatements. Pendulum change
rejects its own prior experience, going from one kind of
half-knowing to another. This reaction would be, "I was
wrong before, but now I'm right."

The fourth type of mind change is the *paradigm change-
transformation*. It is the fourth dimension of change; new
perspective, the insight that allows the information to come
together in a new form or structure. Paradigm change refines
and integrates. Paradigm change attempts to heal the
delusion of either-or, of this or that. In a paradigm change
we realize that our previous views were only part of the
picture-and that what we know now is only part of what we
will know later. If one can recognize paradigm change, then
change is no longer threatening. It absorbs, enlarges,
enriches. This type of change is not a simple linear effect,
it is a sudden shift of pattern, a spiral, and sometimes a
cataclysm. When we wake up to the flux and alteration of our
own awareness we augment change. Synthesis builds on
synthesis.

Bedolla's Teacher's Approaches to Change

In my experiences as an educator I have observed four

basic approaches for the mode of attack on change. There is

negation, acceptance, opposition, and analysis. *Negation*

includes those who have been doing the same thing for fifteen

or twenty years. They are well embedded with their security

blanket in hand and they will not change. The *acceptance*

group is made up of two groups; 1) those who just do not want

to stir up the pot and cause problems, 2) and most non-

tenured teachers. The *opposition* group are those that have

had some experience, have been quite successful but have also

been through the gamut of being required to implement so many

different programs or texts. Literally they have had it and

will do what it takes to prove what they are doing is just as

wonderful and effective as the new intruder. They will also

contend that they have learned about many wonderful

strategies and methods and would like time to work with them

in their classroom before they have to think about a new

implementation.

Truly one cannot blame teachers for reacting to change

so differently. Remember they are all individuals. Each has

had different encounters that have led them to believe in

certain ways. The greatest draw-back in these approaches is

that they do not allow for expansion and growth. The

negators feel safe and secure in full control of their own

little world doing the same thing over and over again. The

acceptor will do as they're told for fear of losing their job

and they simply do not like to make anyone mad. The opposer is simply saturated with having to add more to the already tight schedule and they have already implemented so many new ideas. They may like some of what they hear but feel that they have to give up something else to make room for the new.

There are many schools that have fought for change and have been successful. Others have succeeded for a time but due to varying factors had lost their opportunity to continue on. The issue here is who's in charge at the time. Administrators are very powerful and greatly influence the paradigmatic activity within the school affecting teacher performance, parent support, and most importantly student performance. One school for example, in a matter of seven years, had four different principals, and five different assistant principals. It emerged from a somewhat skills with a little WL, to less skills with more WL, then to mainly skills slowly working towards MI, and finally more MI with some skills. Imagine the teacher anxiety and frustration experienced during these years. The defense mechanisms were highly visible during these times. Conditions for teachers are often difficult and our personal paradigms have a great influence on how we cope with these situations.

Is there an answer? Is there even a more efficient way to deal with change or, do we wait around for the cycle to make a complete circle? There may be an answer. Just as the

"Lion King" meditates on his past experiences and analyzes the situation to make an important decision, so can teachers through the fourth approach called *analysis*. By way of analysis, teachers can stand back and take a look from the outside. They examine the information presented by: 1) thinking and discussing so as to better understand the theory behind it; 2) comparing and contrasting to their own classroom (Does this fit into my belief?); 3) deciding whether they may be doing some of these new ideas already just in a little different way and may there be something here that is beneficial to the learning experiences of their students; and 4) finally, choosing that which they would like to try and/or making some changes in their established curriculum. With this approach teachers are also students. They are continually learning, practicing, and revising; learning, practicing, and revising from their experiences and utilizing the information to best suit their program. They are maximizing the potential of their experiences! What is important to remember is that teaching is not an embedded practice. It continually adjusts to the sociological and political changes of our world.

A Design for Change

How then, do we begin this venture into the world of analysis? Reichart has some suggestions for a "Design for

Change" which we can use as our starting point. First he

explains that;

> A design requires that every step be planned in
> order to establish its dimensions and its
> boundaries. This does not mean that there will be
> no place for improvisation, but rather the
> divertissement will create out of and around a firm
> base. Only through such an approach can the design
> take into account all those aspects of good
> teaching so necessary and so impossible to achieve
> unless sequential and developmental approaches are
> considered.
> (Reichart 1969, pp.110-117)

In other words we need to know from where we are coming,

where we are going, and which direction we take if in fact we

need to improvise. One of the suggestions for a design for

change is to formulate a written blueprint using research

documentation. It must be formulated for action and not an

emotional statement that might never be put into practice.

It should be based on study and research and should use

current thinking and actual practices as documentation and

rationale for its existence. Just like an architect

designing a house, we need to know where every room will be,

and how they are to appear within the whole structure. As

the house is being built and as it develops, changes may need

to be made and the architect may be asked to redesign a door

or a wall of the structure, to adjust to the changes.

Reichart further suggests that the blueprint should

include the objectives of the design; what experiences will

be provided for the learners, the activities through which these experiences will be derived, the materials and equipment intended for use, how the design plans for individual needs, and how the results are to be evaluated. Now we are getting to the details and the finishing touches of our structure; What color are the walls? What counters do we tile? Do we tile the floors or use linoleum? What fixtures do we install in the sinks?, and so on. Even though we have made these important decisions about what to use, it doesn't mean that sometime in the future we may make changes according to the need of the occupants. The classroom is essentially the teacher's second home of which s/he is the architect. With each new year, new class, new day, adjustments need to be made. If the design is equipped for change, the teacher can then make changes accordingly and go about his/her day.

Reichart also suggests that the blueprint should be implemented through daily instruction. Hence, the natural outgrowth of formulation of the blueprint will be in its implementation (Reichart 1969, p.111). Such implementation should become part of the daily, weekly, and long-range planning of the teacher. As with the architect and his house, the rooms and fixtures are providing a service for the family. Day in and day out they are serving its occupants' needs. It is part of their daily existence and should be
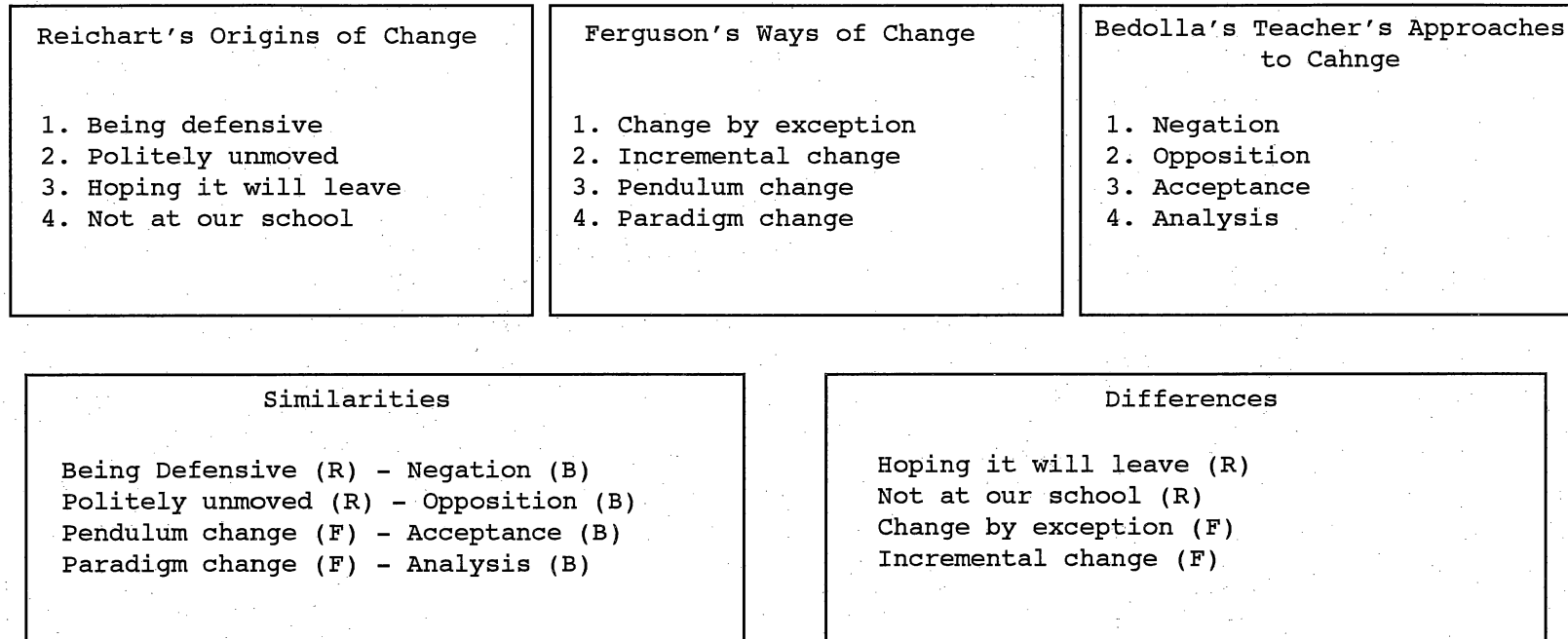
long lasting. However, if a fixture happens to break, it needs to be fixed. Within the classroom, if a strategy is not supporting the specific need, it then needs to be readjusted or in some cases replaced by another in order to meet those needs.

Summary

In retrospect these views on change, have some similarities and some differences; however, all are identifying the various ways one deals with change. The diagram in Figure 10 illustrates these similarities and differences. Essentially, the natural tendencies are; either to deny change, recognize it but do nothing about it, defend your own position, hope it will leave, accept it, or stand back a take a hard look at what's happening, develop a background knowledge, then make an educated and well formulated decision based on this analysis.

What next? Its time to develop a classroom design of flexibility, structure, and goals. To do so, we need to start with a basic outline that can be filled in as we implement our goals and objectives. The "Perspective Chart" in Figure 11 will serve as a basic skeletal outline. It will become a tool for teachers to organize and view information. In chapter five we will categorize and define the pedagogical jargon bombarding us with confusion. Then we will fit it

Figure 10 Views on Change Comparisons and Contrasts

Reichart's Origins of Change	Ferguson's Ways of Change	Bedolla's Teacher's Approaches to Cahnge
1. Being defensive 2. Politely unmoved 3. Hoping it will leave 4. Not at our school	1. Change by exception 2. Incremental change 3. Pendulum change 4. Paradigm change	1. Negation 2. Opposition 3. Acceptance 4. Analysis

Similarities	Differences
Being Defensive (R) - Negation (B) Politely unmoved (R) - Opposition (B) Pendulum change (F) - Acceptance (B) Paradigm change (F) - Analysis (B)	Hoping it will leave (R) Not at our school (R) Change by exception (F) Incremental change (F)

Design by: Patricia Bedolla

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into place within the "Perspective Chart", the end result

being a classroom blueprint incorporating our philosophy of

learning, programs based on our philosophy, strategies and

methods that support the program, and finally, assessment and

evaluation.

Figure 11 Perspective Chart #1-Blueprint

PERSPECTIVE CHART

Bedolla Philosophy of Learning

My Established Program

My Strategies and
Methods Selections

My Evaluation and
Assessment Selections
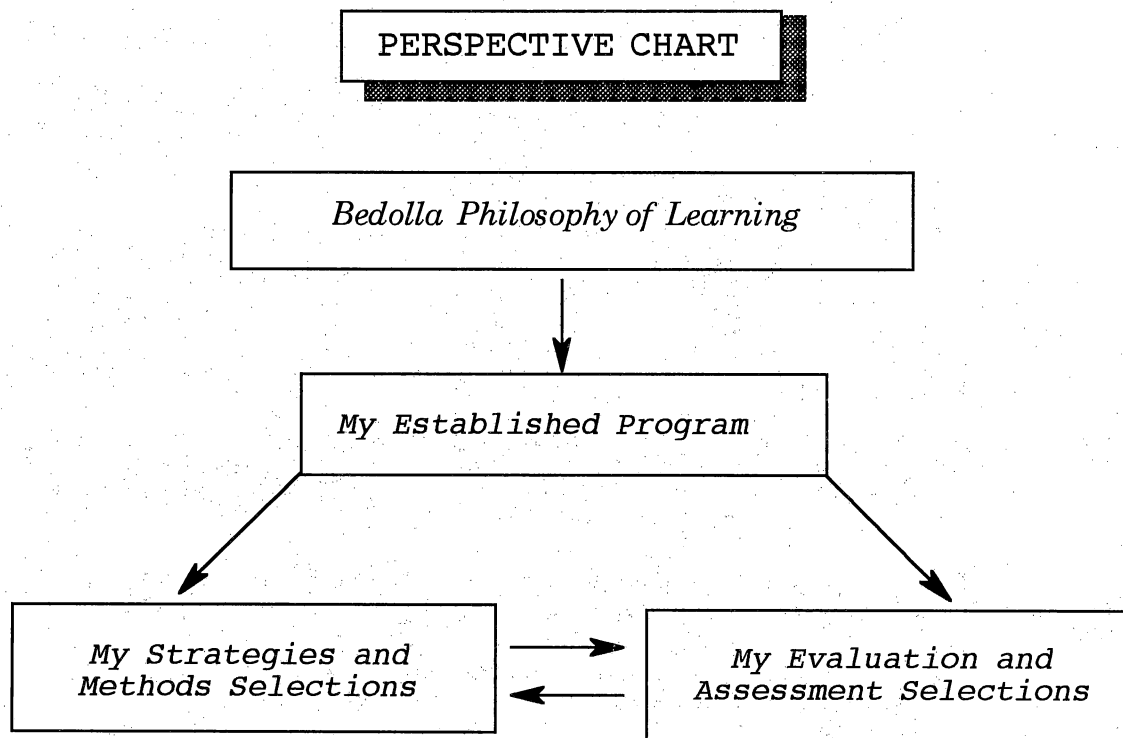
Chapter Five

An Alternative for Teachers:An Analytical Approach to

Shifting Educational Paradigms

Before teachers can even begin to decipher paradigms and put all into perspective to implement in their own classroom, they need to establish their own philosophy/belief of how children learn. What brings out the best in a student. In order to establish a belief, an understanding of the terminology is vital. The following is my personal attempt to make sense of the jargon. First the terms are divided into four major categories and defined. The importance of categorizing the educational jargon is to alleviate misunderstanding and to help clarify the variety of interpretations that one concept can acquire. For example, WL is often referred to as a program or approach when in actuality it is a philosophy. "First, it is important to emphasize that whole language is a *philosophy*, a belief system about the nature of learning an how it can be fostered in classrooms and schools" (Weaver 1990, p.3). The program can incorporate the WL philosophy by the choice of strategies being used in the classroom and how the classroom is designed but it is not the program itself. Then, I will use the "Perspective Chart" to design a classroom structure that will assist me in organizing and planning an effective program.

Four Major Categories

Throughout all my readings and experiences, I have observed four major categories. They are: 1) belief of how children learn; 2) programs; 3) strategies or methods; and 4) evaluation and assessment. These four categories together form the basic blueprint for designing and implementing a classroom structure and curriculum. Refer to Figure 11. First it begins with a philosophy, a belief about how children learn; then from that belief a program is considered and developed that supports the philosophy; then strategies/methods are selected that best fit within the program; finally, assessment procedures are selected, in conjunction with the methods and strategies, to monitor student progress and program effectiveness.

Category Definitions

Philosophy: Ozman and Craver (1976, p.xiii) explain it

this way; "It could be said that to think

philosophically is to reflect upon who we are, what

we are doing, why we are doing it, and how to

justify all these things."

This is the basic format of the classroom

structure. First we need to acknowledge that we

are teachers; that we are developers and promoters

of knowledge; then we need to know what we are

doing; we need to lay out the plan; then we need to

understand why we are doing it, is it really for

the benefit of educating students; once understood,

we need to justify why we are doing it. We need to

show that it is for educating students.

Programs: According to Webster's Encyclopedic Unabridged

Dictionary, a program is: a plan or schedule to be

followed.

Hence, in the world of education, a program is the

overall plan which encompasses the philosophical belief,

the strategies to be used, the scheduling, the format,

the objectives to be taught, how they'll be taught, and

assessment procedures.

Strategies and Methods: According to Webster once again;

<u>Strategy</u>: a plan, method, or series of maneuvers or

stratagems for obtaining a specific goal or result.

<u>Method</u>: a manner or mode of procedure, esp. and orderly,

logical, or systematic way of instruction, inquiry,

presentation, etc.

Although strategy and method are also considered to

be a plan, what differentiates them from a program is

that they involve achieving a specific goal and order of

events. Therefore strategies and methods are the actual

lessons, instruction, interactions, and activities that

the students are engaged in throughout the day that

together make up the overall plan.

Evaluation and Assessment: With the ever changing world of

education, this category is in continual evaluation and

assessment of its own which makes it difficult to

define. At least three factors have contributed to the

demands for assessment reform: the changing nature of

educational goals; the relationship between assessment

and teaching and learning; and the limitations of the

current methods of recording performance and reporting

credit (Marzan, Pickering, and McTighe 1993, p.9).

The reason for the difficulty in defining this category

is because of our ever changing world of paradigms. There

are a multitude of techniques to choose from (as we will see

further in this chapter) to evaluate student progress. What

we need to determine is exactly *what* constitutes student

success. In the case of our paradigmatic candidates, should

we focus only on the outcome or should we consider the

process of equal importance.

Establishing a Belief

Choosing a philosophy and establishing a belief of how

children learn is quite a brain stimulus. We often believe

in certain ways but not always understand why. I remember

only too well my educational philosophy class and feeling

overwhelmed by the variety and thought provoking ideas of the

great philosophers. First you think that sounds true but then I like that idea also. Quite mind boggling. What's important to remember, is to keep an open mind and not let any pretensions distract you from your intellectual growth.

Now that I have some background knowledge of paradigms and an understanding of some prominent educational paradigms, I can now establish my own belief of how children learn by using this new knowledge, applying prior knowledge and incorporating my experience. From my experiences and from what I have learned about WL and MI, I have decided to establish a merger of paradigms. I will name this new belief, "The Bedolla Philosophy of Learning", constituting a student-centered, socially constructed, process learning classroom. As you can see my established belief merges the main points of MI and WL. It is student-centered, focusing on the individual student, recognizing that students learn differently and come to school with different backgrounds and experiences. It is socially constructed, recognizing that students learn from all that is around them, they learn from their interactions, and their language development is formulated through these interactions. It is process learning, recognizing that the process is just as important as the outcome. I want to know how the student "got" the answer, what strategies are exercised, and which intelligences are being utilized.

The next step is to list the attributes within my blueprint, under my new philosophical category are listed those characteristics which demonstrate my belief: 1) students learn through interactions; 2) student-centered curriculum; 3) students have individual learning styles; 4) activities are to address the varied intelligences; 5) process is just as important as result; 6) teacher as facilitator and provider of knowledge; 7) classroom as a community; and 8) integrated, theme-based curriculum.

Now that I have merged these two theories of MI and WL when asked if I am implementing WL or MI, these characteristics will apply to either one. What is most important, is that now, I have the ability to explain and demonstrate my philosophy and support it through the current research of WL and MI. This satisfies the requirement of formulating a written blueprint using research documentation.

Furthermore, when new ideas or philosophies arise, I now have the ability to search for those similarities that may fit within my thoughts and incorporate them within my personal theory of learning. So begins my plan of flexibility and adjustment.

What *is* important for teachers, is to think about their philosophy, become more knowledgeable about how children learn, and begin basing what they do in the classroom on their belief and not just because it's the newest innovation

in education. Teachers must understand why they are doing,

what they are doing, or their heart will not be in the

instruction and activities in which they engage their

students. It's time now to fill in the "Perspective Chart"

with the philosophical characteristics I have selected. See

Figure 12.

Establishing a Program

I have just discussed learning theories, decided what I

believe and am now ready to choose a program that best suits

my belief. As always it is important to define the terms.

Program Definitions

Theme or Thematic: The terms theme or thematic have acquired

   various connotations. The following are three major

   definitions that are filtering the educational jargon.

   Integrated Thematic Instruction (ITI):[5] Involves a

   centralized yearly theme and the components of the

   centralized theme are sub-themes which include

   integration of all disciplines and all interrelating to

   the central theme. The main focus is addressing the

   seven intelligences through the use of activities or

   inquiries, to best meet the needs of the various student

   learning styles.

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[5]   ITI definition is from Armstrong (1994 p.62) based on Susan
Kovalik's model of Integrated Thematic Instruction.

Figure 12 Perspective Chart #2-Philosophy

PERSPECTIVE CHART

Bedolla Philosophy of Learning
Student-Centered, Socially Constructed,
Process-Learning

Students learn through interactions
Student centered curriculum.
Students have individual learning styles.
Activities address the varied intelligences.
Process is just as important as result.
Teacher as a facilitator and provider of knowledge.
Classroom as a community.
Integrated, Theme-based Curriculum

Program

My Selection of
Strategies and Methods

My Selections of
Evaluation and Assessment

<u>Theme Cycles</u>:[6] A study of a particular topic chosen by the

students. The teacher then collects and organizes

materials for the study. These materials include all

curricular areas; language arts, science, social

studies, art , music, and math. When the same theme is

expressed throughout the school day (throughout the

curriculum), the students are afforded the opportunity

to better understand and grasp the whole meaning of the

theme as well as its components.

<u>Theme Unit</u>   Basically a teacher designed unit that has

a central theme such as "Bears", that integrates all

disciplines into the unit.

English as a Second Language: is a program to develop oral

and written English language skills, now referred to as

English Language Development. Essentially it is to help

limited-English proficient students acquire the English

language skills necessary to function and be successful

within a regular English classroom.

Sheltered English: is presenting the core curriculum to

Limited-English-proficient students in a way that the

material is more comprehensible or meaningful so they

have access to the same curriculum as the regular

English speaking students.

---

[6]   Theme Cycle definition is from B. Flores (1994)

Primary Language Instruction: Students are instructed in

   their primary language to provide a more comprehensible

   means of developing the necessary skills to be successful

   in school.

   Among these program definitions are others that may be

required within the overall plan. These programs are

designed specifically for limited English speaking students.

I will call these co-programs. I do not consider these

methods or strategies because it is an overall plan that

addresses the specific needs of these students. Many of the

strategies that are to be included within our new established

program will also meet the requirements of the co-programs.

   The choice to make now is whether to use ITI or theme

cycles. The main difference is ITI is basically designed and

generated by the teacher. It begins with a central yearly

theme and fingers out into components or sub-themes that are

all related to the central theme. Some schools have a whole

school theme and each grade level does various established

sub-themes. In some schools each grade level decides on a

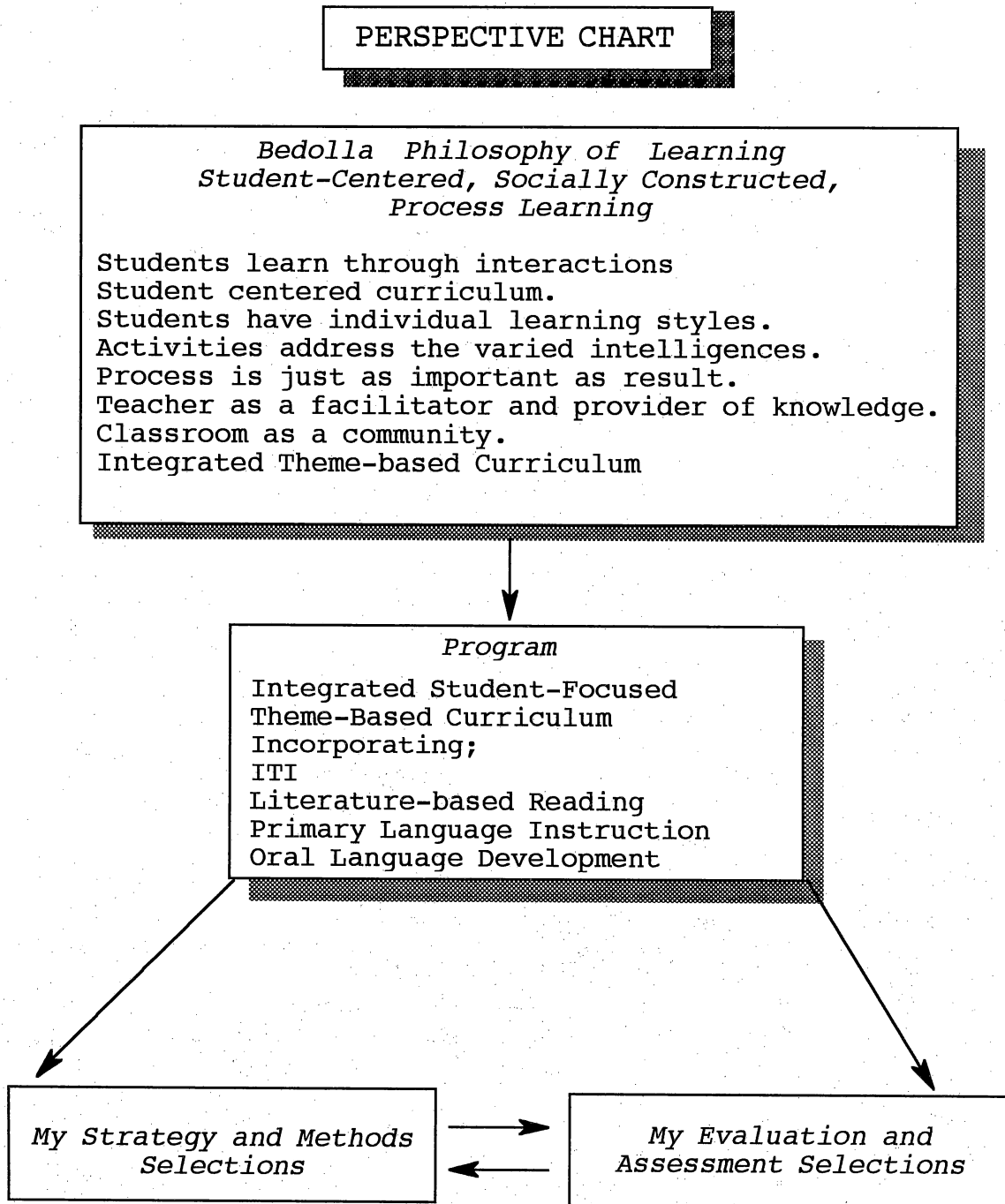central theme and collaboratively plans components.

   For WL a theme cycle is student-teacher generated.

Students and teachers volunteer ideas for course of study,

students vote on what they would like to learn about, and

finally it is the teacher's task to acquire, organize, and

prepare materials for the chosen course of study. Students
are also encouraged to bring in any information they may have
on the subject.

With a merger of paradigms my goal is to combine these
two thoughts. Being that ITI and Theme Cycle have similar
qualities of integrated instruction and individualized
learning combining these thoughts is just a matter of
adjusting student-teacher choice. The merger therefore would
involve fusing student-teacher choice with ITI. Possible
suggestions would be; 1) school-wide voting on central theme
and grade level voting on sub-themes, 2) each grade level
voting on central theme, 3) each classroom voting on central
theme. The MI advocates can still plan activities addressing
the intelligences based on the student-teacher chosen
curriculum while the WL advocates are able to maintain their
practice of student choice. Incorporating two ideas to
create better conditions for students and teachers alike.

With a combined program of ITI and Theme Cycle we can
now name our new program as "Integrated, Student-Focused,
Theme Based, Curriculum". This program would entail the use
of ITI with student/teacher selected central theme and to
serve the needs of my non-English speaking students, primary
language instruction (Spanish) and English oral language
development. Now its time for me to fill in the "Perspective
Chart" with in Figure 13 with my newly established program

Figure 13 Perspective Chart #3 Program

PERSPECTIVE CHART

Bedolla Philosophy of Learning
Student-Centered, Socially Constructed,
Process Learning

Students learn through interactions
Student centered curriculum.
Students have individual learning styles.
Activities address the varied intelligences.
Process is just as important as result.
Teacher as a facilitator and provider of knowledge.
Classroom as a community.
Integrated Theme-based Curriculum

Program

Integrated Student-Focused
Theme-Based Curriculum
Incorporating;
ITI
Literature-based Reading
Primary Language Instruction
Oral Language Development

My Strategy and Methods
Selections

My Evaluation and
Assessment Selections

and its components.

Selecting Strategies and Methods

With an established belief and program I can now
implement activities compliant with our choices. First, as
always, I will define these strategies and methods. The
first list is basically skills, the second list is mainly WL,
and the third list is MI. As you read through these
definitions take note of similarities and differences.
Furthermore keep in mind how many of these strategies may
have been presented at a workshop or inservice and those you
may have already implemented in you classroom.

<u>Skills</u>

Lectures: When the teacher simply presents information orally
    to the students.

Memorization: Students practice memorizing information to be
    repeated back to the teacher or to be used for studying
    test material.

Text-books: Books specifically designed for each discipline.
    They primarily include an informational section and then
    questions about the information with some extended
    activities. In the reading texts there is a collection
    of stories; essentially, vocabulary controlled to
    address grade level expectancies.

Worksheets: Drills sheets designed for extra practice in any

of the skills areas. Many of the worksheets are part of

the text-book design to provide extra practice or

enrichment.

Whole Language[7]

Books: The WL classroom is filled with a variety of fiction,

nonfiction, poetry, informational, and reference books

including magazines and newspapers.

Brainstorming: Students produce a torrent of verbal thoughts

that can be collected and put on the board or overhead.

This brainstorming can be about anything; words for a

class poem, ideas for developing a group project,

thoughts about material in a lesson being taught, and so

forth.

Classroom Environment: The environment plays an important

role in the classroom as a social community. Desks or

tables are arranged to be suitable for use in

collaborative projects. Charts, graphs, science

questions, and more displayed throughout the room for

continued reference during the theme cycle. Use of

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[7]   Information on these strategies and methods are from a variety of
sources i.e. workshops, inservices, personal experiences, etc. The
major source of information is from, "Understanding Whole Language From
Principles to Practice", by Constance Weaver.

learning stations or centers where students have the

opportunity to "figure out" or "experiment" on their own

or with a friend. Literary print is visible throughout

the room such as poems and rhymes. Student work is also

seen throughout the room. A wide variety of books are

available including student made books and class books.

These factors are valuable in planning a classroom

structure. They all serve as resources for the students

as they actively participate in their daily activities.

Classroom Theater: When students are asked to enact texts,

problems, or other material to be learned by dramatizing

or role laying the content. It can be as informal as a

one-minute improvisation or as formal as a rehearsed

play.

Collaborative Stories: The teacher guides the students

through a collaborative development of their own story

while demonstrating the reading and writing process.

The teacher begins by helping the students to set up a

foundation for their story; characters, setting,

problem, and solution. Once they understand these four

elements of the story, the teacher mediates by guiding

students through the writing process (brainstorming,

rough draft, revising, editing, and final draft). After

the children have written and revised their story

together, the final phase of publishing is established

through a student illustrated class big book and/or

individual student illustrated books (Flores 1988).

Cooperative Learning: Allows children to work in groups to

solve a problem or work on a project. The grouping

should be a mix of proficient and non-proficient readers

and writers so that the experts and the novices can

socially construct knowledge together.

Daily Oral Language: Provides the child with the visual cues

of spoken language as modeled by the teacher. A teacher

can use different approaches for this strategy. In one

approach a student shares a particular experience; "I

went to the park and played with my brother." The

teacher writes this for all the students to see,

modeling letter sound and letter formation. The

students are then asked to read it and finally students

are asked to decode or read specific words. Another

approach consists of all students sharing and a vote is

made as to which child's sharing will be used for daily

oral language. This is usually followed by the same

skills building technique. Reading poetry daily and

having it posted for children to read along is also used

for daily oral language.

Interactive Journals: In this strategy the teacher functions

as a mediator for the child's' developing written

language. During this activity, each child is

encouraged to write in their journal, either through
illustrations or whichever writing level they may be at,
pre-syllabic, syllabic, or alphabetic. The teacher
mediates the learning during interactive journal time by
responding or commenting on whatever it may be that the
child wrote or drew about. During this interaction, the
teacher models the writing and also models reading by
reading the response during and after it is written in
the child's journal (Flores 1990).

Journal Writing: Keeping a personal journal involves making
ongoing records related to a specific domain. For
example, a student may keep a science journal for
recording observations, a personal journal writing about
daily events, reading journal writing about books they
have read etc.

Large and small group discussions: A time for students to
hear others comments and questions as well as presenting
their own ideas. During this time the teacher serves as
a facilitator and may choose to write down student
responses on chart paper or overhead depending on the
objective.

Literature Groups: Students are divided into groups based
not on ability but on interest in a particular book.
Each group reads and discusses its chosen book, over
several days or even weeks. As students read

individually in preparation for discussion, they may, if

they or the teacher chooses, keep a journal of problem

words, strong feelings or related experiences evoked by

the text, comments, questions, predictions they wish to

share with the group-in short, anything of interest.

Literature Study: This takes several basic forms. The

students may either study a particular author,

illustrator, or genre such as fairytales. They can

compare author styles, commonalties and differences,

illustrations, etc. This can be accomplished by using

other strategies such as story mapping, literature

groups, brainstorming, or any combination thereof. The

difference is there is a specific focus on an author,

illustrator, or genre.

Peer Sharing: Basically, it is students sharing thoughts

with each other or with the group. Students can share

what they know about the theme or artifacts they have

that related to the theme. After reading a story the

students can share for a minute with a partner what

their favorite part was, what they learned from the

story before actual discussion begins so those students

who have difficulty responding have the opportunity to

hear other's thoughts. Peer sharing is an excellent way

to "break the ice".

Phonics in Context: WL teaches about phonics in the context

of its use. In other words, after the children know
what the text says and means, the teacher revisits the
text to make visible and teach the sound/letter
correspondence.

Publishing: There are a variety of ways to do publishing in
the classroom; 1) making copies of student stories, 2)
submit their writing to a class or school newspaper, 3)
their story can be bound in a book form and made
available in a special section of the classroom or
school library, and 4) students can enter their stories
in the internet to be sent to other schools. When
children see that their writing is important to others
they become more excited about their writing and will
want to write more and more.

Readers Theater: The purpose for Reader's Theater is for two
or more readers to present to an audience, from a hand
held script, a story, poem, play, or picture book.
Through interpretation and negotiation, children
demonstrate what they understood about the text. The
main focus is not stage design but rather the language
experience.

Teacher Demonstrations: When children are learning how to do
something for the first time, they will need to have
experienced or observed the action before they can truly
understand what you want them to do. In order to aid

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this understanding, teachers should provide

demonstrations which model appropriate behavior, or

procedures leading to the accomplishment of a task. For

example, when a teacher mediates a collaborative story,

s/he is demonstrating the writing process.

Shared Book Experience: The teacher uses a big book that all

children in the group can see; a commercially published

big book, a child/teacher-authored big book or, simply a

chart of some sort, written in large print. Some

activities may include; rereading favorites, teaching

predetermined concepts or strategies for example, using

prior knowledge and context plus the initial consonant

of a word to *predict* what the word might be, capturing

the teachable moment where a student has discovered a

concept of his/her own and the teacher acknowledges and

expands on the concept, introducing a new story by

showing the pictures to the students and having them

predict what the story may be about and then reading

aloud, a follow-up activity where students have the

opportunity to read the big book independently for

enjoyment and practice. Many things can be learned from

shared book experience; 1) conventions in print such as,

we read from top to bottom, we read words not the

pictures, what a word is, what a letter is, what

punctuation does, 2) strategies, such as, using meaning

as the first and most important clue to getting words,

predicting, self-correcting, 3) sight vocabulary, 4)

letter/sound relationships.

Story Mapping: Technique used to develop comprehension and

thinking skills through reading writing and discussion

in which the students are actively involved. There are

various forms depending on the story and teacher

expectations.[8]

Storytelling: A useful tool for conveying a variety of

concepts by providing a mental representation for

students. It can be applied to a variety of

disciplines. Storytelling can be presented by the

teacher, an individual student, a group of students, or

a special guest.

Writers Workshop: This strategy is used to teach students the

steps found in the writing process. These steps;

writing a rough draft, revising, editing, final draft,

illustrating and publishing, are planned into the daily

classroom lesson. A typical workshop cycle day would

have students in a classroom separated into writing

groups, group A writing their individual rough drafts,

group B editing their individual rough drafts, and so

on. Most cycles last five to six days. The end result

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[8] There is an example included in the appendix p.181.

is original student authored books.

Writing Activities: The variety of opportunities for

students to express thoughts, prior knowledge, or new

knowledge through writing. These activities also

include writing lists, outlines, writing in journals,

writing in graphs, labeling diagrams, etc.

Strategies and Methods of MI

Because of MI's focus on the seven intelligences, its

strategies and methods are organized accordingly. Many of

these activities are self-explanatory and overlap those of

WL, therefore I will first list them and then later define

those which I feel require clarifications and those not

included in the WL inventory. These activities are from

Armstrong's book, Multiple Intelligences in the Classroom.

Linguistic Intelligence
- lectures
- large- and small-group discussions
- books
- worksheets
- manuals
- brainstorming
- writing activities
- word games
- sharing speeches
- storytelling
- talking books and cassettes
- extemporaneous speaking
- debates
- journals keeping
- choral reading
- individualized reading
- reading to the class
- memorizing linguistic facts

- tape recording one's words
- using word processors
- publishing (e.g., creating class newspapers)

Logical/Mathematical Intelligence

- mathematical problems on the board
- Socratic questioning
- scientific demonstrations
- logical problem-solving exercises
- classifications and categorizations
- creating codes
- logic puzzles and games
- quantifications and calculations
- computer programming languages
- science thinking
- logical-sequential presentation of subject matter
- Piagetian cognitive stretching exercises
- HEURISTICS

Spatial Intelligence

- charts, graphs, diagrams, and maps
- visualization
- photography
- videos, slides, and movies
- visual puzzles and mazes
- 3-D construction kits
- art appreciation
- imaginative storytelling
- picture metaphors
- creative daydreaming
- painting, collage, and other visual arts
- idea sketching
- visual thinking exercises
- graphic symbols
- using mind-maps and other visual organizers
- computer graphics software
- visual pattern seeking
- optical illusions
- color cues
- telescopes, microscopes, and binoculars
- visual awareness activities
- draw-and-paint/computer-assisted-design software
- picture literacy experiences

Bodily/Kinesthetic

- creative movement
- hands-on thinking

- field trips
- mime
- the classroom theater
- competitive and cooperative games
- physical awareness exercises
- hands-on activities of all kinds
- crafts
- body maps
- use of kinesthetic imagery
- cooking, gardening, and other "messy" activities
- manipulatives
- virtual reality software
- kinesthetic concepts
- physical education activities
- using body language/hand signals to communicate
- tactile materials and experiences
- physical relaxation exercises
- body answers

Musical Intelligence

- musical concepts
- singing, humming, or whistling
- playing recorded music
- playing live music on piano, guitar, or other instruments
- group singing
- mood music
- music appreciation
- playing percussion instruments
- rhythms, songs, raps, and chants
- using background music
- linking old tunes with concepts
- discographies
- creating new melodies
- listening to inner musical imagery
- music software
- supermemory music

Interpersonal Intelligence

- cooperative groups
- interpersonal interaction
- conflict mediation
- peer teaching
- board games
- cross-age tutoring
- group brainstorming sessions
- peer sharing
- community involvement

- simulations
- academic clubs
- interactive software
- parties or social gatherings as context for learning
- people sculpting

Intrapersonal Intelligence

- independent study
- feeling-toned moments
- self-paced instruction
- individualized projects and games
- private spaces for study
- one-minute reflection periods
- interest centers
- personal connections
- options for homework
- choice time
- self-teaching programmed instruction
- exposure to inspirational/motivational curricula
- self-esteem activities
- journal keeping
- goal-setting sessions

Definitions

Linguistic

Tape Recording: the tape recorder offers students a medium

through which to learn about their linguistic powers and

helps them employ verbal skills to communicate, solve

problems, and express inner feelings.

Manuals: Handy books of facts, instructions, etc. for use as

a guide, reference, or the like; handbook.

Extemporaneous Speaking: Essentially impromptu speaking.

Speaking with little or no preparation.

Choral Reading: When a group of students read together poems,

rhymes, or a part in a play or story.

Individualized Reading: This has two connotations;

1) having a variety of reading material that addresses

the different reading levels and also student

interests.

2) Allowing time for students to read independently to

themselves.

Inquiries: A task or activity specifically designed with an

objective to engage students in the thought process.

The importance is how they achieved the goal. Inquiries

are based on the seven intelligences. Teachers are to

develop them first by deciding what knowledge they wish

their students to gain from the inquiries and then

design activities guiding the students through the

processes of the various intelligences to achieve their

goal. The students participate in the inquiries as

partners, in groups, or individually depending upon the

requirements of the inquiry.

Logical/Mathematical Intelligence

Socratic Questioning: In Socratic questioning, the teacher

serves as a questioner of student's points of view. The

Greek sage Socrates is the model for this type of

instruction. Instead of talking *at* students, the

teacher participates in dialogues *with* them, aiming to

uncover rightness or wrongness of their beliefs.

Classifications and Categorizations: The logical mind can be

stimulated anytime information (whether it be

linguistic, logical/mathematical, spatial, or other

kinds of data) is put into some kind of rational
framework. Examples are; Venn diagrams, time lines,
attribute webs (listing attributes of a person, place,
or thing as spokes around the subject), 5W organizers
(diagrams that answer who, what, when, where, and why),
and mind-maps. Most of these frameworks are also
spatial in nature. The value of this approach is that
disparate fragments of information can be organized
around central ideas or themes, making them easier to
remember, discuss, and think about.

Quantifications and Calculations: Opportunities to talk
about numbers both inside and outside the math and
science arena. In subjects such as history and
geography, you may focus regularly on important
statistics: lives lost in wars, populations of
countries, and so forth. By tuning into the numbers in
the midst of non-mathematical subjects, you can better
engage highly logical students, and other students can
learn to see that math belongs not just in math class
but in life.

Science Thinking: Seeking out scientific ideas in areas other
than science. In each part of the curriculum, science
provides another point of view that can considerably
enrich students' perspective.

Heuristics: The field of heuristics refers to a loose

collection of strategies, rules of thumb, guidelines,

and suggestions for logical problem solving. In regards

to MI theory it is a major teaching/learning strategy.

Examples of heuristic principles include: finding

analogies to the problem you wish to solve, separating

the various parts of the problem, proposing a possible

solution to the problem and then working backwards, and

finding a problem related to yours and then solving it.

Heuristics provides students with logical maps, so to

speak, to help them find their way around unfamiliar

academic terrain.

<u>Spatial Intelligence</u>

Visualization: One of the easiest ways to help students

translate book and lecture material into pictures and

images is to have them close their eyes and picture

whatever is being studied. Students may also be asked

to draw pictures of their visual image.

Picture Metaphors: A metaphor is using one idea to refer to

another, and a picture metaphor expresses an idea in a

visual image. The educational value of metaphor lies in

establishing connections between what a student already

knows and what is being presented.

Idea Sketching: this strategy involves asking students to

draw the key point, main idea, central theme, or core

concept being taught. Neatness and realism should be

de-emphasized in favor of s succession of quick sketches
that help articulate an idea.

Graphic Symbols: Simply drawing a graphic representation of
the concept being taught. Just like that traffic sign
graphics that represent the action such as school
crossing, no pedestrians and so forth. You do not need
superior drawing skills to use this strategy; roughly
drawn symbols will suffice in most cases.

Color Cues: There are many creative ways of putting color
into the room. Use a variety of colors of chalk,
markers, and transparencies when writing in front of the
class. Provide students with color pencils and pens,
and colored paper on which to write assignments. Use
color to emphasize patterns, rules, or classification
during instruction (e.g., coloring all th's red in a
phonics lesson).

Bodily/Kinesthetic

Creative Movement: There are many ways to conduct creative
movement in the classroom; 1) first of all there are
many commercial tapes and books with creative movement
activities, 2) by using finger plays, 3) singing camp
songs with special movements, 4) by simply showing
flashcards of different actions and having students
perform the action, and 5) by having students make up
their own movements to poems and songs.

Hands-on Thinking: Students who show signs of

   bodily/kinesthetic intelligence should have

   opportunities to learn by manipulating objects or by

   making things with their hands.

Body Maps: The human body provides a convenient pedagogical

   tool when transformed into a reference point or "map"

   for specific knowledge domains. Essentially the body

   becomes the graphic representation such as arms

   representing branches in a tree and the legs

   representing the trunk.

Kinesthetic Concepts: This strategy involves either

   introducing students to concepts through physical

   illustration or asking students to pantomime specific

   concepts or terms from the lesson. This activity

   requires students to translate information from

   linguistic or logical symbol systems into purely

   bodily/kinesthetic expression. Simple pantomime can

   also be extended into more elaborate creative movement

   or dances.

Body Answers: Ask students to respond to instruction by

   using their bodies as a medium of expression. The

   simplest and most over-used example of this strategy is

   asking students to raise their hands to indicate

   understanding. This strategy can be varied by asking

   them to blink one eye, touch your head, stand up, thumbs

up or thumbs down etc.

<u>Musical Intelligence</u>

Musical Concepts: Musical tones can be used as a creative

tool for expressing concepts, patterns, or schemas in

many subjects. For example, to convey musically the

idea of a circle, begin humming at a certain tone, drop

the tone gradually (indicating the gradual slope of the

circle) to a low note, and then gradually move up toward

the original note.

Mood Music: Locate recorded music that creates an appropriate

mood or emotional atmosphere for a particular lesson or

unit. Such music can include sound effects (most

nonverbal sounds are processed through the musical

intellect), nature sounds, or classical or contemporary

pieces that facilitate specific emotional states.

Rhythms, Songs, Raps, and Chants: Take the essence of

whatever you are teaching and put it into a rhythmic

format that can be either sung, rapped, or chanted. At

a rote level, this can mean spelling words to the rhythm

of a metronome or singing the times tables to a popular

song.

Discographies: Supplement your bibliographies for the

curriculum with lists of recorded musical selections;

tapes, compact discs, and records; that illustrate,

embody, or amplify the content you want to convey.

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Supermemory Music: Twenty-five years ago, educational

   researchers in eastern Europe discovered that students

   could more easily commit information to memory if they

   listened to the teacher's instruction against a musical

   background.

Interpersonal Intelligence

Conflict Mediation: In the event of a conflict, the teacher

   or administrator serve as a mediator allowing the

   students involved the opportunity to plea their case and

   asking the students what they think should be done to

   resolve the problem. Another method is to present the

   problem to the class (without revealing any names) and

   asking for resolutions to the conflict.

Board Games: Board games are a fun way for students to learn

   in the context of an informal social setting. On one

   level, students are chatting, discussing rules, throwing

   dice, and laughing. On another level, however, they are

   engaged in learning whatever skill or subject happens to

   be the focus of the game. Board games can be easily

   made using manila file folders, magic markers (to create

   typical winding rod or path), a pair of dice, and

   miniature cars, people, or colored cubes (available at

   toy stores or teacher supply stores) to serve as game

   pieces.

Dramatic Play: Allows children to express and interpret

their meaning and understanding in esthetics. Some children have the ability to express themselves better through acting then they do in writing and reading. Other students need to know that they can express themselves through other means. Dramatic plays help our students to explore other ways to express themselves. In addition, students can find new meaning in literature, science, and social studies through role playing used in various curricular areas.

Simulations: A simulation involves a group of people coming together to create an "as-if" environment. This temporary setting becomes the context for getting into more immediate contact with the material being learned. For example, students studying a historical period might actually dress up in costumes of that time, turn the classroom into a place that might have existed then, and begin acting as if they were living in that era. Although this strategy involves several intelligences (including bodily/kinesthetic, linguistic, and spatial), it is included in the interpersonal section because the human interactions that take place help students develop a new level of understanding. Through conversation and other interactions, students begin to get another insider's view of the topic they are studying.

People Sculpting: Anytime students are brought together to

collectively represent in physical form an idea, a

concept, or some other specific learning goal, a *people*

sculpture exists. If students are studying the skeletal

system, they can build a people sculpture of a skeleton

in which each person represents a bone or a group of

bones.

Intrapersonal Intelligence

Feeling-Toned Moments: To feed that emotional brain,

educators need to teach with feeling. This strategy,

then, suggests that educators are responsible for

creating moments in teaching where students laugh, feel

angry, express strong opinions, get excited about a

topic, or feel a wide range of other emotions. You can

help create feeling-toned moments in a number of ways:

first by modeling those emotions yourself as you teach;

second, by making it safe for students to have feelings

in the classroom (giving permission, discouraging

criticism, and acknowledging feelings when they occur);

and finally, by providing experiences (such as movies,

books, and controversial ideas) that evoke feeling-toned

reactions.

One-Minute Reflection Periods: During lectures, discussions,

project work, or other activities, students should have

frequent "time outs" for introspection or deep thinking.

One-minute reflection periods offer students time to

digest the information presented or to connect it to happenings in their own lives. They also provide a refreshing change of pace that helps students stay alert and ready for the next activity.

Personal Connections: The big question that accompanies strongly Intrapersonal students through their school career is: "What does all this have to do with *my* life?" Most students have probably asked this question in one way or another during their time in school. It's up to teachers to help answer this question by continually making connections between what is being taught and the lives of their students' personal associations, feelings, and experiences into your instruction.

Choice Time: Giving students choices is as much a fundamental principle of good teaching as it is a specific intrapersonal teaching strategy. Essentially, choice time consists of building in opportunities for students to make decisions about their learning experiences.

Goal-Setting Sessions: Educators help students immeasurably in their preparation for life when they provide opportunities for setting goals. These goals may be short-term ("I want everybody to list three things they'd like to learn today") or long-term ("Tell me what
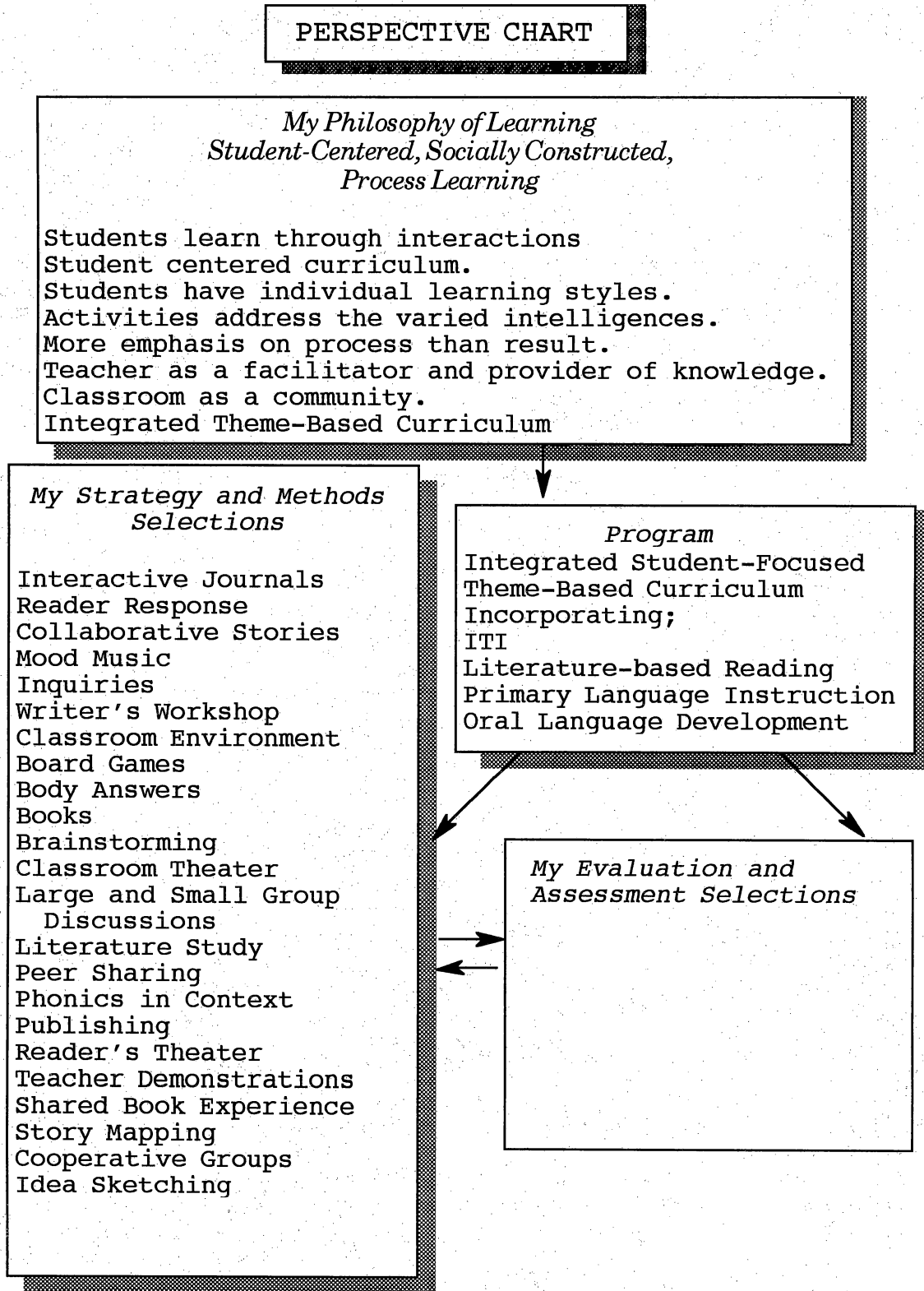
you see yourself doing twenty-five years from now_?".

Summary

Wow! What an abundance of strategies and methods all
excellent tools for motivating students and developing
skills. At first glance it may seem quite overwhelming.
There is just not enough time in one day to do everything.
First of all, it is important to first look at what you may
already have implemented in your classroom. Then try out a
few to work out problems and details. As you become
comfortable and skilled at these then slowly add others.
Also, it is not imperative to use all strategies every day.
Some can be used once a week, once every two weeks, once a
month, etc. Remember these strategies and methods are there
for you to use at your discretion. Learn two or three until
they run smoothly and effortlessly within your program and
then enjoy implementing something new and exciting adding
variety to the classroom.

Returning to my blueprint I can now fill in the
"Perspective Chart" in Figure 14 with the strategies and
methods I have selected. From this selection I can also
choose activities which are applicable to my co-program of
English Oral Language Development and for Primary Language
Instruction, I may choose pertinent activities and conduct
them in Spanish. In chapter 6 I will demonstrate how to

Figure 14 Perspective Chart #4 Strategies and Methods

PERSPECTIVE CHART

My Philosophy of Learning
Student-Centered, Socially Constructed,
Process Learning

Students learn through interactions
Student centered curriculum.
Students have individual learning styles.
Activities address the varied intelligences.
More emphasis on process than result.
Teacher as a facilitator and provider of knowledge.
Classroom as a community.
Integrated Theme-Based Curriculum

My Strategy and Methods
Selections

Interactive Journals
Reader Response
Collaborative Stories
Mood Music
Inquiries
Writer's Workshop
Classroom Environment
Board Games
Body Answers
Books
Brainstorming
Classroom Theater
Large and Small Group
  Discussions
Literature Study
Peer Sharing
Phonics in Context
Publishing
Reader's Theater
Teacher Demonstrations
Shared Book Experience
Story Mapping
Cooperative Groups
Idea Sketching

Program
Integrated Student-Focused
Theme-Based Curriculum
Incorporating;
ITI
Literature-based Reading
Primary Language Instruction
Oral Language Development

My Evaluation and
Assessment Selections

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incorporate these strategies/methods into my daily schedule.

Defining Evaluation and Assessment

As with strategies/methods, I have listed the terms according to our paradigm candidates.

<u>Skills</u>

Multiple Choice Tests: Students answer questions by reading the selection and then choosing a response from three to five different choices.

True and False Tests: Students read a statement and determine whether they feel it is true or false and indicate their response by writing in T or F or simply circling T or F.

Fill-in Tests: Students read a statement that is incomplete and must complete it by filling in the correct word or words. Some fill in tests have a word box that students can choose from.

Standardized Tests: Are machine scorable instruments that sample reading performance based on a single administration. Standardized test scores are used in making comparisons among individuals or groups at the local, state, or national level.

Proficiency Tests: Most proficiency tests have the multiple choice design. In reading it may consist of a story selection and the students are to answer the questions

about the story. The student must achieve a minimum

score or higher to be considered proficient. When a

student is unable to achieve proficiency, s/he must then

engage in review through drill and practice until such

time proficiency is obtained.

Whole Language[9]

Periodic performance samples: samples of student work

collected throughout the year.

Student-kept records: These are records kept by the students

themselves which engages students in self-reflection,

self-evaluation, and goal setting. Student kept records

can be as simple as students keeping a list of books

they read and recording varying aspects such as if they

liked the book or if it was easy or difficult to read.

Dialogue journals: Is simply written conversation between two

students. This not only records student writing it also

gives a better background of a students' relationship

among his/her peers.

Learning logs: Is similar to a journal in various content

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9   Information on WL assessment was acquired from a variety of
resources.   The major resources are from Evaluation Whole Language
Checklists for Evaluation Your Children For Grades K to 6; compiled by
Quality Quin Sharp, Evaluation: Whole Language, Whole Child; by Jane
Baskwell and Paulette Whitman, and Understanding Whole Language From
Principles and Practice; by Constance Weaver

areas. For example in science students record

observations and keep notes of what they have learned.

In primary grades much of this is accomplished through

pictures and writing.

Inventories and questionnaires: Where students are asked

specific questions about what they think about and how

they approach reading. These inventories give insight

into what processes the student are using in their

reading.

Recorded observations: Documented evidence of the learning

process. A variety of formats can be used for

recording. Checklists with specific behaviors or skills

can be used however it is limited only to those skills

on the checklist. Simply jotting down a specific

behavior can also be utilized. Some have done this

through keeping the notes in a spiral bound note book or

writing the notes down on a post-it note or note pad and

later filing it in the student's folder or portfolio.

Conferences and interview: Where the teacher asks the student

how s/he feels about the work sample. Together they

discuss the work and offer suggestions for future

endeavors. Introducing the "conference" to students of

any age requires a structured and predictable model. If

the conference is to discuss something the student read

or written, he or she should know, in advance,

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specifically what is to be discussed and the approximate
length of the conference.

Portfolios: A collection of student work to show progress
over a period of time and other information the teacher
wishes to use. The work samples may also be student
selected. Some teachers utilize two portfolios, one
consisting of student selected samples and another
consisting of teacher selected samples. Some teachers
use only one portfolio submitting student and teacher
selected items.

Teacher Observation: To capture the unplanned observations
that occur daily, almost minute-to-minute, teachers need
some means of recording that is quick and simple, but
ideally also easy to transfer to more permanent record
files (Weaver 1990). The are various ways of recording.
These are just a few; 1) recording anecdotal
observations on stickers, then later affix these to each
student's record sheet(s) as appropriate, 2) using
post-its or index cards for the same purpose, 3) using
double-spaced copies of the class list (one for each
school day), for recording raw, anecdotal data that can
later be analyzed and transcribed as appropriate to
students' files, 4) recording on a paper folded into
squares, each square representing each student; 5) by
recording on a checklist of behaviors or skills and

targeting on two or three students a day, 6) recording in spiral notebooks as the "Teacher's Log" to use in gathering and recording information. It also contains our reflections, our questions, our concerns about particular children or events (Baskwill and Whitman 1988).

Remember when observing, it is best to focus on two or three students a day, therefore with a class of twenty you will have observed all students within two weeks, with a class of thirty in three weeks. It is important to maintain a formalized observation procedure so as to assure attention to every student.

Miscue Analysis: A tool you can use to help you understand what strategies a child is utilizing while reading. As children develop into readers, a complex psycholinguistic process takes place. While teachers of young children are not responsible for all aspects of that process, they need to monitor the progress a young reader makes. Observable cues of reader development fall into three categories; semantics (making meaning through the development and changes in word usage), syntax (making meaning through word patterns or clusters) and graphophonics (making meaning through symbol and sound). The integrated use or misuse of these cueing systems provides and opportunity to

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identify strengths and weaknesses in the development of
early readers. The teacher can build upon the strengths
and support the weak areas with specific instruction
strategies that are process oriented.[10]

Student Self-Evaluation: Language is a tool for learning to
meet self-directed purposes in authentic situations.
Students can identify what they want to do with their
language skills and abilities (inform, inquire, argue,
express opinions, send messages) and how well they are
getting to that end. Even the most timid young writer
can perceive improvement between an early and later
writing sample. By discovering the refinement in their
own improvement, they become empowered as users of
language and set their own goals of language
development.

Multiple Intelligences

As with the strategies and methods, some of the
assessment techniques overlap; therefore, I will first list
MI techniques and define only those not included in the WL
definitions.

- Anecdotal records

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[10]   There are many styles and variations of reading miscue formats. I
have worked with several and developed some of my own. In the appendix I
have provided some of these formats.

- Work samples
- Audio cassettes
- Video tapes
- Photography
- Student Journal
- Student-kept Charts
- Informal Tests
- Informal use of Standardized Tests
- Criterion-Referenced Assessments
- Checklists
- Classroom Maps
- Calendar Records

Definitions[11]

Anecdotal Records: Keep a journal with a section for each

child, and record important academic and nonacademic

accomplishments, interactions with peers and learning

materials, and other relevant information about each

child. The assessment techniques listed in "Teacher

Observation" in the WL definitions (pg. 97) are

variations of this process.

Audio Cassettes: Use cassettes to record reading samples

(have the student read into a recorder and also tell

back the story at the end) and to record a child's

jokes, stories, riddles memories, opinions, and other

samples of oral language; also use audio cassettes to

document a child's musical ability (singing, rapping, or

playing and instrument).

Videotapes: Use videotapes to record a child's abilities in

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[11]   Information on assessment is from, <u>Multiple Intelligences in the</u>
<u>Classroom</u>, by Thomas Armstrong.

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areas that are hard to document in any other way (e.g.,
acting out a role in a school play, catching a pass in a
football game, demonstrating how s/he fixed a machine),
and videotape students presenting projects they have
completed.

Photography: Have a camera on hand to snap pictures of
things kid have made that might not be preserved (e.g.,
three-dimensional constructions, inventions, science and
art projects).

Sociograms: Keep a visual record of student interactions in
class, using symbols to indicate affiliation, negative
interaction, and neutral contact between class members.

Informal Tests: Create non-standardized tests to elicit
information about a child's ability in a specific area.
Focus on building a qualitative picture of the student's
understanding of the material rather than devising a
method to expose the student's ignorance.

Informal Use of Standardized Tests: Give standardized tests
to individual students, but don't follow the strict
administration guidelines. Relax time limits, read
instructions to the student, ask the student to clarify
responses, provide opportunities to demonstrate answers
in pictures, three-dimensional constructions, music, or
other ways. Find out what the student really knows;
probe errors to find out how the student is thinking.

Use the test as a stimulus to engage the student in a
dialogue about the material.

Criterion-Referenced Assessments: Use measures that evaluate
students not on the basis of a norm but with respect to
a given set of skills; that is, use assessments that
tell in concrete terms what the student can an cannot do
(e.g., add two-digit numbers with re-grouping, write a
three-page story on a object that interests the
student).

Checklists: Develop an informal criterion-referenced
assessment system simply by keeping a checklist of
important skills or content areas used in your classroom
and then checking off competencies when students have
achieved them (as well as indicating progress toward
each goal). See appendix pp.185-189.

Classroom Maps: Draw up a classroom map (a bird's-eye view
of the classroom with all desks, tables, and activity
areas indicated) and make copies of it. Each day
indicate patterns of movement, activity, and interaction
in different parts of the room, writing on the map the
names of the students involved.

Calendar Records: Have students keep records of their
activities during the day by recording them on a monthly
calendar. You can collect the calendars at the end of
every month.

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Now I will fill in the "Perspective Chart" for
evaluation in Figure 15 with the techniques I have selected.
It is important to note that evaluation and assessment does
not always have to be conducted at a special designated time.
It can be part of the daily and weekly schedule. It should
be ongoing such as the portfolios, teacher observations, and
so on.

Now what! I now have a blueprint with everything in
place. The plan is set. There is a philosophy of how
children learn, I have established a program based on this
philosophy, I have selected a variety of strategies/methods
conducive to my program, and finally I have chosen evaluation
and assessment techniques supportive of my activities. With
this completion of all four categories, I now have a
structural blueprint that I can read and utilize for
implementation in my classroom. In Chapter 6 I will compare
my daily schedule to the blueprint and adjust as needed.

Figure 15 Perspective Chart #5-Evaluation and Assessment

PERSPECTIVE CHART

My Philosophy of Learning
Student-Centered, Socially-Constructed,
Process Learning

Students learn through interactions
Student centered curriculum.
Students have individual learning styles.
Activities address the varied intelligences.
Result is not as important as process.
Teacher as a facilitator and provider of knowledge.
Classroom as a community.
Integrated Theme-based instruction

My Strategy and Methods
Selections

Interactive Journals
Reader Response
Collaborative Stories
Mood Music
Inquiries
Writer's Workshop
Classroom Environment
Board Games
Body Answers
Books
Brainstorming
Classroom Theater
Large and Small Group
  Discussions
Literature Study
Peer Sharing
Phonics in Context
Publishing
Reader's Theater
Teacher Demonstrations
Shared Book Experience
Story Mapping
Cooperative Groups
Idea Sketching

Program
Integrated Student-Focused
Theme-Based Curriculum
Incorporating;
ITI
Literature-based Reading
Primary Language
Instruction
Oral Language Development

My Evaluation and
Assessment Selections

Periodic Performance
Samples
Recorded Observations
Conferences and
Interviews
Portfolios
Teacher Observation
Miscue Analysis
Anecdotal Records
Checklists

Chapter Six

Practical Classroom Application

Practical Application of Methods and Strategies

Now comes the greatest dilemma of all. How do I
implement my blueprint within my existing daily schedule?
To facilitate the implementation of my newly established
philosophy of learning, I will begin with my class schedule.
Basically, I have been in a paradigm transition from skills
to process learning for some time now. Therefore, my
existing classroom design already has some characteristics of
the paradigm candidates we have been discussing.

Remember, I merged the paradigms of WL and MI to
establish the Bedolla Philosophy of Learning (BPL). In order
to make comparisons to my class schedule it is essential to
define my current methods and strategies for clarification.
Several are similar to those we have defined previously with
some variations. After each definition, I will list
philosophical support from BPL, the WL paradigm, and the MI
paradigm, illustrating how a daily activity can reflect these
three different philosophies.

Since this is a first grade bilingual schedule, some of
the activities such as calendar and attendance are quite
involved and may differ for upper grade. However, the intent
is to show how much is actually happening within a so-called

simple daily activity. It should also be noted that to
address primary language instruction, some activities are
conducted in Spanish at various times. To enhance
bilingualism within the classroom, I have a Spanish and
English week. Certain activities such as the opening are
conducted in the language of the week; for most other time
periods such as language arts and math, Spanish is used.
During stations, students have the opportunity to use Spanish
or English; however, the written work is basically in
Spanish. After each definition, I will indicate the language
of instruction.

Mrs. Bedolla's Class Schedule Monday through Thursday

7:41-7:55   Daily Printing

7:55-8:15   Opening: Flag, Attendance, Calendar,
            Morning Wake-up: Theme Poems and Songs

8:15-8:45   Thematic Activities: Theme Introduction Science
            Inquiry and Activities Reading Theme Books Social
            Studies Activities Science Journal Class
            Discussions

8:45-9:15   Writing: Collaborative Stories, Writer's Workshop

9:15-9:30   Recess

9:30-10:30 Language Arts: Reading, Writing, Phonics-Project
            Read, and Shared Book Experience

9:30-11:00 Stations-Independent Theme Activities:
            Journals, Library, Listening, Art, Science
            Social Studies, Music, Technology

11:00-11:10 Recess

11:10-11:45 Math

11:45-12:30 Lunch

12:30-1:00 Language Development:ESL

1:00-1:25 Reading Jamboree: Independent Reading, Reading
           Conferences

1:25-1:35 Recess

1:35-1:55 P.E.

1:55-2:05 Clean-up

2:05-2:10 Clean-up and Dismissal

Mrs. Bedolla's Class Schedule Friday

7:41- 7:55   Daily Printing

7:55 - 8:20   Opening: Flag, Attendance, Calendar
              Morning Wake-up:Theme Poems and Songs

8:20 - 9:10   Art

9:10 - 9:15   Clean-up

9:15 - 9:30   Recess

9:30 - 10:50 Book Talks

10:50-11:00   Media Center

11:00-11:10   Recess

11:10-11:45   Theme Video

11:45-12:30   Lunch

12:30-1:10   Star of the Week

1:10-1:20   Prizes/Behavior Certificates

1:21   Dismissal

Mrs. Bedolla's Definitions of Class Activities

7:41-7:55 Printing

Students practice letter formation daily just before roll call and the flag salute. Students are allowed during this time to interact with peers as they practice letter formation providing an opportunity for socialization and time to put up backpacks and get needed supplies before the day begins. Teacher walks around the room at this time facilitating printing practice.

Language of Instruction: Student Choice

Time: 10 minutes

Philosophical Support

BPL: Students learn through interactions, and students have individual learning styles, and classroom as a community.

WL: Language is socially constructed and teacher as a facilitator and mediator (Vygotsky, Flores, & Díaz, 1990).

MI: Exercises interpersonal and intrapersonal intelligences (Gardner 1990).

7:55-8:15 Opening

Flag:Calendar:Daily Weather Chart:Attendance:Morning Wake-up

Flag

"Teacher of the Week" (student selected to be teacher for the week) holds flag and asks students to stand. All students recite the flag salute then sing the flag song. Students are reciting and singing together developing oral language and musical skills.

Language of Instruction: Language of the Week

Time: About 3 minutes.

Philosophical Support:

BPL: Students learn through interactions, activities address the varied intelligences, and classroom as a community.

WL: Learners learn through social interactions.

MI: Exercises musical and interpersonal intelligences.

Calendar

"Teacher of the Week" asks the class; What number comes after _____? and What picture fits our pattern? I then choose a volunteer to draw the calendar pattern and number for the calendar. The volunteer draws the picture matching the pattern and writes the date. While the volunteer is making the calendar number, the "Teacher of the Week" then asks for another volunteer to do yesterday, today, and tomorrow. Once the calendar number volunteer has finished, s/he then comes to the front and appropriately places the number on the calendar, then proceeds to lead the class in

singing the "Days of the Week" song. After the song, the volunteer looks for the word card representing the current day and places it in the sentence in the pocket chart. Finally s/he leads the class in reciting the date pointing to the sentence and the date as s/he reads. This activity develops the students' listening and oral language skills. They are interacting with the teacher and the "Teacher of the Week". Students are practicing patterning, number, and drawing skills, in addition to learning the days of the week through song.

Language of Instruction: Language of the Week

Time: 20 minutes.

Philosophical Support:

BPL: Students learn through interactions, student centered
     curriculum, activities address the varied intelligences,
     and classroom as a community, .

WL: Language is socially constructed, teachers who learn/
     learners who teach, teacher as a facilitator and
     mediator, and learning is seen as a result of complex
     cognitive processes.

MI: Exercises the linguistic, interpersonal,
     logical/mathematical, spatial, musical intelligences.

Daily Weather Chart

After students finish the calendar activities, the

weather reporter fills in the weather chart by asking the class: Is it sunny? Is it cloudy? etc. S/he marks the chart according to the weather. Then the weather reporter completes the weather sentence in the pocket chart. S/he looks for the weather names matching the weather chart and leads the class in reciting the weather sentence. I facilitate this activity by asking if the weather reporter needs to put in commas. I call on a student to respond. If the student responds with a "yes" s/he needs to explain why by saying there are more than two words. If the student responds with a "no' s/he needs to explain why by saying there are only two words so we just need the word "and".

<u>Language of Instruction</u>: Language of the Week

<u>Time</u>: About 3 minutes

<u>Philosophical Support</u>

BPL: Students learn through interactions, student-centered curriculum, the process is just as important as the result, teacher as facilitator and provider of knowledge.

WL: Learners learn through social interactions, learning is seen as a result of complex cognitive processes, teacher as a facilitator and mediator.

MI: Exercises the linguistic intelligence, logical/mathematical, spatial, and interpersonal intelligences.

Attendance

During attendance, the students are actively involved in a series of activities to maintain high interest and to develop of math and oral language skills. It begins when; 1)I ask the class, "How many students are in our class if everyone is here?" 2) I demonstrate the amount with my hands by opening and closing them twice to show two tens, 3) the students follow my modeling and answer as a group, 4) I name the students who are absent, 6) I ask, "How many are absent?" 7) students respond verbally and by show of fingers, 8) I have two students stand in front of the class, each holding up ten fingers, showing two tens and another student holding up two closed hands showing zero tens, 9) I ask, "Can I take two from zero?" 10) students respond by saying "no", 10) I ask, "What do I need to do so I can take two away?" 11) I select a student to explain; I acknowledge the student's response and respond by saying, "Yes, we need to bring the group of ten to the one's side", 12) next I ask, "Now can I take two away?" 13) students respond as a group by answering "yes", 14) then I have the student helper take away two fingers and ask the class, "How many are left?" 15) students respond orally and by show of fingers, 16) I ask, "Do we still have two tens?" 17) students respond orally, "Now we have one group of ten.", 18) I ask, "How many students do we have with us today?" 19) class responds

orally and with show of fingers, 20) I asks all students to stand up and hold up their hands with closed fists, 21) "Teacher of the Week" then calls on students one at a time, when a student's name is called, s/he sits down and all students put up one finger for each one that sits down, 22) when the count reaches ten I say, "We now have one group of ten, there should be eight standing, close your hands.", 23) students finish the counting, 24) on the bulletin board is a wipe-off "Tens and Ones" chart. The teacher represents the count using a tally and by writing the numeral. Throughout this activity, I am modeling daily, the concept of tens and ones.

Language of Instruction: Language of the Week

Time: 10 minutes.

Philosophical Support:

BPL: Students learn through interactions, student centered curriculum, activities address the varied intelligences, teacher as a facilitator and provider of knowledge.

WL: Teacher as a facilitator and mediator, learners learn through social interactions, learning is seen as a result of complex cognitive processes.

MI: Exercises the logical/mathematical, spatial, kinesthetic, linguistic, and interpersonal intelligences.

At this point it is necessary to mention the amount of

mini-activities in which students are actively involved within a so-called simple attendance procedure. There is much happening during this short daily event of about ten minutes or so (for first grade at the beginning of the year, it is about a twenty minute activity). There is bodily/kinesthetic participation throughout the whole lesson, teacher modeling, practice in one-to-one correspondence, tens and ones, regrouping, continual student response developing oral language skills, and visual representation. The importance is that this procedure, in actuality, is a lesson providing a variety of skill practice reflective of our structural design, is fun and interesting, yet only encompasses a minimal amount of time out of the daily schedule. Furthermore, the morning is just getting started and the students have already engaged in several cognitive processes.

Morning Wake-up

"Teacher of the Week" chooses a poem or song for the class to recite or sing. These theme based songs and poems are sung in conjunction with hand motions or a simple dance.
Language of Instruction: Both Spanish and English depending
     on the poem or song.
Time: 5 to 10 minutes.
Philosophical Support

BPL: Students learn through interactions, addresses the varied intelligences, teacher as facilitator and provider of knowledge, and classroom as a community, theme-based, integrated theme-based curriculum.

WL: Learners learn through interactions, learning is seen as a result of complex cognitive processes, and teacher as a facilitator and mediator.

MI: Exercises musical, interpersonal, kinesthetic, and spatial intelligence, and theme based.

8:15-9:15 Thematic Activities

Theme Introduction:Theme Inquiry Questions:Theme Book and Sharing:Science Experiment:Laser Disc Presentation: Class Big Book:Theme Presentation and Program

All these activities are conducted on various days for example; theme introductions may be on day one, inquiry questions on day two, theme book and discussion on day three, writing activity on day four, sharing of writing activity day five, laser disc presentation on day six, and so on.

Language of Instruction: Spanish

Time: 30 minutes for each session.

Theme Introduction

I tell students that we are beginning a new theme. We

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talk about what they know about the theme. I then read a
book about the theme and ask students to think about what
questions they might have about the subject and to think
about it tonight at home so we can do our question chart
tomorrow.

Language of Instruction: Spanish

Philosophical Support

BPL: Students learn through interactions, student centered
      curriculum, teacher as a facilitator and provider of
      knowledge, and integrated, theme-based curriculum.

WL: Learners learn through interactions, teachers who
      learner; learners as teachers, theme cycles, classroom
      activities reflect themes and, integrated instruction.

MI: Exercises the linguistic, spatial and interpersonal
      intelligences.

Theme Inquiry Questions

I review what we had discussed the day before during
"Theme Introduction". I allow the students one minute to
share questions with a friend. During this activity I am
continually acknowledging students who are participating and
expressing their questions. I repeat the questions aloud as
students are interacting for the benefit of those who may
need some suggestions. Then I ask, "Who would like to ask a
question?" I write the questions down on a long sheet of

butcher paper and write the student's initials next to the question. If a another student asks the same question, I simply say, "That it is the same question as number __ so, I will also put your initials next to the question. Then the completed question chart is placed on the bulletin board for continual reference throughout the theme study.

Language of Instruction: Spanish

Philosophical Support

BPL: Students learn through interactions, student centered curriculum, teacher as facilitator and provider of knowledge and, integrated, theme-based curriculum.

WL: Learners learn through social interactions, teacher as a facilitator and, classroom activities reflect theme.

MI: Exercises the linguistic and interpersonal intelligences.

Theme Book and Sharing

I read a non-fiction social studies or science oriented theme book to the class. I allow the students one minute to talk with a friend about what they read. Next we discuss as a class what we learned from the book, and finally, write and/or draw about what was read and discussed. Then, on another day, students share what they have written about the theme. This activity take about two to three days.

Language of Instruction: Spanish

BPL: Students learn through interactions, teacher as a

facilitator and provider of knowledge, more emphasis on

the process is just as important as the result and,

integrated theme-based curriculum.

WL: Learners learn through social interactions, learning is

seen as a result of complex cognitive processes, teacher

as a facilitator and mediator, classroom activities

reflect themes and, integrated instruction.

MI: Exercises the linguistic, spatial, interpersonal, and

intrapersonal intelligences.

Science Experiment Laser Disc Presentation

Simply a demonstration of a theme related experiment

which is followed by discussion. Sometimes I list what was

done on chart paper. Then students do a follow-up activity

of drawing or writing about what they learned from the

experiment. We are fortunate to have a laser disc available

for use in our classroom. This is very useful for visuals

and information. Some laser discs also have presentations

that would be difficult to perform in the classroom. This

activity takes about two to three days.

Language of Instruction: Spanish

Philosophical Support

BPL: Student centered curriculum, teacher as facilitator and

provider of knowledge, process is just as important as

the result, and integrated, theme-based curriculum.

WL: Learning is seen as a result of complex cognitive

processes, classroom activities reflect the theme,

integrated instruction.

MI: Exercises the linguistic, logical/mathematical, spatial,

interpersonal and, intrapersonal intelligences.

Class Big Book

With each theme we compile a class big book. This is

reflective of our theme-related big books that we read daily

in class. I take a phrase form the book and include the

students' name. Each student has their own page and

illustrates the text. For example, with the big book, Look

at Me, the text for the class big book would say, Look at me.

My name is _____. I like to _____. This class big

book then becomes part of the classroom library. This

activity basically takes about one to two days. Sometimes I

also use either the stations or language arts periods to

conduct this activity.

Language of Instruction: Spanish

Philosophical Support

BPL: Students learn through interactions, student centered

curriculum, students have individual learning styles,

addresses the varied intelligences, process is just as

important as the result, teacher as facilitator and
provider of knowledge, and classroom as a community.

WL: Learners learn through interactions, teachers who learn,
learners who teach, learning is seen as a result of
complex cognitive processes, teacher as a facilitator
and mediator, classroom activities reflect theme.

MI: Exercises linguistic, spatial, interpersonal, and
intrapersonal.

8:45-9:15 Writing

Literature Study:Collaborative Stories:Writer's Workshop

Each of the following activities takes about four to
eight days to complete. The time allotted for each session
is thirty minutes. I do utilize other time periods such as
language arts and stations when necessary. Being that
stations is an independent working time, students may also
choose this time to complete unfinished assignments.

<u>Language of Instruction</u>: Spanish

<u>Time</u>: 30 minutes

Literature Study

I conduct the literature study a little differently than
the definition on p.92. For about the first week or so, I
read fiction books related to the theme to familiarize the

students with the stories and to provide some background

experience. For example, during the theme study of insects,

our literature study is on the author Eric Carle. I read

various books Eric Carle has written about insects. For each

book we discuss characters, setting, problem, and solution.

Then we look for similar qualities, and talk about the

illustrations in each book. We also talk about the insects

in the book and refer back to our theme. Once we have read

all the books for our author study, we then fill in the

literature study chart by listing the characters, setting,

problem, and solution of each story (At the beginning of the

year pictures are used to represent the literary elements).

We review the chart and it becomes part of our bulletin board

for future reference. Students are enriched with fine

literature to provide background knowledge and to enhance

literary skills. The chart becomes a part of the classroom.

Students are continuously experiencing literary elements

which will support their writing process skills. This

activity takes about six to eight days. Sometimes I read the

book during storytime and have the students do the writing

activity at another time.

Language of Instruction: Spanish

Philosophical Support:

BPL: Students learn through interactions, student centered

curriculum, process is just as important as the result,

teacher as facilitator and provider of knowledge.

WL: Learners learn through interactions, learning is seen as a result of complex cognitive processes, teacher as facilitator and mediator, student activities reflect theme.

MI: Exercising linguistic, spatial, and interpersonal intelligences.

Collaborative Stories

This is time for students to experience and engage in the writing process as a whole group (See p.89 for definition). I try to incorporate the literature study into the collaborative story. First I review the literary elements discussed in the literature study chart that we just completed. We then begin to write a class story. Students offer suggestions for characters, setting, problem and solution. I prefer to use the story map format on p.190 in the appendix for writing down suggestions. We discuss what we have written and I explain that this is our pre-writing. We are just thinking of ideas. Every story begins with an idea. Then we proceed to vote on which of these ideas we would like to use in our story. Using the story map, we then begin to draft our story. Again students offer suggestions and I write down the story on butcher paper. After we have drafted the story, we then proofread and revise

by reading the story together. I ask the students if we have included our four literary elements in our story and if we need to add or make changes. I cross out and add on the same butcher paper so students can see how the changes are made. I explain that we have just proofread and revised our story. As I go through these steps, I continually explain what writing process we are engaged in. We reread the story and make any more revisions if necessary. Then we edited the story, reviewing punctuation skills and story quality. Once the story has been edited, then we make a class big book. Basically, two students will do the illustration for a page. They decide how they will work together. In my class when doing illustrations they are to sketch first, then trace with black markers, and then color. Sometimes one student will elect to do the sketching, and the other student will do the tracing, and both do coloring. This works out well for those students who do not feel comfortable with their own drawing. It is the teacher's responsibility at this point to be a facilitator. During this activity I am continually walking around the room offering suggestions to the groups on how to work on the illustration together.

Throughout the lesson the teacher is modeling and facilitating the lesson. There is continual student participation. Background knowledge was provided through the stories the teacher read to the class so when students are

asked to volunteer suggestions, they have some prior

knowledge; therefore, willing to respond and participate in

the activity. Once I feel the students have an understanding

of the literary aspects and the writing process then I can

begin demonstrating Writer's Workshop.

<u>Language of Instruction</u>: Spanish

<u>Philosophical Support</u>:

BPL: Students learn through interactions, student centered

　　　curriculum, students have individual learning styles,

　　　process is just as important as the result, teacher as

　　　facilitator and provider of knowledge, classroom as a

　　　community.

WL:　Learners learn through interaction, learning is seen as

　　　a result of complex cognitive processes, teacher as

　　　facilitator and mediator, theme based.

MI:　Exercises the linguistic, intrapersonal, inter-personal,

　　　and spatial intelligences.

Writer's Workshop

For First grade I work on collaborative stories before

introducing Writer's Workshop to provide prior knowledge and

experience in the process. There are various ways to conduct

Writer's Workshop as described on p.92. I have tried some of

these different ways and have come to discover that it is

much easier to allow the students to choose which writing

center they would like to attend. I have a pre-writing

center where there is blank paper, or the story map format

where students can work on an idea (See appendix p.190). At

the drafting center there is lined paper for students to

begin writing their story. There is also blank paper

available for students who would prefer to draft their story

with drawings. At the proofreading center the students have

the opportunity to share their story to others for

suggestions. After reading the story to the group, the

student may then go back and revise his/her story. At the

beginning of the year I usually spend more time monitoring

this station always reminding the students to note if the

story has characters, a setting, a problem, and solution.

Once the story is revised the student may choose to make a

book of the story or choose to write another story. If s/he

would like to make a book, then I work with the student in

arranging the story into pages. We talk about how a book

looks with a title page that includes the name of the book,

the author, and illustrator.   At the beginning of the year I

have pre-maid books for the students to use. Eventually,

they put their own book together at the book-making center.

I either write the text by hand or use a computer. Once the

text is in the computer, the students cut out the text and

then glue into their book and match their illustrations.

With a less formalized writer's workshop, the students have

the opportunity to work with their peers on a story. Some
authors have actually asked others to illustrate their books.
Students are engaged in the writing process at various stages
and given the opportunity to work at their own pace. They
have a choice to work alone or with a friend. The teacher is
monitoring and facilitating the activities.

Language of Instruction: Spanish. Towards the end of the
    year there may be a few students that choose to write a
    book in English.

Philosophical Support:

BPL: Students learn through interactions, student centered
    curriculum, students have individual learning styles,
    process is just as important as the result, teacher as
    facilitator and provider of knowledge, and classroom as
    a community.

WL: Learners learn through social interaction, learning is
    seen as a result of complex cognitive processes, and
    teacher as facilitator and mediator.

MI: Exercises the linguistic, spatial, interpersonal, and
    intrapersonal intelligences.

    These activities do follow a general time-line. The
first week of the theme I start with the literature study
which ordinarily, continues two or three days into the next
week. This is followed by the collaborative story which

finishes the second week and proceeds into the third week.

Finally the fourth week the students have the opportunity to

write their own stories during Writer's Workshop.

The first two activities are essential to the students'

success in Writer's Workshop. They provide the students with

the necessary skills and prior knowledge to work

independently on their story. They have been enriched with

literature so they can think of an idea, they have

experienced the writing process in a less threatening

environment, and are motivated to write on their own.

9:30-10:30 Language Arts

This is essentially the traditional reading period. I

commonly have groups at this time. One group is working on a

writing activity, computers, or small group activity. I work

with the other group on phonics, punctuation and grammar

skills, comprehension skills, or writing skills. The various

strategies and methods I utilize to develop these skills are:

    1) Phonics in Context (p.92)

    2) Story Map (appendix p.190)

    3) Grammar and Punctuation in Context- similar to

    phonics in context. I take a grammar or punctuation

    skill from their story and discuss how it is used in the

    story. I also use student stories for examples of

    grammar and punctuation.

4) <u>Shared Book Experience</u> (p.94)

5) <u>Writing Activity</u>- This varies according to the objective; either students write and draw about their favorite part, how it makes them feel, or something specific about the story. For example, once we read a story about two children and what they do on a rainy day. We discussed the story and talked about what we do on a rainy day. Then the students wrote at least three activities they do on a rainy day.

In addition I cover the stories in the district adopted reading series by utilizing these same strategies. I usually cover the reading series the first two days of the week and then I work with the big book. I try to spend ten minutes daily on the big book to provide repetition and practice. We work on the same big book for about two weeks.

<u>Language of Instruction</u>: Spanish

<u>Time</u>: Sixty minutes.

<u>Philosophical Support</u>:

BPL: Students learn through social interactions, student centered curriculum, teacher as facilitator, and classroom as a community.

WL: Social interaction, teacher demonstrations, reading, and writing activities.

MI: Exercises the linguistic, interpersonal, and

intrapersonal intelligences.

10:30-11:00 Stations

Interactive Journals:Station Contract:Theme Presentation and

Program

Interactive Journals

Before students begin their station work, they write in their journals. These are interactive journals (see p.89). Once they are finished they turn it into the journal box and then go to a station. While students are working at a station, I call students over individually to answer the journal. I then listen and watch as the student reads their entry, so I can note which reading and writing strategies the students are using. Then I respond in writing to the student saying the words as I write them; modeling sound symbol relationship. It is absolutely essential that this response is authentic and sincere. Then I chat with the student a minute or two more, talking about what they wrote or guide them into a new strategy in their reading and writing development. Once a student is able to read my writing, I answer the journal before calling them up. They read what I wrote, we discuss the journal topic, continuing to guide their reading and writing development.
Language of Instruction: Student Choice. Written work

basically in Spanish.

Time: Most students finish their journal entry within ten to

　　　fifteen minutes.

Philosophical Support:

BPL: Students learn through interactions, student centered

　　　curriculum, students have individual learning styles,

　　　process is just as important as the result, teacher as

　　　facilitator and provider of knowledge.

WL: Students learn through interactions, learning is seen as

　　　a result of complex cognitive processes, and teacher as

　　　facilitator and mediator.

MI: Exercises the interpersonal, intrapersonal, and

　　　linguistic intelligences.

Station Contract

When the students have finished their journal entry,

they are free to go to a station and work on a theme task.

They are to follow a station contract which lists the

activities. (See appendix p.191) They are to mark the date

when they worked on the activity. They have a station folder

to keep all their work in case they are unable to finish.

They have the duration of the theme study (four to six weeks)

to complete the contract except for two or three days. These

last few days are for compiling their theme report using some

of the work from their station contract and other theme

activities.

Language of Instruction: Station contract is written in

     Spanish.

Time: Twenty minutes.

Philosophical Support:

BPL: Includes all philosophical characteristics.

WL: Includes all philosophical characteristics.

MI: Exercises all seven intelligences.

Theme Presentation and Program

    For each trimester I try to have an awards presentation

for my students. The students practice our theme poems and

songs. For some we design motions or dances. Students then

write an invitation for their parents to come watch their

performance. After the performance I hand out certificates

to all students for their hard work in school. Although I

have included this activity in the Stations period, I take

advantage of other time periods such as P.E. and Thematic

Activities to generate more practice time.

Language of Instruction: Spanish or English depending on

     song or poem.

Time: About 40 minutes

Philosophical Support

BPL: Students learn through interactions, student-centered

     curriculum, activities address the varied intelligences,

classroom as a community and, integrated theme-based
curriculum.

WL: Learners learn through social interactions, learning is
seen as result of complex cognitive processes, classroom
activities reflect themes, integrated instruction.

MI: Exercises the linguistic, spatial, bodily/kinesthetic,
musical, and interpersonal intelligences.

11:10-11:45 Math

At this time I work on specific required math skills.
However, I have found that two days is usually sufficient to
introduce the skill with one day of practice because of the
experiences the students receive in other daily activities.
The first day I introduce the concept to the whole group with
student participation. For example, when introducing tens,
we may count all the children by one by one. Then I'll
explain there are other ways to count. Today we will learn
to count by making groups of ten. Then we count ten children
and put them in a group, then another ten. If there is not
enough to make a group then we call them ones. Now I say,
"Let's count using ten". I say ten for the group of ten and
then continue counting from ten. If there are two groups of
ten we count ten, twenty, then continue on. We continue
practicing by looking for other objects in the room to count.
On the second day I review and then have students work in

pairs making groups of ten with various objects such as buttons, unifix cubes, counting bears, and so on just as we did on day one. On the third if needed, we practice in pairs again, if not, then we work as a whole group with chalk boards and incorporate writing into the lesson. In working with tens, I have the students practice tallying and making groups of ten. Then we circle all the groups of ten together, see how many ones are left over, then write the number. I am also modeling the exercise on my chalkboard (this activity is usually not that difficult because the students have been tallying class count and group points all year). On the fourth day I use this period to do theme based math oriented activities such as graphing, measuring, comparing and contrasting etc. If needed, the next week we review and practice the skill again varying the activities.

Language of Instruction: Basically Spanish; however,
   sometimes after learning a specific concept, I do have
   the students do oral activities in English.

Time: 35 Minutes

Philosophical Support

BPL: Students learn through interactions, student centered
   curriculum, process is just as important as the result,
   teacher as facilitator and provider of knowledge, and
   classroom as a community.

WL: Learners learn through social interactions, learning is

seen as a result of complex cognitive processes, theme

based, and teacher as a facilitator and mediator.

MI: Exercises kinesthetic, interpersonal, and logical/

mathematical intelligences.

12:30-1:00 Language Development-ESL

I am required to include a time period specifically for

English Language Development and to follow the guidelines of

the adopted ESL (English as a Second Language) series. I

apply the series to my structural design by making a list of

the concepts covered in the text and conduct the lessons

employing these activities:

1) Visuals- I use a variety of visuals. I acquire many

of the pictures from my clip art CD ROM collection. I

also use books, charts, and magazines.

2) Poems and Songs- that relate to the concept.

3) Writing Activity- Being that these students are

learning to read in their primary language, I do not

expect them to write in English. I do expect them to

draw a picture about the activity. We do label the

pictures so they gradually become familiar with the

English written word.

4) Group Book- After we have worked on a specific

topic, we make a group book. For example, after

studying about food, the students draw a picture of

their favorite food. They first share their picture

with the class, then I put the pictures into a book.

Then I write a phrase to go with their picture. In this

case it might be; Hello, my name is _____. I like to

eat _____. Thus, we have book in English that we

can read and use as review and practice.

5) Individual Book: Similar to group book except that

each individual makes a book of their own. I have the

students fold a sheet of paper into fourths or eighths

depending on the amount of objects I would like them to

draw. They cut along the folds of the paper and then

staple them together to make a book. Then they are to

draw pictures of the vocabulary we have been learning.

Once all students are finished making their books, they

read the book to the group. I do not expect them to

write the word, the purpose is vocabulary development;

however, I will help the child write the English word if

they choose to do so.

6) Skill Development Games- I use several games that

provide practice and repetition while maintaining high

motivation. Explanations for these games are included

in the appendix on pp.192 & 193.

Language of Instruction: English

Time: 30 minutes.

Philosophical Support

BPL: Students learn through interactions and teacher as a
    facilitator and provider of knowledge.

WL: Learners learn through interactions and teacher as
    facilitator and mediator.

MI: Exercises the linguistic, spatial, bodily/kinesthetic,
    and interpersonal intelligences.

1:00-1:15 Reading Jamboree

Independent Reading:Reading Conferences and Cards

Reading Jamboree

This is essentially an independent reading time. My
library is organized in book boxes that students can place on
the tables to spread the books around. During this time the
students are free to read alone, with a friend, in small
groups, read the room, etc. During this time I am conducting
reading conferences with individual students facilitating and
assessing their reading strategies.

Language of Instruction: Student Choice. There are Spanish
    and English books available for students to read.

Time: 15 minutes.

Philosophical Support

BPL: Students learn through interactions, student centered
    curriculum, teacher as a facilitator, classroom as a
    community.

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WL: Learners learn through social interactions and teacher as facilitator and mediator.

MI: Exercises the linguistic and interpersonal intelligences.

Reading Conferences and Cards

During a reading conference the students select a book they would like to read. They may choose to read on their own or together with the teacher. I then mark down on 8x5 cards notes about the strategies they used.

<u>Language of Instruction</u>: Basically Spanish. As the year progresses, I usually have a few that choose to do some of their conferences in English as they begin to learn to read English.

<u>Time</u>: The approximate time to do a conference is 5 to 10 minutes per student.

<u>Philosophical Support</u>

BPL: Students learn through interactions, student centered curriculum, teacher as facilitator, and classroom as a community.

WL: Learners learn through social interactions, literature-based reading, and teacher as facilitator and mediator.

MI: Exercises the linguistic, interpersonal, and intrapersonal intelligences.

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1:15-1:25 Storytime

Simply reading a story aloud to the class. On some days I choose a student to select a book for storytime. On other days I may read a theme book. As the year progresses, some students elect to read the book to the class themselves.

Language of Instruction: Varies, depending on which book student or teacher chooses.

Time: 10 minutes.

Philosophical Support

BPL: Student centered curriculum and teacher as facilitator and provider of knowledge.

WL: Literature-based reading and teacher as a facilitator and mediator.

MI: Exercises the linguistic intelligence.

1:35-2:00 Physical Education

I do use my P.E. period to work on large motor skills and to reinforce rules for the various games they play at recess. Later in the year we learn to work together as a team through relays. I also use this time to practice for school programs.

Language of Instruction: English

Time: 20 minutes.

Philosophical Support

BPL: Students learn through interactions and teacher as

facilitator and provider of knowledge.

WL: Learners learn through interactions and teacher as

facilitator and mediator.

MI: Exercises the interpersonal, kinesthetic, and spatial

intelligences.

Friday Schedule

8:20-9:10 Art

On Fridays I have a directed art lesson based on the

theme. Most lessons are designed to develop fine motor,

listening, and artistic skills. We work on sketching

techniques, painting and the construction of a variety of art

projects utilizing a variety of art mediums.

Language of Instruction: English

Time: 40 minutes.

Philosophical Support

BPL: Student centered curriculum, students have individual

learning styles, process is just as important as the

result, theme based, and teacher as a facilitator.

WL: Learning is seen as a result of complex cognitive

processes and teacher as a facilitator and mediator.

MI: Exercises the linguistic and spatial intelligences.

9:30-9:50 Book Talks

Students choose a book they would like to share. They say the title, author, and illustrator (teacher helps if necessary). Then they tell us about their favorite part and why it is such a good book for everyone to read.   As the year progresses, I may ask them to tell us about the characters, setting, problem and solution, as they become more familiar with these literary elements.

Language of Instruction: Student Choice

Time: 20 minutes.

Philosophical Support

BPL: Students learn through interactions, student-centered
   curriculum and, classroom as a community.

WL: Learners learn through social interactions, teachers who
   learn, learners as teachers, and teacher as a
   facilitator and mediator.

MI: Exercises the linguistic and interpersonal
   intelligences.

9:50-10:30 Media Center

Library:Computer Lab

Library

The students look for two books to check out and take home. The last ten minutes or so, the librarian reads them a

story in English.

<u>Language of Instruction</u>: English

<u>Time</u>: 20 minutes.

<u>Philosophical Support</u>

BPL: Students learn through interactions, student-centered
curriculum and, classroom as a community.

WL: Learners learn through social interactions.

MI: Exercise the linguistic and interpersonal intelligences.

Computer Lab

During this time the students have the opportunity to learn computer skills. Each student has their own computer. At the beginning of the year I have the students learn basic computer skills through the "Kid Pix" program. As they become skilled in using the mouse, I then begin showing them how to use a word processor through the "Bilingual Writing Center" program. They begin by trying to write their name, using the keyboard. After they have practices using the keyboard, they can begin to write their stories from writer's workshop, from other writing activities, or theme activities. All during this time I have been showing the students how to save their work on a disc. We are fortunate to have a power Macintosh in every classroom; therefore, students can continue their work in the classroom during stations or freetime. Once they have experience with both programs, I

show them how to grab their picture from "Kid Pix", and insert it into bilingual writing center, to match their story.

Language of Instruction: Student Choice. Written work is
   basically in Spanish. Lab Tech sometimes does language
   experience stories in English.

Time: 20 minutes.

Philosophical Support

BPL: Learners learn through interactions, student-centered
   curriculum, teacher as facilitator and provider of
   knowledge, process is just as important as the result,
   classroom as a community, and integrated theme-based
   curriculum.

WL: Learners learn through social interactions, teachers who
   learn; learners as teachers, learning is seen as a
   result of complex cognitive processes, teacher as a
   facilitator and mediator, and classroom activities
   reflect theme.

MI: Exercises the linguistic, spatial, bodily/kinesthetic,
   interpersonal and, interpersonal intelligences.

10:30-11:00 Music

Essentially a time to sing theme songs together. One of my music sources is the Piggy Back song collection. This series contains a wide variety of lyrics written to familiar

tunes. These are very helpful for students when they are
composing their own song. I also use the Kid Songs cassette
tape collection.

Language of Instruction: Depends on song.

Time: 30 minutes.

Philosophical Support

BPL: Students learn through interactions, student centered
     curriculum, and teacher as facilitator and mediator.

WL: Learners learn through social interactions, theme based,
     and teacher as facilitator and mediator.

MI: Exercises the linguistic, spatial and musical
     intelligences.

11:10-11:45 Theme Video

During this time I show the students a theme video.
Before the video, we talk about what we are going to see.
Sometimes I ask them to look for specific facts as they watch
the video. After the video, we have a short discussion.

Language of Instruction: Depends on video.

Time: 35 minutes.

Philosophical Support

BPL: Students learn through interactions, student-centered
     curriculum teacher as facilitator and provider of
     knowledge and, integrated theme-based curriculum.

WL: Learners learn through social interaction, teacher as

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facilitator and mediator, classroom activities reflect

themes and, integrated instruction.

MI: Exercises the linguistic, spatial, musical,

interpersonal, and intrapersonal intelligences.

12:30-1:10 Star of the Week

I pre-selected a student to be the "Star of the Week".

The "Star of the Week" shares a different item every day;

Mondays: favorite's interview, Tuesdays: share photos,

Wednesdays: share a favorite toy, Thursdays: share a favorite

book, and Fridays: the students in the class make a book for

the "Star of the Week". On Fridays, when the class makes the

book, the "Star of the Week" chooses a few volunteers to say

something special about him/her. The students then go to

their desks to draw and write something special to the star

of the week. Afterwards, the teacher puts these papers into

a book for the "Star of the Week" These books are kept in

the class library until the end of the year. While the

students are doing the book page the "Star of the Week" is

making a cover for his/her book out of construction paper.

Language of Instruction: Spanish

Time: 40 minutes.

Philosophical Support

BPL: Students learn through interactions, student-centered

curriculum, students have individual learning styles,

teacher as a facilitator and provider of knowledge and, classroom as a community.

WL: Learners learn through interactions, teachers who learn, learners who teach and, teacher as facilitator.

MI: Linguistic, spatial, interpersonal and, intrapersonal.

Now that I have identified and defined my strategies and methods and demonstrated philosophical support, I have decided that I can keep these as part of my new structural design with some restructuring plus, add the new ones I have selected in my blueprint. By identifying philosophical support to my existing program, I feel more relaxed about making some changes and I realize that I am already engaging my students in exciting and process oriented activities reflective of my philosophical belief yet applicable to other emerging paradigms.

To aid in applying existing and new concepts to my class schedule, I have decided to list the activities in order of the day and make notes in reference to restructuring or additions.

- <u>Daily printing-</u> No change at this time.
- <u>Flag</u>-No change at this time.
- <u>Attendance</u>-No change at this time.
- <u>Calendar</u>-Restructure:add kinesthetic activity during "Days of the Week" song. Have seven students up front in a

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squatting position representing day of the week. As the
class sings the song the students up front stand up one at
a time for the day of the week they represent. At the end
of the song, the student representing the current day
remains standing.

- Morning Wake-up- No change at this time.
- Theme Activities- Will include the same basic activities
  however restructuring will involve designing the activities
  to address more of the seven intelligences by incorporating
  spatial (such as 3-D constructions and idea sketching) and
  bodily/kinesthetic activities (such as body maps and body
  answers).
- Collaborative Stories/Writer's Workshop- Add
  bodily/kinesthetic activities of: students rewriting
  collaborative and individual stories into a script format
  and eventually performing their own story. Add musical
  activities of: writing a song to go along with their story
  or script.
- Language Arts - Add bodily/kinesthetic activity of: acting
  out stories. Add spatial activities of: making a 3-D
  models of stories, drawing characters in a story for the
  flannel board and classroom theater. Add linguistic
  activities of; retelling their flannel board story,
  reader's theater.
- Stations - Gradually restructure station contract by basing

the station tasks more on the seven intelligences and following the guidelines for designing an inquiry.

At this point and time I will continue to have students write in their interactive journals at the beginning of this period.

- <u>Math</u> - Add mood music.

- <u>English Language Development</u> - (Previously known as English as a Second Language-E.S.L.) Restructure to relate the oral language activities to the theme. Add spatial activities of: classroom theater and using laser disc as a source for visuals. We are fortunate to have a Power Macintosh computer in each classroom that can be connected to the laser disc, therefore, I would like to give the students the opportunity to use the computer in conjunction with the laser disc to increase their vocabulary skills through the visuals available on the laser disc.

- <u>P.E.</u>- No change at this time.

- <u>Reading Jamboree</u> - No change at this time.

- <u>Storytime</u> - No change at this time.

- <u>Art</u> - Add 3-D models and Idea Sketching (p.102)

- <u>Music</u> - Add spatial or linguistic activity where students listen to a piece of music and draw or write what this music makes them think about or how it makes them feel.

    As demonstrated, even though I have done some

restructuring and added some extras, I have not made a tremendous change in my program. However, I am acknowledging and accepting the competing paradigms while simultaneously implementing my own personal structural design. Also note that I wrote "No change at this time", which allows for future restructuring and additions. Now that I have named and defined my activities and provided paradigmatic support, I have the capability to efficiently describe and uphold the activities within my program.

My next step is to adjust my "Perspective Chart" in Figure 16 with the restructuring and additions just established. I will also arrange the list in order of my class schedule. I finally have an actual functioning blueprint applicable to my daily schedule. I can always refer back to the blueprint for possible activities when writing my lesson plans and add others as needed.

Practical Application of Evaluation and Assessment

As mentioned before, evaluation and assessment can be on-going and part of the daily routine. Therefore I will list the selected techniques and note where they can be placed in the schedule and how often.

- Portfolio: will include the following items;
- Periodic Performance Samples: this will include a journal

Figure 16 Perspective Chart #6-Classroom Application

PERSPECTIVE CHART

My Philosophy of Learning Student-Centered, Socially Constructed, Process Learning

Students learn through interactions
Student centered curriculum.
Students have individual learning styles.
Activities address the varied intelligences.
Result is not as important as process.
Teacher as a facilitator and provider of knowledge.
Classroom as a community.
Integrated Theme-based instruction

My Strategy and Methods Selections

Classroom Environment: Mood Music,
 Literature Books
Daily Printing
Opening: Flag, Attendance,
 Calendar, Morning Wake-up
Thematic Activities:
 Teacher Demonstrations, Cooperative
 Groups, Large Group Discussion,
 Theme Books, Brainstorming, Body
 Answers, Idea Sketching
Writing: Literature Study, Story
 Mapping, Collaborative Stories,
 Writer's Workshop, Publishing,
 Reader Response
Language Arts: Shared Book, Acting out
 stories, Experience, Phonics in
 Context, Grammar in Context,
 Classroom Theater, Large and Small
 Group Discussions, Reader's Theater
Stations: Interactive Journals,
 Station Contract, Mood Music,
 Inquiries, Technology
Math: Cooperative Groups, Large and
 Small Group Discussion
Oral Language Development
 Peer Sharing, Publishing, Shared
 Book Experience, Classroom Theater
P.E.
Reading Jamboree/Reading Conferences
Storytime
Friday: Art, Book Talks, Media Center,
Theme Video, Star of the Week

Program

 Integrated Student-Focused
 Theme-Based Curriculum
 Incorporating;
 ITI
 Literature-based Reading
 Primary Language Instruction
 Oral Language Development

My Evaluation and Assessment Selections

Portfolios
Periodic Performance Samples
Recorded Observations
Conferences and Interviews
Teacher Observation
Miscue Analysis
Anecdotal Records
Checklists

sample once a month to be conducted during stations period, and other work samples such as drawings, diagrams, and printing formation, and any others I feel are important in demonstrating student progress. These will be placed in the student's portfolio as needed. Journal samples and printing sample can be done during there regular scheduled time period. For all other samples, I will collect periodically as I monitor students during the day. I especially look for samples that represent the student's learning styles or strategies they use to complete the task. No specified time period is needed because samples are collected from their daily work.

- Reading Miscues: For first grade I basically use two miscue formats (see appendix pp.194 & 195) depending on the student's reading experiences. For beginning readers I use the format with the story excerpt printed on the miscue itself to mark the reading strategies the student exercises. These excerpts are from big books that we have read in class. First, I ask the student to read the words. I tell them what book it is from and let them know that it does not start from the beginning of the story so look at the words as you read. If the student feels uncomfortable or has some difficulty, then I ask if they would like to read from the book itself. By allowing the students to read from the book I can determine how much dependency they

have on picture clues and memorization and whether they are focusing on the pictures or words. I give them the opportunity to read the miscue sample after reading from the book if they would like. As they become more independent readers, I then use a generic miscue where they can choose the book to read. I note as to whether they are choosing books at their independent or frustration levels, if they always choose the same book, etc.

Because our school year is divided into trimesters, I complete a reading miscue for each student just before each report card period therefore having three miscues for each student by the end of the year. If I have concerns about a student I will do extra miscues just before progress reports. I conduct this assessment during the "Reading Jamboree" period.

- <u>Math Assessments</u>: These are basically the traditional math tests where students answer the math equations on paper. These assessments match the required math skills for first grade. If a student does not answer with about 70% accuracy then I provide other activities that will aid the student in obtaining accuracy in the specific math skill. These tests are conducted during the regular Math period.
- <u>Reading Cards</u>: During "Reading Jamboree" the students select a book they would like to read. They may choose to read on their own or together with the teacher. I then

mark down on 8x5 cards notes on the strategies they used. I use these in conjunction with the "Reading Miscues" to assess the student's reading development. As mentioned before, I conduct this assessment tool during Reading Jamboree. For first grade I do not begin reading cards at the beginning of the year. I usually observe and read with students the first two weeks or so to allow students time to become comfortable with their new teacher so as to have a more accurate assessment.

- <u>Teacher Observation</u>: Throughout the day I am always observing students as they engage in their activities and interaction. However I have not used a formal observation tool to record student behaviors. I would like to add anecdotal records observing two to three students a day possibly using the spiral notebook technique.

Let's take a look back to see what has been accomplished. I have listed and defined my existing strategies. I have adapted these to my new blueprint of structural design. I have basically maintained my existing program while at the same time restructured and made additions, that reflect my new philosophy of learning and the competing paradigms of WL and MI. I have addressed the needs of my limited-English speakers and other individual needs. I have incorporated assessment and evaluation techniques that

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reflect my activities. Most importantly, I have utilized my newly designed blueprint as a guide in planning motivational and cognitive activities that engage my students in the learning process. Wow! Learning can be fun and exciting for both teacher and students.

CHAPTER SEVEN

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The long and arduous journey through the land of educational jargon has finally come to an end. Or has it? A look at paradigms and their influence on pedagogical thought has shown that change is inevitable and is always there. We can try to ignore it but it has a continual effect on our personal and professional lives. However, becoming aware of these paradigms and their struggle for existence, can assist teachers in recognizing and acknowledging these rebels of thought and utilize this knowledge in designing a classroom structure conducive to developing the necessary skills students need to be successful in school.

The journey began in the land of paradigms where Kuhn (1970) explains that a paradigm is a theory or mode embraced by a community. It is the common belief of the time. It begins with a theory that can be accepted by a community; thus, being in a state of normal science. Normal science is a time of puzzle solving. Texts are written to help solve these puzzles. There is a tendency to ignore those pieces that are not fitting. Problems that cannot be solved by the paradigm then become the anomalies. Once these anomalies can no longer be ignored then emerges the crisis revolution.

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Then the search is on again for a theory that can be accepted

by a science community. Extraordinary science tries to

answer the most important anomalies, and thus becomes the new

paradigm. But beware! There are always problems the

current paradigm is unable to solve an so continues the

cycle. It is ongoing and always shifting.

We also learned about Fergusons's Educational and

Personal Paradigmatic explanations. Personal paradigms are

those that influence the way we think and feel about any

given situation. Events such as illness or surgery, an

unexpected accident, a religious awakening or disappointment,

loss or acquisition of a job, even such an even as a mid-life

crises can cause us to act differently than others and to

react differently in a similar situation.

In Ferguson's Educational explanation she compares the

assumptions of the "Old Paradigm of Education" and the "New

Paradigm of Education". These assumptions are so different

that they essentially represent the two extremes. The old

paradigm's main focus is on the result while the new

paradigm's also focuses on the process.

As we traveled on through chapter one we talked about

other obstacles for teachers. Even if teachers have

paradigmatic understanding and are in control of their

thoughts, there are other obstacles in which they may have

little control over such as parent pressure and complying

with school site and district demands. This condition is

compounded when there are differences of philosophy. This

led us to the thought of competing paradigms. Everyone's

experiences are so different that their belief generates from

that experience and it is often difficult for them to accept

something new. Thus, with such a variety of paradigms to

choose from, one latches on to that which they have always

believed in and trusted. Furthermore, the paradigms shifts

are passing through so quickly that by the time a staff

receives information on the latest research developments,

there is another concept brewing in the pot. The paradigms

just never seem to have the time to grow and develop.

By traveling through the land of paradigms we have a

better understanding of why we are undergoing so many

changes. It is time then to learn more about specific

paradigms that are filtering the school systems. I elected

to define the three beliefs of; 1) Skills, 2) Whole Language

(WL), and Multiple Intelligences MI.

Briefly, skills believes that students are to receive

information (prescribed by the teacher) and they learn this

information through a process of stimuli (a specific reading

assignment or lecture) and response (teacher or text

designed tests).

WL believes that learners learn by making sense of the

world, learners learn by doing, learners learn through social

interactions, and teacher's role is more of a facilitator and mediator. In order for students to embrace the knowledge and make it their own, they need to see it, feel it, experience it, work with it, and collaborate with others. All that is around them makes up their world of cognition.

MI believes not all cognition is a result of one single intelligence. There are a variety of intelligences each able to work independent of each other. At this point Gardner has suggested the seven intelligences of: 1) linguistic; 2) logical/mathematical; 3) spatial; 4) bodily/kinesthetic; 5) musical; 6) interpersonal; and 7) intrapersonal, therefore concluding that intelligence has more to do with the capacity for; (1) solving problems and (2) fashioning products (Armstrong, 1994). Schools should strive more towards "individual-centered schooling" vs. a "uniform schooling" (Gardner 1993).

After defining the three paradigms our venture took us to a critical comparison and contrast of these three paradigm candidates. I concluded that the Skills paradigm was extremely different from WL and MI. I presented Weaver's Transmission Model and Transactional Model to illustrate the vast differences. Skills emphasis is on direct teaching controlled by the program and then next by the teacher, it is based on the behaviorist (Skinner) model of learning, classrooms are designed for efficiency and convenience, and

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teacher imparts knowledge; one way street. Simply, Skills focuses on learners as standardized group with one predetermined outcome, whereas WL and MI emphasis is on the student as an individual. They are just as concerned with the process as with the final outcome. They believe in the classroom as a community, integrated curriculum, learner focused curriculum, and that learners are expected to be at different stages of development. Although WL and MI are similar in these respects there are distinct differences as illustrated in the Venn Diagram on p.43. The major difference between the two is their point of view. WL is more sociological and psychological with several forerunners including, K. Goodman, Y. Goodman, M. Halliday, B. Flores, and L. Vygotsky, studying the effects of the social contexts and interactions children encounter and their implications for learning, concluding that learning is socially constructed. MI's belief derived from Gardner's brain research originating from a more physiological foundation concluding that students do not learn only linguistically and logically/mathematically, there are other intelligences through which children can express knowledge. Their points of origin may differ but both strive to understand how the student "gets" the answer.

With this in mind I suggested the idea of a paradigm merger to help in adjusting to the paradigm struggle. Since

these two are quite similar we can first identify those

characteristics that are essentially the same and then

combine others to create a new characteristic reflective of

both beliefs.

As I entered chapter four I presented three views of how

teachers cope with change in their professional world. The

first view is Reichart's explanation of teacher reactions to

pressure; 1) by being defensive and saying that they have

been doing this for over twenty years, 2) by being politely

unmoved and saying sounds interesting and I'll check it out

someday, 3) not doing anything and hoping someday it will

leave and, 4) finding the notion exciting but create excuses

such as only those special districts do wonderful things it

would never happen here. Because of these defense mechanisms

as Reichart (1969) points out, the issue of teaching the

child is lost in the clouds of excuses and rationalizations

that confuse so many educational discussions.

The second view was "Fergusons's Ways of Change" (1980).

She offers for basic ways; 1) change by exception where the

old belief system remains intact but allows for a handful of

anomalies, 2) Incremental change occurs bit by bit, and the

individual is not aware of having changed. 3) pendulum change

is the abandonment of one and certain system for another.

Pendulum fails to integrate what was right with the old and

fails to discriminate the value of the new from its

overstatements, and 4) paradigm change-transformation, it is the fourth dimension of change: new perspective, the insight that allows the information to come together in a new form or structure. Paradigm change refines and integrates. Paradigm change attempts to heal the delusion of either-or, of this or that. In a paradigm change we realize that our previous views were only part of the picture-and that what we know now is only part of what we will know later.

The third view is my own view of "Teacher's Approaches to Change". They include; 1) negation those who have been doing the same thing for fifteen or twenty years. They are well embedded with their security blanket in hand and they will not change, 2) the acceptance group which is made up of two groups, those who just do not want to stir up the pot and cause problems and most non-tenured teachers, 3) the opposition group are those that have had some experience, have been quite successful but have also been through the gamut of being required to implement so many different programs or texts. Literally they have had it and will do what it takes to prove what they are doing is just as wonderful and effective as the new intruder. They will also contend that they have learned about many wonderful strategies and methods and would like time to work with them in their classroom before they have to think about a new implementation, 4) analysis approach where teachers can stand

back and take a look from the outside. They examine the information presented by; thinking and discussing so as to better understand the theory behind it, comparing and contrasting to their own classroom (Does this fit into my belief?), deciding whether they may be doing some of these new ideas already just in a little different way and may there be something here that is beneficial to the learning experiences of their students, finally, choosing that which they would like to try and/or making some changes in their established curriculum. With this approach teachers are also students; they are continually learning, practicing, and revising and incorporating their experiences to utilize the information in implementing their program. They are maximizing the potential of their experiences!

The chapter finishes with Reichart's "Design for Change". In short, it is necessary to design a blueprint the shows from where we are coming, where we are going, and which direction we take if in fact we need to improvise.

In chapter five, following Reichart's guidelines, I developed a blueprint to serve as the format for my classroom structural design. For this to be a workable blueprint it is vital to define the invasion of pedagogical jargon. First it was necessary to categorize the terms. I have observed four major categories. They are; 1) belief of how children learn, 2) programs, 3) strategies or methods and, 4) evaluation and

assessment. After defining the categories I then began to establish my belief of how children learn by merging WL and MI and creating the new paradigm "Student-Centered, Socially Constructed, Process Learning" and listed characteristics of my new philosophy within my blueprint. With an established belief I can now name my program the "Integrated Student-Focused, Theme-Based Curriculum". Having established my belief and program I am better equipped to select appropriate methods and strategies for my students. The final step is to apply the assessment techniques applicable to my program. With a completed structural blueprint, I now have a plan that I can read and utilize for implementation in my classroom.

The last stop of our journey involved practical application within my classroom. As with all other educational terms, I identified and defined strategies and methods within my existing program by following my class schedule. I provided philosophical support not only for my newly established philosophy but also for WL and MI. After defining the terms, I then began the restructuring process. I decided that I just needed to rework some of the activities and add a few here and there. It was so relaxing to realize that these changes were not so great and overwhelming. In fact, they were exciting and pleasurable because I was actually enhancing my program through a deliberate organizational structure of which I planned and designed.

What a comfortable feeling to understand why I do, what I do, in the classroom.

Conclusion

The most exciting fact about any journey is how much we have learned and experienced. This venture through the land of pedagogical rhetoric, has given me the background knowledge and experience essential in planning my daily classroom activities. It has brought me to the understanding of paradigmatic influence not only on educational practices but also my own personal beliefs; thus, having more control of my feelings and reactions to any other new techniques I may be urged to implement within my classroom and of any events that may occur in my personal life. I am transitioning from an opposition educator to a more analytical educator. Change is no longer a threat or burden. I now have the necessary tools to accept and cope with any type of change.

My newly acquired knowledge gave me the ability to design a blueprint which serves as a guideline for my classroom structure. This blueprint includes: 1) my philosophy; 2) a program based on my belief; 3) methods/strategies that support the program; and 4) assessment/evaluation techniques that reflect the methods/strategies. In essence, I have a practical and

usable toolbox from which I can pick and choose; giving me the flexibility to reconstruct, adjust, or add as needed. Furthermore, my blueprint is backed by research and philosophical support. I can now explain the reason for the activities I utilize within the organizational structure of my classroom.

Why is this blueprint so important? It is important because it is an analytical approach to change. It engages my thought process and helps me to stand back and make educated decisions on how I implement "new innovations". I now feel comfortable and more self-confident with what I do in my classroom.

Implications

What does this imply for teachers? It is their challenge to take a good hard look at what they are doing in their classroom. By identifying and defining what I do in my classroom, I discovered that I do much more than I had ever thought. It made me stand back and take a look from the outside as an observer to see what I actually provide daily, for my students. It was truly a great feeling to know that there is a reason for what I do.

Unless they have already attempted to critically examine their program, experienced teachers need to take the time to sit down and identify and define their program. They need to

ask themselves; Am I from the "Old Paradigm of Education" or the "New Paradigm of Education"? Am I in a transition or paradigm shift? Do I really understand why I do what I do? Do I re-examine my methods and strategies yearly and throughout the year for their effectiveness? They may be surprised themselves and discover that they are in a shift, they just haven't noticed.

New teachers have the advantage of everything being so new. They are learning everything for the first time and therefore not relying on past practices. They do however, rely on their personal paradigms in making decisions about what they do in their classroom. In addition, they rely on their education courses, their mentors, colleagues, and administrators for help in coping with demands and implementing their program. Their dilemma is that all these people are at various stages in their own paradigmatic thought; thus, sending mixed messages. However, if new teachers could begin utilizing a blueprint based on a philosophy of learning and with an understanding of paradigmatic influence, they would have a point of departure and be equipped with the tools they need to adjust along the way; therefore, facilitating and mediating their own process learning.

After all, we may be teachers, but we are learners too! We cannot run away from change for it is always with us and

the more we avoid it, the more frustration we feel. We must accept change in a positive and analytical way; developing our own cognitive skills and in turn reflecting those qualities upon our students. Just as we would like our students to engage in, the best teacher is always thinking, learning, and accepting new challenges analytically and creatively.

So, go forth my colleagues, and take on the challenge. Become a thinker and learner as well as an educator. Provide the best that you can for yourself and your students. Begin the journey, believe me, it is truly a fulfilling and enlightening experience that you will never forget and that you will always look back on. Bon voyage!

Appendix

Name _____ Grade _____ Year_____

Key: NE-No Evidence   B-Beginning   D-Developing   C-Contolled

	Date	Date	Date	Date	Date
Reading					
Retells Story					
Memorizes					
Reads Some Words					
Sounds Out Words					
Uses Pictures Clues					
Uses Context Clues					

	Date	Date	Date	Date	Date
Writing					
Pre-syllabic					
Syllabic					
Syllabic-Alphabetic					
Alphabetic					

Math

Counts Objects to Ten	
Recognizes Numbers to Ten	
Patterns	
Graphs	
Adds to Ten	
Subtracts to Ten	
Adds and Subtracts to Ten	
Column Addition	
Understand Ones and Tens	
Measures Inches	
Tells Time 1 Hour	
Tells Time 1/2 Hour	
Recognizes Coins	
Adss Ones and Tens	
Know Values of Coins	
Counts Money	

Comments

Design by:Patricia Bedolla

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Writing Evaluation

Name _____ Date _____

Scoring   Total Points _____

3 Beginning and Middle Kindergarten   24 Ending First Grade and Beginning Second Grade

7 Ending Kindergarten and Beginning First Grade   28 Middle and Ending Second Grade Grade

12 Beginning and Middle First Grade   33 Ending Second Grade and Beginning Third Grade

18 Middle and Ending First Grade

☐	Writes with pictures	Beginning and Middle Kinderagarten Strategies
☐	Writes with scribbles	
☐	Beginning using random letters	
☐	Writes random letters frequently	Ending Kinderarten Beginning First Grade
☐	Beginning to use a letter to represent word or syllable	
☐	Beginning to track own writing	
☐	Beginnng to show imagination and creativity	
☐	Beginning to use a few real words	Beginning and Middle First Grade Strategies
☐	Beginning to write phonetically	
☐	Beginning to write a sentence	
☐	Reader begins to understand writing	
☐	Beginning to read own writing	
☐	Beginning to demonstrate word boundries	Middle and Ending First Grade Strategies
☐	Writes some real words	
☐	Writes several sentences	
☐	Writes some words phonetically	
☐	Writes with creativity and imagination more often	
☐	Reader is able to understand some of the writing	
☐	Demonstrate word boundries more often	Ending First Grade and Beginning Second Grade Strategies
☐	Writes real words frequently	
☐	Writes unfamiliar words phonetcally	
☐	Beginning to use punctuation	
☐	Beginning to use capitalization	
☐	Reader is able to understand most of the writing	
☐	Demonstrates word boundries effectively	Middle and Ending Second Grade Second Strategies
☐	Properly uses capitalization more often	
☐	Properly uses punctuation more often	
☐	Enjoys writing stories	
☐	Expresses complete thoughts	Ending Second Grade and Beginning Third Grade Strategies
☐	Correctly uses capitalization	
☐	Correctly uses capitols	
☐	Reader is able to understand the writing	
☐	Writes with imagination and creativity	

Design by: Patricia Bedolla

Reading Evaluation

Name _____ Date _____

Story or Book _____ Pages _____

Scoring   Total Points _____

4   Beginning Kindergarten   17 Middle and Ending First grade Strategies

7   Beginning and Middle Kindergarten   22 Ending First Grade Beginning and
                                                  Middle Second Grade
10 Ending Kindergarten and Beginning First Grade
                                              27 Ending Second Grade and Beginning
14 Beginning and Middle First Grade   Third Grade

☐ Recognizes directionality in print (top to bottom, left to right)	Beginning
☐ Attempts to read	Kindergarten
☐ Focuses on picture	Strategies
☐ Describes pictures	

☐ Uses picture clues	Beginning and Middle
☐ Retells Story	Kindergarten Strategies
☐ Beginning to Memorize	

☐ Mainly Memorization	Ending Kindergarten and
☐ Beginning to focus on print	Beginning First Grade Strategies
☐ Attempts to sound out words	

☐ Reads a few words	Beginning and Middle First
☐ Reads few words out of context	Grade
☐ Sounds out words with some difficulty	
☐ Uses context clues with some difficulty	

☐ Beginning to use intonation	Middle and Ending
☐ Reads some words	First grade Strategies
☐ Reads some words out of context	

☐ Sounds out with little difficulty	Ending First Grade
☐ Uses context clues with little difficulty	Beginning and Middle
☐ Uses more intonation	Second Grade Strategies
☐ Reads most words	
☐ Reads most words out of context	

☐ Reads words fluently	Ending Second Grade and
☐ Sounds out easily	Beginning Third Grade
☐ Reads words out of context easily	
☐ Uses context clues easily	
☐ Reads with intonation	

Design by: Patricia Bedolla

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Checklist: Indicators for Valuing Early Reader Language Use Attempts

Student: _____ Date: _____

Book Knowledge Key   B = Beginning
                                D = Developing
                                I = Independent

Student Attitude Toward Reading

Student indicates:

	B	D	I
An ability to enjoy books			
An ability to choose books at the approporitae level			
An ability to to choose a variety of texts			
That he or she sees self as reader			
A choice to read independently			

Book Knowledge

Student indicates:

	B	D	I
An understanding of book parts • author • illustrator • beginning, middle, and end organization			
An understanding that print contains a message			
An understanding of the difference between fiction and non-fiction			
An understanding that a reader interacts with text			

Reading Comprehension Strategies

Student indicates:

	B	D	I
An ability to use prior knowledge			
An ability to make reasonable predictions			
An ability to use sounds to decode meaning			
An ability to use word meaning to understand what has been read			
An ability to use sentence structure to undserstand what has been read			
An ability to react critically with what has been read			
An ability to monitor and fix up comprehension problems • Knows reading had to make sense • recognizes when meaning breaks down • thinks out loud • stops to assess			

From: Evaluation Whole Language Checklists for Evaluatiing Your
     Children

Checklist: Indicators for Valuing Early Reader Language Use Attempts

Student: _____ Date: _____

	B	D	I
An ability to Process chunks of information			
An ability to explain the author's purpose			

Oral Language Use

Student indicates:

	B	D	I
An comfort wiht language and its use in reading, writing, and speaking			
An ability to defend a position or answer with specific examples and explanation			
An ability to elaborate without further prompting questions			
An ability to formulate questions to get needed information			
An ability toapply prior knowledge to an explanation of the text			

Making Meaning With Writing

Student indicates:

	B	D	I
An ability to distinguish between drawing and writing			
An ability to use a form of scribble as writing			
A willingness to invent spelling for unknown words			
An ability to spell some words in a conventional way			
An ability to space letters and words correctly			
A willingness to revise writing			
A ability to use other forms of punctuation			
A ability to write words and sentences that can be read by others			

Writing Process

Student indicates:

	B	D	I
An understanding that writing is a process			
An ability to talk about what they will write			
A willingness to revise writing			
An ability to use punctuation			
An ability to check spelling			
A willingness to share their writing			

Name --

Title --

Characters	Setting
Problem	**Solution**

Station Contract

Name

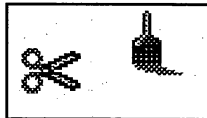|		
Science	Look through science books. Draw a picture of an insect and write its name.	
	Look at the insect display. Fold the paper in half. Draw a picture of a crawling insect. Draw a picture of a flying insect.	
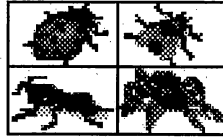
Art	Make a caterpillar and a butterfly. First fold white paper in half. Place bottom of caterpillar on the fold. Trace. Cut. Do not cut bottom of caterpillar.

Trace   Cut   Fold   Open   Fold

Color   Crayola
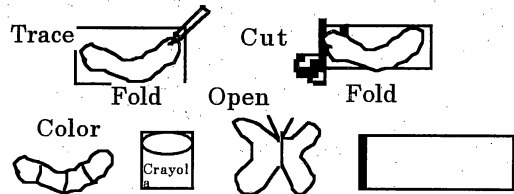
Music	Write an insect song. You can write the song alone or with a friend.
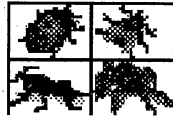
Math $5+4=9$	Insect bulletin board pattern. Draw two crawling insects, a spider, and then two flying insects. Cut them out. Glue them on the strip.
	Make a butterfly using the pattern blocks.
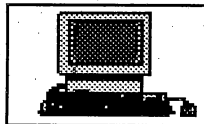
Technology

Puzzles

Library

Listening

Teacher Siganture _____

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Game Activities

Around the World

Students sit in a semi-circle. One student stands behind the first student. The teacher shows the two students a word card, math problem, or whatever skill you want to work on. The first student to say the word or answer continues on around the circle. If both students are unable to answer, the next student in the circle may try to answer.

Baseball

Baseball is another game that can be used to practice various skills. The are variations to the game depending on the time of year. In the beginning everyone starts out with singles. The teacher designates locations in the room that represent first, second, third, and home. Math flashcards, word cards, picture cards, and so on may be used. Divide the students into two groups. Choose a team to be up first. Tell the students that everyone should be looking at the cards in case you have a chance to answer or in case it comes up again. Show the card to the first person on the batting team. The student has three tries to say the word or answer. If the student misses in three tries he/she has three strikes and they are out. The next person in line now has a chance at the word. If the student answers correctly, he/she may

go on to first base. If the next person answers correctly, he/she goes to first base and the other student advances to second. As the students learn to play the game, then you can divide the word cards into singles, doubles, triples, and homers according to the level of difficulty. The students may either choose what they want or you make a spinner to indicate what the hit is to be. If the student answers correctly, the runners advance according to the hit. For example, if a child hits a double, the runners on base move two bases.

Guess Who's Missing

The teacher chooses a student to hide his/her eyes. Next the teacher chooses another student to go and hide. Once s/he is hiding, the students say "Guess who's missing". The student hiding his eyes, tries guess who is hiding. If s/he can't guess, then s/he asks for clues from the group.
The clues might be; this person is a girl/boy, this person has dark hair, this person has long hair, etc. After s/he has guessed who it is, then the student who was hiding, now hides his/her eyes and the student who was his/her eyes, gets to choose the next person to hide.

Another variation is, once the student is hiding his/her eyes, then the group has to the count of five to stand up and change places.

Name _____ Date _____

Key

Miscue _____

Miscue self-corrected ⬭

SO-Sounded Out   **CC-Context Clues**

Baby Koala Finds a Home

Now here's a tree!
Its leaves are sweet,
just the kind
koala's eat.

But when the koalas
go to bed
a little mouse
pops up her head.

I'm sorry, koalas.
You can't stay.
This is MY branch.
Please go away.

So baby koala
and her mother
go from that branch
to another.

Notes

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Name_____ Date_____

Classification _____ Grade _____ Birthdate_____

Book Title or Story _____ Page/s _____

Code: PC-Picture Clue   MC-Memory Clue   SO-Sounded Out   CC-Context Clue

Miscue	Word					Notes
_____	_____ PC	MC	SO	CC		
_____	_____ PC	MC	SO	CC		
_____	_____ PC	MC	SO	CC		
_____	_____ PC	MC	SO	CC		
_____	_____ PC	MC	SO	CC		
_____	_____ PC	MC	SO	CC		
_____	_____ PC	MC	SO	CC		

Score 5 - Strong

Reads with intonation.
Reads words fluently
Reads words out of context.
Ease in sounding out unknown words.
Ease in using context clues for unkown words.

Score 4 - Capable

Reads most of the words
Reads with some intonation.
Reads most of the words out of context.
Little difficulty sounding out words for unknown words.
Little difficulty using context clues for unkown words.

Score 3 - Developing

Reads some of the words.
Uses little intonation.
Reads some of the words out of context
Some difficulty sounding out words for unknown words.
Some difficulty using context clues for unknown words.

Score 2 - Emergent

Uses mainly memorization and picture clues to read story.
Reads very few words.
Reads a few words out of context.
Attempts to sound out some unkown words.
Tries to focus on print.

Score 1 - Beginning

Mainly describes pictures.
Focus is on pictures not print.
May retell story in own words
May not attempt to read.

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