THE KNOWER AND THE KNOWN IN FOLK PEDAGOGIES:
A PARADOX EXPOSED

by

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A thesis submitted in conformity with the requirements
for the degree of Doctor of Philosophy
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ABSTRACT

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The folk pedagogy construct is used to differentiate between alternative conceptions of competence and the pedagogical moves aimed at altering or enhancing that competence. Two very different conceptions characterize the contours of the landscape of formal education, best defined in terms of what is known collectively (the known) and what is known subjectively (the knower). Extensive interviews with practicing teachers show how they are forced to attend to each of these in their challenge to meet both the demands of a fixed school curriculum and the needs of the individual children with their varied understandings, backgrounds, and interests who make up a class. First, practical illustrations of this set of potentially contradictory folk epistemological and pedagogical concerns are provided. Second, teachers' explicit considerations of the knower in relation to the known are shown to reflect a trait-like categorical conception of the phenomenon of individuality, supporting the explicated dualism. Third, arenas of professional practice in which teachers are aware of the apparent contradiction inherent in being caught between the two sets of constraints given by the knower and the known are presented as the first step towards reconciling the folk pedagogical paradox. Finally, a new pedagogy is proposed, one predicated on a psychology and an epistemology that respects and unites both the subjective properties of the child and the objective properties of the curriculum in a commensurate relationship.
### THE KNOWER AND THE KNOWN IN FOLK PEDAGOGIES: A PARADOX EXPOSED

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INTRODUCTION

Folk Pedagogy Defined

For heuristic purposes Fenstermacher and Soltis (1992) propose the existence of a hypothetical wallet-size certificate known as the Educated Person (EP) card. The project fails, of course, for lack of a consensus as to what it means to be an educated person. What criteria need to be met to ensure receipt of an EP card? What defines the range of human competence acceptable to a specific society? Moreover, different conceptions of what it means to be competent entail a different set of pedagogical moves aimed at altering or enhancing that competence. It is this divergence that allows us to identify what Olson and his colleagues (Olson & Bruner, 1996; Olson & Katz, 2001) have called alternative folk or intuitive pedagogies - assumptions about learners' minds and knowledge that are reflected in our pedagogical practices.

Olson and Bruner (1996) and Olson and Katz (2001) set out examples of such pedagogies that they found evidenced in the social interactions between the naive and their caregivers that could be taken as having a pedagogical intention. Such pedagogies were argued to be distinguishable in terms of their differing conceptions of knowledge and thus competence. As Olson and Katz (2001, p. 243) put it:

1. If competence is regarded as a skill, for example, an appropriate pedagogy might call for demonstration and practice. 2. If competence is regarded as the possession of knowledge, then an appropriate pedagogy might call for transmitting that knowledge through telling or teaching. 3. If competence is
regarded as entertaining the appropriate shared beliefs, then conversational discourse may be an appropriate pedagogy.

The theories were used to explain not only the epistemological messages imbued in alternative pedagogies, but also some aspects of the development of culture. It is pedagogy that makes culture possible; without means for preserving and accumulating competencies, culture could not be created (Kruger & Tomasello, 1996; Premack & Premack, 1996; Tomasello, Kruger, & Ratner, 1993). Teaching practices reflect notions of competence, and it is in notions of competence that we find definitions of education, of self, and of society.

The notion of a folk pedagogy is a powerful one. The range of social interactions between the naïve and their caregivers that can be taken as having a pedagogical intention is extensive. To quote Bruner (1996, p. 46): “Watch any mother, any teacher, even any baby-sitter with a child and you’ll be struck by how much of what they do is steered by notions of what children’s minds are like and how to help them learn, even if they may not be able to verbalize their pedagogical principles.” That said, Western societies place an enormous emphasis on the formal dimension of the enculturation (education) process, a fact best exemplified by the existence of culturally sanctioned professionals (teachers) charged with its facilitation and in the creation of culturally sanctioned places of learning (schools). And it is this milieu with which the present study concerns itself.

Consider, as an illustration, the widely documented tension in the mathematics education literature between providing opportunities for mathematical understanding on the one
hand, and the need to teach widely used notations and algorithms on the other (Burns, 1994; Carraher & Schliemann, 1985; Kamii & Dominick, 1997; McNeal, 1995; Vakali, 1984). Thus, multiplying 86 by 3, for most, would likely involve the following set of procedural rules: (1) multiply 6 by 3 to get 18; (2) “put down” the 8 and “carry” the 1; (3) multiply 8 by 3 to get 24; (4) add the “carried” 1 and “put down” 25. Others, such as Lampert (1986), believe that learning multi-digit multiplication requires an understanding of multiplication as a form of addition that involves principles of regrouping. In her program (see Lampert, 1986 for details), student-led exercises involving “parting and wholing” replace the teacher-transmitted set of procedural rules given above.

Conceptualizing the differences between the two approaches as a matter of technique masks the fact that important differences occur beneath the level of classroom practice. Reflected in the two pedagogical approaches are different conceptions of what it means to learn multiplication, of what it means to learn mathematics, of what it means, more generally, to learn. The differences, in a word, exist at the level of what Katz (1998) has shown to be alternative folk pedagogies. In much the same way, Kalchman and Katz (1999) have highlighted the divergent epistemological and competence conceptions contained in the alternative pedagogies often found in another mathematical domain - functions.

**Alternative Folk Pedagogies**

When we look to the landscape of formal education, as in the above example, two quite different folk pedagogical models are apparent (Kalchman & Katz, 1999; Katz, 1998;
Katz, 2000; Katz, Earl, & Olson, in press; Olson & Katz, 2001). We can distinguish between them not only in terms of different definitions of competence, but also in terms of their specific mental, pedagogical, and epistemological assumptions. As we will see, each orientation targets a different area of concern, a division best captured by the related, yet distinct, labels “the known” and “the knower”.

The Known

The Lockean metaphor, “mind as blank slate” or “mind as container” (Bereiter & Scardamalia, 1996), provides an appropriate characterization of the mental assumption underlying a folk pedagogy consistent with classical education theory. Rooted in a factory model of schooling based on a world view associated with the Industrial Revolution (Shuell, 1996), learners’ minds are considered devoid of the necessary facts, rules, and principles which must then be transferred in a unidirectional fashion from the instructor, text, or other resource. Astington (1997) reports the publication of a cartoon in a local newspaper which read, “Sign on school door: Free knowledge. Bring your own container.” Thus, in keeping with the receptacle model of mind, teaching becomes an exercise in telling or showing, and learning an exercise in remembering. The sequential and hierarchical structure of didactic teaching exemplifies this folk pedagogy, an image well captured in Bernstein’s (1972) “collection codes” view of knowledge. The “collection codes” approach emphasizes the acquisition of hierarchical sequences of information specific to given disciplines and largely unrelated to everyday experience.
If teaching is telling (or showing) and learning is remembering, it follows that something must be told (or shown) and something must be remembered. That something is a knowledge entity, and for it to take on the status of a transferable commodity it must achieve an existence independent of the individual knower. Knowledge, considered in this light, is certain and permanent. From what has been called a “dualist” (Perry, 1970) or “absolutist” (Chandler, Boyes, & Ball, 1990; Kuhn, 1991, 1992) perspective, knowledge is viewed as either right or wrong. Disagreements between people are attributed to a lack of facts among one of the parties and the epistemic posture of “defended realism” (Chandler et al., 1990) is invoked in which a working distinction is made between facts and opinions. As the mantra of journalism goes, “Comment is free, but facts are sacred.”

The process by which knowledge is authenticated as “the truth” is thought to lie with the appropriate authorities (Baxter Magolda, 1992; Kitchener, 1983; King & Kitchener, 1994; Kitchener & King, 1981; Kitchener, King, Wood, & Davidson, 1989; Kuhn, 1992; Perry, 1970). Belenky, Clinchy, Goldberger, and Tarule (1986) call this “silent knowing”, in which the individual accepts the authority’s proclamation as to what is true. There is no belief that the knower can learn from his or her own experiences and thus, knowing does not belong to the individual.

Intimately bound to the process of knowledge acquisition is the nature of the evidence used to justify belief. Since truth is acquired from the appropriate authorities, justification for belief normally takes the form of what Belenky et al. (1986) have termed
“received knowing”. That is, evidence consists of returning the words of the authority, be it person or text. Many educators have experienced this in its purest form when, upon asking a student to explain a certain phenomenon, they received the reply, “Because you said so”.

In this folk pedagogy, then, a notion of competence is defined in terms of an individual’s acquisition of knowledge, knowledge best described in terms of absolute facts or procedures preserved in written texts. It is probably the most widely practiced form of folk pedagogy, at least insofar as traditional formal education is concerned. Through its ability to define “the known”, it purports to offer clear specifications as to what is to be taught. This image, we will see, is well captured in the domain-specific structure that has traditionally organized much of curriculum.

The long arms of pedagogy stretch beyond simple instruction and shape assessment direction too. In providing such clear specifications as to what must be taught, a known-centred folk pedagogy provides a set of standards for assessing learning achievements. That is, classroom assessment becomes the vehicle for gauging the closeness of fit between what is told (or shown) and what is remembered (Earl & Katz, 2000), be it through formal test or classroom discourse structure. The IRE sequence (Initiate, Respond, Evaluate) is indicative of the latter, in which the teacher asks a question, a student responds, and the teacher gives feedback (Alvermann, O’Brien, & Dillon, 1990; Cazden, 1988). Applebee (1996) reminds us that such questions are not honest requests for information in that teachers are usually aware of the answers they are looking for.
Indeed, such a practice appears to be a culture-specific phenomenon. For example, Heath (1982, pg. 105) offered the following transcript as evidence for rural African-American students’ expectation that questions have answers unknown to the questioner:

Teacher: What is the story about?
Children: (silence)
Teacher: Uh... Let’s see... Who is it the story talks about?
Children: (silence)
Teacher: Who is the main character: Um... What kind of story is it?
Child: Ain’t nobody can talk about things [except] being about theirselves!

In defining that which is “known”, such modes of education are essentially selective (Glaser & Silver, 1994). That is, there is minimal variation in the conditions of learning, and by association, instruction. By precisely specifying what must be taught, the stage is set for a rather specific definition of accountability, accountability defined as a kind of surveillance mechanism which proceeds by way of the congruity check described above. As we have seen, the knowledge object, typically preserved in the pages of texts (i.e. the formal curriculum), maintains an existence apart from individual teachers and their students. In this way, it is possible to begin to talk about target competence “norms” or benchmarks”, and beyond the classroom routines mentioned earlier, such thinking is responsible for the establishment and maintenance of the large-scale achievement testing movement (c.f. Glaser & Silver, 1994). Assessment, then, is about judgment, judgment about who will go on and where they will go, or, to put it differently, about who is competent and who is not. And in the demonstration of competence, the requisite practice is for subjective orientations to be sharply delineated from “objective facts”. Personal belief, as noted earlier, is relegated to the substandard position of opinion or
worse, an erroneous account of the “facts”. Not so, as we will see, in the next folk pedagogy.

The Knower

The signature theme of this next folk pedagogy is a respect for the child’s point of view, an image well captured in the writings of the educational philosopher, John Dewey. Heavily influenced by Darwin’s theory of evolution and the psychology of William James, Dewey accepted that the human ability to think and learn had evolved for the same reason as all other capacities of living organisms - survival. As Phillips and Soltis (1991, p. 38) write in their commentary on Dewey, “… thinking and learning are ‘practical’ capacities, in the exercise of which we actively interact with our surroundings”. The active stance ascribed to the learner here stands in clear contrast to the passivity of the previous folk pedagogy which Dewey believed treated students in ways that disregarded the function of thinking and learning in the natural world (Dewey, 1902/1966).

In advancing his progressive ideals, Dewey saw knowledge emerging from a process of interpretation and clarification of meanings related to various aspects of experience in the world (Dewey, 1938). More recently, this central tenet unites both cognitive-developmental and sociocultural perspectives under the umbrella of this knower-centred folk pedagogy (Astonighton & Pelletier, 1996; Shuell, 1996). In the former, Piaget’s genetic epistemology comes close to providing a psychological theory that parallels Dewey’s educational one. Cognitive developmentalists emphasize the child’s interaction
with the physical environment. Learning occurs as previously acquired cognitive structures are coordinated to form new superordinate structures. Initially, structures develop from concrete experiences and thinking remains concrete until the coordination of superordinate structures allows for the emergence of abstract thought.

Sociocultural models emphasize the child's interactions with other people in a social world. Rooted in Vygotskian theory, cognitive development is regarded as a socially mediated process. The conversation metaphor (Applebee, 1996) is a popular one, as teacher and student engage in a dialogue in an attempt to construct meaning. Notions of communities of learners (Brown & Campione, 1994; Rogoff, Matusov, & White, 1996) and cognitive apprenticeships (Collins, Brown, & Newman, 1989) portray learning as the result of a coordination of perspectives between teacher and learner or amongst learners themselves.

In considering the child's point of view, this folk pedagogy acknowledges the mind as a place of privately held beliefs and ideas (Olson & Bruner, 1996). Children are seen as individuals capable of sense-making both on their own (cognitive-developmental) and through discourse with others (sociocultural). Learning, then, can be conceptualized as a process of subjective interpretation, while teaching creates opportunities for intersubjective interchanges, for sharing beliefs through collaborative discourse.

By celebrating the subjective in its definition of competence, this folk pedagogy necessarily advances a very different set of epistemological assumptions than those
discussed in connection with the previous folk pedagogy. Indeed, in recognizing that “the known” is neither absolute truth nor an indisputable fact of nature, subscribers to this "knower-directed" folk pedagogy view knowledge as fundamentally uncertain. Termed "multiplists" or "relativists" (Kuhn, 1991, 1992; Perry, 1970), these individuals see all opinions as valid and nothing as certain. After all, even experts disagree. Truth, on this view, varies from person to person, and knowledge is interpreted subjectively. Alternatively, they adopt the stance of "skeptic" in which all claims are challenged and all action is seen as permanently premature (Chandler et al., 1990).

From this relativistic epistemic stance, the source of knowledge lies in personal, idiosyncratic processes such as individual opinion (Baxter Magolda, 1992, King and Kitchener, 1994; Kitchener, 1983; Kitchener & King, 1981; Kitchener et al., 1989; Kuhn, 1992; Perry, 1970). Belenky et al. (1986) use the term "subjective knowing" to convey the delimiting role of intuition and gut feeling in the epistemological enterprise. Personal belief counts as evidence for knowing. To justify beliefs is to share them with others. In this way, learning, as mentioned earlier, can be conceptualized as a process of subjective interpretation. It results from a calibration of perspectives amongst learners themselves, or in coordination with the teacher. Learners as interpreters necessarily construct somewhat different interpretations. Teaching creates opportunities that support an intersubjective discourse structure, one that is perhaps best approximated by the ICE acronym (Wilson, 1996). ICE discourse encourages students to form and share their own ideas, Connect them to one another, and Extend them beyond personal experience.
In cultivating the subjective competencies of a knower-centred folk pedagogy, classroom assessment functions not as a concordance check between what is told and what is remembered, but rather as the mechanism that promotes the learner’s interpretation process. It is something best accomplished by the self since it is the knower who holds privileged access to the relevant beliefs, though they are obliged to make these public (Lampert, Rittenhouse, & Crumbaugh, 1996). Portfolios and other self-assessment tools (Earl & Cousins, 1996; Garcia & Pearson, 1994; Glaser & Silver, 1994; Wilson, 1996) are often suggested as the vehicles that promote students’ articulation of subjective reasons rather than objective right answers (Buchmann, 1986).

**Blending concerns - Living with ambiguity**

Certainly, conceptions of education driven by a concern for “the knower” are not without limitations. The epistemic posture associated with a subjectively-driven notion of competence derogates truth to a transient quality. Truth is variant and certainty is elusive. The problem here is that in the absence of certainty, all beliefs appear equal. Neatby (1953) points out that it is this very phenomenon that supports mediocrity or, as she puts it, a system of education that offers “so little for the mind”. Ravitch (2001), more recently, has argued much the same thing. Without objective standards, and the associated norms or benchmarks, systemic accountability becomes problematic for both individuals and educational institutions. It is in terms of such standards that schools are held accountable for fulfilling an institutional mandate, a mandate generally advanced in terms of those very standards. Yet, as was spelled out in the second folk pedagogy outlined above, it is ultimately individuals, not classes, that learn (Clay, 1996; Thomas,
1992); individuals, with their varied interests, backgrounds and understandings.

Teachers, then, are understandably poised halfway between the children they serve and the mandated "objective" standards.

The very idea of a distinction between the "the knower" and "the known" may strike the professional philosopher as anachronistic and indeed it should. Dorothy Smith (1990, p. 66) points out that "knowledge exists only in the activities and participation of subjects as knowers" although, "[to talk of] knowledge discards the presence of the knowing subject." The point, however, is that the epistemologies at play on the landscape of formal education and described herein are the folk or popular ones, the ones of teachers, of students and, as we will see shortly, of policy-makers (Strauss, 2001). To the casual observer they remain implicit, but those working within an epistemological belief research tradition have garnered more direct access. And it is this extensive literature that suggests that few people ever doubt the traditional view of "the known", thus setting the stage for the qualitative rift between the "the knower" and "the known" detailed above (Baxter Magolda, 1992; Belenky et al., 1986; King & Kitchener, 1994; Kitchener, 1983; Kitchener & King, 1981; Kitchener et al., 1989; Kuhn, 1991, 1992, 1999; Perry, 1970; Schommer, 1994).

It is the folk pedagogical construct which suggests that the often observed pedagogies are imbued with these popular epistemologies (Kalchman & Katz, 1999; Katz, 1998; Katz, 2000; Katz, Earl, & Olson, in press; Lyons, 1990; Olson & Bruner, 1996; Olson & Katz, 2001; Strauss, 2001). Patrick and Pintrich (2001) illustrate the coexistence of pedagogies
supporting the knower and the known referenced in the preceding section, and go on to explicate the divergent, indeed incompatible, epistemological conceptions that underlie them. Similarly, after reviewing the work of Anderson (1994), Blumenfeld (1994), Blumenfeld, Hicks and Krajcik (1996), Brookhart and Freeman (1992), Calderhead (1996), Hollingworth (1989), Kagan (1992), Kagan and Tippins (1991), McLaughlin (1991), Morine-Dershimer (1993); Strauss (1993), Weinstein (1989), Weinstein, Woolfolk, Dittmeier, and Shanker (1994), and Zeichner and Gore (1990), Woolfolk Hoy and Murphy (2001) constructed a taxonomy of characteristic teacher practices. The list included both the coverage-related pedagogies of “telling” and “directing”, as well as the creation of student-driven opportunities for experiential understandings and collaborative discourse. The authors went on to argue that the two pedagogical strands - which I have suggested are popularly unavoidable given the concern for the known and the knower respectively - are in opposition to one another, despite often being evidenced by the same teachers.

Through its utility as a conceptual construct, folk pedagogy allows us to see that pedagogical practices might not be neutral. They carry with them assumptions about knowledge and the mind. Fullan (personal communication, 1999), in a clever play on a popular colloquialism, asks the question, “Does it work in theory?” Clearly, from the argument outlined above, the folk pedagogies which follow from the constraints given by both “the knower” and “the known” are indeed theoretically incommensurable. And as such, this dualism (Prawat, 1998) is problematic.
Insofar as alternative folk pedagogies reflect divergent epistemologies as just discussed, they are the vehicles through which children come to think of themselves as competent on the one hand or as incompetent on the other (Olson & Bruner, 1996). Pedagogical practices of all varieties communicate to the student a way of thinking about knowledge, the mind, and learning. That said, although such messages may be infused in strands of actual practice, it is important to caution against attempting to make inferences about the underlying teacher beliefs in a way that establishes an isomorphic relationship between beliefs and practice. Though researchers such as Anning (1988), Anderson (2001), and Strauss (2001) point out the concordant relationship between teachers’ beliefs about learning, knowledge and the mind, and observable practice, others have suggested that the foundations of observable pedagogy are far more shaky (Pajares, 1992).

Floden et al. (cited in Shavelson & Stern, 1981), for example, observed a willingness on the part of teachers to change content, whether the pressure for change derived from texts, curriculum guidelines, a community newspaper, the principal, or the parents of students in their classes. Tabachnick and Zeichner (1986) have shown just how powerful school culture can be in placing pressure on teachers’ pedagogical decisions. In their longitudinal ethnographic study, they document the pedagogical metamorphosis of a single teacher, Beth, as she makes a career transition to a school whose beliefs about learning and education are quite different from her own. By the end of the first year of her new placement, Beth’s teaching had changed considerably. Active learning and inventing activities to challenge pupil thinking and stimulate interest were replaced with concern for the schedule, a diminished value of open discussions and “hands on” pupil
activities, less time explaining the required work, and an omission of discussions on topics that were not tested. In characterizing the culture of Beth’s new school, Tabachnick and Zeichner (1986) noted the presence of a principal quick to alert teachers to any deviations they might have made from “standard practice” and of an evaluation system that saw all students in a grade writing common exams at the same time.

The present line of argument does not attempt to make isomorphic inferences about teachers’ beliefs from the alternative folk pedagogies explicated in the previous section. Rather, as noted earlier, the divergent sets of practices, imbued with divergent epistemological messages, achieve an existence by way of an unavoidable set of constraints given by the concerns for both the knower and the known or, as Dewey (1902/1966) put it, the child and the curriculum. In much the same way as Shuell (1996) does, Olson and Katz (2001) explain that educational theory for much of the twentieth century attempted to come to grips with this gap between what is known generally and should be transmitted, and what one knows subjectively and should be developed. Yet this effort typically consisted of little more than staking opposing claims on the epistemological battleground. Classical education theory, as noted earlier, considered knowledge to be an entity that exists in some tangible form capable of being transferred intact to children. Educational reformers took the other pole, insisting on the primacy of subjective and communal experience as the basis of all knowledge. Although theoreticians have been more or less content to operate almost exclusively in spheres defined by one or the other, the practical landscape of education does not enjoy the
bounded consistency of abstract theory. That is, both elements of the epistemological enterprise seem valid in a context of actual practice.

Despite the theoretical paradox given by the simultaneous presence of the two folk pedagogies, such an inconsistency, at least in contexts of actual practice, is not altogether unusual and seems to find efficacy in managing the uncertain and ambiguous nature of teachers' professional worlds (Ashton & Webb, 1986; Berlak & Berlak, 1981; Doyle, 1986; Kagan, 1992). Such a milieu, experienced first as a student and later as a practitioner, proffers the empirical ingredients which give rise to what James (1830/1950), over a century ago, called “knowledge of acquaintance”; that is, the implicit knowledge we find exemplified in practice. Unlike scientific theories, the tacit and unreflective nature of these folk assumptions means that they are not logically coherent systems of statements but rather loosely connected ones (Calderhead, 1996; Huber & Mandl, 1984; Pajares, 1992). As such, it is conceivable for opposing elements to be contained therein and consequently appear as so-called “knots” (Wagner et al., cited in Huber & Mandl, 1984) in actual practice. That said, this phenomenon, operationally defined in terms of contradictory folk pedagogies, was first identified at the level of educational policy. It is to a particular example in this venue that served as the impetus for the study described herein to which we now turn.

**Folk Pedagogy and Educational Policy**

The Common Curriculum
Though replaced in 1998 by a new curriculum resulting from a change in government, the mid-1990s release of *The Common Curriculum: Policies and Outcomes Grades 1-9* (Ontario Ministry of Education and Training, 1995) marked a key event in a legacy of reform that had targeted the Transition Years of Grades 7, 8, and 9. In constituting the educational philosophy that was to form the basis of education for all Ontario students in Grades 1 to 9, the document outlined a curriculum framework based on essential learning outcomes. The outcomes were grouped into four Program Areas, each of which included several subject domains. Along with this focus on outcomes, the policy advocated an integrated approach to curriculum. I review each of these areas in turn, noting the way they are respectively anchored by alternative folk pedagogies.

**Outcomes**

The outcomes-based model of education advocated by *The Common Curriculum* focused on learning results. It was promoted as the vehicle for setting out clear learning expectations, along with performance standards, to help schools and teachers measure and report on student achievement. Specifically, the learning outcomes provided in the document were said to “... identify the observable/measurable knowledge, skills, and values that students are expected to develop at certain key stages of their schooling” (Ontario Ministry of Education and Training, 1995, p. 9). The Arts, Language, MST (Mathematics, Science, and Technology), and Personal and Social Studies constituted the four program areas, each of which was broken down into subject areas for the presentation of specific learning outcomes. For example, the “Language” program area
consisted of subsections titled: Listening and Speaking, Reading, Writing, Viewing and Representing, and Language for Learning. Thereafter, within the “Reading” subsection, for instance, a specific learning outcome read:

By the end of Grade 6 students will use the rules of English spelling consistently and correctly to recognize and pronounce a wide range of words, identifying root words, prefixes, and suffixes, and consulting a dictionary to confirm pronunciation or determine meaning (pg. 52).

The policy document itself put forth the question, “What is common in The Common Curriculum?” and in a word the answer is the outcomes (Ontario Ministry of Education and Training, 1995, pg. 14). Some 60 pages therein were devoted to the observable/measurable knowledge, skills, and values that all students were expected to achieve at the end of Grades 3, 6, and 9. Thus, a notion of competence was advanced in terms of the possession of knowledge, knowledge being of either the declarative or procedural variety. This hardly seems surprising since what is “known” generally or collectively typically delineates the contents of our cultural store. In the language of The Common Curriculum, “… it is essential that all students have a clear understanding of the outcomes - of what they are expected to know [and] be able to do…” (Ontario Ministry of Education and Training, 1995, pg. 23). Take, as an example, the aforementioned Grade 6 Reading outcome of pronunciation, spelling, and word-component identification. Offering such a priori specifications as to what is to be learned necessarily implies that what is to be known exists independently of the individual knower, and as such, the Outcomes portion of the policy document supported a known-centred folk pedagogy.
Integrated Studies

The second major theme of The Common Curriculum, integrative/collaborative studies, promoted a curriculum that emphasized connections and relationships among ideas, people, and things, as well as among academic disciplines. Teachers were expected to plan units that created authentic learning situations in which students collaborated with adults and other children in "... a constant search for meaning" (Ontario Ministry of Education and Training, 1995, p. 17). The following four approaches to curriculum integration were suggested (pp. 34-36). The orderly arrangement was intended to convey a hierarchy of sophistication implicit in the integration process:

- **Parallel Content:** Related content is taught in two or more subjects during the same period of time.
- **Content Connections:** Connections are made among similar subjects, most likely within the same program area.
- **Concept Connections:** A concept is explored using the content and processes of several program areas.
- **Cross-curricular Connections:** Students identify issues to explore, frame questions, and undertake tasks, applying relevant knowledge and skills from any and all program areas.

The idea behind integrative/collaborative studies was for learning to be conceptualized as an outgrowth of existing knowledge, skills, and values. Traditional subject boundaries were to be avoided in an effort to promote the view of life as an integrated whole in which people, things, events, processes, and ideas are interrelated. Programs, in the
words of the policy creators, "... must reflect the abilities, needs, interests, and learning styles of students..." (pg. 9). Essentially, what we have begun to consider here is what is "different" in The Common Curriculum, difference defined in terms of the individuality of the learner. And it is this child-centred focus that supports the folk pedagogy endorsed by a concern for "the knower".

What we have in The Common Curriculum, then, is a policy maker's attempt at the simultaneous recognition of the subjective stance of the knower as a discourse participant on the one hand, and the claims of the institutionally "known" on the other. Anchored in what we have come to recognize as disparate folk pedagogies, the result is a piecemeal product held together by an unspecified glue. But policy is not practice and it is the latter with which we must concern ourselves if we are to validate the theoretical paradox captured in the construct of bifurcated folk pedagogies.

**Research Objectives**

By virtue of the lack of empirical precedents relating to the notion of paradoxical folk pedagogies, the study described here was conceived of as exploratory and descriptive in its efforts to sketch out the specifics of the theoretically contradictory relation given by concerns for both the known and the knower. More specifically, the study's objectives were to:

- Illustrate, in practical terms, the dual, yet contradictory, concern for both the subjectivity of "the knower" and the transmission of "the known" that exists in
teachers’ professional lives (Chapters Three and Four). Specifically, the goal in these chapters is to provide a surface-level taxonomy of pedagogical strands that might be taken to communicate the assumptions associated with each of the two sets of concerns. It is important to make clear that there is not attempt to favour either of the alternative folk pedagogies over the other, but rather to simply offer illustrations of a conceptual abstraction.

- Examine the ways in which teachers explicitly consider the “knower” in relation to the “known” (Chapter Five)
- Uncover the conditions under which teachers become conscious of the apparent contradiction inherent in being caught between the two sets of constraints (Chapter Six).

Finally, given the above, my goal is to sketch out the beginnings of a new folk pedagogy, one predicated on a psychology and an epistemology that respects and unites both the subjective properties of the child and the objective properties of the curriculum in a commensurate relationship. This will include not only a declarative component - the requisite psychological and epistemological definitions - but also a teacher education procedural suggestion for how to effect the necessary conceptual change that its practical implementation would likely involve (Chapter Seven).
CHAPTER TWO
METHODOLOGY

The Larger Context

The study formed part of a larger, Ministry of Ontario sponsored longitudinal investigation of how teachers implement complex changes in curriculum, assessment, and approaches to student learning in their daily practice. The project was directed by a principal investigator who is a faculty member in the Ontario Institute for Studies in Education/University of Toronto’s International Centre for Educational Change and involved a research officer and four graduate students including myself. Not all data collected in the context of the greater project pertained to this study.

Ethical Considerations

The study was cleared by the Human Ethics Committee of the Ontario Institute for Studies in Education at the University of Toronto. In addition, project approval was granted by each participating school board’s Educational Research Advisory Committee, and the principal at each of the involved schools was made aware of the study. Oral and written communication with each participant detailed the purpose of the research and discussed confidentiality, anonymity, and withdrawal rights. Participants in the study individually indicated informed consent by signing a release form (See Appendix A).
Phase 1


Participants

Twenty-one teachers were selected for the bigger project from four large school boards (each of which had enrollments of over 50,000 students) with the assistance of The Learning Consortium - a partnership for teacher development established between The Ontario Institute for Studies in Education at the University of Toronto and the four boards. Given the intent of the larger project, the teachers were identified by administrators in their boards as ones who were actively engaged in efforts to understand, interpret, and perhaps utilize The Common Curriculum initiatives. All were involved in teaching the middle grades (6-9), with the exception of one who taught Grade two. Fifteen of the teachers were female, six were male. Teaching experience ranged from five to thirty years. Given the explorative and descriptive intent of my study, I was, however, unconcerned with individual differences.

Data Collection

Data collection for Phase I took place by way of semi-structured qualitative interviews (Kvale, 1996), each lasting between one and two hours in duration. Each teacher was
interviewed once. The interviews took place in private at the teacher’s school (one interviewer, one teacher), the exception to this being that two of the teachers who team-taught were interviewed together at their insistence. Six researchers shared the interviewing responsibilities by dividing up the total number of interviews that were to be done. The six researchers included the principal investigator, the research officer, and the four graduate students mentioned earlier. A 63 item standard interview protocol replete with preset questions, probes, and preamble (see Appendix B) was used by the interviewers.

The interview schedule was constructed by the research team so as to include questions and probes that asked teachers to describe what they do in concrete terms (Stanovich & Jordan, 1998). Strauss (1993; 1996) has distinguished between teachers’ “espoused” and “in-use” pedagogical content knowledge. The former comes into play when teachers speak about how they would teach in a particular situation, while the latter occurs in practice, when teachers actually teach. Practice, as Polanyi (1958) reminds us, results in the formation of tacit, as opposed to articulate, knowledge. Indeed, it is this very phenomenon that we explored in the previous chapter in connection with James’ (1830/1950) “knowledge of acquaintance”. Thus, a direct question such as, “What is your philosophy of teaching” may or may not be reflective of actual experience.

In addition, as I explained in the previous sub-section of this chapter, the way in which the teachers were selected for the larger project suggested a familiarity with The Common Curriculum. However, closeness of fit between policy and practice was not a
The specific interview questions were generated according to the needs of the larger study, and were classified and constructed according to six major areas. Class Demographics, Specific Curriculum Unit, The Bigger Picture of The Common Curriculum, Description of a Teacher’s Day, This School and Your Place in it, and Reflections. “Class Demographics” included questions about grade-level, gender, linguistic makeup, ability range, and the number of students in the class. “Specific Curriculum Unit” asked teachers to provide an account of a past teaching unit thought best reflective of their stance as an educator. “The Bigger Picture of The Common Curriculum” questioned teachers about their attitudes and beliefs regarding this particular curricular initiative. “Description of a Teacher’s Day” had each participant provide a detailed description of the day of teaching that immediately preceded the interview. “This School and Your Place in it” inquired about perceptions of others in the school. Finally, “Reflections” asked teachers to look back over the two years since the inception of The Common Curriculum.

For the purposes of the present study, it was my intention that the content of the Phase I interview schedule would elicit descriptions of teacher practice. In particular, I focused on the “Specific Curriculum Unit” and “Description of a Teacher’s Day” sections to
achieve this end, though I did not rule out the possibility that other questions would offer additional evidence in the same vein. The need for descriptions of this sort arose from the first research objective for this study put forward in the previous chapter. That is, for me to be able to construct a surface-level taxonomy of strands of practice that, at least conceptually, might be taken to communicate the folk assumptions associated with the concerns for both the known and the knower. Additionally, such descriptions would also inform the third research objective involving teachers' potential awareness of the apparent contradiction in being caught between the two sets of constraints.

The interview schedule was pilot tested by having each of the six researchers locate a volunteer teacher of his or her choosing and conducting the interview in its totality, beginning with the preamble. The interviews were tape-recorded and then each tape was listened to in the presence of the six researchers. In this setting, the tapes were stopped periodically and the principal investigator led a discussion regarding what was heard. This practice led to the confirmation that the researchers were administering the interview schedule with consistency, and also to small revisions in the wording of some of the questions. Through this process, it was also confirmed that the interview conformed to the allotted time of between one and two hours.

Phase II

Participants
Seventeen of the original twenty-one participants remained in the study for the Phase II data collection which, as noted earlier, took place approximately a year after Phase I. Eleven of the teachers were female, six were male. Of the seventeen, one teacher retired midway through the Phase II academic year and another assumed a vice-principal position at the beginning of the same year. Both retained connections to classroom teaching and were included in the participant pool of the larger study. Additionally, one teacher assumed a Special Education resource position in the school at the start of the Phase II academic year. All but one of the remaining fourteen taught in the middle grades, the exception being the Grade two teacher mentioned in Phase I.

Data Collection

The Phase II interview schedule was shaped by the fact that beginning in that data collection year and resulting from a change in government, The Common Curriculum was replaced by a series of new, “back to the basics”, subject-specific documents. The thrust of the new curriculum endorsed the notion of measurable outcomes in reporting requirements, provided detailed specific expectations for student achievement, and introduced a standard report card for use province-wide. Since the larger project was not concerned with policy specifics, the interview protocol for Phase II was conceived without explicit connection to the curriculum of the day.

The interview protocol for Phase II (see Appendix C) was less structured than in the previous year, though it still provided interview direction as to preamble, content areas,
and probes. The same six researchers shared the interviewing responsibilities by dividing up the number of interviews to be done as before. Like in Phase I, the participants were interviewed once, in private, at their schools, and by a single interviewer. The only exception to this was in the case of the two teachers who team-taught. As in the previous year, they were interviewed together. The same process as was spelled out in connection with Phase I for pilot-testing the instrument was followed. As a result, slight modifications were made to question wording to improve clarity. Interview length was also confirmed to fall within the prescribed range of 45-90 minutes. Finally, the principal investigator used this process to ensure that team members were maintaining a degree of consistency with the open-ended protocol structure.

To meet the needs of the larger project, the interview protocol was divided into six areas: Last Teaching Day, Challenges in Education, Teacher High Points, The Broader Context, The Personal/Professional Connection, and Metaphors of Experience. “Last Teaching Day” asked teachers to provide a detailed description of an instructional lesson block from the previous day, including interpretations of student competence, success, and failure. “Challenges in Education” had teachers identify significant challenges from the past year, including challenges related to personal classroom assessment practices. “Teacher High Points” questioned teachers about defining moments from the previous year. “The Broader Context” inquired about significant impacts derived from the school, community, district, or broader educational sphere. “The Personal/Professional Connection” asked about the relationship between work and home. Finally, “Metaphors of Experience” had each teacher think of a metaphor that best represented his or her
professional experience in the past year. As in Phase I, the interview schedule avoided hypotheticals in favour of concrete descriptions (Stanovich & Jordan, 1998).

For the purposes of the present study, my intent for Phase II was identical to that explicated in connection with Phase I. That is, I looked to Phase II to further add to the corpus of practical descriptions elicited in Phase I so as to inform the first and third research objectives of constructing the conceptually driven known/knower taxonomy of practical strands, and identifying areas of potential paradox awareness should they emerge. The “Last Teaching Day” question area in the Phase II interview schedule was intended to inform on this research intent, but as I explained in connection with the Phase I data collection description, I remained open to the possibility that other question areas would contribute data to this end as well. Kitchener and King (1994) explain that such production interviews, in which participants are encouraged to “produce” detailed descriptions, are considered methodologically appropriate for theory construction and explication of the sort involved in this study.

The construction of the Phase II interview schedule without connection to the curriculum of the day was not deemed to be problematic from the perspective of this study.

Although originally identified in connection with The Common Curriculum, the phenomenon of educators being pulled between competing concerns for “the known” and “the knower” seems to be a feature of formal education that transcends the specificity of any curricular initiative. That is, the paradox, as explicated in the preceding chapter,
appears to be a function of the fact that teachers teach classes, but it is individuals that learn (Clay, 1996; Thomas, 1992).

Data Analysis (Phases I and II)

Interviews from both Phases I and II were tape-recorded and then transcribed for a fee by a transcription service. Only transcripts from those who participated in both Phases I and II were included for the analysis, making the total participant number for this study seventeen. As noted earlier, answers from all questions in the interview schedules were considered. Given that the research intent for Phases I and II of this study, as previously explained, was identical, the data from both Phases were combined into a single corpus. Using Folio Views 4.1 information management software and adapting the Miles and Huberman (1994) “start-code list” technique, I classified relevant statements that could be taken to carry folk pedagogical messages with them according to one of three major themes consistent with the theoretical thrust of the study: “Concern for the Known”, “Concern for the Knower”, or “Paradox Awareness”. It is acknowledged that the category assignment decisions are my own, but the reader who wishes to consider alternative classifications is permitted to do so as a result of the provision of thick data descriptions. (Miles & Huberman, 1994).

Once the data were parsed according to the three broad categories, I followed an approach consisting of unitizing and categorizing (Lincoln & Guba, 1985) and the Constant Comparative Method (Glaser & Strauss, 1967). Specifically, within each
category, I went through the data and fleshed out the preordinate categories in more detail. This process resulted in the construction of sub-categories, with within group relationships defined in terms of similarity and between group relationships in terms of difference. Statements whose content represented more than one sub-category were included in all relevant groups. The final step was to group the sub-categories and title them. For example, the “Concern for the Known” category contained fifteen sub-categories. These were then segmented into four areas for ease of eventual presentation and discussion. The complete taxonomy appears below. Further explanation of each of the sub-categories is deferred to the appropriate “Data and Interpretation” chapter.

• CONCERN FOR THE KNOWN
  • Learning
    • Expectation/outcome origin
    • Specific expectation examples
    • Content focus
    • Remembering/forgetting
    • Not knowing/gaps
  • Instruction
    • Curriculum coverage
    • Subject specificity
    • Telling/showing
    • Teaching and planning for outcomes/expectations
    • Communicate expectations/outcomes
  • Student Stance
    • Requisite Behaviour
  • Assessment
    • Assess and report against outcomes/expectations
    • Teacher as judge/expert
    • Testing and marking
    • Competence as mark/test performance
• CONCERN FOR THE KNOWER

  • Instruction
    • Different students/different needs
    • Institutional identification and instructional response
    • Teacher assigned categories and instructional response
    • Student specific/individual examples

  • Learning
    • Experiential
    • Student-directed/student-owned
    • Collaborative
    • Connected (to self and world)
    • Integrated studies
    • Differential outcomes/expectations

  • Teacher Stance
    • Facilitator and fellow learner

  • Assessment
    • Self assessment/reflection/metacognitive awareness
    • Peer assessment
    • Student-created assessment
    • Differential assessments

• PARADOX AWARENESS

  • Classroom assessment and reporting
  • Class characteristics
  • Curriculum coverage
  • Meeting individual needs
  • Classroom programming
  • Teacher role
Phase III

Participants

Eleven participants remained in the study for Phase III. A male teacher, who had declined to participate in the previous two phases of the study, joined the sample bringing the participant total to twelve. There were four males and eight females. With the exception of the Grade two teacher noted earlier, all taught in the middle grades. A female teacher assumed a Special Education resource position in her school resulting in two Phase III participants with this role.

Data Collection

Individual private interviews lasting approximately 90 minutes were conducted by a pair of interviewers (one teacher, two interviewers), each of whom took responsibility for specific sections of a 30 item semi-structured interview schedule (see Appendix D). The exception to this was the two teachers who team-taught and were interviewed together. The same process used in Phases I and II for pilot-testing the instrument was followed in Phase III. The only difference was that instead of six pilot interviews, two were conducted – one by each of the two interviewers. Once again, the schedule contained direction as to interview preamble, questions, and probes.
For the purposes of the larger project, the interview schedule for this Phase was divided into three areas: The Big Picture of Ontario Education, The Class and the Individual, and General Assessment. "The Big Picture of Ontario Education" had teachers use the associated graphic of milestones in Ontario education (see Appendix D) to reflect on relevant personal/professional meanings attached to the last decade. "The Class and the Individual" was designed to generate a response set that was of most relevance to the study reported here, in particular the second research objective. Recall that this involved an examination of the ways in which teachers explicitly consider the "knower" in relation to the "known". Using the second graphic (see Appendix D) as an explanatory guide, participants were first asked to provide a concrete illustration of a class-directed lesson. Thereafter, they were asked to provide a descriptive account of a specific child who, although not formally identified, required some instructional modification/accommodation/adaptation. Finally, the participants were questioned explicitly about their own insights into the requirement of having individual children reach a fixed set of goals. "General Assessment", the third major section of the interview schedule, asked global questions about teachers' experiences with and understandings of assessment.

Data Analysis

The interviews were tape-recorded and transcribed as in earlier phases. The purpose behind Phase III for this study, as noted earlier, was to examine the ways in which teachers conceptualize the link between the peculiarity of "the knower" and the generality
of “the known”. As such, I used the content areas of the listed questions in “The Class and the Individual” section of the interview schedule (see Appendix D) to parse the data (Patton, 1990). Specifically, for each participant in this Phase, I compared and contrasted the answers given in response to questions about the class and the individual in the areas of goals, goal origins, pedagogy, outcomes, and assessment and reporting practices. Thereafter, these teacher-specific responses were considered in relation to one another (Glaser & Strauss, 1967) in order to identify broad patterns across the participant group. In addition, the participants’ responses to questions about conceptions of individuality and explicit beliefs about the feasibility of diverse classes reaching fixed goals led to the creation of two more categories: “Conceptions of Diversity and Individuality” and “The Question of Feasibility”. The relevant categories that organize the findings according to the order in which they will be presented, then, map out as follows:

- Conceptions of Diversity and Individuality
- Individual vs. Class
  - Goals
  - Goal Origin
  - Pedagogy
  - Outcomes
  - Assessment and Reporting
- The Question of Feasibility
CHAPTER THREE

DATA AND INTERPRETATION I: THE KNOWN

The emergent picture from the interview data is one of a landscape of teacher practice that we may characterize in terms of a folk pedagogical paradox. From a folk or popular perspective, the constructed taxonomy of practical strands seems to suggest that a concern for the predetermined knowledge commodity and its transmission, what I have called "the known", "shares space" with an equivalent concern for the subjectively charged dimension of individual student thought, i.e. "the knower". By "shares space" I do not mean on a terrain inhabited by teachers who consistently tend in one direction or the other. Rather, the simultaneity of existence that I refer to here is a seemingly unavoidable property of the aspects of practice in evidence from individual teachers. This distinction is important to bear in mind as I present prototypical interview evidence that can be taken to exemplify a concern for "the known" in this chapter, and a concern for "the knower" in the next. Indeed, participant numbers have been appended to the individual excerpts in an effort to underscore the point and the reader is encouraged to perform the intended across-chapter comparative exercise. The full complement of data, organized according to category, for each of the alternative folk pedagogies can be found in Appendices E and F respectively.

As I spelled out in the last chapter, four major categories are used to guide the presentation of the practical strands that could be taken to reflect a concern for "the
known”. Recall that these were chosen as a way of organizing the identified subcategories. “Learning” details the requisite learning demands through a focus on knowledge origins external to the knower, accounts of specific knowledge expectations, the saliency of content, and the necessities of remembering and knowing. “Instruction” spells out teacher-driven efforts aimed at covering the curriculum, teaching specific subjects, exhibiting the practices of telling and showing, and proceeding in accordance with predetermined knowledge expectations and outcomes. “Student Stance” captures the behavioral stance of students deemed necessary for the successful receipt of knowledge. Finally, “Assessment” explicates those practices designed to make competence judgments on the basis of the closeness of fit between what is expected by the teacher and what is produced by the student.

**Learning**

Expectation/Outcome Origin

Popular epistemological conceptions suggest that when the concern is with what is known generally or collectively, the knowledge object, be it declarative or procedural, achieves an existence that is independent of any particular knower. As such, the source of knowledge, we have seen, is extra-individual, lies with the appropriate authorities, and is preserved in the pages of written texts (Baxter Magolda, 1992; Kitchener, 1983; King & Kitchener, 1994; Kitchener & King, 1981; Kitchener et al., 1989; Kuhn, 1999; Perry, 1970). One such influential text in the context of schooling is the formal curriculum
(Katz, 2000) and the teachers in the study pointed in that direction regarding the origins of requisite expectations and outcomes:

Like, with the Math program, we sat down and we sort of did a long range [planning] thing, and then we got into specific units like decimals and fractions and so on, and pulled the outcomes from the [Name of Board] Learning Outcomes. [3]

I think I'm addressing every part of The Common Curriculum inside this unit. I mean, we're addressing Language, we're addressing the History, the Science, the Math... the expectation level that's expected inside The Common Curriculum. [8]

We have a set of outcomes and indicators we have to meet. And if we're not doing that, and addressing that... because our report card is outcome based, with indicators - things we're supposed to be accomplishing. We have documents in the board that say "this is what thou shalt do", and so you use that as a basis. [13]

We have, like for History, there's a History binder and you look at the beginning and these are the objectives. So, these are the things that we have to meet in order for the students to learn what they're supposed to. [19]

At times, teachers would not reference curriculum documents directly, but rather allude to the Ministry and Boards of Education as authorities whose mandates include the development of curriculum:

I guess [what I teach] depends on the outcomes - what do kids need to know? Bottom line, you know? My job is to teach them what they need to know - skills, concepts, attitudes, whatever it is - that's how I decide. The way I do it could be different from year to year, but what does the Ministry or Board expect these kids to know at the end of Grade 8... [1].

There's no choice. The Ministry has said "thou shalt." And so, you're expected to. [13]

In other words, the Ministry set the standards and sets the requirements. I think those parents who don't like me setting minimum standards are also the parents who have major blinders on anyway, to see their son or daughter as heading to one very tiny area. "Oh, my daughter is a talented actress. She doesn't have time...
to do all the other stuff that's out there.” So I say, “But I'm sorry but I'm expected by the Ministry to try to help your child learn this stuff or teach this to your child...” [17].

Others will make the decisions for me, as they always have. As they always have. People will bring down the laws from Mount wherever and on two, you know, stone tablets, and we will follow them. We do not make a difference in this. Who invented The Common Curriculum? Tell me that. Come on. Did we have a referendum, and I missed it?! [18].

Specific Expectation Examples

The practice of articulating, in detail, requisite knowledge demands is consistent with the aforementioned folk view of knowledge approximating a transferable commodity. It is precisely this epistemic stance of “objectification” that can be reflected in teachers’ abilities to specify a priori learning expectations indicative of a concern for “the known”. Indeed, the participants in the study offered much in the way of specific illustrations of their students’ expected knowings and doings. In the context of a Math lesson, several teachers put it as follows:

But I want my kids to be able to spell. I want them to say 7x8 is 56, and not have to look for the calculator in their pocket. So I do a lot of things like that. In Grade 8 I expect you to know your 12 times tables cold. So we'll do a lot of skills like that. I don't like calculators - I use them, for some units. I probably should be using them more, but I just don't think that at Grade 8 I should be. [1]

And I would say that... the biggest thing I would say in Math with the kids is still a multiplication table. Somewhere in Grade 4 or 5, something happens. Either you get it or you don't, and if you don't it plagues [you] all the way through high school. It's unfortunate, it's the one thing. [13]

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You had to talk about perimeter, the altitude and the base of the pool table. And you had to talk about factoring, and you had to talk about the angles, 45 degree angles, 90 degree angles. [14]

Others gave examples from Social Studies and Humanities:

What the children were essentially doing was textbook work. Some of them were using textbooks in the classroom, or books they’d taken out of the library. Essentially, they looked for major battles, significant changes that took place that altered the course of events and so on. They’d be looking for location, because they would plot these things on the map of Europe as well as the timeline. They’d look at the key players. General information about the battle, like the strategies the generals were using. All the groups will be expected to have a general knowledge of it [WWI]. [3]

They had to learn to tessellate, that’s number one. They have to learn to decide what is… they have to differentiate between a regular, a semi-regular and not a semi-regular tessellation, and know the definitions of all three. They have to be able to do a mapping problem involving three colour mapping and at least two shapes. Ah, there’s more. Let me go through this. Um, they have to understand what a timeline is and how it’s used. What, I will put this on the test, what does A.D. mean… They will have to know colour values and the relationships to each other. They will have to know the definition for a tint and a shade, and they will have to know the definition for black and white, which is part of the colour period that starts in time. What else will they have to know? They will have to know about Mount Vesuvius… They will have to know that original mosaics are made up of tesserai, with pieces of glass and stone… [18]

Additional examples originated in the context of Language lesson descriptions:

I look at, for instance, are they able to write a simple sentence in French? Are they using capitals and periods? I had those picked out for learning goals in the third term. [5]

It’s definitely a lot of language words and pronunciations that have to be mastered. [8]

It’s easy to see that you have some adjectives and adverbs, but you don’t use a lot of words in the correct context or whatever it happens to be. [16]
Other booklets that we’re getting are very specific tasks, like one... can the student use capital letters and proper nouns?... [19]

Explicit Content Focus

Thus far, we have seen the practical face of what can be argued to suggest a concern for “the known” illustrated in terms of teachers’ identification of extra-individual, authoritative knowledge sources, as well as through an ability to proffer detailed accounts of specific requisite knowings and doings. Perhaps the epitome of a pedagogical reflection on what is to be known, however, comes in the form of explicit references to knowledge content. Consider, as examples, the following interview excerpts, noting the specific mention of “content”:

I think content and skill has to get taught though, still has to get in there. And, I guess because I’m sending kids over to the high school, [Name of teaching partner] and I are very aware that these kids have to go over with the skills that high school expects them to have. That’s where I come from, and what the parents expect the kids to have - their parents expect them to be able to spell well. Parents expect them to know parts of speech. Like, [Name of teaching partner] and I just finished a three week grammar unit - our kids can parse sentences ‘til the cows come home... [1]

[There was] some sort of visual display to go along with the material, the content, that they’ve learned and researched. Some of the groups in this particular class are very innovative and have presented, like made videos to present what they’ve learned. So some visual to go along with the actual information that they’ve learned. [3]

I find this is the most difficult of the units they do for content and the regurgitation of content too. [9]
We feel strongly that we need to prepare our kids with the content they need to meet the Grade 9 curriculum and to a certain extent what we do is shaped by that.

The content's given, in a sense. We know we have to have the content.

They [teachers at the school] don't all think the same way about teaching. Some of them are more familiar, the homeroom teachers are way more familiar with the core content, like the content of the subject areas. At our school, even though you are in ESL or Special Ed., they may have been teaching Grade 4 content, like Science and Social Studies units, whereas we were required to teach Grade 8 or Grade 7, depending on what it was. They weren't teaching grade level work, so they weren't as familiar with the content.

Remembering and Forgetting

In outlining the folk pedagogy consistent with a concern for "the known" in the opening chapter, I noted the representation of the learner's mind as a container awaiting receipt of the necessary facts and procedures (Astington, 1997; Bereiter & Scardamalia, 1996; Strauss, 2001). This, in conjunction with the popular epistemic posture of knowledge as "the truth", sets up a definition of learning as a retention or remembering exercise (Katz, 1998; Katz, 2000; Olson & Bruner, 1996; Olson & Katz, 2001). Allusions that could be taken to reflect this conception of learning appeared in the interviews:

I still like my kids to have a spelling program. I still think it's worthwhile for kids to do some rote work... [1]

They [the students] want as much as you can possibly give them and they just, as I said, they're like little sponges. [4]
Whenever we did discussion time or group time, you could ask them any manner of questions about what we had studied the day previous, the week previous, and they had very good recall of that. They’d tell you about it and so on. [5]

I just find myself, as an intermediate teacher, that we really do need to go back to rotary [in which teachers teach specific subjects] and not have the classroom teachers do content along with the numbers [of students] that are in the room which are just astronomical, and the marking that is involved. I found that when I was at [Name of previous school], which was high rotary, the children learned an awful lot more content wise, and retained retention wise. [9]

We do have examinations… put down the points I want them to learn. This is feedback to me to find out if they can actually regurgitate some of these things. And they can, you know, eventually. [18]

Alternatively, instead of the positive valence attached to the idea of “remembering”, teachers spoke of the undesirable opposite - “forgetting”:

Usually, it’s that they forgot how to do it, like scientific notation that I taught in October… Or, they’ll do expanded notation instead of scientific, do you know what I mean? So, it’s just constantly trying to keep the skills in the head. [1]

Benchmarks drive our program to a certain extent. We’re going to cover the curriculum because that’s what [benchmarks require.] Was it fun for the kids? Did they really learn? This might be one of those places where… Did the kids learn? I don’t know. I don’t think so. They’ve forgotten almost everything from last year… [17]

Not Knowing or Gaps

Earlier, in the context of this organizing category of “Learning”, I offered evidence of a sub-category defined in terms of specific examples of teachers’ knowing and doing expectations. Such content, we have just seen, can be considered learned by students in a language best characterized in terms of “remembering” (Katz, 1998; Katz, 2000; Olson &
Though evidenced to a lesser extent in the interview data, it is also possible for what students are expected to know to be described in terms of the absence of that very knowledge. That is, in talk of knowledge gaps:

The kids are just coming up with really... gaps in their learning so in that sense I think we are doing fairly well. They do leave with... The emphasis is on good work habits and skills and sort of being responsible about handing work in and so on. [11]

[The kids] were just so far behind with so many gaps in their learning that it was quite shocking. [12]

The author of the latter interview excerpt went on to identify the missing knowledge content in concrete terms:

The pretests would tell me that they couldn't add and subtract. They didn't know things about fractions so I talked to them about fractions. I write a fraction on the board and I'd say, "Tell me the parts of the fraction." The kids wouldn't put their hands up and then one of the children said, "I always mix up which is which", and then everybody said, "So do I, so do I." "Well, how many people know which one this is?" and they were afraid to say, they just, "Well I know one is called the denominator"... And to say, "What about this kind of fraction?", and have fifteen over three, "What is this called?" Not one student could answer what it was called... Nobody knew. I wrote on the board, "improper fraction"... [12]

They were calling apostrophes commas because I gave them a page that had different uses. Like when you read the paragraph it is sort of difficult to understand what it says because instead of reading the word minute (small), the kids would automatically read it was minute (time). Therefore, the sentence would not make sense to them because they would be used to seeing it as minute (time). So there were several words that had to be read in different ways and they found that extremely confusing. And one of the words had an apostrophe in it and the kids' explanation, when they had to explain on the back of the paper what the problem was and tell me about it, they were calling the apostrophe a comma... And the idea of possessive, "the boys' arrows", 's, many told me that was incorrect, that it had to be before the s even though it was correct... [12]
Similar “missing knowledge” sentiments were echoed by other teachers, albeit in contexts delimited by different examples:

One of the things I found with the kids is that when I got them at the Grade 7 and 8 levels, they would tell me they didn’t know what a pattern was. They hadn’t used patterns before. Well, they had used patterns but they might have skipped it for a few years... [14]

And they [the students] have no idea about how a time calendar works, none whatsoever. [18]

They were supposed to do mass divided by volume is density, and find the density for everything. So I got up there and I’m teaching away and let’s talk about density of water, and let’s do this, and they hadn’t done any of their density. [20]

**Instruction**

**Coverage**

Insofar as “the known” achieves the popularly evidenced autonomous existence (Baxter Magolda, 1992; Kitchener, 1983; King & Kitchener, 1994; Kitchener & King, 1981; Kitchener et al., 1989; Kuhn, 1999; Perry, 1970) and is legitimated as a goal of formal schooling by virtue of its inscription in the formal curriculum (Katz, 2000), teachers become recipients of that which must be taught. Such external blueprints, we saw in the first chapter, proffer a “surveillance” conception of accountability (Katz, Earl, & Olson, in press), and it thus not surprising that explicit talk of “coverage” emerged from the interview data with respect to teachers’ articulation of their professional responsibilities:

I know I’m covering the outcomes. [1]
This next unit, the unit that we are just completing now, however, is much more focused on the areas of Science and Technology and a lot less on some of the things that we have covered already. [5]

I’ve tried to say to the kids, using a comparison with my hands, I would stress, more than a metre, saying, “This is what we have to cover this year, and we have covered…” and I show them a centimetre or two and that we have a long way to go. [12]

High Canadian content follows the previous documents that came out about topics that should be covered in Grades 7 and 8. [13]

I said, “There’s no way I’m going to be able to cover all the forms of the writing process as well as doing the reading and the speaking. For sure I’m not going to be able to get to this.” There were seven of them. [15]

There’s probably areas that we didn’t cover that we should have. I’m trying to think of a specific one. I just can’t. I should have brought my notes. I’m sorry, I should have brought them with me. [20]

Subject Specificity

The sequential and hierarchical structure of a known-centred folk pedagogy is well captured in Bernstein’s (1972) “collection codes” view of knowledge. As we saw earlier, the “collection codes” approach emphasizes the acquisition of hierarchical sequences of information specific to given disciplines. Such subject specificity organizes the institutional structure in many of today’s schools and was reflected in teacher talk in the form of references to traditional academic disciplines:

[I teach] Language and Social Science. [6]
My homeroom is a class of 29 which is the core basic subjects of the Math, the English, the Self and Society. I then bring in a class of Grade 7 Math at 36. [8]

I had History and Environmental Studies in the morning. The [Grade] 7's went off for French. [9]

[The] Grade 8's had Geography first with me and are in the process of having Science right now. And then they will be having their History. [12]

There’s a half-time teacher in the morning who does the French and the Math. There’s another teacher who comes in for Science and Social Studies. [15]

I ultimately deliver most of the English and the Music and the Art. [Name of teaching partner] sort of takes over the Math and Science areas. [16]

I teach Grade 8 and 9 History and Geography, and a Grade 7 Science. [19]

Telling and Showing

Olson and his colleagues (Bruner, 1996; Olson & Bruner, 1996; Olson & Katz, 2001) suggest that direct instruction appears as the pedagogical mode most reflective of a competence stance defined in terms of the possession of knowledge that constitutes “the known”. Astington (1997) refers to the practices of telling and showing as the pedagogical equivalents of a “container-filling” exercise, potentially reflecting a receptacle model of mind. Proceeding with the taxonomy-building exercise, pedagogical strands which might lend themselves to this expository interpretation appeared in the interview data as follows:
I had to introduce to them all the terms - bandwagon and snob-appeal and testimonial - there had to be about ten of them. So, it was like, “Here’s the word, here’s what it is, here’s an example”, you know? And they have to write it down. [1]

I give them little tidbits of information. I’m always trying to throw in as much stuff as I can. [4]

The biggest part of all the inputting and modeling and teaching parts of this unit have happened already. You know, we had done the actual reading and the teaching of the skills already. [5]

I talk a little bit about creating focus in a picture, how to mix a dark colour without using black, how to use a light colour without using white, a tint, without making a tint, and use the idea of resist. [13]

So when we look at plains people, look at native people across Canada, we give them some lessons and show them different cultural groups. We show them the physical regions of Canada. [16]

Yesterday I introduced the buoyancy activity and they had to make a little observation chart and I had to shown them some techniques and talk about those tools, about measurement, what tool to use for what measurement. I had to teach them about displacement. [17]

Teaching and Planning from Expectations and Outcomes

As a precursor to the telling and showing modes of instruction explicated in the previous section, an additional pedagogical strand through which the primacy of “the known” might be communicated is the arena of lesson/unit preparation. Specifically, a focus on “the known” could conceivably be carried in references to the requisite outcomes and
expectations that serve as the foundations of particular teaching and planning activities.

For example:

I've just gone through the Grade 7 program and I can look at it, and look at the outcomes which are created by the Board - in fact for Family Studies - and look at some changes I would make to tie it more directly to [the] outcomes. [4]

I'm starting right now into what I call a Voyages unit. And we start out... When we plan, we plan around the nine essential knowledges [given in the curriculum] and we develop questions that we would expect the children to answer based on that knowledge. So now I'm doing voyages. So one question might be, "What are the characteristics of an explorer?" [6]

We started with a lot of Language Arts outcomes that we would address on a daily basis. So, we actually had a template for the ones that we do on an ongoing basis. But, then there are ones we want to target in a specific unit so that is what we would be doing there. [11]

Well, basically I'm working on the outcomes that we have in [Name of board], which are based on The Common Curriculum. So, everything I do, if I'm accountable and I am accountable, has to go back to those outcomes. [13]

I was using the expectation [in my teaching that] related to listening attentively and getting information from sources. [16]

I say, "Okay, at the end of this where do I want them to be? What do I want them to know so [that] when they come back tomorrow I can move ahead and go on to this?" So I do concentrate on outcomes. [20]

Communicate Expectations and Outcomes

In the first chapter, I reviewed epistemological research which suggests that, for most, the objective, "the known", is thought to exist independently of the subjective (Baxter
Magolda, 1992; Belenky et al., 1986; King & Kitchener, 1994; Kitchener, 1983; Kitchener & King, 1981; Kitchener et al, 1989; Kuhn, 1991, 1992, 1999; Perry, 1970; Schommer, 1994). Continuing the argument which suggests that pedagogies can be imbued with such an epistemic posture (Kalchman & Katz, 1999; Katz, 1998; Katz, 2000; Katz, Earl, & Olson, in press; Lyons, 1990; Olson & Bruner, 1996; Olson & Katz, 2001; Strauss, 2001), an additional taxonomic strand that likely carries with it a known-centred message is the practice of explicitly sensitizing the naïve to that which must be learned:

When I do a creative writing assignment I have a focus and I tell the kids what the focus is. They know it ahead of time. So, it's standard. I'm looking for quality of vocabulary, which is descriptive. I'm looking for evidence of using a thesaurus, which is evident through vocabulary. Paragraphing. These are all standard things that I've built in since September, and I expect all of those, but here's the thing that I'm really looking for in this particular assignment - show me that you are absolutely dynamite at quotation marks. [1]

I try and tell the student beforehand, "This is what I'm expecting from you." [8]

I also hand out an expectation for the presentation - what I'm looking for. [9]

Well, by trying to be fairly clear with indicators to them, to show them what is expected. In Grade 7 I teach process writing and in Grade 8 as well, and just to say to them that the outcome is to write in complete sentences, well developed paragraphs... We go through the process of writing and check out what is good and what is not and give them some ideas as to what I am looking for. [12]

They [students] would have an outline, they would have their sheet. And it would tell them exactly where we were going and what I expected of them. [13]

I give each child a large draft board with all of the outcomes on it right across the curriculum. And I give one to the parents also. And as we go through the unit, I will put the outcomes on top. [14]
But I've tried to begin my lesson with, "Today we are going to work on this expectation. We are going to practice listening attentively, blah, blah, blah, blah." - whatever it happens to be so that they know the purpose of the lesson before we start. [16]

**Student Stance**

Requisite Behaviour

The conception of "the known" as a commodity to be transferred from teacher to student can be argued to be commensurate with a particular behavioural stance on the part of the latter (Olson & Katz, 2001). In particular, the ability to pay attention seems likely as a prerequisite for receipt of an instructional message:

And they've got lots to talk about, and they're not there to talk - not during instruction time. [1]

It's much easier to line 'em [students] up in rows, at least for the instructional part of it. After that, you can break them down in all kinds of ways. For the actual delivery of instructions and the delivery of frameworks kind of stuff, it's often much easier... with a fairly high level of distractibility for a lot of kids, to have them at least pretending to focus on you, even if they aren't really. At least you have that sense that you have that sort of control - to make sure the message is heard by the greatest number of kids. [4]

They are able to listen to lessons now and do know how to listen with their eyes as well as their ears. They know how to put pencils, and toys, and rulers down. [12]

With this group, we had to work on listening skills and go over instructions. [14]
Moreover, learning success was tied to diligent behaviour patterns:

> There’s always a few, a couple, [of students] that aren’t going to be [successful], not necessarily because they don’t know the material, but perhaps they didn’t get it started well enough ahead of time. [1]

The good student will always succeed, the one with the proper work ethic and the proper organizational skills. [8]

>[There] is nothing about behaviour [on the report card] which I wish there was - late or incomplete assignments. [9]

Behaviours sometimes dictate what they’ve learned; if they can accept the class, and accept the rules of the game as it were... follow instructions... [18]

**Assessment**

**Assess and Report Against Expectations and Outcomes**

In the opening chapter, I argued that in offering clear specifications as to what must be taught, a known-centred folk pedagogy provides a set of standards for assessing learning achievements (Katz, Earl, & Olson, in press). These standards find practical manifestation in the knowings and doings given in curricular expectations and outcomes. And, as we have seen, it is this, “the known”, that contributes to teachers’ planning and instruction activities. Extending the taxonomic exercise into the assessment arena (Katz, Earl, & Olson, in press), we find accounts of practice which suggest that those very expectations and outcomes constitute the standards against which teachers assess and report:
So each semester, all staff members are required to send home to parents a letter, a cover letter, stating what the outcomes will be for each of the areas: Language, The Arts, Self and Society, Math/Science/Technology, and that's, of course, how it's laid out as per The Common Curriculum. So this then becomes, in effect, our assessment tool. I mean these are the things we are assessing in the first term. So when they receive their first term report card, we are making comments to this effect, you know; how proficient they are in these areas... [5]

The units I use have the outcomes for each lesson attached to them. The standards in Math and Language drive our assessments and we use the outcomes as the basis for reporting on the report card... [6]

It [posted outcomes chart] serves as a map. It forces me to ensure that I am at least addressing what we set out to address and I am very focused on ensuring that at least I touch on all the outcomes... In some ways I address them because what the outcomes that we develop become, or in some form become, [are] the reporting statements so it's really critical that we address those outcomes that we are in fact going to report on. [11]

The [assessment] criteria are directly related to the outcomes. We had a report card... The Board has taken the outcomes and reworded [them] into a variety of report card statements. [15]

So the assessment is based on whether or not the outcome definitions are met. If the outcome definitions are met, the assessment is high. If the outcome definitions are not met, the assessment varies according to what outcomes are missing. [18]

Teacher as Judge and Expert

When assessment approximates a concordance check between what is told and what is remembered, a practice which supports a known-centred folk pedagogy (Katz, Earl, & Olson, in press), the task of judging the closeness of fit rests with the appropriate authority (Baxter Magolda, 1992; Kitchener, 1983; King & Kitchener, 1994; Kitchener &
In the context of the teacher-student dyad, it is the former who, as purveyor of "the known", assumes the stance of expert and judge. Examples of this judgment role in the context of assessment practices appeared in the interview data, particularly in the use of the teacher-directed pronouns, "I" and "we":

My spelling is still either right or wrong. I give them a mark out of 20. I tend to mark creative writing out of 10 or 20, depending on what I’m focusing on. [1]

And it [the rubric] was very, very straightforward, very simple, but covered everything we wanted to assess in an oral presentation. You know, from the content, the research, right up to eye-contact, use of cue cards, things like that. [3]

I’ll point out exactly what area they’re [students] weak in, or what instruction they’ve missed and I’ll make a note too on their sheet stating that I have talked to them about it, therefore I expect to see it corrected. And when things are handed to them I don’t just hand it to them, I expect it to be corrected in some way. [9]

We [teachers] were looking for things such as, did you use a chart, did you use a diagram, were you able to discover the pattern? [14]

I’m much more focused in my assessment because I have very clear rubrics; “Level Three will look like this.” I know what I’m looking for. [16]

What I check off on their work is related to the concepts that we’re [teachers] supposed to be embedding. [17]

Testing and Marking

In the immediately preceding subsection, we saw pedagogical strands that could be taken to suggest that the task of determining the success of student learning lies with the
teacher (as the authority), thus supporting a known-centred folk pedagogy. Traditional testing practices operationally define the mechanism by which such judgments are made (Katz, Earl, & Olson, in press; Olson & Katz, 2001), and talk in that direction appeared in the interviews:

I mean, I have at home probably a foot of marking waiting for me. When it comes to tests and quizzes though, I insist that those are marked that day or that evening. [9]

I do pretests. If it is a decimals unit, for example, I give them a pretest to see how they score so that I know what I have to do if they are beyond what I have. And in this class particularly they have been bombing out on the pretest totally and so there is a lot of backtracking to do to the basics in each unit. Then the kids know that there will be testing or quizzes coming up and that they have some practicing to do. And I do test them on paper, regular Math tests... [12]

Three of the periods were taken up with quizzes. And yesterday I only had five classes all day. [14]

We did the same thing in each class and it was showing the kids different types of test questions teachers can use - multiple choice, fill in the blanks, that kind of stuff. I gave them examples of it based on the current History and Science units we’re doing. [16]

Yesterday they wrote a straight paper and pencil test, paper and pencil assessment. On the last unit test there were actually stations that were involved, so it’s paper and pencil plus a performance that they rotated through. So they would be writing and I would just come and tap them on their shoulder [to rotate]. [17]

Competence as a Mark/Test Performance

The judgments made by teachers on the basis of student performances on tests and quizzes are, in fact, competence judgments. Given the assessment mechanisms detailed
in the immediately preceding sub-section, it is not surprising that statements of learning success, or lack thereof, can assume a posture of numeric or alphabetic symbolic representation:

Most of them [students] were a B or higher. There were a couple of Cs. I think they were fairly successful. [1]

We have a much larger number of needy kids, in terms of academics. And a large number of really bright kids. And that sort of average group in the middle, it just doesn’t quite exist anymore. Those “C” kids just aren’t there. [4]

I would say that 75% of the students would have done 60% or better on what I interpret the outcomes to have meant. [17]

If I had to take it on a scale, I would say 90% achieved a C or above... [18]

To me, in terms of being successful, in order to be successful, they need to have at least 80 if you want to base it on marks - it’s very hard not to... If they got less than that, or the class as a rule go 60 to 50%, they haven’t met them [the outcomes], I haven’t done my job. [20]

One teacher responded to a question asking her to describe the academic abilities of her students as follows:

Well, based on the last report card, the class average was 73%. [9]

The four organizing categories of teacher practice, with their associated sub-categories, presented in this chapter allow for the construction of a taxonomy of folk pedagogical strands that group sensibly under the rubric I have defined as known-centred. Indeed, if the story were to end here the emergent picture would be one of mental, epistemological, and pedagogical consistency. But the story does not end here. A very different set of
features simultaneously characterizes the practical context inhabited by the same group of teachers, features we can suggest are imbued with a focus on the subjectivity of the student. I present shades of evidence for this - a knower-centered folk pedagogy - in the next chapter.
CHAPTER FOUR

DATA AND INTERPRETATION II: THE KNOWER

In this chapter, I continue with the taxonomy construction exercise, pointing out strands of practice that could conceivably be taken by the learner to suggest a knower-centred focus. As we saw in the first chapter, the folk pedagogy construct (Bruner, 1996; Katz, 1998; Kalchman & Katz, 1999; Katz, Earl, & Olson, in press; Olson & Bruner, 1996; Olson & Katz, 2001) suggests that such pedagogical strands can be seen to be imbued with a popularly evidenced person-centred epistemology (Lyons, 1990; Patrick & Pintrich, 2001). That said, it is worthwhile at this point to again remind the reader that I continue to avoid making inferences about underlying teacher beliefs. Rather, as in the last chapter, I aim to outline surface-level aspects of practice that could be taken, by the learner, to communicate a particular competence conception - in this case, a subjective one.

As noted in Chapter Two, four major categories are used to organize the identified subcategories that could be taken to illustrate a concern for the subjective features of knowing. The first of these, “Instruction”, highlights teachers’ conceptions of student individuality and the need to vary modes of instruction accordingly. The second category, “Learning”, details how a student role is ascribed from a learner-centred perspective. The third category, “Teacher Stance”, captures teachers’ reports of their
own roles as partners in the learning enterprise. Finally, “Assessment” deals with student-directed and individually-charged opportunities for belief evaluation.

**Instruction**

Different Students/Different Needs

In the first chapter, I referenced Marie Clay’s (1996) observation that it is the individual student who defines the bounded learning unit. Although, as we saw in the previous chapter, teachers instruct and report on achievement at the level of the class, it is ultimately the individual who learns. Concordant with this perspective, the teachers in the study articulated the need to acknowledge the diversity amongst learners in the classroom. One particular variant of this awareness came in the form of generic comments about different students possessing different needs:

> Every kid is different and I try to capitalize on their strengths and goals. [1]

> We can make adjustments... We glean away everything and say, “This is what I really want for that kid.” And make adjustments along the way towards what they need. [13]

> I know there are a lot of us here who have the same view with the child in mind. And a lot of times we’ve had discussions about meeting the needs of the children in the school with your program. [14]

> To a large extent I feel I have a better handle on individual... strategies that might work for individual students. [16]
It’s a very difficult class to deal with and I’m feeling, I really feel like I failed with that group because I haven’t met the needs of many of them. It’s just been a damage control situation really. [20]

Institutional Identification and Instructional Response

Beyond “generic” talk about meeting individual needs, particular conceptions of individuality were illustrated. Specifically, membership in a particular sub-group often appeared as a delimiting factor in the exercise of individual identification and thus instructional response. One popular group membership identifier is what I have referred to here as “institutional” - specific categories with a systemic origin that are used to differentiate certain students from the class. Such identification proceeds via some formal identification mechanism and results in assignment to “institutional” categories like “Enriched”, “Special Ed.”, or “ESL”. Thereafter, category-specific pedagogical variants begin to emerge:

Much of my work is modification when we’re planning with the teachers; like how are we going to modify for the learning disabled kids or the enriched kids, and so on? [3]

Um, so, the Special Ed. kids are, I mean, they’re forgotten on these report cards as far as I’m concerned. They don’t even exist. And we are told to do attachments. [6]

I try to assign all the identified students to the same group because they get extra time and that way then can still continue to work in the time, when they are given that, with the learning strategies teacher. [9]
You see, I try not to really include the ESL or Special Ed. students [in determining outcome success] because we need to give them more and more and more opportunities... [15]

Last week I told [a specific student’s] mom that he needed to make up these things, and because he’s LD [Learning Disabled] we have to provide modification. One of them obviously is to give him more time and organization - break the task up into different things, or break the task up into smaller chunks so that he can digest it... [17]

Last period is ESL. And basically students did their... Basically the ESL is given time to catch up on the work that they are having problems with in the class. Some have their own ESL books to work with. And I just worked with the students and then they left. [19]

Teacher-Assigned Categories and Instructional Response

In addition to the institutionally defined categories outlined in the previous section, the notion of individuality as a “type” is extended through teachers’ assignment of their own categories. Frequently appropriated from the popular psychological literature, categories given by such notions as “learning styles” and “multiple intelligences” (Gardner, 1983) determine instructional direction:

And we tried to come up with things and strategies that would address the multiple intelligences - the active kids and so on. [1]

We try to address the different intelligences, try to accommodate the children with different learning styles. [3]

We’ve been discussing with the Grade 7s the whole concept of multiple intelligences and your style of learning. [4]

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And it [the Sing and Spell program] just connects, sometimes, the music that some of the intelligences need to apply the sounds and develop. It's just another teaching technique; one that maybe they need because what they had doesn't fit - straight phonetic sounding hasn't made them successful in reading. [8]

I think I, as a teacher, would have to really look at what I was doing to present it to that child. What was appropriate? What fit their learning style?... [13]

I try to look at all the learning styles. If I've got a group that's heavily... Have you ever heard of the True Colours thing?... It's a learning style type key. If I've got a lot of children that love to research I need to meet their needs so I might... Yeah, looking at how the class is made up. If I have a lot of kids that need activities, they need to move, they need to get up, they need to move around, that kind of thing. So, I'll structure it towards that. But we also will have some researching to meet the needs of those other ones. Brainstorming. There are some learners that really love to do brainstorming and do some sharing, those types of kids. You know, I really try to work hard on meeting learning styles. I really, that's my big thing. I don't want to eliminate some, you know, that are sitting there going, “She never does the things I like to do.” [20]

Student-Specific/Individual Examples

The final venue that could be taken to suggest a recognition of the knower came via illustrations of meeting the needs of specific individuals. Such accounts do not preclude institutional or teacher identification of the aforementioned varieties, but they are bounded by a focus on particular students. In this way, individual variations that might otherwise blend into prototypical category profiles are preserved, thus shaping pedagogical direction:

This little guy was just taken out of their home because the dad had to go and their mom has abandoned them by the way. So here they are living with their grandmother they haven't even seen for three years. You kind of excuse certain things... with that little guy because you know the garbage he's been through. So I probably excuse more than I should maybe, or excuse things with him that I
wouldn't with somebody else because it was bad for him. I find a lot of times my program may be watered down a little bit because my expectations have to change because of what's going on with these kids at home you know. [6]

We received a student back at Christmas time from Jamaica - requested to repeat in Jamaica Grade 6. The father took the initiative of bringing the child to live here with him to see if we could [make] some progress. When she first arrived - no communication. She was basically just occupying a seat in a regular Grade 6 program. She would arrive in the morning, she would sit there, she would never look up, she would never communicate. I mean, we were basically hosting a student in a seat. I then became involved in bringing her into my room and she would still just sit. Things would be happening in the classroom and she would never even lift her head to acknowledge that there was noise, there was movement - nothing. So, I gave her a seat and a table to sit at, and now we are up, we're moving, we're using the computer, we're now talking [in] complete sentences which were never visible. I have manners, I have smiles, I have “hello”, I have “goodbye”. I also have “I need help” - the realization that she now knows she needs help. And I had her skipping down the hall last week, and I wouldn't dare tell her she was wrong to skip... [8]

One of the other boys really should be in a small setting, he can work maybe two periods at the most with the class, he needs a small class; but of course his mother won't go for that. In the afternoon, in the class, I could see that he had had it for the day. So, I sent him on a little stroll down the hall and then put him in the computer office so he could work. [14]

There's one [student] that just never seems to [get it]. And with him I think, I don't know what's wrong with him, but he's been here for six years, he's still in an ESL class, he hasn't, he hasn't gone any further than maybe somebody who's been in Canada for two years. He just seems to, something seems to be wrong. [I] tried to get him tested this year, it wasn't working out. His school that he's going to next year, they are aware of it and they're going to get him tested. With ESL it's an issue because they'll say, “Oh, he hasn't been here long enough.” I don't know what happened with this student. He seems to have slipped through the cracks, but he, I don't know what it is. I can't figure out if it's oral directions. I've tried everything with him. [20]
Experiential

When pedagogy suggests a subjective direction, the stance of the learner becomes one imbued with images of activity. Recall, from the first chapter, Dewey’s (1938) perspective of knowledge as emerging from a process of interpretation and clarification of meanings related to various aspects of experience in the world. We saw that from a folk perspective, this “experiential” emphasis can be argued to anchor a popular knower-centred epistemology and competence conception (Katz, 2000; Olson & Katz, 2001; Lyons, 1990; Patrick & Pintrich, 2001). Evidence of this “experiential” character of student learning was extracted from the teacher interviews as follows:

The unit is an exploration for adolescents to learn about the field of advertising - both to be able to critique it, and to be part of it. [1]

We got into project-type stuff. [I had] to make sure the kids had a visual demonstration, an opportunity to “muck” with stuff. [4]

... they are experimenting in order to understand. And I think that’s a very important part of learning - what they do to try to come to a final answer, more so than what that final little answer is. [9]

Now the mathematics involves some geometry because they have to measure and design a pool table. They have to know something about the idea that whatever angle it hits at, it will rebound at the same angle. And once they start doing this, they build charts. The problem solving strategies are making tables and charts, looking for patterns, and making predictions. The thinking skills are along the lines of predicting and decision making. They are allowed to work in pairs for the first part of it in order to try to discover the patterns. [14]

And, you know, I really believe that we have to give kids, especially at this age-group, lots of hands-on experiences to build from. To really build, you know, construct... [17]
Student Directed and Student Owned

Self-regulation is said to occur when "students activate and sustain cognitions, feelings, and behaviours oriented toward attainment of academic goals" (Gettinger, 1995, p. 671). In effect, self-regulated learners take responsibility for their own learning (Zimmerman & Martinez-Pons, 1992). The popular epistemological assumptions which can be carried by a knower-centred folk pedagogy suggest the individual as the source of knowledge (Baxter Magolda, 1992; King & Kitchener, 1994; Kitchener, 1983; Kitchener & King, 1981; Kitchener et al., 1989; Kuhn, 1992; Perry, 1970). Pedagogical strands, that appear as follows, can be taken to encourage the development of self-regulated learners through the promotion of ownership and self-direction in the learning process:

[The students ask themselves.] “What can I go and learn from here and not have Mrs. [Name] tell me that I have to learn this and learn this.” I’ve also given them a chance to investigate for themselves. [8]

I’ll say verbally, “That’s excellent. Where did you come up with that? Well, why don’t you explore that avenue?” And it’s great, they catch on right away. [9]

And I always felt that students should have more ownership and responsibility for their learning. I always felt that. Even in my [parent/teacher] interviews at a JK-6 or JK-8 school, I wanted the students there... [15]

I put so much emphasis on [their] taking responsibility for their learning; take responsibility for making mistakes... [17]

I want them to figure it out on their own. They’re, I tell them they’re my little scientists. They have to do it on their own and they’ll ask me questions. “Tell me what this is.” “No way, you tell me.” I’m trying to teach them to be inquiring and problem-solving. [20]
Collaborative

As we saw in the presentation of the popular epistemological assumptions that can be supported by a knower-centred folk pedagogy, subjective belief counts as evidence for knowing and, moreover, to justify beliefs is to share them with others (Belenky et al., 1986). Aspects of practice that might be taken as acknowledgment of this collaborative or communal (Brown & Campione, 1994; Rogoff, Matusov, & White, 1996) folk pedagogical requirement were hinted at through talk about group work:

They do a lot of group work where they support each other. They do a lot of research. [1]

And what I do is I set up appointments and they [students] would write down a new question and then they would make nine appointments with other students in the room and they sit face to face and brainstorm everything they can think of about that particular question. [It] just gets them hooked into thinking about the concept. And then we come back together as a group and we talk about the commonalities in their brainstorming. And then I would have them develop from that a definition for “a voyage”. And it would be a definition totally from them. Nothing to do with a dictionary or anything. [6]

I just have them always sit with their friends. That has always been my philosophy for the most part - just to encourage them to work at cooperative learning. [12]

One of our overriding aims is that every student has to work with every other student in the division over the course of the year. [16]

And they [students] are expected to interact with one another. If, and that’s the way we start in Grade 6, they come to me and, “I was away, what did we do?” I say, “You go back to your group and you discuss it.” [18]
Connected (to self and world)

Earlier, in the first chapter, I pointed out the Deweyan underpinnings that are consistent with a knower-centred folk pedagogy. Specifically, Dewey (1902/1966) argued that thinking is stimulated by real problems that the learner has a vested interest in solving. He believed that traditional schools restrain both mental and physical activity. Teachers present subject matter that is perhaps of relevance to them, but which does not stimulate pupil interest. Without the opportunity to use the information in problem solving and action, it becomes "static, cold-storage knowledge" (Dewey, 1958, p. 186). Aspects of practice put forward by the teachers in the interviews hint at this student-centred authenticity as the applicability of the learning to students' lives and worlds is underscored:

I'll know if it's working if the kids are enthused and focused, and want to be there. If they're listless or restless and, you know, "this is boring", and there's no connection... They can't see how this is going to be important to them. [1]

Sometimes things will change for a particular class, or for all the classes, or for the class on one day as part of the unit. Things branch off and change because of the issues at the current time; or things that are happening in the community or that kind of thing sometimes change how you deliver, what you decide to deliver... or the issues that the kids want to talk about within the framework that you're delivering. [4]

I'll try to connect them [units] to their lives, make them meaningful for them. That's what I did with this Canadian history, the unit I just finished. They want to know why Quebec wants to separate. So I said, "When you finish this we'll take a look at 1763," I think it was. They'll be able to understand a little bit about why
they, some people in Quebec, want to do it. So to connect it to their world, you know, as much as possible. Make it meaningful for them. [6]

Hands on, real thing, real life manner even back then [when I was in school.] And I really enjoyed that. And it was relevant to me. It was very relevant. If it wasn’t relevant, I didn’t enjoy it. I try to use some of those… I still try to use some of those things I learned 30 or 40 years ago with my own group of kids. [14]

I’ve done this [project] so many times now that I’ve changed so many times. It started off as a project where it was a comparison between a developed country and a developing country. And it was so bad. It was too much information for them to handle and it wasn’t personal. [19]

Integrated Studies

In the previous chapter we noted the discipline-specific talk of teachers that can be seen as commensurate with what Bernstein (1972) described as a “collection codes” knowledge orientation. In opposition to this, and in support of a knower-centred view of education, Dewey (1902/1966; 1938) called for instruction and learning to be centred around integrated and project-oriented activities. Such an “integrative codes” (Bernstein, 1972) orientation can be seen to be exemplified in teachers’ talk about subject integration:

I’ve taught Language Arts, I’ve taught Social Science, I teach Guidance classes, Family Studies, and Computers. So, when I’m designing anything in Family Studies now, I try to draw from all those areas. Like, I want Science outcomes when we’re working with yeast in the kitchen. I want kids to see that as a chemical kind of thing. I want kids to understand that. It’s a real advantage for me in a Family Studies program which in kind of an all encompassing program. [4]
And then the scientific component of the course is the ocean, anything to do with the ocean, anything to do with whales, evolution, it's all brought in. So there is your integration. Plus all the math involved with sonar, the measuring of depths in the ocean, the graphing - that kind of thing's all involved in this. Some of the teachers have gone into space, voyages in space as well, but I didn't bother. We bring in the tech component with construction. The kids actually make a schooner and our Tech teacher is wonderful. He cuts the base for me. And then they sit and they sand and they paint and they... make the boat. They also do a lot of graphing work for the ocean floor and then they physically make the ocean floor with plasticine and then use water to do contour mapping which is another part of the unit. Language is brought in and reading is brought in with the novel study that I have done. [6]

I'm supposed to be doing science during Science, supposed to be doing math during Math, I suppose. That's what the timetable says and that's what, sometimes what my students say. "Mr. [Name], this isn't Computers, this is Science." And I said, "Yeah, well, we'll work with computers. It's a tool. So let's use it for something useful. It's not a thing all unto itself." [17]

You know, and it [subject integration] all happens incidentally, but where does it happen? It happens everywhere. Like, it happens consistently. The same thing happens with, well, you know, a lesson I'm doing with the Grade 6s now, it's called Jurassic Park Two. You start off with a discussion of the Jurassic era, we go through dinosaurs, the carnivores, the herbivores, you know, the evolution of dinosaurs and what might have happened to them. That's History and Science right there, before we actually go into the drawing lesson, the actual Art part about it. [18]

[There was] Math in terms of how fast cells divide - exponentially. Language, always Language. We did some journal writing, things like that. In terms of Self and Society, [we looked at] diseases of cells, cancer type causing agents, toxins - what they do to cells. So that was looking at the whole picture. [20]

The taxonomic strand of practice represented by the notion of integrated studies serves the useful function of reminding the reader of a point that was made earlier. Namely, that the segmentation of pedagogy according to known- and knower-centred folk pedagogies is a conceptual abstraction. Insofar as teachers are poised midway between the "knowers" they serve and the mandated collectively "knowns" (Olson & Katz, 2001),
both pedagogical features are simultaneously in evidence. Taken in the context of the present example, the broad practice of integration, as we saw in connection with The Common Curriculum policy (Katz, 2000), can be argued to endorse a focus on the knower, while the specific declarative content focus supports the known.

Differential Outcomes

In our considerations of a known-centred folk pedagogy, we outlined a vision of competence delineated in terms of the possession of knowledge. Such knowledge demands, we saw, find identification and expression at the hands of particular authorities and function as the barometer for defining and measuring learning success. Indeed, it is the epistemological foundations of such a folk pedagogy that supports the notion of common learning outcomes. By contrast, the primacy of the subject in a knower-centred folk pedagogy potentially shifts the notion of a learning outcome from extra-individual to intra-individual. Successful learning, then, is not necessarily conceptualized in terms of the distinct acquisition of a set of formal expectations, but rather finds definition within the variable composite of the individuals who make up a class. The teacher interviews captured talk to this effect:

I think to some degree, they all did [meet the outcomes] - some more so than others, but they all completed the activities. Some were done better than others, but they all completed them. They were all able to at least do that. [5]

My role is as the facilitator. My role is not a teacher. I try not to come across as being a stern teacher. I facilitate the learning. I facilitate what I feel certain students need to have a positive, successful time. That still may not mean to meet those new curriculum guidelines either. It’s success for the student. [8]
Pamel, the Resource teacher, works with them identified students with History, Geography and Language Arts... One of the modifications she does make is more time, so for the kids who struggle with that kind of work, they are given more time. Also, expectations are lowered or decreased so they are not expected to do as much work and are given a longer time so, in that sense, the kids who struggle do well. [11]

Every child, no matter what level they start with on this, they’re going to meet with some success in it [the activity]. It gets more difficult to go along, but every child will meet some success. [14]

They all have different quantities they’ve learned. Some have gone farther than others and some have not done as much. And some went nowhere at all. But that’s par for the course I think. [18]

**Teacher Stance**

Facilitator and Fellow Learner

An additional strand of practice that could potentially acknowledge the subjective dimension of knowing can be seen in a shifting of the teacher’s role from that of expositor to that of facilitator. This “facilitation” stance, hinted at in the second interview excerpt given in the preceding section, appeared in the teachers’ talk as follows:

I just circulated during that time and I asked them [students] questions. And said, “What are you planning to do?” - just to stimulate their thinking about this. [4]

I see the benefit to what I’m doing in my students. They are critical thinkers and problem solvers. My role as a teacher has changed into more of a facilitating role and I enjoy that. [6]
I'm at the stage where I think rather than being so strict and controlling that the kids don't make mistakes, I prefer them to actually make mistakes and then talk about and learn from it. [11]

[It's] basically taking each kid and asking them questions; what did you do here, how did that fit in, did you see something happen, like what did you notice about this? - you know. Just keep them going and communicating, and it works well. [13]

[My role is] more of a, more of a, I guess facilitator. Let's move this, you know, move it along - trying to give them clues, and allowing them to find out some of the answers on their own. [20]

Release from the expositor stance makes learning into a partnership process, with the teacher assuming the posture of fellow learner:

Well, I've tried to give them a model of the teacher as a learner, as enthused about new learning and sharing, about cultural diversity and sharing and the richness of all of that. [5]

I learned something new on TV from Scientific America the other day and I used it in class with the Grade 7s yesterday and they were as amazed as I was. [8]

You all have skills to learn, student and teacher. You learn together, you plan together, you depend on each other. [13]

I have to be learning it myself and I really get off on working some of this stuff through. [16]

Assessment

Self-Assessment/Reflection/Metacognitive Awareness
In the first chapter, we saw that classroom assessment, in a knower-centred folk pedagogy, functions not as a concordance check between what is told (shown) and remembered, but rather as the mechanism that cultivates the learner's interpretation process (Katz, Earl, & Olson, in press). Since, on this popular knower-centred view, knowing belongs to the individual, assessment is something best accomplished by the subject. It is the learner who holds private access to the relevant beliefs. In the context of actual practice, this subjective primacy is manifested through the promotion of self-assessment or reflection activities. Translated into the language of psychology, students are encouraged to develop metacognitive awareness (Brown, 1980; 1987) - knowledge people have about their own thinking processes. Accounts of such a subjectively-charged conception of assessment emerged from the conversations with the teachers as follows:

And they [the students] have to select work, not necessarily the best, but a piece of work that they’ve learned the most from; it could be a horrendous test, but they learned that they can’t leave it to the last minute, or they should have come in for extra help, or “I rewrote the test and I did really well.” [1]

They display it and talk about what’s good about this particular piece of work - what’s really well done - and what could be worked on another time. [5]

[The students] do self-reflection. They write about their feelings about things we have done or how they feel about their writing or reading... how they feel about their novel reading compared to before. So it’s been sort of a very general... getting them to think about their own learning and what they have been doing, what they did in the past, how they felt about that, what they are doing now and how they feel about it; so that type of self reflection. [12]

They talk about what they learned [and] how they learned. “If I had to do it over again, what would I do. And how I felt about it.” [14]
And then the students are actually, even when they do their self-reflections, are really pulling in, applying the criteria we established as a group. They are consistently doing it [assessment] to themselves. [15]

**Peer Assessment**

The subsection titled “Collaborative” which was explicated above proffered evidence for the communal character of learning in a knower-centred folk pedagogy. Sharing beliefs with others was argued as a necessary precondition for the justification of knowledge (Belenky et al., 1986). In keeping with this folk epistemological tenet, while it is true that it is the knower who holds privileged access to the relevant beliefs, they are also obliged to give a public account (Lampert, Rittenhouse, & Crumbaugh, 1996). The practical strand in the context of the present discussion on classroom assessment which holds the potential to reflect this view is peer-assessment:

And the kids will mark each other’s as well. [4]

There was peer evaluation and they made up the criteria themselves and they evaluated the project. [14]

I’ve made better use of other students marking students; shifting that way a little bit because I think that’s a really powerful tool kids can learn as well. [17]

In Grade 7 they do self evaluation, which is on a sheet with the outcomes. Then, beside it is written peer evaluation. They trade their work with the person next to them and they peer evaluate. [18]
Student-Created Assessment

I have suggested that the teacher's adoption of the posture of facilitator and fellow learner can suggest a concern for the knower. This, coupled with the aforementioned emphasis on student ownership and direction of the learning process, appears to be commensurate with a learner-centred conception of assessment. Such an implicit message seems evident not only in the self and peer directed examples we have just seen, but also in student authorship of the shape of the actual assessments:

In fact, the kids usually come up with the marking scheme. They come up with the categories, and how important it is - what the weighting's going to be. [1]

I really believe that it's far more valuable for the kids to develop their own rubric. It's far more meaningful for them. I think once they started to see the pattern, my stronger students could have carried on very nicely and done the rest of it [rubric] themselves, but the others, no... [6]

What I spend a fair bit of time doing is developing rubrics or developing criteria with kids. [11]

I told them that they'd have a double period to design questions for the test. And if they made good questions, then they'd, then their question would be on the test. So I told them it was sort of a review of the topics we were doing. [16]

I have them write test questions as well to see, because it shows me what they... If they're able to give a question they could probably answer it. [20]

Differential Assessments
The conceptions of individuality that structure instruction, along with the consequent exposition of learning in terms of differential outcomes, that we unpacked earlier in this chapter seem to find expression in assessment too. Recognizing the class as a collection of individuals to whom successful learning might mean different things translates into a parallel set of differential assessments:

Well, we tried to use a variety [of assessment strategies.] I don’t really like to stick to one particular type of evaluation. It’s not really fair to the kids; because some people do better. … [We] just, we try to use a variety of assessment tools, not just stick with something written, because it taps more kids’, more strengths I think. [1]

What I think… What is fair is to evaluate the child as to the level he consistently performs at. [3]

I think all my Learning-Identified students, their assessment has to be flexible. It has to be an assessment for them, and not an assessment graded towards what everybody is doing. It has to be for them, a positive assessment, and it can be on any terms - be it an assessment of how well the day went, it could be an assessment of what was accomplished academically for the day. Maybe it could just be an assessment for, “Gee, we didn’t have any funny looks today.” And we also have to feel accountable, of course, with these students going off to the next grade. And that’s what the IEP [Individual Education Plan] reviews or placements are - to let other teachers and the parents know what is being assessed for their child for success. And the teachers have to see that too. [8]

There are several kids who will participate very well and show comprehension of what is going on but as soon as they have a test paper in front of them they don’t score as well as what I see that they understand orally and are able to tell me. So it [assessment] comes in different ways obviously… [12]

First of all, I’ve discovered there are students who, if they’re asked to do only pencil and paper activities, sometimes will score out very poorly and the teachers have labeled them as being maybe math phobic, don’t have any math skills, are two grade levels below. And yet, if you give them the same type of question in mental math, the child gets it right away. [14]
Taken together, the broad categories and their associated sub-categories presented in this chapter allow for the identification of pedagogical strands that hold the potential to be reflective of a knower-centred folk pedagogy. This, combined with the practical accounts put forward in the last chapter, make it possible to suggest that aspects of practice are imbued with the possibility of simultaneously speaking to both the subjectivity of the knower and that which is generally known. This phenomenon appears as the practical analogue of the policy context noted in the first chapter through our review of The Common Curriculum. In the language of the folk pedagogy construct, this duel concern holds the potential to become problematic in that each element can be argued to map onto alternative versions of popularly evidenced mental and epistemological assumptions. But the problem is not one generally identified by teachers insofar as their proffered accounts of pedagogical practice are concerned (see Chapter 6 for areas of exception). Indeed, recall from the first chapter that what might appear as contradictory pedagogical elements of teacher practice has been found to hold a certain functional appeal in a context fraught with uncertainty and ambiguity (Ashton & Webb, 1986; Berlak & Berlak, 1981; Doyle, 1986; Kagan, 1992; Schon, 1983).

But what if teachers are called upon to explicitly consider the “knower” in relation to the “known”? This seems to be a natural query in looking beyond the explicated paradox and, as I explained in Chapter Two, was the guiding question behind the Phase III portion
of this study. In the next chapter, I consider the relevant findings and their interpretations of this route of inquiry.
CHAPTER FIVE

DATA AND INTERPRETATION III: THE KNOWER AND THE KNOWN

Recall that the purpose behind Phase III of this study was to examine the ways in which teachers conceptualize the link between the peculiarity of "the knower" and the generality of "the known". Participants were first asked to provide a concrete illustration of a class-directed lesson and, thereafter, to describe how it played out for a particular child. The criterion for selecting a specific child to talk about was given in terms of the perceived need for some pedagogical modification/accommodation/adaptation in the absence of any particular formal identification. Indeed, the ways in which teachers conceptualize notions of diversity and individuality are integral to unpacking the perceived relation between subject and object, or knower and known.

Conceptions of Diversity and Individuality

While it is true that the ideal manifestation of the achievement of fixed knowledge would appear in student performances characterized by predetermined means and zero variances (Hacking, 1996), diversity amongst learners in their achievement of these fixed goals is conspicuous. Olson (1999) points out a popular response to this phenomenon, given by psychological theory; in particular, the psychology based on intelligence and personality testing that serves primarily to predict and explain away the differential outcomes of schooling. He identifies a stance to the problem of diversity known as Individual
Difference. Individual Difference proceeds by classifying people on the basis of values on particular dimensions or traits. It was trait ascription that allowed Binet and his successors to explain 25 percent of the variance in "typical" school-like tasks by reference to "intelligence", and it is trait ascription that characterizes much of teacher talk today as they attempt to account for classroom performance variance on the basis of particular dimensions like "persistence", "impulsivity", "giftedness" or "hyperactivity" (Olson, 1999). Although such characterization is almost irresistible and often harmless, it is also misleading especially when such traits are concretized into entities. Intelligence, for example, began as an abstract relation between strategies and tasks but quickly became a possession, or perhaps more accurately, a capacity with implications for competence.

An alternative conception of diversity to the aforementioned comes to us from Dewey who, as we saw earlier, saw knowledge as emerging from a process of interpretation and clarification of meanings related to various aspects of experience in the world (Dewey, 1938). Along with this emphasis on interpretive sense-making came a psychology of doings that stood in contrast to the psychology of happenings (Olson, 1999). Dewey argued that while trait psychology proffered causal mechanisms that explained behaviour in terms of what happened, a preferable alternative would be to explain behaviour in terms of what agents, including learners, were doing or trying to do. Thus, the shift is from causes to reasons, from persons as passive respondents to persons as intentional agents. Children are seen as acting in accordance with their beliefs, desires, hopes, and intentions, that is, their mental states. Diversity is a central feature of an intentional
psychology as the notion of an acknowledged variance replaces that of a desired mean. Deviations from predetermined norms are not aberrations but rather are to be expected.

Of the two stances to the issue of diversity and individuality spelled out above, it is the former, the trait version, to which the participants in this study most conformed. This is, perhaps, not surprising given the strategy of “category assignment” explicated in the previous chapter in connection with the knower-centred theme, “Instruction”, which was operationalized in terms of recognizing and responding to diversity. What is surprising, however, is that despite the explicit encouragement to select an individual who is not formally identified for the purposes of the Phase III interview exercise, all of the teachers did so anyway. That is, to be considered as standing apart from the generality of the class is to be assigned (usually formally) to a preexisting category. It is this practice that reflects a trait, rather than an intentional, posture of diversity and individuality. The selection is of a person as exemplifying a “kind” (Olson, personal communication, 2001).

Identified Individuals

When asked to describe the selected individual considered to be distinct from the class, several teachers referenced institutionally assigned labels or categories as follows:

She has a communication disability. She is very, very weak [and] struggles with everything.

OK, I have a student who is in Grade 7 who has language difficulties, written language difficulties

OK, my ADHD student who’s on medication.
I think probably I'd look at someone like [Name]. [Name] is identified ESL.

It's a he. I won't use his name. We just finished the IPRC [Individual Program Review Committee] process with him. He's identified behavioral now.

**Identified Groups**

Other teachers endorsed the categorical view of individuality in a slightly different, but perhaps more revealing, way. Specifically, there is an assumption of homogeneity insofar as members of a particular category are concerned, and certain teachers did not differentiate between individuals within the same group. For example:

What I have, I have three very, very low Math students in this class.

I've got all ten of [my identified students] in mind.

They're all modified basic students... Every one is a Special Education student.

I can talk about... In our school there's an educable program which is, um, [for] very low intelligence. And so, they are integrated for the option subjects [like] Family Studies.

It is important to note that the conceptualization of individuals in trait terms as suggested by the interview excerpts given above is likely not the outcome of an autonomous decision making process on the part of teachers. Teachers, as professionals, participate and find membership in larger institutional structures that legitimate and sanction the
existence and use of such categories as Educable, Identified, Modified Basic, and ESL. Indeed, as one participant put it, teachers are obliged to proceed in keeping with such systemic requirements in order to pedagogically differentiate an individual from a class:

[Name], who's the new head of Special Ed. this year, said, “You know what? This isn’t fair. Because we are getting the funding for these kids that are Special Ed. and yet we’re modifying and accommodating for these ones that have not been tested and they’re passing with 60s and 70s and really they shouldn’t be. They need to be assessed through psycho-ed., and they haven’t been.” They are slowly, but it’s kind of get them pushed. Like, “let’s get this child an IEP because we need one.” ... Now we are only [modifying] for the kids that have been assessed that way.

In global terms, the categorical conception of individuality held out by teachers has the metaphoric effect of focusing such descriptions at the tail-ends of the particular distribution. Moreover, the concretizing of such labels into entities means that the distinctions that are made between classes and individuals are more a matter of kind than degree. The end result is that what initially appears as the tail-ends of a single distribution is perhaps better characterized as an entirely different one altogether. Specifically, as we are about to see, the teachers in the study ascribe qualitatively different definitions to the notions of Goals, Goal Origins, Pedagogy, Outcomes, and Assessment and Reporting where individuals versus classes are concerned.

*Individual vs. Class*

Goals
In discussing the goals of a lesson for particular individuals in relation to the whole class, three possibilities emerged from the teacher interviews. For a minority of the participants, the goal of the lesson was the same for both the identified individual and for the class:

They [the class] need to know that there has been a lot of progress made in terms of [Native Canadian’s] rights, and how they’re educated today, and things like that... She [the identified student] is expected to do the same thing.

Okay. So this morning’s lesson, the goal was to um, we’re talking about movement, we’re talking about energy. And the whole idea was, it was on locomotion; this whole idea of machines and movement. And so they, [we] wanted them to have a sense of wheels, ...axles, and um, you know, what they need, and gears, okay? What do they need to make these things move... My ADHD student who’s on medication,... the expectation for this child is still the same as for the others.

For more of the teachers, the goals were generally the same but they were expected at a reduced level or at a lower standard where the individual was concerned. For example:

Most of the kids, I would say, I would expect to begin to really make that logical connection [between mathematics and probability] and begin to see there’s a pattern and all those other things. These two or three or four kids I have, all I want them to do is begin to see. Because they won’t apply those in all kinds of situations... So no, my goal would not be to move them that far.

So if there’s a writing assignment, their [the class’] writing assignment will be at the expectations for the Grade 7 content, grammar, spelling, if it’s to be processed on the computer... And then the level is reduced. So the writing assignment for my modified student would be possibly, a hand-written script would be acceptable, grammar could be at a lower level, and his syntax and words could be structured completely differently.

Okay, um, Grade 7 History. The [class] expectations are that they will be able to draw information from multiple sources. One of the areas I find the kids are very weak on is picture analysis. To them it’s just a picture. And yet, pictures contain
so much information, with their headings and explanations... [For this student, the goals were] generally the same, because he would need skills to analyze a picture. The modification would be in, shall I say, the sophistication that I would expect him to get to.

For the majority of participants, however, when it came to specifying the goals for the selected individual(s), these took a qualitatively different orientation from those proffered for the class. Specifically, while a reduced level or standard may have been noted as given above, this was in addition to some social/behavioral goal that related directly to the individual’s categorical identification and assignment:

[The goals for the class were] to be able to calculate surface areas and volume of cylinders... Our bottom line for these [identified] kids is life skills. The fact that they can solve an algebraic equation really is going to do them diddely, I think, in two or three years from now. So we look at what do they need to be out in the real world, what do they need to be good at.

[The class goal] was to write a narrative piece, and the [choice] of perspective was your own... [For this student the goal was] social skills. ... They were social skills for him to participate as an equal member in the team. So, following instructions from others, you know, sharing appropriately and not being a total hog, and those kinds of things.

For the rest of the class [the goal] is basically to get your sewing skills. For them [the kids in the educable program], it’s don’t hurt anybody else [and] just be able to sit still.

[The expectations for the class] were to have them understand the concept of passive transport and diffusion... [For this particular student], I would say just to finish it. That’s a big one. Just to get it finished and to have some piece of paper that he can come back and say, “I actually did this on my own.” That would be the goal.

Well, my expectation was that they [the class] would be able to relate a myth to present day society in a general way... For [Name], they’re the same goals, but at
a lower standard and there’s an additional one - to get him to communicate to the group members [and] actually participate in the group.

Goal Origins

Given the differential nature of the goals described by teachers for both the individual and class respectively, it is perhaps not surprising that these were ascribed to equally divergent places of origin. Just as we saw in Chapter Three, the goals for the class are typically derived from the formal curriculum, that repository of expected knowings and doings. For example:

[The class goals come] from the curriculum.

They [the class goals] come straight out of the Science curriculum - the new Ministry document.

The rubric [that spells out the goals for the class] will be established for the expectations according to the Ministry document.

[The goals are] in the new Ministry expectations in History... You know how they are set up. Basically content and skills, and then applications.

[The class goals come] right out of the Ministry documents.

Turning our attention to the individual category, we find an alternative set of goal origins identified as arising from the teacher, a resource person, or the child’s Individual Education Plan (IEP). For instance:
The goals for this student come usually from me [the Special Ed. teacher] and the classroom teacher... We’ve sat and talked about this student in particular.

His goals come from me for] my survival... You know, survive this kid, the presence of this kid in the classroom and make it as positive for him as possible, as positive for the other kids as possible as well without major disruption.

In my head. I don’t know, I’m just... It’s just probably, basically what they can do, accomplish.

It’s from his IEP... Finishing, getting things done, handing things in as close to on time as possible.

His goals] come from, well they come from me, and they also come from the neighborhood class, and from the expectations for this child in the Individual Education Plan in terms of what’s important for [Child’s Name].

Pedagogy

The pedagogical image spelled out in the lesson descriptions that gave rise to Chapters Three and Four is, as might be expected, one that is consistent with the class being the learning unit. What was parsed into elements consistent with a focus on both “the known” and “the knower” in the previous two chapters appeared in a holistic and amalgamated form in the Phase III class-wide pedagogical descriptions. Specifically, the emergent pattern was one in which the teacher shows/models the expectation(s), and then transitions into student independent work with opportunities for teacher feedback.

Consider, in illustration, the following examples:

I will give them a... Today it was an example very similar to the first question that they were going to do on their own but with different dimensions and I left it on the board. And we worked through it so they could see, you know, you get the area of the square, you get the area of the circle, now subtract the two, now
convert that to a percent, and so on. So I left that all on the board. “Now given all that, you can do this…”

The instruction most of the time was to present the activities and then pause the activities once we’d gotten into the process of playing with them, and begin to ask good questions that lead to... the kids being able to make statements mathematically about what they’re doing.

I was doing something I’ve done before [which] was to give them a structure to work in, or within, and the structure basically was how to analyze a picture using Art terms. I use an overhead with a C.W. Jefferies work on it... Basically I had a complete picture which contained a lot of information. Time, place, and everything else was in there... Then we moved into one of their own... First of all I’m an enabler, to give them some of skills... then a supporter, a prober, pushing for what I knew I could get if they were getting it.

It was a very directed lesson. I gave them a script, eh a narrative, and I put it on the overhead. I read it to them. They followed it on overhead as we were going through it, and we took a section of that and then we wrote it as a script... We wrote a script as a class. Then the next lesson, we read the story together, again it was a narrative, and I asked them to go back and... as a group, write the script for this piece... And then the third step in the writing was, “All right, we’re going to read the same thing and you’re going to do it individually.” And each time along the way, when they were doing any kind of writing as a group, I was giving feedback.

I’ll sit down at a sewing machine and I’ll describe how they have to set it up, and what they have to do, and then I’ll ask if they understand. And then they go and they do it and they bring back what they’ve done, and I see if they understood before they can move on to the next set.

As the teachers in the study turned their attention to particular identified individuals, the immediately preceding pedagogical pattern took on a different character.

Unquestionably, the dominant theme was that of reduced independence on the part of the learner. Teachers purported to read, scribe, or highlight for the selected individuals, as
well as to make structural adjustments that were given in terms of altered time and pace requirements. For example:

So, of course, the first thing I had to do was read it for her while she followed along. And then we went back and I took a highlighter and I highlighted the most important points from the text. And then I left her because I thought, “I bet you she’s going to copy it word for word, everything I’ve highlighted.” And sure enough... that’s all she was doing.

...We paced him a little bit different because what some of the students had to read was three and four chapters, his was condensed to maybe a two page a night assignment... We expanded his time-frame for handing in certain assignments... His assignments would be specific vocabulary content, specific words, his chapters were usually no more than two pages long, closed activities, sentence answers... Very much different; whereas the class might have three to four chapters of the original book to do, and maybe twenty questions on those chapters. So very much condensed, very much a limited content.

So with him I scrie for him a little bit. He told me his story. I paired him up with a stronger student... What else did I do with him? Oh, I put him on the computer very quickly in the writing process, so he, all he did was write on the planning sheet. All the other kids did a handwritten draft first of all... He went off to the library and started working on the computer to start writing his story... Um, with him it’s more of a policeman kind of role. Um, often it’s a policeman role, control, let him know when he’s being too loud. So yeah, my main job with him is a lot of cop, a lot of control, and as much positive feedback as we can muster from time to time.

I’m making sure they stay on task, and that they’re not goofing around, and that they’re not breaking sewing machines, and they’re not hitting other students, and that sort of thing. It’s more of a, they’re very behavioral, so more sort of a police watch on these kids, and making sure they’re always on task and they always have something to do. “Can you go pick up thread? Can you go get me the scissors?” ...I sit with them or I stand beside them when they’re getting frustrated, or I’ll give them another task... I’ll sew their bag for them. By the end, you know, if they’re really lagging behind, I’ll sit with them and I’ll sew it with them. We had some Special Ed. students that I had to do that with. But they felt like they were doing their own bag. But by the end I’d just finish it for them.

With him, I went through it [science experiment] with him, and we went through step by step, and we talked about what it would look like. This is what it’s going
to look like at home. "Where are you going to get the glass from?" "Well, I'm going to use the one in the kitchen cupboard." "Where are you going to put it? Where are you going to set it up? Where's the vinegar coming from?" So it's very step by step... I pretty much sat with him because that's very hard for him, to just sit and listen.

Outcome

For the class, the teachers reported the outcome of their chosen lessons in terms of success relative to the advertised goal. This took the form of interview comments that alluded to notions like "getting it" or "doing well", but that also often operationalized success in the measurable terms of grades and levels. For instance:

Well, they're all pretty much meeting, you know, Ministry expectations. So if you look at the last report... there is a range from Cs through As as far as academic ability goes.

They did great, the love it. They love Treasure Island... And it's received very well, it really is, by all of them. They did really well.

I felt very, very, very positive about it because they went into pioneers, the clearing of the land, and the loyalists came, and the selection... They had pretty good empathy for these people who'd lost everything, who left everything, and had moved into this area to establish a new lifestyle...

Seventy percent of the class is level two and three, and ten percent are level four, and another twenty percent are level one or worse.

The individual activities were done exceedingly well. They met my expectations... None of the performances were at all what I was expecting for them to be able to accomplish... Quite a few of them got zero, or close to zero, out of five because it just, they didn't, they lost sight of what they were supposed to be doing. They didn't write a script that convincingly, and they didn't play the
roles convincingly. ...I told them that their acting scores were terrible and their play writing was - they didn’t accomplish the goal.

Earlier in this chapter we reviewed the relationship between reported class and individual goals. Specifically, we noted that the proffered goals for selected individuals were either a) the same as those for the class, b) essentially the same as those for the class but at a reduced standard or, c) changed in favour of a socio-behavioral focus. Given this profile, one might expect to find a similar parsing of individual outcomes, but this, however, was not the case. The teacher comments on the individual student outcomes assumed a strictly behavioral/affective orientation. Talk of the particular students feeling “good” and “successful” was supplemented with references to task “completion” and “engagement”. Unlike the class-wide outcomes that were discussed relative to a (usually curricular) standard, the individual outcomes assumed a child-referenced posture:

They [the three “low” students] enjoy it because they’re very successful. I can put on their report, you know, that they got seventy something. Now it’s modified and it’s all, you know, - but the kids see a decent score... And our bottom-line with these kids is life-skills.

Yeah, I was pleased. I think they [the two identified students], they caught on better than I perhaps imagined that they would initially, or more quickly than I thought they would.

Well, um, he participated whether he was asked or whatever. He was able to do that. Um, he did the exploration, right? He was, he felt pretty good about it... He says things like, like he’ll be very open and say, "I really like that. That was fun, what we did...”

...The fact that he completed it. I guess that’s the main part with this student. We didn’t have a yelling and screaming match about not being able to do it, and
not completing it. The process let him complete an assignment to its end and the expectation of feeling the goal had been met, of "I did it, I finished a novel..."

...I felt good about it. He completed the task... In the task part and the organization part, he was there and that's one of his difficulties; organizing his written work too. So I was pleased to see that.

Assessment and Reporting

The prototypical assessment and reporting practices explicated by the teachers in the context of whole-class interactions involved providing students with the relevant expectations, often by way of a rubric, and then testing and marking against the expected criteria. Employing numerical and alphabetic categories for the purpose of reporting student achievement delimits the role of "teacher as accountant" (Wilson, 1996). The task here is to provide a common basis of comparison so that each child appears to be treated as fairly as every other child. Indeed, this role is intimately bound to that of "teacher as reporter" (Wilson, 1996), in which the teacher is required to keep organized records in order to expedite the process of gathering, interpreting, and relaying information for outside communication. It is an amalgamation of these two roles that characterized the reported class-wide assessment and reporting practices proffered by the teachers:

So what I do is I mark what they've done and then for one of questions... I have a rubric. So half of the page will be check-marked, the traditional kind of yes/no sort of thing. And then another one will be marked on a rubric. And the kids are used to that... There's certain elements that they have to have in this chart and so on. So they have a combination of a couple of marks. You know, so they'll have an 8 out of 10 on this or whatever, but then they'll have a level 3 or 4 [as given by the rubric]. It's usually just the rubric one I put in my book...
You know, you’re doing this little presentation, this is what the criteria are, you know, the old rubric and stuff. This is what we’ll be looking for. Have you explained the parts of your machine? Check, check, check. Have you explained the functions right? And have you used interesting words…?

I still like saying to kids, you know, “In order to earn the 80 percent you’ve got to do this, this, this, and this correctly. And if you want an over 80 percent, you’re going to have to do this.” I prefer really clear criteria that sort of spells it out, what’s expected, and leaves a little bit of room. I can mark a test out of 10, I can mark a paper out of 10, or mark it as a level, or do whatever.

It’s numbers - out of 5 in most cases, except for the theme which was out of 10 and the acting which was out of 10. And staging was 5 and, what was the other one, oh script was out of 10. It was out of 35. So it was 35 marks on that… Formal assessment is about coming up with a the mark for the report card, and to satisfy the parents about what children are doing, and to satisfy the children’s need to know how they’re doing, and to make sure they are achieving what I think they are achieving. Rubrics are a good idea. They focus my attention on, on different aspects, and they give me a much better idea of whether I’m accomplishing specific goals… and it gives the child guidance too.

The aforementioned assessment and reporting profile should appear familiar in that it proceeds in keeping with that discussed in Chapter Three in connection with a concern for “the known.” In addition to this, and still in the context of the class, a knower-centred set of assessment and reporting practices of the sort reviewed in Chapter Four emerged but with considerably less frequency. For example:

The final assessment is going to be a self-assessment. So they have seen the video at this point, and we talked as they watched the video about things to look for… So they’re going to do a little self-assessment and reflection this afternoon.

And the students assess themselves in terms of preparedness, attitudes, work habits. They give themselves a daily mark… “What’s your mark for today? I
deserve a 2 instead of a 3. I did this, this, and this…” And actually they’re pretty good at it.

The individual-specific assessment and reporting practices explicated by the teachers mirror the general pattern of differential standards and student-specific reference points outlined in the preceding conceptual categories. Revised standards and different criteria, often keyed to lower grade levels, approximated the measure against which the success of “individual” outcomes was determined. Moreover, Wilson’s (1996) assessment role of “teacher as mentor” emerged insofar as teacher judgments about the particular student’s progress and growth were referenced relative to the self. Such assessments, Wilson notes, are often not recorded and assume an anecdotal character. Examples of these two “individualized” patterns of assessment and reporting practice emerged as given in the following prototypical excerpts:

[Name of Instructional Assistant] does the assessment [for these three kids] and it’s not based on a rubric… It’s very anecdotal… They’re sitting in a Grade 8 class but they’re doing Grade 6 work. And it’ll say on the report, you know, it’s a modified program and on their Individual Education Plans I think it says Grade 6.

So what I tried to do when I marked the test was, you know, the first page of it was really well done and I made a note about that… And as I went to the second paper where he was beginning to struggle I wrote him little notes like, “Oh, you got this one”, “This was a hard one”, “Good for you”, you know, these kinds of things. But again, it’s a much more individualized kind of thing. Rather than just sort of totaling up the paper, you sort of do this running commentary with their work in terms of trying to encourage them about how far they’ve come from the first day.

Oh, I’ll go through it the first time and see where he stands according to everybody else, you know, all together… Then I’ll go back and look at where he is, himself, and at the teacher’s discretion per se, see where he connects with what I know he has done in the past.
He's on an informal Individual Education Plan. So we can't give him, can't evaluate him by Grade 6 expectations. He's evaluated by expectations at a different grade level. So basically I look for what he has got in here at a Grade 3 level. I don't know what a Grade 3 level person looks like, but you know... Well, I do, but it's not very valid so I also had the Special Ed. resource teacher look at it. She made her assessment on it, and so... So he got a level. For Grade 6 he would have an R [for Remedial]. And at Grade 3 he would have been a Level 2. So we marked it down as a Level 2. And because it's a modified program, that's where it goes.

[The assessment] is subjective I guess. At a different, at a different level. Um, he'll get a seven out of ten, or an eight out of ten. But if I was marking someone else, that might be a six or a six and a half out of ten. The kid's against himself.

The Question of Feasibility

Having spelled out teachers' conceptions of the individual in relation to the class - of the knower in relation to the known - in the five aforementioned organizing categories of actual practice, we are now in a position to entertain the participants' direct responses to the said paradox. Subsequent to the interview task that elicited the findings presented and discussed above, the teachers were asked a question that arguably captures the definitive pedagogical task of formal schooling. That is, they were asked if they thought it feasible for all children in a class in to reach a common set of goals and expectations as set out, and indeed required, by the formal curriculum. The resounding and unanimous answer, as reflected by the following exemplary set of sample of responses, was no:

It's - well it's not [feasible]! Everyone's an individual. There are some 20 or 30 odd little faces looking at me and they all come with different backgrounds, and different strengths and weaknesses, and that's a tough haul! There are kids that - there's just no way they're going to be able to do some of the stuff in either Math or Language or whatever. Um, yeah, no it's not, it's just not feasible.
We're expected to meet a certain expectation. I don't know how realistic it is sometimes. ...Unfortunately, well fortunately, kids don't all learn the same way and at the same time. And I kind of play with the expectations, I will admit. It's not going to cost me my job now [because I'm retiring at the end of this year], but eventually it would, if I didn't say, "This is the expectation. You'll all learn it. And this is how you do it." ...And I can't see them all coming out at the same, you know, just like having a cut-out. Walk through here if you can and if you fit you're in the next grade. It doesn't work.

No. Well, just exactly in this situation, a little drama presentation where kids don't have the background. Yesterday I was talking in class about the Pope's division of the world, and we're looking at a picture and I asked, "What's a pope?" And one, most of the kids said, you know, they'd heard of the Pope, but you know. And so we took several minutes talking and trying to get out information. But I mean, they had no background to know what a pope was or the catholic church or things like that. So, I mean, there's one aspect of it. So if you have people coming from many different areas, many different skill levels... I mean the expectation, to say the expectation is the same for everybody is ridiculous. It has to be adapted. ...Focusing on the kid as an individual and their self development is still going to be underlining everything I'm doing, and the expectations are going to be a secondary thing for me.

Oh boy! You want a political answer or you want the real answer? The [real] answer is not a chance, a snowball's chance in the proverbial hell of it every happening. No, these kids, adolescents, are at such different levels, cognitively and in every other way. ...And some children are there in Grade 6, some won't be there until the end of Grade 9. And it's sheer folly, and setting ourselves up for tremendous failure, if we say every child shall reach this at this age. There's no such thing as a lock-step curriculum when you're talking about children. The government's wrong. It's not going to happen.

The feasibility question and the associated participant responses endorse the practical reality of the folk pedagogical paradox suggested in Chapters Three and Four. Indeed, at the level of explicit talk teachers recognize the challenge inherent in being poised halfway between the mandated objective standards and the children they serve. In this
chapter, I took the first step in understanding the route to connecting the knower and the known by presenting and discussing empirical evidence reflecting teachers' conceptions of individuality in the collective context of the classroom. What emerged, as we saw, is what might best be characterized as a trait, rather than an intentional, conception of individuality. The formal practices of school within which considerations of student individuality are inscribed appear to contribute to the identification of individuals as constituents of distinct categorical entities that can be differentiated from some norm. And by differentiated I do not mean solely in terms of a focus on what might well be thought of as the tail ends of a continuous distribution. The classroom goals and their origins, the pedagogies, the outcomes, and the assessment and reporting practices which were used to organize the presentation and discussion of the findings herein indicate the presence of an entirely different distribution from that used to characterize the collective. That is, the distinctions made between classes and individuals are more a matter of kind than of degree.
CHAPTER SIX

DATA AND INTERPRETATION IV: PARADOX AWARENESS

In the last chapter, I took the first steps towards charting the route to connecting the knower and the known by explicating teachers' conceptions of individuality in relation to the collectivity of the class. This chapter continues along this road to unification by presenting evidence of the conditions under which teachers become conscious of the apparent contradiction inherent in being caught between the two sets of constraints.

Given that the landscape of professional practice has the potential to be characterized by the coexistence of the competing folk pedagogies outlined in Chapters Three and Four, the requisite epistemological and pedagogical redefinitions that would be necessary in bridging the gap between knower and known (see Chapter Seven) run counter to that which is "folk" or popular (Kuhn, 1991, 1992; Patrick & Pintrich, 2001; Strauss, 2001; Woolfolk Hoy & Murphy, 2001). Extant beliefs would thus need to be redressed.

Kagan (1992) suggests that attempts to change teachers' beliefs should proceed along the line suggested by research on conceptual change (cf. Carey & Spleke, 1994; Chi, 1992; Dole & Sinatra, 1998; Hewson & Thorley, 1989; Patrick & Pintrich, 2001; Woolfolk Hoy & Murphy, 2001). Nussbaum and Novick (1982) propose a three-step model geared to this end. First, teachers must be assisted in making implicit beliefs explicit. Second, they must be confronted with the inadequacy of their beliefs. Finally, extended opportunities
that allow for the integration of old and new knowledge must be provided. The remainder of this chapter is concerned with explicating those points in actual practice that teachers themselves reference as problematic in attempting to meet the demands given by both the child (knower) and the curriculum (known). Such “dilemmas” (Woods et al., 1997), I would suggest, might serve as useful catalysts for the first two stages of the conceptual change process.

**Avenues of Conceptual Change**

The identification of dilemmas of practice, or what we might call avenues of conceptual change, was introduced earlier as the third research objective of the present study. Recall, however, from Chapter Two that no attempt was made to elicit such information through direct interrogation. Rather, it was the presence of such interview artifacts in the Phase I and II descriptive data that encouraged the post-hoc investigation and construction of the “Paradox Awareness” category.

Six sub-categories of dilemmas of practice that appear reflective of the duality given by the concerns for both “the knower” and “the known” organized the “Paradox Awareness” interview data:

- Classroom Assessment and Reporting
- Class Characteristics
- Curriculum Coverage
- Meeting Individual Needs
- Classroom Programming
- Teacher Role
Given the evidence reviewed in earlier chapters, the category headings and, as we are about to see, their contents will appear familiar. What is important to note, however, is the language of dilemmas in which the dualistic accounts are couched. I review each of the categories next, offering select prototypical evidence in the form of excerpted quotations from the teacher interviews.

Assessment and Reporting

The practice of classroom assessment, at least as guided by the teacher, requires that two questions be answered: Assess whom? and Assess what? The “whom” refers to the individual children who constitute a classroom. They are, after all, bounded units of accountability. The “what” refers to the curriculum, the expectations for which the individual students and their teachers are held accountable. The result is an assessment and reporting dilemma in which teachers appear to be pulled between the child and the curriculum.

One teacher, in discussing her use of standard assessment rubrics keyed to curricular expectations, explained the challenge of reconciling curricular commonality with student individuality as follows:

And if one kid doesn’t fit a rubric I have to make him fit. I don’t like that. I would much rather look at my kids’ writing and say, “This is Chris. Chris I know. He has huge, long sentences and he tends to embellish way too much.” Well, that’s not in the rubric - individuality. And I understand this bit about having to set standards. I understand all of that and I agree with it to a certain extent... And I understand why you would want rubrics, because it takes the subjectivity out of it. But... I’m sure I’m not the only person that is having a hard time sloting kids into boxes.
Other teachers recognized the dilemma in contexts delimited by concerns for their “weaker” students. As one put it:

I think I have to be inconsistent in my standards of where a Grade 8 student should be at with my identified students and my low-level students. I have to be inconsistent in their accountability to The Common Curriculum only to help their self-esteem. Or, to realize that this is an identified student functioning at their highest level. Because I cannot technically mark them as a Grade 8 student, I have to fall back to the level they’re working at and that maybe he can’t do the writing part of The Common Curriculum but he’s an absolutely fantastic person with data or graphs or math. So his language mark might express a higher ability than maybe the “A” student that has handed in all the properly written answers.

Another teacher, also reflecting on the task of assessing individual students on modified programs in relation to curricular outcomes, put it this way:

And those kids whose reading levels are two, three, four years behind have a nice “3” on their report card which means the program is modified. But there’s an “A” or a “B” on it so it makes it sound like it’s all very good… Has the kid reached the outcome? Yes or no? That’s sort of the bottom-line on this. Not that they’re well-behaved in class, that they’re nice kids in class, that they’re helpful… But have they really achieved “that”.

The complexity in determining an appropriate assessment reference point as internal (child) or external (curriculum) to the individual student was sometimes explicitly articulated as a challenge:

There’s a challenge in deciding whether you’re going to base your conclusions on the class as a whole, i.e. the person versus the class, or do you base your conclusions on looking at the child and where you feel that child should stand in their grading area.

Finally, a particular difficulty reported illustrates the tension we reviewed earlier between the knower-centred assessments that promote subjective interpretation and the known-
centred authority-determined judgments of knowledge or skill acquisition reflected in marks. For example:

There’s, you know, far greater use of self-assessment and peer-assessment and portfolios and that’s what we need to focus in on, when we’re also saying that for the first time in Family Studies you’re going to have a mark.

Class Characteristics

“Class Characteristics” refers to the recognized dynamic of individual classes. The formal curriculum typically spells out declarative and procedural knowledge expectations within an implicit assumption of grade-level homogeneity. The teachers in the study, however, reported difficulty in finding applicability of the policy-makers demands within the confines of their individual classroom circumstances. One teacher articulated the challenge in terms of the year to year variability among the students in her class:

... it never really works for someone to just hand [the curriculum] to me; you know, here it is and now do it. It’s never quite the perfect fit. This particular group of students, what they have been able to accomplish, where they will be in their growth by the end of the year, is certainly not at the same point where last year’s group was.

Phase II of the study, as I pointed out earlier, coincided with the release of a new curriculum in which expectations were keyed to earlier grade-levels than those delineated in the preceding documents. This too forced teachers into the position of having to simultaneously consider their class characteristics and the curricular demands:

You can’t necessarily move down topics from secondary school to elementary school and expect it to work. Not when you get publishers who say, “Well, we took this from Grade 9 and just put it in a new cover and said it was Grade 8.” It doesn’t work. They have special needs.
Split-grade contexts catalyzed further awareness of the challenge inherent in matching classroom dynamics to curriculum expectations:

The challenge is having two grades at the same time. For example, teaching Environmental Studies to the Grade 6s that has absolutely nothing to do with the Grade 7 History and Geography program. You look at what the government is doing right now. “This grade, thou shalt da-da-da-da and this grade da-da.” Well, how can you do that when you’re teaching two grades at the same time? You can’t. You cannot get into the same content…

Math is another issue that I find really frustrating because the [Name of Board] in its infinite wisdom has decided that there is a distinct Grade 7 program and a distinct Grade 8 program. It’s virtually impossible to have things taught thematically or in an integrated fashion.

Curriculum Coverage

The teachers were cognizant of the pressure to cover the fixed curriculum, and in particular the constraints this placed on subjectively driven learning opportunities. As several of them explained:

We are usually too ambitious and we run out of time. I think what we are doing is we are not doing as much curriculum but we are doing less better. So that is something we are beginning to recognize and accept. It does make it difficult when you sort of have the Grade 7 history guide to cover, or you feel obligated to cover it.

It seems like you teach this you test it, you teach this you test it, you’ve got two weeks to do this, you’ve got three weeks to do that. If you look at the new Math curriculum it’s scary. And basically it comes down to two week modules of teaching in math. So you’ve got to work. There’s not much room in there for a
lot of remedial work or... for challenging work for those at the other end of the spectrum. It’s basically here it is. You either get it or you don’t.

Benchmarks drive our program to a certain extent. We’re going to cover the curriculum because that’s what [benchmarks] require. Was it fun for the kids? Did the kids learn? I don’t know. I don’t think so. They’ve forgotten almost everything from last year.

The mechanism of subjective interpretation, namely self-assessment and reflection, was seen to compete directly with coverage demands:

I don’t know if I want to give up instruction time, or whatever it is that it’s going to have to come out of, for them to reflect on an assignment. So I’m torn. But in my mind I don’t know whether or not I can give up valuable instruction time when I have a hard time getting through say a Math unit.

I really believe that it’s far more valuable for the kids to develop their own rubrics. It’s far more meaningful for them. But it took about six hours to do it. I know it’s a valuable tool... but I really was worried about the time it was taking, some of my teaching time.

This year I’m taking more time on evaluation, and [their] participation in evaluation. That sucks up big units of class time... Whereas if it’s teacher done it’s all done outside of class time. Class time is working time. By putting evaluation back in their hands they’re eating up work time so I’m in a dilemma. It’s between a rock and a hard place you know? I feel on one hand I’ve done a good job by giving them back the evaluation process. On the other hand... they’ll do less this year because of it. They won’t be exposed to as much stuff.

Meeting Individual Needs
Related to the perceived, and indeed real, need to cover the fixed curriculum was the
observation that responding to the “published” knowledge requirements meant a
retraction from responding to individual student needs. One teacher put it this way:

As long as you’ve got a period organized day where the kids have to move on to
something else, you do your best... and hope you’re addressing the variety of
issues and needs. Except I think sometimes what you end up doing is going down
the middle of the road so that at least you cover most ends.

Other teachers raised the issue in the context of questions about students who are unable
to achieve the common, grade-level expectations:

Where are we going? All of these beautiful pieces of paper. This reminds me of
23 years ago when I started teaching... and you taught this page, this page, this
page, and that was the result the student had to have. Unbelievable. Where are
these outcomes taking us? What happens to the student who’s never going to
reach these outcomes... as written in those books?

A teacher of a Grade 6/7 split offered the following specific example:

I got a new student, first put into Grade 7, from Guyana and I argued and argued
and argued downstairs [in the office]. I said, “There’s no way this student should
be in Grade 7...” They put her in Grade 6. And I said, “This kid can’t even spell
her name.” Help! So... I also have a Grade 6 student that is basically at a Grade
1 level. So that is something else with programming that I have to take into
contention.

Finally, the point of individuality in terms of expectation achievement, or lack thereof,
was underscored in the context of Special Education:

The student I’m concerned with is going from me with my modifications to a high
school that says, “This is the program. You have to do it.” And [I have] to see
them fail after I’ve built up their self-esteem... And my concern is success for
them. I don’t know if it needs to be the curriculum [that changes]. Maybe it
needs me to change. Maybe I should be automatically setting my own higher
standards. But if I keep raising my standards to what I think should be acceptable, what do I do to their self-esteem? And my student is going to quit on me and sit out there for eight months or a year and say, “I’m not going to do that. I can’t do it anyway.”

Classroom Programming

Decisions about the shape and nature of classroom programming appear to define an additional contextual venue within which teachers feel challenged in reconciling curricular demands with student positions. For example:

There is the frustration of trying to make my program fit the [curriculum] strands.

We really looked hard at [the program] in terms of the kids’ personal responses, the kids’ understandings of where they fit into this whole thing. I’m not a content-focused person. I never have been. I started teaching in 1970 and I couldn’t have cared less what I taught. Now, things are changing. We had someone in here last week giving us the latest look at Social Science across the province and “wham” - Grade 5s across the province are going to do this, these are the two strands that we are going to address, those are the two outcomes, this is what you’re going to report on...

A particular illustration was given by one teacher in reference to a hands-on Design and Technology program which she explained as requiring justification in terms of curriculum outcomes:

I have the Grade 8s in the second half and it’s a small group for Design and Technology... [It’s]... a more “hands-on” program. Perhaps that was their interest level, their way of learning, so they generally did pretty well. But the problem... with outcomes based learning is that the programs have to be more justified. And a lot of the things that people maybe once did [have to be tied to the curriculum].
At times, teachers recognized the need to make a choice between child and curriculum when designing and delivering the program. As one Family Studies teacher explained:

The kids have always made, and they just love to do it, and it’s hard to tie it to The Common Curriculum, they love to make these stuffed animals from these kits, they just love to do it. Well, we’re doing it this year.

Large-scale assessments, keyed to curriculum expectations, appeared as another vehicle through which teachers considered the nature of their classroom programs:

With the new Grade 6 Math provincial tests, the outcomes and the examples we’ve been given to look at to me are, “well here’s an example of this type of question and this type of question.” Did they think about where the teacher is in their [program] to be able to have the provincial test the Ministry [of Education] wants?

Teacher Role

The final category of paradox awareness suggested by the data concerned teachers’ definitions of their roles. The tension between expositor on the one hand and facilitator on the other mirrors the popular dichotomy given by concerns for the known and the knower (Olson & Katz, 2001). One teacher articulated the challenge involved in encouraging student direction while maintaining a position of authority as follows:

The [students] question. I think the question has to be challenging. But you don’t want them to come right out and challenge, you know what I mean?
Others expressed the tension in terms of a skepticism regarding the child-centred pedagogies that have emerged from the progressive educational reform movement. In the context of cooperative learning, one teacher explained:

I believe from what I’ve gathered in my years of teaching that many times the kids I receive in whatever grades, Grades 6, 7, 4, they don’t seem to have the skills that I think should have at the grade level. And my own feeling often is that some of our new ways of teaching have failed us. My personal feeling is that sometimes our kids are our play centres or our activity centres... Even true cooperative learning... is only to be used part of the time. It’s not all day or half the day. It’s a matter of balance... so that even these new, so-called new ways of learning are good and valid. If we overdo it, I think we are short changing our kids.

As a further illustration, a similar issue arose in the arena of emergent literacy:

We were told, “Don’t worry if the kids don’t read by the end of Grade 1. They are not ready to. It’s a readiness thing... Don’t have them print on lined paper. Don’t worry how they form their letters.” And from that type of instruction I’ve seen the product time and again... I’ve seen kids who can’t print, print upside down, bottom to top, don’t make their tall letters tall and their small letters small. And again, if we don’t drill the kids which were told not to worry about... It’s the process, the comprehension of things and that’s all that was being stressed at these inservices time and again... And don’t have them sitting down with pencil and paper and that’s basically what we’ve been told... Inventive spelling, for example, to not mark the spelling and correct the spelling and I just couldn’t agree. I just felt that I couldn’t agree with that.

The six conceptual categories of classroom assessment and reporting, class characteristics, curriculum coverage, meeting individual needs, classroom programming, and teacher role describe facets of practice that are not altogether new. That is, the categories and their contents suggest concerns for both “the knower” and “the known” in
much the same ways as we have seen in earlier chapters. What is important to note here, however, is the language of dilemmas in which the practical reflections are couched. While it would be incorrect to infer that the teachers are intellectually aware of the specific nature of the folk pedagogical paradox, it is clear that the dynamic that presents itself through the dualistic set of concerns does, at times, cultivate a dissonance condition. This observation, I have argued, is a worthwhile one because even a rudimentary and unarticulated awareness of the potentially contradictory relationship (in folk terms) between knower and known approximates a first step towards redressing the said paradox. In the next and final chapter, I conclude by sketching out a conception of what such an alternative might be and draw on the evidence presented herein in proposing a route towards effecting the necessary conceptual change.
CHAPTER SEVEN

CONCLUSION

Limitations of the Study

Before proceeding with the intended outlining of a new folk pedagogy, it is necessary to acknowledge the limitations of the work described here. Certainly, the larger project within which the present study was inscribed put forward some contextual parameters. The selection of participants, as I explained earlier, was made through administrator identification of teachers in their boards who were actively engaged in efforts to understand and interpret The Common Curriculum. Such a participant selection requirement was not a necessity for the argument presented here, but it nevertheless puts forward a criterion on which these teachers can be seen to be subset of the broader profession. In addition, the interview schedules included questions designed to yield data beyond that required for this study and as such, may have contributed to the shape and direction of the interviews.

As I have acknowledged before, the taxonomy of strands of practice outlined in Chapters Three and Four suggests a “first-look” at aspects of pedagogy argued to be imbued with statements of competence. The analytical task supporting this macro-level focus meant that relevant statements were removed from the overall context of the interview within which they were situated. While this practice is supported by the explanatory and
descriptive focus of this study, I cannot and do not attempt to make inferences about individual teacher intentions or beliefs. To do so, however, would require more than simply a contextual situating of the pedagogical strands because of the complexities (see Chapter One) around teasing apart the belief/practice relationship.

Finally, as explained in Chapter Two, the category assignment decisions made in constructing the taxonomy of practice put forward in Chapters Three and Four are my own. However, the reader who wishes to consider alternative classifications is permitted to do so as a result of the provision of thick data descriptions. (Miles & Huberman, 1994).

With these limitations in mind, I proceed to conclude by sketching out the beginnings of a unifying folk pedagogy and suggesting directions for future research.

**The Child and the Curriculum**

A close inspection of the title of Dewey’s (1902/1966) seminal work, *The Child and the Curriculum*, reveals an attempt to link the two defining ingredients of schooling in way that, as we have seen, has eluded much of educational and psychological theory for the better part of the last century (Olson & Katz, 2001). In particular, the semantic use of the conjunction “and” is designed to reflect his belief that the child and the curriculum be considered as defining opposite points of a single continuum. The educators task, then, is
to orient the natural abilities and interests of the child in the direction of the formal or symbolic curriculum.

Despite Dewey’s unification efforts, much of the twentieth century saw an increasingly polarized educational community that maintained the dualism (Prawat, 1998) between child and curriculum or what I have called knower and known. Classical education theory, as noted in the first chapter, accepted the contents of the formal curriculum as knowledge and attempted to teach subjects to children. Educational reformers took the other pole, holding true to the stance of child advocate and insisting on the supremacy of subjective experience as the basis of all knowledge. Indeed, in light of the wide-arc pendulum swings which have vacillated between the polar opposites since the 1930s, a modern reworking of Dewey’s title might well be *The Child versus the Curriculum*.

Choosing between the child and the curriculum, as much of educational theory seems to have done (Olson & Katz, 2001; Shuell, 1996), is simply not a viable proposition where the practical landscape of education is concerned. If, as is the case in a knower-centred folk pedagogy, learners form their own beliefs and take responsibility for their own learning, how are these beliefs to be situated within the epistemological canons of the larger society? The denial of objective or explicit standards for judging individual beliefs raises, as we have seen, serious objections from policy and accountability viewpoints. Alternatively, a preoccupation with externally imposed criteria given in the name of objectivity, as in a known-centred folk pedagogy, denies that it is, ultimately, the individual who learns. The study reported here has shown that teachers, poised halfway
between child and curriculum, necessarily appeal to both the generality of the known and the peculiarity of the knower. In Chapter Three, we reviewed strands of practice that could be taken to suggest canonical primacy. In Chapter Four, we saw facets of pedagogical practice that held the potential to reflect a vision of the student as responsible for their own learning.

Why, though, the need for consistency? Why the need for a bridging framework of a new folk pedagogy, one predicated on a psychology and an epistemology that respects and unites both the subjective properties of the child and the objective properties of the curriculum in a commensurate relationship? Perhaps because although the teachers in the study seemed content to straddle the fence separating the subjective and collective dimensions of the known, when pressed, as they were in Chapter Five, to consider the feasibility of having all students in a class attain a common expectation or outcome, they were resoundingly pessimistic in their responses. And, though the teachers were not necessarily aware of the specific nature of the said paradox, an inferential understanding of the dilemmas of practice reviewed in the preceding chapter point towards a less than acceptable status-quo. To better understand these empirical findings, we return to Fullan’s (personal communication, 1999) question, “Does it work in theory?” As I spent most of Chapter One arguing, the folk pedagogies which follow from the constraints given by both “the knower” and “the known” are theoretically, at least in popular terms, incommensurable. Yet, consistency matters because pedagogical practices are never inert. All pedagogical practices communicate a way to thinking about the self to the learner.
They are the vehicles through which conceptions of competence are both defined and applied. How, then, are we to proceed?

*From Newton's beliefs to Newton's theory*

Few would deny that Newton's theory has managed to outlive Newton. Yet, if there had never been a Newton with his personal subjective experiences there could be no Newton’s theory. The distinction here, as Smith (1990) has noted, is between knowledge as independent of particular knowers and knowledge as arising in the subjective activities of particular subjects. Recognizing and relating the subjective and collective dimensions of what is “known” requires that notions of “the truth” be substituted with “that which is taken to be true”, hence an acknowledgment of the human origin of “objective” knowledge. Berger and Luckmann (1967) highlight the dialectic relation that exists between “objective facticity” and “subjective meanings” where the former, which come to be seen as natural and unquestionable, are in fact conventions that originate as the latter and come to be solidified by various means. In much the same way, Latour and Woolgar (1986) trace the long and complicated journey for private conjecture to canonical truth, from statements such as “I wonder if...” to conclusions such as “the properties were shown to be...” The final report, as Smith (1990) points out, removes all traces of subjectivity - the private beliefs of individuals - and becomes a statement taken as fact.
A Road-Map to World Three

Though not indicative of that which is "folk" or popular, I propose that the route to reconciling the rift between knower and known can be found in cultivating the development of the highest stages of the various reflective judgment models (Baxter Magolda, 1992; Belenky et al., 1986; King & Kitchener, 1994; Kuhn, 1999; Perry, 1970; Schommer, 1994). The epistemic stance which I am suggesting is necessary is the one exhibited by the inhabitants of Popper’s (1972) World Three, the world of justified or “objective” knowledge. What constitutes “objectivity” is not that which conforms to some sort of version of a free-standing reality, but that which has stood the test of time and been tested against the best available evidence. The distinction, as noted earlier, is between “the truth” and “that which is taken to be true.” Belenky et al.’s (1986) “constructed knowers” acquire knowledge by integrating what is known intuitively with what is “generally known.” Evidence for belief comes in the form of reasons. “Evaluative” theorists (Kuhn, 1999) or “postskeptical rationalists” (Chandler et al., 1990) “… appear to have abandoned the empty quest for absolute knowledge in favor of what amounts to a search for arguably good reasons for choosing one belief or course of action over another” (Chandler et al., 1990, p. 380). Provisional standards of judgment can thus be defended without relying upon access to some unmitigated truth.

The pedagogy reflective of a World Three epistemic stance is one that would encourage students to recognize the subjective origins of objective knowledge, a task that might best be accomplished by structuring opportunities for them to reason within the confines of a discipline’s ill-structured problems (King & Kitchener, 1994). Such a practice
encourages the consideration of multiple viewpoints, though this in itself is not enough. Students must be encouraged to make judgments (interpretations) and with judgments come reasons for those judgments, reasons that are not all equally valid. Through a consideration of why some reasons are more valid than others, students come to understand the institutional processes by which some beliefs become knowledge; that is, the conditions under which something is “taken to be true”. Such processes might, for example, involve the production of public artifacts which are subjected to the rituals of publication, replication, adoption, citation, and the like (Olson & Katz, 2001). Once this is achieved, students are possessed of new lenses through which to consider old truths.

Teachers, by virtue of the special space they occupy as mediators between the child and the curriculum, are poised to play the important role of “information manager” (Olson & Bruner, 1996). They do this by helping learners form and revise their beliefs on the basis of the evidence accumulated in the cultural store, evidence that, at one time, shared a similar subjective origin. Such evidence is preserved, organized, and displayed in the pages of the formal curriculum, usually in the form of stated expectations or outcomes. Such goals are not problematic in and of themselves. Rather, the problem, as we have seen, is in the pedagogical implications that follow from such statements as, “By the end of Grade 6 students will know…” It is the conception of what it means to know and how this is achieved that requires a redefinition of the sort I am suggesting here.

Reconciling the rift between knower and known such that the former can be seen to stand in relation to the latter requires not only a pedagogical reworking, but a psychological
reworking too. Recall, from Chapter Five, the two psychological conceptions of diversity and individuality that were spelled out - the psychology of *happenings* and the psychology of *doings* (Olson, 1999). The empirical evidence reviewed in that chapter pointed to a conception of individuality supported by a trait psychology, a set of causal mechanisms that explained behaviour in terms of what happened. As we saw, the effect of this practice, which is arguably predicated on the political and social requirements of the larger systems within which teachers find themselves inscribed, holds the potential to result in the preservation of the gap between knower and known. Instead, a preferable psychological alternative is to be found in the psychology of *doings*, in an explanation of behaviour proffered in terms of what learners are trying to do. The suggested shift is from institutionally assigned traits to individually inferred intentions. In seeing children as intentional agents, as acting in accordance with their beliefs, desires, and hopes, there is a shift in the focus of individuality from causes to reasons. And reasons, as I have argued above, are the substance of a potentially unifying pedagogy. This course of action will no doubt prove challenging. We have seen the difficulty teachers experience in having to think about individuals rather than classes, and it is for precisely this reason that individualistic talk about beliefs, or even misunderstandings, was so rarely detected in the study.

**Preservice Teacher Education - A Venue for Change**

Preservice teacher education seems like a natural place within which to begin the epistemological and pedagogical redefinition process necessary for ascendance into
World Three. The preservice context, by definition, is imbued with a special character in that candidates simultaneously wear the institutionally sanctioned hats of both teacher and student. In my own Educational Psychology classes, I am frequently confronted with the duality between subject and object (knower and known) as the candidates either press for "right" answers from myself or the text, or offer experientially derived opinions and anecdotes. Thus, the environment is ripe for scaffolding opportunities which allow students to make the same epistemological and pedagogical connections as will be necessary when they attempt to operationalize the "and" that unites the curriculum and the child in their roles as classroom teachers.

Nona Lyons (1990) proceeds by teaching the various epistemological descriptions to her teachers in training, asking them to critique teaching episodes, texts, and curriculum projects in epistemological terms in much the same way as I did in Chapter One with The Common Curriculum and in subsequent chapters with empirical accounts of practice. Such an activity opens the window to what she calls "dilemmas of knowing" as the future teachers begin to realize that pedagogical choices are mediated by (nested in) implicit epistemological assumptions. The kinds of "dilemmas" that Lyons refers to were illustrated empirically by the six categories of "Paradox Awareness" given in the preceding chapter. Classroom assessment and reporting, class characteristics, curriculum coverage, meeting individual needs, classroom programming, and teacher role are all concerns with which practicing teachers find themselves becoming familiar. They supply authentic contexts within which teachers can be assisted in making folk assumptions explicit and, thereafter, be confronted with the contradictory character of their beliefs.
The epistemological and pedagogical definitions of World Three were explicated earlier and do not bear repeating here. Suffice it to say that the hope is for intentional pedagogical control to become a possibility as teachers set up classrooms in which they assume roles of "information managers" as their students construct knowledge. Only then, I believe, will we be able to transcend the dualism and reconnect the child and the curriculum.

**Suggestions for Future Research**

Certainly, the route to reconciliation suggested here awaits elaboration and empirical support. This would entail not only a study of the feasibility of its content as situated in the authentic contexts of actual practice, but also an inquiry into the suggested preservice mechanism for supporting its development. Such an undertaking would first require a focused investigation into extant teacher belief systems that might be taken to compete with the proposed alternative. Individual differences could be studied with an eye towards mapping the relations between the various folk pedagogies and contextual factors. Subject areas, for instance, might constitute on such variable on which alternative folk pedagogies might be differentiated. Perhaps a canonical focus along with a supporting pedagogy is more evident in the hard as opposed to the soft sciences? Preliminary research reported by Strauss (2001), however, suggests that extant folk pedagogical models transcend disciplinary boundaries, though this line of inquiry is in its infancy.
In addition to a teacher-focused research program such as the aforementioned, one might wish to examine the students' receipt of the competence messages that I have argued to be implicit in the pedagogies to which they are exposed. Possibly even more interesting would be an intersubjective examination of both the teacher's and the student's assumptions about knowledge and the mind within the bounded context of a pedagogical encounter. Olson (personal communication, 2001) suggests that a determinant of pedagogical efficacy might involve a negotiation of joint intention between teacher and student. This would, of course, need to take place around a curricular goal but perhaps it is in this - in a "meeting of minds" so to speak - that one might find the dynamic necessary to support the more advanced folk pedagogy spelled out in this chapter.
REFERENCES


APPENDIX A

RELEASE FORM

I, ____________________________________________ have read the letter of invitation to participate and understand the objectives and methods outlined in the proposed research. I agree to participate under the study's terms of reference and I am satisfied with the confidentiality safeguards and protections of individual privacy.

I understand that all data collected by means of semi-structured interviews are intended to be used strictly for analytical, research, and educational purposes. I give my permission for release of these data in the public domain, within the confidentiality guidelines outlined, including the use of these data in written reports, graduate teaching, and educational conference contexts. I realize that my name will not appear in these reports, unless I give explicit written permission and have read the report.

I understand that I am free to withdraw from the project at any time, if so desired, at which point all interview data will be destroyed.

Name (Please Print) ____________________________________________

Consent Granted (Signed) ________________________________________
Preamble to Teacher Interview

Thank you for agreeing to be interviewed. We are going to tape your comments but you can ask us to stop the tape if there is something that you don’t want recorded. As we mentioned in the letter, your responses will be confidential and you will not be identified in any reports unless you give us written permission.

We hope that this interview will give you a chance to reflect on what has happened for you in teaching over the last couple of years. We want to gather some information about how you feel and what you think about The Common Curriculum reforms now that you’ve had some time to work with them. When I say The Common Curriculum, I mean the Ministry Policy and Outcomes, the Ministry Standards and anything your board has produced or provided. This is not an evaluation of you or your teaching or your implementation of The Common Curriculum. There are no right or wrong answers. We want to know both about what you are and what you aren’t doing and why. Your responses will be analyzed along with the other teachers’ in the study to try to understand how teachers are experiencing the changes and responding to them. We’ll consider all that we have from the group of teachers that we’re interviewing to prepare a report and will send you a summary when it’s done, probably next year. We have left the interview format as unstructured and open as possible so that we can explore the issues from your perspective. I will ask you to describe a unit that you’ve done in some detail. Since I don’t have a lot of time with you, I may interrupt and redirect you along the way.

I’m going to start with some questions about your assignment and your class this year. (Note – move through this section fairly quickly as a warm-up).

Class Demographics

1. What grade level and subjects are you teaching? (probe – rotary program, split-grade or straight).

2. How many students in your class(es)? (range in rotary).

3. What is the gender split in your class(es)?

4. What is the racial, ethnocultural, linguistic makeup of your class(es)?
5. How would you describe your students in terms of range of academic abilities?

6. Are any of your students receiving additional support? (probe – ESL, Special Ed.)

7. How is your classroom physically organized? (probe – rows, centres, eclectic). Why?

**Specific Curriculum Unit**

Pick a unit you have done that you think worked well and is a good example of you as a teacher. Describe the unit in detail. Tell me about what you as a teacher did in this unit. (probe – what instructional strategies did you use? What resources did you use?)

8. What aspects of The Common Curriculum do you think this unit addresses?

9. What outcomes did it address?

10. What about curriculum integration?

11. Overall, how consistent do you think this unit is with The Common Curriculum?

12. What was not consistent with The Common Curriculum?

13. What did you look for as evidence to decide how well your students had met the outcomes? (probe - How do you know what the students have learned? How did you know as a teacher what you were doing was working?)

14. How did you assess the learning in this unit? (probe – What assessment approach(es) did you use? Why did you use these? How did you know they were successful?)

15. How consistent was this assessment with The Common Curriculum?

16. Is there anything that you did that wasn’t prescribed by The Common Curriculum?


18. How did your students do in relation to the outcomes covered in the unit?

19. What percentage achieved the outcomes?

20. How did you communicate or report progress to the students in this unit? To the parents?
21. How did you handle time issues in this unit? (probe – What about timetable, prep time, homework e.g. work done outside of school?)

22. Are there key activities other than the clock that determined how you implemented this unit?

23. There are occasions when time seems to fly by or drag on. Describe when this happened during this unit?

24. How did you ensure students had time to achieve the outcomes? (e.g., enrichment, remediation).

25. Why do you think this unit gives us a good sense of you as a teacher? (probe – What in it are you proud of? What was particularly effective? Why?)

26. Looking back at the unit, is there anything you would have done differently? (i.e. in terms of instruction; in terms of assessment; in relation to The Common Curriculum?)

The Bigger Picture of The Common Curriculum

Now that we’ve talked about a specific unit, I want to ask a few questions about the bigger picture of The Common Curriculum.


28. Is any of this different from what you were doing 2 years ago? (probe – in assessment, in teaching, in the school, outside the school, in relation to the job in general?)

29. To what degree are The Common Curriculum reforms compatible with your own attitudes/beliefs about the teaching/learning/assessment process?

30. To what degree are The Common Curriculum reforms incompatible with your own attitudes/beliefs about the teaching/learning/assessment process?

31. How do you think this affects you in terms of implementing The Common Curriculum reforms?

32. Are your attitudes or beliefs significantly different from other teachers/administration/parents/board?
33. Do these influence or impact your own attitudes and beliefs in any way?

34. How much control do you feel you have over the implementation of The Common Curriculum?

35. How dependent are you on others for implementing reform initiatives?

36. How do you make The Common Curriculum reforms fit with the many other reforms that are occurring at the same time? (e.g. safe schools, equity) (probe – How do you decide what gets implemented and what does not within your classroom?)

Description of a Teacher’s Day

In this section I’m interested in your relationship between home and school. I’d like to ask you to describe a day in your life for me so that I can get a feel for what a day in the life of a teacher includes.

37. Even though it may not be a typical day, describe your last teaching day for me. Feel free to editorialize; tell mw how you felt about the day and about individual events or activities within it; what was on your mind; what worked and what didn’t work; how you handled situations that arose. Pretend I’m a diary and you’re trying to capture your day in words and ideas and feelings. So, just start with getting up in the morning and walk me through the day, step by step. (probe – including out of school, full day, no gaps. What happened in the classes? How did you feel?)

This School and your Place in it

The next few questions are about your school and your place in it.

38. Describe your role in your school. (e.g. in terms of leadership, decision-making, assignments).

39. Has your role changed over the last 2 years?

40. What kind of place is your school?

41. How are you controlled/limited in what you do in terms of time demands imposed by the school or other people?

42. Describe your relationship with students/colleagues/administration/parents.

43. Can you talk openly with your administration?
44. Do teachers work in isolation or do they pull together?

45. How do students interact with each other in the school?

**Reflections**

46. Looking back over the past 2 years, what obstacles have you experienced during implementation of *The Common Curriculum* in terms of instruction? In terms of assessment? (e.g. material, organizational, political and human barriers in your work.)

47. How have your tried to overcome these obstacles?

48. How did you feel about these obstacles? (positive/negative feelings?)

49. Again, in retrospect, what has been a support for you or facilitated what you had wanted to do? (probe – Where did you get your knowledge for assessment strategies? Outcomes?)

50. Who has provided leadership?

51. What about staff development? (probe – any teacher collaboration?)

52. What support would you have liked that you didn’t get?

53. Have you found any particular personal coping strategies to be effective in dealing with these changes?

54. How would you describe yourself as a learner?

55. What keeps you learning?

56. Reflecting on the past 2 years, how have issues related to time influenced your work? (probe – time for preparation; professional development; time for reflection, inquiry)

57. What do you think your principal believes are key ways time influences your work?

58. Have there been any changes in your personal circumstances that have influenced your work during the last few years?

59. How do you balance time between work and your personal life?
60. Describe the relationship of your work to your life interests and commitments (e.g. interest in children, commitment to life-long learning, commitment to family, interests in the arts, music, sports).

61. What positive/negative feelings do you have about all the changes you experienced in the last 2 years in your work?

62. What positive/negative feelings do you have about all the changes you experienced in the last 2 years in your personal life?

63. Is there anything you'd like to add about your experience with The Common Curriculum reforms that hasn't been discussed? (e.g. concerns about The Common Curriculum, recommendations, etc.)
APPENDIX C

PHASE II INTERVIEW SCHEDULE

Introduction and a bit of informal chatter perhaps about the trip to school… Try to reveal something of yourself to set a tone for the interview.

Preamble

Since your last interview there have been many changes in education and our project team is interested in understanding how these changes are playing out for teachers in schools. In our earlier interview we were particularly interested in The Common Curriculum, but we are now refocusing our work away from the curriculum and trying to understand what all this change has meant to you. As before, this study is in no way an evaluation. But unlike last time when we had a large number of specific questions for you, this time most of the questions are fairly open. I’m going to ask you about your last teaching day, your greatest challenge, a significant high-point, and the changes you feel have affected you most. Before you answer my questions, take the time you need to collect your thoughts, and remember that what you tell me will remain confidential. We can stop the tape at any time, or delete a comment you have made. Remember that you will not be identified and that you are free to withdraw from the project at any time before we complete our report.

Do you have any questions before we begin?

How long will we have for this interview?

Set up a timeline for the five blocks of the interview based on 1 hour

<table>
<thead>
<tr>
<th>Last Teaching Day</th>
<th></th>
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<tbody>
<tr>
<td>Overview</td>
<td>10 min</td>
</tr>
<tr>
<td>Instructional block</td>
<td>8 min</td>
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</tbody>
</table>

<table>
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<tr>
<th>Challenge</th>
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<tbody>
<tr>
<td>General</td>
<td>8 min</td>
</tr>
<tr>
<td>Assessment</td>
<td>8 min</td>
</tr>
</tbody>
</table>

<p>| High Point              | 8 min |
| Changes                 | 8 min |
| Personal                | 10 min|</p>
<table>
<thead>
<tr>
<th>Questions</th>
<th>Probes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perhaps we could begin by looking at your last teaching day. Walk me through it from the moment you awoke.</td>
<td>What did you do? What did the students do? What were you trying to accomplish? Why/Feelings interpretations of competence, success and failure, evidence of learning</td>
</tr>
<tr>
<td>Probe at least 1 instructional lesson block after hearing the entire day.</td>
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<tr>
<td>Probe any critical areas in the personal moment also.</td>
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<tr>
<td>2. a What's been one of the greatest challenges you've faced in the last year or so in your professional life?</td>
<td>Tell me more about it. What did you do? Can you give me an example? (We'll be coming back to personal life) Why/Feelings obstacles and supports power, sense of control</td>
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<td>Take it through to resolution/end state if possible.</td>
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<tr>
<td>2. b Tell me about another challenge, this time regarding your own practice of assessment.</td>
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<tr>
<td>3. Think again about the last year or so and describe for me a high point for you as a teacher.</td>
<td>What impact has this had on you? Tell me more about it. Can you be more specific? Why/Feelings</td>
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<tr>
<td>4. a We've talked a lot about your work, now I'd like to focus on the broader context. What's different, what's changed that has had a significant effect on you? Think here about any of the four levels - your school, your community, your district, or the broader educational sphere.</td>
<td>What impact has this had on you as a teacher? Tell me more about it. What did you do? Can you give me an example? Who are “they”? Why/Feelings obstacles and supports</td>
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<td>4. b Is there another important change for you?</td>
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<td>Reference back to question one… observing connections between personal and professional life.</td>
<td>In what ways have experiences at school affected your health and personal life? In what ways have your health and aspects of your personal life affected you as a teacher? -balance? -time? -hindrances and supports? -power, sense of control</td>
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<tr>
<td>5. Now I'd just like to hear a bit about you personally. How has this past year played out for you in the rest of your life? How do your personal life and professional life connect or interact?</td>
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| 6. Have you thought of a metaphor to represent your experience in the last year? | Is there anything else you would like to add?  
Thank you for taking the time to talk to me today. |
APPENDIX D

PHASE III INTERVIEW SCHEDULE

Thank you for agreeing to be interviewed again. Like last time, we are going to tape your comments but you can ask us to stop the tape if there is something that you don't want recorded. As we mentioned in the letter, your responses will be confidential and you will not be identified in any reports unless you give written permission.

This year really is the final year of the project. Because this is our last visit, we want to approach it in a different way from other years. We're interested in three big areas. First, we're going to ask you to stand back from your day to day work and reflect on the bigger picture of education over the past decade. Next, we'll move inside your classroom to find out about the adaptations/accommodations/modifications you make for particular students. Finally, we'll ask you some questions around the idea of classroom assessment. For starters, though, I want to take some time for you to reflect on education generally over the past few years and on how you've been affected. We have allotted time for each segment so I may interrupt and redirect you along the way.

[15 mins]

1. [show graphic] Have a look at this graphic of milestones in Ontario education in the 1990s. We've put some provincial milestones along the right of the time line. We know that this only captures part of what has gone on for you. Have there been any major school or district milestones that have affected your work life and stand out in your mind? [interviewer adds] What about personal milestones that have affected your work life and stand out in your mind? [interviewer adds]

2. OK, take a look at the graphic again. Pick a point on the line, prior to now, that was particularly significant for you in your work. Tell me about it. What was happening then in all parts of your life? Just tell a story. What impact did it have?

3. I want you to locate yourself anywhere else on the line prior to the present that was significant for you. Tell me about that one.

[8 mins]

3.1 What are grade level(s) are you teaching this year? What subjects?

I mentioned earlier that we’re interested in the areas of adaptations/accommodations/modifications and classroom assessment. These are features of practice that we’re working to understand and I’d like to ask you some specific questions about them.
First, I'd like you to think of a past lesson or teaching episode in which you made an adaptation/accommodation/modification for a particular student, preferably one who is not iPCR'd. [OK, if that's all they can think of], that was for learning not behavioral reasons. Also, please be sure to pick a lesson/teaching episode that included some sort of assessment. As you can see [point to graphic], I'm going to ask you some specific questions about the teaching/learning and the assessment/evaluation in that lesson for both the class and the individual child. [pause]

4. What were the goals of the lesson for the class?

5. Where did these goals come from?

6. What did the students actually do in order to try and achieve or reach these goals?

7. What was your role? (probe - instruction)

8. How did it go?/How did you feel about it?

[7 mins]

9. How did you assess the students?

10. I'm interested in the thinking you did about the assessment you wanted to use for this lesson before you actually did it. Try to remember what sorts of things you thought about as you were planning your assessment for this lesson (probe - Why did you choose to use the assessment you used? Were there any other options)

11. Were you comfortable with how the assessment went?

12. Did you anticipate any problems or concerns? Did they happen?

[15 mins]

13. How did you provide feedback to the class about their performance? How did they do?

[point to individual column of 2nd graphic] OK, let's move on to the student you adapted/accommodated/modified for.

14. Tell me about the student. Why did you adapt/accommodate/modify for this student?

15. What were the goals for him/her in this lesson?

16. Where did the goals come from?

Special-ed teachers would be asked analogous questions about a student who is integrated.
17. What did he/she actually do in order to try and reach/achieve these goals?

18. What was your role? (probe - instruction)

19. How did it go?/How did you feel about it?

20. How was assessment handled for him/her?

21. How did you provide feedback to this student about his/her performance? How did he/she do?

22. As you know, the Ontario curriculum sets the same goals or expectations for all children in a grade and class. How do you deal with this in your class? (probe: instruction; assessment; reporting; feasibility)

[15 mins]

Now, I'd like to ask you a few questions about assessment generally.

23. What would be a metaphor or image to represent your experience with assessment?

24. Talk to me about the purpose of assessment in your classroom. (probe: what's your role? Has this changed over the years?)

25. What do you still need to know or want to learn about assessment?

26. How do you go about learning this? (probe: Do you learn about assessment on your own initiative? Explain.)

27. Does the time you actually devote to assessing your students differ from other components of your program? (this might include preparation time and learning about the assessment)

28. In closing, take another look at the graphic. [show timeline] Move to the place on the line for 1998-1999. What's happening for you in your work right now?

29. How do you feel about the things you mentioned earlier [ref questions 2 and 3] now?

30. Last question. Reflect generally on the past decade in education.
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<th>Personal</th>
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|          |                 | 1999 | Standards of Practice  
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|          |                 | 1998 | “85” factor  
Ontario Report Card 1-8  
Provincial Funding Formula  
1250 minutes |
|          |                 | 1997 | Elementary Curriculum  
PanCanadian Science Learning  
Outcomes 1-12 Secondary School Reform  
Teacher Protest (Provincial)  
Bill 160 Ontario Curriculum 1-8  
Amalgamation of School Boards  
Act  
CMEC SAIP Science Math School Achievement Indicators (96) |
|          |                 | 1996 | EQAO grade 3 and 6 tests |
|          |                 | 1995 | Provincial Standards (Language and Math)  
Conservative Government Elected  
EQAO created  
OCT created |
|          |                 | 1994 | Report of the Royal Commission on Learning |
|          |                 | 1993 | National Standards, Science and Math  
Rae Days |
|          |                 | 1992 | GrassRoots (OSSTF Published) |
|          |                 | 1991 | OAIP items grade 9 English Common Curriculum 1-9 (Purple) |
|          |                 | 1990 | NDP Government Elected |
|          |                 | 1989 | OSIS (revised)  
Liberal Government Throne |
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APPENDIX E

"THE KNOWN"

LEARNING

Expectation/outcome origin

I guess [what I teach] depends on the outcomes - what do kids need to know? Bottom line, you know? My job is to teach them what they need to know - skills, concepts, attitudes, whatever it is - that's how I decide. The way I do it could be different from year to year, but what does the Ministry or the Board expect these kids to know at the end of Grade 8? To some extent what do parents expect? I think that's how I decide. [1]

Like, with the Math program, we sat down and we sort of did a long range [planning] thing, and then we got into specific units like decimals and fractions and so on, and pulled the outcomes from the [name of region] Learning Outcomes. [3]

I've just gone through the Grade 7 program and I can look at it, and look at the outcomes which are created by the Board, in fact, for Family Studies, and look at some changes that I would make to tie it more directly to outcomes. [4]

We don't have [Ministry-derived] expectations yet in the Family Studies area and whether we ever will or not, I don't know. [4]

So each semester, all staff members are required to send home to parents a letter, a cover letter, stating what the language outcomes will be for each of the areas: Language, the Arts, Self & Society, Math/Science/Technology, and that's of course how its laid out as per the common curriculum. So, this then becomes, in effect, our assessment tool. I mean these are the things we are assessing in first term. So when they receive their first term report card, we are making comments to this effect you know, how proficient they are in these areas; Language and Music and so on. [5]

We looked at units of study that fit with, obviously the curriculum. [5]

I'm starting right now into what I call a Voyages unit. We start out when we plan, we plan around the 9 essential knowledges [given in the curriculum] and we develop questions that we would expect the children to answer based on that knowledge. So now I'm doing Voyages. So one question might be "what are the characteristics of an explorer?" [6]

The units I use have the outcomes for each lesson attached to them. The standards in Math and Language drive our assessments and we use the outcomes as the basis for
reporting on the report card. When we plan as a team the outcomes and standards are used directly in our planning. [6]

Especially in [name of board where teacher previously taught], everything's laid out. You know, like back in the Sixties, when we taught kids how to read it [that] you shall be at this page, at this time of the year, and if you're not, the child does not go on to the next grade. And that's how specific it was. So I was used to this very rigid kind of curriculum and coming here I couldn't believe how open it was. But still there were curriculum packages established by the Board and by teachers on the staff because this school had very, very strong teachers. So it was all there for you, no problem. [6]

I think I'm addressing every part of The Common Curriculum inside this unit. I mean, we're addressing Language, we're addressing the History, the Science, the Math; the expectation level that's expected inside the Common Curriculum. [8]

We talked over a strategy on how to . . . maybe detention room or giving detention and when do we get the office involved and maybe it didn't have anything to do with the curriculum as such, but it helped with our delivery of the curriculum in the end. [8]

I find that the Common Curriculum can be addressed if you went back to the rotary situation. [9]

We've focused on outcomes that are based . . . from the [name] Board, which are understudies of and aligned with the Common Curriculum. [11]

I mean to a large extent, the Science curriculum, I think, is fairly good. Um, that some of the, the benchmarks that the Ministry has produced are good for teachers because at least they give them a target, for teachers, and a target for kids to work towards. [11]

Initially through a lot of the testing, many of them were not [meeting the outcomes], but because again I would pencil them in and give them second chances or third chances and work with them and improve, and help them to improve, most are definitely meeting the outcomes that I've set for them to be working towards. There's been an awful lot of backtracking and a lot of work to get them there, so a lot of review, and a lot of kids staying in to get help. [12]

I just wish it could be maybe, be a little more specific at times, back to the olden days when they said by the end of Grade 3, you should know how to . . . multiply by . . . up to. I mean we do have our guides and whatever, but it doesn't seem to be stressed enough. [12]

High Canadian content follows the previous documents that came out about topics that should be covered in Grade 7 and 8. [13]

It [unit] wasn't a carte blanche, "do whatever you want," that [curriculum] is still in place. [13]
There are still certain aspects in Math you must obey, and in Language you must obey certain conventions, and it's the same in every discipline. If they're not there, then you're really selling the kids short. It can be fun and games, and very exciting, but there are certain things that we are still accountable for. [13]

We have a set of outcomes and indicators we have to meet. And if we're not doing that, and addressing that, because our report card is outcome based, with indicators - things we're supposed to be accomplishing. We have documents in the board that say, “this is what thou shalt do,” and so you use that as a basis. [13]

Well, basically, I'm working on the outcomes that we have in [name of board], which are based on the Common Curriculum. So, everything I do, if I'm accountable, and I am accountable, has to go back to those outcomes. [13]

And our board's expectations are that you will meet the [name of board] outcomes, because this is what they've all agreed to. And so as a [name of Board] employee, I follow that. Okay? [13]

The standards, I use the word expectations, but it should be standards, set. Okay, when the Ministry comes out, if they ever do, with standards in every area, that will be a help if it's realistic. [13]

I help our Board, which is working with a committee on the outcomes for Art, outcomes for History and Geography. [13]

There's no choice. The Ministry has said, “thou shalt.” And so, you're expected to. [13]

I don’t know what they’re [Ministry] looking at as expectations now? [13]

I’ll do what I know works well with kids and what they should have, according to the government expectations. [13]

Now with the new expectations, I'm not too sure we know any longer why, other than we're saying you shall do this. [13]

I give each child a large draft board with all of the outcomes on it right across the Curriculum and I give one to the parents also. And as we go through a unit, I will put the outcomes on top. [14]

As a Staff, we went through the outcomes that we wanted to cover at each grade level. And so they were put on the report card and then a mark range. So, the outcomes direct from the descriptions books, yes . . . and a mark range for each . . . a range for each, let's see, for Math, English, French, Science, and integrated studies. [14]
We took the outcomes, we used the Board reporting comments, for example, and there's one that's repeated in about 3 different disciplines — "displays, organizes and interprets data." That one, it appears in Math, it appears in . . . Actually you can use it in almost any subject area. And it's reported as meeting the outcome . . . exceeding the outcome, meeting the outcome, consistently meeting the outcome, inconsistently meeting the outcome, or not, not reporting. [14]

What I'm trying to do is integrate across the curriculum so that it lines up with the new curriculum from the guide so that a teacher can come up with some assessment tools and evaluation for all 5 strands in each term. [14]

They've [Board] taken the main outcomes in English and broken it down now to 22 reporting segments. I don't know if that's happening at the other Board levels or not but that's what we have to work with now. [16]

And I think when we, when expectations and the Government thrust came out, I think the accountability bit, we retreated back a lot too, especially the English. [Name of teaching partner] was very involved in the English, so coming back to being accountable for our assessment of the kids. So a lot of basic things like testing them in reading and spelling and that kind of stuff. So [teaching partner] took on that role and what it meant in one sense is that we weren't doing the sort of, as much integrated stuff as we'd normally done, because normally in English we'd integrate into all sorts of things. So [teaching partner] retreated to, in one sense retreated to trying to give the kids a better sense of where they stood with respect to benchmarks. [16]

For many of the subjects I teach there aren’t, they’re [curriculum expectations] not out there yet, so we’re trying to blend together outcomes with what we think the expectations will be. [16]

Part of the problem is that because we haven’t had a lot of the expectations for other subjects we’re sort of, I’m sort of stuck in the rut of well I can’t call these expectations or outcomes but . . . [16]

We wrote the activities and then went to the Common Curriculum rather then the other way around because of the constraints of the framework we were put in in [name of board]. Because you should have no more than 5 outcomes at the MS2 level and maybe 1 literacy or you should have 1 in literacy and 1 in Self and Society. So there should be no more than 7 outcomes and maybe some central or some of the 10 essential outcomes and so we approached it that way. I have a lot of activities partially done and then we tried to integrate Computers and then we verified the stuff we were trying to do, met the Common Curriculum and the outcomes or would give us measures or indicators of the Common Curriculum outcomes that would have been met through doing this unit the way we proposed. [17]

We tried as much as possible. We tried to integrate and I think that was not a function of what we wanted to do but a function of what we were being asked to do. We got off
track and went on a tangent. We really brought heavy duty Social Studies and a look at transportation and how that changed the way people interacted. It became a very heavy Self and Society issue but the team met and the Board office asked us to not take that. They wanted us to stick with the Math, Science and Technology. [17]

In other words, the Ministry sets the standards and sets the requirements. I think those parents who don't like me setting minimum standards are also the parents who have major blinders on anyway to see their son or daughter as heading to one very tiny area. "Oh, my daughter is an incredibly talented actress. She doesn't have time to do all the other stuff that's out there." So and I say but I'm sorry but I'm expected by the Ministry to try to help your child learn this stuff or teach this to your child. And most parents would rather see marks then statements anyway. [17]

Others will make the decisions for me, as they always have. As they always have, people will bring down the laws from Mount wherever and on 2, you know, stone tablets, and we will follow them. We do not make a difference in this. Who invented the Common Curriculum? Tell me that. Come on. Did we have a referendum, and I missed it? [18]

We do have examinations, and most of them pass it, you know, at a modified level, and put down the points I want them to learn. This is feedback to me to find out if they can actually regurgitate some of these things. And they can, you know, eventually. But with the Special Ed student you have to repeat yourself 10 times. So, not until it's been done 10 times do I worry about whether they have the product or not. [18]

Well, there's so many curriculum guides that we have. We have a curriculum guide for Math that I go through. And there's a curriculum guide now we just got introduced to a new one last week, which is [name of curriculum]. So, we're just introduced to that. I guess maybe two weeks before at a PA or, PD session. So, I've just started to implement that one. And there's a new one. They gave us a reading binder last year. They said take it home over the summer and read it and implement that. And there's the Geography curriculum and History curriculum binder. So, there are so many objectives and things that you're supposed to meet. [19]

There's so many documents that are coming out now where the wording is so bizarre. I'm not . . . I don't know if it's in that one, but the new ones are coming out where I don't even know what they mean . . . like an outcome that the children will be able to philosophize about the, you know, the literary element in . . . and I don't even know what it means so how can I teach it? And there's no place that ever explains that. [19]

[There are] so many outcomes coming towards us and really not knowing what to choose because for example they just had this great big binder from [board] saying . . . and that's what you're supposed to be taking outcomes from. Now, they're giving us the [name of curriculum] and they're saying, "now this is what you use because all of [Board] is using it and this is what is gonna be put into effect when the city amalgamates. So this is what you have to start using." So [if] you basically planned your lessons, now you have to
throw them away because they have given you something else that you have to teach from. [19]

We have like for History, there's a History binder and you look at the beginning and these are the objectives. So, these are the things that we have to meet in order for the students to learn what they're supposed to . . . [19]

We'll pull out all the documents and we'll look through them and we'll figure out what we believe is important and say, "Okay, we think they already know that so we don't have to deal with that one." [19]

Other booklets that we're getting are very specific tasks, like one . . . can the student use capital letters for proper nouns? Like it's very . . . those are very specific. [19]

I had a period where I did Language with the students. And they had, this is my Grade 8 core class, and I think we did . . . we did silent reading again and we do it at the beginning of every class. They have to bring a book and we read for 10 to 15 minutes, they have silent reading, and then we talked about one of the objectives in the new [curriculum]. I introduced them to the [curriculum] outcomes and I said, "these are the things that we're going to work on through the year and this is what we've covered so far," and I highlighted it. "And I'm going to put it up on the board so you can see it." [19]

They're changing all of the curriculum, now. And for example, the Geography curriculum, the Science curriculum they did over a matter of 6 months, the changes. The Geography curriculum they have 2 weeks to change it. Yeah, there'll be a lot of big changes and they said don't order text books because you don't know what you'll be teaching next year. [19]

In the [name of board] curriculum it's been broken down to: they need to know what the differences and the similarities are between plant and animal cells, how those make up organ systems in mammals and reptiles and that type of thing, how they come together to make up a system. [20]

The chemical change part of the curriculum is that they understand what density is. And even in as much as if they can understand that oil will float on top of water because of the way that densities work, that's basically it. And I want them to understand if you don't know what something is, you find the mass and the volume, figure out the density, and go to a density chart, you might be able to figure out what it is. That's basically as far as we get with that. [20]

There are heavier curriculum expectations at this school; you cover more, you do more with the kids. [20]

Specific expectation examples
I think content and skill still has to get taught though, still has to get in there. And, I
guess because I'm sending kids over to the High School, [name of teaching partner] and I
are very aware that these kids have to go over with the skills that High School expects
them to have. That's where I come from, and what the parents expect the kids to have -
their parents expect them to be able to spell well. Parents expect them to know parts of
speech. Like, [name of teaching partner] and I just finished a 3 week grammar unit - our
kids can parse sentences till the cows come home. Now, is that relevant? I don't know!
But, I had a number of parents ask about it at interview time, and our Grade 9's say, "hey,
we had to parse sentences this year, and we didn't have a clue. You know? So you kind
of, and I'd done grammar before, so it wasn't any big deal." [1]

I still like my kids to have a spelling program, I still think it's worthwhile for kids to do
some rote work - I guess I'm old school. [1]

But I want my kids to be able to spell. I want them to be able to say 7*8 is 56, and not
have to look for the calculator in their pocket. So I do a lot of things like that. In Grade
8, I expect you to know your 12 times tables cold. So we'll do a lot of skills like that. I
don't like calculators - I use them, for some units. I probably should be using them more,
but I just don't think that at Grade 8 I should be. [1]

When they come in at 8:45, Math is first thing in the morning, the expectation is that they
pick up what is called the drill book. It's just an exercise. And while the kids are coming
in, and the announcements are on, and attendance is taken, they do these questions that
are on the board. The questions reflect work that they have covered previously. It could
be back to September, so it keeps their skills fresh, or something that I assume they
know, like how many weeks are in April, May, and June combined, how many weeks in a
year, things that should be general knowledge, but doesn't always stick with the kids. [1]

We did a quick oral Math thing – what’s 10% of 20? But that didn’t work, so I gave
them an extra drill for it. So, 20% of 30, 50% of 100. [1]

When I do the creative writing assignment I have a focus, and I tell the kids what the
focus is. They know it ahead of time. So, it's standard. I'm looking for quality of
vocabulary, which is descriptive. I'm looking for evidence of using a thesaurus, which is
evident through the vocabulary. Paragraphing. These are all standard things that I've
built in since September, and I expect all of those, but here's the thing that I'm really
looking for in this particular assignment – show me that you are absolutely dynamite at
quotation marks. [1]

Like, with the Math program we sat down and we sort of did a long range [planning]
thing, and then we got into specific units like decimals and fractions and so on, and
pulled the outcomes from the [Board] Learning Outcomes. [3]
What the children were essentially doing was textbook work. Some of them were using textbooks in the classroom, or books they’d taken out of the library. Essentially, they looked for major battles, significant changes that took place that altered the course of events, and so on. They’d be looking for location, because they would plot these things on the map of Europe as well as the timeline. They’d look at the key players. General information about the battle, like the strategies that the Generals were using. All the groups will be expected to have a general knowledge of it [WWI].

We had done some work on Canada’s Food Guide, so the categories of how food is divided up and how many servings you’re supposed to do and have and all that kind of stuff. So, it [product] had to be, and it had to have, there were different, about 5 or 6 different criteria. The cover had to have certain things on it. I wanted them to be able to further understand, you know, Canada’s Food Rule Guide and what foods fit in what category, and what constitutes a healthy meal and all that kind of stuff.

There would have been the right number of servings of food, and the right number of things, and all of that would have been correct, what the whole Canada’s Food Guide thing was about and what categories food fit into, and how you got a balanced meal. The finished product has to have, you know, it has to have an interesting title on it. When you look at it, it looks, it’s readable, it’s neat, it’s colourful or, it’s attractive or it’s attracting I guess I really want to say. And then that each of the pages were set up the way I asked for them.

So what we started with in French was . . . the outcome that we wanted was to increase the students use of French in the classroom and enhance fluency, and also a knowledge of where French is spoken in the world. Then we moved onto, we had, basic comprehension and use of vocabulary associated with Christmas celebrations.

A lot of vocabulary which had a list of quite a few different materials.

The reading, for instance, on tape and so on, that’s an individual effort, so I’m looking for specific things – word recognition, pronunciation, expression for their reading. So that’s, you know, that’s very individual.

I can look at, for instance, are they able to write a simple sentence in French? Are they using capitals and periods? I had those picked out for learning goals for third term.

I'm starting right now into what I call a Voyages unit. And we start out when we plan, we plan around the 9 essential knowledges [given in the curriculum] and we develop questions that we would expect the children to answer based on that knowledge. So now I'm doing Voyages. So one question might be – what are the characteristics of an explorer?

I do a very structured spelling lesson in this class.

It's definitely a lot of language words and pronunciations that have to be mastered.
They all fit the outcomes expected by the end of Grade 9 for computers. [8]

I still have the nitty gritty write down the answers and check marks and grammar checks and is the answer a sentence? [8]

And then they have the manual task of putting sounds to the letters that they're printing and expected to do back in a regular classroom. [8]

The first thing that is expected of them of course, is the chapter reviews and map outline from the countries that he goes to. I have an example of the children's' work actually, where they use point form, and at the end, they state the countries that he has been to, specific city and how he travelled by there. [9]

My Math unit, I went out and bought a bunch of objects for them to be drawing, then they had to show North, South, East, West. [9]

We sat down as a group [teachers] and developed really clear criteria for all the aspects for the presentation, the writing skills, the editing, the writing process. [11]

We are doing some very dry, sort of basic research on different disasters, so we know they at least have not only studied just an earthquake but also a . . . tidal wave. [11]

Well, by trying to be fairly clear with indicators to them, to show them what is expected. In Grade 7, I teach Process Writing and in Grade 8 as well, and just to say to them the outcome is to write in complete sentences, well developed paragraph. We go through the process of writing and check out what is good and what is not and give them some ideas as to what I am looking for. [12]

The pretests would tell me that they couldn't add or subtract. They didn't know things about fractions, so I talked to them about fractions. I'd write a fraction on the board and I'd say, "tell me the parts of the fraction," and the kids wouldn't put their hands up. And then one of the children said, "I always mix up which is which," and then everybody said, "so do I, so do I." "Well, how many people know which one this is?" And they were afraid to say. They just, "well I know one is called the denominator," and this is a group all of them, so, to give them the mnemonics and to say, "well d for down - denominator, you know." Give them these little clues and things but to go back to that with a Grade 8 class and to talk about those things and to say well, "what about this kind of fraction," and have 15 over 3, "what is this called?" Not one student could answer what it was called and then one of them said, "top heavy" and they all said, "that's it, it's a top heavy fraction." So, when I was teaching these lessons each time, I just tried not to show them my discouragement. I'd say like, "okay, yes, okay, it is top heavy we call it, does anyone know what it is called?" Nobody knew. I write on the board - improper fraction - and that's why in all of my units, as you can see, I put all this terminology up, because they don't have the terminology, so we go over it and I tried to teach them some mnemonics about it or something so that they would get the terminology. [12]
They were calling apostrophes, commas because I gave them a page that had different uses, like when you read the paragraph it is sort of difficult to understand what it says because instead of reading the word, minute (small), the kids would automatically read it as minute (time). Therefore, the sentence would not make sense to them because they would be used to seeing it as minute (time). So there were several words that had to be read in different ways and so they found that extremely confusing. And one of the words had an apostrophe in it and the kids explanation, when they had to explain on the back of the paper what the problem was and tell me about it, they were calling the apostrophe a comma and this was just now and we are half through the year in Grade 8. And so again I had to go over the fact that the apostrophe is up here and the comma is down here and at times I find it extremely discouraging as a Grade 8 teacher to be having to teach those things. And the idea of possessive, the boys' arrows, s', and many told me that was incorrect that it had to be before the s even though it was correct, so I was teaching them that idea, they didn't know the idea of possessive and belonging to. The word "contraction," none of them seem to have ever heard that word. [12]

I find it very frustrating as a Grade 6 teacher or Grade 8 teacher to have students who don't know what 6 x 3 is and they have to try to count on their fingers. This is the case time and time again and for some kids, it's because they cannot learn those basic facts and it takes them much, much longer, but for most kids that's not the case, for most kids they can learn those things. [12]

In the Grade 7 class that I teach for English, they have no idea of short vowel or long vowel sounds, spelling hop or hope is really hard for them. [12]

I'm testing, that's I'm assessing intermediates, whether it be Math or Geography or whatever. Not so much in Language though, but, they just, whatever unit we're working on, you know, again if it was Grade 7 Geography, there's a lot of oral sort of, informal testing obviously through the class. When they first come in we often do little, you know, I just question them, and kids are quick to answer, you know, okay, "so which always comes first?" "Latitude." [12]

It's just read out what they know, and it's to see what they know, and they have to hear it, they have to use the words, you know, if they don't use the terminology then they're not going to learn the terminology. So you just try to get them to every day, use some of it, you know, "what's opposite of rural?" "Rural, urban," you know, and you just get them talking... also do a lot of basic memory work. [12]

You know, so that by the end of a Grade 7 year, they know most of the countries of the World and they know where they are. So when we do in Grade 8, Human Geography, and we get into the newspaper articles, and we read about Persia or whatever, they can say oh yeah, that's in Asia, it's just right over here, they know where these places are. And so we do a lot, I do a lot of mnemonics to teach them, like a lot of memory tricks and different... that they get a lot of the terminology. We do glossary terms, which again isn't really on the curriculum but I think it's important for them to learn those terms
and to use them . . . when they're lining up to go back to their own class, if it's the Grade 7 class, or the Grade 8's are getting ready to go home, when they're ready to go, I'll just quiz each kid, and say okay, well, "name three countries in South America," things like that, and they're used to this, and they'll just respond really quickly, and if they don't get it they go to the end of the line. [12]

Um . . . a lot of, because there is a lot of terminology in every subject I figured that that's an important thing, so that's why I work on that glossary aspect and some of their testing is just definition of terms. [12]

There are still certain aspects in Math you must obey, and in Language you must obey certain conventions, and it's the same in every discipline. If they're not there, then you're really selling the kids short. It can be fun and games, and very exciting, but there are certain things that we are still accountable for. [13]

And I would say that . . . the biggest thing I would say in Math with the kids is still a multiplication table. Somewhere in Grade 4 or 5, something happens, either you get it or you don't, and if they don't it plagues them all the way through High School. It's unfortunate, it's the one thing. [13]

There's so much we joke about in teaching. If our teachers ever get to the fall of New France they've done well, but New France never usually falls in Grade 7. You just don't quite get there. There's so much. And in Grade 8, you're lucky to get past Confederation most of the time, because there's just so much to go through, and to handle. If you ever get to Louis Riel, you've done well. But if you get to Riel that means you still haven't got to the development of the Rights of Women in Canada, or Children's Rights and trade unions. [13]

We [teachers] were looking for things such as: Did you use a chart? Did you use a diagram? Were you able to discover the pattern? [14]

You had to talk about the perimeter, the altitude and the base of the pool tables, and you had to talk about factoring, and you had to talk about the angles, 45-degree angles, 90 degree angles. [14]

I gave them an informal quiz on it, not the same as a test or exam, just a quiz. On certain things I expect them to have picked up on. It would involve patterning and using numbers. Some of it involved lowest common multiple, greatest common factor - I just took a different approach to it. [14]

And I talk about the numbers on the perimeter of the square. So they have to have known the word perimeter. [14]

The one concept would, it would come on after a lesson on addition and division, because they're the 2 mechanical things you're doing, computational skills. You're adding and dividing by the 2 digit number by a 1 digit number, or a 3 or 2 digit number by a 1 or 2
digit number. So you're reviewing those concepts. You're reviewing the idea of perimeter. They have to know that perimeter means around, going around the outside. [14]

Our first report card statement is, "student identified and uses you know wide range of language conventions." [15]

I feel like I'm not doing a really good job in the classroom because I'm not doing all the components of a good Literacy program. [15]

They [teachers] used Grade 4 and 5 material. They would teach a unit on butterflies as a part of their living things for Science. Well that's so, way below what's expected for Science in the Grade 7 and 8 area. It was a real eye opener to me. [15]

It's easy to see that you have some adjectives and adverbs but you don't use a lot of words in the correct context or whatever it happens to be. [16]

And so he frittered his time away even though I said, now you have to draw one part of a Newton meter and then you have to extrude from that, draw what the spring might look like, how would you attach the spring to the hook? Okay, do that part. I came back, he had drawn a complete picture of one Newton meter with nothing, no details, no nothing, but he had lots of labels all over the place which were too small to read. So, it was unfortunate. It was a bit of a waste of his time as well. [17]

Then I had a computer class, a Grade 7 computer class, where we're working on a database, a class database where kids have to input. Well the end product is to take a look at Postal Codes, and the first 3 digits of phone numbers, to learn how to use a database, how we can sort through databases to find information in different kinds of ways. And so that was basically getting it set up, helping the kids out as they run into trouble along the way. And for that, they of course have a little assignment sheet, tell them what 60, 70 and 80 percent stuff that they need to do. [17]

Tessellating patterns. Then they were to have the second part done, and then after the third part is talking about regular-irregular tessellations and semi-regular tessellations or timely patterns. So there are 3 regular polygons, and so we talk about that, tessellating polygons. And then we talk about semi-regular not semi-regular, and what defines semi-regular not semi-regular, and then they have to do a sample of the semi-regular and a sample of the not semi-regular tessellating with the 3-colour mapping systems. [18]

They had to learn to tessellate, that's number 1. They have to learn to decide what is, they have to differentiate between a regular, a semi-regular and a not semi-regular tessellation, and know the definitions of all 3. They have to be able to do a mapping problem involving 3 colours mapping and at least 2 shapes. Ah, there's more, let me go through this. Um, they have to understand what a timeline is and how it's used. What, I will put this on a test, what does AD mean. Ha, ha, ha, I will put that on a test, you know, just it drives me crazy. They will have to know colour values and the relationships
to each other. They will have to know the definition for a tint and a shade, and they will have to know the definition for black and white, which is part of the colour period that starts in time. What else will they have to know? They will have to know about Mount Vesuvius and say I like it so much. You know, like some of it is History, okay I can't mind, you know. They will have to know what original mosaics are made up tesserai, with pieces of glass or stone. They will have to know, I'm just going through the test 'cause there's a test at the end of it. What else will they have to know? I'll throw in some things, you know, list of 12 questions you know, which basically address everything I've covered. [18]

The outcome is, is the student able to collect research, is the student able to put their ideas together and create a speech, public speaking was an outcome, introducing skills was an outcome, cooperation with other classmates working? [19]

For instance, for the oral presentations, for instance, it would be: Do they look up at the audience? Do they speak clearly? Do they keep the role of the character? Is it interesting? Did they bring in other artifacts? Do they actually point to their poster? Like those are the sort of the things that I was looking for in that aspect. And then in the poster was, they had to have a map. Did they follow their mapping rules in the poster? Do they have a capital country? Did they label the bodies of water? So, each aspect had its own sort of criteria that was marked on. [19]

Did they point to the poster board, was it clear and concise... [19]

Other booklets that we're getting are very specific tasks, like one... can the student use capital letters for proper nouns? Like it's very... those are very specific. [19]

In the [name of board] curriculum it's been broken down to: they need to know what the differences and the similarities are between plant and animal cells, how those make up organ systems in mammals and reptiles and that type of thing, how they come together to make up a system. [20]

I hoped that they would be able to make prepared slides, prepare them properly, be able to do them with accuracy, also knowing certain, what the certain parts of the cell, inside the... organelles, that was the area that we didn't cover fully by the way... being able to compare that, what the functions of the organelles of the cell were to, for instance a factory? Being able to make some comparisons, some contrasts, knowing the differences between the cells and why there were the differences, how cells take in nutrients and why they do that and those sorts of things. [20]

We're getting ready for benchmarks in Grade 8, so we're doing a lot of pre-tests. We did a pre-test for integers, period 1 and period 2. [20]

The chemical change part of the curriculum is that they understand what density is. And even in as much as if they can understand that oil will float on top of water because of the way that densities work, that's basically it. And I want them to understand if you don't
know what something is, you find the mass and the volume, figure out the density, and go to a density chart, you might be able to figure out what it is. That’s basically as far as we get with that. [20]

They seemed to do okay on their quiz, so they understand that there’s a relationship, and the quiz deals with a story about a missing crown and they have to, I’m checking their understanding of whether or not they get density or not. [20]

**Content focus**

I think content and skill still has to get taught though, still has to get in there. And, I guess because I’m sending kids over to the High School, [name of teaching partner] and I are very aware that these kids have to go over with the skills that High School expects them to have. That’s where I come from, and what the parents expect the kids to have - their parents expect them to be able to spell well. Parents expect them to know parts of speech. Like, [name of teaching partner] and I just finished a 3 week grammar unit - our kids can parse sentences till the cows come home. Now, is that relevant? I don’t know! But, I had a number of parents ask about it at interview time, and our Grade 9’s say, “hey, we had to parse sentences this year, and we didn’t have a clue. You know? So you kind of, and I’d done grammar before, so it wasn’t any big deal.” [1]

[There was] some sort of visual display, to go along with the material, the content, that they’ve learned and researched. Some of the groups in this particular class are very innovative, and have presented, like, made videos to present what they’ve learned. So some visual to go along with the actual information that they’ve learned. [3]

And it [the rubric] was very, very straightforward, very simple, but just covered everything we wanted to assess in an oral presentation. You know, from the content, the research, right up to eye contact, use of cue cards, things like that. [3]

One day a weekend, and I’m, I’m resenting that. I really am. But it’s just because of the marking that’s involved in the subjects I teach. And I say to all my friends who criticise teachers for all their holidays, I say, “listen, I have given up one weekend day, every week, for the past 10 months, and I think I deserve those days off, to catch up.” Because I do spend my Sundays marking. And I don’t see how you can get around it. Not without losing content. [6]

I find this is the most difficult of the units they do for content and regurgitation of content too. [9]

When you get into the content, and the kid’s trying . . . keep the kids going rather than swaying more to the socializing. I find that it is a very artistic group, a very dramatic group, and they have a really hard time with writing down factual content. [9]
If I were jumping from Grade to Grade I know it wouldn't be there, I'd be dealing too much with trying to get the content to the kids than dealing with well, how the many different ways you could assess and reassess the kids work. [9]

I just find myself, as an intermediate teacher, that we really do need to go back to rotary and not have the classroom teacher do content along with the numbers that are in the room which are just astronomical, and the marking that is involved. I found that when I was at [name of previous school], which was high rotary, the children learned an awful lot more content wise, and retained retention wise. [9]

We feel strongly that we need to prepare our kids with the content they need to meet the Grade 9 curriculum and to a certain extent what we do is shaped by that. [11]

High Canadian content follows the previous documents that came out about topics that should be covered in Grade 7 and 8. [13]

The content's given, in a sense, we know we have to have the content. [13]

They [teachers at the school] don't all think the same way about teaching. Some of them are more familiar, the homeroom teachers are way more familiar with the core content, like the content of the subject areas. At our school, even though you are in ESL or Special Ed, they may have been teaching Grade 4 content, like Science and Social Studies units, whereas we were required to teach Grade 8 or Grade 7 depending on what it was. They weren't teaching Grade level work, so they weren't as familiar with the content. [15]

Okay, and then tests are usually about, so break down the content or the hand in stuff is broken down, about 40 percent on assignments that they're able to take home and about 20 percent, or 30 percent, it varies depending on what the term looks like, on tests. [17]

With Science its [assessment] much easier [than other subjects] because it is, it's lot of skills-based stuff as well as knowledge content. [17]

For example, so in one test, there would just be, well like a marking scheme of the test, with an oral presentation, marks on their content, you have to take into account the way they were able to present it. [19]

**Remembering/forgetting**

I still like my kids to have a spelling program, I still think it's worthwhile for kids to do some rote work - I guess I'm old school. [1]

When they come in at 8:45, Math is first thing in the morning, the expectation is that they pick up what is called the drill book. It's just an exercise. And while the kids are coming in, and the announcements are on, and attendance is taken, they do these questions that are on the board. The questions reflect work that they have covered previously. It could
be back to September, so it keeps their skills fresh, or something that I assume they
know, like how many weeks are in April, May, and June combined, how many weeks in a
year, things that should be general knowledge, but doesn't always stick with the kids. [1]

Usually, it's that they forgot how to do it, like Scientific Notation that I taught in
October, so I give them one in March. Or they'll do Expanded Notation instead of
Scientific, do you know what I mean? So, it's just constantly trying to keep the skills in
the head. [1]

They [students] want as much as you can possibly give them and they just, as I said,
they're like little sponges. [4]

Whenever we did discussion time or group time, you could ask them any manner of
questions about what we had studied the day previous, that week previous, and they had
very good recall of that. They'd tell you about it and so on. [5]

I find this is the most difficult of the units they do for content and regurgitation of content
too. [9]

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and not have the classroom teacher do content along with the numbers that are in the
room which are just astronomical, and the marking that is involved. I found that when I
was at [name of previous school], which was high rotary, the children learned an awful
lot more content wise, and retained retention wise. [9]

The pretests would tell me that they couldn't add or subtract. They didn't know things
about fractions, so I talked to them about fractions. I'd write a fraction on the board and
I'd say, "tell me the parts of the fraction" and the kids wouldn't put their hands up. And
then one of the children said, "I always mix up which is which," and then everybody said,
"so do I, so do I." "Well how many people know which one this is" and they were afraid
to say. They just, "well I know one is called the denominator," and this is a group all of
them, so, to give them the mnemonics and to say, "well d for down - denominator," you
know, give them these little clues and things but to go back to that with a Grade 8 class
and to talk about those things, and to say well, "what about this kind of fraction?" And
have 15/3: "What is this called?" Not one student could answer what it was called and
then one of them said, "top heavy" and they all said, "that's it, it's a top heavy fraction"
so, when I was teaching these lessons each time I just tried not to show them my
discouragement. I'd say like, "okay, yes, okay, it is top heavy we call it, does anyone
know what it is called?" Nobody knew, I write on the board, "improper fraction," and
that's why in all of my units as you can see, I put all this terminology up because they
don't have the terminology so we go over it and I tried to teach them some mnemonics
about it or something so that they would get the terminology. [12]

I'm testing, that's I'm assessing intermediates, whether it be Math or Geography or
whatever. Not so much in Language though, but, they just, whatever unit we're working
on, you know, again if it was Grade 7 Geography, there's a lot of oral sort of, informal
testing obviously through the class. When they first come in we often do little, you know, I just question them, and kids are quick to answer, you know, okay, "so which always comes first?" "Latitude." [12]

It's just read out what they know, and it's to see what they know, and they have to hear it, they have to use the words, you know, if they don't use the terminology then they're not going to learn the terminology. So you just try to get them to every day, use some of it, you know, "what's opposite of rural?" "Rural, urban," you know, and you just get them talking ... also do a lot of basic memory work [12]

You know, so that by the end of a Grade 7 year they know most of the countries of the World and they know where they are and, so when we do in Grade 8, Human Geography, and we get into the newspaper articles, and we read about Persia or whatever, they can say oh yeah, that's in Asia, it's just right over here, they know where these places are. And so we do a lot, I do a lot of mnemonics to teach them, like a lot of memory tricks and different ... that they get a lot of the terminology. We do glossary terms, which again isn't really on the curriculum, but I think it's important for them to learn those terms and to use them. When they're lining up to go back to their own class, if it's the Grade 7 class, or the Grade 8's are getting ready to go home, when they're ready to go, I'll just quiz each kid, and say okay, well, "name three countries in South America," things like that, and they're used to this, and they'll just respond really quickly, and if they don't get it they go to the end of the line. [12]

Benchmarks drive our program to a certain extent. We're going to cover the curriculum because that's what [benchmarks require]. Was it fun for the kids? Did they really ... learn? This might one of those places where ... Did the kids learn? I don't know. I don't think so. They've forgotten almost everything from last year. So was that justifiable? In my mind, no. As a previous clinical researcher, no that wasn't justifiable. Did it make us look good? Damn right it did. Printed everywhere. Everybody thinks is a great school for Math. It is. It is a good school but is it as great as the number say? At least not in my mind. We're going back 20 years of benchmarking. [17]

We do have examinations, and most of them pass it, you know, at a modified level, and put down the points I want them to learn. This is feedback to me to find out if they can actually regurgitate some of these things. And they can, you know, eventually. But with the Special Ed student you have to repeat yourself 10 times. So, not until it's been done 10 times do I worry about whether they have the product or not. [18]

Basically it's [integer pretests] just, it's, it's similar to what the benchmarks look like. They're, it's a multiple choice type test, and they have to choose the right answer. And what we're trying to do is get them ready for a test, the benchmark on Friday. And we're just you know, showing them, remember this, remember how we did this, and doing a little teaching, but getting them, just sort of trying to get them into the mood that we're going to be writing a big test on Friday. [20]

Not knowing/gaps
Usually, it's that they forgot how to do it, like scientific notation that I taught in October, so I give them one in March. Or they'll do expanded notation instead of scientific, do you know what I mean? So, it's just constantly trying to keep the skills in the head. [1]

The kids are just coming up with really, gaps in their learning so, and in that sense I think we are doing fairly well, they do leave with, the emphasis is on good work habits and skills and sort of being responsible about handing work in and so on. [11]

I found through general testing that they were far behind in Math and Spelling testing they were way behind, and not just a handful; the vast majority of them. [12]

I was just so shocked by my test results, initial testing in Math and Spelling and Reading, that I was just absolutely blown away by this. [12]

They were just so far behind with so many gaps in learning that it was quite shocking. [12]

Kids have these big gaps in learning and we weren't getting the kids enough, they were getting more Phys. Ed than they needed and more Music than they needed and not enough Math and Language. [12]

There are lots and lots of basic learning, a lot of basic learning that's missing. [12]

"You know yourselves you hate putting pen to paper and you didn't know anything about decimals and you knew nothing about fractions so hey, we have got a lot to learn if we want to cover the Grade 8 program." [12]

The pretests would tell me that they couldn't add or subtract. They didn't know things about fractions, so I talked to them about fractions. I'd write a fraction on the board and I'd say, "tell me the parts of the fraction" and the kids wouldn't put their hands up and then one of the children said, "I always mix up which is which," and then everybody said, "so do I, so do I." "Well how many people know which one this is?" And they were afraid to say, they just, "well I know one is called the denominator" and this is a group all of them, so, to give them the mnemonics and to say, "well d for down - denominator," you know, give them these little clues and things but to go back to that with a Grade 8 class and to talk about those things and to say well, "what about this kind of fraction?" And have 15/3, "what is this called?" Not one student could answer what it was called and then one of them said, "top heavy" and they all said, "that's it, it's a top heavy fraction" so, when I was teaching these lessons each time I just tried not to show them my discouragement. I'd say like, "okay, yes, okay, it is top heavy we call it, does anyone know what it is called?" Nobody knew, I write on the board, improper fraction, and that's why in all of my units as you can see, I put all this terminology up because they don't have the terminology so we go over it and I tried to teach them some mnemonics about it or something so that they would get the terminology. [12]
They were calling apostrophes commas because I gave them a page that had different uses, like when you read the paragraph it is sort of difficult to understand what it says because instead of reading the word minute (small), the kids would automatically read it as minute (time). Therefore, the sentence would not make sense to them because they would be used to seeing it as minute (time). So there were several words that had to be read in different ways and so they found that extremely confusing. One of the words had an apostrophe in it and the kids explanation when they had to explain on the back of the paper what the problem was and tell me about it, they were calling the apostrophe a comma. And this was just now and we are half through the year in Grade 8, and so again I had to go over the fact that the apostrophe is up here and the comma is down here. At times I find it extremely discouraging as a Grade 8 teacher to be having to teach those things. And the idea of possessive, the boys' arrows, s', and many told me that was incorrect that it had to be before the s even though it was correct, so I was teaching them that idea, they didn't know the idea of possessive and belonging to. The word "contraction," none of them seem to have ever heard that word.

I find it very frustrating as a Grade 6 teacher or Grade 8 teacher to have students who don't know what $6 \times 3$ is and they have to try to count on their fingers and this is the case time and time again and for some kids, it's because they cannot learn those basic facts and it takes them much, much longer, but for most kids that's not the case, for most kids they can learn those things.

In the Grade 7 class that I teach for English, they have no idea of short vowel or long vowel sounds, spelling hop or hope is really hard for them.

The kids come to me and don't have some of the basics then I sit them down and say okay, now we are going to have a quiet sit down time.

The gaps in learning . . .

And I would say that . . . the biggest thing I would say in Math with the kids is still a multiplication table. Somewhere in Grade 4 or 5, something happens, either you get it or you don't, and if they don't it plagues them all the way through High School. It's unfortunate, it's the one thing.

One of the things I found with kids is that when I got them at the Grade 7 and 8 level, they would tell me they didn't know what a pattern was. They hadn't used patterns before. Well, they had used patterns but they might have skipped it for a few years. So basically most of my Math lessons are based on some kind of patterning. It doesn't matter what the strand is.

And they [students] have no idea how a time calendar works, none whatsoever.

And then we say well, what does BC stand for? And AD? And they all put up their hands and say AD is after death. I guarantee you, many years I've done this, 7 years, and every year the majority says AD means after death, 'cause they can't figure that one out.
And I said no it doesn't. And I say to understand the calendar you have to understand it was written by, in Latin by Pope Gregory the whatsit, and it means *anno domina.* [18]

Actually, we teach handwriting. There was some confusion in the handwriting between the 'w' and the 'nt and 'lu', so we went through all of those letters in cursive writing again, and we talked about where to split syllables. I'm teaching English, aren't I? You know, really, because they need it, everywhere. And then we did a handwriting sample using these difficult letters plus they did corrections of spelling. [18]

They didn't follow some of the really basics that they should have known. Like for example there is a map and they didn't follow mapping [rules]. They forgot to put a border on it. They sometimes forgot to label the bodies of water. Just really simple things like that that they lost marks on because they were just so excited about making the poster beautiful. So they kind of got caught up on that side. [19]

They were supposed to do mass divided by volume is density, and find the density for everything. So I got up there and I'm teaching away and let's talk about the density of water, and let's do this, and they hadn't done any of their density. [20]

**INSTRUCTION**

**Curriculum coverage**

We cover Math, well, what used to be known as Math, History, Geography, English. [1]

I know I'm covering the outcomes. [1]

When they come in at 8:45, Math is first thing in the morning. The expectation is that they pick up what is called the drill book. It's just an exercise. And while the kids are coming in, and the announcements are on, and attendance is taken, they do these questions that are on the board. The questions reflect work that they have covered previously. It could be back to September, so it keeps their skills fresh, or something that I assume they know, like how many weeks are in April, May, and June combined, how many weeks in a year, things that should be general knowledge, but doesn't always stick with the kids. [1]

Okay, "you have to cover all this information and it has to be handed in in 3 weeks." [3]

I think the parents need to know the kids are covering certain things. [4]

This next unit, the unit that we are just completing now, however, is much more focused on the areas of Science and Technology, and a lot less on some of the things that we covered already. [5]
Um, I was frustrated at times. Um, I was worried about the time it [student generated rubrics] was taking. Okay, I really was worried about the teaching time it was taking up. [6]

One day a weekend, and I'm, I'm resenting that. I really am. But it's just because of the marking that's involved in the subjects I teach. And I say to all my friends who criticise teachers for all their holidays, I say, "listen, I have given up one weekend day, every week, for the past 10 months, and I think I deserve those days off, to catch up." Because I do spend my Sundays marking. And I don't see how you can get around it. Not without losing content. [6]

[We're] delivering the same basic material as what's covered when we were out there doing the rotary. [8]

I sort of have a guideline of what should be covered. Like, I feel he [Special Ed student] should be doing a novel study, I feel he should be doing some Science, he should be doing some sort of a History program. [8]

If I were jumping from Grade to Grade I know it wouldn't be there, I'd be dealing too much with trying to get the content to the kids than dealing with well, how the many different ways you could assess and reassess the kids work. [9]

I come running up here, and it's normally a Math period. But because for the last few days the kids have been fantastic and there has been a French supply, and that's usually when I have my prep and they've been fantastic for her, I gave them a free period, which their mouths dropped at. I said to them, "No, I mean, I can't just stand up here and tap, tap you on the hands when you are bad, you have been fantastic, you've earned a free period." A lot of them took it upon themselves to finish their Art or their Language. I let them go out to their lockers if they needed to because it was a surprise for them. We are also ahead in Math by a week so I just gave them a free period. [9]

The Common Curriculum takes in so much. Well, we haven't integrated those things, we have them in separate subjects still. [12]

I've tried to say to the kids, using a comparison with my hands, I would stress, more than a metre, saying this is what we have to cover this year and we have covered and I show them a centimetre or 2 and that we have a long way to go. [12]

"We've got all this to do and we've only done this much and we have a lot to cover this year." [12]

"You know yourselves, you hate putting pen to paper and you didn't know anything about decimals and you knew nothing about fractions so hey, we have got a lot to learn if we want to cover the Grade 8 program." [12]

I'm still trying to get enough time to cover everything that I'm supposed to cover. [12]
I feel we don't have the time to do everything we are supposed to do, we just don't. [12]

I still do a lot of testing and quizzes and that type of testing, but with this particular group, I'm thinking that's okay too because we have a lot to cover that's very basic and the quickest way I'm gonna do it is to teach those lessons and test. [12]

Explicitly, I . . . you identify a smaller amount to cover. With the kids being aware what the outcomes are going to be. [13]

High Canadian content follows the previous documents that came out about topics that should be covered in Grade 7 and 8. [13]

Like I found I was adjusting to small amounts of information or skills, an area covered and then assessed. [13]

There's so much we joke about in teaching. If our teachers ever get to the fall of New France they've done well, but New France never usually falls in Grade 7. You just don't quite get there. There's so much. And in Grade 8 you're lucky to get past Confederation most of the time, because there's just so much to go through, and to handle. If you ever get to Louis Riel, you've done well. But if you get to Riel, that means you still haven't got to the development of the rights of Women in Canada, or Children's rights and trade unions. [13]

Usually I do a lesson and do a 5 minute warm up with mental Math where they can't use a pencil and paper, they only use it to write down the answer. So I would cover some of the Math concepts that were in that, and then we do a problem solving strategy related to that. You actually teach them the strategy explicitly. So every day, they are doing some problem solving. Some without pencil and paper, some with. [14]

As a staff, we went through the outcomes that we wanted to cover at each Grade level. And so they were put on the report card and then a mark range. So, the outcomes direct from the descriptions books, yes . . . and a mark range for each . . . a range for each, let's see, for Math, English, French, Science, and Integrated studies. [14]

I said there's no way I'm gonna be able to cover all the forms of the writing process as well as doing the reading and speaking. For sure I'm not gonna be able to get to this. There are 7 of them. [15]

So, you know, we're trying to cover that . . . that sort of main curriculum initiative. [15]

I feel like I'm not doing a really good job in the classroom because I'm not doing all the components of a good Literacy program. [15]

I try to, when I do the English, make sure I cover all 6 strands, we read, we write, we view we build we represent, we do as many of these things as we can. [16]
We did human disasters, weather disasters, and geographical disasters. I sort of covered the geographical, [name of teaching partner] did the weather, [name], our Vice Principal, did the human disasters. [16]

I mean [name of Board] runs Grade 8 bench marks [for Math] and the word is that we shall make sure the curriculum is met for bench marking so if the mesh is on between the Science design and Tech and Math is really coincidental. It's not preplanned things - so we have a fairly rigorous prescribed stuff that we're supposed to cover by such and such a time. [17]

Benchmarks drive our program to a certain extent. We're going to cover the curriculum because that's what [benchmarks require] Was it fun for the kids? Did they really . . . learn? This might one of those places where . . . Did the kids learn? I don't know. I don't think so. They've forgotten almost everything from last year. So was that justifiable? In my mind, no. As a previous clinical researcher, no that wasn't justifiable. Did it make us look good? Damn right it did. Printed everywhere. Everybody thinks is a great school for Math. It is. It is a good school but is it as great as the number say? At least not in my mind. We're going back 20 years of bench marking. [17]

What I check off on their work relates to the concepts that we're [teachers] supposed to be embedding. [17]

I have a stack of outcomes. I, I, I go through my Visual Arts outcomes. I, I'm not responsible for the Math outcomes and the literature outcomes and the History outcomes, okay? [18]

They had to learn to tessellate, that's number one. They have to learn to decide what is, they have to differentiate between a regular, a semi-regular and a not semi-regular tessellation, and know the definitions of all 3. They have to be able to do a mapping problem involving 3 colours mapping and at least 2 shapes. Ah, there's more, let me go through this. Um, they have to understand what a timeline is and how it's used. What, I will put this on a test, what does AD mean. Ha, ha, ha, I will put that on a test, you know, just it drives me crazy. They will have to know colour values and the relationships to each other. They will have to know the definition for a tint and a shade, and they will have to know the definition for black and white, which is part of the colour period that starts in time. What else will they have to know? They will have to know about Mount Vesuvius and say I like it so much. You know, like some of it is History, okay I can't mind, you know. They will have to know what original mosaics are made up tesseraei, with pieces of glass or stone. They will have to know, I'm just going through the test 'cause there's a test at the end of it. What else will they have to know? I'll throw in some things, you know, list of twelve questions you know, which basically address everything I've covered. [18]

Well, there's so many curriculum guides that we have. We have a curriculum guide for Math that I go through. And there's a curriculum guide now, we just got introduced to a
new one last week which is [name of curriculum]. So, we're just introduced to that. I guess maybe 2 weeks before at a PA or, PD session. So, I've just started to implement that one. And there's a new one; they gave us a reading binder last year. They said take it home over the summer and read it and implement that. And there's the Geography curriculum and History curriculum binder. So, there's so many objectives and things that you're supposed to meet. [19]

I had a period where I did Language with the students. And they had, this is my Grade 8 core class, and I think we did . . . we did silent reading again and we do it at the beginning of every class. They have to bring a book and we read for 10 to 15 minutes, they have silent reading, and then we talked about one of the objectives in the new [curriculum]. I introduced them to the [curriculum] outcomes and I said, "these are the things that we're going to work on through the year and this is what we've covered so far," and I highlighted it. "And I'm going to put it up on the board so you can see it." [19]

There are probably areas that we didn't cover that we should have. I'm trying to think of a specific one. I just can't. I should have brought notes. I'm sorry I should have brought them with me. [20]

We did manage to cover most things except for, as I say, really detailed . . . in terms of organelles type of thing. [20]

There are heavier curriculum expectations at this school, you cover more, you do more with the kids. [20]

Subject specificity

We cover Math, well, what used to be known as Math, History, Geography, English. [1]

I do all the Grade 7 and 8 Science. [1]

I had a Science class, they finished a Bunsen burner activity - Grade 8. Then I had a prep, then I had lunch, but it was a musical, so I went for a musical practice. And then I had another Grade 8 class, and they finished the same Bunsen burner activity that the other Grade 8 class did. Then I had a Grade 7 class, and that was, we're doing Biology - living things, vertebrates, and characteristics of each. [1]

Taught in the afternoon, a double Science class, Grade 7, for 80 minutes. They did their first Bunsen burner activity. [1]

When they come in at 8:45, Math is first thing in the morning. The expectation is that they pick up what is called the drill book. It's just an exercise. And while the kids are coming in, and the announcements are on, and attendance is taken, they do these questions that are on the board. The questions reflect work that they have covered previously. It could be back to September, so it keeps their skills fresh, or something that
I assume they know, like how many weeks are in April, May, and June combined, how many weeks in a year, things that should be general knowledge, but doesn't always stick with the kids. [1]

Like, with the Math program we sat down and we sort of did a long range [planning] thing, and then we got into specific units like decimals and fractions and so on, and pulled the outcomes from the [name of Board] Learning Outcomes. [3]

I worked with my Grade 8 Math group, until 1:10. Then I went to another Grade 8 class, and worked on some spelling with one of my learning-disabled kids, until 1:30. [3]

We were handed these things and told these are the subject areas you are going to teach and this is what you are going to assess and there are going to be 2 strands for each thing and 2 outcomes and that's all you're going to assess in the end. [4]

So what we started with in French was . . . the outcome that we wanted was to increase the students use of French in the classroom and enhance fluency, and also a knowledge of where French is spoken in the world. Then we moved onto, we had, basic comprehension and use of vocabulary associated with Christmas celebrations. [5]

We lay out for each term, this is going around in circles, but each term we have to submit a program outline with our expectations for each subject area. [5]

The units I use have the outcomes for each lesson attached to them. The standards in Math and Language drive our assessments and we use the outcomes as the basis for reporting on the report card. When we plan as a team the outcomes and standards are used directly in our planning. [6]

Period 5 is usually Math. [6]

The last period was another Writing Workshop. I taught the structure of the Diamonte and then let them experiment creating some. [6]

[I teach] Language and Social Science. [6]

Just finished what we call Origins – it's a whole series of tapes on Canadian History. They're really well done. Kids really like them. Did a lot of timeline work. Finding anything visual for them, for History, so it's isn't boring. [6]

My homeroom is a class of 29, which is the core basic subjects of Math, English, and Self and Society. I then bring in a class of Grade 7 Math at 36. [8]

They wrote their own report card with . . . I gave them the guidelines of what subjects and what key areas they had to include. [8]
Yesterday was fairly typical with the morning process of the Language and the Math coming through as planned. [8]

We're a group of 5 working people up there delivering 5 different programs in 5 different subject areas. [8]

Some days I wish I had my people back for geography. [8]

We've got a split 6/7 class upstairs this year so what I did last time I had a few extra minutes with the kids is I grabbed the Grade 6's out and I taught them a private lesson in Math by themselves. [8]

And I just ran the regular Grade 8 program as assigned - the Language, the Spelling, the Phys-Ed. [8]

I sort of have a guideline of what should be covered. Like, I feel he [Special Ed student] should be doing a novel study, I feel he should be doing some Science, he should be doing some sort of a History program. [8]

I come running up here, and it's normally a Math period but because for the last few days the kids have been fantastic and there has been a French supply. And that's usually when I have my prep and they've been fantastic for her, I gave them a free period, which their mouths dropped at. I said to them, "No, I mean, I can't just stand up here and tap, tap you on the hands when you are bad, you have been fantastic, you've earned a free period." A lot of them took it upon themselves to finish their art or their language. I let them go out to their lockers if they needed to because it was a surprise for them. We are also ahead in math by a week so I just gave them a free period. [9]

I absolutely hate Science and I do not feel confident in it at all, and I let the Principal know that and she's been very good since I've been here making sure that someone has either taught Science or swapped. [9]

I had, did a formal Grade 6 Math lesson. [9]

And then I give them their formal Math lesson and the 6's worked on USSR and then they, for 20 minutes, and then they went into ancient Rome. [9]

I had History and Environmental Studies in the morning. The 7's then went off for French. [9]

My Math unit, I went out and bought a bunch of objects for them to be drawing, then they had to show North, South, East, West. [9]

It's English, integrated History/Geography, Math is what I teach them. They are in rotary for French, Art, Science, Phys. Ed. [11]
I get to school, the kids arrive, and we do Math. [11]

We are using this [name] spelling guide. [11]

I mean to a large extent the Science curriculum I think is fairly good. Um, that some of the, the benchmarks that the Ministry has produced are good for teachers because at least they give them a target, for teachers, and a target for kids to work towards. [11]

Grade 8, I teach them most subjects. [12]

Grade 8's had Geography first with me and are in the process of having Science right now and then they will be having their History. [12]

I found through general testing that they were far behind in Math and Spelling testing they were way behind, and not just a handful, the vast majority of them. [12]

I was just so shocked by my test results, initial testing in Math and Spelling and Reading, that I was just absolutely blown away by this. [12]

I haven't worked through any real integrated units this year at all. [12]

Kids have these big gaps in learning and we weren't getting the kids enough, they were getting more Phys. Ed than they needed and more music than they needed and not enough math and language. [12]

The Common Curriculum takes in so much. Well, we haven't integrated those things; we have them in separate subjects still. [12]

We've used the outcomes the same way as we would have in the past years and worked at. you know, planning indicators to specific subject areas, but not integrated. [12]

I do pretests. If it is a decimals unit, for example, I give them a pretest and see how they score so that I know what I have to do or if they are beyond what I have. And in this class particularly, they've been bombing out on the pretest totally and so there is a lot of back tracking to do to basics in each of the unit. Then the kids know that there will be testing or quizzes coming up and that they have some practising to do and I do test them on paper, regular Math tests and they alternate, they spread out, they do the test and I record those marks and if any of the marks are in the 50's or lower I certainly encourage all the kids to be retested. [12]

In the Grade 7 class that I teach for English they have no idea of short vowel or long vowel sounds, spelling hop or hope is really hard for them. [12]

I come back up to my class for more Language and then a Math period. [12]
Um, Grade 7 Geography. Um, the course is Physical Geography and, uh . . . oceans and volcanoes and all that kind of thing. [12]

I'm testing, that's I'm assessing intermediates, whether it be Math or Geography or whatever. Not so much in Language though, but, they just, whatever unit we're working on, you know, again if it was Grade 7 Geography, there's a lot of oral sort of, informal testing obviously through the class, when they first come in we often do little, you know, I just question them, and kids are quick to answer, you know, okay, "so which always comes first?" "Latitude." [12]

You know, so that by the end of a Grade 7 year they know most of the countries of the world and they know where they are and, so when we do in Grade 8, Human Geography, and we get into the newspaper articles, and we read about Persia or whatever, they can say oh yeah, that's in Asia, it's just right over here, they know where these places are. And so we do a lot, I do a lot of mnemonics to teach them, like a lot of memory tricks and different . . . that they get a lot of the terminology. We do glossary terms, which again isn't really on the curriculum but I think it's important for them to learn those terms and to use them . . . when they're lining up to go back to their own class, if it's the Grade 7 class, or the Grade 8's are getting ready to go home, when they're ready to go, I'll just quiz each kid, and say okay, well, name three countries in South America, things like that, and they're used to this, and they'll just respond really quickly, and if they don't get it they go to the end of the line. [12]

I'm teaching Grade 7, English, Math, History, Geography, Visual Arts, and on rotary I teach Grade 8 History and Geography. [13]

There are still certain aspects in Math you must obey, and in Language you must obey certain conventions, and it's the same in every discipline. If they're not there, then you're really selling the kids short. It can be fun and games, and very exciting, but there are certain things that we are still accountable for. [13]

We have a system in [name of board] called [name of system], which is more or less just making tracking sheets, and it's okay for subjects like Math, check it off, and it's fine. I use [name of system] in Math because it's very convenient to see whether kids are meeting or not meeting specific indicators. And the kids know. [13]

I've done a lot of Language this year, so they know what they're expected to do, and they know where they're going. And it takes part of that mystery away, and at time the mystery is good, but most of the time, for most of the kids, it's not. They need to know the kind of expectations that are working. [13]

And I would say that . . . the biggest thing I would say in Math with the kids is still a multiplication table. Somewhere in Grade 4 or 5, something happens, either you get it or you don't, and if they don't it plagues them all the way through High School. It's unfortunate; it's the one thing. [13]
I help our board, which is working with a committee on the outcomes for Art, outcomes for History and Geography. [13]

We did Math when my class came back after recess. [13]

I have one Grade 8 core in Math, and 2 other Grade 8 Math classes. [14]

As a staff we went through the outcomes that we wanted to cover at each grade level. And so they were put on the report card and then a mark range. So, the outcomes direct from the descriptions books, yes . . . and a mark range for each . . . a range for each, let's see, for Math, English, French, Science, and Integrated Studies. [14]

I feel that most of the things should be done in the classroom and so any concept I teach will be taught in the first 5, 10 minutes. And so it gives me a chance to walk around and track to see where they are. And then I might assign, for example, if you're using a Math textbook it's set up very easy, you take 3 sections. Usually the first section I will do orally with the children, and then assign 1 or 2 questions from the middle one, and then a more difficult one from the third one. [14]

And I had everything run off, ready to go yesterday because the classes were writing the Math test, it was a quiz, so everything was ready for the day. [14]

It [unit] involved a bit of geometry, bit of measurement and some algebra. [14]

One of the things I found with kids is that when I got them at the Grade 7 and 8 level, they would tell me they didn't know what a pattern was. They hadn't used patterns before. Well, they had used patterns but they might have skipped it for a few years. So basically most of my Math lessons are based on some kind of patterning. It doesn't matter what the strand is. [14]

There's a half time teacher in the morning who teaches the French and Math. There's another teacher who comes in for the Sciences, Social Studies. [15]

Although I'm still trying to integrate the components of literacy I'm not really integrating with anything else - superficially with Art. [15]

They [teachers at the school] don't all think the same way about teaching. Some of them are more familiar; the homeroom teachers are way more familiar with the core content, like the content of the subject areas. At our school, even though you are in ESL or Special Ed, they may have been teaching Grade 4 content, like Science and Social Studies units, whereas we were required to teach Grade 8 or Grade 7 depending on what it was. They weren't teaching grade level work, so they weren't as familiar with the content. [15]

This is not normal for teachers really to have, to try to put curriculum in a big package. [[15]
They [teachers] used Grade 4 and 5 material. They would teach a unit on butterflies as a part of their living things for Science. Well that’s so, way below what’s expected for Science in the Grade 7 and 8 area. It was a real eye opener to me. [15]

I ultimately deliver most of the English and the Music and Art, [name of teaching partner] sort of takes over the Maths and Science areas. [16]

I delivered the English component of the program. [16]

I try to, when I do the English, make sure I cover all 6 strands, we read, we write, we view we build, we represent, we do as many of these things as we can. [16]

It [curriculum standards] said, level 3 will include most of the following. This is the old language, level 3 will include most of the following, and it didn’t work. But as soon as I changed it to a verb, level 3 students will be able to do most of the following, this came very quickly and easily. So I spent the better part of my afternoon, my prep time, working on doing this for the subjects for which I’m responsible, English, Geography, English, er, Music, and Art. [16]

We have three 7/8 classes here. I had 2 of them after recess, back-to-back, doing the same thing, mainly returning some activities that kids had done, a History assignment and 2, a Science quiz and another Science activity that we returned and took up. [16]

So what we want to do is to be able to send home . . . that the kids can put this in their binder, they’ll have 3. English, they’ll have another colour-coded one that will be History maybe, and Science, so that once we get the curriculum, which we used to have for outcomes, once we get that for expectations, on the first day of each term, the kids can get this and then the parents can see "expectation level 3 - student", which is a target, and then the activities that tie into it. [16]

And I think when we, when expectations and the Government thrust came out, I think the accountability bit, we retreated back a lot too, especially the English. [Name of teaching partner] was very involved in the English, so coming back to being accountable for our assessment of the kids. So a lot of basic things like testing them in reading and spelling and that kind of stuff. So [teaching partner] took on that role and what it meant in one sense is that we weren’t doing the sort of, as much integrated stuff as we’d normally done, because normally English we’d integrate into all sorts of things. So [teaching partner] retreated to, in one sense retreated to trying to give the kids a better sense of where they stood with respect to benchmarks. [16]

I do English and Geography and some Computer studies, Music and Art. [16]

You knew that if you did this English lesson with this class today, you did it with the other class, and they both had exactly the same homework. [16]
I'm the Science head. I have a Math, Science, Computer core, some Science, and one Math class core. [17]

We report subjects marks, subject marks. You know English 55%, English 90% Science, 75%. [17]

I mean [Board] runs Grade 8 benchmarks [for Math] and the word is that we shall make sure the curriculum is met for benchmarking so if the mesh is on between the Science design and Tech and Math is really coincidental. It's not preplanned things - so we have a fairly rigorous prescribed stuff that we're supposed to cover by such and such a time. [17]

Benchmarks drive our program to a certain extent. We're going to cover the curriculum because that's what [benchmarks require] Was it fun for the kids? Did they really learn? This might one of those places where . . . Did the kids learn? I don't know. I don't think so. They've forgotten almost everything from last year. So was that justifiable? In my mind, no. As a previous clinical researcher, no that was justifiable. Did it make us look good? Damn right it did. Printed everywhere. Everybody thinks is a great school for Math. It is. It is a good school but is it as great as the number say? At least not in my mind. We're going back 20 years of benchmarking. [17]

At 1:30 I have my class – my Grade 9 Science class. I hand out marks and they finished off an activity that we're doing. I handed out the marks and go over and put expectations up. [17]

I do Grade 7 Math, or Science and Computers. I have 1 group and do Science and Computers with them. In Grade 8 I have Math, Science and Computers as a core group, that's my staff advisor group. And then I have 2 Grade 9 Science sections. [17]

I did a little teacher chalk'n'talk on algebra, and assigned some classwork and some homework and that pretty well took care of Math. [17]

Then I had a Computer class, a Grade 7 Computer class, where we're working on a database, class database where kids have to input, well the end product is to take a look at Postal Codes, and the first 3 digits of phone numbers, to learn how to use a database, how we can sort through databases to find information in different kinds of ways. And so that was basically getting it set up, helping the kids out as they run into trouble along the way. And for that, they of course have a little assignment sheet, tell them what 60, 70 and 80 percent stuff that they need to do. [17]

With Science its [assessment] much easier [than other subjects] because it is, it's lot of skills-based stuff as well as knowledge content. [17]

In Math, what I've done now is I give them, at least twice a week, a high end problem of some sort or another that they have overnight to work on to return to me the next day. Now the return is a homework mark checked off, then I mark them. They're usually
fairly easy for me to mark, most of them are paper and pencil, just because I've started with, and it's sort of trying to figure how to implement this, further, and more in depth, and then I mark them on their problem solving abilities, which I have taught. And I've taught problem solving techniques at the start of the year. So they get that, homework content assessment. [17]

Visual arts, Grade 6, 7 and 8. [18]

I have a stack of outcomes. I, I, I go through my Visual Arts outcomes. I, I'm not responsible for the Math outcomes and the Literature outcomes and the History outcomes, okay? [18]

I'm teaching Grade 8 core, Grade 8 Science and Grade 7 English. [19]

Well, there's so many curriculum guides that we have. We have a curriculum guide for Math that I go through. And there's a curriculum guide now; we just got introduced to a new one last week which is [name of curriculum]. So, we're just introduced to that. I guess maybe 2 weeks before at a PA or, PD session. So, I've just started to implement that one. And there's a new one; they gave us a reading binder last year. They said take it home over the summer and read it and implement that. And there's the Geography curriculum and History curriculum binder. So, there's so many objectives and things that you're supposed to meet. [19]

We have like for History, there's a History binder and you look at the beginning and these are the objectives. So, these are the things that we have to meet in order for the students to learn what they're supposed to . . . [19]

I had a period where I did Language with the students. And they had, this is my Grade 8 core class, and I think we did . . . we did silent reading again and we do it at the beginning of every class. They have to bring a book and we read for 10 to 15 minutes, they have silent reading, and then we talked about one of the objectives in the new [curriculum]. I introduced them to the [curriculum] outcomes and I said, "these are the things that we're going to work on through the year and this is what we've covered so far," and I highlighted it. "And I'm going to put it up on the board so you can see it." [19]

And then after lunch we had Math and we did a lesson on integers, took up the homework from the day before. And then I collect . . . they take up the homework they mark each other's book; I put it on the board, they mark each other's book and they may call out their marks to me. So, I have a homework mark everyday. And then I taught the next lesson and they had the rest of the class to work on it. [19]

I'd rather teach 3 Histories and do a really good job and learn from my mistakes as opposed to doing one lesson and go, "God that was terrible." [19]

After the Geography, Grade 9, they had English. [19]
They're changing all of the curriculum, now. And for example, the Geography curriculum, the Science curriculum they did over a matter of 6 months, the changes. The Geography curriculum they have 2 weeks to change it. Yeah, there'll be a lot of big changes and they said don't order text books because you don't know what you'll be teaching next year. [19]

I teach Grade 8 and 9 History and Geography, and a Grade 7 Science. [19]

I'm teaching grade 7, 8 and 9's Science. [20]

I haven't exactly seen the new report cards, but I know they're coming in September. One, one part of it in Math is that you have to, in each term you have to report on all the strands in Math and I guess we have to change our teaching of Math because the way we teach Math is we might start with whole numbers and do a little problem solving in September and then we move to division or fractions, whereas now we have to report on every single strand in math, integers, algebra, all of them. So we have to do them all, all the time. So I, that, I think will be a bit of a challenge in terms of programming and being able to assess them. And in Language, we've brought in, I don't know if you've heard of the [curriculum] program, probably other people have talked about it. I think, it started off, and I think when we get, really get the ball rolling next September that will help with the literacy assessment a lot, bring back in the portfolios, look at those. I think what's challenging but interesting is that we can't just say your child passed. We have to say this is why your child passed, or this is why your child didn't meet the expectations. [20]

**Telling/showing**

Some of it obviously has to be teacher directed, because it's new vocabulary, new skills. [1]

I had to introduce to them all the terms; bandwagon, and snob appeal, and testimonial - there had to have been about 10 of them, so it was like, "here's the word, here's what it is, here's an example," you know? And they have to write it down. [1]

So, their drill was put on the board, all 5 questions that the kids do upon entry. I taught the lesson. I marked a test they'd just written. [1]

It was a percent lesson. It was teacher directed, it was a brand new lesson for them, showing them how I wanted it set up, how to cross multiply and divide, and they would copy it down in their books as an example. [1]

When they're [identified students] having instruction a large group situation, they're just not focused on the teacher, they're trying to entertain the rest of them. [3]
What the children were essentially doing was textbook work. Some of them were using textbooks in the classroom, or books they'd taken out of the library. Essentially, they looked for major battles, significant changes that took place that altered the course of events, and so on. They'd be looking for location, because they would plot these things on the map of Europe as well as the timeline. They'd look at the key players. General information about the battle, like the strategies that the generals were using. All the groups will be expected to have a general knowledge of it [WWI]. [3]

It's much easier to line 'em up in rows, at least for the instructional part of it. After that, you can break down, in all kinds of ways. For the actual delivery of instructions, and the delivery of framework kind of stuff, it's often much easier with a fairly high level of distractibility for a lot of kids, to have them at least pretending to focus on you, even if they aren't really. At least you have that sense that you have that sort of control. To make sure the message is heard by the greatest number of kids. [4]

They [students] want as much as you can possibly give them and they just, as I said, they're like little sponges. [4]

I give them little tid-bits of information. I'm always trying to throw in as much stuff as I can. [4]

As far as their day-to-day school work goes, they get incentives such as seeing the end-product, the display of all of their work, we set a criteria for what it should look like and what it should include and then model those things. [5]

The biggest part of all the inputting and modeling and teaching parts of this unit have really happened already. You know, we had done the actual reading and the teaching of the skills already. [5]

I do a very structured Spelling lesson in this class. [6]

The last period was another Writing Workshop. I taught the structure of the Diamonte and then let them experiment creating some. [6]

The class that I share the pod with is extremely noisy and I had to ask the teacher to keep them quiet as my students couldn't hear the lesson. That creates a very awkward situation but the physical set up of the pod is not conducive to a good teaching situation. I've been promised a segregated classroom next year so I'll be out of the open area. [6]

I find I have to repeat myself incredibly when it comes to instructions and then wait time and again. I keep telling them," there is no point in me talking - none, unless you can hear me", so usually there is a lot of 3:30 payback time. [9]

And then I give them their formal Math lesson and the 6's worked on USSR and then they, for 20 minutes, and then they went into ancient Rome. [9]
I gave the dimensions on the board they had to measure and cut out their 2 plain figures. And we got grid paper out and we set it out the same as the example that I had on the board, and then we practiced our flips together. We had mirrors too where we were looking at symmetry and we brought our mirrors out and checked for symmetry. [9]

I present a myth. At the beginning of the myth, I talk about what does a good myth look like, what are the components, so kids know what they are looking at and so there are really clearly defined levels of achievement or levels of skill development that the kids are aware of . . . [11]

Well, by trying to be fairly clear with indicators to them, to show them what is expected. In Grade 7 I teach Process Writing and in Grade 8 as well, and just to say to them the outcome is to write in complete sentences, well developed paragraph. We go through the process of writing and check out what is good and what is not and give them some ideas as to what I am looking for. [12]

The pretests would tell me that they couldn't add or subtract. They didn't know things about fractions, so I talked to them about fractions. I'd write a fraction on the board and I'd say tell me the parts of the fraction and the kids wouldn’t put their hands up and then one of the children said, "I always mix up which is which," and then everybody said, "so do I, so do I." "Well how many people know which one this is?" And they were afraid to say, they just, "well I know one is called the denominator," and this is a group all of them, so, to give them the mnemonics and to say, well “d for down - denominator,” you know, give them these little clues and things but to go back to that with a Grade 8 class and to talk about those things and to say well, "what about this kind of fraction?" And have 15/3, "what is this called?" Not one student could answer what it was called and then one of them said, "top heavy" and they all said, "that's it, it's a top heavy fraction" so, when I was teaching these lessons each time I just tried not to show them my discouragement. I’d say like, "okay, yes, okay, it is top heavy we call it, does anyone know what it is called?" Nobody knew, I write on the board, improper fraction, and that's why in all of my units as you can see, I put all this terminology up because they don't have the terminology so we go over it and I tried to teach them some mnemonics about it or something so that they would get the terminology. [12]

They were calling apostrophes commas because I gave them a page that had different uses, like when you read the paragraph it is sort of difficult to understand what it says because instead of reading the word minute (small), the kids would automatically read it as minute (time). Therefore, the sentence would not make sense to them because they would be used to seeing it as minute (time). So there were several words that had to be read in different ways and so they found that extremely confusing, and one of the words had an apostrophe in it and the kids explanation when they had to explain on the back of the paper what the problem was and tell me about it, they were calling the apostrophe a comma and this was just now and we are half through the year in Grade 8 and so again I had to go over the fact that the apostrophe is up here and the comma is down here and at times I find it extremely discouraging as a Grade 8 teacher to be having to teach those things. And the idea of possessive, the boys' arrows, s', and many told me that was
incorrect that it had to be before the s even though it was correct, so I was teaching them that idea, they didn’t know the idea of possessive and belonging to. The word "contraction," none of them seem to have ever heard that word. [12]

I still do a lot of testing and quizzes and that type of testing, but with this particular group, I'm thinking that's okay too because we have a lot to cover that's very basic and the quickest way I'm gonna do it is to teach those lessons and test. [12]

I talk a little bit about creating focus in a picture, how to mix a dark colour without using black, how to use a light colour without using white, a tint, without making a tint, and use the idea of resist. [13]

You go for focus and you can make your focus anywhere on the page, and you are going to call people’s attention to it ‘cause everything else seems to lead in, and it stands out. So, you know, you’re always going over that, over and over again, so once you’ve instructed . . . [13]

There is a model for them to look at on the sheet that I give them. And then they follow that model. [14]

Usually I do a lesson and do a 5 minute warm up with mental Math where they can't use a pencil and paper, they only use it to write down the answer. So I would cover some of the Math concepts that were in that, and then we do a problem solving strategy related to that. You actually teach them the strategy explicitly. So every day, they are doing some problem solving. Some without pencil and paper, some with. [14]

I feel that most of the things should be done in the classroom and so any concept I teach will be taught in the first 5, 10 minutes. And so it gives me a chance to walk around and track to see where they are. And then I might assign, for example, if you're using a Math textbook it's set up very easy, you take three sections. Usually the first section I will do orally with the children, and then assign 1 or 2 questions from the middle one, and then a more difficult one from the third one. [14]

Basically it was using the hundreds chart where in the first part of the lesson you develop the concept and show the kids what you want and you repeat that a couple of times, and then you give them questions based on that. That's basically the teaching part of it. [14]

And it's important I think in any type of teaching and learning, to develop good listening skills, because kids don't listen. In order to do mental Math they have to listen. So we say no pens and pencils, you put them away. This is straight listening. And you might have to teach a lesson on listening. [14]

So when we look at Plains people, look at Native peoples across Canada, we give them some lessons and show them different cultural groups, we show them the physical regions of Canada. [16]
And I think when we, when expectations and the Government thrust came out, I think the accountability bit, we retreated back a lot too, especially the English. [Name of teaching partner] was very involved in the English, so coming back to being accountable for our assessment of the kids. So a lot of basic things like testing them in reading and spelling and that kind of stuff. So [teaching partner] took on that role and what it meant in one sense is that we weren't doing the sort of, as much integrated stuff as we'd normally done, because normally English we'd integrate into all sorts of things. So [teaching partner] retreated to, in one sense retreated to trying to give the kids a better sense of where they stood with respect to benchmarks. [16]

Yesterday I introduced the buoyancy activity and they had to make a little observation chart and I had to show them some techniques and talk about those tools, about measurement, what tool to use for what measurement. I had to teach them about displacement. [17]

Give the kids more upfront. There was a lot of discovery in this unit and I think discovery is good but I might have . . . and that is one of the things I'm changing about it. I think I put too much emphasis on discovery. It's not all discovery not by a long shot but I think I put a little too much emphasis on some of the discovery aspects of it and defining those relationships of it. That's really hard for kids to do. They've got broad-based knowledge and being able to call to task the skills in Math . . . so less discovery and a little bit more upfront. [17]

I did a little teacher chalk'n'talk on algebra, and assigned some classwork and some homework and that pretty well took care of Math. [17]

In Math what I've done now is I give them, at least twice a week, a high end problem of some sort or another that they have overnight to work on to return to me the next day. Now the return is a homework mark checked off, then I mark them. They're usually fairly easy for me to mark, most of them are paper and pencil, just because I've started with, and it's sort of trying to figure how to implement this, further, and more in depth, and then I mark them on their problem solving abilities, which I have taught. And I've taught problem solving techniques at the start of the year. So they get that, homework content assessment. [17]

What I check off on their work relates to the concepts that we're [teachers] supposed to be embedding. [17]

So, you know, I end up never redoing a lesson. I can't. You know, there's just too many, and it would take too much time too. I did, one whole lecture took me one 50 minute period once, and a student came in, can you explain to me what happened? I said, no, it would take me another 50 minutes to explain what happened. I can't do that. [18]

And then I talk for about 5 or 10 minutes, reviewing what we're doing, or if it would be an introductory lesson, then the talk would be about 20 minutes. It would be no longer than that because they don't have the attention span. And then I do demonstration. But if
it's an ordinary day, and they're in-project, I would still talk to them. Even if it would be to review what we're doing, or just to talk about something I talked about yesterday, you know? To go over and over, just to give them expectations. [18]

I teach them interviewing skills and how to properly phrase questions that are not yes or no answers. [19]

I teach them oral skills. I teach them how to set up a project and teach them to do research. Skills in the library, bibliography . . . [19]

And then after lunch we had Math and we did a lesson on integers, took up the homework from the day before. And then I collect . . . they take up the homework they mark each other's book; I put it on the board, they mark each other's book and they may call out their marks to me. So, I have a homework mark everyday. And then I taught the next lesson and they had the rest of the class to work on it. [19]

I consider if they can do well on a test then I've done my job, if they don't do well there is something wrong with the way either I've done the test material or the way I presented this piece of information. [20]

Here's the information let's teach it, let's maybe do a lab now, let's do a test. [20]

And in the afternoon I had my ESL group who, one little boy was in a really bad mood and it was a little bit challenging to get them on track, trying to teach them density and trying to teach them something that's very dry, is very hard. [20]

They were supposed to do mass divided by volume is density, and find the density for everything. So I got up there and I'm teaching away and let's talk about the density of water, and let's do this, and they hadn't done any of their density. [20]

Essentially it looks like the Grade 8's and the Grade 9's are going to be using the same text books, and the Grade 7's will have to use the Grade 8 text books, if we want to do a text book oriented program. [20]

**Teaching and planning from expectations/outcomes**

I guess [what I teach] depends on the outcomes - what do kids need to know? Bottom line, you know? My job is to teach them what they need to know - skills, concepts, attitudes, whatever it is - that's how I decide. The way I do it could be different from year to year, but what does the Ministry or the Board expect these kids to know at the end of Grade 8? To some extent what do parents expect? I think that's how I decide. [1]

Like, with the Math program we sat down and we sort of did a long range [planning] thing, and then we got into specific units like decimals and fractions and so on, and pulled the outcomes from the [name of Board] Learning Outcomes. [3]
I've just gone through the Grade 7 program and I can look at it, and look at the outcomes which are created by the Board, in fact, for Family Studies, and look at some changes that I would make to tie it more directly to outcomes. [4]

We looked at units of study that fit with, obviously the curriculum. [5]

So every year we have in hand, like that's one of the requirements for each staff member, out of this unit we will have a published hard copy of, you know, all of the learning outcomes and what we want, what the expectations are for that unit of study. [5]

I'm starting right now into what I call a Voyages unit. And we start out when we plan, we plan around the 9 essential knowledges [given in the curriculum] and we develop questions that we would expect the children to answer based on that knowledge. So now I'm doing voyages. So one question might be: What are the characteristics of an explorer? [6]

The units I use have the outcomes for each lesson attached to them. The standards in Math and Language drive our assessments and we use the outcomes as the basis for reporting on the report card. When we plan as a team the outcomes and standards are used directly in our planning. [6]

Our planning used to be based on objectives, knowledge skills and affect - now it's based on outcomes. [6]

I am a member of the Home Base Committee which develops curriculum based on guidance outcomes for our Home Base. [6]

We are still looking at um... we still use outcomes, we still use indicators, but they are, I believe more accurate, more measurable. [11]

We started with a list of Language Arts outcomes that we would address on a daily basis, so we actually had a template for the ones that we do on an ongoing basis, but then there are ones we want to target in a specific unit so that is what we would be doing there. [11]

All the outcomes for the unit are posted and as we do the activities they are actually recorded under the outcomes. [11]

It [posted outcomes] serves as a map. It forces me to ensure that I am at least addressing what we set out to address so I am very focused on ensuring that at least I touch on all outcomes. If I don't meet them all, in some ways I address them because what the outcomes that we develop become, or in some form become, the reporting statements so it's really critical that we address those outcomes that we are in fact going to report on. [11]

Here is the curriculum we are attempting to design, here are the outcomes that we have identified that we think are important. [11]
We've used the outcomes the same way as we would have in the past years and worked at, you know, planning indicators to specific subject areas, but not integrated. [12]

We worked with the outcomes that were given to us and worked towards meeting those, so I had them all and worked right through and kept working towards meeting those outcomes. [12]

We have a set of outcomes and indicators we have to meet. And if we're not doing that, and addressing that, because our report card is outcome based, with indicators - things we're supposed to be accomplishing. We have documents in the board that say 'this is what thou shalt do', and so you use that as a basis. [13]

Well, basically, I'm working on the outcomes that we have in [name of board], which are based on the Common Curriculum. So, everything I do, if I'm accountable, and I am accountable, has to go back to those outcomes. [13]

And our board's expectations are that you will meet the [name of board] outcomes, because this is what they've all agreed to do. And so as a [Board] employee, I follow that. Okay? [13]

There's no choice. The ministry has said: "thou shalt." And so, you're expected to. [13]

I'll do what I know works well with kids and what they should have, according to the Government expectations. [13]

Now with the new expectations I'm not too sure we know any longer why, other than we're saying you shall do this. [13]

They [teachers] used Grade 4 and 5 material. They would teach a unit on butterflies as a part of their living things for Science. Well that's so, way below what's expected for Science in the Grade 7 and 8 area. It was a real eye opener to me. [15]

What we're trying to do now is look at the way we present curriculum in a different way. We are not looking at subjects, we are looking at outcomes and we are teaching directly to the outcomes. [16]

I was using the expectation related to listening attentively and getting information from sources. [16]

It [curriculum standards] said, level 3 will include most of the following. This is the old language, level 3 will include most of the following, and it didn't work. But as soon as I changed it to a verb, level 3 students will be able to do most of the following, this came very quickly and easily. So I spent the better part of my afternoon, my prep time, working on doing this for the subjects for which I'm responsible, English, Geography, English, er, Music, and Art. [16]
So what we want to do is to be able to send home... that the kids can put this in their binder, they'll have 3. English, they'll have another colour-coded one that will be History maybe, and Science, so that once we get the curriculum, which we used to have for outcomes, once we get that for expectations, on the first day of each term, the kids can get this and then the parents can see "expectation level 3 - student", which is a target, and then the activities that tie into it. [16]

For many of the subjects I teach there aren't, they're [curriculum expectations] not out there yet, so we're trying to blend together outcomes with what we think the expectations will be. [16]

You knew that if you did this English lesson with this class today, you did it with the other class, and they both had exactly the same homework. [16]

I mean if you look at how this is set up, here's the expectation, this is the teaching activities, this is what you do, this is how you assess it for every single expectation at the Grade 7 and 8 level. [16]

We wrote the activities and then went to the Common Curriculum rather then the other way around because of the constraints of the framework we were put in in [name of board]. Because you should have no more than 5 outcomes at the MS2 level and maybe 1 Literacy or you should have 1 in Literacy and 1 in Self and Society. So there should be no more than 7 outcomes and maybe some central or some of the 10 essential outcomes and so we approached it that way. I have a lot of activities partially done and then we tried to integrate Computers and then we verified the stuff we were trying to do met the Common Curriculum and the outcomes or would give us measures or indicators of the Common Curriculum outcomes that would have been met through doing this unit the way we proposed. [17]

Well, there's so many curriculum guides that we have. We have a curriculum guide for Math that I go through. And there's a curriculum guide now, we just got introduced to a new one last week which is [name of curriculum]. So, we're just introduced to that. I guess maybe 2 weeks before at a PA or, PD session. So, I've just started to implement that one. And there's a new one, they gave us a reading binder last year. They said take it home over the summer and read it and implement that. And there's the Geography curriculum and History curriculum binder. So, there's so many objectives and things that you're supposed to meet. [19]

There's so many documents that are coming out now where the wording is so bizarre. I'm not... I don't know if it's in that one, but the new ones are coming out where I don't even know what they mean... like an outcome that the children will be able to philosophize about the, you know, the literary element in... and I don't even know what it means so how can I teach it? And there's no place that ever explains that. [19]
[There are] so many outcomes coming towards us and really not knowing what to choose because for example they just had this great big binder from [board] saying . . . and that's what you're supposed to be taking outcomes from. Now, they're giving us the [curriculum] and they're saying, "now this is what you use because all of [board] is using it and this is what is gonna be put into effect when the city amalgamates. So this is what you have to start using." So you basically planned your lessons now you have to throw them away because they have given you something else that you have to teach from. [19]

We work in teams. So, that's important. So, all the people in the Grade 8 teams. There are 5 teachers and a convenor and we work our units out together and we decide what outcomes we're going to teach for that unit. And all of the Grade 8's do the project I've just described. Some do it little a bit differently but basically those are the outcomes we've decided on. And we go back and we teach them. [19]

We have like for History, there's a History binder and you look at the beginning and these are the objectives. So, these are the things that we have to meet in order for the students to learn what they're supposed to . . . [19]

We'll pull out all the documents and we'll look through them and we'll figure out what we believe is important and say, "Okay, we think they already know that so we don't have to deal with that one." [19]

You plan so you get to the lessons and the kids learn what they have to learn. [19]

They're changing all of the curriculum, now. And for example, the Geography curriculum, the Science curriculum they did over a matter of 6 months, the changes. The Geography curriculum they have two weeks to change it. Yeah, there'll be a lot of big changes and they said don't order text books because you don't know what you'll be teaching next year. [19]

I say, okay, at the end of this, where do I want them to be, what do I want them to know so when they come back tomorrow I can move ahead and go on to this, so I do concentrate on outcomes. [20]

What are your outcomes? Where do you want them to be at the end of January or February? [20]

I haven't exactly seen the new report cards, but I know they're coming in September. One, one part of it in Math is that you have to, in each term you have to report on all the strands in Math and I guess we have to change our teaching of Math because the way we teach Math is we might start with whole numbers and do a little problem solving in September and then we move to division or fractions, whereas now we have to report on every single strand in Math, integers, algebra, all of them. So we have to do them all, all the time. So I, that, I think will be a bit of a challenge in terms of programming and being able to assess them. And in Language, we've brought in, I don't know if you've heard of the [name of curriculum] program, probably other people have talked about it. I
think, it started off, and I think when we get, really get the ball rolling next September that will help with the literacy assessment a lot, bring back in the portfolios, look at those. I think what’s challenging but interesting is that we can’t just say your child passed. We have to say this is why your child passed, or this is why your child didn’t meet the expectations. [20]

**Communicate expectations/outcomes**

And they're always given criteria - "here's what we're looking for..." [1]

We have different categories that we look for, and we tell the kids. [1]

When I do the creative writing assignment I have a focus, and I tell the kids what the focus is. They know it ahead of time. So, it’s standard. I’m looking for quality of vocabulary, which is descriptive. I’m looking for evidence of using a thesaurus, which is evident through the vocabulary. Paragraphing. These are all standard things that I’ve built in since September, and I expect all of those, but here’s the thing that I’m really looking for in this particular assignment – show me that you are absolutely dynamite at quotation marks. [1]

We always give them rubrics, how they’re going to be evaluated before – when we give them the assignment it’s attached. [3]

I made a real point this year of making sure that every single solitary thing they did had a really solid basis for assessment and that they could see what a one looked like, a 2 looked like, a 3 looked like in each of the categories. So that has been my focus this year, to develop all of my units that way so that the kids understood initially what was going to be expected. I laid it all out ahead of time. This is what your group’s going to end up with an A+ if these are the planning things that happen. [4]

They were given the complete package which had a booklet of Canada’s food guide. I had the printout of exactly what was to be in it and then I also had them go through with me what an A+ project looked like, what an A project looked like, what a B project looked like, a C and a D. And I said God help any of them that deserved an E. [4]

So each semester, all staff members are required to send home to parents, a letter, a cover letter, stating what the language outcomes will be for each of the areas: Language, the Arts, Self & Society, Math/Science/Technology, and that’s of course how its laid out as per the common curriculum. So, this then becomes, in effect, our assessment tool, I mean these are the things we are assessing in first term. So when they receive their first term report card, we are making comments to this effect, you know, how proficient they are in these areas, Language and Music and so on. [5]

As far as their day-to-day school work goes, they get incentives such as seeing the end-product, the display of all of their work, we set a criteria for what it should look like and what it should include and then model those things. [5]
So, those are laid out ahead before they actually do anything. An oral presentation for instance. They're going to be doing little skits, they're doing some drama right now. You know, we discuss ahead of time what would make for a good presentation.  

We had talked earlier about what make for good presenting skills and so on, so we were looking for more animation and acting things out, plus voice projection and, you know, good presentation, all that stuff.  

We have criteria for this, these are the expectations and, the kids knew that ahead of time. We talked about. It's all very laid out. "This is what you must do to complete the assignment. Now if you do these things that's going beyond, that's expanding on what the base expectations are, okay?" So, and we even, you know, use the terminology like, we have done in the past. Like a 'B' is meeting the expectations, like 'A' level work is going beyond and enriching and being especially creative with those.  

I have since created rubrics for them, because I'm not going to go through that again.  

They know the expectations before we begin. This is due a certain date, this is due a certain date, this is what has to be functioning and this is when it's expected.  

They wrote their own report card with . . . I gave them the guidelines of what subjects and what key areas they had to include.  

I try and tell the student beforehand, "this is what I'm expecting from you."  

The kids know exactly what is happening in the course, so they now exactly what's coming their way, what questions, that's handed out to them the very first day that they open up the novel. They are handed out . . . specifically a hand out that I have made for them of expectations, good and rough copies, they must have 2 editors and even right down to the pen, underlining the words and explaining the word within it.  

I also hand out an expectation of the presentation, what I'm looking for.  

I ask that they label in a key using footsteps when he walked and a boat when he travelled in the water, one colour only for the countries that he went into and that also has a hand out on expectations that goes with it too.  

I have check listing, which I do hand them - exactly how I'm going to be marking them, I expect them to check list and write me notes and that specific sheet is handed in to me when the final copy is also handed to me.  

We get our planners out and we review the homework expectations.  

I present a myth. At the beginning of the myth, I talk about what does a good myth look like, what are the components, so kids know what they are looking at and so there are
really clearly defined levels of achievement or levels of skill development that the kids are aware of. [11]

Well, by trying to be fairly clear with indicators to them, to show them what is expected. In Grade 7, I teach Process Writing and in Grade 8 as well, and just to say to them the outcome is to write in complete sentences, well developed paragraph. We go through the process of writing and check out what is good and what is not and give them some ideas as to what I am looking for. [12]

Explicitly, I . . . you identify a smaller amount to cover. With the kids being aware what the outcomes are going to be. [13]

They knew what was required ahead of time, and the evaluation was given to them. [13]

I've done a lot of language this year, so they know what they're expected to do, and they know where they're going. And it takes part of that mystery away, and at time the mystery is good, but most of the time, for most of the kids, it's not. They need to know the kind of expectations that are working. [13]

They [kids] would have an outline, they would have their sheet. And it would tell them exactly where we were going and what I expected of them. [13]

It's always wise to go through things again, to emphasize things, to go over it many times with these kids that I have this year . . . and last year. Clarify really where you're going. [13]

There is a model for them to look at on the sheet that I give them. And then they follow that model. [14]

I give each child a large draft board with all of the outcomes on it right across the curriculum and I give one to the parents also. And as we go through a unit, I will put the outcomes on top. [14]

I'll write the outcomes on the board or we'll take the sheet out and we'll check them. [14]

They need to know what your expectations are. [14]

Once I get the kids trained on how to set things up, and how things are expected, [there is] very little preparation on my part. [14]

Basically it was using the hundreds chart where in the first part of the lesson you develop the concept and show the kids what you want and you repeat that a couple of times, and then you give them questions based on that. That's basically the teaching part of it. [14]
Well I tried to certainly make very, very clear that when I am saying the word "outcomes" that they would see they were the report cards statements and what was expected. [15]

One of the advantages that I was able to do, that really, really helped a lot, I've used as a teaching . . . was before I evaluated, I gave them my evaluation. [16]

The English outcomes were such that parents did not have a clue as to what this meant, kids didn't have a clue, now I did teach, I taught them to them, what is a language . . . what does that mean? [16]

So what we want to do is to be able to send home . . . that the kids can put this in their binder, they'll have 3. English, they'll have another colour-coded one that will be History maybe, and Science, so that once we get the curriculum, which we used to have for outcomes, once we get that for expectations, on the first day of each term, the kids can get this and then the parents can see "expectation level 3 - student", which is a target, and then the activities that tie into it. [16]

But I've tried to begin my lesson with, "today we are going to work on this expectation. We are going to practice listening attentively, blah, blah, blah, blah." Whatever it happens to be, so they know the purpose of the lesson before we start. [16]

At 1:30 I have my class – my Grade 9 Science class. I hand out marks and they finished off an activity that we're doing. I handed out the marks and go over and put expectations up. [17]

Then I had a Computer class, a Grade 7 Computer class, where we're working on a database, class database where kids have to input, well the end product is to take a look at Postal Codes, and the first 3 digits of phone numbers, to learn how to use a database, how we can sort through databases to find information in different kinds of ways. And so that was basically getting it set up, helping the kids out as they run into trouble along the way. And for that, they of course have a little assignment sheet, tell them what 60, 70 and 80 percent stuff that they need to do. [17]

I have kids, for example, marking other kids drawing, along with a criteria list, and all of a sudden the drawings went, before I used the criteria list I . . . you know, marking a peer evaluation form with numbers, before I used that the drawings were coming in at a low level, or were coming in mostly at a lower level. As soon as you give the criteria that you need to have these things at, and you get an assessment from a peer, the level just jumps right up. And so the kids are doing better. They're doing a better job because they know what a better job is, without even having seen the better job, just the criteria there, and their interpretation. So, for the cell drawings I say, now you have to meet 11 out of 15 on the criteria list, on the peer evaluation list, don't come to me with a drawing that one of your peers hasn't evaluated well, at least 11 out of 15. Because you won't have done a good enough job. [17]
I think it's one of the toughest topics in teaching right now, doing assessment, doing good assessments so that kids know what's expected of them and how they can demonstrate what they need to know to meet the expectations. That's a tough area. [17]

In the second term they're introduced to self-evaluation, where they're given a set of outcomes and appropriate marks attached to each outcome. Within that outcome the students evaluates his or her place within a certain mark range. So for example, let's take you know, this one I just told you about, cutting a straight line, cutting skills out of 5, there's an outcome. Is it straight? Is it on the line? You know, is it wavy like a drunken sailor down the road? Out of 5, what are you the most like? So, rate themselves high, rate themselves low, okay? Ability to cut 20 centimetre square cropping? Is it 20 centimetres or is it 25 centimetres? Is it 19 centimetres? Is it 19.5 centimetres? And if they get more than 2 of the lines wrong they get a zero, you know, so they can't measure 20 centimetres, there's an outcome. Third outcome — mounting. Is it straight? Is it off to the left, is it off to the right, you know, is it crooked? You know, out of 3. If it's all, if it's absolutely straight in the centre, even on both sides through an eyeball evaluation, 3 marks. If it's not, lower the assessment. Okay? And so it goes on and on and on. [18]

I had 2 classes of 6's. One was an evaluation day, in which we had an overhead with the outcomes on it, and we walked through the outcomes. We took the instructions and the outcomes, the 2 overheads we put them side by side, here are the instructions, here's the outcome, and here's the instruction, here's the outcome. [18]

And then I talk for about 5 or 10 minutes, reviewing what we're doing, or if it would be an introductory lesson, then the talk would be about 20 minutes. It would be no longer than that because they don't have the attention span. And then I do a demonstration. But if it's an ordinary day, and they're in-project, I would still talk to them. Even if it would be to review what we're doing, or just to talk about something I talked about yesterday, you know? To go over and over, just to give them expectations. [18]

Well I have certain marking sheets, like for the presentation. I have mark sheets, and they'd be aware of what I was looking for. [19]

And the students get to see that before. I put it up on the wall so they see what they're going to get marked on before. [19]

It's clear to the student what is being assessed. I don't think it's fair to give them a project and then mark them on something that they didn't know they were being marked on. So, it lets them know. It lets them know what they're learning, that you're learning oral presentation skills and these are the skills I want you to know so they can build on that. So, basically it's a good . . . it makes me accountable. [19]

I had a period where I did Language with the students. And they had, this is my Grade 8 core class, and I think we did . . . we did silent reading again and we do it at the beginning of every class. They have to bring a book and we read for 10 to 15 minutes, they have silent reading, and then we talked about one of the objectives in the new
I introduced them to the outcomes and I said, "these are the things that we're going to work on through the year and this is what we've covered so far," and I highlighted it. "And I'm going to put it up on the board so you can see it."

I also gave them a marking scheme. That's not, it counted for marks. We put that on the board.

They also looked at the outcomes; what they needed to know by the end of each particular lesson or each chapter.

**STUDENT STANCE**

*Requisite Behaviour*

And they've got lots to talk about, and they're not there to talk - not during instruction time.

There's always a few, a couple, that aren't going to be successful not necessarily because they don't know the material, but perhaps they didn't get it started well enough ahead of time.

When they're having instruction a large group situation, they're just not focused on the teacher, they're trying to entertain the rest of them.

For the most part, the identified students are pretty successful, because the major strategy we use with them is chunking, which really helps them to focus and help them manage their time. The ones who will not be successful are the ones that are ADD and not identified with attention deficit, especially if they're not medication, or on the wrong dose of medication - there's a couple there that cannot sit still. It isn't that they don't want to; they simply can't. They're just like - boom - they're clustering all day long. For some of them, it's organisation of time and materials, they'll start off good but then they lose other things.

It's much easier to line 'em up in rows, at least for the instructional part of it. After that, you can break down, in all kinds of ways. For the actual delivery of instructions, and the delivery of framework kind of stuff, it's often much easier with a fairly high level of distractibility for a lot of kids, to have them at least pretending to focus on you, even if they aren't really. At least you have that sense that you have that sort of control. To make sure the message is heard by the greatest number of kids.

[The kids] have great difficulty with reading, following directions and so on.

I have one D on the report cards. I just finished my marks; I have one D. The kid didn't finish the stuff; he had an attitude all the way through.
It just means constantly circulating around the class and reminding and, you know, we have very defined roles and you know, just making sure everybody's carrying out their roles. [4]

The class that I share the pod with is extremely noisy and I had to ask the teacher to keep them quiet, as my students couldn't hear the lesson. That creates a very awkward situation but the physical set up of the pod is not conducive to a good teaching situation. I've been promised a segregated classroom next year so I'll be out of the open area. [6]

They come back in and realize, "oh, I've got to refocus now when I come back in here to finish what's expected of me each day." [8]

We talked over a strategy on how to ... maybe detention room or giving detention and when do we get the office involved and maybe it didn't have anything to do with the curriculum as such but it helped with our delivery of the curriculum in the end. [8]

The good student will always succeed – the one with the proper work ethic and the proper organizational skills. [8]

I had to tell them to focus. [8]

I would like to be able to put it so that ... even in some situations for testing purposes, rows or individual rows, just because this is a highly, highly sociable group and with the numbers there is a high behaviour component. [9]

[There is] nothing about behaviour [on the report card] which I wish there was, late or incomplete assignments. [9]

Just discussing this group, I am continuously on them. It's a group that has certainly been spoon fed and this comes from teachers who have been here a long time to watch this particular group. I find it extremely draining on my part but as long as you are continuously thumbing at them, and reminding them and parent phone calls work. [9]

When you get into the content, and the kid's trying . . . keep the kids going rather than swaying more to the socializing. I find that it is a very artistic group, a very dramatic group, and they have a really hard time with writing down factual content. [9]

I'm worrying about the behaviour component and therefore the lack of learning that was coming from it and I have them on a reward system that all teachers are in on, it is more teacher directed than it is cooperative, because if you don't have behaviour you don't have cooperation. [9]

I find I have to repeat myself incredibly when it comes to instructions and then wait time and again. I keep telling them," there is no point in me talking - none, unless you can hear me," so usually there is a lot of 3:30 payback time. [9]
I come running up here, and it's normally a Math period but because for the last few days the kids have been fantastic and there has been a French supply, and that's usually when I have my prep and they've been fantastic for her. I gave them a free period, which their mouths dropped at. I said to them, "No, I mean, I can't just stand up here and tap you on the hands when you are bad, you have been fantastic, you've earned a free period." A lot of them took it upon themselves to finish their art or their language. I let them go out to their lockers if they needed to because it was a surprise for them. We are also ahead in math by a week so I just gave them a free period. [9]

They [students] can't sit on their own and focus by themselves on work. [9]

I never went through the Public school system. You know, "stop being so stupid." You know, "your homework's not done, zero." "Too bad, you failed." And yet, I come here and it's like, extension, extension, extension. [9]

I have a hard time with giving suspensions and you know, the children, the work that's missed during that time, well zeros. You're suspended from school, you're out of school, you're removed – you're punished. Zeros. You hand in, you give a due date. Why should it be, oh well, you know, give them a few more days? Or they're 2 weeks late with their projects, oh, 20 percent off. [9]

The kids are just coming up with really, gaps in their learning so, and in that sense I think we are doing fairly well, they do leave with, the emphasis is on good work habits and skills and sort of being responsible about handing work in and so on. [11]

They have great difficulty putting pen to paper and focusing on lessons. [12]

The teaching this year has been very, very basic for these kids. So it's been very... getting them to sit down and be quiet and get things done. [12]

What they need is more old-fashioned learning. So it has been more of sit down, get quiet, learn to focus, learn to concentrate... they did not want to put pencil to paper. They would say to me, "do we really have to write a whole page? Can't we do this on the computer? I don't like to write." Their handwriting wasn't legible, as a group, more than half have had difficulty with these sorts of things so it is quite traditional. [12]

They are able to listen to lessons now and do know how to listen with their eyes as well as their ears. They know how to put pencils, and toys and rulers down. [12]

The kids come to me and don't have some of the basics then I sit them down and say okay, now we are going to have a quiet sit down time. [12]

But, it's the basic, the reason I had trouble with evaluation was their abilities to focus, to stay on task, persevere, everybody gives up on the first try. [13]
With this group, we had to work on listening skills, and go over the instructions. [14]

And it's important I think in any type of teaching and learning, to develop good listening skills, because kids don't listen. In order to do mental math they have to listen. So we say no pens and pencils, you put them away. This is straight listening. And you might have to teach a lesson on listening. [14]

I had a few kids in last night for some discipline problems that occurred with the supply teacher and I dealt with them until about 3:50. [16]

In general product, here at the school we sort of come to a consensus, product is 75 percent of the mark. I know this is probably a dirty word at the Ministry, but attitude is another 25. Attitude includes such things as getting homework done on time, attendance in class, regular attendance, how well they socially interact with their peers, those kinds of issues that I think are really important. [17]

Behaviours sometimes dictate what they’ve learned, if they can accept the class, and accept the rules of the game, as it were, follow instructions. [18]

You know, a kid just – these kids at this school don’t really have a lot of respect for any type of authority. [18]

My students? I'm very strict but I think I'm very fair with them. And they understand that. And if I want their attention, they're gonna give it to me. [19]

**ASSESSMENT**

**Assess and report against expectations/outcomes**

We always give them rubrics, how they’re going to be evaluated before – when we give them the assignment it’s attached. [3]

I made a real point this year of making sure that every single solitary thing they did had a really solid basis for assessment and that they could see what a 1 looked like, a 2 looked like, a 3 looked like in each of the categories. So that has been my focus this year, to develop all of my units that way so that the kids understood initially what was going to be expected. I laid it all out ahead of time. This is what your group's going to end up with an A+ if these are the planning things that happen. [4]

We were handed these things and told these are the subject areas you are going to teach and this is what you are going to assess and there are going to be 2 strands for each thing and 2 outcomes and that's all you're going to assess in the end. [4]

They were given the complete package, which had a booklet of Canada's food guide. I had the printout of exactly what was to be in it and then I also had them go through with
me what an A+ project looked like, what an A project looked like, what a B project looked like, a C and a D. And I said God help any of them that deserved an E. [4]

So each semester, all staff members are required to send home to parents, a letter, a cover letter, stating what the Language outcomes will be for each of the areas: Language, the Arts, Self & Society, Math/Science/Technology, and that's of course how its laid out as per the common Curriculum. So, this then becomes, in effect, our assessment tool, I mean, these are the things we are assessing in first term. So when they receive their first term report card, we are making comments to this effect you know, how proficient they are in these areas, Language and Music and so on. [5]

Checklists for basically "assignment completed" and so on. I made notes as well, as far as their oral proficiency and so on. Their passport *francais* was a method of evaluating how much French, and on the booklet that went home it was like, you know, how much French, so and so uses French most of the time, 70% of the time, etc. [5]

This is the basis of my assessment and evaluation, what we've laid out as the learning outcomes. [5]

We have criteria for this, these are the expectations and, the kids knew that ahead of time. We talked about, it's all very laid out. "This is what you must do to complete the assignment. Now if you do these things that's going beyond, that's expanding on what the base expectations are, okay?" So, and we even, you know, use the terminology like, we have done in the past. Like a 'B' is meeting the expectations, like 'A' level work is going beyond and enriching and being especially creative with those. [5]

The units I use have the outcomes for each lesson attached to them. The standards in Math and Language drive our assessments and we use the outcomes as the basis for reporting on the report card. When we plan as a team the outcomes and standards are used directly in our planning. [6]

I have since created rubrics for them, because I'm not going to go through that again. [6]

It's going to be a language assessment of meeting the standards and outcomes for writing properly structured sentences. [8]

I have check listing, which I do hand them - exactly how I'm going to be marking them, I expect them to check list and write me notes and that specific sheet is handed in to me when the final copy is also handed to me. [9]

It [posted outcomes] serves as a map. It forces me to ensure that I am at least addressing what we set out to address so I am very focused on ensuring that at least I touch on all outcomes. If I don't meet them all, in some ways I address them because what the outcomes that we develop become, or in some form become, the reporting statements so it's really critical that we address those outcomes that we are in fact going to report on. [11]
We have a system in [name of board] called [name of system], which is more or less just making tracking sheets, and it's okay for subjects like Math, check it off, and it's fine. I use [name of system] in Math because it's very convenient to see whether kids are meeting or not meeting specific indicators. And the kids know. [13]

We have a set of outcomes and indicators we have to meet. And if we're not doing that, and addressing that, because our report card is outcome based, with indicators - things we're supposed to be accomplishing. We have documents in the board that say "this is what thou shalt do," and so you use that as a basis. [13]

I can approach a kid and say, "okay, you need more time, you've got . . . but I must have it then." And then we talk, we negotiate, we work things out. And usually, there's a big sigh of relief in those children, because they know they're responsible, and I have to think what I want from that child - I need to see the completed work from that child, to see it meets the outcome. So therefore, I better be a little flexible with time, and the tasks, and what's going on, and modifying them. Because if not, I'm not going to meet that outcome, okay. [13]

Usually, what I'll do is I'll just list the assignments we've done, the outcomes, some of the outcomes, related to it, and it's very informal. They've met the outcome, not meeting the outcome, and so on. Or not completed. If it wasn't fully completed, there's no mark on it. [14]

As a staff we went through the outcomes that we wanted to cover at each Grade level. And so they were put on the report card and then a mark range. So, the outcomes direct from the descriptions books, yes . . . and a mark range for each . . . a range for each, let's see, for Math, English, French, Science, and Integrated Studies. [14]

We took the outcomes, we used the Board reporting comments, for example, there's one that's repeated in about 3 different disciplines - "displays, organizes and interprets data." That one it appears in Math, it appears in . . . Actually you can use it in almost any subject area. And it's reported as meeting the outcome . . . exceeding the outcome, meeting the outcome, consistently meeting the outcome, inconsistently meeting the outcome, or not, not reporting. [14]

What I'm trying to do is integrate across the curriculum so that it lines up with the new curriculum from the guide so that a teacher can come up with some assessment tools and evaluation for all 5 strands in each term. [14]

The criteria is directly related to the outcomes. We had a report card . . . the board has taken the outcomes and reworded into a variety of report card statements. [15]

Our first report card statement is "student identified and uses you know wide range of language conventions." [15]
Well I tried to certainly make very, very clear that when I am saying the word "outcomes" that they would see they were the report cards statements and what was expected. [15]

They've [Board] taken the main outcomes in English and broken it down now to 22 reporting segments. I don't know if that's happening at the other Board levels or not but that's what we have to work with now. [16]

[Name of teaching partner] and I have been working on adapting expectations into the set knowledge that we have already, and I was working on, on doing that, getting ready for reporting. [16]

These assignments are the summative things that will reflect whether or not the child has achieved the outcome. [16]

I mean, if you look at how this is set up, here's the expectation, this is the teaching activities, this is what you do, this is how you assess it for every single expectation at the Grade 7 and 8 level. [16]

I'm much more focused in my assessment because I have very clear rubrics, level 3 will look like this. I know what I'm looking for. [16]

It's all a waste of time writing things out for kids to read, and it's just ... they look at the mark and that's it. Here, it's done ahead of time. Like when you do an assignment, there's the rubric, the teacher's done the work ahead of time, so you don't have to write all those comments, you know, you can just highlight right on there, highlight on the rubric whatever. [16]

So the assessment is based on whether or not the outcome definitions are met. If the outcome definitions are met, the assessment is high. If the outcome definitions are not met, the assessment varies according to what outcomes are missing. [18]

So we have a student who can, let's look at it this way, can do a simple print, but cannot cut the print out, cannot crop it to 20 centimetres squared and cut the straight line and mount it straight. So in terms of outcome assessment, does this one ... can't cut straight, can't draw straight, can't do this straight, so the assessment goes down on those points. [18]

In the second term they're introduced to self-evaluation, where they're given a set of outcomes and appropriate marks attached to each outcome. Within that outcome the students evaluates his or her place within a certain mark range. So for example, let's take you know, this one I just told you about; cutting a straight line, cutting skills out of 5, there's an outcome. Is it straight? Is it on the line? You know, is it wavy like a drunken sailor down the road? Out of 5, what are you the most like? So, rate themselves high, rate themselves low, okay? Ability to cut 20 centimetre square cropping? Is it 20 centimetres or is it 25 centimetres? Is it 19 centimetres? Is it 19.5 centimetres? And if
they get more than 2 of the lines wrong they get a zero, you know, so they can't measure 20 centimetres, there's an outcome. Third outcome - mounting. Is it straight? Is it off to the left? Is it off to the right? You know, is it crooked? You know, out of 3. If it's all, if it's absolutely straight in the centre, even on both sides through an eyeball evaluation, 3 marks. If it's not, lower the assessment. Okay? And so it goes on and on and on. [18]

Here are the outcomes on the board. Here's the mark range for each outcome. Evaluate yourself. Tell me what mark you deserve. So we talk about it, and, and do this, and they give themselves a mark, students give themselves a mark, give the piece a mark, and then I agree or disagree until [unclear]. This takes up a lot of time, and I never used to do it, but I think it's important. I've done, I've started more, you know, it's gone from an autocratic I'll tell you what you are, to you tell me what you are. [18]

And then kids come in with the wrong expectations, and I say to them if you have a Math test and the answers were all wrong would you bring that up to me, say is this good? So you haven't followed any of the outcomes we've set down here, and you bring it up to me and you say is this good? I said how can it be good if you haven't done anything you, we've asked you to do? It's very precise. [18]

And the students get to see that before. I put it up on the wall so they see what they're going to get marked on before. [19]

It's clear to the student what is being assessed. I don't think it's fair to give them a project and then mark them on something that they didn't know they were being marked on. So, it lets them know. It lets them know what they're learning, that you're learning oral presentation skills and these are the skills I want you to know so they can build on that. So, basically it's a good . . . it makes me accountable. [19]

I also gave them a marking scheme. That's not, it counted for marks. We put that on the board. [19]

For example, so in one test, there would just be, well like a marking scheme of the test, with an oral presentation, marks on their content, you have to take into account the way they were able to present it. [19]

If it's a written assignment then I sit down, I think what am I looking for. And I make, I would make marking sheets, so I know, um, I'm looking for these exact things, so I'm marking the same [thing for each student]. [19]

I haven't exactly seen the new report cards, but I know they're coming in September. One, one part of it in Math is that you have to, in each term you have to report on all the strands in Math and I guess we have to change our teaching of Math because the way we teach Math is we might start with whole numbers and do a little problem solving in September and then we move to division or fractions, whereas now we have to report on every single strand in Math, Integers, Algebra, all of them. So we have to do them all, all the time. So I . . . that I think will be a bit of a challenge in terms of programming and
being able to assess them. And in Language, we’ve brought in, I don’t know if you’ve heard of the [curriculum] program, probably other people have talked about it. I think, it started off, and I think when we get, really get the ball rolling next September that will help with the literacy assessment a lot, bring back in the portfolios, look at those. I think what’s challenging but interesting is that we can’t just say your child passed. We have to say this is why your child passed, or this is why your child didn’t meet the expectations. [20]

**Teacher as judge/expert**

We need to know if they know the terms. [1]

My spelling is either still right or wrong. I give them a mark out of 20. I tend to mark creative writing out of 10 or 20, depending on what I’m focusing on. [1]

When I do the creative writing assignment I have a focus, and I tell the kids what the focus is. They know it ahead of time. So, it’s standard. I’m looking for quality of vocabulary, which is descriptive. I’m looking for evidence of using a thesaurus, which is evident through the vocabulary. Paragraphing. These are all standard things that I’ve built in since September, and I expect all of those, but here’s the thing that I’m really looking for in this particular assignment – show me that you are absolutely dynamite at quotation marks. [1]

And it [the rubric] was very, very straightforward, very simple, but just covered everything we wanted to assess in an oral presentation. You know, from the content, the research, right up to eye contact, use of cue cards, things like that. [3]

And teachers hate to say I don’t know why I’m doing that, or I’m not sure what the answer is. [4]

Whenever we did discussion time or group time, you could ask them any manner of questions about what we had studied the day previous, that week previous, and they had very good recall of that. They’d tell you about it and so on. [5]

We had talked earlier about what make for good presenting skills and so on, so we were looking for more animation and acting things out, plus voice projection and, you know, good presentation, all that stuff. [5]

The reading, for instance, on tape and so on, that’s an individual effort, so I’m looking for specific things, word recognition, pronunciation, expression for their reading. So that’s, you know, that’s very individual. [5]

I can look at, for instance, are they able to write a simple sentence in French? Are they using capitals and periods? I had those picked out for learning goals for third term. [5]

They try and figure out "Okay, why does she [the teacher] like it [the unit] so much?" [8]
I still have the nitty gritty write down the answers and check marks and grammar checks and is the answer a sentence? [8]

I think I can mold them and manipulate them more than maybe some people think a Grade 8 student can be. [8]

I also hand out an expectation of the presentation, what I'm looking for. [9]

I'll point out exactly what area they're weak in or what instruction they've missed and I'll make a note too on their sheet stating that I have talked to them about it. Therefore, I expect to see it corrected and when things are handed to them I don't just hand it to them. I expect it to be corrected in some way. [9]

I: Student lead conferencing, is there any of that going on?
R: There is a student council. They get together, I think, it is every 2 weeks, there is also a student newspaper that goes out once a month. I'm not on the student council so I don't know too much about it. There is a book up here that the kids could look at after every time there is a student council meeting, the minutes are in there, so if they are interested at all they can come up during free time and read the council minutes. And once or twice a week we have student reps in each classroom come up and also update the kids and also ask for input from the kids, if there is a dance or something they would like...

I: But if the parents were to come for a parent/teacher night they would interact just with you?
R: Yes. [9]

I'm worrying about the behaviour component and therefore the lack of learning that was coming from it and I have them on a reward system that all teachers are in on. It is more teacher directed than it is cooperative, because if you don't have behaviour you don't have cooperation. [9]

If I were jumping from Grade to Grade, I know it wouldn't be there, I'd be dealing too much with trying to get the content to the kids than dealing with well, how the many different ways you could assess and reassess the kids work. [9]

I'll talk about the Grade 6 Math class. At the moment we're doing geometry, flips, turns, rotations. I do a quick walkabout first, to make sure for work completion, and then I have my 3:30 club that I put on the board with the date and if work is incomplete what they have to do at 3:30. Their ticket out, as I put it, is to show me the completed work and we go over it to make sure it's right, and then the name comes off the board, they can go. Then there was some oral taking up where I gave some of the answers out to them and they marked their own work. [9]

I had to make a correction in the textbook. It was incorrect which really got the children confused. [9]
I'm looking at who, well, it's following instructions, more than anything. Is the recorder being the recorder? Is the encourager being the encourager? Is the scout being the scout? [9]

Well, by trying to be fairly clear with indicators to them, to show them what is expected. In Grade 7, I teach Process Writing and in Grade 8 as well, and just to say to them the outcome is to write in complete sentences, well developed paragraph. We go through the process of writing and check out what is good and what is not and give them some ideas as to what I am looking for. [12]

I'm testing, that's I'm assessing intermediates, whether it be Math or Geography or whatever. Not so much in language though, but, they just, whatever unit we're working on, you know, again if it was Grade 7 geography. There's a lot of oral sort of, informal testing obviously through the class. When they first come in we often do little, you know, I just question them, and kids are quick to answer, you know, okay, "so which always comes first?" "Latitude." [12]

It's just read out what they know, and it's to see what they know, and they have to hear it, they have to use the words, you know, if they don't use the terminology then they're not going to learn the terminology. So you just try to get them to every day, use some of it, you know, "what's opposite of rural?" "Rural, urban," you know, and you just get them talking . . . also do a lot of basic memory work [12]

You know, so that by the end of a Grade 7 year, they know most of the countries of the World and they know where they are and, so when we do in Grade 8, Human Geography, and we get into the newspaper articles, and we read about Persia or whatever, they can say, "oh yeah, that's in Asia, it's just right over here." They know where these places are. And so we do a lot, I do a lot of mnemonics to teach them, like a lot of memory tricks and different . . . that they get a lot of the terminology. We do glossary terms, which again isn't really on the curriculum but I think it's important for them to learn those terms and to use them . . . When they're lining up to go back to their own class, if it's the Grade 7 class, or the Grade 8's are getting ready to go home, when they're ready to go, I'll just quiz each kid, and say okay, "well, name three countries in South America." Things like that, and they're used to this, and they'll just respond really quickly, and if they don't get it they go to the end of the line. [12]

They [kids] would have an outline, they would have their sheet. And it would tell them exactly where we were going and what I expected of them. [13]

I can approach a kid and say, "okay, you need more time, you've got . . . but I must have it then." And then we talk, we negotiate, we work things out. And usually, there's a big sigh of relief in those children, because they know they're responsible, and I have to think what I want from that child - I need to see the completed work from that child, to see it meets the outcome. So therefore, I better be a little flexible with time, and the tasks, and what's going on, and modifying them. Because if not, I'm not going to meet that outcome, okay? [13]
We [teachers] were looking for things such as: Did you use a chart? Did you use a diagram? Were you able to discover the pattern? [14]

They [teachers at the school] don’t all think the same way about teaching. Some of them are more familiar, the homeroom teachers are way more familiar with the core content, like the content of the subject areas. At our school, even though you are in ESL or Special Ed, they may have been teaching Grade 4 content, like Science and Social Studies units, whereas we were required to teach Grade 8 or Grade 7 depending on what it was. They weren’t teaching Grade level work, so they weren’t as familiar with the content. [15]

It's easy to see that you have some adjectives and adverbs but you don't use a lot of words in the correct context or whatever it happens to be. [16]

These assignments are the summative things that will reflect whether or not the child has achieved the outcome. [16]

We have three 7/8 classes here. I had 2 of them after recess, back-to-back, doing the same thing, mainly returning some activities that kids had done, a History assignment and 2, a Science quiz and another Science activity that we returned and took up. [16]

And I think when we, when expectations and the Government thrust came out, I think the accountability bit, we retreated back a lot too, especially the English. [Name of teaching partner] was very involved in the English, so coming back to being accountable for our assessment of the kids. So a lot of basic things like testing them in reading and spelling and that kind of stuff. So [teaching partner] took on that role and what it meant in one sense is that we weren’t doing the sort of, as much integrated stuff as we’d normally done, because normally English we’d integrate into all sorts of things. So [teaching partner] retreated to, in one sense retreated to trying to give the kids a better sense of where they stood with respect to benchmarks. [16]

I’m much more focused in my assessment because I have very clear rubrics, level 3 will look like this. I know what I’m looking for. [16]

Anyway my kids want marks, my parents want marks and so that’s what I do. So what I've done is . . . this is for me I think, part outcomes based and I tell the kids I mark them out of 10 and my marking scheme very clearly tells me what they have to accomplish. And this comes probably partially through Bloom's taxonomy and so at 60% . . . that for me is a minimum standard. If you completed this activity at the minimum level and that gets you to level 2 or whatever for this particular outcome depending how it comes out in the wash later on. So 6 out of 10 – you've got it done. [17]

If you meet the minimum standards of this lab write-up and, or of this whole unit, and that you’ve got the pieces of evidence and together along with my anecdotal notes that will allow me to say that, "yes this student has probably met the outcomes." I can never
say that for sure because some of the things are unmeasurable or again I don't have the right tools to measure them. [17]

I had handed back the assignment they had done and kids were asking me why they were getting a 7.5 when they expected an 8 out of 10. [17]

It's you know, here's your mark, you know where this comes from, the criteria are embedded in all this stuff, or the write-up that they do, or whatever assessment, they always know up front what it is. [17]

In Math, what I've done now is I give them, at least twice a week, a high end problem of some sort or another that they have overnight to work on to return to me the next day. Now the return is a homework mark checked off, then I mark them. They're usually fairly easy for me to mark, most of them are paper and pencil, just because I've started with, and it's sort of trying to figure how to implement this, further, and more in depth, and then I mark them on their problem solving abilities, which I have taught. And I've taught problem solving techniques at the start of the year. So they get that, homework content assessment. [17]

What I check off on their work relates to the concepts that we're [teachers] supposed to be embedding. [17]

And then we say well, what does BC stand for? And AD? And they all put up their hands and say AD is after death. I guarantee you, many years I've done this, 7 years, and every year the majority says AD means after death, 'cause they can't figure that one out. And I said no it doesn't. And I say to understand the calendar you have to understand it was written by, in Latin by Pope Gregory the whatsit, and it means anno domina. [18]

Myself, I think I'm great, great in assessing what they [students] need to know, and where they need to get to. [18]

In Grade 6 self-evaluation is more optional. And the option is, is that they self evaluate they get to know their mark, they don't evaluate I don't happen to tell them. [18]

Here are the outcomes on the board. Here's the mark range for each outcome. Evaluate yourself and tell me what mark you deserve. So we talk about it, and, and do this, and they give themselves a mark, students give themselves a mark, give the piece a mark, and then I agree or disagree until [unclear]. This takes up a lot of time, and I never used to do it, but I think it's important. I've done, I've started more, you know, it's gone from an autocratic I'll tell you what you are, to you tell me what you are. [18]

I'm sitting with them. I'm helping them with their work. I can't get that drawing out of his head, so I'll have to make a drawing. You know, I'll actually put my mark on the paper. And it's drawing that's going to be marked. I'll put it in red pencil, so they know which is their drawing and which is my drawing. So when it comes to marking, I'm not giving them a 10 out 10 for something I've done. [18]
Well I have certain marking sheets, like for the presentation. I have mark sheets, and they'd be aware of what I was looking for. [19]

For instance, for the oral presentations, for instance, it would be, do they look up at the audience? Do they speak clearly? Do they keep the role of the character? Is it interesting? Did they bring in other artifacts? Do they actually point to their poster? Like those are the sort of the things that I was looking for in that aspect. And then in the poster was, they had to have a map. Did they follow their mapping rules in the poster? Do they have a capital country? Did they label the bodies of water? So, each aspect had its own sort of criteria that was marked on. [19]

Um, sometimes the students do peer-assessing, which I don't count a whole lot, but just to let them understand what it feels like to be in that position and what you actually have to look for. [19]

If it's a written assignment, then I sit down, I think what am I looking for. And I make, I would make marking sheets, so I know, um, I'm looking for these exact things, so I'm marking the same [thing for each student]. [19]

They seemed to do okay on their quiz, so they understand that there's a relationship, and the quiz deals with a story about a missing crown and they have to. I'm checking their understanding of whether or not they get density or not. [20]

Testing and marking

So, their drill was put on the board, all 5 questions that the kids do upon entry. I taught the lesson. I marked a test they'd just written. [1]

I mark them. they're marked out of 5. [1]

My spelling is either still right or wrong. I give them a mark out of 20. I tend to mark creative writing out of 10 or 20, depending on what I'm focusing on. [1]

We used quizzes. [3]

We have criteria for this, these are the expectations and, the kids knew that ahead of time. We talked about, it's all very laid out. "This is what you must do to complete the assignment. Now if you do these things that's going beyond, that's expanding on what the base expectations are, okay?" So, and we even, you know, use the terminology like, we have done in the past. Like a 'B' is meeting the expectations, like 'A' level work is going beyond and enriching and being especially creative with those. [5]

Then, that assembly went until 9:30. So the kids are sitting on the floor 'til 9:30. It's a hard floor. So they had 45 minute periods, instead of an hour period. So I had tests to give. So my test that was supposed to take an hour, was now crunched to 45 minutes,
well that doesn't work, 'cause I have Special Ed kids. So I guess my first thought when I went into my classroom at 9:30 was, am I going to have any help? Am I going to have any support, because I'm supposed to have teaching assistants and education assistants there, because of these Special Ed kids. And yes they did come, and yes they got through it, but they ended up finishing the test this afternoon, which wasn't effective because they had lunch hour to find the answers to the questions they didn't know. And they thought they were fooling me, but I knew. [6]

One day a weekend, and I'm, I'm resenting that. I really am. But it's just because of the marking that's involved in the subjects I teach. And I say to all my friends who criticise teachers for all their holidays, I say, "listen, I have given up one weekend day, every week, for the past 10 months, and I think I deserve those days off, to catch up." Because I do spend my Sundays marking. And I don't see how you can get around it. Not without losing content. [6]

I'm looking at around 750 marks for them. [8]

I would like to be able to put it so that . . . even in some situations for testing purposes, rows or individual rows, just because this is a highly, highly sociable group and with the numbers there is a high behaviour component. [9]

I mean I have at home probably a foot of marking waiting for me. When it comes to tests and quizzes though, I insist that those are marked that day or that evening. [9]

You have to come up with a test for what you're teaching, the quizzes. [9]

I just find myself, as an intermediate teacher, that we really do need to go back to rotary and not have the classroom teacher do content along with the numbers that are in the room which are just astronomical, and the marking that is involved. I found that when I was at [name of previous school], which was high rotary, the children learned an awful lot more content wise, and retained retention wise. [9]

I found through general testing that they were far behind in Math and Spelling testing they were way behind, and not just a handful, the vast majority of them. [12]

I was just so shocked by my test results, initial testing in Math and Spelling and Reading, that I was just absolutely blown away by this. [12]

I do pretests. If it is a decimals unit, for example, I give them a pretest and see how they score so that I know what I have to do or if they are beyond what I have. And in this class particularly, they've been bombing out on the pretest totally and so there is a lot of back tracking to do to basics in each of the unit. Then the kids know that there will be testing or quizzes coming up and that they have some practising to do. And I do test them on paper, regular Math tests and they alternate, they spread out, they do the test and I record those marks and if any of the marks are in the 50's or lower I certainly encourage all the kids to be retested. [12]
Initially through a lot of the testing, many of them were not [meeting the outcomes], but because again I would pencil them in and give them second chances or third chances and work with them and improve, and help them to improve, most are definitely meeting the outcomes that I've set for them to be working towards. There's been an awful lot of backtracking and a lot of work to get them there, so a lot of review, and a lot of kids staying in to get help. [12]

The pretests would tell me that they couldn't add or subtract. They didn't know things about fractions, so I talked to them about fractions. I'd write a fraction on the board and I'd say, "tell me the parts of the fraction." And the kids wouldn't put their hands up and then one of the children said, "I always mix up which is which," and then everybody said, "so do I, so do I." "Well how many people know which one this is" and they were afraid to say, they just, "well I know one is called the denominator" and this is a group all of them. So, to give them the mnemonics and to say, well "d for down - denominator," you know, give them these little clues and things but to go back to that with a Grade 8 class and to talk about those things and to say well, "what about this kind of fraction?" And have 15/3, "what is this called?" Not one student could answer what it was called and then one of them said, "top heavy" and they all said, "that's it, it's a top heavy fraction" so, when I was teaching these lessons each time I just tried not to show them my discouragement. I'd say like, "okay, yes, okay, it is top heavy we call it, does anyone know what it is called?" Nobody knew, I write on the board, improper fraction, and that's why in all of my units as you can see, I put all this terminology up because they don't have the terminology so we go over it and I tried to teach them some mnemonics about it or something so that they would get the terminology. [12]

I still do a lot of testing and quizzes and that type of testing, but with this particular group, I'm thinking that's okay too because we have a lot to cover that's very basic and the quickest way I'm gonna do it is to teach those lessons and test. [12]

My, a lot of my assessment still is through testing. [12]

I'm testing, that's I'm assessing intermediates, whether it be Math or Geography or whatever. Not so much in Language though, but, they just, whatever unit we're working on, you know, again if it was Grade 7 Geography, there's a lot of oral sort of, informal testing obviously through the class. When they first come in we often do little, you know, I just question them, and kids are quick to answer, you know, okay, "so which always comes first?" "Latitude." [12]

Um . . . a lot of, because there is a lot of terminology in every subject I figured that that's an important thing, so that's why I work on that glossary aspect and some of their testing is just definition of terms. [12]

I gave them an informal quiz on it, not the same as a test or exam, just a quiz. On certain things I expect them to have picked up on. It would involve patterning and using
numbers. Some of it involved lowest common multiple, greatest common factor - I just took a different approach to it. [14]

And I had everything run off, ready to go yesterday because the classes were writing the Math test, it was a quiz, so everything was ready for the day. [14]

3 of the periods were taken up with quizzes. And yesterday I only had 5 classes all day. [14]

After school, what did I do yesterday? I did some marking, started marking some of the tests. [14]

I gave them a mark of 20 on this. [16]

We did the same thing in each class, and it was showing the kids different types of test questions teachers can use; multiple choice, matching, fill the blanks, that kind of stuff. I gave them examples of it based on the current History and Science units we’re doing. [16]

And I think when we, when expectations and the Government thrust came out, I think the accountability bit, we retreated back a lot too, especially the English. [Name of teaching partner] was very involved in the English, so coming back to being accountable for our assessment of the kids. So a lot of basic things like testing them in reading and spelling and that kind of stuff. So [teaching partner] took on that role and what it meant in one sense is that we weren’t doing the sort of, as much integrated stuff as we’d normally done, because normally English we’d integrate into all sorts of things. So [teaching partner] retreated to, in one sense retreated to trying to give the kids a better sense of where they stood with respect to benchmarks. [16]

Anyway my kids want marks, my parents want marks and so that’s what I do. So what I’ve done is . . . this is for me I think, part outcomes based and I tell the kids I mark them out of 10 and my marking scheme very clearly tells me what they have to accomplish. This comes probably partially through Bloom’s taxonomy and so at 60% . . . that for me is a minimum standard. If you completed this activity at the minimum level and that gets you to level 2 or whatever for this particular outcome depending how it comes out in the wash later on. So 6 out of 10 – you’ve got it done. [17]

We report subjects marks, subject marks. You know English 55%, English 90% Science, 75%. [17]

A couple of years ago I got hooked on to putting all my marks down into a . . . program and so now I track much better and what I tried to do this year was to at the end of each unit, not in the reporting period. So for the December reports I gave them a mark based upon the work done up until November as a percentage. That wasn’t the end of the unit, so we had in January 2 more activities to complete in that unit and at the end of the unit, unit tests. I compiled the marks for the whole unit and I sent a note home and about 30%
... full breakdown of marks. Everything I put a mark on including the attitudinal from my perception of how students were working in class, cooperating, ability, social skills, all these kinds of things, how can they handle stuff. [17]

At 1:30 I have my class – my Grade 9 Science class. I hand out marks and they finished off an activity that we're doing. I handed out the marks and go over and put expectations up. [17]

So, yeah, same thing Tuesday morning, a little bit of marking when I get up, because that's the quiet time around the house, so I mark for an hour or so. [17]

I had handed back the assignment they had done and kids were asking me why they were getting a 7.5 when they expected an 8 out of 10. [17]

So period 6 was primarily looking at marks, getting on kids' cases who hadn't completed work yet, or recording that kind of stuff down. Stuff that I'd gotten over the day from the kids, marking that and getting that into the mark programs. [17]

In general product, here at the school we sort of come to a consensus. Product is 75 percent of the mark. I know this is probably a dirty word at the Ministry but, attitude is another 25. Attitude includes such things as getting homework done on time, attendance in class, regular attendance, how well they socially interact with their peers, those kinds of issues that I think are really important. [17]

It's you know, here's your mark, you know where this comes from, the criteria are embedded in all this stuff, or the write-up that they do, or whatever assessment, they always know up front what it is. [17]

Okay, and then tests are usually about, so break down the content or the hand in stuff is broken down, about 40 percent on assignments that they're able to take home and about 20 percent, or 30 percent, it varies depending on what the term looks like, on tests. [17]

Yesterday they wrote a straight paper and pencil test, paper and pencil assessment. On the last unit test there were actually stations that were involved, so it's paper and pencil plus a performance, that they rotated through. So they would be writing and I would just come and tap them on their shoulder. [17]

In Math what I've done now is I give them, at least twice a week, a high end problem of some sort or another that they have overnight to work on to return to me the next day. Now the return is a homework mark checked off, then I mark them. They're usually fairly easy for me to mark, most of them are paper and pencil, just because I've started with, and it's sort of trying to figure how to implement this, further, and more in depth, and then I mark them on their problem solving abilities, which I have taught. And I've taught problem solving techniques at the start of the year. So they get that, homework content assessment. [17]
They had to learn to tessellate, that's number one. They have to learn to decide what is, they have to differentiate between a regular, a semi-regular and a not semi-regular tessellation, and know the definitions of all 3. They have to be able to do a mapping problem involving 3 colours mapping and at least 2 shapes. Ah, there's more, let me go through this. Um, they have to understand what a timeline is and how it's used. What, I will put this on a test, what does AD mean? Ha, ha, ha, I will put that on a test, you know, just it drives me crazy. They will have to know colour values and the relationships to each other. They will have to know the definition for a tint and a shade, and they will have to know the definition for black and white, which is part of the colour period that starts in time. What else will they have to know? They will have to know about Mount Vesuvius and say I like it so much. You know, like some of it is History, okay I can't mind, you know. They will have to know what original mosaics are made up tesserai, with pieces of glass or stone. They will have to know, I'm just going through the test 'cause there's a test at the end of it. What else will they have to know? I'll throw in some things, you know, list of 12 questions you know, which basically address everything I've covered. [18]

There's a test. Well, there are assessments all the way through. First of all there's an assessment through the end of unit test, but there's an assessment on worksheet one that itself is graded and assessed. Worksheet 3 is graded and assessed, there's marks out of 15 for each of them, total out of 30. The painting segment is graded and assessed. 2 sheets of painted, that's 4 assessments right there, sorry, 5 including the test. Finally, there final tessellation is assessed - 6 assessments. [18]

In the second term they're introduced to self-evaluation, where they're given a set of outcomes and appropriate marks attached to each outcome. Within that outcome the students evaluates his or her place within a certain mark range. So for example, let's take you know, this one I just told you about; cutting a straight line, cutting skills out of 5, there's an outcome. Is it straight? Is it on the line? You know, is it wavy like a drunken sailor down the road? Out of 5, what are you the most like? So, rate themselves high, rate themselves low, okay? Ability to cut 20 centimetre square cropping? Is it 20 centimetres or is it 25 centimetres? Is it 19 centimetres? Is it 19.5 centimetres? And if the get more than 2 of the lines wrong they get a zero, you know, so they can't measure 20 centimetres, there's an outcome. Third outcome, mounting, is it straight, is it off to the left, is it off to the right, you know, is it crooked? You know, out of three. If it's all, if it's absolutely straight in the centre, even on both sides through an eyeball evaluation, 3 marks. If it's not, lower the assessment. Okay? And so it goes on and on and on. [18]

In Grade 6 self evaluation is more optional. And the option is, is that they self evaluate they get to know their mark, they don't evaluate I don't happen to tell them. [18]

Here are the outcomes on the board. Here's the mark range for each outcome. Evaluate yourself. Tell me what mark you deserve. So we talk about it, and, and do this, and they give themselves a mark, students give themselves a mark, give the piece a mark, and then I agree or disagree until [unclear]. This takes up a lot of time, and I never used to do it.
but I think it's important. I've done, I've started more, you know, it's gone from an autocratic I'll tell you what you are, to you tell me what you are. [18]

I'm sitting with them. I'm helping them with their work. I can't get that drawing out of his head, so I'll have to make a drawing. You know, I'll actually put my mark on the paper. And it's drawing that's going to be marked so I'll put it in red pencil, so they know which is their drawing and which is my drawing. So when it comes to marking, I'm not giving them a 10 out 10 for something I've done. [18]

We do have examinations, and most of them pass it, you know, at a modified level, and put down the points I want them to learn. This is feedback to me to find out if they can actually regurgitate some of these things. And they can, you know, eventually. But with the Special Ed student you have to repeat yourself 10 times. So, not until it's been done 10 times do I worry about whether they have the product or not. [18]

Well I have certain marking sheets, like for the presentation. I have mark sheets, and they'd be aware of what I was looking for. [19]

For instance, for the oral presentations, for instance, it would be, do they look up at the audience? Do they speak clearly? Do they keep the role of the character? Is it interesting? Did they bring in other artifacts? Do they actually point to their poster? Like those are the sort of the things that I was looking for in that aspect. And then in the poster was, they had to have a map. Did they follow their mapping rules in the poster? Do they have a capital country? Did they label the bodies of water? So, each aspect had its own sort of criteria that was marked on. [19]

And the students get to see that before. I put it up on the wall so they see what they're going to get marked on before. [19]

It's clear to the student what is being assessed. I don't think it's fair to give them a project and then mark them on something that they didn't know they were being marked on. So, it lets them know. It lets them know what they're learning, that you're learning oral presentation skills and these are the skills I want you to know so they can build on that. So, basically it's a good . . . it makes me accountable. [19]

And then after lunch we had Math and we did a lesson on integers, took up the homework from the day before. And then I collect . . . they take up the homework they mark each other's book; I put it on the board, they mark each other's book and they may call out their marks to me. So, I have a homework mark everyday. And then I taught the next lesson and they had the rest of the class to work on it. [19]

I marked from about 8-11 p.m. and then went to bed. [19]

And I did some marking after school. [19]
I also gave them a marking scheme. That's not, it counted for marks. We put that on the board. [19]

For example, so in 1 test, there would just be, well like a marking scheme of the test, with an oral presentation, marks on their content, you have to take into account the way they were able to present it. [19]

If it's a written assignment, then I sit down, I think what am I looking for. And I make. I would make marking sheets, so I know, um, I'm looking for these exact things, so I'm marking the same [thing for each student]. [19]

I consider if they can do well on a test then I've done my job, if they don't do well there is something wrong with the way either I've done the test material or the way I presented this piece of information. [20]

Here's the information, let's teach it, let's maybe do a lab now, let's do a test. [20]

We were doing a test, yeah, we had to finish off a test, and they wrote the test. [20]

Then I had my 9-2 group who also wrote a test. [20]

We're getting ready for benchmarks in Grade 8, so we're doing a lot of pre-tests. We did a pre-test for integers, period 1 and period 2. [20]

Basically it's [integer pretests] just, it's, it's similar to what the benchmarks look like. They're, it's a multiple choice type test, and they have to choose the right answer. And what we're trying to do is get them ready for a test, the benchmark on Friday. And we're just you know, showing them, remember this, remember how we did this, and doing a little teaching, but getting them, just sort of trying to get them into the mood that we're going to be writing a big test on Friday. [20]

They seemed to do okay on their quiz, so they understand that there's a relationship, and the quiz deals with a story about a missing crown and they have to, I'm checking their understanding of whether or not they get density or not. [20]

I tend to get very lazy and okay, I'm marking this assignment and this test. Everything is a mark, whereas I don't often, I used to, I don't often walk around and go, well this person's doing this, this is the conversation I'm hearing, are they understanding it? [20]

**Competence as mark/test performance**

Most of them were a B or higher, there were a couple of C's. I think they were fairly successful. [1]

It was a discount question – 15% off a $40 pair of jeans, what's the sale price? An integer question, we did a balancing equations question, and 2 others which I don't recall.
Most of them got 3 or better out of 5. The ones that don't do well typically don't do well. [1]

We have a much larger number of needy kids, in terms of academics, and a large number of really bright kids. And that sort of average group in the middle, it just doesn't quite exist any more - those "C" kids just aren't there. [4]

I have one D on the report cards. I just finished my marks and I have one D. The kid didn't finish the stuff, he had an attitude all the way through. [4]

They were given the complete package, which had a booklet of Canada's food guide. I had the printout of exactly what was to be in it and then I also had them go through with me what an A+ project looked like, what an A project looked like, what a B project looked like, a C and a D. And I said God help any of them that deserved an E. [4]

The other one [phone call] was just a concerned mom that figures 97 percent isn't enough yet. [8]

The next time one of my learning-strategy students may be doing a novel study - I just had one too. 1 of them did the regular Grade 7 Treasure Island with the rest of the Grade 7's. I asked the teacher to mark and assess him, and he got 75% as a regular Grade 7 student. [8]

Well, based on the last report card, the class average was 73%. [9]

His average is 2% lower than the class average and he is an identified student on top of it. [9]

I never went through the Public school system. You know, "stop being so stupid." You know, "your homework's not done, zero." "Too bad, you failed." And yet, I come here and it's like, extension, extension, extension. [9]

I have a hard time with giving suspensions and you know, the children, the work that's missed during that time, well zeros. You're suspended from school, you're out of school, you're removed, you're punished. Zeros. You hand in, you give a due date. Why should it be, oh well, you know, give them a few more days? Or they're 2 weeks late with their projects, oh 20 percent off. [9]

I do pretests. If it is a decimals unit, for example, I give them a pretest and see how they score so that I know what I have to do or if they are beyond what I have. And in this class particularly, they've been bombing out on the pretest totally and so there is a lot of back tracking to do to basics in each of the unit. Then the kids know that there will be testing or quizzes coming up and that they have some practising to do. And I do test them on paper, regular Math tests and they alternate, they spread out, they do the test and
I record those marks and if any of the marks are in the 50's or lower I certainly encourage all the kids to be retested. [12]

Initially, through a lot of the testing many of them were not [meeting the outcomes]. But because again I would pencil them in and give them second chances or third chances and work with them and improve, and help them to improve, most are definitely meeting the outcomes that I've set for them to be working towards. There's been an awful lot of backtracking and a lot of work to get them there, so a lot of review, and a lot of kids staying in to get help. [12]

It's encouraged that they stay in. I don't force them to do so, it's their choice as far as I'm concerned. I tell them you know, "if you don't want the marks you don't have to." [12]

There weren't many A's on the report cards given out. And I think we have to come to the understanding that, some, there has to be more, there should be more A's I guess, in the marks we're giving out in the next set of reports. I dunno, that's just my feeling right now. [16]

So now we level the kids. We don't put a percentage on, we level the kids, and then you take that Ministry document in the back page and you go from level B, so you take a kid's 6 assignments and they're a B, a 3, a 2, a 3, a 3, a 2, a 3. So you come up with well that kid's a 3. Now is it a 3 plus, 3 minus or a 3 in the middle? And then you've got your percentage. [16]

At the end of the term the teacher has a whole bunch of levels in their book, and they just work it out like this and bam, and the percentage comes out of that. [16]

Anyway my kids want marks, my parents want marks and so that's what I do. So what I've done is . . . this is for me I think part outcomes based and I tell the kids I mark them out of 10 and my marking scheme very clearly tells me what they have to accomplish. And this comes probably partially through Bloom's taxonomy and so at 60% . . . that for me is a minimum standard. If you completed this activity at the minimum level and that gets you to level 2 or whatever for this particular outcome depending how it comes out in the wash later on. So 6 out of 10 - you've got it done. [17]

We report subjects marks, subject marks. You know English 55%, English 90% Science, 75%. [17]

I would say that 75% of the students would have done 60% or better on what I interpret the outcomes to have meant. [17]

A couple of years ago I got hooked on to putting all my marks down into a . . . program and so now I track much better. What I tried to do this year was to at the end of each unit, not in the reporting period, so for the December reports I gave them a mark based upon the work done up until November as a percentage. That wasn't the end of the unit so we had in January 2 more activities to complete in that unit and at the end of the unit,
unit tests. I compiled the marks for the whole unit and I sent a note home and about 30% ... full breakdown of marks. Everything I put a mark on including the attitudinal from my perception of how students were working in class, cooperating, ability, social skills, all these kinds of things, how can they handle stuff. [17]

We're doing algebra. I have this really nice activity that's fairly straight forward and it really ... but I said that for 60% we'll do this all on paper, do this paper and pencil exercise. If you want to do better than 60%, (and I was very loose about the criteria) then you've got to do it on computer so that we have the integration. [17]

I had handed back the assignment they had done and kids were asking me why they were getting a 7.5 when they expected an 8 out of 10. [17]

Then I had a computer class, a Grade 7 computer class, where we're working on a database, class database where kids have to input. Well the end product is to take a look at Postal Codes, and the first 3 digits of phone numbers, to learn how to use a database, how we can sort through databases to find information in different kinds of ways. And so that was basically getting it set up, helping the kids out as they run into trouble along the way. And for that, they of course have a little assignment sheet, tell them what 60, 70 and 80 percent stuff that they need to do. [17]

In general product, here at the school we sort of come to a consensus, product is 75 percent of the mark. I know this is probably a dirty word at the Ministry but attitude is another 25. Attitude includes such things as getting homework done on time, attendance in class, regular attendance, how well they socially interact with their peers, those kinds of issues that I think are really important. [17]

It's you know, here's your mark, you know where this comes from, the criteria are embedded in all this stuff, or the write-up that they do, or whatever assessment, they always know up front what it is. [17]

They, I would have to have a success rate, at least a 90 to a 95 percent success rate for every student - that is able to maintain a C or above. And as I go through the classes, you know, as they get towards Grade 8, that success rate goes down to about 85, through the students themselves. They lose interest, you know, the parents tell them it's not important. It's okay to fail Art as long as you pass Math. And so they start to prioritise where they put their energies. It's not my fault, not my fault. [18]

In the second term they're introduced to self-evaluation, where they're given a set of outcomes and appropriate marks attached to each outcome. Within that outcome the students evaluates his or her place within a certain mark range. So for example, let's take you know, this one I just told you about; cutting a straight line, cutting skills out of 5, there's an outcome. Is it straight? Is it on the line? You know, is it wavy like a drunken sailor down the road? Out of 5, what are you the most like? So, rate themselves high, rate themselves low, okay? Ability to cut 20 centimetre square cropping? Is it 20 centimetres or is it 25 centimetres? Is it 19 centimetres? Is it 19.5 centimetres? And if
the get more than 2 of the lines wrong they get a zero, you know, so they can't measure 20 centimetres, there's an outcome. Third outcome, mounting. Is it straight? Is it off to the left? Is it off to the right, you know, is it crooked? You know, out of 3. If it's all, if it's absolutely straight in the centre, even on both sides through an eyeball evaluation, 3 marks. If it's not, lower the assessment. Okay? And so it goes on and on and on. [18]

Here are the outcomes on the board. Here's the mark range for each outcome. Evaluate yourself. Tell me what mark you deserve. So we talk about it, and, and do this, and they give themselves a mark, students give themselves a mark, give the piece a mark, and then I agree or disagree until [unclear]. This takes up a lot of time, and I never used to do it, but I think it's important. I've done, I've started more, you know, it's gone from an autocratic I'll tell you what you are, to you tell me what you are. [18]

If I had to take it on a scale, I would say 90 percent achieved a C or above . . . [18]

If I do a project and everybody gets a C, I know that my marking scheme doesn't work, and that I've got to do some alterations and take parts out or put parts in. [19]

I consider if they can do well on a test then I've done my job, if they don't do well there is something wrong with the way either I've done the test material or the way I presented this piece of information. [20]

To me, in terms of being successful, in order to be successful they need to have at least 80 if you want to base it on marks, it's very hard to not. I'd rather, you know, I wish I could just say, "oh met all the outcomes," you know, but their parents, they want the marks. So 80 percent or more I think they've met the outcomes. If they got less then that or the class as a rule got 60-50 percent, they haven't met them and I haven't done my job. [20]

If they get 65 or more [they don't have to write the final exam]. And I think maybe 1 of them might have to write it. So, it's actually working out well. [20]

I tend to get very lazy and okay, I'm marking this assignment and this test. Everything is a mark, whereas I don't often, I used to, I don't often walk around and go well this person's doing this, this is the conversation I'm hearing, are they understanding it? [20]
APPENDIX F

“THE KNOWER”

INSTRUCTION

Different students/different needs

Every kid is different, and I try to capitalise on their strengths and goals. [1]

As I said, there are going to be some kids, it doesn't matter what you do, they won't get it. [6]

I also find it, with having Grade 6 too [split Grade class], it's a totally different approach you have to take with that age child as opposed to . . . what I find, I'm more comfortable dealing with just that little bit more older child, more mature child. [9]

Depending on the number of kids, first of all, who are in need of further remediation on it or further work on it or practice... if it's just a small handful, again, they are asked to stay in. [12]

I believe in giving kids more than one chance to achieve what they can do. I believe that kids are all different and they have different ways of learning, so I try to teach lessons . . . say things one way and then approach it from a different way. I try to always put things on the blackboard and have their visual cues for them. So I believe in all those ideas of trying to reach all different learners and different kids. [12]

I just try to always assess the kids I get initially – personality wise, behaviorally, academically, socially, to see where they are at, what they need each year, and I do a sociometric survey with the kids and I have them write about themselves, and tell about themselves. [12]

I have a very creative, bright, engaging group, and at the other end I have more than an equal number – a third of the class – that are very much challenging, and are not particularly at Grade level in either Math, Reading or Language. [13]

We can make adjustments, and know exactly what you want. We glean away everything and say, “this is what I really want for that kid.” And making adjustments along the way towards what they need. [13]

The interesting thing is though some of the outcomes indicators that are in the Common Curriculum, say in a specific area, I might be working towards the Grade 9 level in some,
as it's put it, and at others the Grade 6 level, because when it came in . . . just like anything, nothing fits perfectly. [13]

The other thing is you look where the kids are at. [13]

If I know this is where they are supposed be. Right now I'm working on Math, changing numbers to percent. Okay, so we're using lots of samples and concrete material. I can see on a daily basis what they're doing, if they're moving that way - some are already there. Right? So we're looking at word problems for those, and for the others we're looking at, "okay, we still need to do this." And perhaps, at the end of this year, if I've got them so they are moving towards that outcome, and I'd like them to have it. But in reality, they might not be able to do it. And they know that this time. So next year in Grade 8, that's one of things they'll have to work towards. [13]

We better be sure that we are not going to come with a rigid time for every child. Now that might mean they'll be working out of the classroom for a while with a special teacher at the end of the day - I have that option. They will receive extra help in class. We may just have to modify that task, but the whole thing comes down to the big "T," the big time. If you can't flexible with time, then you're not going to be successful with the kids. [13]

You're always adjusting, finding things to do. I'm looking at . . . every group of kids that come in change it. You might have the same outcomes, you may use different indicators, you might use the same . . . the methods to get there aren't always the same. [13]

When we have kids like I have now, they all need different kinds of things. [13]

And some of the activity periods, like the one we're doing today - that's going to take 2 or 3 double periods for them to finish. Some children will take it home and they'll finish it in 1 or 2 nights. And so they go on to something else. They go on to an extended. So you have a variety of extension activities that they can . . . Most of the things they do have extended activities for them to do. [14]

With most of the activities I do, there's remediation built in. There's also enrichment, extension built in to it. And then working with [name] who's our Comp teacher. He comes into my classroom, he knows what I am doing, and so he will take not only the [three] kid[s] who are assigned to him, but I'll say so and so, [name] needs a bit of extra help, do you want to sit down with him? So [name] will sit down with them. Sometimes we'll withdraw them and they'll go up to the computer lab. He's excellent at having the children go up and use the computer. I've got 2 or 3 children in there who should be working on the computer most of the time and it's a real struggle for them to write anything - their handwriting is terrible, and you can't read it. [14]

I think the whole thing centres on the child. [14]
I know there are a lot of us here who have the same view with the child in mind. And a lot of times we've had discussions about meeting the needs of the children in the school with your program. [14]

I have a concern. I hope it's not true that we're heading back to strictly content, and not concern about the child. And that really bothers me that we would go that way. [14]

We have a Grade 7 student who is, for all intents and purposes, illiterate. He's at a Grade 1 reading level. And we have other students who are. We have about 6 or 7 neighbourhood students who are fully integrated into the 2 classrooms. [These are] students with, identified students with a learning disability. The student at the Grade 1 reading level, he's a neighbourhood student. We also have students that are reading well into the High School years so we have a very diverse range. [16]

So you would need, you need some remediation in this, in this area of Spelling. You need some enrichment areas so that the individual kids would have individual training, individual opportunities in a more structured, as opposed to some of the big units, big units we used to do together. [16]

To a large extent I feel I have a better handle on individual . . . strategies that might work for individual students. [16]

I've done [name of program] for years and years. It's a very, very structured, individualised spelling program that focuses on specific needs of individual kids. [16]

We often move kids around to meet their needs. [16]

Oh my God! From Grade 2 to Grade 11 [in terms of abilities]. [18]

Because the way everything is structured is that it [unit] can be taken on at a very simple level or very complex level; okay, depending on the abilities. But within what I would call a normal, ordinary Grade 8 range, some kids go over the range, 5% fall down under the range. And those kids, like, just have to make do – that 10% above and below. But for the other 90%, everything falls within their range – from a low, to you know, a medium low, to an average, to a high average, to a high. And then there's the fringe. Now with the fringe, they are on such specialised programs, if they're working at a Grade 2 level, anything I present close to a Grade 8 level, for example, they're not gonna do that. And there are maybe one, two kids only in all of a hundred and sixty that fit that. [Interviewer: And, do they have special help?] No they don't. They manage the best they can. [18]

Oh, my students. I'll refer to my Core class because that's the one that I see the most. I have students that should be in Grade 2 and I have students that could already be in High School. [19]
We discussed, yeah, different points of view. Like in the classroom, how many different points of view are there to make, out of about 32? Everybody has a point of view. [19]

With this group, it's a very different situation because they like to talk a lot. They like to be in on what is going on. It's not the sort of situation where I can have them sit absolutely silently for twenty minutes. [20]

It's a very difficult class to deal with. And I'm feeling, I really feel like I failed with that group, because I haven't met the needs of many of them. It's just been a damage control situation, really. [20]

**Institutional identification and instructional response**

We have a Special Ed. teacher that comes into the room. And if there's anybody as far as remedial goes that is really struggling, especially my ESL kids, if they don't understand the commercials, both my ESL teacher and my SERT are... one of them is usually in the room once a day, for a little bit of time. And that's a Godsend, for those kids that are struggling. And my ESL teacher will work with more than just my ESL kids - do you know what I mean? And vice-versa. Gifted... with that kind of a unit, you don't really need to plan it, because they take off on their own, do you know what I mean? Like, you don't as a teacher need to say, "well, I think you should push more" - they're going to do it on their own. This type of unit anyway - Math may be a different story. But not for this. [1]

We look at the learning outcomes we had for the whole Grade 8 program. And then, I pull out specific ones, and apply them to what I'm doing with these [LD] kids. So basically what I do is keep... I'm trying to keep them where the rest of the class is, but you know, modifying it in terms of pulling it out and... I do a lot of pre-teaching or re-teaching with that group as well. [3]

Well, for example, I have one class, a Grade 8 class, that's working on a novel study right now. And the assessment package is very, very comprehensive, and my learning disabled children in that class, for one thing, can't even read it. So, what I've had to do is take them out, and go over it with them verbally, and then I've had to take the package and rewrite it, in words that they can understand. [3]

Yeah, and in some cases, some of the written work would have to be modified. For example, some of them [LD students] aren't capable of writing essays at this point, so they would have like an organiser or a web or something for them to gather their information on. And then, quite often (inaudible) the Writing process with these kids too, we just skip the rough draft and we go right to the computer, and work on the computer. [3]

Well, in some cases, of course some of the [LD] children are slower then others. We gave them extra time - extended deadlines. We allowed them time to come in after school if there was something they needed to work on. [3]
Much of my work is modification when we're planning with the teachers - like how are we going to modify for the Learning Disabled kids? Or the Enriched kids, and so on ... [3]

The kids to whom I'm teaching determines the implementation. I have a group right now in Grade 8, as I did in Grade 7, who are all quite low functioning. I have instructional aid in there, and how I approach things with them is very, very different from how I do it with the French Immersion students. [4]

There are 4 children who are members of the reading club, which is sort of a reading recovery program, to help get them on the road. They're somewhat behind in reading skills. It gives them an intense one-on-one coaching situation with parent volunteers and volunteers from within the community. [5]

I have 8 children, or I have 7 that I feel are working at or slightly above the Grade 6 level. The rest are all below. And I have 6 identified Special Education, so resource support. I have cluster children as well. [6]

After lunch I had a planning period, except for me it's not ever a true planning period because I have 3 students who were demitted from French (Special Ed. C kids) in their Junior school and we don't have a way to facilitate these students. They cannot be left to do anything independently and originally were supposed to be sent to another teacher's class for that period. The problem is they are C1 and C3 and have severe learning problems. The other teacher had her own class to deal with so these 3 were being ignored. I then chose to keep them during my spares so they can have time to work on assignments or read. I'm there if they need help. It's not the best situation but it's my choice. [6]

With the Special Ed kids, the modified test, you know, if they don't study, it doesn't matter what I do, it isn't going to change anything. Most of them don't; they don't bother. They seem to have this attitude that I'm going to sit here and somebody's going come do it for me and that's how he's going to go through life. And the other kids, the ones that care, would have done fine. You know, they're quite resilient, actually. [6]

Um, so the Special Ed kids are, I mean, they're forgotten on these report cards as far as I'm concerned. They don't even exist. And we were told to do attachments. [6]

I function as a support system for an individual program, or for modifying the classroom program. So, I would have had 4 classes of modification. [8]

These are students in Grade 3 who still may be functioning back at a Grade 1 level. So, developing consonant and vowel sounds ... and we use the bases of the Sing and Spell because it brings them into the room, happy with music, and a lot less stress. They're probably not succeeding in the Grade 3 program, and they come out of there with a little bit more positive attitude, for 20 minutes. [8]
I was looking for the connection in their reading. The fact that they're listening to each other, and the fact that they communicate to each other a mistake, without it being a put-down, or the idea that you're dumb or you're stupid because you're coming to sing and spell. Or you're dumb and you're stupid back in the regular Grade 3. They're not. They're successful, they're happy, they're moving forward. They have a positive forward step going on in the program.\[8\]

We've done some reading of some very short stories, and they've done some pictures too - a lot of trying to pull in everything. I try to do - I'm doing things that sing and spell don't say to do. Trying to see where their strength is - maybe draw a picture and then give me the words, or I'll give the words and then draw the pictures. There's got to be some formulation for these guys to keep on going forward. \[8\]

I think all my learning-identified students . . . their assessment has to be flexible. It has to be an assessment for them, and not an assessment graded towards what everybody is doing. It has to be for them a positive assessment, and it can be on any terms - be it an assessment of how well the day went, it could be an assessment of what was accomplished academically for the day. Maybe it could be just an assessment for the fact that, "gee, we didn't have any funny looks today." And we also have to feel accountable, of course, with these students going off to the next grade, and that's where the IEP reviews or placements are - to let other teachers and the parents know what is being assessed for their child for success. And the teachers have to see that too. \[8\]

I've finally had the opportunity to move into the learning strategies and academic resource classroom, and there has one big challenge to it, because my goal has always been, I think, that every student can learn. They can learn to a very high potential, but it doesn't have to be through Reading and Writing. And finally having the chance to be able to do this with 20 or 30 kids for a whole year is great; it's fun. And a student you can talk to, [even if] he can't read or write, you can have the most mature conversation with them. And yet they don't have the chance to do that in the classroom, because they're seen as the nerd, or they're seen as the dummy, and it's giving them a chance to come and have a good time. \[8\]

I try to link some of it - the novel study link. I try to find a novel that they would be doing in the other classes. If not, sometimes not - it's a whole individual Math program, Language program, because the level is so low compared to the rest that I can't find equivalent work for them to do. \[8\]

So, also that group [Special Ed students] has to realise that they do do something, even though they don't think they're doing independent paper tasks that the other students do. \[8\]

There's no use in trying to put them [Special Ed students] in pen/paper tasks in the de-streamed system, where they're going to quit the first week of September and become a behaviour problem. I search out the High School that might be the best fit for them - that
might offer Auto Shop, or an Art program, or Culinary arts, or something - to twig them to be there a little bit more than they would be in a regular program. [8]

I try to assign all the identified students to the same group because they get extra time and that way they can still continue to work in the time, when they are given that, with the Learning Strategies teacher. [9]

It was a matter of just walking around and talking to the kids, and helping some of the LS kids because I don't have support in the afternoon with the EA of trying to evaluate. And setting them to peers that I knew would be able to deal with them and be patient because [with] some kids you can't even . . . it's like Grade 1 reading what they have to put down on paper. I find it frustrating too at times. [9]

The Grade 7's come up to the front and that does not include the identified children. They're pulled out in a contained classroom. [9]

It [curriculum integration] allows to try to modify curriculum and assessment for 6, 7 and 8's, but also we have a hearing impaired teacher and an ESL teacher, so it allows us to front load the kind of modifications that we need to make in terms of curriculum. [11]

There's this hearing impaired class and she [teacher for hearing impaired] actually tries to modify what we do for her kids at a much lower level. But also, they just don't have the vocabulary or the language that we would have. [11]

[Name], the Resource Teacher, works with them [identified students] with History, Geography and Language Arts and so when it's modified . . . One of the modifications she does make is more time, so for the kids who struggle with that kind of work, they are given more time. Also, expectations are lowered or decreased so they are not expected to do as much work and are given a longer time. So, in that sense, the kids who struggle do well. [11]

We have . . . what we call . . . what's the neighbourhood class. And I have 2 children officially designated for that, and have 3 or 4 that are Comprehensive students. And we have a number that have been taken out of Comp, but are still not really strong individuals, or have never been identified as Comp or neighbourhood kids, and so we kind of work through that. [13]

Those kids [identified] might need an extra 15 minutes, [or] they might need a question reworked in a more acceptable way. They may need to have someone who will read to them right on the spot perhaps. [13]

There [are] 30 registered in my Core class, but I have 4 withdrawn for Communications class. There are 2 ESL: the one girl is in everything for ESL except Math, and the other boy has Math and Integrated Studies. I have 3 who are informally withdrawn - 1 for Comp health and on a fairly regular basis now, 2 of them will probably be in a special class in High School. [14]
With most of the activities I do, there's remediation built in. There's also enrichment, extension built in to it. And then working with [name] who's our Comp teacher. He comes into my classroom, he knows what I am doing, and so he will take not only the [three] kid[s] who are assigned to him, but I'll say so and so, [name] needs a bit of extra help, do you want to sit down with him? So [name] will sit down with them. Sometimes we'll withdraw them and they'll go up to the computer lab. He's excellent at having the children go up and use the computer. I've got 2 or 3 children in there who should be working on the computer most of the time and it's a real struggle for them to write anything - their handwriting is terrible, and you can't read it. [14]

You see I try not to really include the ESL or the Special Ed [in determining who met the outcomes] because we need to give them more and more and more opportunities. So I would say I have 2 or 3 who sometimes or are not consistently meeting the outcomes. [15]

We have a Grade 7 student who is, for all intents and purposes, illiterate. He's at a Grade 1 reading level. And we have other students who are. We have about 6 or 7 neighbourhood students who are fully integrated into the 2 classrooms. [These are] students with, identified students with a learning disability. The student at the Grade 1 reading level, he's a neighbourhood student. We also have students that are reading well into the High School years so we have a very diverse range. [16]

We have major ESL initiatives in the school for Grade 8 because that's where . . . There are 2 levels of ESL in the school plus support for Math. There's a Remedial Math class. [17]

Last week I told his [specific student] Mom that he needed to make up these things, and because he's LD we have to provide modification. One of them, obviously, is give him more time and organisation, break the task up into different things, or break the task up into smaller chunks so that he can digest it. And, so then he, oh, he was in for extra help Tuesday morning too, which is my extra help session. [17]

Actually, this is one of the classes where ESL people do well in because they don't need audio clues. All they need [are] visual, visual clues. And if, and they listen to me, they see the writing, they see the work. And eventually they can figure it out through visual clues, and that's one of the things I do write on their outcomes report. They need to start learning, if they're not watching me, and paying attention, they're not picking up on visual clues. They have to be visual learners first, before they can become auditory learners in my room. But ESL students do very well in visual arts. There's a small written component in Grade 8, and which, from which they are exempted . . . the exams, they copy notes which they don't understand, I'm sure. You know, it's just the practice of writing in English that they're doing, and they may not understand directly what they're copying but they get the general idea. This piece of writing is about this. They don't write the exams, that's the only concession that we make. They're exempt from writing them. [18]
These kids [Special Ed] have to have a direction at the beginning of every class, even if it’s just saying something that’s totally unnecessary. Just get in touch with them. Like, they cannot possibly sit longer than 15 minutes, most of them. For some of them, it’s an even shorter time. And you’re also teaching every teachable moment with these students. There’s no such thing as giving them assignments and sitting down. Like, I’m always sitting with one student or another student or another student. I just move around constantly. Like this hopping. [18]

But, by and large, you know, once you get them settled down and moving, you can deal with them on an individual basis. But, I find that the critical mass is about 12, in a Special Ed Behavioural class. [18]

Some of the kids don’t get it, because that’s the nature of the Special Ed kid. And no matter how many times they review it and talk about it, they don’t get it. For various reasons – one could be they’re just not interested in that particular thing, so they’ll tune it out – they’re not interested in learning about it. We try to keep it high interest, low skills. But sometimes, no matter what you do, because there are other social, emotional factors coming in, they’re away somewhere else. And at that point, until they’re ready to be taught, they’re not teachable. [18]

I have [name] come to my room as a Special Ed Coordinator. And he comes in, assists those students who need modifications. So, I’ll do the modifications and he’ll help implement them. [19]

The ESL students, they get pulled out sometimes. I take them when they have their French time and then another teacher takes them when they have History. That’s a hard concept for them to grasp. And they just do Basic English. [19]

In some way or another I think they all achieved it [the outcomes]. They all took something from it, like depending on . . . you can’t expect the ESL student to form all the outcomes. And as a modification, I don’t have them do all the outcomes or modify from that. So, instead of making a 4-minute speech, they might do a 2-minute speech or whatever they can handle. Or the research they can maybe take word for word, as opposed to another student who’d have to put it in their own words. [19]

Last period is ESL. And basically students did their . . . basically the ESL is given time to catch up on the work that they are having problems with in the class. Some have their own ESL books to work with. And I just work with the students and then they left. [19]

We have a huge ESL component as well, so they’re learning new words and Science is very difficult for them. [20]

Special Ed kids they tend to, they’re fully integrated but they tend to be concentrated in 1 class so I have for instance, a Grade 9 class with 10 Special Ed students in there. [20]
With the high degree of special needs children in that particular Grade 9 class, they can’t handle lectures. I mean I can’t stand there for 40 minutes and give them a huge big old lecture. [20]

Often I’ll say, particularly for the ESL kids, this is one of the books they use. I’ll say okay, you can use your book for this one. [20]

It’s different because you see I have that ESL group and the heavy weight loaded special needs group. ESL tends to need more time in terms of learning the language. Special Ed., that group, it’s not a total Special Ed class but they needed more time to do activities. [20]

I gave a test yesterday and I knew this was going to be difficult for 2 of them [ESL students] and I gave them a choice. The students that were in the class, they couldn’t use their books. But I had said to them, “you could work in here, I don’t mind and you can use your text book if you want to.” [20]

Looking back at the unit, I probably wouldn’t have belaboured the point of the names of organelles with my ESL kids. It was terrible for them. They just couldn’t handle it. [20]

[Specific class], they are a little bit brutal. They’re an ESL group [and] very immature. They need to . . . as a teacher you need to have every single minute of their time filled or else they go nuts. But because they’re a little, it sounds strange but it feels like you know I’m putting them down and I’m not. Their language is, they’re still working on their language. I’m doing the same language that I’m doing with the Grade 7’s with them, so they’re doing a jigsaw as well. Again, they got to pick their groups. Of course I knew I was going to run into some problems because it’s unstructured and I almost have to sit beside certain individuals otherwise it goes nuts. So that was a little, a little tense. [20]

There’s one [student] that just never seems to [get it], and with him, I think, I don’t know what’s wrong with him, but he’s been here for 6 years, he’s still in an ESL class, he hasn’t, he hasn’t gone any further than maybe somebody who’s been in Canada for 2 years. He just seems to, something seems to be wrong. Tried to get him tested this year, it wasn’t working out. His school that he’s going to next year, they are aware of it and they’re going to get him tested. With ESL it’s an issue because they’ll say, "oh, he hasn’t been here long enough." I don’t know what happened with this student. He seems to have slipped through the cracks, but he . . . I don’t know what it is. I can’t figure out if it’s oral directions. I’ve tried everything with him. [20]

I just got 2 more [ESL students] that have been here for a week, so it’s. I don’t know what to do with them, they just, they sit there. You know, and I can’t, I draw them pictures and that. I would say it’s mostly a language thing with a lot of it. [20]

Um, with, you know, with the extent of LD kids that I have, they really need clear expectations - what does this look like when we’re done this, kind if thing. [20]
Teacher-assigned categories and instructional response

And we tried to come up with things and strategies that would address the multiple intelligences, the active kids, and so on. [3]

We try to address the different intelligences, try to accommodate the children with different learning styles. [3]

We've been discussing with the Grade 7's, the whole concept of multiple intelligences and your style of learning. [4]

I make sure the kids have an opportunity to use their learning style. [4]

I really think out how a plan will go for the kids to take into account their styles. [4]

I had a gifted novel that we can move on together, which is good for my gifted readers of whales, which ties in beautifully with the whole unit. It's written from the point of view of the whale, a hump back. Again very contemporary. And then what I used with my weaker readers... I clear off and read aloud to them and then we worked through it together. It's not Canadian, but it's about a little girl whose father is a [nationality]. And it's a [nationality] ship, [a] whale watchers ship. And she finds out through research or something, that these whale watching ships do damage to whales. So there's another dilemma, another issue. Should her father give up his job? He's a single parent, etc. [6]

And it [sing and spell] just connects, sometimes, the music that some of the intelligences need to apply their sounds and develop. It's just another teaching technique; one that maybe they need because what they had doesn't fit - straight phonetic sounding hasn't made them successful in reading. [8]

We try to build in graphic organizers into virtually everything we do, so every unit has some form of graphic organizer to help organize and simplify content for kids that have difficulty. But [it] also organizes thinking for those kids who may not need it, but it's a helping strategy. And also what we are moving towards is actually multiple intelligences and trying to develop within units that all multiple intelligences are vast. [11]

I think if I were to look at meeting the needs of all kids, I think that is more of a focus now. To look at the needs of a wide range of kids as opposed to just the academic kids. [11]

It's fine if you work with gifted kids and bright kids, and you're going to get a lot of excellent material from them. And you know a lot of the learning, if it's presented properly, will engage them, and so on. But you have to be careful then too, because you spend too much time with the other section all the time, although there's a great need. There's a need for every kid to be engaged with their teacher, otherwise we might as well just give them the pages as they go home - "you've been here your half hour today." [13]
I think I, as a teacher, would have to really look at what I was doing to present it to that child. What was appropriate? What fit their learning style? What skills they had, and all the other things that go into that person. [13]

Children's background - their learning styles, a lot of the skills they may have are not helpful, okay? [13]

The content's given, in a sense, we know we have to have the content. But there are so many variables that slowly creep in, and I've got more than that somewhere in my head, but I do have to look at learning styles. Like whenever I do a mini-theme, there's always something that will appeal to different learning styles, somewhere, okay? [13]

If I'm looking at learning styles, it's not much about a push to bring in kids who do well with spatial things, kids who do well with the Mathematical, (inaudible), those with Linguistics, either interrelated, or... whatever the other one is. And so, I may only really reach 3 or 4 learning styles, according to multi-intelligences, okay? [13]

I believe they've all got their own styles to work with, so I don't worry about everybody doing the same thing. [13]

We have some independent learners. [15]

I've certainly tried to encourage and expand on students' particular strengths, especially as I was trying to find them out. I've only been here since [name of month]. Those who would have oral strengths, those who have the writing strengths and reading and so on. All the different types of strengths, to build on those. At the same time to share them among themselves so that you know you are doing really well orally or you've been confident in your oral strength. "Why don't you work with so and so whose strength is writing?" and I try to encourage and also make connections for the kids. What's literacy got to do with our life here really and in the other subject areas? [15]

Well it's becoming more evident that there are really strong linkages that need to be taken advantage of. I can't teach Math or Science. It would be wrong for me, philosophically, to teach Math or Science in isolation. I think the Common Curriculum says that, but nevertheless, I still want [to] integrate because that's where my strength is. And as I develop that strength further and further, I see opportunities to branch out, little forays. So what I've done with that is that I've created some homework activities for the kids on one of the... there's nothing new about it, it's just a term homework assignment, to find newspaper articles and write an impact essay on how these current Science topics that are being reported in the news right now may... Wow, that hit them. It was hilarious. I had to work on them. Top end kids no problem; middle end kids, a little help, a little push; the bottom end kids were right out of it. And then... so how about one article I choose. I picked fairly heavy duty articles from various areas from Science and Math. I asked them to summarize the articles and then write an impact on how does that impact society and how does it impact for yourself. [17]
I try to look at all the learning styles. If I've got a group that's heavily ... have you ever heard of the True Colours thing? [Name] does it. It's a learning style type key. If I've got a lot of children that love to research, I need to meet their needs so I might ... Yeah, looking at how the class is made up. If I have a lot of kids that need activities, they need to move, they need to get up, they need to move around that kind of thing, so I'll structure it toward that. But we also will have some researching to meet the needs of those other ones. Brainstorming, there's some learners that really love to do brainstorming and do some sharing, those types of kids. You know I really try to work hard on meeting learning styles. I really, that's my big thing. I don't want to eliminate some, you know, that are sitting there going, “she never does the things I like to do.” [20]

Student-specific/individual examples

We have an autistic boy in our class who is integrated, and he has this incredible baseball card collection. "So, [name of child], how many cards?" and so on. [1]

I've got two kids on my side of the pod that raise Seeing Eye dogs. So German Shepherds and Labs, so I drew my dogs on the board. [1]

[Name of student], and this kid is like, it's like the hare and the tortoise. He's going to win the race because he found great kids to work with, because he knows how he learns, he knows what works for him. He'll try every strategy you give him, but when he finds what works, he uses it to the max. And he's going to do incredibly well. [3]

This little guy who was just taken out of their home because the Dad had to go and their Mom has abandoned them by the way. So here they are living with their Grandmother they haven't even seen for 3 years. You kind of excuse certain things about what you know is going on with that little guy because you know the garbage he's been through. So I probably excuse more that I should maybe, or excuse things with him that I wouldn't with somebody else because it was bad for him. I find a lot of times my program may be watered down a little bit because my expectations have to change because of what's going on with these kids at home, you know. [6]

We received a student back at Christmas time from [foreign country], requested to repeat in [country] Grade 6. The Father then took the initiative of bringing the child to live here with him to see if we could have some progress. When she first arrived - no communication. She was basically just occupying a seat in a regular Grade 6 program. She would arrive in the morning, she would sit there, she would never look up, and she would never communicate. I mean, we were basically hosting a student in a sit. I then became involved in bringing her into my room, and she would still just sit. Things would be happening in the classroom, and she would never even lift her head to acknowledge that there was noise, there was movement - nothing. So, I gave her a seat and a table to sit at, and now we are up, we're moving, we're using the computer, we're now talking complete sentences, which were never even visible. I have manners, I have smiles, I have “hello,” I have “goodbye.” I also have “I need help,” the realisation she now knows she needs help. And I had her skipping down the hall last week, and I wouldn't dare tell
her she was wrong to skip. But, the facilitation is a comfort, a facilitation of someone to talk to, and the fact that there is success with her, with what she can do in what she's been assigned, in relation to what everybody else is doing. [8]

The biggest challenge is my Grade 8 student. Severely learning disabled. Has come from a total behaviour situation to now getting him ready to attend a regular High School in Grade 9. He was notorious for roaming, not sitting in a classroom. He was destructive to the point he didn't know he was destructive. And I don't mean like tearing things apart; he was very mechanical. Like, he'd have a screwdriver in his pocket, and he'd come along and maybe take all the hinges out of a door. Then he'd put the door back together again. So, I've had the challenge this year of containing him, making him realise he must sit. There's a focus point, a time to not focus, and also give him some sort of reward to make him realise that this is what we need to do to get ready for High School. And we had that sort of a day today. We didn't focus; we were not ready to come into work. We tried a sort of way of handing in an assignment that was not expected of him. I took the assignment apart, I set it back down, and then gave him a cooling off time. No arguing at all with this, this is all very calm and low-key. I put a paper back and said, "this is the criteria I asked for," and then we restarted it. He has been my biggest challenge. [8]

It's overwhelming on days when he's [specific student] really negative towards any situation or learning strategy I can come up with. Then other days it's overwhelming - I'll turn around, and he'll have done it. He's very - leave me alone, and then you'll turn around, and it's all done. And you go, "okay, how did he get it done?" And there's no set pattern of expectations, and there's no set pattern of what strategy is consistent. You just never know. Today this strategy will work, the next one may not even tomorrow. [8]

So, I guide through processes, and the processes have to be long term. The novel study he's [specific student] working on has taken a month, and we're still not anywhere near it. But, the process has been invaluable. He's being led through and made to realise that this is part of the program. Science - I let him monitor it, but I make him talk to me about the class. He has to verbalise what he's learned, which is invaluable, because he can very much take everything in from verbalisation. And then History - I just use short little readings, true/false and one word answers, and try and get him through those. [8]

Well, I guess [name of student] is about the most successful. With his Science, he was not assessed because he did none of the written material, but he was assessed on how well he verbalised in his group, how well he took part in the experiment, and how well he could verbalise back and forth to me. Very much a passing grade, but if he had been assessed along with rest of the class on the Academic/Written parts, there's no notebook. I keep the notebook (inaudible), then he probably would have got about 30%. Same thing goes with the Language program. It's a straight assessment on what (inaudible), he's working at a Grade 3 level of Reading and Writing, so his assessment was done when he could succeed with what I was giving him, and not what the other Grade 7 students are doing for language. [8]
Four [students] were very low. They came in from a special school, private school, and had been low for sometime. They were the lowest. Like I had my priorities with the kids who I already knew from last year, and I thought okay, well these 4 are the ones I'm really going to focus on and try to help them. [12]

When I first came out of the Board office, I had a student who was dyslexic. And I learned more about adapting time from that one student than anything, anything I'd ever done in education before, okay? So 5 years ago, I began to really have it hammered home to me on a daily basis, what I set out to do, and what this person could do weren't necessarily going to fit within the span of what I thought was reasonable and so on. So, I learned that a lot of them, kids . . . in a sense, take a little longer on a task, they feel they need that time. And I don't just mean the slower children; sometimes bright kids too. They want to give you their best, and that means they're going to have to take gobs more time than you would think was what you really needed to do, okay? So, I get pretty flexible that way. [13]

I had one girl who was functioning at about a Grade 2 level. She hadn't been recognized as an exceptional student at this particular time so she was functioning at about Grade 2 level but she could at least draw the tables and record the information in the chart and she could do the first part. She couldn't do the multiplication, but she could do the addition and she saw the pattern there. And then for some of the other children, they get to the point where they can use algebra. So, instead of just predicting by looking at the pattern, what pocket it will end up into, they know that if they take certain relationships between greatest common factors, they can develop a formula. Move it to the abstract and develop a formula. So you might get 2. I think in one class there were 3 children, who reach that particular point. [14]

I have the 2 students, who, once they leave my room, I have to basically track them because they disappear. And they're on a very flexible timetable. The one doesn't take French. And sometimes he wanders. So I had to check on him - he doesn't take Music, so I had to make sure that he was in the room over there using the computer. I had to check on the other lad. Last period of the day, I have another girl who's been undergoing emotional problems. Did I mention that? Yes. Her Dad committed suicide in the Fall and I think basically this is just affecting her right now. In the last 3 weeks, 3 different days, something set her off. The one day she saw a picture in a Math textbook that reminded her of her Dad. It just set her off. The other day a teacher had made a comment about hanging in the 14th century and that threw her off for the rest of the day. [14]

One of the other boys who really should be in a small setting, he can work maybe 2 periods at the most, with the class. He needs a small class, but of course his Mother won't go for that. In the afternoon, in the class I could see that he had had it for the day. So I sent him on a little stroll down the hall, and then put him in the computer office there so he could work. [14]
A lot of people don't really take a look at these kids and say, hey, where are these kids coming from? What are they going to go through? Like I have a kid in my class, he's disruptive, and he can only last 1 or 2 periods, and that's why I have to bend a bit about him. He can't be treated like every other kid. And you look at his background and you say how is this kid even surviving? So by recognizing his particular . . . And he comes to school every day so there must be something that he likes about the school. I know there are a lot of kids like that. [14]

I noticed 2 or 3 kids and they didn't seem to be listening – they were looking around the room. I say, “yeah, we'll look around the room. What do you see around the room?” Well I saw this example of this Math question. I said, that's what they're looking for. [14]

There are 2 Grade 4 kids, real problems, and what I have actually done with them . . . They were on an independent study project more for spelling, or it seemed to me their spelling was so out of context. I couldn't make heads or tails of it myself. They were just doing like pages of this workbook, it's like they were actually working on it. So, what I have done there is just . . . I have them doing my modified program I'm doing in the classroom. [15]

I also took some time working with a group of students for Remedial Geography. We did some latitude and longitude practice exercises in small groups to reinforce that concept with some of the kids that had some difficulty. [16]

The dance was a whole lot more important for the kids than the assignment. Although, I had 2 kids come up for extra help who had missed some sick days, and these were real low kids, ones who really hate being in school. “You missed those really important key lessons. If the 3 of us sit down together we probably could do that in about 10 or 15 minutes. So if you take 10 or 15 minutes off in the middle of the dance, I'll be up for extra help.” So they came. They took time out of the dance. That was a buzz; Unexpected. I didn't expect them to show up and when they did - alright. [17]

Last week I told his [specific student] Mom that he needed to make up these things, and because he's LD we have to provide modification. One of them obviously is giving him more time and organisation. Break the task up into different things, or break the task up into smaller chunks so that he can digest it. And, so then he, oh he was in for extra help [name of day of the week] morning too, which is my extra help session. [17]

They seem to understand, whether or not they can translate it visually into their pictures. I did a whole thing on “under the sea.” We did a fish story, and talked about fish in general. You know, why this simple symbol for a fish, the (inaudible) can't be a fish, why it needs fins, gills – you know, all these workable parts of a fish. They seem to recognise that. The girl had drawn a picture of this Christian fish, and I said, “oh, is that a fish?” She said, “yes.” I said, “no it's not.” She said, “oh, don't make me do all that other stuff.” But she knew it was there, you know? She knew what she was leaving out
now. And so that tells me that she's learned something, because she knew there was something missing, but she made the conscious decision to do it anyway. [18]

I gave a test yesterday and I knew this was going to be difficult for 2 of them [ESL students] and I gave them a choice. You could, the students that were in the class they couldn't use their books, but I had said to them, "you could work in here I don't mind and you can use your text book if you want to." [20]

There's 1 [student] that just never seems to [get it], and with him I think, I don't know what's wrong with him, but he's been here for 6 years, he's still in an ESL class. He hasn't, he hasn't gone any further than maybe somebody who's been in Canada for 2 years. He just seems to, something seems to be wrong. Tried to get him tested this year, it wasn't working out. His school that he's going to next year, they are aware of it and they're going to get him tested. With ESL it's an issue because they'll say, "oh, he hasn't been here long enough." I don't know what happened with this student. He seems to have slipped through the cracks, but he, I don't know what it is. I can't figure out if it's oral directions. I've tried everything with him. [20]

LEARNING

Experiential

The unit is an exploration for adolescents to learn about the field of advertising - both to be able to critique it, and to be a part of it. [1]

And then we we're doing [name of novel]. It's a video-novel, it's a Mayan adventure. It was an expedition, which means we talked about a Science aspect of this whole unit. It was the effect of pressure, on things that are filled with air versus things that are filled with water. And it had to with scuba diving, and a hypobaric chamber. So we talked about, and I had balloons, and I said, "well this is filled with water," which the kids thought was great - here's a balloon filled with water. And I had 2 kids squishing them - so who would squish faster? Well unfortunately, the 1 with water squished first, which wasn't supposed to happen, but that was okay, because 3 kids got soaked and that was fun. [1]

So, we actually worked through . . . it was almost like activity . . . you know, what we used to call activity centres 20 years ago. And we had things like . . . we got into mapping skills where the children had to design maps of a pioneer village and so on, using legend and scale, and things like that. We had a knitting centre, where they learned how to knit. We had a cooking centre, where they made butter and bread, and so on, things like that. We had a research centre, where they had to some research on the History of New France. We had oral presentations, group... single, as well as group, presentations. We took them on a field trip to [name] Castle. So that unit worked very, very well. I'm trying to think of what else we did . . . we did writing. We integrated writing into it. We had them write diaries, and they enjoyed taking the paper and putting it in tea, and burning it, making it look really old and stuff like that. [3]
I try and retain that sense of giving the kids a hands-on program. [4]

When we got into project type stuff, [I had] to make sure the kids had a visual demonstration, an opportunity to "muck" with stuff. [4]

They're doing a unit right now on Canadian Settlements, and they are doing research on whatever settlement they've chosen to research such as United Empire Loyalists, or the [unclear], or Red River settlement, and that involves library time, computer time, the frustrating Internet. [6]

Where can I go and learn from here and not have Mrs. [name] tell me that I have to learn this and learn this. I've also given them a chance to go investigate for themselves. [8]

They [students] do research projects on World War II in a small group situation. [9]

Being able to apply it to a three-dimensional form, the understanding of it, because I find that, especially, I have a spatial problem myself. And I find that if you do it hands on first, three dimensionally, if you can have it, and it was wonderful with the symmetry for that example, then you can look at a book and, a textbook, and then apply it to a two dimensional plan. [9]

I'll say verbally that's excellent, where'd you come up with that, well why don't you explore this avenue, and it's great, they catch on right away. [9]

How they are experimenting in order to understand, and I think that's a very important part of learning, is what they do to try to come to a final answer, more so than what that final little answer is. [9]

The hands-on, I find you learn better with hands-on than you do with blah, blah, blah, blah, now write it. [9]

The kids were working on projects, independent projects, but working in 2's. [12]

I've been working on combining Geography and History more. I won't say integrating, because it isn't integration, it's separated by discipline in a sense. An example in History - we'd start out with say “exploration,” looking at why do people leave when they do, and what were they looking for. That leads itself into a jigsaw approach to reading, for different groups sharing information, a classical concept of jigsaw. That worked out very well, and then the kids went into individual research on a person which was basically along certain lines, including a small bibliography, maybe 3 or 4 materials - this is near the beginning of the year. Finished that, then we looked at “okay, they came here, what did they find?” and that would lead into a Geography mini-theme on the Environment, the natural environment of humans here. And so, that led into looking into “how do you record things in climate?” “How do you record things about plants and animals?” Various simple ways of looking at it. And their final group work, and they worked in
twos on this, was to create a biological area, a bio, in which they looked at the interrelationship of soil, plants, animals, and climate. And they created a diorama doing that, so it was hands on. [13]

We put human beings in that environment, and the idea was - Native people were here, how did they get here? Then we looked at their technological area, which affects the way we use the environment, and they worked into a simple . . . if you did, say, the Northern area of Canada, say the Arctic and sub-Arctic, you had a choice of certain Native people, the Inuit or whatever, and the student would take that individually. The partnerships are broken into individual research, and we did a large class thing first of all, with the Woodland Indians in this region, and showing what kinds of things you can research, and how you do it. So we had one common day, then they had one diverse group, say the Inuit or the West coast, or the East, or the sub-Arctic region. And so they worked through that, which now leads me to my next geographic topic which was resources. Then we said, "okay, when they came here, they needed resources," so we did a geographical connection - you see, we're flip-flopping all the time. [13]

Now the mathematics involves some Geometry because they have to measure and design the pool table. They have to know something about the idea that whatever angle it hits at, it will rebound at the same angle. And once they start doing this, they build charts. The problem solving strategies are making tables and charts, looking for patterns, and making predictions. The thinking skills are along the line of predicting and decision making. They are allowed to work in pairs for the first part of it in order to try to discover the patterns. [14]

And so what they'll do, they'll recognize that with a . . . when they start building their pool tables and their charts and tables, they'll recognize patterns amongst the numbers. For example, if they use a pool table with a length and the width are made up of odd numbers, they'll notice that the number of hits can be found and predicted just by adding those two numbers. And the number of squares that it goes through will be found by multiplying the 2 numbers. But, if they use even numbers, or an odd and even, they won't find that prediction. So I give them a graphic organizer to do where they put some of the results in a chart down the side - what's your prediction? What happened? Did it work out? If it worked out fine, they just write it in. If it didn't work out, they have to go back and try another one. And then they respond to that. And what it actually gets into is factoring - greatest common factor, and lowest common multiple. And after using the patterns, I would say 100% of the kids will figure out the patterns of adding the 2 numbers and multiplying the 2 numbers, because they are right there in front of them. They start off by counting, something very simple. And then they can use the addition and multiplication. [14]

Hands on, real thing, real life manner even back then [when he was in school]. And I really enjoyed that. And it was relevant to me. It was very relevant. If it wasn't relevant, I didn't enjoy it. I try to use some of those . . . I still try to use some of those things I learned 30 or 40 years ago with my own groups of kids. [14]
What we did, in each group of 6, the kids were asked, were given a mind map like this [shows it]. I gave them this to work on as a group So instead of working towards this, they start with this. I give them the statement - the culture of the 'blank' people was determined by the environment. We had to discuss that, and took some of the different sub-groups of that, so the kids, as a group, had tons of materials here and so they just brainstormed, and researched and got a lot of information there to do that. As they are collecting information, I am taking things here looking at it, checking to make sure they are on track, putting some comments, putting some circles there if there, no that was different, so anyways, make sure they have some information. Once they've got information, then they can select, okay, which one of these do you want to work on, so the kids have the choice to negotiate. And each of them was responsible for a piece of paper like this, 17 x 11, where they had to take their topic, tools and weapons, whatever, and they put these together on boards, so that it was one of the Science boards sort of, so that it was all set up. So each kid is working in a group, but they are responsible for one specific section and they could help each other across that way so that when they are working on the line map it's, as a group, as a whole. [16]

Well it's becoming more evident that there are really strong linkages that need to be taken advantage of. I can't teach Math or Science. It would be wrong for me, philosophically, to teach Math or Science in isolation. I think the Common Curriculum says that, but nevertheless I still want integrate because that's where my strength is. And as I develop that strength further and further I see opportunities to branch out, little forays. So what I've done with that is that I've created some homework activities for the kids on one of the . . . there's nothing new about it, it's just a term homework assignment, to find newspaper articles and write an impact essay on how these current Science topics that are being reported in the news right now may . . . Wow, that hit them. It was hilarious. I had to work on them. Top end kids no problem; middle end kids, a little help, a little push; the bottom end kids were right out of it. And then . . . so how about one article I choose. I picked fairly heavy duty articles from various areas from Science and Math. I asked them to summarize the articles and then write an impact on how does that impact society and how does it impact for yourself. [17]

And, you know, I really believe that we have to give kids, especially at this age group, lots of hands-on experiences to build from. To really build, you know, construct . . . [17]

[Why do you think that the unit gives us a good sense of how you are as a teacher?] I guess because it's very active and there's a lot of hands on, very little teacher talk, a lot of trying to move them along in their learning, rather than just me spouting information. [20]

We were doing a sort of a jigsaw learning about the kingdoms and plants. They got to choose their groups, which they loved. So there are 4 people in a group and then they choose out of a hat what kingdom they're going to deal with and it's set up in a structure. They have to find 10 characteristics about that kingdom, what makes the kingdoms special and they do it on chart paper, and they need to name 5 organisms that you would find in the kingdom and draw them. They reform into their group and then they're going
to have to present their findings to this whole group which, theoretically everybody has become an expert on 1 of 5 kingdoms and they'll make up a study sheet. [20]

**Student directed/student owned**

As we do more examples, they take more ownership, so I will wean them off of me directing them. [1]

Sometimes things will change for a particular class or for all the classes or for the class on one day as part of the unit. Things branch off and change because of the issues at the current time. Or things that are happening in the community or that kind of thing sometimes changes how you deliver, what you decide to deliver . . . or the issues that the kids want to talk about within the framework that you're delivering. [4]

The kids have a huge selection of the things that they can do, the choices of projects that they can do. [4]

The kids have always made, and they just love to do it, and it's hard to tie it to the Common Curriculum. They love to make these stuffed animals from these kits, they just love to do it. Well, we're doing it this year. [4]

I go through the goal setting sheet with them, and conference with them about how they're going to go about achieving their goals and that kind of stuff. [4]

Sometimes you scrap the whole plan for the morning. I mean, I, earlier in the year, I did that often. I would have a list of you know, 5, what I thought were minor things, 5 kinds of learning activities. Or I have this lesson, and we do this and that. And it was not realistic on a given day; it wasn't going to happen. But I am much more prepared now to just go with the flow. Great stuff happens anyway, so you catch up the next day. You can't really . . . and if they bring in . . . and I find even more so with the young students; it's very spontaneous. They'll come in with things from home that are related, or maybe not even, to something that were studying at the time, and they want desperately to share that. And, we have a lot of times for some of that, but a lot of times you just have to go with it. It's more important, the how of learning, than what's in the daybook and so on. So, I've really learned to let go of that, you know, not be too worried about what's on paper and what's actually happening. As long as it's good learning. [5]

Last week, the week before, when I realized, like the initial plan that I made for the unit didn't have several of these activities but, you know, as I, as I got into it, and then I found some other sources, because they were just ready to do this reading. I found, for instance, [name of novel]. I hadn't planned on that one, and found it and I thought this is perfect, I know that they can read this, and they could. And I thought well, if they can read it, you know, I think they could probably do a different conclusion. And they did! So, it was just one of those, it just kept snowballing. [5]
And what I do is I set up appointments and they would write down new questions and then they would make appointments with other students in the room and then they sit face to face and brainstorm everything that they can think of about that particular question. [It] just gets them hooked into thinking about the concept. And then we come back together as a group and we talk about the commonalities in their brainstorming. And then I would have them develop from that a definition for a voyage. And it would be a definition totally from them. Nothing to do with the dictionary or anything. [6]

They're doing a unit right now on Canadian Settlements, and they are doing research on whatever settlement they've chosen to research such as United Empire Loyalists, or the [unclear], or Red River settlement, and that involves library time, computer time, the frustrating Internet. [6]

They [students] express their opinions about how and where things are done with regard to whaling and ships and why would you study such an endangered species. And then it comes into my Math program. We look at charting the ocean floor, we look at maybe doing some ratio and rate of catch, of the fish and the whales, we can look at the analysis of the cost of putting such an expedition together. I bring the Science into the room simply because it goes so well with it that. I will do some Science with them with regard to the studies and we're just talking right now about red tides and algae and contaminating fish and not humans. And of course the history behind whaling and the History with regards to the land and the ocean floors and the ways and means of catching fish and why it's so important to man. [8]

What can I go and learn from here and not have Mrs. [name] tell me that I have to learn this and learn this. I've also given them a chance to go investigate for themselves. [8]

I'll say verbally that's excellent, where'd you come up with that, well why don't you explore this avenue, and it's great, they catch on right away. [9]

How, how into it they are, or if they just couldn't give a poop what they're doing. Interest level, based on that. Are they asking each other questions? You know, what do you think of this? Well, what do you, well, what if we go in this direction? [9]

If it's an individual situation, what I'm looking at when I'm walking around is if they are asking for help within their group. Then do they come to me if they still don't understand? Or are they that type that just immediately come to me? Do they go to the dictionary first, rather than coming up to me and saying, how do you spell . . . ? [9]

The kids were working on projects, independent projects, but working in twos. [12]

We put human beings in that environment, and the idea was - Native people were here, how did they get here? Then we looked at their technological area, which affects the way we use the environment, and they worked into a simple . . . if you did, say, the Northern area of Canada, say the Arctic and sub-Arctic, you had a choice of certain Native people, the Inuit or whatever, and the student would take that individually. The partnerships are
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Well I started off by getting them to think about, you know, we do brainstorming and we play with ideas. [13]

They were problem-solving all the way through and making decisions. [13]

So I took some kids I knew that would do very very well, and I said well here's an avid challenge. You've seen level 4 on your report card. I'm not sure what it means, but I think it might mean this, let's try it, are you willing? Okay, so I gave them, they chose 1 of 4 activities being the director. [13]

There's a reflection sheet where they write down what the activity was, what they did, what they learned from it, how they felt about it and what they'd like to do next. There's a follow up research project for some of them who want to go and investigate the origins of billiards and pool. Some of the children will do that and report on it. Some of them have built models of pool tables and bring that it. [14]

We do a portfolio. Their portfolio is 1.5 size Science boards and on the Science board they have to design a personal logo, a personal slogan, or it can be a slogan they picked up or they can design their own, it's going to represent their learning philosophy for the year. And then they are going to do, they do a collage of all things they are interested in. [14]

[Name of teaching partner] and I use the term, "choices." And that was our whole theme for the year for the children. We repeated that with them also. [14]

I put a lot of onus on the kids for doing things and organizing things and I'm not really restrictive in the programs I run that way. [14]

And I always felt that students should have more ownership and responsibility for their learning. I always felt that. Even in my interviews at JK - 6 or JK - 8 school, I wanted the students there and was considered to be a maverick because I wanted the kids there. [15]

What we did, in each group of 6 the kids were asked, were given a mind map like this [shows it]. I gave them this to work on as a group, so instead of working towards this, they start with this. I give them the statement - the culture of the 'blank' people was determined by the environment. We had to discuss that, and took some of the different sub-groups of that, so the kids as a group had tons of materials here and so they just
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Some kids could do an optional topic. [16]

I think we have a large group of kids. We push responsibility a lot, so we have for example, when we're doing extension activities, we said, "alright if you want to do an extension activity, here are the . . . why don't you go with this," because what I think is, in the way we run the programming here, we really put a lot, we try to put accountability on the students and have them take responsibility. [16]

The Common Curriculum aside, students are my first reason for doing it. I've always asked my students along the way . . . [17]

Well it's becoming more evident that there are really strong linkages that need to be taken advantage of. I can't teach Math or Science. It would be wrong for me, philosophically, to teach Math or Science in isolation. I think the Common Curriculum says that, but nevertheless I still want integrate because that's where my strength is. And as I develop that strength further and further I see opportunities to branch out, little forays. So what I've done with that is that I've created some homework activities for the kids on one of the . . . there's nothing new about it, it's just a term homework assignment, to find newspaper articles and write an impact essay on how these current Science topics that are being reported in the news right now may . . . Wow, that hit them. It was hilarious. I had to work on them. Top end kids no problem; middle end kids, a little help, a little push; the bottom end kids were right out of it. And then . . . so how about one article I choose. I picked fairly heavy duty articles from various areas from Science and Math. I asked them to summarize the articles and then write an impact on how does that impact society and how does it impact for yourself. [17]

I think all curriculum should be student driven. That's the reason why we have curriculum in the first place, to help students gain understandings. [17]

I try to foster the coach/mentor, student/teacher relationship because I find that that works better for me and students find that very very hard. They are very used to, "this is how you're going to do it," and I found that I've become a better learner when I've taken responsibility for that so I try to encourage that. I come down really hard on kids who
come to me with problems that could have been very quickly solved up front if they would have thought about it. [17]

I put so much emphasis on taking responsibility for their learning, take the responsibility for making mistakes. I make mistakes too. I realize afterward it’s a piece of garbage. It shouldn't have gone out. It's not worthwhile doing. I'm very sorry I gave it to you. I shouldn't have done that and so it's taken me about 3 months to get the kids to the point of saying I struggle with that. I know I'm not going to be able to do that. But some kids are not moving to that and they don't like it. They see me as the controller. [17]

And I like handing control to kids when they're capable of handling it. And it's really neat how they use it. So then I look for depth of thought, as much depth as you can get into a sentence, but did they pick up where they messed up and how they can improve that. [17]

You know Albert Einstein always said that imagination is more important than knowledge. But that's not the way the Ministry's working. Imagination is the least important. Facts, facts, facts, stuff them in is, is more important. Which is, and some educational systems that work that way, have trouble coming up with new ideas for things, and I'm speaking mostly of some of the Asian ones, you know, that are knowledge based. They have tremendous, you know, outcomes, and you know, our kids look incredibly stupid next to them, but, they're all buying retro technology now. You know? Retro technology, where they have to actually purchase something, take it apart and then recopy it. They never come up with their own ideas. [18]

I believe that every student can learn and every student can do the projects. This one doesn't set any boundaries, that it's too hard nobody can do it in the sense . . . the fact that students are enjoying what they're doing, that they've made personal choices in what they're . . . I haven't given them the project and they haven't had to do that particular country. They've actually had choice. [19]

If they're coming and you know they're running down to Science because they want to be there and they want to try something and if you listen to them talking within their groups and they're talking Science, to me I feel that I've been successful in getting the ideas across. [20]

They [students] really do love those activities and you know I didn't mind. I'm structured but I'm fairly flexible. [20]

I want them to figure it out on their own. They're, I tell them they're my little scientists. They have to do it on their own and they'll ask me questions, “tell me what this is.” “No way, you tell me.” I'm trying to teach them to be inquiring and problem-solving. [20]

[My role is] more of a, more of a, I guess, facilitator. Let's move this, you know, move it along. Trying to give them some clues, and allowing them to find out some of the answers on their own. [20]
I can be more of a facilitator and have them work, you know, "how do you want to work on this unit?" Give them choices. [20]

**Collaborative**

They do a lot of group work where they support each other; they do a lot of research. [1]

They're working through it, it's families. Like, you can - I just like the whole idea of them working together on it. [1]

You know, certain battles. Like, they're not all working on the same one. They kind of become an expert on one and bring it back into the group. [3]

[Name of student], and this kid is like, it's like the hare and the tortoise. He's going to win the race because he found great kids to work with, because he knows how he learns, he knows what works for him. He'll try every strategy you give him, but when he finds what works, he uses it to the max. And he's going to do incredibly well. [3]

They were working on a group project. [4]

And what I do is I set up appointments and they would write down new questions and then, they would make 9 appointments with other students in the room and then they sit face to face and brainstorm everything that they can think of about that particular question. [It] just gets them hooked into thinking about the concept. And then we come back together as a group and we talk about the commonalities in their brainstorming. And then I would have them develop from that a definition for a voyage. And it would be a definition totally from them. Nothing to do with the dictionary or anything. [6]

They have group work to do. [8]

They [students] do research projects on World War II in a small group situation. [9]

I try to assign all the identified students to the same group because they get extra time and that way they can still continue to work in the time, when they are given that, with the learning strategies teacher. [9]

At the end we bring the [names of students] and the [names of students] together and they discuss their books and they see, they find out the similarities. We bring them all together. [9]

There was an expert within each group, so we are trying that. [9]

How, how into it they are, or if they just couldn't give a poop what they're doing. Interest level, based on that. Are they asking each other questions? You know, what do you think of this? Well, what do you, well, what if we go in this direction? [9]
If it's an individual situation, what I'm looking at when I'm walking around is if they are asking for help within their group, then do they come to me if they still don't understand. Or are they that type that just immediately come to me? Do they go to the dictionary first, rather than coming up to me and saying, how do you spell? [9]

I use Kagen structures an awful lot, which is not group work because you are assigned tasks. Right? Cooperative learning. [9]

I just have them always sit with their friends. That has always been my philosophy for the most part – just to encourage them to work at cooperative learning. [12]

I encourage peer tutoring a great deal - ask a friend to come in at lunch time or stay in after school or even recess or the morning. [12]

The kids were working on projects, independent projects, but working in twos. [12]

I've been working on combining Geography and History more. I won't say integrating, because it isn't integration, it's separated by discipline in a sense. An example in History - we'd start out with say “exploration,” looking at why do people leave when they do, and what were they looking for. That leads itself into a jigsaw approach to reading, for different groups sharing information, a classical concept of jigsaw. That worked out very well, and then the kids went into individual research on a person which was basically along certain lines, including a small bibliography, maybe 3 or 4 materials - this is near the beginning of the year. Finished that, then we looked at “okay, they came here, what did they find?” and that would lead into a Geography mini-theme on the Environment, the natural environment of humans here. And so, that led into looking into “how do you record things in climate?” “How do you record things about plants and animals?” Various simple ways of looking at it, and their final group work, and they worked in 2’s on this, was to create a biological area, a bio, in which they looked at the interrelationship of soil, plants, animals, and climate. And they created a diorama doing that, so it was hands on. [13]

We put human beings in that environment, and the idea was - Native people were here, how did they get here? Then we looked at their technological area, which affects the way we use the environment, and they worked into a simple . . . if you did, say, the Northern area of Canada, say the Arctic and sub-Arctic, you had a choice of certain Native people, the Inuit or whatever, and the student would take that individually. The partnerships are broken into individual research, and we did a large class thing first of all, with the Woodland Indians in this region, and showing what kinds of things you can research, and how you do it. So we had one common day, then they had one diverse group, say the Inuit or the West coast, or the East, or the sub-Arctic region. And so they worked through that, which now leads me to my next geographic topic which was resources. Then we said, “okay, when they came here, they needed resources,” so we did a geographical connection - you see, we're flip-flopping all the time. [13]
There's some co-operative learning. [13]

There's a time to talk to others and exchange on a free basis and then take away and work with what you've got. And I'm finding now I'm doing that more in the classroom with kids. [13]

Right now I'm using desks in pairs because of what we're doing in Integrated Studies and in Mathematics. Now probably in another month I'll throw out the desks and put the tables back in. And most of the groupings are made by the children themselves unless there is a combination I find won't work. There has been one combination that doesn't work. But they usually have the freedom to choose who they are going to work with most of the time. [14]

Now the Mathematics involves some Geometry because they have to measure and design the pool table. They have to know something about the idea that whatever angle it hits at, it will rebound at the same angle. And once they start doing this, they build charts. The problem solving strategies are making tables and charts, looking for patterns, and making predictions. The thinking skills are along the line of predicting and decision making. They are allowed to work in pairs for the first part of it in order to try to discover the patterns. [14]

The first part we use pair and share, where they worked together and talked about it. [14]

They had worked in companies and built pasta bridges. So I told each company that part of it . . . you're going to organize yourself and get your parents coming in at the same time because the first 20 minutes will be a group presentation on your bridge and the parents really, really enjoyed that. Because they questioned the kids a lot on, "what did you do when you didn't agree on something because it's obvious you couldn't agree on everything and how did you handle it." So they had to explain how they handled those problems. [14]

Because the people involved were people who are control people. They would never get into student led conferencing, or anything like that. They have to be there. They have to have a parent in and talk to the parent. They have to be in control. You wouldn't see cooperative learning in that classroom. That sort of thing. So it's just a control thing. [14]

I introduced self-editing. She [previous teacher] didn't have them doing self-editing and peer conferencing. And I gave them many opportunities to work together. And they were all doing this independently. So I broke it down so that when they did the course time-line, they had the opportunity to share and compare with a peer to get the very best time-line. And I knew, I kept saying, I don't care if you copy. I want the best you know it, all that sort of stuff. So, I brought in a lot more of peer and self-evaluation of it. Then I said, you know, I kept saying how great they were at recounting and you're experts now so with a partner what do you think is the criteria of a "recount" is? [15]
When I went to all the recounts that they already did from an anthology there wasn't a
creative aspect to it, that it was from their personal experience. So, I provided them
with the 4 students work, works on visiting . . . on a field trip from my previous school
and they were actually grade 7/8 but that doesn't make any difference. They graded it
first individually and then with a peer and then with a small group, which one did they
meet . . ., which is the best standard, which is, you know, rated 1 to 4. [15]

I've certainly tried to encourage and expand on students' particular strengths, especially as
I was trying to find them out. I've only been here since January. Those who would have
oral strengths, those who have the writing strengths and reading and so on. All the
different types of strengths, to build on those at the same time to share them among
themselves so that you know you are doing really well orally or you've been confident in
your oral strength. "Why don't you work with so and so whose strength is writing" and I
try to encourage and also make connections for the kids. What's literacy got to do with
our life here really and in the other subject areas. [15]

What we did, in each group of 6, the kids were asked, were given a mind map like this
[shows it]. I gave them this to work on as a group. So instead of working towards this,
they start with this. I give them the statement - the culture of the "blank" people was
determined by the environment. We had to discuss that, and took some of the different
sub-groups of that, so the kids as a group had tons of materials here and so they just
brainstormed, and researched and got a lot of information there to do that. As they are
collecting information, I am taking things here looking at it, checking to make sure they
are on track, putting some comments, putting some circles there if there, no that was
different, so anyways, make sure they have some information. Once they've got
information, then they can select, okay, which one of these do you want to work on, so
the kids have the choice to negotiate. And each of them was responsible for a piece of
paper like this, 17 x 11, where they had to take their topic, tools and weapons, whatever,
and they put these together on boards so that it was one of the Science boards sort of, so
that it was all set up. So each kid is working in a group, but they are responsible for one
specific section and they could help each other across that way so that when they are
working on the line map it's, as a group, as a whole. [16]

We emphasize that kids have to work in diverse groups. [16]

Yesterday's tower activity was just so much fun. They were building towers in a
partnership with toothpicks and that blue goo stuff that you use on the walls and that's all
they had. They were building these towers and it was so much fun to watch the strategies
they were trying and the things they were working through and the learning that was
going on. [16]

One of our overriding aims is that every student has to work with every other student in
the division over the course of the year. [16]

A lot of the work, even if it's individual work, will be done in a group setting with kids
sitting beside each other and helping each other. [17]
So someone puts this thing up on the board, a solution up on the board. Somebody else sticks up their hand saying, "I have another solution just as good as that one, but it's different." Alright that's good, different. Before you know it, you've got 4 different solutions to exactly the same problem and all of them were equally valid and the kids celebrated. [17]

They recognize that there is freedom to offer different solutions. Most of the kids in my Grade 8 class value others' opinions for different solutions. It's not like there is just one solution. There are different solutions. [17]

We don't do necessarily peer tutoring, but peer tutoring happens consistently in the fact that when they have missed a class they can't come and ask me about it. They have to go and search out and research, and they find somebody and say explain this to me. They explain it to them and if they still don't understand it, then they come back to me. So that's the form of peer tutoring. [18]

And they [students] are expected to interact with one another. If, and that's the way we start in Grade 6, they come to me and I was away what did we do? I say, you go back to your group and you discuss it. [18]

But basically we are arranged in group settings. There are individual tables and seats, but they're all within a group. [18]

And [they're] in groups also, because the group reinforces the peer tutoring aspect, consultation within their group, and just the organisation of the classroom. [18]

They learn more with groups. They'll evaluate how well their group did the particular piece and they often do self-reflection in terms of journal writing and I write back to them. [20]

We were doing a sort of a jigsaw learning about the kingdoms and plants. They got to choose their groups, which they loved. So there are 4 people in a group and then they choose out of a hat what kingdom they're going to deal with and it's set up in a structure. They have to find 10 characteristics about that kingdom, what makes the kingdoms special and they do it on chart paper, and they need to name 5 organisms that you would find in the kingdom and draw them. They reform into their group and then they're going to have to present their findings to this whole group which, theoretically everybody has become an expert on one of 5 kingdoms and they'll make up a study sheet. [20]

[Class] 8-2, they are a little bit brutal. They're an ESL group of very immature. They need to ... as a teacher you need to have every single minute of their time filled or else they go nuts. But because they're a little, it sounds strange but it feels like you know I'm putting them down and I'm not. Their language is, they're still working on their language. I'm doing the same language that I'm doing with the Grade 7's with them so they're doing a jigsaw as well. Again, they got to pick their groups. Of course I knew I was going to
run into some problems because it's unstructured and I almost have to sit beside certain individuals otherwise it goes nuts so that was a little, a little tense. [20]

**Connected (to self and world)**

Language . . . we did a lot of analysing, we had to put it down on paper, responses, how these commercials made people feel. We also talked a lot about the type of commercials where it made you think - like drunk driving, and nuclear weapons, and Green Peace - we had a lot of discussions about that. [1]

You know, we even did Science. The kids had to. In Science, we integrated it with, they had to compare M&M's, and their claim was that it doesn't melt in your hand, so we did experiments like that. [1]

I'll know if it's working if the kids are enthused and focused, and want to be there. If they're listless or restless, and, you know, "this is boring," and there's no connection. They can't see how this is going to be important to them. [1]

I think it's [the unit] relevant, I think it's current, I think it's important for kids to know, I think kids today need to be aware of things that happen outside of the school. It's open ended, it's teacher directed, it's a little bit of everything. It's not just all teacher directed, which I hate, but it's not all open ended, where some of the kids get lost, or they need more focusing. There's a little bit of time there where I can do both. I like it; it's fun. It is, it's great! [1]

I've tried to create a lot of situations which are applications. I try to create a lot of situations where there's, you know, this is a problem, how do you figure out? What knowledge do you have in sorting all of this out? [4]

Sometimes things will change for a particular class or for all the classes or for the class on one day as part of the unit. Things branch off and change because of the issues at the current time. Or things that are happening in the community or that kind of thing sometimes changes how you deliver, what you decide to deliver . . . or the issues that the kids want to talk about within the framework that you're delivering. [4]

I just hope to always update or make more current or change something so it's more relevant, all the time. I get stale- it's meaningless for the kids if I don't - so I probably never do the same thing twice. [4]

When were talking about a place called le Maroc and Algerie in Africa, you need to have a connection with some little boy or girl there because you could communicate with them as well, and it helps some of the kids. Ethnic backgrounds are not as diverse as some of the other classes I've had in the past, but they did come to know a little more about their own cultural heritage and ethnic origin, just sort of that hodgepodge of customs and things that they'd participated in their own families. [5]
Sometimes you scrap the whole plan for the morning. I mean, I, earlier in the year, I did that often. I would have a list of you know, 5, what I thought were minor things, 5 kinds of learning activities. Or I have this lesson, and we do this and that. And it was not realistic on a given day; it wasn't going to happen. But I am much more prepared now to just go with the flow. Great stuff happens anyway, so you catch up the next day. You can't really... and if they bring in... and I find even more so with the young students – it's very spontaneous. They'll come in with things from home that are related, or maybe not even, to something that were studying at the time, and they want desperately to share that. And, we have a lot of times for some of that, but a lot of times you just have to go with it. It's more important, the how of learning, than what's in the daybook and so on. So, I've really learned to let go of that, you know, not be too worried about what's on paper and what's actually happening. As long as its good learning. [5]

I'll try to connect them [units] to their lives, make them meaningful for them. That's what I did with this Canadian history, the unit I just finished. They wanted to know why Quebec wants to separate. So I said when you finish this we'll take a look at 1763, I think it was, they'll be able to understand a little bit about why they, some people in Quebec, want to do it. So to connect it to their world, you know, as much as possible, make it meaningful for them. [6]

I do find you can incorporate a lot of things because you can involve the community more on a broader base with your units that you're teaching, whether it is Black History or Chinese History, or whatever. You can bring the community in. [9]

I really believe, um, strongly, that you decrease discipline [problems] if you have a meaningful curriculum that engages kids. Um, yeah, that makes sense to me, but other people don't have that same strong belief, so they attack problems in a different way. Uh, in this school, there is a, ah, I guess, ah, a culture, or a history, whereby it's a top-downist structure. So, the kid who's bad: send him to the office, as opposed to the teacher negotiating, addressing, problem solving with the child. Um, now granted we have, we have a lot of kids who are going through some really heavy-duty things, but what tends to be the model. If they forget their books, it's the office and I just, and I think that's counterproductive, but I, I think if the curriculum in the classes is more engaging then the kid will be interested. [11]

We do a portfolio. Their portfolio is 1.5 size Science boards and on the Science board they have to design a personal logo, a personal slogan, or it can be a slogan they picked up or they can design their own, it's going to represent their learning philosophy for the year. And then they are going to do, they do a collage of all things they are interested in. [14]

I would say most of the children are coming and meeting some success. I mean they are able to do certain things. They might not be meeting an outcome entirely in every discipline but at least they are meeting with some success that they haven't met before. And I think one of the reasons for this is the integration factor. They can see a reason for doing this, a reason for doing that because I try to relate most of the things they do to a
real life activity or bring it within their experiences and they see some reason for doing this. An example is fractions. I've always found children in numeracy to have a great difficulty with fractions for various reasons and they want to know why do I have to learn fractions because where do you learn fractions in the real world. It's very difficult to explain to them where you might use them. In the stock market in the States they still use fractions, but you can also use decimals. You have to try to be realistic with them to give them a purpose. [14]

I find the last 3 or 4 years, these kids are questioning things a lot more than they did. They don't sit back and just let me throw things at them. They question about it, why am I doing this, give me the reason behind it and so forth. [14]

Hands on, real thing, real life manner even back then [when he was in school]. And I really enjoyed that. And it was relevant to me. It was very relevant. If it wasn't relevant, I didn't enjoy it. I try to use some of those . . . I still try to use some of those things I learned 30 or 40 years ago with my own groups of kids. [14]

I felt that I did a better job of making connections for the kids. They knew they were doing "retelling" but they didn't see what this had to do with the . . . how they were going to apply it to themselves, you know, and I try to make some of the connections for the kids, more obvious to them. Sometimes you should say this is how these all go together, sometimes they can come up with it themselves. [15]

They [students] are doing better with making those connections [to the world] themselves. [15]

There are two Grade 4 kids, real problems, and what I have actually done with them . . . They were on an independent study project more for spelling, or it seemed to me their spelling was so out of context. I couldn't make heads or tails of it myself. They were just doing like pages of this workbook, it's like they were actually working on it. So, what I have done there is just . . . I have them doing my modified program I'm doing in the classroom. [15]

I've certainly tried to encourage and expand on students' particular strengths, especially as I was trying to find them out. I've only been here since January. Those who would have oral strengths, those who have the writing strengths and reading and so on . . . all the different types of strengths, to build on those at the same time to share them among themselves so that you know you are doing really well orally or you've been confident in your oral strength. "Why don't you work with so and so whose strength is writing," and I try to encourage and also make connections for the kids. What's literacy got to do with our life here really and in the other subject areas? [15]

Each kid has to have a piece of work in their portfolio box for each of the outcomes that are not only in English, but also in Self and Society, and a little reflection why they selected it and how it shows they, how they connected with that outcome. [16]
They take it from the basic level (I use that very loosely) to a higher level. Okay, you met the minimum. Let's move on from there. How can we use this knowledge we gained from this activity or this experience, the skills or the attitudes, and how can we use those to take it outside of the classroom? How can they use it in a different setting? [17]

So for me, instead of being implicit we make it explicit. Science doesn't exist by itself. It cannot. It's wrong for it to be by itself. Math does not exist by itself. It can. You can do Math but it's so much more powerful when you can put it to use, to really use it. That's what I hear kids saying. Math is so abstract. It has no connections. Well here's an instance where it does have a connection. But that's science. Yeah okay, Science. [17]

Well it's becoming more evident that there are really strong linkages that need to be taken advantage of. I can't teach Math or Science. It would be wrong for me, philosophically, to teach Math or Science in isolation. I think the Common Curriculum says that, but nevertheless, I still want to integrate because that's where my strength is. And as I develop that strength further and further, I see opportunities to branch out, little forays. So what I've done with that is that I've created some homework activities for the kids on one of the . . . there's nothing new about it, it's just a term homework assignment, to find newspaper articles and write an impact essay on how these current science topics that are being reported in the news right now may . . . Wow, that hit them. It was hilarious. I had to work on them. Top end kids no problem; middle end kids, a little help, a little push; the bottom end kids were right out of it. And then . . . so how about 1 article I choose. I picked fairly heavy duty articles from various areas from Science and Math. I asked them to summarize the articles and then write an impact on how does that impact society and how does it impact for yourself. [17]

So aside from all that, the unit I would talk about is tessellation, which belongs in both Math and Art. Now we would start off with a view, a historical view, which would begin by introducing the calendar to them. So we talked about, we have to talk about types of calendars; Chinese calendars, Arabic calendars, the entire world is on several different calendars, only nobody knows it in North America because there's only one. They use the Georgian calendar -- that, we're working on right now. So I introduce the Georgian calendar to them, and we talk about the fact, we start off talking about the fact that it's based on birthdays. Let's face it, it's based on birthdays. And when we talk about that, we ask, we ask a student, for example, we say, "how old are you?" The student will say "12." "When was your birthday?" "You know, January 3rd." "Then you're not 12." "Okay? What do you mean I'm not 12?" "I said no, you're not twelve." And we go through the fact that they are not 12, they are in their 13th year. And this is how they begin to understand the 19th century, even though all the numbers are 1867. You know, because we start off with the moment of birth, and you're moment of birth is year zero. And from your moment of birth 'til you're 1 years old, you're in your first year. When you turn 1, the very day, the very minute that happens, that's the last time you're 1. You know, at the moment, you know, and then we're in 1 and something. But it's such a hard concept for them to understand, and this is why most of them can't understand the timeline calendar. When we talk about the 20th century, why are we in 1997? Okay, and the 21st century what, we'll be in the year 2000, and so on. So that takes a half an hour.
And that's not really my, that should be done in Social Studies or wherever, but it's not done. You know, it's not done anywhere. But how can we talk about anything in History without understanding a timeline? [18]

I call it Visual Arts on the surface, because that's a nice convenient thing - a subject handle. But, I don't feel restricted to Visual Arts. If I - what we do, a lot, is we do literacy. We do things that are going to help them get a job in the world, be able to read and write, learn a little about the world, and give them some life skills. [18]

Just talking to them. And then we'll start to talk about birthdays . . . "When's your birthday? How old are you?" And so on. And then we start an individual timeline, and we draw one on the board - what is the beginning of your timeline? "That's the day I was born." So you say, "okay, and what are you now?" And then we go on, (inaudible), I'm here, from this date to this date, what's in the middle? "I'm nothing." I said, "that's right, you're in the first year." And this is how we introduced why we're in the 20th century, even though we're talking about 1998. You go from a personal to the - you know? So this is the birthday timeline, who's birthday? This is the Christian timeline. We're all different things, but because you live in this country, sorry, you're following a Christian timeline. [18]

I've done this so many times now that I've changed so many times. It started off as a project where it was a comparison between a Developed country and a Developing country. And it was so bad. It was too much information for them to handle and it wasn't personal. [19]

We started with a discussion. I put the worlds multiculturalism and anti-racism on the board, and . . . multiculturalism . . . and then . . . other students . . . how many different cultures we have in a classroom, and they guessed and then . . . up to the front of the room, so we counted how many we actually had, and we discussed these things that are different about people. [19]

Um, well I lead the discussions and to put the information that they already knew . . . 'cause it's, it's such a big concept that they've probably learned through the Grade school, so it's just to work from what they already knew. [19]

Integrated studies

Community in general, you could call it the social aspect of it if you want, the Social Science aspect of it. I don't know the actual term - there are 4, and I've never learned those. But, I think it's a lot of awareness of themselves, what goes on in the Community, Art, [name of teacher] picks it up in Art as well, does some of that. We analyse music, the jingles. You could cover many, many areas - we even brought it into the Computer lab. They had to do their own commercials on HyperCard, so you've got that technical end of it as well. It covered a huge spectrum. [1]
You know, we even did Science. The kids had to, in Science, we integrated it with, they had to compare M&M's, and their claim was that it doesn't melt in your hand, so we did experiments like that. [1]

And then we're doing Maya, "Voyage of the Mimi." It's a video-novel, it's a Mayan adventure. It was an expedition, which means we talked about a Science aspect of this whole unit, and it was the effect of pressure, on things that are filled with air versus things that are filled with water. And it had to with scuba diving, and a hypobaric chamber. So we talked about, and I had balloons, and I said, "well this is filled with water," which the kids thought was great - here's a balloon filled with water. And I had 2 kids squishing them - so which would squish faster? Well unfortunately, the 1 with water squished first, which wasn't supposed to happen, but that was okay, because 3 kids got soaked and that was fun. [1]

So, we actually worked through ... it was almost like activity ... you know, what we used to call activity centres 20 years ago. And we had things like ... we got into mapping skills where the children had to design maps of a pioneer village and so on, using legend and scale, and things like that. We had a knitting centre, where they learned how to knit. We had a cooking centre, where they made butter and bread, and so on, things like that. We had a research centre, where they had to some research on the History of New France. We had oral presentations, group ... single, as well as group, presentations. We took them on a field trip to [name of castle]. So that unit worked very, very well. I'm trying to think of what else we did ... we did writing. We integrated writing into it. We had them write diaries, and they enjoyed taking the paper and putting it in tea, and burning it, making it look really old and stuff like that. [3]

I've taught Language Arts, I've taught Social Science, I teach Guidance classes, Family Studies, and Computers. So ... when I'm designing anything in Family Studies now, I try to draw from all of those areas. Like, I want Science outcomes when we're working with yeast in the kitchen. I want kids to see that as a chemical kind of thing. I want kids to understand that. It's a real advantage for me in a Family Studies program, which is kind of an all encompassing program. [4]

They're [students] great at making connections with other subjects. [4]

And you can see, it was an integrated unit of study. So both my teaching partner and I . . . what we have as learning outcomes here, are learning outcomes in the French Language Arts, Social Science area, as well as Math, and English Language Arts, mostly. [5]

Then, we wanted to understand and appreciate various celebrations from different parts of the world. We also saw various filmstrips, activities, and so on. The map area, they were into estimation, measurement, with money. They did an integrated Christmas shopping centre, measuring all this stuff, and they kept a book of learnings as well. They identified the origin of specific holiday traditions, they read and responded to short articles on traditions, created Christmas cards and so on. They worked with identifying words and components, and combined them to make new words, all built on this
Christmas theme. And simple conventions of writing consistently, like whatever they were doing, in that little letter to Santa . . . use of capitals, periods, whatever. [5]

I really believe in an integrated approach to teaching and to learning. We don't learn in little pockets of regimented time, and so on. That balance is really important. They have to see learning within a context, and I think it brings it alive for students, and it brings it alive for me. It's just so much more meaningful when you put it in a context like that. [5]

And then the scientific component of the course is the ocean, anything to do with the ocean, anything to do with whales, evolution, weather, it's all brought in. So there is your integration. Plus all the Math involved with the sonar, the measuring of the depths in the ocean, the graphing, that kind of thing's all involved in this. Some of the teachers have gone into space, voyages in space as well but I didn't bother. We bring in the tech component with construction. The kids actually make a schooner and our Tech teacher is wonderful. He cuts the base for me. And then they sit and they sand and they paint and they used the dialing for the mass and with sails and they make the boat. They also do a lot of graphing work for the ocean floor and then they physically make the ocean floor with plasticine and then use water to contour mapping which is another part of the unit. Language is brought in and Reading is brought in with the novel study that I have done. [6]

The unit cuts across every single subject area including some that I don't teach that I can fill into the classroom and add to the curriculum being taught by the other teachers. [8]

They [students] express their opinions about how and where things are done with regard to whaling and ships and why would you study such of an endangered species. And then it comes into my Math program. We look at charting the ocean floor, we look at maybe doing some ratio and rate of catch, of the fish and the whales. We can look at the analysis of the cost of putting such an expedition together. I bring the Science into the room simply because it goes so well with it that. I will do some Science with them with regard to the studies and we're just talking right now about red tides and algae and contaminating fish and not humans. And of course, the History behind whaling and the History with regards to the land and the ocean floors and the ways and means of catching fish and why it's so important to man. [8]

I'm also looking at their ability to connect one Math assignment to an English assignment to maybe the Geography part of the program. [8]

We do a map, so we are now incorporating Geography. [9]

It's [the unit] very diverse in the subjects that it encounters. It dabbles an awful lot with Art, which I find as a strength and the kids all know that I am an Art major. I find if I'm enjoying something myself, I give more to the kids and if I really feel for the thing that I'm doing, I get more excited and then it rubs off on the kids. [9]
And also, reading up, at least I've been to Rome, so I'm quite well versed, I'm also an Art major, so I'm very well versed in the Architecture and everything like that. And the Roman numerals, like I've done a lot of Math too, using Roman numerals. I also try to integrate as much as I can too. [9]

It wasn't just this subject, this subject, this subject. The kids were coming in and saying, "oh yeah, well this is how it connects with this." [9]

We integrate History and Geography. [11]

History and Geography are always integrated, so that's a given. We don't teach a month of History, a month of Geography. It's integrated. And then the Language Arts it's also, we attempt to, where it fits, to integrate that with the History and Geography. The one that we are currently working on looks at the... it's a historical and geographic History of Canada, looking at Upper and Lower Canada, so the geographic aspects are looking at river systems, looking how river systems either facilitate or hinder exploration and settlement, looking at the geographic reasons why people settle where they settle, when they settle. And then in terms of the History, we are looking at obviously the settlement of Upper and Lower Canada, reasons for settlement, push-pull migration factors and then just sort of the French/English issue. In terms of the Language Arts, what we looked at was, we wanted to look at social structures, the hierarchies, and wanted to see what are the differences of the hierarchies of New France. What are the differences in the hierarchies of Upper Canada? And now let's bring it to the present, what are our hierarchies and what are the social structures that we have, how do they compare with the past? [11]

The integration is better, the integration is more. I don't say forced but it's more. It makes more sense, lets put it that way, it's more understandable to the kids and to us. [11]

I always integrate any Spelling we do which is off and on. That's always integrated with either Geography or the Math or our Writing. [12]

We're integrating our Reading with our Geography, magazine articles that are appropriate to human Geography and then Spelling from that and that sort of thing. Language is so easy, always, to integrate with any of the content subjects really. [12]

I've been working on combining Geography and History more. I won't say integrating, because it isn't integration, it's separated by discipline in a sense. An example in History - we'd start out with say "exploration," looking at why people leave when they do, and what were they looking for. That leads itself into a jigsaw approach to reading, for different groups sharing information, a classical concept of jigsaw. That worked out very well, and then the kids went into individual research on a person which was basically along certain lines, including a small bibliography, maybe 3 or 4 materials - this is near the beginning of the year. Finished that, then we looked at "okay, they came here, what did they find?" and that would lead into a Geography mini-theme on the Environment,
the natural Environment of humans here. And so, that led into looking into "how do you record things in climate?" "How do you record things about plants and animals?"

Various simple ways of looking at it, and their final group work, and they worked in 2’s on this, was to create a biological area, a bio, in which they looked at the interrelationship of soil, plants, animals, and climate. And they created a diorama doing that, so it was hands on. [13]

We put human beings in that environment, and the idea was - Native people were here, how did they get here? Then we looked at their technological area, which affects the way we use the environment, and they worked into a simple . . . if you did, say, the Northern area of Canada, say the Arctic and sub-Arctic, you had a choice of certain Native people, the Inuit or whatever, and the student would take that individually. The partnerships are broken into individual research, and we did a large class thing first of all, with the Woodland Indians in this region, and showing what kinds of things you can research, and how you do it. So we had one common day, then they had one diverse group, say the Inuit or the West Coast, or the East, or the sub-Arctic region. And so they worked through that, which now leads me to my next geographic topic, which was resources. Then we said, "okay, when they came here, they needed resources," so we did a geographical connection - you see, we're flip-flopping all the time. [13]

Language plays a very big part, and so does Math, because we're doing the graphing, and the percentages, and the whole bit. [13]

This is an integrated unit that I use in September. It integrates literacy, numeracy, thinking skills, multiple intelligences and social skills. It is basically problem solving. It's based on applications of some mathematical skills they've learned in the past. And there are extensions into Algebra that some kids are able to handle. All of them try it, doesn't matter what level they're at right now when I get them - they are able to do some of it. [14]

The integration was in literacy. One of the parts that I included with 1 of the classes is that they had to write this [pool table discovery] up as a new discovery so they wrote it up as a newspaper report. And so I had done a lesson on newspaper reporting. And so it was integrated with literacy where they had to do some writing. [14]

I think the number 1 concern factor behind it [the described unit] is that it shows a concern for the kids. It introduces them to a relaxed atmosphere in the classroom, and it motivates them to learn. And it also shows them some integration - and I'll use that term integration - I use it a lot - to show them what I mean by among numeracy, literacy, whatever. I'll use the term thinking skills, I'll use the term multiple intelligence, as I'm talking to the children, because I think they should be aware of that, that's my focus. I want them to come out there as confident. I want them to have confidence in their own ability as a learner. And I want them to be able to communicate and reflect on that. [14]
But I'd heard cases where the people had a triad, but they separated it. Life skills were separate from this, this person did this Math, the other person did this Math. We integrated everything, and did everything together with the 2 groups. [14]

I've certainly tried to encourage and expand on students' particular strengths, especially as I was trying to find them out. I've only been here since January. Those who would have oral strengths, those who have the writing strengths and reading and so on. All the different types of strengths, to build on those at the same time to share them among themselves so that you know you are doing really well orally or you've been confident in your oral strength. "Why don't you work with so and so whose strength is writing" and I try to encourage and also make connections for the kids. What's literacy got to do with our life here really and in the other subject areas. [15]

It took me the longest time to convince them [other teachers] that you can integrate Language Arts, First Steps, so well with History, Geography and Science. It’s unbelievable. But they, they, you know what? They couldn’t see it. [15]

We listened to contemporary Native artists like [name of musician], and we talked about the lyrics in her songs and again we sort of tied that in with the reading and the culture and made connections that way. We also related all of this to Art and we did a lot of artistic things. Some of the Northern lights, we talked about, I did a, it worked out quite well, we looked at Northern lights the legend, and then Northern lights the facts, the reality of what Northern lights were. And then we did Northern lights the Art lesson. And then we created Northern lights with pastels. So we looked at Native Art, the Inuit Art, the sculpture and what have you, and again, we kept tying into, "why are they doing soap stone carvings?" Well they don't have wood because the Inuit people live in a place were wood doesn't grow, so, it was very integrated, the unit as a whole. There was a lot of coordination and it really, it's always been one of my favourite unit's cause it really helps the kids make connections with the learning. [16]

I do enough different subjects that I can quite easily integrate. Right now I'm doing a very broad Canadian theme. So I'm doing Canadian authors in English, Canadian artists and musicians, and all of those things. [16]

For me the thing I really wanted to get across was the linkages for students between Math and Computers and to help use computers as a personal productivity tool. That's what I'm concerned with. That is what's new about it. For me to really make that strong linkage to help me use the computer. Also, Design and Tech and the Math, to show kids explicitly that there are connections between Math and Science, between Math and Computers, and between Math and Science. If they can start to see those relationships then that gives you a much better way to solve problems. If they take a broader view that brings a lot more things into consideration when you're trying to solve a problem. [17]

So for me instead of being implicit we make it explicit. Science doesn't exist by itself. It cannot. It's wrong for it to be by itself. Math does not exist by itself. It can. You can do Math but it's so much more powerful when you can put it to use to really use it. That's
what I hear kids saying. Math is so abstract. It has no connections. Well here's an instance where it does have a connection. But that's science. Yeah okay, Science. [17]

Well it's becoming more evident that there are really strong linkages that need to be taken advantage of. I can't teach Math or Science. It would be wrong for me, philosophically, to teach Math or Science in isolation. I think the Common Curriculum says that, but nevertheless, I still want integrate because that's where my strength is. And as I develop that strength further and further I see opportunities to branch out, little forays. So what I've done with that is that I've created some homework activities for the kids on one of the . . . there's nothing new about it, it's just a term homework assignment, to find newspaper articles and write an impact essay on how these current science topics that are being reported in the news right now may . . . Wow, that hit them. It was hilarious. I had to work on them. Top end kids no problem; middle end kids, a little help, a little push; the bottom end kids were right out of it. And then . . . so how about one article I choose. I picked fairly heavy duty articles from various areas from Science and Math. I asked them to summarize the articles and then write an impact on how does that impact society and how does it impact for yourself. [17]

I've always felt that Mathematics should be supporting Science rather than Mathematics standing all alone by itself. Most math, there is, the useful Math is applied Math and the other 90% is games. [17]

No usually they're [subject periods] partitioned, but every opportunity that I get where we're doing something in Science that's related to Computers, or I will co-opt the Computer period to actually do spread sheeting of data collected in Science, or doing lab write ups, or using the computers to edit work – stuff like that – and the same thing with Math. If I'm working out this probability thing in Math, we do part of that on the, in the Computer classes because that's really what it was intended for. When we designed the program we said Computers should support those areas where they can be used as a tool. And I really believe that that's true. [17]

I'm supposed to be doing Science during Science, supposed to be doing Math during Math, I suppose. That's what the timetable says, and that's what, sometimes what my students say. “Mister [name], this isn't Computers, this is Science.” And I say, “yeah well we'll work with computers. It's a tool. So let's use it for something useful. It's not a thing all unto itself.” [17]

Visual Arts itself is a strange subject, in terms of the fact that it doesn't exist in a vacuum. Art cannot exist in a vacuum, or Art is the daily newspaper of people's lives, okay? That's what it is. And to try to separate it and stick it in a room and say this is, this is the Art, and this is the rest of the world, that doesn't happen, or it shouldn't happen. But too often that's the way people view it, because we have you know, Math, Art, Science, Math ah, Language Arts, Science, and then we have Art. You know, but Art is an integral part of all those things. Those things are an integral part of Art, okay? [18]
So, when we approach it like that, um, we end up doing a lot of things in the Art room that aren't necessarily in a purist view, what people would consider to be Art. And I don't think I should stop myself from teaching things just because they happen to be outside of my own prerogative, own little, little area that I've carved out for myself. You know, the trouble with this theory lies in the fact that it's not reciprocal in any way. You know? [18]

So aside from all that, the unit I would talk about is tessellation, which belongs in both Math and Art. Now we would start off with a view, a historical view, which would begin by introducing the calendar to them. So we talked about, we have to talk about types of calendars; Chinese calendars, Arabic calendars, the entire world is on several different calendars, only nobody knows it in North America because there's only one. They use the Georgian calendar that we're working on right now. So I introduce the Georgian calendar to them, and we talk about the fact, we start off talking about the fact that it's based on birthdays. Let's face it, it's based on birthdays. And when we talk about that we ask, we ask a student, for example we say, "how old are you?" The student will say, "12." "When was your birthday?" "You know, January third." "Then you're not twelve. Okay?" "What do you mean I'm not 12?" "I said no, you're not 12." And we go through the fact that they are not 12, they are in their 13th year. And this is how they begin to understand the 19th century, even though all the numbers are 1867. You know, because we start off with the moment of birth, and you're moment of birth is year zero. And from your moment of birth 'til you're 1 years old, you're in your first year. When you turn 1, the very day, the very minute that happens, that's the last time you're 1. You know, at the moment, you know, and then we're in 1 and something. But it's such a hard concept for them to understand, and this is why most of them can't understand the timeline calendar. When we talk about the 20th century, why are we in 1997? Okay, and the 21st century what, we'll be in the year 2000, and so on. So that takes a half an hour. And that's not really my, that should be done in Social Studies or where ever, but it's not done. You know, it's not done anywhere. But how can we talk about anything in History without understanding a timeline? [18]

Now we have to talk about Latin, that takes us the rest of the period. And this takes amazing amounts of Art time. And is it Art? I don't know. I don't think so, but it's necessary to understand where we are. And then when we finally get through that then we can start looking at slides of things through history. And we start off in the BC era with the eruption of Pompeii, which starts to show the mosaic and the preserve. We talk about Teseri and the mosaics. We do a whole period of slides, and then we move into the 1st century of Rome, and then we skip over to Revenant for a bit, you know, and then we go to more recent events and finally we look at the modern day Islamic mosques in terms of, from Victorian mosaics to mathematical tessellations, and we end up with [name of artist] of course, and that's the last slide. So that's 2 periods gone, and have we done Art? No, I don't think so, not yet. But we've learned a lot, so is that good or bad? I don't know. Like you know, I don't know where it is. And then it sets the stage for actually starting on mathematical models and tessellations, at which point I actually ask the Math teachers to teach the mathematics of it, and they hate it because they don't understand. There are very few Math teachers who understand the mathematics of tessellating figures.
And they can't explain it, and they can't teach it to the kids. And they hate it when I do this every year. I said, but there's no point of doing the Art part if they don't understand the Math part behind the tessellating figures. [18]

You know, and it [subject integration] all happens incidentally, but where does it happen? It happens everywhere, like it happens consistently. The same thing happens with, well you know, a lesson I'm doing with the Grade 6's now, it's called Jurassic Park 2. You start off with a discussion of the Jurassic era, we go through the dinosaurs, the carnivores, the herbivores, you know, the evolution of dinosaurs and what might have happened to them. That's History and Science right there, before we actually go into the drawing lesson, the actual art part about it. [18]

I call it Visual Arts on the surface, because that's a nice convenient thing—a subject handle. But, I don't feel restricted to Visual Arts. If I—what we do, a lot, is we do literacy. We do things that are going to help them get a job in the world, be able to read and write, learn a little about the world, and give them some life skills. [18]

I have a pretty structured program. It's like connections though. Like, it goes all over the place, you know? Sometimes we go off here, and sometimes we go off here. But it's all loosely centered around an Art project, which will be the making of a mosaic, okay? And out of that, on a sideline, we'll study volcanoes at the same time, because that was Mt. Vesuvius that covered this mosaics up. And so we go into the lava and the magma, and we watch films on volcanoes, and we do a picture of a volcano, and colour it in, and label it, and learn a little bit about the earth's crust, and the continental plates. So what am I teaching? Am I teaching Visual Arts? [18]

One of my favorite units to do is one that we do in Geography and it integrates Language and Geography. [19]

[There was] Math in terms of how fast cells divide exponentially. Language, always language. We did some journal writing things like that. In terms of Self and Society, diseases of cells, cancer type causing agents, toxins what they do to cells. So that was looking at the whole picture. [20]

I try to get other teachers involved and I try integrating units with them as well which has been working. [20]

**Differential outcomes**

What I think... what is fair is to evaluate the child as to the level he consistently performs at. [3]

I really needed to focus on making sure that they were going to be successful with whatever projects they were going to do. [4]
I set up the Family Studies program so that every kid is as absolutely positively and successful as they possibly, possibly, possibly can be. [4]

It's also really importing to me that the 2 areas that I'm mostly teaching now, that a lot of kids get a say in terms of expressing ideas. [4]

Anyway, I really want kids to feel comfortable in expressing stuff. [4]

I think to some degree, they all did [achieve the outcomes]. Some more so than others, but they all completed the activities. Some were done better than others, but they all completed them. They were all able to at least do that. [5]

I hope they come out with a really big self-esteem, but not necessarily be my A student. [8]

These are students in Grade 3 who still may be functioning back at a Grade 1 level. So, developing consonant and vowel sounds - and we use the bases of the sing and spell because it brings them into the room, happy with music, and lots less stress. They're probably not succeeding in the Grade 3 program, and they come out of there with a little bit more positive attitude, for 20 minutes. [8]

My role is as the facilitator. My role is not a teacher. I try not to come across as being a stern teacher. I facilitate the learning. I facilitate what I feel certain students need to have a positive, successful time. That may not still mean to meet those new curriculum guidelines either. It's success for a student. And when you've got a positive attitude taking place inside the student, then we can start looking at the final goal that might be another 4 or 5 years. [8]

We received a student back at Christmas time from Jamaica, requested to repeat in Jamaica Grade 6. The father then took the initiative of bringing the child to live here with him to see if we could have some progress. When she first arrived - no communication. She was basically just occupying a seat in a regular Grade 6 program. She would arrive in the morning, she would sit there, she would never look up, she would never communicate. I mean, we were basically hosting a student in a sit. I then became involved in bringing her into my room, and she would still just sit. Things would be happening in the classroom, and she would never even lift her head to acknowledge that there was noise, there was movement - nothing. So, I gave her a seat and a table to sit at, and now we are up, we're moving, we're using the computer, we're now talking complete sentences, which were never even visible. I have manners, I have smiles, I have “hello,” I have “goodbye.” I also have “I need help;” the realisation she now knows she needs help. And I had her skipping down the hall last week, and I wouldn't dare tell her she was wrong to skip. But, the facilitation is a comfort, a facilitation of someone to talk to, and the fact that there is success with her, with what she can do in what she's been assigned, in relation to what everybody else is doing. [8]
I was looking for the connection of their reading. The fact that they're listening to each other, and the fact that they communicate to each other a mistake, without it being a put-down, or the idea that you're dumb or you're stupid because you're coming to sing and spell. Or you're dumb and you're stupid because you're coming to sing and spell. Or you're dumb and you're stupid back in the regular Grade 3. They're not. They're successful, they're happy, they're moving forward. They have a positive forward step going on in the program. [8]

[Name], the Resource Teacher, works with them [identified students] with History, Geography and Language Arts and so when it's modified... One of the modifications she does make is more time, so for the kids who struggle with that kind of work, they are given more time. Also, expectations are lowered or decreased so they are not expected to do as much work and are given a longer time so, in that sense, the kids who struggle do well. [11]

We can make adjustments, and know exactly what you want. We glean away everything and say, “this is what I really want for that kid.” And making adjustments along the way towards what they need. [13]

The interesting thing is though, some of the outcomes indicators that are in the Common Curriculum, say in a specific area, I might be working towards the Grade 9 level in some, as it's put it, and at others the Grade 6 level, because when it came in... just like anything, nothing fits perfectly. [13]

If I know this is where they are supposed be. Right now I'm working in Math on changing numbers to percent. Okay, so we're using lots of samples and concrete material. I can see on a daily basis what they're doing, if they're moving that way - some are already there. Right? So we're looking at word problems for those, and for the others we're looking at “okay, we still need to do this.” And perhaps, at the end of this year, if I've got them so they are moving towards that outcome, and I'd like them to have it. But in reality, they might not be able to do it. And they know that this time. So next year in Grade 8, that's one of things they'll have to work towards. [13]

If you present an outcome to a group, and you're moving to meeting it, considering where the child is starting from, I can't give you percentages [that achieved the outcomes]. It's going to fluctuate; it's going to be in complete flux all the time. Some will make it, right off the bat, first couple of tries. Others are going to need more time to get there. And I can't predict that. [13]

This is an integrated unit that I use in September. It integrates literacy, numeracy, thinking skills, multiple intelligences and social skills. It is basically problem solving. It's based on applications of some mathematical skills they've learned in the past. And there are extensions into Algebra that some kids are able to handle. All of them try it, doesn't matter what level they're at right now when I get them - they are able to do some of it. [14]
I had one girl who was functioning at about a Grade 2 level. She hadn't been recognized as an exceptional student at this particular time so she was functioning at about Grade 2 level but she could at least draw the tables and record the information in the chart and she could do the first part. She couldn't do the multiplication, but she could do the addition and she saw the pattern there. And then for some of the other children, they get to the point where they can use Algebra. So, instead of just predicting by looking at the pattern, what pocket it will end up into, they know that if they take certain relationships between greatest common factors, they can develop a formula. Move it to the abstract and develop a formula. So you might get 2, I think in one class there were 3 children, who reached that particular point. [14]

And the other thing was I gave them a 4-point rubric where I used it as an assessment tool, just to see where they were at. All of them handed one in. They were at different levels. Some of them could just do the first stage in the charts and the diagrams. [14]

I would say most of the children are coming and meeting some success. I mean they are able to do certain things. They might not be meeting an outcome entirely in every discipline but at least they are meeting with some success that they haven't met before. And I think one of the reasons for this is the integration factor. They can see a reason for doing this, a reason for doing that because I try to relate most of the things they do to a real life activity or bring it within their experiences and they see some reason for doing this. An example is fractions. I've always found children in numeracy to have a great difficulty with fractions for various reasons and they want to know why do I have to learn fractions because where do you learn fractions in the real world. It's very difficult to explain to them where you might use them. In the stock market in the States they still use fractions, but you can also use decimals. You have to try to be realistic with them to give them a purpose. [14]

Probably with this group, with the one group, I would have worked more on social skills. I found right away . . . There are 3 children in there who have been together last year, and they didn't work together last year. And I found that right away this time, they just play off each other. [14]

With an individual class, I might have even left out the formula part, the algebra part - that was built in. Because in the one class I think there was only one child who was even at that stage. In that case, I probably should have left it out. That's the kind of thing you need to judge as you go, isn't it? [14]

Every child, no matter what level they start with on this, they're going to meet some success in it. It gets more difficult going, to go along, but every child will meet some success. [14]

You see I try not to really include the ESL or the Special Ed [in determining who met the outcomes] because we need to give them more and more and more opportunities. So I would say I have 2 or 3 who sometimes or are not consistently meeting the outcomes. [15]
They all have different quantities they've learned. Some have gone farther than others, and some have not done was much. And some went nowhere at all. But that's par for the course, I think. [18]

It's good because all of the students can do it at one level or another. So, it integrates all of the different levels in the class. [19]

In some way or another I think they all achieved it [the outcomes]. They all took something from it . . . like depending on, you can't expect the ESL student to form all the outcomes. And as a modification I don't have them do all the outcomes or modify from that. So, instead of making a 4 minute speech they might do a 2 minute speech or whatever they can handle. Or the research they can maybe take word for word as opposed to another student who'd have to put it in their own words. [19]

TEACHER STANCE

Facilitator and fellow learner

I think it's [the unit] relevant. I think it's current, I think it's important for kids to know, I think kids today need to be aware of things that happen outside of the school. It's open ended, it's teacher directed, it's a little bit of everything. It's not just all teacher directed, which I hate, but it's not all open ended, where some of the kids get lost, or they need more focusing; there's a little bit of time there where I can do both. I like it, it's fun. It is, it's great! [1]

I've always seen myself as part of the team of kids, not "the bearer of instruction," or "the boss." [4]

I'm there to learn along with them. [4]

I'll do anything, I'll teach anything. And if I muck it up, I'll say to the kids I screwed up. And I say to the kids, "this isn't my strength. Let's muddle through it together." [4]

I go through the goal setting sheet with them, and conference with them about how they're going to go about achieving their goals and that kind of stuff. [4]

I just circulated during that time and I asked them questions, and said what are you planning to do, just try to stimulate their thinking about this. [4]

I listen to them a lot about, you know, about what they find difficult, what's a challenge, what's easy for them. [4]

Well, I tried to give them a model of the teacher as learner, as enthused about new learning and sharing, about cultural diversity and sharing, and the richness of all of that. [5]
I see the benefit of what I'm doing in my students. They are critical thinkers and problem solvers. My role as a teacher has changed into more of a facilitating role and I enjoy that. It has been a lot of work and I feel frustrated at times with other staff members who still do the same things they have been doing for 30 years and the kids are bored and turn into discipline problems. [6]

For me I guess less talking and finally letting them flow a little bit more. Flow through the classroom a little bit more. I'm still the noisiest room upstairs and they moved me to the very end. I don't know if that's a joke, why I was moved to the end. Yeah, let them do a little bit more of the work themselves rather than being so guided by me. [8]

I don't know what was expected of this whole unit until the Science teacher gave us the packages, so I'm learning with the students at this time. [8]

I think a teacher has to . . . a person has to learn. You cannot go through this day to day business without learning something yourself. [8]

I have to learn from them [the students]. I learn from them. Everyday they teach me something I never thought of. [8]

They [the students] can teach me too and I always throw in things to them that they never thought of. It's got to be a 2 way street up there. [8]

I do not talk down to my students. I talk to them as if we are equals. [8]

I learned something new on TV from [name of TV show] the other day and I used it in class with the Grades 7's yesterday and they were amazed as much as I was. [8]

My role is as the facilitator. My role is not a teacher. I try not to come across as being a stern teacher. I facilitate the learning. I facilitate what I feel certain students need to have a positive, successful time. That may not still mean to meet those new curriculum guidelines either. It's success for a student. And when you've got a positive attitude taking place inside the student, then we can start looking at the final goal that might be another 4 or 5 years. [8]

It's [the unit] very diverse in the subjects that it encounters. It dabbles an awful lot with Art, which I find as a strength and the kids all know that I am an Art major. I find if I'm enjoying something myself, I give more to the kids and if I really feel for the thing that I'm doing, I get more excited and then it rubs off on the kids. [9]

I use all the slides that I took. I was 12, so they get a real kick out of it. My brother is in it, my Mom and Dad are in it. I guess they can relate because they realize, hey I was a kid too, and we talk about all the funny things that went on during that time and it is a relating . . . more of a bonding time than it is, I'm the teacher your the student, now listen. I have a lot of fun with it. [9]
I'll say verbally, "that's excellent, where'd you come up with that, well why don't you explore this avenue," and it's great, they catch on right away. [9]

I'm at the school where I think rather than being so strict and so controlling that the kids don't make mistakes, I prefer them to actually make mistakes and then talk about and learn from it. [11]

I've never viewed myself as having control over kids. Students may give me control, but I don't have it. I think, and it's really important, I think it's an important distinction that um, control doesn't mean that they're in rows and they're actually quiet and they never speak. I don't believe it. [11]

I'm still inspired by kids. They continue to amaze me. And their insights, in some cases, with the hurdles they have to overcome in order to survive, and also the wisdom that they bring, they bring out. Some of the things they told me, the insights they have shared have just blown me away. [11]

The students and teachers, they realise they are on the journey together. [13]

And, of course, as soon as they say they've finished, you say, "well did you think of {shoo}, {shoo}, {shoo} [He's making a checklist sound] number of things," and they go back and say, "no I didn't, I'd better address that." And they do. [13]

You've got to get them into different media and give them a chance to work it through, and not penalise them. [13]

Basically taking each kid and asking them questions, "what did you do here, how did that fit in, did you see something happen, like what did you notice about this," you know, just keep them going and communicate, and it works well. [13]

So I took some kids I knew that would do very very well, and I said well here's an avid challenge. You've seen level 4 on your report card, I'm not sure what it means, but I think it might mean this, let's try it, are you willing? Okay. So I gave them, they chose one of 4 activities being the director. [13]

You all have skills to learn – student and teacher. You learn together, you plan together, you depend on each other. [13]

And so what they'll do, they'll recognize that with a... when they start building their pool tables and their charts and tables, they'll recognize patterns amongst the numbers. For example, if they use a pool table with a length and the width are made up of odd numbers, they'll notice that the number of hits can be found and predicted just by adding those 2 numbers. And the number of squares that it goes through will be found by multiplying the 2 numbers. But, if they use even numbers, or an odd and even, they won't find that prediction. So I give them a graphic organizer to do where they put some
of the results in a chart down the side. What's your prediction? What happened? Did it work out? If it worked out fine they just write it in. If it didn't work out, they have to go back and try another one. And then they respond to that. And what it actually gets into is factoring - greatest common factor, and lowest common multiple. And after using the patterns, I would say 100% of the kids will figure out the patterns of adding the 2 numbers and multiplying the 2 numbers, because they are right there in front of them. They start off by counting, something very simple. And then they can use the addition and multiplication. [14]

I think you'll find there are a group of people who don't want to change, who go back, I don't know, 50's or 60's, where the teacher was the main focus in the school, main focus in the classroom, and the whole day revolved around you. [14]

I see too many power plays ... by teachers, where they're still the focus of everything and it just doesn't work anymore with these kids. [14]

I noticed 2 or 3 kids and they didn't seem to be listening, they were looking around the room. I said, "yeah, we'll look around the room. What do you see around the room?" Well I saw this example of this Math question. I said, that's what they're looking for. [14]

Because the people involved were people who are control people. They would never get into student led conferencing, or anything like that. They have to be there. They have to have a parent in and talk to the parent. They have to be in control. You wouldn't see cooperative learning in that classroom. That sort of thing. So it's just a control thing. [14]

What we did, in each group of 6, the kids were asked, were given a mind map like this [shows it]. I gave them this to work on as a group. So instead of working towards this, they start with this. I give them the statement - the culture of the "blank" people was determined by the environment. We had to discuss that, and took some of the different sub-groups of that, so the kids as a group had tons of materials here and so they just brainstormed, and researched and got a lot of information there to do that. As they are collecting information, I am taking things here looking at it, checking to make sure they are on track, putting some comments, putting some circles there if there, no that was different, so anyways, make sure they have some information. Once they've got information, then they can select - okay, which one of these do you want to work on? So the kids have the choice to negotiate. And each of them was responsible for a piece of paper like this, a 17 x 11, where they had to take their topic, tools and weapons, whatever, and put these together on boards, so that it was one of the Science boards sort of, so that it was all set up. So each kid is working in a group, but they are responsible for one specific section and they could help each other across that way so that when they are working on the line map it's, as a group, as a whole. [16]

I have to be learning it myself and I really get off on working some of this stuff through. [16]
I told them as a teacher, I have to go to the bathroom too. I can't read minds yet. So if you have a problem you have to let me know. That's what learning is all about. I have a problem, I'll let you know. So it works both ways. [17]

I have 2 Grade 8 classes. It's a learning process for me as well. I point that out to the kids. "So what the one class got is different to what you guys got and I may have learned something from you guys that I know will make it better for them. It'll happen both ways." [17]

I did a presentation for the Science Conference so I [asked] the kids, "can I do the talk with you first of all?" "So I'll do what I'll do for the Science teachers at the conference." They said, "sure." "So that's how you teach other teachers. Why don't you teach us like that?" "I want to learn from you, your experiences, your thoughts." And the kids just thought it was a blast. But it was neat. [17]

People ask me, "you're a teacher?" I say, "no I don't really like that term." I don't like being a teacher. I like being a facilitator. I want to be a coach. [17]

I try to foster the coach/mentor, student/teacher relationship because I find that that works better for me, [yet] students find that very very hard. They are very used to, "this is how you're going to do it," and I found that I've become a better learner when I've taken responsibility for that so I try to encourage that. I come down really hard on kids who come to me with problems that could have been very quickly solved up front if they would have thought about it. [17]

I put so much emphasis on taking responsibility for their learning, take the responsibility for making mistakes. I make mistakes too. I realize afterward its a piece of garbage. It shouldn't have gone out. It's not worthwhile doing. I'm very sorry I gave it to you. I shouldn't have done that and so it's taken me about 3 months to get the kids to the point of saying I struggle with that. I know I'm not going to be able to do that. But some kids are not moving to that and they don't like it. They see me as the controller. [17]

Here are the outcomes on the board. Here's the mark range for each outcome. Evaluate yourself, tell me what mark you deserve. So we talk about it, and, and do this, and they give themselves a mark, students give themselves a mark, give the piece a mark, and then I agree or disagree until [unclear]. This takes up a lot of time, and I never used to do it, but I think it's important. I've done, I've started more, you know, it's gone from an autocratic, "I'll tell you what you are, to you tell me what you are." [18]

I say, "what is your mark?" and we'll talk about it then. Or we're evaluating - "out of 10, what would you give this drawing?" "Oh, I'd give it a 9." And I'll say, "well I drew this and this and this, why should you get a 9." "Oh yeah, probably 7, I've done 7/10 of this drawing and it's pretty good." So you sort of go from there. [18]
I walked around afterwards and, and, saw their work and, could lead them one way or the other. [19]

[I did] a lot of facilitating [in the unit]. I tend to not like to talk very much. [20]

Often I give open book tests. I'm under the impression that if I, if somebody asked me to find some information I might know where to find it but I might not know it off hand. [20]

[Why do you think that the unit gives us a good sense of how you are as a teacher?] I guess because it's very active and there's a lot of hands on, very little teacher talk, a lot of trying to move them along in their learning, rather than just me spouting information. [20]

If we're trying to be teachers and trying to teach kids to be like lifelong learners, then I think we need to be as well. [20]

[My role is] more of a, more of a, I guess facilitator. Let's move this, you know, move it along. Trying to give them some clues, and allowing them to find out some of the answers on their own. [20]

I've learned a lot from them [students], for sure. [20]

I can be more of a facilitator and have them work, you know, "how do you want to work on this unit?" Give them choices. [20]

Assessment

Self assessment/reflection/metacognitive awareness

And they have to select work, not necessarily the best, but a piece of work that they've learned the most from. It could be just a horrendous test, but they learned that they can't leave it to the last minute, or they should have come in for extra help, or I rewrote the test and I did really well. [1]

So, most of the kids when they graduate from [Grade] 7 would be able to say to you, "I'm really good at visual/spatial, I'm really good at multiple reasoning, I'm terrible at whatever." [1]

We used peer evaluation, we used self-evaluation, we evaluated them as groups for some of the activities, we had them write down . . . there was a reflection sheet for the activity centres. Like, "what did you like about this?" "What didn't you like about this?" "How do you think you did?" That type of thing. [3]

Like, years ago, I never would have thought of peer evaluation, or self-evaluation. It was always coming from me. And, I find, especially at the Grade 7/8 level, the kids can have
real insight into how they learn, and what works for them. And that's been an eye opener, yeah, it has been. [3]

[Name of student], and this kid is like, it’s like the hare and the tortoise. He’s going to win the race because he found great kids to work with, because he knows how he learns, he knows what works for him. He’ll try every strategy you give him, but when he finds what works, he uses it to the max. And he’s going to do incredibly well. [3]

I also try to design rubrics for kids to self-mark. [4]

So I have a lot of self-assessment on the kids’ parts, peer assessment. [4]

I just keep track of their work because they self-assess everything. [4]

I think they see it [self-assessment] as a realistic kind of description and a realistic look at their capabilities. [4]

They’re [portfolios] a self-assessment tool more than anything. [4]

I don't think we're doing a good job of developing kids who are aware of their own strengths. [4]

They [the students] do a reflection about working in a constrained amount of time and what they found frustrating. [4]

I always have the kids mark their own, assess their own stuff first. [4]

When they [students] finish a project, they reflect on the things they did well, what they found hard and all that kind of stuff. [4]

Well, via their . . . we communicate via journals for instance, like I write back to them . . . whatever they’ve written about, some personal comment about what they have shared about either their learning or what’s going on. [5]

They display it, and talk about what's good about this particular piece of work, what's really well done, what could be worked on another time. [5]

They did their own self-correction. [5]

We watched ourselves and we looked at, okay what things did we do really well, what things can we improve on for another time. [5]

Other than assessment reforms - e.g. portfolio and student led conferences – there hasn't been a lot of pressure to do anything else at our school. [6]

They do peer evaluation, self-evaluation. [9]
I let them pull what they think is their best work and explain why it is their best work, what they feel is medium work and the work that was least productive, that's how we word it, and they do their own write ups with that. [9]

They actually, they generate here's what I need to do to meet, here is where I need to exceed, here is where I'm not meeting it. [11]

I have students far more involved in the generation of criteria than the other teachers. So on an ongoing basis with my kids, I mean I'm doing things like your assessment, self assessment, generating criteria as a class, holistic marking, discussions, debates etc... [11]

I build some form of self-assessment in, or self-reflection. All classes here are using portfolios to varying degrees. [11]

[They] do self-reflection. They write about their feelings, about things we have done or how they feel about their writing or reading, improving, how they feel about their novel reading compared to before. So it's been sort of a very general, getting them to think about their own learning and what they have been doing, what they did in the past, how they felt about that, what they are doing now and how they feel about it, so that type of self-reflection. [12]

[I] talk to them about how they feel and have them do some, you know, their own reflection on things and tell me about stuff, but not as much as I was already doing before in self-evaluation. [12]

We do little mini interviews once in a while. Kids like to have a little time with the teacher, to talk about how things are going. [13]

There's a reflection sheet where they write down what the activity was, what they did, what they learned from it, how they felt about it and what they'd like to do next. There's a follow up research project for some of them who want to go and investigate the origins of billiards and pool. Some of the children will do that and report on it. Some of them have built models of pool tables and bring that in. [14]

Also included was the reflecting they did on the reflecting sheet. And I also had them talk about it. [14]

What I do in September, I send home a daily sheet and on it they write a reflection of what they did in literacy and what they did in numeracy and how they felt. [14]

They talk about what they learned, how they learned, if I had to do over again, what would I do, and how I felt about it. [14]
I think the number one concern factor behind it [the described unit] is that it shows a concern for the kids. It introduces them to a relaxed atmosphere in the classroom, and it motivates them to learn. And it also shows them some integration - and I'll use that term integration - I use it a lot - to show them what I mean by among numeracy, literacy, whatever. I'll use the term thinking skills, I'll use the term multiple intelligence, as I'm talking to the children, because I think they should be aware of that, that's my focus. I want them to come out there as confident. I want them to have confidence in their own ability as a learner. And I want them to be able to communicate and reflect on that. [14]

I think you have to, you have to teach kids how to explain how you get the answer. That's, for example, maybe I'm getting off topic here, but that's where I get the reflection sheets where they go through a series of work. It might be a simple one, for example when I teach the mental Math of squaring a number ending in five. Okay, there's developing the concept, and then I have them go through and explain that to their parents or to a sibling, or to someone, a peer or someone. [14]

I introduced self-editing. She [previous teacher] didn't have them doing self-editing and peer-conferencing. And I gave them many opportunities to work together. And they were all doing this independently. So I broke it down so that when they did the course time-line, they had the opportunity to share and compare with a peer to get the very best time-line. And I knew, I kept saying, I don't care if you copy. I want the best you know it, all that sort of stuff. So, I brought in a lot more of peer and self-evaluation of it. Then I said, you know, I kept saying how great they were at recounting and you're experts now so with a partner what do you think is the criteria of a "recount" is? [15]

When they peer and self-edited, they had to say, "yes I did and how do I know I did that?" So, I was trying to introduce a little bit of self-reflection, kind of formal but more the checklist of reflection. How do you know you did a good job with that? Like what would you do next time? [15]

And they self-evaluated it. First they peer evaluated it and then they self-evaluated on the comments that the peer made. Were they justified and so on. [15]

And then the students are actually, even when they do their self-reflections, are really pulling in, applying the criteria we established as a group. They are consistently doing it to themselves. [15]

Each of them [students] down there has a colour coded sheet, a rubric like this for Science Fair, and what they're going to do is bring it back, sit down with their partner or alone, and do a self-assessment and put marks right on that sheet. Then they'll come to me and I'll sit down with them and we'll look at those descriptors or indicators and I'll tell them why I think I agree with it or why I disagree with it. [16]

Each kid has to have a piece of work in their portfolio box for each of the outcomes that are not only in English but also in Self and Society, and a little reflection on why they selected it and how it shows they, how they connected with that outcome. [16]
The student again was the focus of the interview and what things you feel you have done well this term, what things did you struggle with? Why did you struggle? What things are you going to work on? What goals do you have for the next term? And again it's all related back to this is where I am and I need to be here, what can I do to get there? [16]

And the kids can see it. They can level [assess, i.e. assign levels to] themselves. Yeah, they can level themselves. Yeah, and each other. [16]

And they go off and do little informal assessments, self-reflection or that kind of thing. [16]

If you don't meet the 6 out 10, you are going to come back in and get remediation probably, hopefully, so that you need to make sure you understand the basic tenets, the concepts, the ideas of the application, that come out of this particular activity or this particular idea. And I ask them to reflect, to say, to put down on paper, "what new things did I learn" or "what things did I relearn in this activity," so they have an opportunity to hopefully think about it. [17]

I use peer evaluations. Self-reflection is probably for me one of the more powerful tools — "can you tell me what you learned?" [17]

I put so much emphasis on taking responsibility for their learning, take the responsibility for making mistakes. I make mistakes too. I realize afterward [that] it's a piece of garbage. It shouldn't have gone out. It's not worthwhile doing. I'm very sorry I gave it to you. I shouldn't have done that and so it's taken me about 3 months to get the kids to the point of saying I struggle with that. I know I'm not going to be able to do that. But some kids are not moving to that and they don't like it. They see me as the controller. [17]

I've been doing that for the last 4 years . . . "what do you like about it, what do you hate about it, what should we be doing that we're not doing?" [17]

It's basically called the next steps in learning. And so what they have to do is record the date, the day they got the assignment back, what the assignment was, and the mark they got on it, and my comment basically. Then they are supposed to, in essence, reflect on what they did and what they could improve on, if there is anything they can improve on. [17]

And I like handing control to kids when they're capable of handling it. And it's really neat how they use it. So then I look for depth of thought, as much depth as you can get into a sentence, but did they pick up where they messed up and how they can improve that. [17]

So I would be happier by having a check list saying, or having the kids being able to check off, "I've accomplished this," and "I think I've learned this," and "I know how this relates together." [17]
Yeah, it's [assessment's] my professional judgement modified by kids' own evaluations and then peer evaluations and self-evaluations are vitally important too. So it's not only my head that's, my professional judgement involved there, it's also combines that with kids. [17]

In the second term they're introduced to self-evaluation, where they're given a set of outcomes and appropriate marks attached to each outcome. Within that outcome the students evaluates his or her place within a certain mark range. So for example, let's take you know, this one I just told you about cutting a straight line, cutting skills out of 5, there's an outcome. Is it straight, is it on the line? You know, is it wavy like a drunken sailor down the road? Out of 5, what are you the most like? So, [they] rate themselves high, rate themselves low, okay? Ability to cut 20 centimetre square cropping? Is it 20 centimetres or is it 25 centimetres? Is it 19 centimetres? Is it 19.5 centimetres? And if they get more than 2 of the lines wrong they get a zero, you know, so they can't measure 20 centimetres, there's an outcome. Third outcome – mounting, is it straight, is it off to the left, is it off to the right, you know, is it crooked? You know, out of 3. If it's all, if it's absolutely straight in the centre, even on both sides through an eyeball evaluation, 3 marks. If it's not, lower the assessment. Okay? And so it goes on and on and on. [18]

In Grade 7 they do self-evaluation, which is on a sheet with the outcomes. Then beside it is written peer evaluation, they trade their work with the person next to them and they peer evaluate. [18]

In Grade 6, self-evaluation is more optional. And the option is, is that they self-evaluate, they get to know their mark, they don't evaluate I don't happen to tell them. So there's an, they have to, if they really want to know what an evaluation is like, they have to participate in their own progress. In Grade 7 it's mandatory. [18]

Here are the outcomes on the board. Here's the mark range for each outcome. Evaluate yourself. Tell me what mark you deserve. So we talk about it, and, and do this, and they give themselves a mark, students give themselves a mark, give the piece a mark, and then I agree or disagree until [unclear]. This takes up a lot of time, and I never used to do it, but I think it's important. I've done, I've started more, you know, it's gone from an autocratic, "I'll tell you what you are," to "you tell me what you are." [18]

I had 2 classes of [Grade] 6's. One was an evaluation day, in which we had an overhead with the outcomes on it, and we walked through the outcomes. We took the instructions and the outcomes, the 2 overheads we put them side by side, here are the instructions, here's the outcome, and here's the instruction, here's the outcome, and the students did a self-evaluation, conferenced with me during class, if they didn't have time I collected them and I evaluated. [18]

I say, "what is your mark?" and we'll talk about then. Or we're evaluating – "out of 10, what would you give this drawing?" "Oh, I'd give it a 9." And I'll say, "well I drew this
and this and this, why should you get a 9." "Oh yeah, probably 7, I've done 7/10 of this drawing and it's pretty good." So you sort of go from there. [18]

They do take responsibility for their learning. This was a Grade 9 unit by the way and they realize, "oh, oh I haven't met this outcome, not if I try to write a formal test on this or if somebody was to ask me orally what this particularly concept was. I wouldn't know." [20]

I have them write test questions as well to see, because it shows me what they, if they're able to give a question they could probably answer it. [20]

They learn more with groups. They'll evaluate how well their group did the particular piece and they often do self-reflection in terms of journal writing and I write back to them. [20]

**Peer assessment**

We used peer evaluation, we used self-evaluation, we evaluated them as groups for some of the activities. We had them write down . . . there was a reflection sheet for the activity centres. Like, "what did you like about this?" "What didn't you like about this?" "How do you think you did?" That type of thing. [3]

Like, years ago, I never would have thought of peer evaluation, or self-evaluation. It was always coming from me. And, I find, especially at the Grade 7/8 level, the kids can have real insight into how they learn, and what works for them. And that's been an eye opener, yeah, it has been. [3]

So I have a lot of self-assessment on the kids' parts, peer assessment. [4]

And the kids will mark each other's as well. [4]

Correcting each other. Which is something new for Grade 3's, to correct without thinking they're butting in. [8]

I was looking for the connection of their reading. The fact that they're listening to each other, and the fact that they communicate to each other a mistake, without it being a put-down, or the idea that you're dumb or you're stupid because you're coming to sing and spell. Or you're dumb and you're stupid back in the regular Grade 3. They're not. They're successful, they're happy, they're moving forward. They have a positive forward step going on in the program. [8]

They do peer evaluation, self-evaluation. [9]

There was a peer evaluation and they made up the criteria themselves and they evaluated the project. [14]
I introduced self-editing. She [previous teacher] didn't have them doing self-editing and peer conferencing. And I gave them many opportunities to work together. And they were all doing this independently. So I broke it down so that when they did the course time-line, they had the opportunity to share and compare with a peer to get the very best time-line. And I knew, I kept saying, I don't care if you copy, I want the best you know it, all that sort of stuff. So, I brought in a lot more of peer and self-evaluation of it. Then I said, you know, I kept saying how great they were at recounting and you're experts now so with a partner what do you think is the criteria of a "recount" is? [15]

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Yeah, it's [assessment's] my professional judgement modified by kids' own evaluations and then peer evaluations and self-evaluations are vitally important too. So it's not only my head that's, my professional judgment involved there, it's also combines that with kids. [17]

I've made better use of other students marking students. Shifting that way a little bit because I think that's a really powerful tool kids can learn as well. [17]

In Grade 7 they do self-evaluation, which is on a sheet with the outcomes. Then beside it is written peer evaluation, they trade their work with the person next to them and they peer evaluate. [18]

**Student-created assessment**

In fact, the kids usually come up with the marking scheme. They come up with the categories, and how important it is, so what's the weighting going to be? [1]

I really believe that it's far more valuable that the kids develop their own rubric. It's far more meaningful for them. I think once they started to see the pattern, my stronger students could have carried on very nicely and done the rest of it [rubric] themselves, but the others, no. It was really a hard concept for them to understand. And it does follow such a definite pattern you know, but it was a tough one. With some, it was like after maybe the second or third cell that I had done they could see right away how to do this, but again with others, 'whoosh' [as in right over their heads]. [6]

What I spend a fair bit of time doing is developing rubrics or developing criteria with kids. [11]
They are currently doing a research project on natural disasters and part of that fits – they had to demonstrate understanding of a natural disaster. What would your research look like if you were to demonstrate that? How would it be organized? How many sources would you have? What kind of sources would you have? [11]

They actually, they generate here's what I need to do to meet, here is where I need to exceed, here is where I'm not meeting it. [11]

I have students far more involved in the generation of criteria than the other teachers. So on an ongoing basis with my kids, I mean I'm doing things like your assessment, self-assessment, generating criteria as a class, holistic marking, discussions, debates etc. . .  [11]

There was a peer evaluation and they made up the criteria themselves and they evaluated the project. [14]

When I went to all the recounts that they already did from an anthology there wasn't a creative aspect to it, that it was from their personal experience. So, I provided them with the 4 students' work, works on visiting . . . on a field trip from my previous school and they were actually Grade 7 and 8 but that doesn't make any difference. They graded it first individually and then with a peer and then with a small group. Which one did they meet? Which is the best standard, which is, you know, rated 1 to 4? [15]

And then the students are actually, even when they do their self-reflections, are really pulling in, applying the criteria we established as a group. They are consistently doing it to themselves. [15]

I told them that they'd have a double period to design questions for the test. And if they made good questions, then they'd, their question would be on the test. So I told them it was sort of a review of the topics we were doing. [16]

I have them write test questions as well to see, because it shows me what they, if they're able to give a question they could probably answer it. [20]

**Differential assessments**

Well, we tried to use a variety. I don't really like to stick to one particular type of evaluation. It's not really fair to the kids, because some people do better. I don't know how to answer that one, we just, we try to use a variety of assessment tools, not just stick with something written, because it taps more kids, more strengths, I think. [1]

What I think . . . what is fair is to evaluate the child as to the level he consistently performs at. [3]

With the Special Ed kids, the modified test, you know, if they don't study, it doesn't matter what I do, it isn't going to change anything. Most of them don't, they don't bother.
They seem to have this attitude that I'm going to sit here and somebody's going come do it for me and that's how he's going to go through life. And the other kids, the ones that care, would have done fine. You know, they're quite resilient, actually. [6]

I think all my learning-identified students - their assessment has to be flexible. It has to be an assessment for them, and not an assessment graded towards what everybody is doing. It has to be for them a positive assessment, and it can be on any terms - be it an assessment of how well the day went, it could be an assessment of what was accomplished academically for the day. Maybe it could be just an assessment for the fact that, "gee, we didn't have any funny looks today." And we also have to feel accountable, of course with these students going off to the next grade, and that's where the IEP reviews or placements are - to let other teachers and the parents know what is being assessed for their child for success. And the teachers have to see that too. [8]

Well, I guess [name of student] is about the most successful. With his Science, he was not assessed because he did none of the written material, but he was assessed on how well he verbalised in his group, how well he took part in the experiment, and how well he could verbalise back and forth to me. Very much a passing grade, but if he had been assessed along with rest of the class on the academic/written parts, there's no notebook, I keep the notebook (inaudible), then he probably would have got about 30%. Same thing goes with the language program. It's a straight assessment on what (inaudible), he's working at a Grade 3 level of reading and writing, so his assessment was done when he could succeed with what I was giving him, and not what the other Grade 7 students are doing for language. [8]

I've got to communicate to the new Grade 8 teachers what is happening for this student, where we should be looking for assessment - do we look at marking his spelling as being a big level? Or do we mark the novel study that shows how great he can read and understand the content? [8]

There are several kids who will participate very well and show comprehension of what is going on but as soon as they have a test paper in front of them they don't score as well as what I see that they understand orally and are able to tell me. So it [assessment] comes in different ways obviously. In testing the kids, most especially in Math, but certainly in other subjects too, I tend to pencil in marks and the kids know that they can be retested on things because it takes some of them longer to learn than others. [12]

First of all, I've discovered there are students who, if they're asked to do only pencil and paper activities, sometimes will score out very poorly. And the teachers have labelled them as being maybe "Math phobic," don't have any Math skills, are 2 Grades below level, and yet if you give them the same type of question in mental Math, the child gets it right away. [14]

Actually this is one of the classes where ESL people do well in, because they don't need audio clues, all they need is visual clues. And if, and they listen to me, they see the writing, they see the work. And eventually they can figure it out through visual clues,
and that's one of the things I do write on their outcomes report, is they need to start learning, if they're not watching me, and paying attention, they're not picking up on visual clues. They have to be visual learners first, before they can become auditory learners in my room. But ESL students do very well in visual arts. There's a small written component in Grade 8, and which, from which they are exempted, the exams, they copy notes which they don't understand, I'm sure. You know, it's just the practice of writing in English that they're doing, and they may not understand directly what they're copying but they get the general idea. This piece of writing is about this. They don't write the exams, that's the only concession that we make. They're exempt from writing them. [18]

[I do] at a glance type things. You know, is this child totally off track and wondering around the room because obviously there was something I didn't explain properly and they're not understanding. [20]