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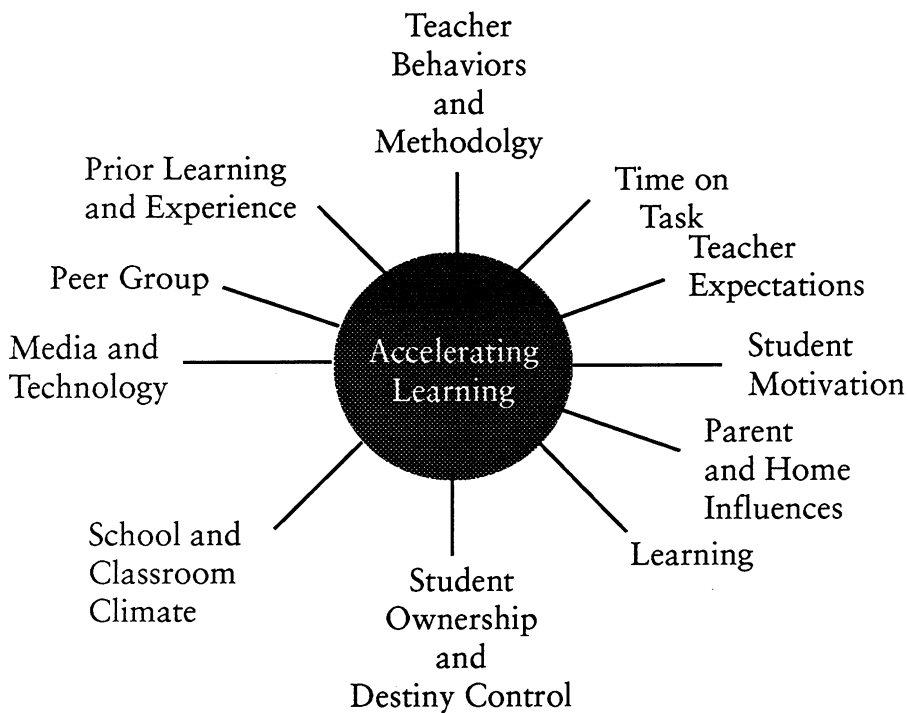
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# Making Instruction Make a Difference

Society rightly expects to find that the school experience will have made a desirable difference in the lives of their children. Children, of course, are shaped not only by the school but by their families, friends, church, mosque, synagogue, or temple—and such other environmental forces such as radio, television, and travel—each in its own distinctive way, yet interdependent in forming the whole person. But society has a right to expect that the school will provide children with attitudes and skills that she or he cannot get anyplace else. In short, schools are expected to make a difference.

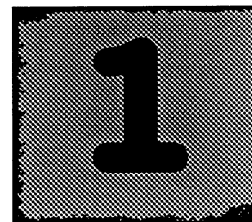
## Making More of a Difference with Less Effort



Variables That Matter and How to Influence Them

Source: Richard W. Hostrop, *Managing Education for Results*, Homewood, Illinois: ETC Publications, 1973, p.9.

# Method 1: Clarify Goals and Expectations before Beginning Instruction



*"Emphasis on the means and confusion about the goals characterizes our age." —Albert Einstein*



*"Most students clearly understand the teacher's expectations only when they fail to meet them." — John Holt*

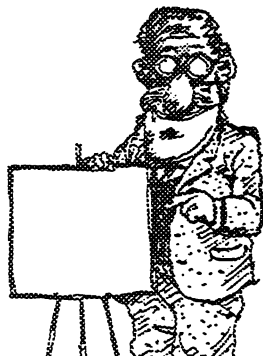


Clarify indicators or acceptable evidence of:

- excellence
- mediocrity
- failure

How is a student to be different at the end of the unit of instruction?

- what will the student know or understand?
- what will the student be able to do?
- what will the student feel or believe?



Mr. W.H.W.

- What? What is to be learned?  
How? How is it to be learned?  
Why? Why will it enrich your life and be useful?

## Example Indicators

### Excellence

Student masters all content and demonstrates skill application through challenge activity in the community. Exhibits enthusiasm and initiates inquiry.

### Mediocrity

Student does just enough to get by. Masters a minimum of content and skill requirements.

### Failure

Student exhibits little effort. Class attendance is irregular. Participation is forced and performance substandard.

Students (and parents) have a right to know exactly how a unit of study might contribute to their lives. Indicators of quality and excellence should be made vivid.



*Yes, but ... “Are you talking about minimum competencies for my class? If you tell students in advance what you expect, that’s like teaching for the test!”*

*But, yes... “Why must we keep the test a secret? Why not let students understand the standards for minimum or excellence so they can choose and decide how hard they want to work? Concealing the goals of a subject encourages students to play a ‘guessing game’ with the teacher.”*

## **How to Begin in Your Classroom on Monday**

Decide how students will be different because they’ve spent a term or a month or a day in your class. Write out the expectations using the Strategic Plan Sheet.<sup>1</sup> Inform students and parents of the planned (intentional) outcomes for your course of instruction.<sup>2</sup> What will students know or understand? ... do or perform? ... feel or believe?

Make certain that your intentional outcomes include:

- cognitive — academic and higher-level thinking as well as information or knowledge levels
- affective — moral attributes, character and values
- skills — psychomotor performance

<sup>1</sup>Refer to Appendix for a strategic planning worksheet.

<sup>2</sup>Refer to Appendix for a sample copy of international schooling outcomes.