

Elizabeth J. Sandell
Review for
Effective Strategies for Teaching in K-8 Classrooms
Draft Chapters 1 – 3

Please place your remarks in the space following each question. After you have completed the survey, please e-mail this document and your Reviewer Profile Form to ashley.conlon@sagepub.com.

Course and Text

1. **Course.** Please describe the course(s) you teach for which Effective Strategies for Teaching in K-8 Classrooms would be appropriate. What is the course's title? At what level is it offered? How often is it offered? What is its annual enrollment?

EEC 200 Introduction To Elementary Education – freshmen or sophomores. Offered every semester, not summer; annual enrollment about 150.

EEC 412 Kindergarten Methods and Materials – juniors or sophomores. Offered every semester, not summer; annual enrollment about 100.

2. **Current Text.** Which book(s) do you currently use to teach the course? What are that book's greatest strengths? What are its greatest disadvantages?

EEC 200: Kellough, Teaching/Learning K-8, Pearson – Strengths: short (9 chapters); practical ideas about scheduling and behavior management; overview of elementary school contemporary issues. Disadvantages: more in-depth than students are ready for.

EEC 412: Gullo, Kindergarten Today, NAEYC – Strengths: short; practical; bite-sized pieces of kindergarten contemporary issues. Disadvantages: too short; not enough ideas about methods.

3. **Instructor Goals and Challenges.** What are your goals in teaching this particular course? What challenges do you face in teaching this particular course, and how have you dealt with them? How might a core textbook help you meet your goals and address the challenges you face in teaching the course?

My challenges are to bring current and practical ideas into the course. I need a core textbook with accessories (video clips, teacher interviews, activities for the classroom).

4. **Student Challenges.** In what areas of your course do your students struggle with the material? How have you addressed their difficulties? How might a core textbook address their difficulties?

My students struggle with college-level texts. Their reading is unfocused and they need structure to approach the text. They need practice of higher level thinking skills so they begin to think like teachers instead of students.

Developing Text

5. **Text Organization.** Please comment on the organization as found in the **table of contents**. Based on your examination of the table of contents, do you feel that this text covers all of the topics that you expect from a core textbook in this area? How would this organization work with the way you teach your course? Do you feel that the number of chapters is adequate? What modification (if any) do you suggest? Please be specific with your suggestions.

I really like the book's organization. Students need to know about classroom management in order to lower their anxiety levels. Then they can work on organizing instructions and evaluating student learning. I think I would move the section on teaching effective thinking strategies earlier in the textbook.

6. **Quality and Content.** Using the following questions, please summarize your remarks about each chapter under the prompt. **Keep in mind that the final drafts of these chapters will be copyedited for grammar, spelling, and so forth.**

Chapter 1. Please discuss this chapter's coverage of **establishing the foundations for teaching and learning**. Are the chapter concepts adequately supported by examples? Are there additional topics that should be discussed in this chapter? Are there any topics that you recommend removing? Is the organization of the chapter (the progression of the material as well as the presence of headings and subheadings) appropriate? If not, what modifications do you suggest? Please be specific with your recommendations.

I also use EEC 200 to help the students plan their academic study at our university, so something about matching teacher preparation with standards for teachers in K-8 would be great.

The State of Minnesota is going to phase out its use of Praxis and start using tests prepared by Pearson. Can you include discussion of other tests for initial teacher licensure? Or refer readers and instructors elsewhere?

Chapter 2. Please discuss this chapter's coverage of the **teaching diverse students**. Are the chapter concepts adequately supported by examples? Are there additional topics that should be discussed in this chapter? Are there any topics that you recommend removing? Is the organization of the chapter (the progression of the material as well as the presence of headings and subheadings) appropriate? If not, what modifications do you suggest? Please be specific with your recommendations.

Can you bring in something about the history of teaching and learning in the rest of the world? Our new teachers face classrooms full of immigrants, who have completely different experiences with education. It may be valuable to know about their families' histories with education.

There is a difference between “multi-cultural” and “anti-bias” curriculum. Can you address this difference? (Louise Derman-Sparks; Stacy York)

Is there a place for a discussion of the ideas about “a culture of poverty?” (Ruby Payne?)

Chapter 3. Please discuss this chapter’s coverage of **managing the classroom environment**. Are the chapter concepts adequately supported by examples? Are there additional topics that should be discussed in this chapter? Are there any topics that you recommend removing? Is the organization of the chapter (the progression of the material as well as the presence of headings and subheadings) appropriate? If not, what modifications do you suggest? Please be specific with your recommendations.

I really like this chapter. It gives teachers responsibility and tools for managing their classrooms. I believe this is the most important aspect facing first-year teachers. If their classroom is not organized for learning, it will just be chaos.

7. **Level.** Is the manuscript written in such a way that makes it easily accessible for the students taking your course(s)? Is the level of coverage (depth and breadth) appropriate for this audience? Is the manuscript written in a style that will be easily accessible for your students? Please be specific in making recommendations.

Yes. This manuscript is very “accessible” and appropriate for my students.

8. **Technology Options.** The authors are proposing to include a technology element into the text. This would include features such as: Technology in the Classroom narratives in applicable chapters; integrated technology discussions in applicable chapters; a Technology Applications Activities feature at the end of each chapter; and relevant Technology web resources in the chapter. Which of these features would be most useful to you and your students? Please be specific in making recommendations regarding how you would like to see technology addressed in the text.

We are going to distribute the MN technology standards for teachers throughout the courses in our academic program. I would most value the idea of a Technology Applications Activities at the end of each chapter.

9. **Pedagogical Features.** This text includes the following pedagogical features: web link activities, deconstructing standards, PRAXIS connection, discussions questions and activities, portfolio connection, and connection with the field. Which of these features will most useful to your students? Which, if any should be moved to a student Web site? Are there any additional features you would like to see included? If so, what are they? Please be specific in making recommendations.

Most useful: portfolio connection and discussion questions and activities.

Move to the student Web site: PRAXIS connection.

10. **Ancillaries.** We are planning to develop a password protected Instructor Resource website to accompany this text. What features would you like to see included on the website?

Videos segments; test questions; homework assignments; team projects.

Summation

11. What do you perceive to be the manuscript's three **greatest strengths**?

Its accessibility and appropriateness for students in my course.
Discussion questions and activities.
Keep it at 10 chapters.

12. What three **improvements** would you like to see made that you feel are essential to the success of this text?

Connections to technology.

13. **Bottom Line.** Based on what you have read thus far, what is your overall assessment of Effective Strategies for Teaching in K-8 Classrooms? How likely (very likely, likely, unlikely) are you to adopt this book for a course? If so, why? If not, why not?

Very likely, if it is affordable for students.

14. May Sage use any portion of this review for promotional purposes?

Yes.

15. May we reveal your name and/or affiliation to the author when discussing the feedback provided in your review?

Yes.

Your name as you prefer it to appear (i.e.: Susan Jacobs, or Susan T. Jacobs, or Suzie Jacobs):
Elizabeth J. Sandell

Your **institution's** proper name as it should appear:
Minnesota State University, Mankato