



No More Sharpening Pencils During Work Time and Other Time Wasters (Not This But That)

By Elizabeth Hammond Brinkerhoff, Alysia D. Roehrig

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"We need to evaluate how we spend time in our classroom by asking whether it is proportional to how valuable the activity is in fostering students' independence and growth."

-Elizabeth Brinkerhoff and Alysia Roehrig

Time is precious, and every teacher needs more. *No More Sharpening Pencils During Work Time and Other Time Wasters* shows you where to find it as well as research-based ways to align every classroom minute you can with the goals you have for learners.

The most important learning in any classroom occurs when students actively engage in work that matters, so clearing away anything that siphons off learning time is crucial. Elizabeth Brinkerhoff and Alysia Roehrig provide tools for assessing your classroom time, a summary of pertinent research, and suggestions for planning and teaching that help make every minute count. Their strategies will help you create and leverage instructional opportunities by:

- finding new efficiencies in your classroom management
- improving alignment between instruction and learning objectives
- increasing the time students spend in higher-level thinking.

"If we want students to become adults who spend their time in purposeful, constructive ways," write Elizabeth and Alysia, "we need to give them opportunities to spend their time purposefully and take responsibility for how their time is spent." Give them the time to become independent with *No More Sharpening Pencils During Work Time and Other Time Wasters*.

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Editorial Review

About the Author

Elizabeth Brinkerhoff is coauthor of *No More Sharpening Pencils During Work Time and Other Time Wasters*, part of the *Not This, But That* series, edited by Nell K. Duke and Ellin Oliver Keene. Elizabeth taught elementary school for 26 years in the Volusia County, Florida, schools. Currently, she is a doctoral candidate at Florida State University, where she can further her passion for helping future educators and improving instruction for students who are at-risk for academic difficulties. Her research addresses to teachers' use of academic language and differentiation through the use of student formative and summative data.

Ellin is author of *Talk About Understanding: Rethinking Classroom Talk to Enhance Understanding*, *To Understand: New Horizons in Reading Comprehension*, co-author of *Comprehension Going Forward* and of *Mosaic of Thought: The Power of Comprehension Strategy Instruction*, 2nd edition as well as numerous chapters for professional books and journals on the teaching of reading as well as education policy journals. Ellin Oliver Keene has been a classroom teacher, staff developer, non-profit director and adjunct professor of reading and writing. For sixteen years she directed staff development initiatives at the Denver-based Public Education & Business Coalition. She served as Deputy Director and Director of Literacy and Staff Development for the Cornerstone Project at the University of Pennsylvania for 4 years. Ellin currently serves as Director of Research and Development for the PEBC, as senior advisor to Heinemann Professional Development and works with schools and districts throughout the country and abroad. Ellin Oliver Keene is a Heinemann Professional Development provider. She presents Heinemann One-Day Workshops, Webinars Series, and all forms of On-Site PD. She is most sought after for her long-term professional development residencies in partnership with Heinemann Professional Development. For an overview of the Keene Residency »

Alycia Roehrig is coauthor of *No More Sharpening Pencils During Work Time and Other Time Wasters*, part of the *Not This, But That* series, edited by Nell K. Duke and Ellin Oliver Keene. At Florida State University, Alycia is Learning and Cognition Program Coordinator and Associate Professor of Educational Psychology. She is also a faculty member of the Florida Center for Reading Research's Predoctoral Interdisciplinary Training Program in Education Science. Her research interests focus on issues related to effective teaching, primarily the professional development of teachers and the literacy learning of students. She has published articles in *The Elementary School Journal*; *The Journal of Literacy Research*; *Science*; and *The Teacher Educator*. Her most recent article, "The Nature of Elementary Preservice Teachers' Reflection During an Early Field Experience," is currently in press.

Nell K. Duke, Ed.D., is a professor of language, literacy, and culture and faculty associate in the combined program in education and psychology at the University of Michigan. Duke received her Bachelor's degree from Swarthmore College and her Masters and Doctoral degrees from Harvard University. Duke's work focuses on early literacy development, particularly among children living in poverty. Her specific areas of expertise include development of informational reading and writing in young children, comprehension development and instruction in early schooling, and issues of equity in literacy education. She currently serves as Co-Principal Investigator on projects funded by the Institute of Education Sciences, the National Science Foundation, and the Spencer Foundation. Duke is the recipient of the American Educational Research Association Early Career Award, the Literacy Research Association Early Career Achievement Award, the International Reading Association Dina Feitelson Research Award, the National Council of

Teachers of English Promising Researcher Award, and the International Reading Association Outstanding Dissertation Award. Nell is author and co-author of numerous journal articles and book chapters as well as the books *Reading and Writing Informational Text in the Primary Grades: Research-Based Practices*; *Literacy and the Youngest Learner: Best Practices for Educators of Children from Birth to Five*; *Beyond Bedtime Stories: A Parent's Guide to Promoting Reading, Writing, and Other Literacy Skills From Birth to 5*; and her most recent book, *Reading and Writing Genre with Purpose in K - 8 Classrooms*. She is also editor of *The Research-Informed Classroom* book series, co-editor with Ellin Keene of the *Not This But That* book series, and co-editor of the book *Literacy Research Methodologies*. Duke teaches preservice, inservice and doctoral courses in literacy education, speaks and consults widely on literacy education, and is an active member of several literacy-related organizations. She has served as author and consultant on a number of educational programs, including *Buzz About IT*, *iOpeners*, *National Geographic Science K-2* and the *DLM Express*. Duke also has a strong interest in improving the quality of educational research training in the U.S. Nell is currently overseeing IRA's Literacy Research Panel blog, which you can follow here: <http://www.reading.org/general/Publications/blog/LRP>

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