

Core Values (TIU3)

Optimism

Dedication

Learning Styles (TIU4) Learning styles with 2 examples – place a star by your preferred styles

Style: **Visual**

ex. Allow the students to use graphic organizers, flash cards, or graphs while taking notes.

ex. Have all instruction written on the worksheets.

Style: **Auditory**

ex. Give an oral lecture. Read aloud everything on the notes or worksheets.

ex. Allow the class to listen to music while they work.

Style: **Kinesthetic ***

ex. Allow the class to move around at periodic moments of transition

ex. Use modeling blocks and counting cubes in a lesson.

Activate the Brain – The R's (TIU7)

1. Relationship	4. Retrieval	7. Re-Exposing
2. Rigor	5. Routing	8. Rehearsing
3. Relevance	6. Retaining	9. Recognize

Teach the Vocabulary (SS1)

1. Framer Model: four-square graphic organizer for students to write out the definition, examples/connections, picture, and sentence.	3. Word Games: they combine play with learning, helping students to do with words what hands do with tools: Learn to manipulate them. EX: Wheel of Fortune
2. Word Walls: Located in the classroom. It enhances the topics and concepts of learning through word definitions, representations, or	4. Personal Dictionary: Personal journals that students create to keep a running guide to vocabulary words and concepts

Strategies for Differentiation (SS2)

1. Tiered Instruction: Change the levels of complexity to meet the developmental needs of the individual students.	3. Flexible Grouping: Purposeful collaborative groups that allow teachers to match students to necessary tasks and skill levels.
2. Anchoring Activities: Independent, ongoing activities that the student can work on after all assignments are completed.	4. Compacting Curriculum: assessing a student's knowledge and skills and providing alternative activities for the student who has already mastered curriculum content.

Strategies for Success (SS2-7) – Provide 2 examples of each

	Example 1	Example 2
Cooperative Grouping	Think-Pair-Share: The students get to have time to look over/work on their assignment. Then they can pair up and share how they got the answers and help the other student where needed.	Discussion Circle: Give 3 kids jobs: notetaker, monitor (helps direct the convo/gets everyone involved), Map drawer (shows the flow of conversation).
Graphic Organizers	Use as a visual summary of a lesson or concept. Post these around the room. Get the students involved in the process.	Graphic: Can be used as a project to allow the students to tell me about themselves.
Advanced Organizers	In math we use Venn Diagrams to show sample space and probability. But these can also be used to define the similarities and differences of mathematical concepts.	Advanced: Show an analogy with an image or visual to allow the students to ease into a new content or topic.
Similarities / Differences	Venn Diagram to compare and contrast multiple terms.	Have a Circuit Activity where the students walk around the room to interact with each term. Then they get a few minutes at their desk to complete their notes and fill out a compare and contrast
Summarizing & Notetaking	While notetaking give them time to make graphic organizers to connect parts of the notes. Also have them write down their questions.	Summarizing: The students need to be able to identify the important terms and information. They should also be able to delete repetitive information. Use 3-2-1 Summary as an exit ticket for the end of a lesson.
Cues & Questions	Use advanced organizers to allow the students to draw their own conclusions. about the content given by the	Comprehension Jenga. Each block has a term on it that they have to describe to their classmates.

Blooms Verbs (SS8 and SS9)

Create

Arrange: Have the students create their own formula and arrange the ordered pairs.

APPS:

Animation Desk, Prezi.

Evaluate

Conclude: Have the students explain how they got to their answer.

APPS:

Skype, AWW (a web whiteboard)

Analyze

Practice: Practice makes perfect. Students always need to practice a concept to understand it. I can do this with homework assignments.

APPS:

Padlet, Microsoft Excel.

Apply

Compute: Help students apply the concepts they know to compute a mathematical problem.

APPS:

Comprehension

Convert: Use to help students convert decimals to fractions and vice versa.

APPS:

Adobe Spark Post, Clips.

Remember

Memorize: Use to help students memorize theorems and equations.

APPS:

One Note, Quizlet.

Four Questions to redirect behavior (CBM5)

<ol style="list-style-type: none"> 1. <div style="border: 1px solid black; padding: 5px; width: fit-content;">What are you doing?</div> 2. <div style="border: 1px solid black; padding: 5px; width: fit-content;">What are you supposed to be doing?</div> 3. <div style="border: 1px solid black; padding: 5px; width: fit-content;">Are you doing it?</div> 4. <div style="border: 1px solid black; padding: 5px; width: fit-content;">What are you going to do about it?</div> 	<p>Dealing with Misbehavior: The teacher should calmly approach the student and ask (Reminder: body language and tone are important):</p> <p><u>Guidelines:</u></p> <ul style="list-style-type: none"> - Do not stray from these 4 questions. - Make sure you ask all 4 before continuing the lesson. - Do not move on to the next question until you receive an appropriate answer (Watch for Smoke Screens) - Take a second. Do not show emotion or get upset. - If they answer the question wrong a second time, become silent. If they continue to answer the question incorrectly give them words of affirmation about them as a person, then say "you may either answer the question or you are choosing the consequence" If they chose the consequence then follow through.
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Modifications and Accommodations (E6)

<p><u>Quantity</u></p> <p>Definition</p> <div style="border: 1px solid black; padding: 5px;">Change the # of items they are expected to learn or # of activities that they will complete prior to an assessment.</div> <p>Example</p> <div style="border: 1px solid black; padding: 5px;">Reduce the number of homework practice problems.</div>	<p><u>Time</u></p> <p>Definition</p> <div style="border: 1px solid black; padding: 5px;">Adapt the time allowed for learning, task completion, or testing.</div> <p>Example</p> <div style="border: 1px solid black; padding: 5px;">Extending a due date or allowing more time to complete a quiz or test.</div>	<p><u>Level of Support</u></p> <p>Definition</p> <div style="border: 1px solid black; padding: 5px;">Increase amount of personal assistance to help them stay on task and to reinforce specific skills. Better the adult-student relationship.</div> <p>Example</p> <div style="border: 1px solid black; padding: 5px;">Allow peer buddies or create small group activities with the instructor.</div>
<p><u>Input</u></p> <p>Definition</p> <div style="border: 1px solid black; padding: 5px;">Adapt the way instruction is delivered to the learner.</div> <p>Example</p> <div style="border: 1px solid black; padding: 5px;">Print out the slides for them, create more visual aids, enlarge text.</div>	<p><u>Difficulty</u></p> <p>Definition</p> <div style="border: 1px solid black; padding: 5px;">Adapt the skill level, problem type, or the rules on how the learner may approach the work.</div> <p>Example</p> <div style="border: 1px solid black; padding: 5px;">Allow them to use calculators.</div>	<p><u>Output</u></p> <p>Definition</p> <div style="border: 1px solid black; padding: 5px;">Adapt how the student can respond to instruction.</div> <p>Example</p> <div style="border: 1px solid black; padding: 5px;">Allow them to answer the questions aloud or in writing.</div>
<p><u>Participation</u></p> <p>Definition</p> <div style="border: 1px solid black; padding: 5px;">Adapt the extent to which a learner is actively involved in the task.</div> <p>Example</p> <div style="border: 1px solid black; padding: 5px;">Ask the student to learn a daily procedure, like a bell ringer. Ask them to read a passage aloud.</div>	<p><u>Notes:</u></p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>	

Suggestions for working with Students in Poverty (E12)

1. Provide access to school computers or print off papers when needed.	4. Create a strong relationship with them. Be there to listen and help when needed.
2. Do not have a lengthy school supplies list.	5. Keep expectations high. Show them that they can be successful.
3. Stop any harassment seen in my classroom or in the hallways.	6. Take time to explain the rationale for the rules. Explain correct behaviors.

Reading Strategies to Strengthen Literacy Skills (R8)

Strategy name	When / how to use it	Define it
1. Exit Slips – Comprehension.	After reading/With groups, whole class, or individually.	Written student responses to questions teachers pose at the end of a lesson. These quick, informal assessments enable teachers to quickly assess students' understanding of the material.
2. Paired Reading - Fluency	During reading/In small groups.	Used with readers who lack fluency. In this strategy, students read aloud to each other.
3. List Group Label - Vocabulary	Before reading/With groups, whole class, or	Form of semantic mapping. The strategy encourages students to improve their vocabulary and categorization skills and learn to organize concepts.

Making content comprehensible for ELL students (R9)

Write at least 3 strategies / techniques that you could easily implement in your classroom for your content

1. Prepare the lesson	Outlines (organized notes); Highlight key concepts; Graphic Organizers (helps them grasp the whole and parts of a
2. Build background	Content Word Walls; Personal Dictionaries (resource for students); Vocabulary Self-Selection (empowers the
3. Make verbal communication understandable	Appropriate Speech; Explanation of Tasks (step-by-step); Use of Variety of Techniques (demonstration, hands on, etc.)
4. Learning strategies (this one should be easy!)	Mnemonics (acronyms to memorize); Illustrate; Create a poem, song, or play (demonstrates new learning).
5. Opportunities for interaction	Encourage elaborate responses; Foster student-student interaction (collaboration); 3 Step Interview (practices
6. Practice and application	Discussing and doing; Social Interaction (promotes language development); Hands-on manipulatives for Practice.
7. Lesson delivery	Students are engaged; Pace the information; Content objectives are supported.
8. Review and assess	Application to real life; Vocabulary through analogy; Review key concepts.