Stronge's Qualities of Effective Educator (TIU3)

The Effective Teacher as a person…

Areas where I GLOW….. Creating, Finding and Organizing	**Areas for me to GROW……** SPELLING! Hearing before speaking. Empathy

Core Values (TIU3)

1. Dedication 2. Teamwork 3. Honesty 4. Independence 5. Thoughfullness	6. Responsibility 7. Success 8. Thankfulness

Additional Notes:

Psychology 101 Review (TIU5)

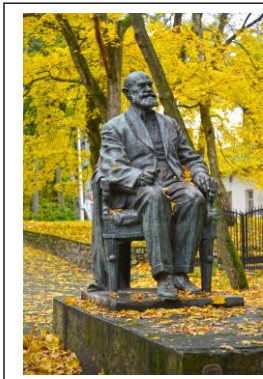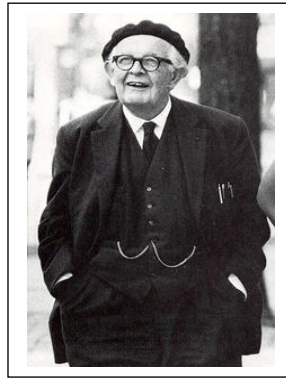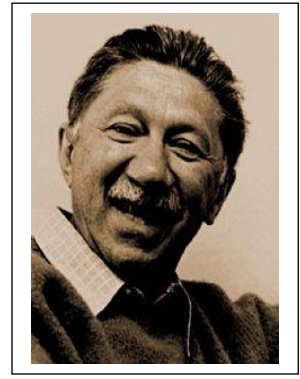|	Behaviorism	Cognitivism	Constructivists	Humanism
Brief Description:	Behaviorism is a psychological theory that studies how people and animals learn and behave through conditioning. It's based on the idea that behavior is a result of interactions with the environment	Cognitivism is a learning theory that focuses on how the mind processes information. It's based on the idea that people actively create their own knowledge by connecting new information to what they already know.	Constructivists are people who believe in the idea that knowledge is constructed through experience and social interaction. The term "constructivism" can refer to a variety of fields, including education, art, and international relations.	Humanism is a philosophical and ethical stance that emphasizes the potential of human beings. Humanists believe that people can use reason and experience to understand the world, and that they have a responsibility to help others and the planet.
<mark>**Theorists Associated:**</mark>	Ivan Pavlov (1849-1936)	Jean Piaget (1896-1980)	Lev Vygotshy (1896-1934)	Abraham Maslow

Skinner's based his theory is on *operant conditioning* – a behavior followed by a consequence. Bandura's Social Learning Theory.
• **Sensorimotor Stage (Birth – 2 years)**: Children develop an understanding of the world through their 5 senses and muscles–learn by doing. They learn basic shapes, textures, and object permanence through touching, grasping, hearing, and 'tasting' objects.
• **Preoperational Stage (2 – 7 years)**: Children develop an understanding through language and images - learning through their actions, thoughts, and feelings. Knowledge is based on their own personal feelings, not reality. No logical thinking. Egocentrism (the inability to perceive reality from other's points of view).
• **Concrete Operational Stage (7 – 12 years)**: Children can think logically and empathetically but still learn best through experience. Children begin to understand patterns, other people's feelings, and points of view. They start to recognize patterns, reversibility, cause-and-effect relationships, and develop object conservation.
• **Formal Operations Stage (13 – Adult)**: Individuals develop understanding using abstract thinking. Individuals begin to see and understand different perspectives and imagine hypothetical situations or scenarios. Use logic, deductive reasoning, comparison, and classification.
• **Birth - 18 Months (Trust vs. Mistrust):** The infant develops a sense of security and learns to trust caregivers if given proper care. If a child does not experience trust, feelings of insecurity, worthlessness, and general mistrust of the world may develop.
• **18 months - 3 Years (Autonomy vs. Shame)**: The child has an opportunity to build self-esteem and autonomy as he or she learns new skills and right from wrong. The well-cared for child is sure of himself, carrying himself or herself with pride rather than shame. Children can also sometimes feel shame and low self-esteem during an inability to learn specific skills.
• **4 - 6 Years (Initiative vs. Guilt):** During these years, we experience a desire to copy the adults around us and act out roles in play situations. We also begin to use the word
"why?" The most significant relationship is with the family.
• **7 - 12 Years (Industry vs. Inferiority):** The child learns new skills and knowledge, developing a sense of industry. The child can attain a sense of self-confidence. However,
unresolved feelings of inadequacy and inferiority could also occur. The child learns to think about others, and the most significant relationship Is with the school and neighborhood.
• **Adolescents: 13 - 17 Years (Identity vs. Role Confusion):** Up until this fifth stage, development depends on what is done to a person. At this point, development now depends primarily upon what a person does. An adolescent must struggle to discover and find his or her own identity and "fit in." Adolescents who are unsuccessful at this stage tend to experience role confusion and upheaval. Adolescents begin to develop a strong affiliation and devotion to ideals, causes, and friends.

IGNITE the Brain for Learning – The Neuro Nine (TIU6)

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

Stages of Development (TIU7)

	Social Emotional	Physical	Mental	Characteristics / Implications
2 -4 yr olds	· Fear of dark and injury · Likes to share, cooperative play with other children · May have an imaginary friend · Becomes competitive and doesn't want to lose · Develops an understanding of rules, but still finds taking turns difficult · Needs structure and routine to feel safe	Jumps with feet together **Mature motor control** **Ball skills improve – throwing and catching** **May be ready to learn to ride a bike by 4-5** 5-8The growth rate is slower than during infancy and early childhood-slow and steady. The average rate of increase is 3 to 6 pounds per year. Children's need for food may fluctuate with activity.	Self-sufficient in many routines Dresses/undresses self Copies complex shapes Asks a lot of questions Tells stories Begins to imitate and write name – by 5 years old, they have settled on hand dominance Paints Threads beads on lace Understands 2-3 simple things to do at once Sort objects by size and type Understands that books are a source of pleasure and uses pictures to help them follow the story Learn their letters, counting, and colors. The most important mode for learning is play	
5- 8 yr olds	Five- and six-year-olds are still quite self-centered, but they are becoming interested in group activities. They become sociable and interested in other children as friends. They enjoy make-believe stories and play. Attachment to friends grows during this stage. Children show friendship with possessions, secrets, and time together. Children want to continue playing with their friends and don't like to stop. They need a 5- or 10-minute warning before they have to leave or change activities.	Muscle coordination and control is uneven and incomplete. Large muscles (used for moving the arms and legs) are easier to control than small muscles (used for moving the fingers). Encourage children to participate in activities involving speed and energy. Intense activity may bring temporary exhaustion. Children of this age need 10 to 12 hours of sleep per night. Hand skills and eye-hand coordination, needed for activities such as writing and shoe lacing, continue to develop as children gain small muscle motor skills. They need to use large crayons and paper. Projects often appear messy as children work on polishing these skills. Encourage children to work briefly at tasks requiring small muscle control and then return to running and jumping-tasks that use their larger, more skilled muscles.	5-8Cuts on the line with scissorsAround age 7, children begin to think logically about their behavior and about things they can easily imagine, such as sharing with a friend or going on a drive. They also have a difficult time making choices and decisions; they are hesitant and indecisive. Adults can do simple reasoning with children now. Children in this age group begin to form ideas similar to those of an adult. They can group things that belong in one category (for example, babies, fathers, and mothers are all people). They learn to write letters and numbers, often backward. They cannot read and write skillfully at the beginning of this stage, but they should be quite self-assured in these areas by the end. During this stage, children form a basic understanding of numbers. .	5-8 Are at a period of slow and steady growth. Learn best if physically active. Are leaning how to use their bodies by mastering physical skills
9-11 yr olds	9-11Peer groups grow more important for members of this age group. Children can be loud and rude at times and tend to be moody and sensitive, with extremes in emotion. These children want to be more independent of adults. Sibling rivalry is typical. They also show an attitude change regarding school and may daydream, become restless, and mess around after school. Children want to discuss sex often to correct information from peers.Signs of growing independence and disobedience, perhaps even backtalk and rebellious behavior, become more frequent. Common fears include the unknown, failure, death, family problems, and non-acceptance. Concepts of right and wrong continue to build.A sense of humor develops during this period.Every time children succeed at something, their self-view improves. They have a strong attachment to their own sex and show antagonism toward the opposite sex.	9-11 The range of height and weight widens. Becoming critical of physical appearance increases (especially in girls). Children in this age group are as coordinated as adults, although lapses of awkwardness are common. Energy abounds, and children may become overstimulated when participating in competitive physical activities. Children this age need 10 to 11 hours of sleep each night.	9-11 Children in early adolescence begin to think abstractly and can plan for several weeks. They can insightfully evaluate behavior. Their attention span and ability to concentrate increases from 30 minutes to several hours. These children are developing a sense of morals based on what they have learned from adults. They need to know and understand "why;" and feel independent and free to express themselves. They quarrel less with peers and act cooperatively and friendly with strangers.	9-11 Are quite active with boundless energy. Like group activity. Group and club memberships are important. Like to be with members of own sex. Have interests that often change rapidly, jumping from one thing to another. Usually, do best when work is presented in small pieces.
12-14 yr olds	12-14 Adolescents are increasingly comfortable interacting in the community and with their peers. For some activities, they enjoy mixing with both sexes, while for others, they prefer being with their sex. Leadership experiences in clubs and groups are valuable at this stage because they allow young people to learn decision-making skills. In this stage, adolescents also become concerned about issues of justice and fairness. The family is still a vital anchor in teens' lives, and they continue to seek their parents' counsel. Success is essential for adolescents. Comparison with others is difficult for them, especially with their friends.	12-14 Adolescence is a period of rapid growth and physical change. It can be an uneasy time for individuals whose physical changes are apparent and those who seem to be at a standstill. Throughout this stage, adolescents must cope with ungainly bodies and a new sense of their physical selves. For adolescents, physical development proceeds at a varied pace. Some children experience growth spurts; others grow at a slower, more even pace. Girls generally experience growth spurts earlier than boys, and some girls attain their adult height by age 12 or 13. For a time, they are taller than many boys their age.	12-14 Having moved from concrete to abstract thinking, adolescents enjoy cognitive activities. They need to be allowed to find solutions to their problems, learn from their mistakes, test ideas, and form opinions. However, they still need the support and guidance of adults.	12-14 Concerned about physical development, being liked by friends, social graces, and proper grooming (even though they don't want to admit it). Change at different rates, according to highly individual "clocks." Can be painfully self-conscious and critical. Are vulnerable to bouts of low self-esteem. Self-conscious with many needing help to overcome inferiority complexes. Have intense feelings related to sex. Keen interest in their bodies, especially sex and sex processes. Experience emotions that are on a roller coaster ride. Change in hormones and changes in thinking contribute to the mood swings. Desire a sense of independence, yet they want and need their parent's help.
15-18 yr olds	15-18 Transition period—teenagers detach themselves from their parents. They feel mature and want to be an adult but don't have all the skills to do so. Feelings of insecurity, anger, and frustration begin. Less concerned with adult approval and want more peer approval. Develop close relationships with their gender Develop an intense interest in the opposite sex Desire group acceptance and will follow peer dress and behavior norms	15-18 Coordination and strength increase; however, rapid growth may cause clumsiness and lack of coordination. There may be a general awkwardness. By 19, the adolescent has full motor capacities (boys usually mature later than girls, but are generally bigger). Boys develop sex characteristics such as deep voices and body hair. Girls and boys move through puberty at different rates. This difference can be difficult for slow or quick developers to handle. Teenagers may become self-conscious as body changes, odor, and possibly acne occurs. Always hungry; appetite is great. The need for sleep increases; they may sleep quite late on weekends. Sweating increases Sexual desires and fantasies increase.	15-18 Intense questioning and uncertainty Increasing accountability for finances, employment, relationships Teens test their language skills often using sarcasm. Arguing skills improve (and are demonstrated often and with great passion) Reasoning skills improve Begins with the ability to apply concepts to specific examples Learns to use deductive reasoning and make educated guesses Learns to reason through problems even in the absence of concrete events or examples Becomes able to construct hypothetical solutions to a problem and evaluate which is best Learns to recognize that current actions can affect the future Starts to set personal goals (and may reject goals set by others) Decision-making skills improve Begins independently to differentiate right from wrong and develop a conscience	15-18 Have high social needs and desires. Want and need a strong voice in planning their programs. Need freedom from parental control to make decisions. Want adult leadership roles. Quite interested in coeducational activities. Strong desire for status in the peer group. Restricting areas of interest; patterns of interest are becoming more definite. Reach high levels of abstract thinking and problem-solving. Can choose purposes, make plans, carry them out, and evaluate the results. Have widespread feelings of inferiority and inadequacy. Have widespread feelings of inferiority and inadequacy. Begins to know self as an individual. Personal philosophy begins to emerge. Are developing community consciousness. Are developing a growing concern for the well-being and progress of other individuals and

<mark>Hattie's</mark> most effective influences on instruction (throughout SS)

Visible Learning" research, some of the most influential strategies for student learning include: feedback (particularly focused on task, process, and self-regulation), teacher clarity, metacognitive strategies, multiple exposures, building student self-efficacy, and teacher credibility; essentially emphasizing the importance of students actively engaging with their learning, receiving targeted feedback, and understanding the teacher's expectations clearly.

What is Academic Language? (SS1)

Academic language is the primary vehicle for learning and instruction. It is not only a means for communicating information, it also plays a key role in deepening the understanding of important ideas.
Academic language is the oral, visual and written language that students need in order to:
 understand (read, listen, think)
 communicate (listen, speak, write, connect)
 perform (think, read, write, listen, speak, create)

Strategies to teach the Vocabulary (SS1)

1. Repetitive exposure to words

2. Learning vocabulary words before reading the text

3. Indirect learning of vocabulary, for example, using vocabulary words in numerous different contexts

4. Learning vocabulary in both written text and oral speech

<mark>Tomlinson's</mark> Strategies for Differentiation (note at least 4) (SS2)

Differentiated Instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get at' and express learning."
1. Tiered Instruction: Changing the level of complexity or required readiness of a task or unit of study in order to meet the developmental needs of the students.
2. Anchoring Activities: These are activities that a student may do at any time when they have completed their present assignment or when the teacher is busy with other students. They may relate to specific needs or enrichment opportunities, including problems to solve or journals to write. They could also be part of a long-term project.
3. Flexible Grouping: This allows students to be appropriately challenged and avoids labeling a student's readiness as a static state. It is important to permit movement between groups because interest changes as students move from one subject to another.
4. Compacting Curriculum: Compacting the curriculum means assessing a student's knowledge and skills, and providing alternative activities for the student who has already mastered curriculum content. This can be achieved by pre-testing basic concepts or using performance assessment methods. Students demonstrating, they do not require instruction move on to tiered problem solving activities while others receive instruction.

Marzano's Strategies for Success (SS4 – SS9) – Provide 2 examples of each

	Example 1	Example 2
Cooperative Grouping	**Johnson & Johnson five elements**	Four Corners
Graphic Organizers	Anchor Chart	Fishbone Graphic Organizer (add pictures to make it non linguistic)
Advanced Organizers	Venn Diagram	Know-Want to Know-Learn (KWL) Chart
Similarities / Differences	Compare / Contrast	Rank 'Em!
Summarizing & Notetaking	3-2-1 Summary	Graffiti
Cues & Questions	Basic Principles	1-Minute Paper

Bloom's Verbs and Technology Apps (SS9 and SS11)

Create → This level of questioning involves judgment based on criteria. Creating uses verbs like generate, conclude, produce, decide, defend, justify, and support.
APPS: Footenote

APPS:

Evaluate → involves putting together elements to create a new concept. Evaluation uses verbs like critique, categorize, collaborate, combine, contrast, formulate, integrate, reorganize, and revise.
APPS: WEB to PDF

APPS:

Analyze → is the breakdown of information so that the individual parts and relationships are made clear. Analyzation uses verbs like diagram, differentiate, illustrate, infer, prioritize, and correlate.
APPS: MindMash

APPS:

Apply → refers to the use of abstractions and a transfer into a new situation. The application-level uses verbs like chart, collect, predict, produce, provide, report, solve, and use.
APPS:KeyNote

APPS:

Comprehension → shows the individual knows what has been taught and can use the material without necessarily relating it to other content. This level uses verbs like classify, estimate, explain, paraphrase, and summarize.
APPS:Zip

APPS:

Remember → This questioning level involves the recall of fact and learning and uses verbs like define, describe, identify, label, list, match, name, and select.
APPS:Google search

APPS:

Components of a social emotional learning program (SS12)

1. Self-Awareness:
2. Self-Management:
3. Responsible Decision Making:
4. Relationship skills:
5. Social Awareness:

Stronge's Qualities of Effective Teachers (SS13)

The Effective Teacher implements instruction that……

Areas where I GLOW…..	Areas for me to GROW……
Has Lesson plans that are learner centered	Communicating
Implements changes as suggested by peers & admin.	**Finding new strategies**

Create a welcoming space (CBM3)

1. Greet each student at the door/ Seat each student from the door. Seats should be clearly labeled.

2. Play the Name Game: Adjective then the students name. Only Positive Adjectives will be excepted.

3. Lay out what is expected from the students and teacher. Do a social contract (CKH)

4. Syllabus: Laying out first semester, with dates and when test, project and any make up dates. will have what grades will equal A,B,C,D and what will equal a fail.

5. Inform students of what is expected while in the classroom by setting up Policies, Procedures and Rules.

6. Disciple: Example: a branch of knowledge, typically one studied in higher education.
   VS. Discipline: the practice of training people to obey rules or a code of behavior, using punishment to correct disobedience.

<mark>Lemov's</mark> techniques to "Teach like a Champion" (CBM4)

1. **Technique One: No Opt Out. Teachers with high expectations don't accept "I don't know," but expect students to be engaged and "give it a shot."**

2. **Technique Five: No Apologies. Teachers with high expectations don't apologize for what they teach. No more, "Sorry, I have to teach you Shakespeare."**

3. **Technique Six: Begin with the End.Links to an external site. This planning technique focuses on the outcome instead of what you want to do during the period.**

4. **Technique Eight: Post It. Be sure your students know your objective for the day by posting it on the board.**

5. **Technique 10: Double Plan. Double planning involves planning what YOU will do, and what the STUDENTS will do during a lesson.**

6. **Technique 11: Draw the Map. Drawing the map is controlling the environment by wisely grouping students through the seating chart.**

7. **Technique 22: Cold Calls. Like the sales technique, the teacher asks someone unsuspecting for an answer. It avoids "opting out," and keeps all your students on their toes.**

Four Questions to redirect behavior (CBM7)

1. What are you doing?

2. What are you supposed to be doing?

3. Are you doing it?

4. What are you going to do about it?

<mark>Stronge's</mark> Qualities of Effective Educators (CBM10)
The Effective Teacher establishes classroom management and organization that…

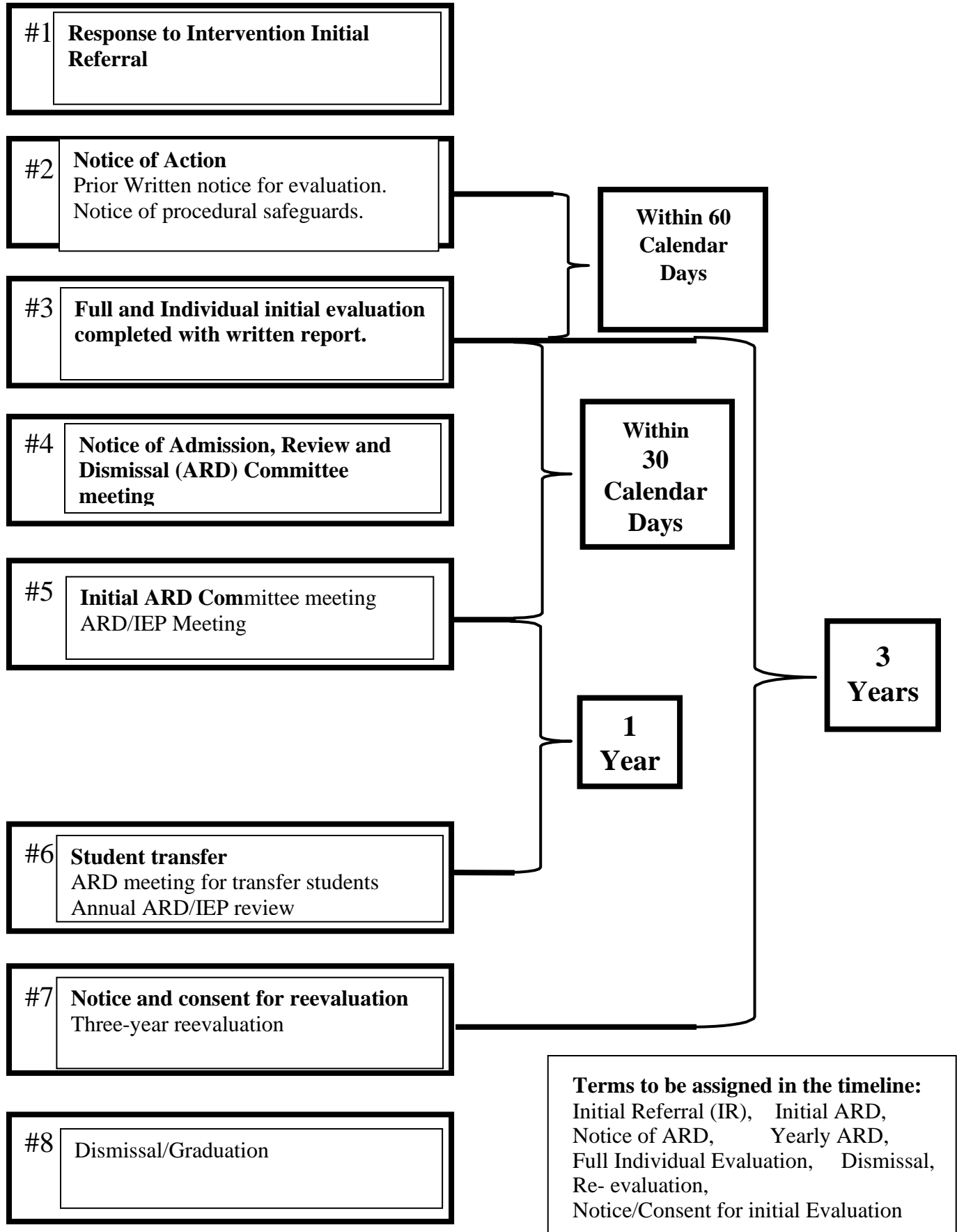| Areas where I GLOW…..	Areas for me to GROW……
1. Maintains a clean and orderly classroom. 2. Sets clear, firm behavioral expectations.	**1.Maintains daily routines and procedures.** 2. Establishes smooth transitions between activities.

Categories of Disabilities in SPED (E4)

	Characteristics	Impact on Classroom
Autism	• Autism A neurological disorder Cognitive abilities range from gifted to cognitively delayed	• Autism Perseverate on a topic Struggle to attend to a task or appear to not be paying attention Have difficulty sharing/taking turns or call out answers
Deaf/Blindness	• Deaf/Blindness A student who falls into this eligibility category has any combination of vision and hearing loss, though not necessarily complete deafness and/or complete blindness A wide range of cognitive and developmental abilities	• Deaf/Blindness Require Information to be introduced deliberately and systematically Utilize the service of a specialized Support Service Provider (SSP).
Deafness	• Deafness May also have difficulty with speech, reading, and writing skills	• Deafness Need special seating, being in view of the teacher Need written supplements to oral instruction like visual aids/cues
Emotional Disturbance	• Emotional Disturbance Hyperactivity Aggression or self-injurious behavior	1. Emotional Disturbance Exhibit inappropriate behavior under ordinary circumstances.
Hearing Impairment	• Hearing Impairment Articulation difficulties and language delays Easily frustrated	• Hearing Impairment Wear hearing aids or FM systems Need a quiet environment with many visuals to be successful Need a slower rate of speech and clear enunciation
Intellectual Disability	• Intellectual Disability Struggle with overall academics Struggle with attention, memory Struggle to make generalizations	• Intellectual Disability Not be working on grade level materials Not understand social norms Struggle with problem-solving across all areas (academic as well as functional living skills)
Multiple Disabilities	• Multiple Disabilities Hampered speech and communication skills Challenges with mobility Need assistance with everyday tasks	• Multiple Disabilities Require multiple services Use alternate communication methods Require alternate curriculum materials.
Orthopedic Impairment		
Other Health Impairment		
Specific Learning Disability		
Speech or Language Impairment		
Traumatic Brain Injury		
Visual Impairment Inc Blindness		

ARD Timeline Activity (E5)

#1 **Response to Intervention Initial Referral**

#2 **Notice of Action**
Prior Written notice for evaluation.
Notice of procedural safeguards.

#3 **Full and Individual initial evaluation completed with written report.**

Within 60 Calendar Days

#4 **Notice of Admission, Review and Dismissal (ARD) Committee meeting**

Within 30 Calendar Days

#5 **Initial ARD Com**mittee meeting
ARD/IEP Meeting

3 Years

1 Year

#6 **Student transfer**
ARD meeting for transfer students
Annual ARD/IEP review

#7 **Notice and consent for reevaluation**
Three-year reevaluation

#8 Dismissal/Graduation

Terms to be assigned in the timeline:
Initial Referral (IR),   Initial ARD,
Notice of ARD,   Yearly ARD,
Full Individual Evaluation,   Dismissal,
Re- evaluation,
Notice/Consent for initial Evaluation

Modifications and Accommodations (E6)

Quantity	Time	Level of Support
Definition	**Definition**	**Definition**
Adapt the number if items that the learner is expected to learn or number of activities.	Adapt the time allotted and allow for learning, task completion or testing.	Increase the amount of personal assistance to keep the student on task, to reinforce or prompt the use of specific skills.
Example	**Example**	**Example**
Reduce number of health terms.	Individualize a timeline for completing a task	Assign peer buddies, teaching assistant, or peer tutors.

Input	Difficulty	Output
Definition	**Definition**	**Definition**
Adapt the way instruction is delivered to the learner.	Adapt the skill level, problem type or the rules on how the learner may approach the work.	Adapt how the student can respond to instruction.
Example	**Example**	**Example**
Use different visual aids. Enlarge text	Allow for simplify task directions or change rules.	Allow verbal responses

Participation	Notes:
Definition	**Alternate Goals Definition** - Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities. **Example** - Student can identify the literary element used by not the why. **Substitute Curriculum Definition** - Provide different instruction and materials to meet a learner's individual goals. When routinely utilized, this is only for students with moderate to severe disabilities. **Example** – the student is learning about the metaphors with the instructional aide.
Adapt the extent to which a learner is actively involved in the task.	
Example:	
Lead a group exercise	

Types of Assistive Technology (E7)

1. **Visual**
2. **Listening / Hearing**
3. **Math**
4. **Reading**
5. **Writing**
6. **Organization and Memory**

Venn Diagram of 504 and IDEA (E9)

504: H,D,K,L,I

Overlap (504 and IDEA): B,G

IDEA: A,C,J,E,F,P
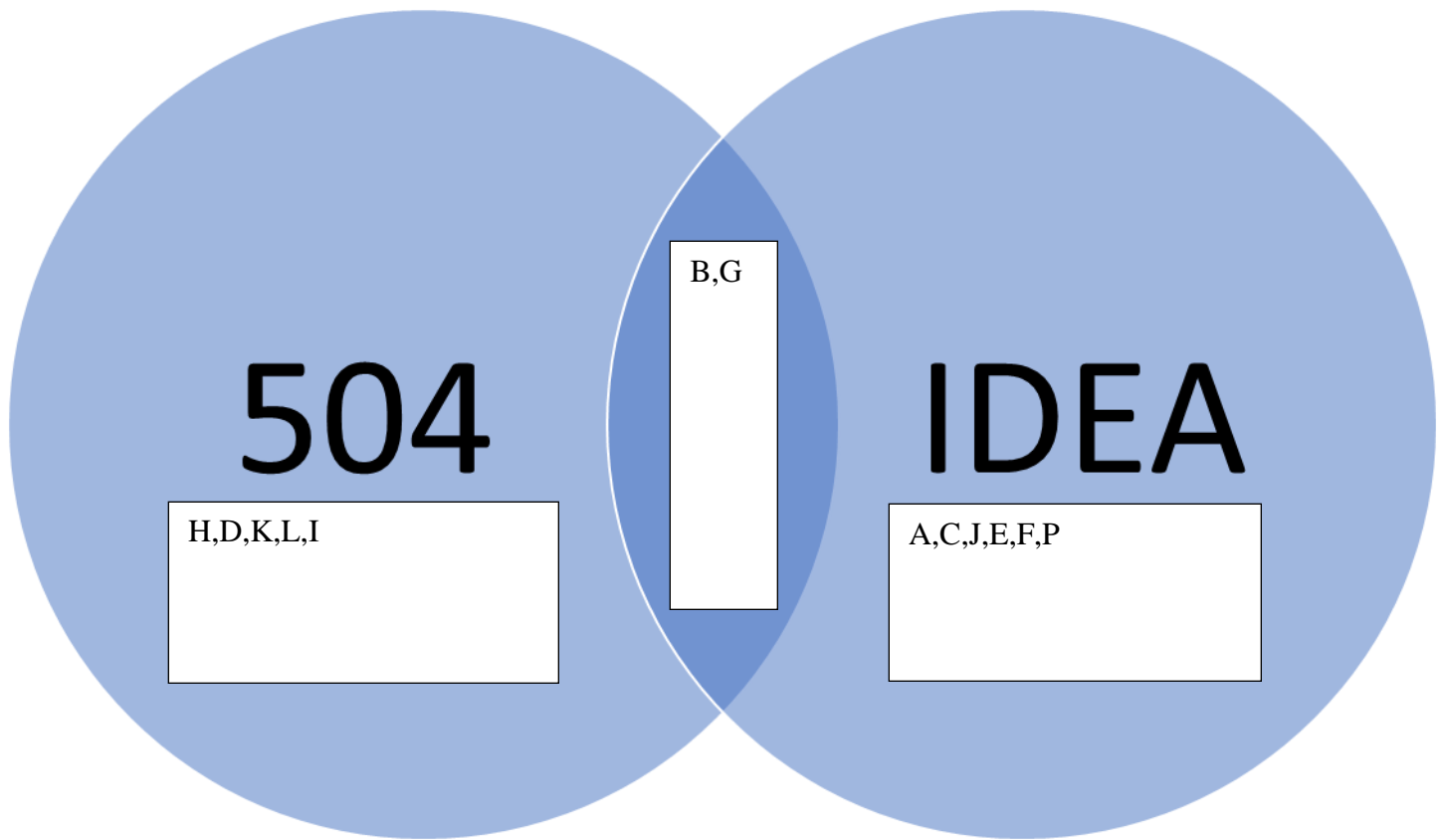
Use the letters below and type them in the appropriate box above.

A) Requires written consent.
B) Must provide impartial hearings for parents who disagree with the identification, evaluation, or placement of the student.
C) Enforced by U.S. Department of Education, Office of Special Education.
D) Requires that parents have an opportunity to participate and be represented by legal counsel – other details are left to the discretion of the school.
E) An impartial appointee selects a hearing officer.
F) Describes specific procedures.
G) A hearing officer is usually appointed by the school.
H) No "stay-put" provisions.
I) Does not require that parents are notified prior to the student's change of placement, but they still must be notified.
J) Provides "stay-put" provision (the student's current IEP and placement continues to be implemented until all proceedings are resolved.
K) Enforced by U.S. Department of Education, Office of Civil Rights
L) Does not require parental consent.
P) Parents must receive ten days' notice prior to any change in placement.

Suggestions for working with Students in Poverty (E12)

1. **Don't make comments about student's clothing or belongings.**

2. Take time to explain the rationale for rules and procedures.

3. Be careful about the school supplies you expect students to purchase

4. **Provide access to computers, and books so low-income students can see and work with printed materials.**

5. Keep expectations for poor students high.

6. Arrange a bank of shared supplies for your students to barrow when they are temporarily.

<mark>Guthrie and Humenick</mark> Strategies to increase reading motivation (R4)

1. **Provide content goals for reading**

2. Support student autonomy

3. Provide interesting texts

4. Increase social interactions among students related to reading

Reading Strategies to Strengthen Literacy Skills (R8)

	Strategy name	When / how to use it	Define it
1.	**Anticipation guide**	**Before reading**	**getting them prepared of what we are going to cover**
2.	Alphabet matching	During reading	Help the students understand letters, sounds and pronunciation
3.	Exit slips	After reading	Making sure the student understand or can summarize what we covered

<mark>Echevarria et al.'s</mark> -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   Marginal notes, graphic organizers, highlighted text

2. Build background   Personal dictionaries, content word wall, concept definition map

3. Make verbal communication understandable   Appropriate speech, explanation of academic task, variety of techniques

4. Learning strategies (this one should be easy!)   Scaffolding, gist summarizing strategy (1min-writing 10words) illustrated

5. Opportunities for interaction   Encouraging more elaborate responses, roundtable, clarify key concepts

6. Practice and application   Discussing and doing (engaging in discussion circles), Modeling correct English, small group discussion

7. Lesson delivery   Minimize boredom, information written on board, proper pacing

8. Review and assess   Review Key vocab, review key content concepts, informal assessment

Reflections on the Reading STAAR (TL4)

1.

2.

3.

Reflections on the Math STAAR (TL4)

1.

2.

3.

Jimmy's Report Card (TL6)
(Complete the calculations in all the colored boxes)

Mathematics   NAME: Jimmy

9 wks 1 grading Period	Standards	Teacher Grades Percent Average	Unit Test scores average	Benchmark Grade	Absences
Unit 1	8.2	76	75	62	0
unit 2	8.3	86	83	75	1
Unit 3a	8.4	92	94	95	0
Unit 3b	8.5	68	71	55	4
Average Percent		80.5	80.75	71.75	
Weighted Average Value		30% = 0.3	40%= 0.4	30%= 0.3	
Weighted Percent		24.15	32.3	21.525	

Final Percent	77.975	
Final Letter Grade	C	C10 + D10 + E10

Three professional goals for my classroom (TL8)

1. **Stay in contact with parents and guardians regarding academics for students.**

2. **Model all standards, attendance and professional appearance.**

3. **Reinforce positive behaviors and intercepts misbehavior fluidly**

Vision of an Educator (TL11)

Reflect on the 5 elements posted in the assignment to create your Vison statement:

1. **What research-based strategies will you see in my classroom?**
   In my classroom I would use cooperative learning, getting the students to interact and learn from each other. Being able to make small groups and having the students have small group discussions before rejoining can give them a chance to bounce ideas off one another, learn someone else's perspective on the topic.
2. What technology will you see in my classroom?
   I would use YouTube to demonstrate exercises or cover certain topics. This will catch the student's attention, summarize information that was covered in class, and give them another visual aid in learning. Using Google slides to make slideshows to present information or what task or activities we are doing in class.
3. What are the important elements of lesson planning that need to be incorporated for students' success?
   The important element that goes into a lesson plan is the Academic language and targeted language supports. With academic language students will have to learn vocabulary, on how to write and speak in class. Making sure that they can discuss, write reports or even be able to present about the topics in class.
4. In classroom behavior management, you learn about rules, procedures, routines and organization. What are the non-negotiables for my classroom?
   Being late to class when there is plenty of time in passing period to get there. Disrespecting a teacher (swearing at a teacher or name calling) or a fellow student will not be tolerated in my classroom.
5. In my classroom, how can I assure that all students have an equal opportunity to master learning?
   First making my classroom a safe environment for learning allowing the students to have a voice and an opinion. That my teaching style is something I can alter in case of students not doing too well or with a learning disability.

Stronge's Qualities of Effective Educators (TL12)

The Effective Teacher as a professional…..

Areas where I GLOW…..	Areas for me to GROW……
Staying in communication with parents and administration. Submitting required work and reports. Maintain a positive attitude. Believe that all students can be successful in the	Requesting Technical support, when necessary

Stronge's Qualities of Effective Educators (TL12)

The Effective Teacher monitors student progress and potential by…

Areas where I GLOW…..	Areas for me to GROW……
Checking for understanding and providing feedback. Conducting assessments after each lesson, communicating students' progress to parents and admin. As needed	Reteaching opportunities after each skill

NOTES:

A. List 14 approved CTE Programs of Study (also known as Career Clusters) from the **TEA CTE page.**
B. List a CTSO for each Career Cluster from the **Texas CTE page**.

1. A. [   ]
   B. [   ]

2. A. [   ]
   B. [   ]

3. A. [   ]
   B. [   ]

4. A. [   ]
   B. [   ]

5. A. [   ]
   B. [   ]

6. A. [   ]
   B. [   ]

7. A. [   ]
   B. [   ]

8. A. [   ]
   B. [   ]

9. A. [   ]
   B. [   ]

10. A. [   ]
    B. [   ]

11. A. [   ]
    B. [   ]

12. A. [   ]
    B. [   ]

13. A. [   ]
    B. [   ]

14. A. [   ]
    B. [   ]

15. Who is the state contact for your specific career cluster? Include career cluster, Name and email:

16. List at least three Industry based certifications that students could achieve in your specific career cluster.

17. While on the **Texas CTE** website, in the Career Cluster pages for your specific cluster, list at least three resources that are housed here for teachers.