

Stronge's Qualities of Effective Educator (TIU3)

The Effective Teacher as a person...

Areas where I GLOW.....

Making the classroom a safe and protected environment .

Areas for me to GROW.....

Greeting students by name. I didn't start doing that until after the Winter break, I missed a lot of opportunity to get to know the students.

Core Values (TIU3)

Professionalism- excellence, accountability, collaboration and Teamwork.

Vision- creativity and originality.

Additional Notes:

Psychology 101 Review (TIU5)

	Behaviorism	Cognitivism	Constructivists	Humanism
Brief Description:	A change in behavior is created by a change in external stimulus.	This theory views learners as a computer. Changes are required in knowledge stored in memory as well as behavior.	The belief that every learner brings their own experiences and cultural factors to every situation. Each learner constructs their own knowledge.	Humanism focuses on human freedom, dignity and potential.
Theorists Associated:	Ivan Pavlov (1849-1936) B. F. Skinner (1904-1990) Albert Bandura (1925- Present))	Jean Piaget (1896-198010)	Lev Vygotsky (1896-1934) John Dewey (1859-1952) Erik Erikson (1902-1994) Bejamin Bloom (1913-1999) Howard Gardner (1943- Present)	Abraham Harold Maslow (1908-1970)
Notes:				

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

1. Relationships	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	Pre-elementary: Fear of the dark and Injury. Likes to share, cooperative play. May have imaginary friends. Needs structure and routine.	Maturing motor skills. Ball skills improve. Cuts on the line with scissors.	Self-sufficient in many routines. Copies complex shapes. Paints. Understands 2-3 simple things to do. Learns their letters	Change from clumsy toddlers to lively explores.
5- 8 yr olds	Elementary: Learn best if physical active. Wrapped up in self. Boys and girls enjoy playing together. Thinking is concrete.	Growth rate is slower than before. Muscle coordination and control is uneven. Needs 10-12 hours of sleep a night.	Age 7 begin to think logically. Form ideas similar to adults. They learn to write letters and numbers. Learning the value of money.	Slow stead growth. Self-centered. Learning how to be friends. Boys and girls enjoy playing together. Sensitive to criticism and will not accept failure well. Seek adult approval.
9-11 yr olds	Middle school: Peer groups become important. Are loud and often rude. Develop a sense of humor. Sibling rivalry will start.	Height and weight varies widely. Are as coordinated as adults, but lapse into awkwardness at times.	Beginning to think in the abstract. Attention span and ability to concentrate increases to about 30 minutes.	Like group activity. Admire and imitate older boys and girls. Like symbols ceremonies and songs.
12-14 yr olds	Adolescents: Becoming comfortable in the community. They enjoy mixing with the opposite sex. Leadership in Groups become very important. The family are still a vital anchor.	Rapid growth and physical change. Development varies as far as pace with occasional growth spurts.	These students are thinking more in the abstract than in the concrete. They need an opportunity to solve their own problems and test ideas.	Have intense feeling related to sex. Desire a sense of independence. They like fan clubs. Begin to question the authority of parents. Gain social skills.
15-18 yr olds	Transition period-teenagers detach from parents. Develop intense interest in the opposite sex. Desire group acceptance.	Girls and boys move through puberty at different rates. Always hungry. Need for sleep.	Increased use of sarcasm. Decision making skills improve.	Want adult leadership roles. Restricting areas of interest.

Hattie's most effective influences on instruction (throughout SS)

Strategies rated to as to their effectiveness in learning not just teaching. Anything above .4 is considered excellent strategy.

What is Academic Language? (SS1)

Academic language is the way information is transferred to the learner. It can take the form of oral, visual and audio. An ideal instruction would incorporate all three to satisfy the differing learning styles.

Strategies to teach the Vocabulary (SS1)

1. Repetitive exposure to words.
2. Learning vocabulary before reading the text.
3. Indirect learning of vocabulary, for example, using vocabulary words in numerous different contexts.
4. Learning vocabulary in both written and oral speech.

Tomlinson's Strategies for Differentiation (note at least 4) (SS2)

Transparent learning- Students are not surprised at what they are to learn or how they are to learn it. Clear expectation are demanded if students are to benefit from instruction of anu kind.

Student reflection- Students can keep a reflection journal. Writing what they learned from the lesson taught and if there were any problems they encountered and how they solved them.

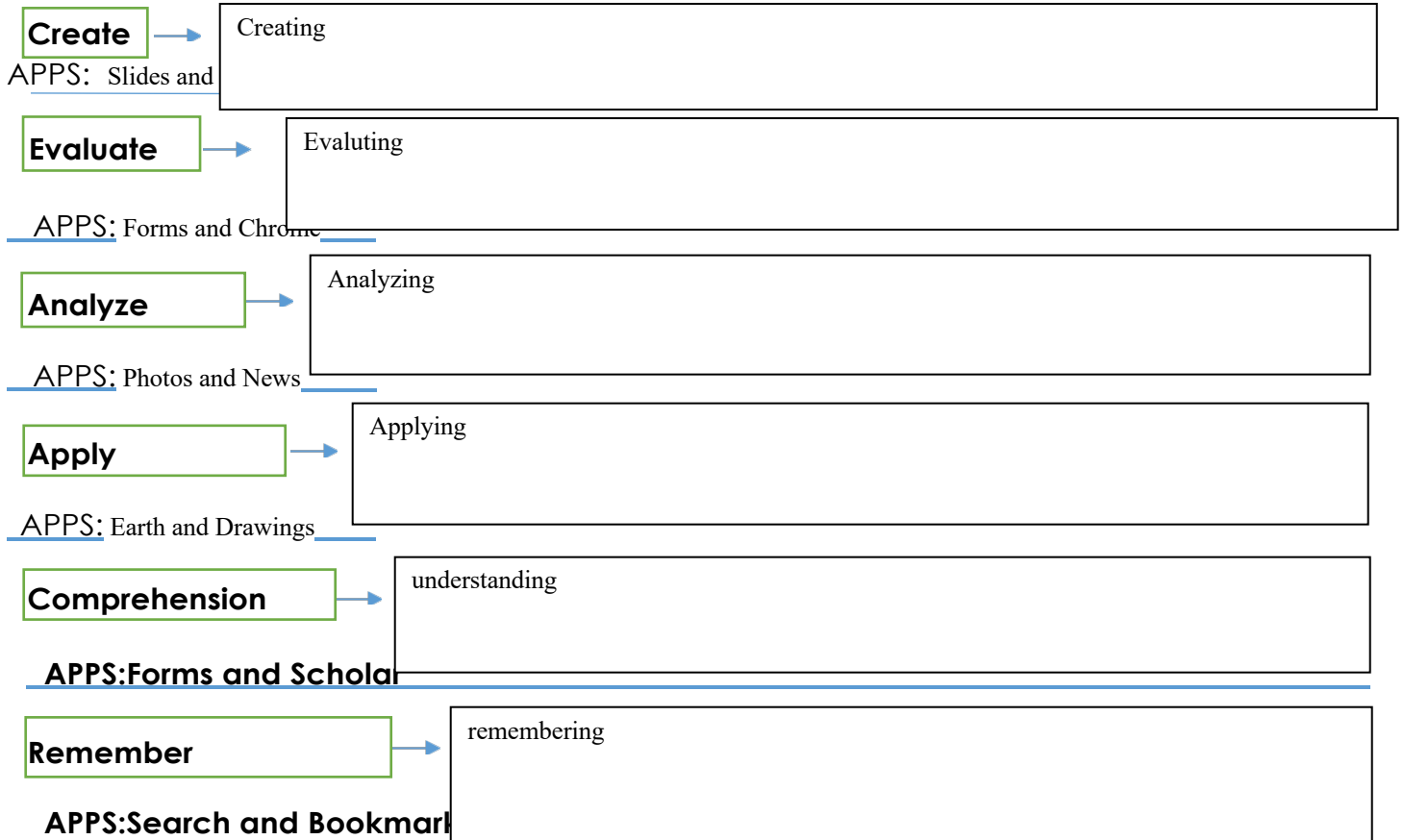
Tiered instruction- This a strategy were the students take a bigger part of the planning. Advanced students decide parts of the lesson to explore further. Students who need practice can review vocabulary and take notes. Struggling students are reintroduced to vocabulary and are paired with "learning buddies" to help each other out.

Formative assessment- This strategy focuses on the students improvement in the subject matter rather on their failure to comprehend.

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

Example 1		Example 2
Cooperative Grouping	Four Corners	Jigsaw
Graphic Organizers	Anchor Charts	Brainstorming webs
Advanced Organizers	Venn Diagram	KWL Chart
Similarities / Differences	Rank 'em	T-chart
Summarizing & Notetaking	Plot Diagram	Cornell Notetaking
Cues & Questions	Slap down game	One question, One comment, Last word

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



Components of a social emotional learning program (SS12)

Self-awareness
Self-management
Social Awareness
Relationship Skills
Responsible Decision making

Stronge's Qualities of Effective Teachers (SS13)

The Effective Teacher implements instruction that.....

Areas where I GLOW.....

Incorporates technology to facilitate instruction
Provides a variety of methods for learning

Areas for me to GROW.....

Communicates clearly to engage students
Incorporates higher order thinking

Create a welcoming space (CBM3)

1. First, I will greet the students at the door with a smile and a fist bump.
2. I ask their name and give them a number which will correspond to a seat number.
3. After everyone is seated, I will just make sure that everyone is in the right class.
4. Take attendance.
5. I would then introduce myself and in very general terms what The class can expect to learn during the year.
6. During the first Monday after the first day, this will allow the front office to catch all the mistaken students, we will start with a Social Contract with the class.

Lemov's techniques to "Teach like a Champion" (CBM4)

1. No Apologies. Never apologize for teaching a lesson.
2. Post it. Be sure your students know your objectives for the day.
3. Break it down. Breaking it down means that the teacher using wrong answers to help students discover the right ones.
4. Everybody writes. What goes on the board goes in notebooks.
5. Props. Fun routines that the class does together .
6. Threshold. Meeting and greeting students at the door.
7. Explain everything. Be sure the students know why you do what you do.

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. **Then what are we going to do about it?**

Stronge's Qualities of Effective Educators (CBM10)

The Effective Teacher establishes classroom management and organization that...

Areas where I GLOW.....

Maintains daily routines and procedures.

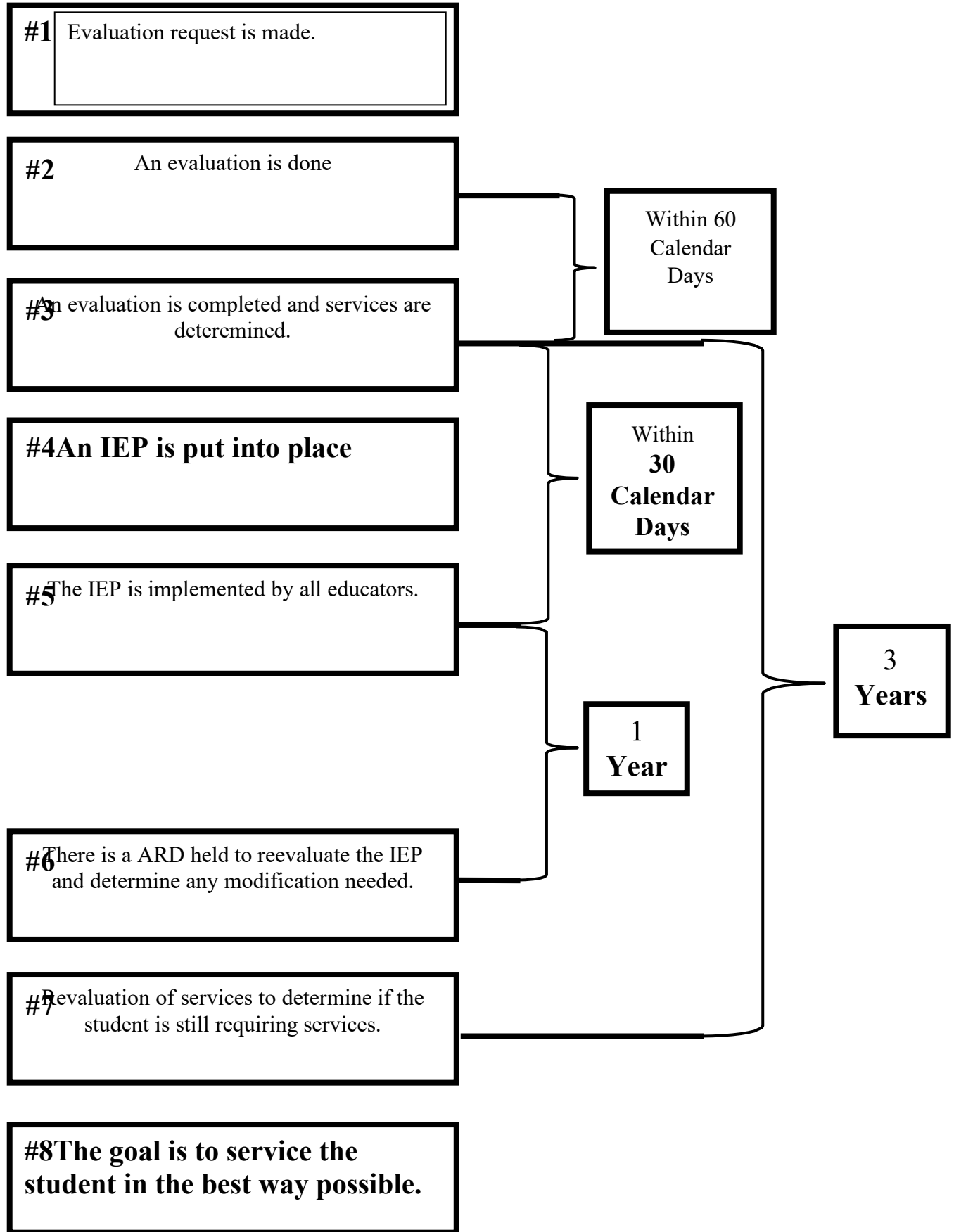
Areas for me to GROW.....

Establishes smooth transitions between activities.

Categories of Disabilities in SPED (E4)

	Characteristics	Impact on Classroom
Autism	A neurological disorder. Cognitive abilities range from gifted to cognitively delayed.	Struggle to attend to a task or not be paying attention. Fidget, rock flap or mimic phrases.
Deaf/Blindness	Combination of vision and hearing loss. Range of cognitive abilities.	Requires information to be delivered deliberately and systematically. Specialized Support Services Provider (SSP).
Deafness	Hearing impaired, may also have speech, reading and writing. American Sign Language (ASL).	May need special seating. Written instruction. Require eye contact prior to speaking.
Emotional Disturbance	Hyperactive. Aggressive behavior. Withdrawal. Learning Difficulties.	Displays inappropriate behavior. Unable to maintain relationships.
Hearing Impairment	Articulation difficulties. Easily frustrated. Difficulty with social skills.	Wears hearing aids. Reads lips or ASL. Slower speech rate.
Intellectual Disability	Struggles with attention and memory. Struggles with overall academics.	Working below grade level. Struggles with problem solving.
Multiple Disabilities	Hampered Speech. Struggles with mobility. Usually medical needs.	Require multiple services. Alt. communication methods. Alt. curriculum required.
Orthopedic Impairment	Student with some kind of mobility issue.	No cognitive issues. Intergrates well. Uses assistive technology.
Other Health Impairment	This covers a wide verity of different things	Accommodate as needed.
Specific Learning Disability	May impact speech, writing, Oral language, Math or study skills.	Will effect the reading rate, spelling errors, etc....
Speech or Language Impairment	Articulation disorders, abnormal voice, Fluency or language.	Difficult time comprehending, hard to understand
Traumatic Brain Injury	Any injury to the brain by an external force. Memory issues, emotional regulation, speech or language problems physical	May not be able to follow instructions struggle to communicate, hard to stay at grade level.
Visual Impairment Inc Blindness	Spatial awarnessbad eye hand	Accommodated as needed

ARD Timeline Activity (E5)



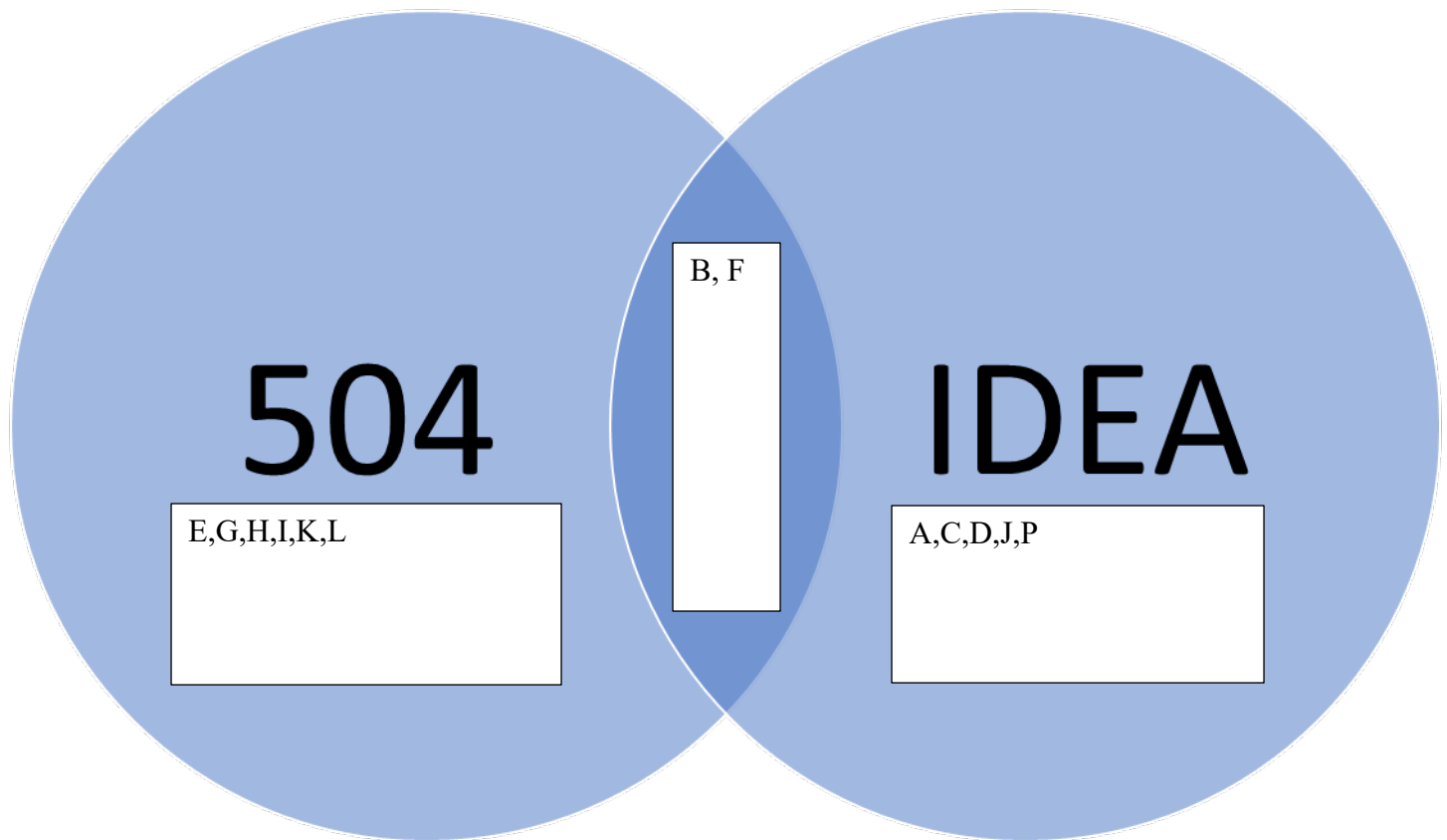
Modifications and Accommodations (E6)

<p style="text-align: center;"><u>Quantity</u></p> <p>Definition</p> <div style="border: 1px solid black; padding: 5px;">Adapt the number of items to expected to be learned by student.</div> <p>Example</p> <div style="border: 1px solid black; padding: 5px;">Reduce the number of social study items learned</div>	<p style="text-align: center;"><u>Time</u></p> <p>Definition</p> <div style="border: 1px solid black; padding: 5px;">Adapt allotted time.</div> <p>Example</p> <div style="border: 1px solid black; padding: 5px;">Increase time for students to complete tasks</div>	<p style="text-align: center;"><u>Level of Support</u></p> <p>Definition</p> <div style="border: 1px solid black; padding: 5px;">Increase personal assistances to keep student on task.</div> <p>Example</p> <div style="border: 1px solid black; padding: 5px;">Assign peer buddies to help with task.</div>
<p style="text-align: center;"><u>Input</u></p> <p>Definition</p> <div style="border: 1px solid black; padding: 5px;">Adapt instructional learning for the students</div> <p>Example</p> <div style="border: 1px solid black; padding: 5px;">Use different visual aids</div>	<p style="text-align: center;"><u>Difficulty</u></p> <p>Definition</p> <div style="border: 1px solid black; padding: 5px;">Adapt skill level to meet the needs of students</div> <p>Example</p> <div style="border: 1px solid black; padding: 5px;">Allowing calculators</div>	<p style="text-align: center;"><u>Output</u></p> <p>Definition</p> <div style="border: 1px solid black; padding: 5px;">Allowing different means of response</div> <p>Example</p> <div style="border: 1px solid black; padding: 5px;">Instead of verbal answering question allow them to write answers</div>
<p style="text-align: center;"><u>Participation</u></p> <p>Definition</p> <div style="border: 1px solid black; padding: 5px;">Adapt to extend which learner is involved.</div> <p>Example:</p> <div style="border: 1px solid black; padding: 5px;">Ask the learner to hold the globe.</div>	<p style="text-align: center;"><u>Notes:</u></p> <div style="border: 1px solid black; height: 100px;"></div>	

Types of Assistive Technology (E7)

1. Close captioning	4. Visual Timer
2. Graphic Organizers	5. Word processing aids
3. Classroom Seating	6. Video

Venn Diagram of 504 and IDEA (E9)



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. Provide students access to computers | 4. Explain the rationale for class procedures. |
| 2. Keep your expectations high. | 5. Careful about the supplies students are expected to buy. |
| 3. Don't make comments about a student's clothes. | 6. Arrange a bank of shared supplies. |

Guthrie and Humenick Strategies to increase reading motivation (R4)

- | |
|---------------------------------------|
| 1. Provide content goals for reading. |
| 2. Support Student Autonomy |
| 3. Provide interesting text. |
| 4. Increase social interaction. |

Reading Strategies to Strengthen Literacy Skills (R8)

Strategy name	When / how to use it	Define it
1.		
2.		
3.		

Echevarria et al.'s -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
2. Build background
3. Make verbal communication understandable
4. Learning strategies (this one should be easy!)
5. Opportunities for interaction
6. Practice and application
7. Lesson delivery
8. Review and assess

Reflections on the Reading STAAR (TL4)

1. The student has a good grasp on the content of the story. He demonstrates the ability to extract the essential information needed to answer the questioned posed.

2.

3.

Reflections on the Math STAAR (TL4)

1. The student had a difficult time understanding the concept of interquartile range.

2. More time should be spent clarifying the concept and its relation to real world applications.

- 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	78				
Final Letter Grade	C	C10 + D10 + E10			

Three professional goals for my classroom (TL8)

1. I will improve my abilities to effectively present the parts of a stage, with visual organizers and assessments .
2. The students will be able to operate on a basic level SketchUp and create a very simple ground plan drawing in two weeks of the introduction of the program.
3. The students will demonstrate a knowledge of safety in a building shop situation.

Vision of an Educator (TL11)

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

My educational philosophy using and adapting differential learning to reach the widest body of students possible. Strategies such as Frayer model and word banks will be used to effectively teach the vocabulary of Technical Theater so the students will have a working knowledge of the jargon. The assignment of small groups to build the things according to the techniques that are actually taught in the classroom and satisfy the school production requirements. Framing the beginning and ending of every lesson to assure that it fits with in the progression of the overall study progress. Using such programs as SketchUp, YouTube and other such software, prepare these learners to be a part of a digital world. Paying particular attention Bloom's revised Taxonomy increasing the higher-level thinking of the class not only in the Technical Theater field but every aspect of life.

Stronge's Qualities of Effective Educators (TL12)

The Effective Teacher as a professional.....

Areas where I GLOW.....

I believe all students can find something useful in my class.

Areas for me to GROW.....

Communication maybe my biggest weakness. It is a struggle to know where to be vulnerable and where to be strong.

Stronge's Qualities of Effective Educators (TL12)

The Effective Teacher monitors student progress and potential by...

Areas where I GLOW.....

I am very consistent in my grading.

Areas for me to GROW.....

Communicating with parents is still a struggle with me.

NOTES:

CTE Information (CTE1) – THIS SECTION IS ONLY REQUIRED FOR CANDIDATES THAT ARE IN A CTE PLACEMENT

- 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. <input type="text"/>	2. A. <input type="text"/>	3. A. <input type="text"/>
B. <input type="text"/>	B. <input type="text"/>	B. <input type="text"/>
4. A. <input type="text"/>	5. A. <input type="text"/>	6. A. <input type="text"/>
B. <input type="text"/>	B. <input type="text"/>	B. <input type="text"/>
7. A. <input type="text"/>	8. A. <input type="text"/>	9. A. <input type="text"/>
B. <input type="text"/>	B. <input type="text"/>	B. <input type="text"/>
10. A. <input type="text"/>	11. A. <input type="text"/>	12. A. <input type="text"/>
B. <input type="text"/>	B. <input type="text"/>	B. <input type="text"/>
13. A. <input type="text"/>	14. A. <input type="text"/>	
B. <input type="text"/>	B. <input type="text"/>	

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.