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Stronge's Qualities of Effective Educator (TIU3)

The Effective Teacher as a person...

Areas where I GLOW.....

- Greets students at the door
- Dresses appropriately for the position

Areas for me to GROW.....

- Invests time before and after school
- Addresses students by name

Core Values (TIU3)

Curiosity

Flexibility

Additional Notes:

Some successful techniques for learning vocabulary include; repetitive exposure to the words; looking up vocabulary words before reading; indirect learning of vocabulary; and learning vocabulary in both text and speech.

Psychology 101 Review (TIU5)

	Behaviorism	Cognitivism	Constructivists	Humanism
Brief Description:	External changes in behavior influence learning. Rewarding positive behavior promotes said behavior. Punishment for a behavior discourages it.	Teachers assist the learner in making associations and discovering for themselves.	The curriculum should build upon prior knowledge. Additionally, students should be encouraged to discover principles for themselves.	Basic human needs drive learning. One should focus on Social-Emotional Learning.
Theorists Associated:	Ivan Pavlov B.F. Skinner Albert Bandura	Jean Piaget	Lev Vygotsky John Dewey Erik Erikson Benjamin Bloom Howard Gardner Jerome Bruner	Abraham Harold Maslow

Notes:

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. Recognize

Stages of Development (TIU7)

	Social Emotional	Physical	Mental	Characteristics / Implications
2 -4 yr olds	They Gradually Learn to manage their feelings.	They become stronger and start to look longer and leaner. They can walk upright.	They learn their letters, counting and colors. They go from knowing 50 words at age 2 to thousands of words by age 5.	They begin exploring the world around them. They are no longer clumsy toddlers.
5- 8 yr olds	Still self-centered, but show interest in group activities. They start becoming attached to adults other than parents.	Hand and eye coordination skills develop. Growth rate is slower than in infancy. Muscle coordination is uneven.	They begin thinking logically about their behavior. They have short interest spans, 20 minutes.	Provide them a balance of solo and group activities. Plan for shorter activities.
9-11 yr olds	Peer groups become more important to them. They want to be more independent from adults.	Range of height and weight widens. They need 10 to 11 hours of sleep. Coordination improves.	They begin to think abstract concepts. They develop a sense of morals based on adults around them.	Provide them with a variety of learning opportunities. Encourage them to find solutions independently and report to their groups.
12-14 yr olds	Leadership experiences and clubs are important at this age.	Rapid growth and puberty begins.	They begin enjoying cognitive activities and solving problems on their own.	Encourage group activities and working on leadership experiences.
15-18 yr olds	They are less concerned with adult approval. They become interested in the opposite sex.	Boys develop deeper voices and body hair. Appetite increases. Boys and girls progress through puberty at different	Able to anticipate consequences of different options. Reasoning skills improve. Applies concepts with specific	Put an emphasis on personal development.

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

- Their research shows that language and vocabulary has strong influence on a students achievement.
- They show that scaffolding instruction is a strong influence.
- Small group learning, positive peer influence, and classroom discussions have strong influence.
- Organizers are found to have strong influence
- The use of compare and contrast has a strong influence
- Summarizing and Note Taking have a strong influence
- Blooms verbs have a strong influence
- Technology use in the classroom has a strong influence
- Student relationships have a strong influence

What is Academic Language? (SS1)

Academic language is the oral, visual, and written language that students need in order to understand, communicate, and perform.

Strategies to teach the Vocabulary (SS1)

1. Frayer Model
2. Word Wall
3. Wheel of Fortune Word Game
4. Password Word Game

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

- **Individualized Instruction** – Using students' readiness, interests, and learning preferences to tailor the instructions to meet the students needs.
- **Flexible Grouping** – Using a variety of groups throughout the term allowing movement between groups to aid the students' learning needs.
- **Tiered Instruction** – Changing the level of complexity of a task to meet the needs of the students.
- **Anchoring Activities** – Activities that a student does when they've finished an assignment. These activities relate to specific needs or enrichment opportunities.

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

	Example 1	Example 2
Cooperative Grouping	Jigsaw Grouping	Four Corners Grouping
Graphic Organizers	Anchor Chart	Concept Map
Advanced Organizers	Venn Diagram	KWL Chart
Similarities / Differences	Compare/Contrast T Chart	Rank Em' Chart
Summarizing & Notetaking	Plot Diagram	Cornell Notes Sheet
Cues & Questions	One Minute Paper	Investigate the Question Slap Down Game

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

Create → Critique; Evaluate; Interpret; Appraise; Summarize

A PPS:

Slide Show Creator; Animation Desk

Evaluate → Design; Construct; Devise; Explain; Compose

A PPS:

Notion-Notes, Docs, Tasks ; Miro

Analyze → Compare; Contrast; Interpret; Practice; Demonstrate

A PPS:

Microsoft Excell; Padlet

Apply → Produce; Sketch; Dramatize; Illustrate; Operate

A PPS:

Google Docs; IPevo Whiteboard

Comprehension → Defend; Identify; Summarize; Infer; Review

A PPS:

Voice Thread; Express EDU

Remember



Memorize; Reproduce; Recall; Describe; Outline

APPS:

Onenote; Popplet

Components of a social emotional learning program (SS12)

The components of social emotional learning are self awareness, self management, social awareness, relationship skills, and 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: visual, auditory, and kinesthetic

Areas for me to GROW.....

- Keeps students engaged and interested in learning
- Provides a variety of feedback

Create a welcoming space (CBM3)

1. I will have a reading nook in the classroom with a lamp, and comfy chairs, with a bookshelf stocked with theatre related books.
2. I will have fun Broadway and other theatre posters hung up around the room.
3. I will have the desks labeled with the students names so they know where to sit.
4. I will have a "personality board" hung up by my desk to help the students get to know me.
5. I will great my students at the door.
6. I will have a welcome message written on the board for when students enter.

Lemov's 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 Eight: Post It. Be sure your students know your objective for the day by posting it on the board.
3. Technique 20: Exit Ticket. An exit ticket is a quick formative assessment of the lesson your students just finished.
4. 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.
5. Technique 29: Do Now. Familiar to elementary teachers and devotees of Harry Wong as "bell work," Do Nows are brief academic tasks to review the previous day's work or to introduce the day's new
6. Technique 41: Threshold. This threshold is the one at the door. By meeting and greeting students as they enter, you can set the tone for your class.
7. Technique 48: Explain Everything. Be sure your students understand why you do what you do. The "WHY" is an important part of instruction.

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?**

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
- Displays student work/projects

Areas for me to GROW.....

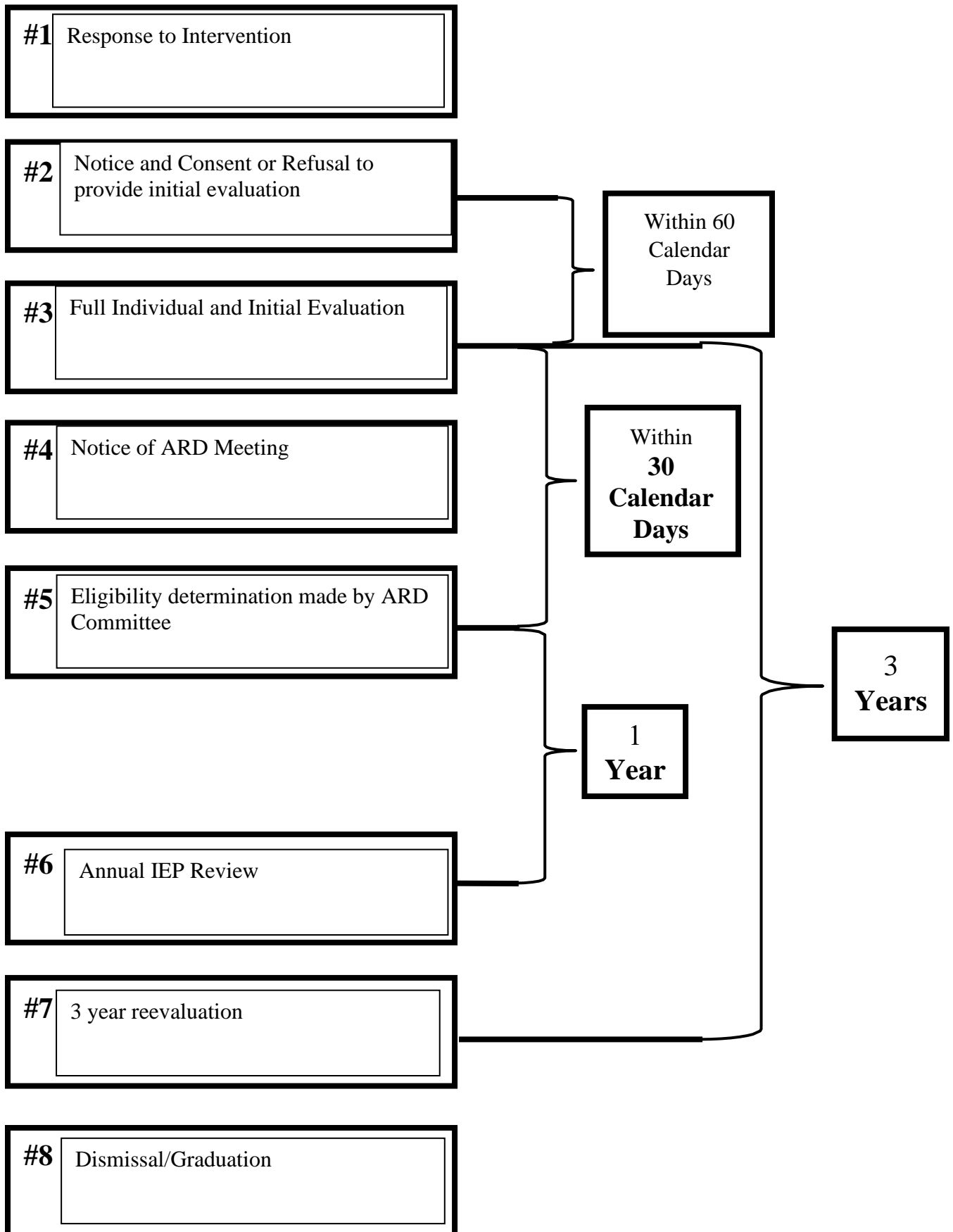
- Establishes smooth transitions between activities
- Has materials for substitutes readily available

Categories of Disabilities in SPED (E4)

	Characteristics	Impact on Classroom
Autism	A neurological disorder; Cognitive abilities range from gifted to cognitively delayed; Usually identified in the first three years of life; 4:1 male to female ratio.	Perseverate on a topic; Have difficulty with noise or visual stimuli; Struggle with transitions or change to routine; Have difficulty with volume control, cadence, and intonation.
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	Require Information to be introduced deliberately and systematically; Utilize the service of a specialized Support Service Provider (SSP).
Deafness	May also have difficulty with speech, reading, and writing skills; May use speech, lip-reading, hearing aids, and/or another amplification system; American Sign Language (ASL) may be their first language and English may be their second	Need special seating, being in view of the teacher; Use hearing devices, which DO NOT return hearing to normal; Require eye contact prior to speaking
Emotional Disturbance	Hyperactivity; Aggression or self-injurious behavior; Withdrawal; Immaturity; Learning difficulties	Exhibit inappropriate behavior under ordinary circumstances; Not be able to maintain relationships; Display inappropriate manifestation of physical symptoms or fears in response to school or personal difficulties.
Hearing Impairment	Articulation difficulties and language delays; Easily frustrated; Difficulty with oral expression; Difficulty with social/emotional skills	Wear hearing aids or FM systems; Read lips or use ASL; Need a quiet environment with many visuals to be successful; Need a slower rate of speech and clear enunciation
Intellectual Disability	Struggle with overall academics; Struggle with attention, memory; Struggle to make generalizations; Trouble interacting socially	Not be working on grade level materials; Not understand social norms; Struggle with problem-solving across all areas
Multiple Disabilities	Hampered speech and communication skills; Challenges with mobility; Need assistance with everyday tasks; Usually has medical needs	Require multiple services; Use alternate communication methods; Require alternate curriculum materials.
Orthopedic Impairment	Covers a large number of impairments all with different characteristics. spinal cord injury could have immobility limited to one side of his or her body. A child with cerebral palsy may have movement but need a wheelchair.	Have no cognitive concerns; Be integrated into the general education setting all the time; Use assistive technology.

Other Health Impairment	Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment	May limit their educational performance.
Specific Learning Disability	May Impact; Reading; Writing; Oral Language; Math; Study Skills	Slower reading rate; Frequent spelling errors; Difficulty copying; Difficulty memorizing basic facts; Difficulty describing events; Difficulty interpreting subtle messages.
Speech or Language Impairment	Articulation disorder; Abnormal voice; Fluency disorder; Language disorder	A student that has a speech or language disability may: Tend to emerge at a young age; Have difficulties with comprehension; Have difficulties being understood; Have difficulty expressing needs, ideas, or information; Struggle with social interactions; Work closely with a speech/language pathologist to support the student.
Traumatic Brain Injury	Memory and attention concerns; Social skill concerns; Emotional regulation concerns; Speech and language concerns; Physical concerns	Struggle to process visual information; Struggle to follow multi-step directions; Struggle to communicate; Have difficulty with grade-level work; Struggle with logic, problem-solving, and reasoning skills.
Visual Impairment Inc Blindness	Spatial positioning; Short attention span; Sensitivity to bright light; Poor eye and hand coordination or clumsiness; Poor academic performance	May need additional tools to follow lessons

ARD Timeline Activity (E5)



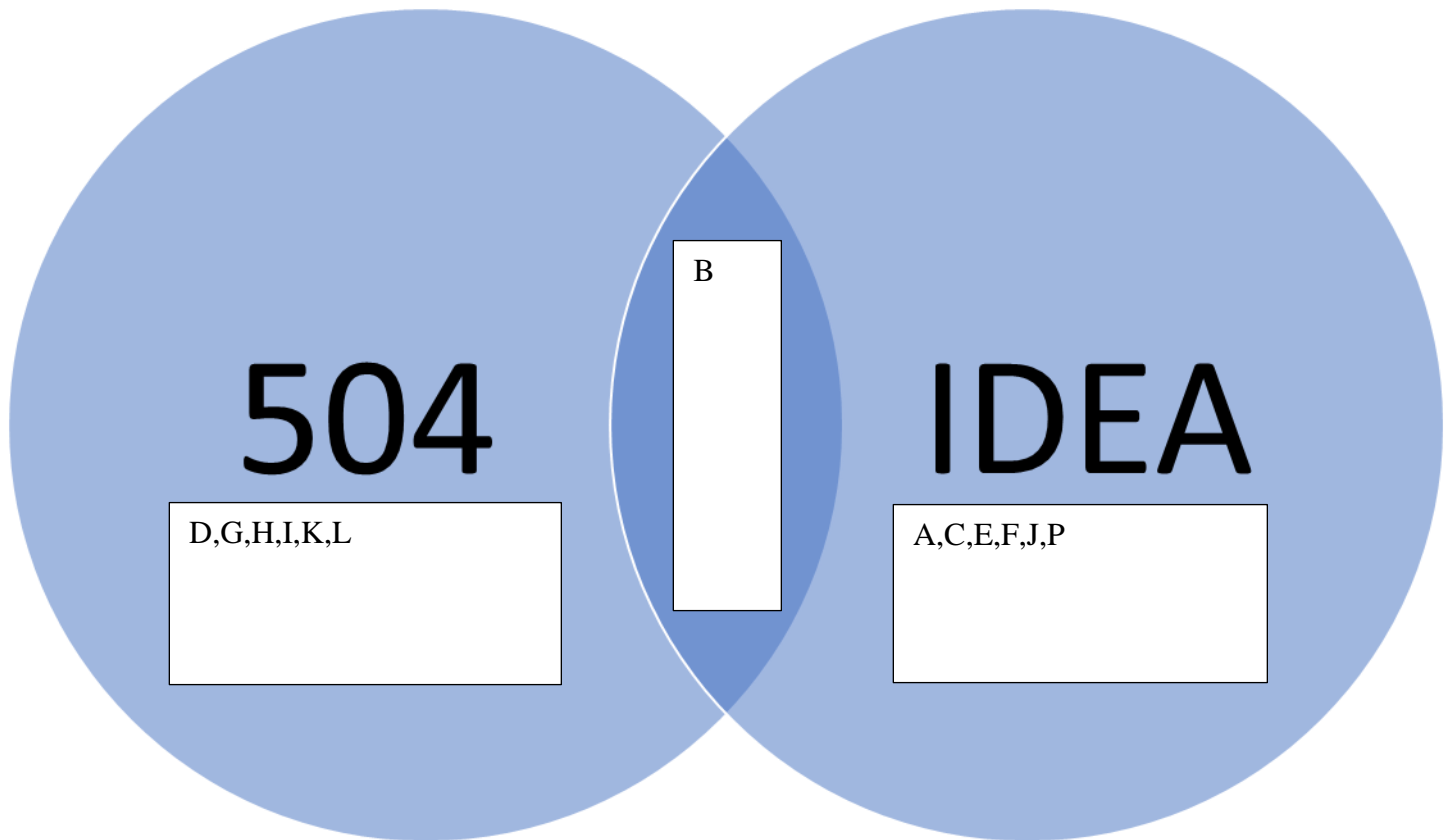
Modifications and Accommodations (E6)

<p style="text-align: center;"><u>Quantity</u></p> <p>Definition</p> <p>Adapt the number of items that the student is expected to learn or the number of activities students will complete</p> <p>Example</p> <p>Rather than having them identify 4 stage types I'd have them identify 2.</p>	<p style="text-align: center;"><u>Time</u></p> <p>Definition</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p>Example</p> <p>I would give them extra computer time during their research of stage types.</p>	<p style="text-align: center;"><u>Level of Support</u></p> <p>Definition</p> <p>Increase the amount of personal assistance to keep the student on task, to reinforce or prompt the use of specific skills.</p> <p>Example</p> <p>I would assign them a peer buddy to assist them with their presentation.</p>
<p style="text-align: center;"><u>Input</u></p> <p>Definition</p> <p>Adapt the way instruction is delivered to the learner.</p> <p>Example</p> <p>I could give them enlarged text step by step instructions for the assignment</p>	<p style="text-align: center;"><u>Difficulty</u></p> <p>Definition</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p>Example</p> <p>On their pictorial labeling worksheet I could give them a word bank.</p>	<p style="text-align: center;"><u>Output</u></p> <p>Definition</p> <p>Adapt how the student can respond to instruction.</p> <p>Example</p> <p>They could turn in a written explanation of the types of stages rather than an oral presentation if they're non verbal</p>
<p style="text-align: center;"><u>Participation</u></p> <p>Definition</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p>Example:</p> <p>They could be controlling the PowerPoint while a different student gives the oral presentation</p>	<p style="text-align: center;"><u>Notes:</u></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	

Types of Assistive Technology (E7)

<p>1. Large Print Instructions</p>	<p>4. Seat Cushions/Yoga Balls</p>
<p>2. Word Wall</p>	<p>5. Close Captioning/Transcripts for Videos</p>
<p>3. Visual Timers</p>	<p>6. Note taking reminder apps</p>

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 a bank of shared school supplies they can use.
2. If they can't afford lunch, see if the school can provide them with free lunch.
3. Keep your expectations high, poverty doesn't mean ignorance.
4. Don't Require costly activities.
5. Don't comment on the state or quality of their clothes or belongings.
6. Provide access to computers and other technology.

Guthrie and Humenick 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.	Exit Slips	After Reading/Individually	Quick written student response to questions.
2.	Paired Reading	During Reading/Small Groups	Students read aloud to each other.
3.	Word Wall	Before/During/After Reading/Whole Class	Collection of Vocab displayed on a wall

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 Graphic Organizers; Highlighted Text; Outlines
2. Build background Content Word Wall; Visual Vocabulary; Concept Definition Map
3. Make verbal communication understandable Think A louds; Paraphrasing; pre-teaching Key vocabulary
4. Learning strategies (this one should be easy!) Mnemonics; Procedural Scaffolding; Question Cube
5. Opportunities for interaction Round Corner; 4 Corners; Flexible Small Groups
6. Practice and application Hands on Practice; Discussion Circles; Clustering; Graphic organizers
7. Lesson delivery Objectives stated orally; Dictate allocated time for tasks; Objectives written on the board visibly
8. Review and assess Word Study Books; provide feedback in writing and verbally; Informal summarizing reviews

Reflections on the Reading STAAR (TL4)

1. With question 3 I can see two reasons for the teacher to ask this. The first being general vocabulary, to see if the student understands the word. However I believe the more prevalent reason would be to assess the student's ability to ascertain the definition of the word based on the context of the sentences around it.
2. The 6th question revolves around theme. It wants to test to see if the student fully processed the story on a deeper level. On the surface the story is just about a sandwich shop. However if the student analyzes the text they will uncover the theme and importance of community revealed in the quote.
3. Question 2 is used to test the student's understanding of figurative language. The teacher is asking this question both to see if the student recognizes the use of figurative language and to see if the student, through analysis, is able to derive the meaning behind the language.

Reflections on the Math STAAR (TL4)

1. Question 3 tests the students skills with solving for interquartile ranges, and range. I could see how a student only vaguely familiar with these terms might be confused with how to solve for them without the prompting of finding the median.

2. Question 4 uses charts with a word problem. The teacher is trying to test the students ability to find correlation between the numbers. I can see how this could challenge a student who doesn't think to first solve for the amount of money made per hour, as this is a multi step problem. If they don't do this first then the different hours on each chart will throw them off.

3. Question 5 involves analyzing and reading a graphic. This question is meant to test the students ability to analyze mathematical depictions. I could see how if the student miscounts the integers on the line graph how they could get the wrong percentage.

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. I will improve my knowledge and increase my strategies to be more effective in increasing the performance and comprehension of my ELL students.
2. I will develop lessons that differentiate learning to increase student comprehension.
3. I will enhance my ability to develop feedback on comprehension and progress so both students and parents are well informed.

Vision of an Educator (TL11)

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

There are many strategies used in classrooms and two of the strategies I plan to use are Tomlinson's strategies of tiered instruction and flexible grouping. These strategies will help me meet the students needs and aid in their understanding and comprehension of the topics. Some of the technology I plan to use include apps such as PowerPoint and Google Docs, as well as video clips, graphic organizers and many other tools to assist with my students comprehension. With my lesson planning it will be important to remember to provide differentiated learning, and to be prepared for accommodations for students with disabilities as well as ELL students. I will need to ensure I am as prepared as possible so I can aid and assist all my students in their comprehension of the class. Additionally I will need to ensure I fully know the requirements of the TEKS so I can plan accordingly so my students will be able to learn everything the course has to offer. The non negotiables in terms of classroom management and behavior in my class room include showing respect to all, follow all safety procedures and clean up your work station before you leave. As a theatre teacher all of these are very important. Theatre is by nature a collaborative field so respect is vital to having a healthy environment that runs smoothly. Additionally in theatre, many tools and machines are used, and safety procedures must be followed for the well being of both the individual using the tools and for everyone around them. Finally, to ensure all my students have an equal opportunity to master the subject I will utilize a variety of differentiation strategies, as well as Marzano's Strategies for Success, in addition to working towards creating a healthy Social Emotional Learning environment to give my students the best opportunities to learn.

Stronge's Qualities of Effective Educators (TL12)

The Effective Teacher as a professional.....

Areas where I GLOW.....

- Understands their content/real-world applications
- Believes that all students can achieve at high levels

Areas for me to GROW.....

- Maintains an up-to-date calendar
- Conducts parent meetings in a proactive manner

Stronge's Qualities of Effective Educators (TL12)

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

Areas where I GLOW.....

- Collecting, reviewing, and analyzing student data
- Checking for understanding & providing feedback

Areas for me to GROW.....

- Providing re-teach opportunities after each skill
- Communicating student progress to parents & adm. as needed

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.