

Stronge's Qualities of Effective Educator (TIU3)

The Effective Teacher as a person...

Areas where I GLOW.....

- I believe I always respond with respect & with appropriate tone, using mam and sir, refraining from sarcasm, & I do not yell or speak in demeaning ways to students. Even if students are blatantly rude I remain in control of my reaction.

Areas for me to GROW.....

- 1:1 conversation; I haven't had experience speaking with students privately to offer explanations or ask if anything is wrong.
- Spending time practicing reflection will be useful in being an effective teacher.

Core Values (TIU3)

Kindness: I think the times in my life when I was shown a lack of kindness helped to shown me its importance in having kindness myself. When kindness was forgone in the classroom my learning experience became laborious and chore-like. A routine that signified obedience to the one who lacked kindness as to avoid any further discourtesy. I have seen most the most positive relationships in my life form from mutual kindness. I've experienced myself that I am most able to open up and trust those people who are kind. This core value in myself I hold because of a deep conviction that people deserve kindness before respect. Kindness is a gift meant for others that everyone has the choice of supplying. I trust that when I show kindness to my students, they will learn better, because they will be unafraid and comfortable in class. My kindness, I believe, should allow a student and I to build trust.

Family: Becoming a married-man and having a child, to me has be a most life changing event. Becoming a man worthy of starting a family has given great purpose in my life; it has given me the drive to be best self I can be. I think the core value of family speaks to the importance I place on connectedness with others and feeling of comfort and safety within an environment. I suppose it could be seen in a negative way that my loyalties to my personal family surpass that of the students in my class when viewed in a purely objective way; that I would not be as invested in my students lives as those within my family. However, it could be argued, that a man who is intensely family oriented can easily be a positive force in his students lives. As he is more readily able to understand students as individuals and have a care for their wellbeing that a man without a family may not have. And in some ways, because of his devotion to his wife and kids, he can similarly provide care and attention to students in his class, and to desire their best in life.

Additional Notes:

Written notes in Canvas Tool Box

Psychology 101 Review (TIU5)

	Behaviorism	Cognitivism	Constructivists	Humanism
Brief Description:	Has to do with forming associations, giving rewards and punishments to achieve desired behavior, and observing each other to mimic behavior.	The 4 stages of cognitive development. Knowledge is stored in memory. Learning is a mental process of discovery.	ZPD and scaffolding, learn as individuals with unique minds, learn by doing & discovering, personality develops in stages(Erikson), learning needs to be active taken ownership of. **beginning of personal teach theory (medium of stickiness and duration)	The hierarchy of needs.
Theorists Associated:	Pavlov, Skinner, Bandura	Jean Piaget	Gardner, Bruner, Bloom, Erikson, Dewey, Vygotsky	Maslow

Notes:

Written notes in Canvas Tool Box

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

1. Relationship - global	4. Retrieve - instruction	7. Retain - assessment
2. Rigor - planning	5. Route - instruction	8. Rehearse - assessment
3. Relevance - planning	6. Re-expose - instruction	9. Recognize - assessment

Stages of Development (TIU7) [written notes in canvas tool box]

	Social Emotional	Physical	Mental	Characteristics /
Implications				
2 -4 yr olds	<ul style="list-style-type: none"> • Fear of dark and injury • Learning to share and rules • Needs structure 	<ul style="list-style-type: none"> • Jumping & motor controls • Cutting w/ scissors • Ball skills 	<ul style="list-style-type: none"> • Imitates and is self-sufficient in many routines • <u>Play is most important for learning</u> 	<ul style="list-style-type: none"> • Stronger, beginning to manage emotions, speaking,
5- 8 yr olds	<ul style="list-style-type: none"> • More into friends • Playtime is favorite 	<ul style="list-style-type: none"> • Larger muscle groups easily controlled 	<ul style="list-style-type: none"> • Easily imagine things • <u>Reading and thinking intellectually</u> 	<ul style="list-style-type: none"> • Functioning independently in a larger world • 3 outward journeys
9-11 yr olds	<ul style="list-style-type: none"> • Peers are more important • Moody or rude 	<ul style="list-style-type: none"> • Coordinated • Energy abounds 	<ul style="list-style-type: none"> • Attention span increased • Need to know why • And moral develop from adults 	<ul style="list-style-type: none"> • Early adolescents
12-14 yr olds	<ul style="list-style-type: none"> • Comparisons difficult to face • Concerned with fairness 	<ul style="list-style-type: none"> • Rapid growth 	<ul style="list-style-type: none"> • From concrete to abstract thinking 	<ul style="list-style-type: none"> • Adolescence, desire independence
15-18 yr olds	<ul style="list-style-type: none"> • Detach from parents • Interest in opposite sex 	<ul style="list-style-type: none"> • Rapid growth 	<ul style="list-style-type: none"> • Intense questioning, deductive-reasoning 	<ul style="list-style-type: none"> •

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

strategy to integrate with prior knowledge - .93
cognitive task analysis - 1.29
scaffolding instruction is found to have a strong influence on student achievement, .82
Small group learning - .47
Positive peer influences - .53
Self Regulation strategies - .52
Peer Tutoring - .53
Classroom discussions - .82
Cooperative learning - .40
document, organizers are found to have a strong influence on student achievement:
Imagery - .45
Concept mapping - .64

use of compare and contrast is found to have a strong influence on student achievement:
Elaboration and organization - .75
Transfer strategies - .86
Meta cognitive strategies - .60
summarizing and notetaking to found to have a strong influence on student achievement:
Summarizing - .79
Notetaking - .50
Outlining and transforming - .66
Underlining and highlighting - .50
Blooms verbs are found to have a strong influence on student achievement:
Elaborative interrogation - .42
Elaboration and organization - .72
Rehearsal and memorization - .73
Summarization - .79
Appropriately challenging goals - .59
Questioning - .48
Teaching communication skills and strategies - .43
Technology: Interactive video methods - .54
Technology in other subjects - .55
Technology in writing - .42
Technology with elementary students - .44
Technology with learning needs students - .57
Intelligent tutoring systems - .48
Information communication technology - .47

What is Academic Language? (SS1)

Essentially, it is the medium by which information is transferred, determined by the receiving ends need for understanding, communication, and performance.

Strategies to teach the Vocabulary (SS1)

- | | |
|---|------------------|
| 1. Word Walls | 3. Games |
| 2. Word Association (within math context and outside) | 4. Frayer Models |

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

Use tiering to break down subject into different levels of complexity.
Such as the How-to-tier, anchoring activities, flex grouping, compacting curriculum: see picture notes for description.

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

Example 1		Example 2
Cooperative Grouping	Roundtable discussions	Collaborative problem solving (talking about math problems before picking up pencil & comparing answers from previous HW)
Graphic Organizers	Anchor Chart	Math Solving GO
Advanced Organizers	Problem Solving: Solving Process GO in Canva	Collab: Jigsaw GO in Canva, but adapted for math. Each student given piece of problem they must solve and then come together to solve the bigger problem as a whole.
Similarities / Differences	Compare/Contrast	Classifying (lists into categories)
Summarizing & Notetaking	Simple Summary, 321 Summary	5 finger retelling, ABC graffiti
Cues & Questions	1 min paper	1 Question, 1 comment, last word

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

Create

Justify, compare, estimate, relate, predict

APPS:

Evaluate

Design, arrange, explain, generate, rearrange,

APPS: padlet, notion

Analyze

Compare, choose, illustrate, interpret, solve

NOTE for using Google Sheet: Have a template created for students to "fill in the blank essentially"

APPS: google sheets

Apply

Compute, apply, discover, practice, relate

APPS: zoom

Comprehension

Classify, explain, express, locate, select

APPS: befunky

Remember

List, match, relate, order, state

APPS: popplet

Components of a social emotional learning program (SS12)

Written notes in Canvas Tool Box

But Basically:

The program should be a process to help students gain skills for healthy emotions, behaviors, and relationships.

It would include development of S\self-awareness, self-management, social awareness, relationship skills, and decision making.

Stronge's Qualities of Effective Teachers (SS13)

The Effective Teacher implements instruction that.....

Areas where I GLOW.....

Provides a variety of feedback

Facilitates learning with best practices

Areas for me to GROW.....

Communicates clearly to engage students

Keeps students engaged and interested in learning

Create a welcoming space (CBM3)

00 – Variety: be sure & make adjustments each year to things that could improve, otherwise they won't.

0 – 1st day does not = a “fun” day. Spend time organizing class & defining structure.

1 – Welcome message & name on board & the class, check each student as they come in if they are in the right class

2 – assign seats immediately, # desks & give #s to students as they enter. Do so invitingly not demanding.
“Can I invite you to have a seat at desk #2?”

3 – Have discipline plan ready. A copy for students, parents, large one for classroom, and any new students.

4 – Procedure over punishment to manage class. Teach responsibility for behavior and learning through procedures that say what happens in given circumstances.

5 – No “curve” to grades. Each student earns their own grade. Save for 2nd or 3rd day to explain grading.

6 – Section of wall or board dedicate to a personality collage to show who you are.

7 – respect yourself, greet students, dress right, posters in class, message on board, obvious organization.

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 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 39: Do It Again. Repetition is one way to ensure that students understand your expectations and meet your standards.
4. Technique Eight: Post It. Be sure your students know your objective for the day by posting it on the board.
5. Technique 13: Name the steps. Great coaches, like great teachers, break down the tasks into steps.
6. Technique 25: Wait Time. Teachers are too often too impatient and provide an answer to their own question when no student pops a hand up. On the other hand, teachers also don't give students timeLinks to an external site. to shape a
7. Technique 28: Entry Routine. Having a structured entry routine expedites the beginning 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.

Keeps a clean and orderly classroom

Areas for me to GROW.....

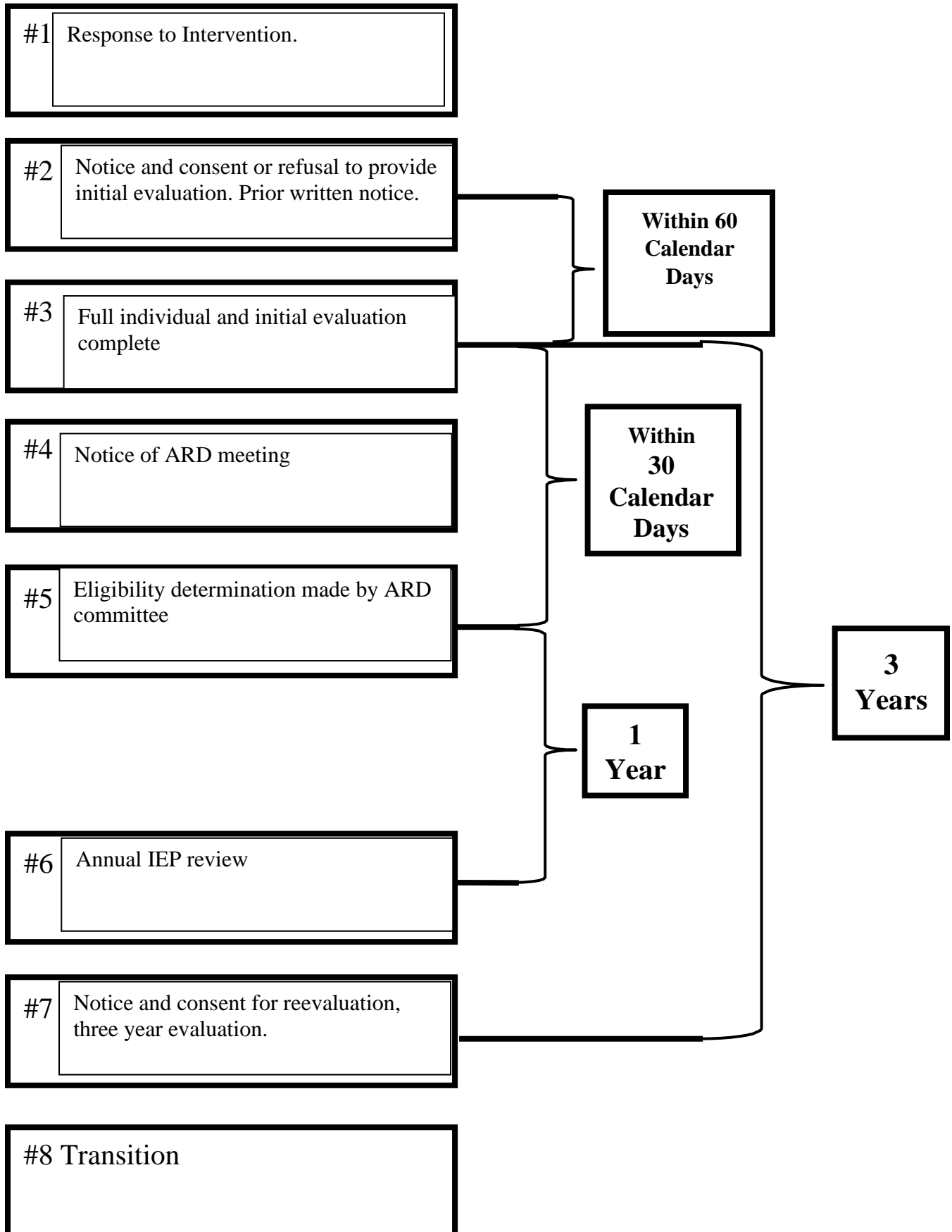
Setting clear and firm behavior expectations

Keeping instruction going bell to bell

Categories of Disabilities in SPED (E4)

	Characteristics	Impact on Classroom
Autism	See notes on purple paper. EQ4	
Deaf/Blindness		
Deafness		
Emotional Disturbance		
Hearing Impairment		
Intellectual Disability		
Multiple Disabilities		
Orthopedic Impairment		
Other Health Impairment		
Specific Learning Disability		
Speech or Language Impairment		
Traumatic Brain Injury		
Visual Impairment Inc Blindness		

ARD Timeline Activity (E5)



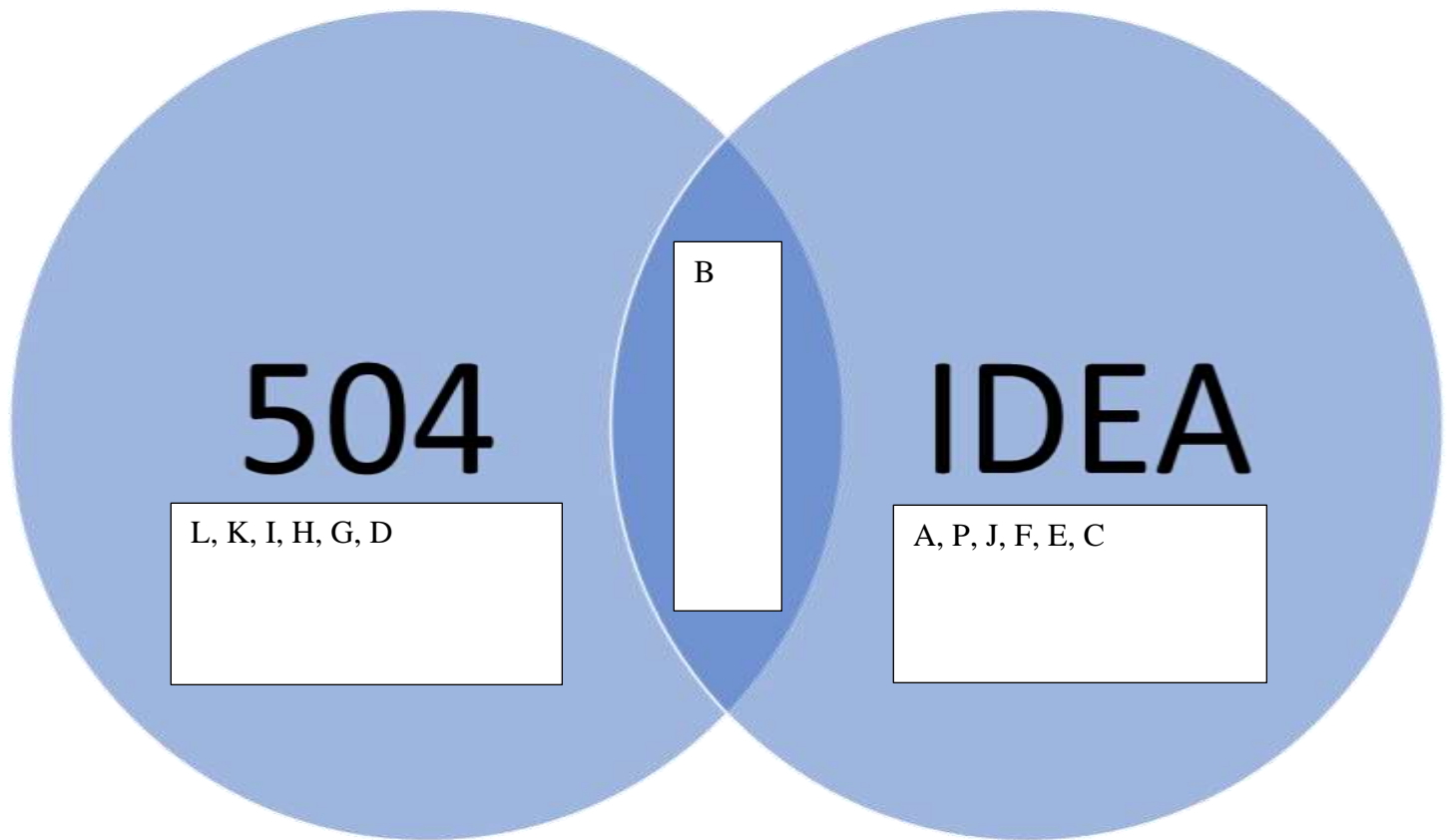
Modifications and Accommodations (E6)

<p align="center"><u>Quantity*@</u></p> <p>Definition</p> <p>change number of items/activities that student is expected to learn/complete b4 assessment for mastery.</p> <p>Example</p> <p>Reduce the # of vocab terms a student must learn. Reduced frayer models created</p>	<p align="center"><u>Time</u></p> <p>Definition*</p> <p>Change time allowed on tests, tasks, or learning.</p> <p>Example</p> <p>Student may take home assignment and finish certain parts</p>	<p align="center"><u>Level of Support*</u></p> <p>Definition</p> <p>More personal assistance, prompt use of specific skills, physical space-env structure.</p> <p>Example</p> <p>Peer tutor may assist in student within the group work to better explain instructions.</p>
<p align="center"><u>Input</u></p> <p>Definition*</p> <p>Adapt the way instruction is delivered to the learner.</p> <p>Example</p> <p>Student may have explicit instructions given.</p>	<p align="center"><u>Difficulty</u></p> <p>Definition*@</p> <p>Adapt the skill level, problem type, or rules on how the student may approach the work.</p> <p>Example</p> <p>Student may use the teachers completed examples of strings taped around cylindrical objects for their obserations.</p>	<p align="center"><u>Output</u></p> <p>Definition*</p> <p>Adapt how the student can respond to instruction</p> <p>Example</p> <p>Student may sit with me and I record their verbal answers directly on their final fill-in-the-blank document</p>
<p align="center"><u>Participation</u></p> <p>Definition*</p> <p>Adapt extent to which a learner is actively involved in the task.</p> <p>Example:</p> <p>Student may play a particularly fitting role in their group.</p>	<p align="center"><u>Notes:</u></p> <p>* = This adaptation is an accommodation if the student can demonstrate mastery of the standard on an assessment. The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, then this adaptation is an accommodation to a learning or performance difference.</p> <p>@ = This adaptation is a modification if the student will not demonstrate mastery of the standard on an assessment. If routinely utilized, these adaptations are modifications and require individualized goals and assessment</p>	

Types of Assistive Technology (E7)

1. Glasses camera, a zoom in camera that connects to glasses and tracks eyes so they can see zoomed in
2. Headphones
3. Large text and sitting close to front
4. Closed captions in case we are watching a video
5. Color contrasted material.
6. Speech to text software

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)

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. 1Provide access to newspapers and books. I can bring in the day's local newspaper, or on my reward grid offer a book as a prize. 2. 2Keeping requirements for school supplies to a minimum and even offering some id you can to those who need it, or having a communal resource available. 3. 3Praise school successes and focus on the positive, always call out the positive! | <ol style="list-style-type: none"> 4. 4Keep expectations high, and don't carry low expectations for those in poverty. 5. 5Explain the 'why' behind the rules 6. 6Make it clear as day that you value each student for their character not the possessions. |
|---|---|

Guthrie and Humenick Strategies to increase reading motivation (R4)

1. Having activities for students to work in groups to engage with word problems in a meaningful and strategic way. E.g work with your partner to find the given variables for each of the word problems without solving the question. Then compare and share with each other.
2. Students will be given autonomy to work with each other and choose which problems they want to complete of a set.
3. The word problems given will be interesting texts, of real-world events if possible.
4. Pairs of students will compare answers with other pairs then the groups will share with other groups.

Reading Strategies to Strengthen Literacy Skills (R8)

Strategy name	When / how to use it	Define it
1. Jigsaw	Students meet with members from other groups who are assigned the same aspect (Expert Groups), and after mastering the material, return to the "home" group and teach the material to their group members.	It helps build comprehension. It encourages cooperative learning among students. It helps improve listening, communication, and problem-solving skills.
2. Inquiry Charts	Plan, small group form questions about a topic. Interact, search through sources. Evaluate. Students pull ideas together.	It fosters critical thinking and strengthens reading skills. Students build upon prior knowledge or thoughts about the topic by sharing interesting facts.
3. List-group-label	Name a topic and have students think of words that relate. No critique. Groups build clusters. And give headers to groups	It helps students organize their understanding of specific vocabulary and concepts. It builds on students' prior knowledge about a topic.

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

Identify important vocab for and translate. Highlight the words. Show supplemental multimedia

2. Build background

Visual vocabulary, demonstrate how key terms are used in context, Display key words on wall.

3. Make verbal communication understandable

Repeat key words slowly and enunciate. Don't use jargon but normal language descriptions, give instructions step by step

4. Learning strategies (this one should be easy!)

Mnemonics, "I wonder"- brainstorming about topics in form of questions, GIST summarizing

5. Opportunities for interaction

Practicing showing work on the board, after think pair share – encouraging more elaborate responses, Jigsaws

6. Practice and application

Diary format of a character who needs to solve a real-world version of a math problem worked on, Playing a game for content review, socially interacting and presenting orally.

7. Lesson delivery

State lesson objectives orally and written, and limit to one. Allocate time for each part of lesson, pace your information output to not exceed the limit of an ELL student.

8. Review and assess

Scaffold through summarizing and paraphrasing, provide assessments, review key vocab, *extra: assess emotions

Reflections on the Reading STAAR (TL4)

1. It's a lot of reading for a few questions. Its good to identify key info in the questions first and then go and read the passage

2. After reading the questions first you can read until you get to a place the questions focused on and then focus in on the information for your answer.

3. Test taking strategies are definitely key for students to help them avoid wasting valuable time reading useless information, especially when some students read slowly.

Reflections on the Math STAAR (TL4)

1.

The math questions are less challenging when evaluating the answer choices first. There are often times strategies to implement to eliminate choices to get the answer rather than calculating.
2.

Some of the visuals are very sparse and deceiving, it is worthwhile to let students know in advance to be looking out for tricky answer choices. And practice identifying potential misconceptions.
3.

I want to help students be good mathematicians by being “lazy”, not in the traditional sense of the word. What I mean is to help students be clever enough to see short cuts in selecting the right answer choices.

Jimmy’s Report Card (TL6)

(Complete the calculations in all the colored boxes)

Mathematics 9 wks 1 grading Period	NAME: Jimmy 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		0.3	0.4	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. **Enhancing Classroom Culture for Increased Engagement:** I aim to foster a classroom environment where students are more actively engaged with one another, promoting collaboration and meaningful interactions. To achieve this, I will implement strategies that encourage peer-to-peer learning, cooperative group activities, and open discussions. Additionally, I will focus on incorporating culturally responsive teaching practices to better support English Language Learners (ELLs), ensuring that all students feel valued and are given equitable opportunities to participate and succeed.
2. **Implementing Bloom's Taxonomy to Elevate Cognitive Rigor:** I will strategically incorporate Bloom's Taxonomy into my daily lesson plans to progressively challenge students' cognitive abilities. My approach will involve starting each class with warm-up activities that engage students in lower-order thinking skills, such as remembering and solve. As the lesson progresses, I will gradually introduce higher-order thinking tasks, such as analyzing, evaluating, and creating, to deepen students' critical thinking and problem-solving skills. This intentional scaffolding will ensure that all students are adequately supported while being encouraged to reach their full potential.
3. **Enhance Mathematical Content Knowledge and Instructional Techniques:** I am committed to continuously improving my personal understanding of mathematical concepts to better serve my students. To achieve this, I will engage in ongoing professional development and study, with a particular focus on expanding my repertoire of instructional strategies. Specifically, I will explore and incorporate a wider variety of math manipulatives in my teaching, recognizing their value in making abstract concepts more concrete and accessible for all students. This approach will not only strengthen my own content knowledge but also enrich the learning experiences I provide in the classroom.

Vision of an Educator (TL11)

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

What research-based strategies will you see in my classroom?

I understand the psychology of students at the age group I will teach. When I understand that I can predict what their reactions might be. I know that adolescence is keen on fairness, so when I institute my classroom expectations of them, I also list behaviors of their teacher that they can expect of me. And I will ask them, if they agree the expectations are fair.

What technology will you see in my classroom?

Document camera use, laptop use, large language models(ai) where appropriate.

What are the important elements of lesson planning that need to be incorporated for student success?

I need to be able to assess their progress and give them feedback. I need to foster collaboration through getting the students who know what to do to teach the students who don't.

In classroom behavior management, you learned about rules, procedures, routines, and organization. What are the non-negotiables for my classroom?

Must participate, be taking notes during class, and respectful to classmates.

In my classroom, how can I assure that all students have an equal opportunity to master learning?

I can't assure this. Realistically speaking, I just can't guarantee it. The variables are too varied. Some of my students will be beginning to learn English. But I Can, make sure that my class is set up through procedures and lessons that any student who applies themselves to learning and remains engaged can master their potential for growth in my class. I want to have a culture that is fearless of making mistakes in class, students will not get embarrassed for trying to learn.

My vision for my classroom: Students come in knowing that it is place of learning they enter, they feel welcomed and comfortable in my class, not worried or concerned with failure or mistake. Learning is more valuable than grades.

Stronge's Qualities of Effective Educators (TL12)

The Effective Teacher as a professional.....

Areas where I GLOW.....

- Maintains a positive attitude in difficult situations
- Believes that all students can achieve at high levels

Areas for me to GROW.....

- Designs and implements quality lessons
- Understands their content/real-world applications

Stronge's Qualities of Effective Educators (TL12)

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

Areas where I GLOW.....

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

Areas for me to GROW.....

- Implementing formal and informal assessments
- Conducting assessment after each lesson

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.

