Relevance

teachworthy

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Stronge's Qualities of Effective Educator (TIU3)

The Effective Teacher as a person…

Areas where I GLOW…..

Always responds to students with respect

Greets students at the door

Areas for me to GROW……

Conducts 1:1 conversations with students

Models ethical/respectful behavior in all situations (I have a pretty good idea, but the more I learn, the better I grow)

Core Values (TIU3)

Ethical: "Ethical" is very important for computer science students. Computer ethics ensures that the software is build for good

Collaboration: "Collaboration" is also important because students will be working with a big group of programmers in the tech

Additional Notes:

Qualities of effective teachers that I can do it BLINDLY:

1. Dresses appropriately for the position
2. Responds to students with respect at all times
3. Greets students at the door
4. Addresses students by name
5. Invests time before and after school
6. Practices self-reflection for improvement

Qualities of effective teachers that I can improve by PRACTICING:

1. Speaks with appropriate tone and volume (I may need to raise my voice for the whole class)
2. Models ethical/respectful behavior in all situations (I have a pretty good idea, but the more I learn, the better I grow)
3. Has a classroom that reflects a positive, safe, environment (I need to spend a lot of time think and implement these features in an efficient manner).
4. Conducts 1:1 conversations with students (I did this as a substitute teacherm but I should research more so I can help students more).
5.
6.

Psychology 101 Review (TIU5)

	Behaviorism	Cognitivism	Constructivists	Humanism
Brief Description:	Learning is a change in behavior close to by an external stimulus. Rewarding someone for particular behavior encourages them to behave same in similar situation. Reward reinforce behavior. If punished for a behavior, people will be less likely to have the same behavior	Defining learning as merely in behavior is too narrow, like computers. Learning involves change in knowledge stored in memory, not just behavior focuses on mental process.	Learner brings their background experience and cultural factors to every situation. They construct their own knowledge, which is different for each person. Instructions encourage students to discover principles for themselves. Curriculum should be built upon prior knowledge.	Human freedom dignity and potential. It's necessary to steady the person as a whole. Eat focuses on social emotional side.
Theorists Associated:	1. Classical conditioning (Ivan Pavlov) 2. Operant Conditioning (B. F. Skinner) 3. Social Learning Theory (Albert Bandura)	• Classifying or chunking information • linking Concepts • Providing structures • Real-world Examples • Discussions • Problems solving • Analogies • Imagery • Mnemonics • Jean Piaget's stages	• Case studies • Research Projects • Problem-based learning • Brainstorming • Collaborative learning • Simulations. • Lev Vygotsky's social interaction and zone of proximal development. • Learning by doing (John Dewey) • Erik Erikson • Bloom's taxomony(Benjamin Bloom) • Howard Gardner • Jerome Bruner	Social Contract Show and tell to know each other better Counselling and social work support.

Notes:

Behaviorism advantage: Observable behavior make it easy to collect data. Instructor provide positive and negative feedback to influence learner's behavior. **Behavior disadvantage**: Doesn't describe learning without reinforcement. Doesn't prepare learner for problem solving. **Conclusion**: I think behaviorism is bad for computer science students who need problem solving skills.

Cognitivism Advantage: Recognize human memory complexity. Piaget's theory: comfort, teaching, play is suitable for child stage of thinking, difficult task means negative effect. **Cognitivism Disadvantage**: Can't be observed, Piaget overlooked adult intellect development. **Conclusion:** I like Cognitivism for "Change in knowledge" part because programmers often comes with problems even though they weren't wrong. They will change strategies based on situation. That's why cognitivism can help my students for these situations.

Constructivist Advantage: Encourage engagement, promote motivation, autonomy, responsibility, independence, creativity, problem solving skills, Tailored learning experiences, and social contract. **Constructivist Disadvantage:** Creates cognitive overload, misconception, difficult to detect problems as teachers. Constructivist doesn't work if results needs to be consistent, **Constructivist Conclusion:** I like this the most. The advantages this theory provides is going to help programmers & mathematicians greatly.

Humanism advantage: Emphasis on basic human needs. Students learn when they are fed, feel safe, & supported. **Humanism disadvantage:** Vague deficiency. Varius exceptions that frequently occur. **Humanism conclusion:** I like to implement the advantages from this theory with constructivist. The ideas are very good, but humanism alone is going to be tough.

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	Fear dark & injury. Likes to share & cooperate. Imaginary friend. Understands rule, but find taking turn hard. Need structure and routine to feel safe.	children can jump with feet together, show mature motor control, improve ball skills cut on the line with scissors, and may learn to ride a bike.	Self-sufficient, Copies complex shapes, Asks many questions, Tell stories, imitates, paints, sorting, learn letters, counting, & colors, play.	Develops motor skills. Dresses self. Uses sentences. Plays parallel. Interacts peers. Exhibits curiosity.
5- 8 yr olds	Self-centered, interested in group & friends activities. Stories & plays, Adult use Tattling to get attention. They value winning. They fear. Celebrate achievements.	Low growth rate. Average increase is 3 to 6 pounds per year. Need food. Muscle coordination is uneven. Big muscle is easy to control. Hand skills & eye-hand coordination.	They think logically about their behavior. Difficult making choices. Simple reasoning. Form ideas/ They learn letters, numbers, & values of money	Are at a period of slow, steady growth. Are more interested in process than product. Thinking is concrete. Easily motivated and eager to try something new. Deal with here and now. Attention span is short.
9-11 yr olds	Peer Groups are important. Loud, rude, moody, sensitive, extreme emotion. Independent of adult. Show attitude change by daydream, restless, & mess around.	Height & weight widen. Coordinated as adults. Energy abounds. Become overstimulated. Need 10-11 sleep hours.	Think abstractly & plan for several weeks. Evaluate behavior. Attention span is 30 min – several hours. Sense of morals. Need to know & understand why. Feel independent.	Like group activity. Like to be with members of own sex. Have interests that often change rapidly. Usually, do best when work is presented in small pieces. Admire and imitate older boys and girls.
12-14 yr olds	Adolescents are comfortable by interacting with the community. Leadership is important. Learn to make decisions. Concerned about justice and fairness.	Rapid growth and physical change because of adolescents. Some experience growth spurts, other grow slower. Girls might be taller than boys.	From concrete to abstract thinking. Enjoy cognitive activities. Find solution for their problems. Learn from mistakes. Test ideas & form opinions. Need adult guidance.	Concerned about physical development. Change at different rates. Experience emotions that are on a roller coaster ride. They like fan clubs. depend on parental guidelines.
15-18 yr olds	Transition period. Teenage detach from parents. Matured and want to be adults without skills. Anger and insecurity begin. Peer approval only.	Coordination and strength increased. General awkwardness. Full motor capabilities. Always hungry. Sleep and sweat.	Intense questioning and uncertainties. Increased accountability in finance employment & relationship. Arguing & reasonings improved	Have high social needs and desires. Want & need a strong voice in planning. Need freedom from parental control to make decisions. Want adult leadership roles. Desire for status in peer group.

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

language instruction is found to have a strong influence.
summarizing and notetaking to found to have a strong influence on student achievement:
Blooms verbs are found to have a strong influence on student achievement.
scaffolding instruction is found to have a strong influence on student achievement.
small group instruction is found to have a strong influence on student achievement
cooperative grouping is found to have a strong influence on student achievement.
organizers are found to have a strong influence on student achievement.
use of compare and contrast is found to have a strong influence on student achievement.

What is Academic Language? (SS1)

Primary vehicle for learning and instruction. It's not just communicating information, but plays a key role in deepening the understanding of important ideas. It's the oral, visual and written language that students need in order to understand (read, listen, think), communicate (listen, speak, write, connect), and perform (think, read, write, listen, speak, create).

Strategies to teach the Vocabulary (SS1)

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

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

1. **Tiered Instruction**: Change complexity level or readiness requirement of a task or study to meet the developmental needs of students involved. Break the concept instruction in 3 part for those who knows it, those who partially knows it, and those who don't know it.
2. **Anchoring activities**: Activities that students may do it at anytime after finishing present assignment or when teacher is busy with other students. These activities can be solving, writing journals, or part of long term project.
3. **Flexible Grouping**: Allow students to be challenged and avoid labelling student's performance as a static state. It's important to permit movement between groups because interest changes as students move from 1 subject to another.
4. **Compacting Curriculum:** Assessing student's knowledge, skills, and provide alternative activities for master students who finished. This can be achieved by pre-testing basic concepts or using performance assessment methods. Students who don't require instruction moves to tiered problem solving activities.

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

	Example 1	Example 2
Cooperative Grouping	Kagan Cooperative learning	Rally Robin structure
Graphic Organizers	Concept Maps & Brainstorming Web	Fishbone
Advanced Organizers	Venn Diagram	Know-Want to know-Learn KWL Chart
Similarities / Differences	Compare/Contrast	T-Chart
Summarizing & Notetaking	Plot Diagram	Cornell Notes
Cues & Questions	One Question, One Comment, Last Word	Investigating the Question Slap Down Game.

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

Create →

Generate, conclude, produce, decide, defend, justify, support.

Slideshow Creator, Video Editor, Adobe Spark, Canva: Design, Art & AI Editor, Spotify for Podcasters, Animation Desk® Draw & Animate.

APPS:

Evaluate →

Critique, categorize, collaborate, combine, contrast, formulate, Integrate, Recognize, revise

Notion: Notes, Docs, Tasks, Google Meet (original), X, Adobe Spark Page, Miro, Weebly by Square

APPS:

Analyze →

Diagram, Differentiate, Illustrate, Infer, Prioritize, Correlate

Mind Mapping, Popplet, Padlet, Wufoo, Microsoft Excel, ThingLink.

APPS:

Apply →

Chart, Collect, Predict, Produce, Provide, Report, Solve, Use

iRig Recorder LE, KOMA KOMA, IPEVO Whiteboard, Google Docs, Sketchbook.

APPS:

Comprehension →

Classify, estimate, explain, paraphrase, summarize

Airtable, Annotate, Clips, Tumblr, Feedly, Adobe Express.

APPS:

Remember →

Define, Describe, Identify, Label, Match, Name. Select

Quizlet, notes, Microsoft OneNote, VoiceThread, MindMeister, Google

APPS:

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…..

Communicates clearly to engage students
Implements changes as suggested by peers & admin.
Provides a variety of feedback
Provides a variety of methods for learning: visual, auditory, and kinesthetic
Keeps students engaged and interested in learning
Is responsive to situations and students' needs
Incorporates technology to facilitate instruction

Areas for me to GROW……

Has lesson plans that are learner-centered
Facilitates learning with best practices
Incorporates higher order thinking questions for deeper learning

Create a welcoming space (CBM3)

1. Greet students in doorway when they enter.
2. Write down objectives, classroom expectations, and rules on whiteboard
3. Introduce myself to students
4. Give classroom tour and highlight important areas.
5. Lecture about the syllabus
6. Allow students to introduce themselves.

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

1. Technique 1: No opt-Out: It is important for programmers to make any kind of guess and they should never say "I don't know"
2. Technique 8: Objectives are important for programmers. This is the goal they must achieve.
3. Technique 13: It is important to break down objectives into smaller pieces for great clarification.
4. Technique 16: Computer science is a place for trials and errors. Students will constantly discover mistakes and I will help them discover the correct answer.
5. Technique 17: Increasing students participation while limiting teacher talk will them work independently.
6. Technique 18: check how much students understood by formative assessment is crucial. It will allow me to help them better and in specific areas.
7. Technique 21: It encourages students to have opinions. This is important because they will write answers in their own way and have personal explaination instead of following me like a robot.

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

Sets clear, firm behavioral expectations

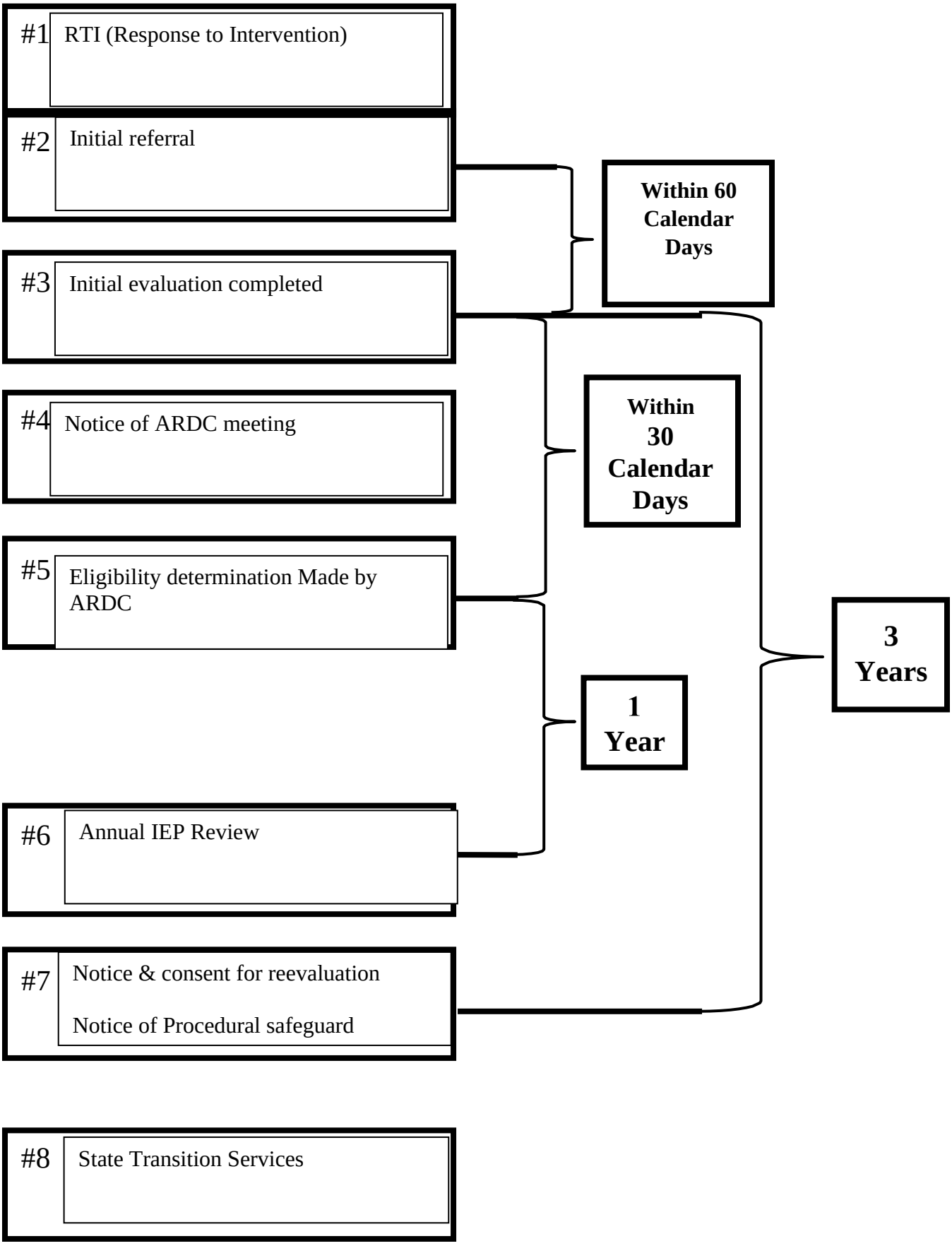
Categories of Disabilities in SPED (E4)

	Characteristics	Impact on Classroom
Autism	• Neurological disorder. • Cognitive abilities range from gifted to delayed. • Identified in 1st 3 years. • 4:1 male to female ration.	• Preservative on a topic • Struggle to attend tasks or not pay attention • Difficulties taking turns or callout answers • Difficulty with noise or visual stimuli • Not understand big picture • Struggle with transitions • Fidget, rock, flap, stimulate, echo or mimic phrases. • Run or fight in stressful situations • Be nonverbal • Not understand non-verbal cues, jargons, or slang terms • Difficulty with volume control.
Deaf/Blindness	• Has any combination of vision or hearing loss (not completely) • Cognitive and developmental abilities	• Required information to be presented deliberately and systematically. • Utilize specialized support service provider.
Deafness	• May have difficulties with speech, reading, and writing skills. • May use speech, lip-reading, hearing aids, another amplification system. • American sign language 1st, English 2nd.	• Special seating near teacher view. • Written supplement to oral instructions like visual aid and cues • Eye contact • Difficulty with social/emotional/interpersonal skills • Exhibit articulation difficulty • Become frustrated & behavioral concern • Hearing devices which doesn't return hearing to normal.

Emotional Disturbance	• Hyperactivity • Aggression or self-injurious behavior • Withdrawal • Immaturity • Learning difficulties	• Inappropriate behavior under normal circumstances. • No maintaining relationships • Inappropriate manifestation of physical symptoms or fear in response to school or personal difficulties
Hearing Impairment	• Articulation difficulties & language delay. • Easily frustrated • Oral expression difficulty • Social/emotional difficulty	• Wear hearing aids or FM systems • Read lips or use ASL • Need quiet environment with many visuals • Need slower rate of speech & clear enunciation
Intellectual Disability	• Overall academy struggle • Attention, memory struggle • Generalization struggle • Social interaction problem	• Not working on grade level materials • No social norms understanding • Struggles with problem solving everywhere
Multiple Disabilities	• Hampered speech and communication skills • Mobility challenge • Need everyday task assistance • Has medical needs	• Need multiple services • Use alternative communication method • Need alternate curriculum materials
Orthopedic Impairment	Almost Impossible to see if students has Orthopedic Impairment.	• No cognitive concern • Be integrated into general education setting all the time • Use assistive technology

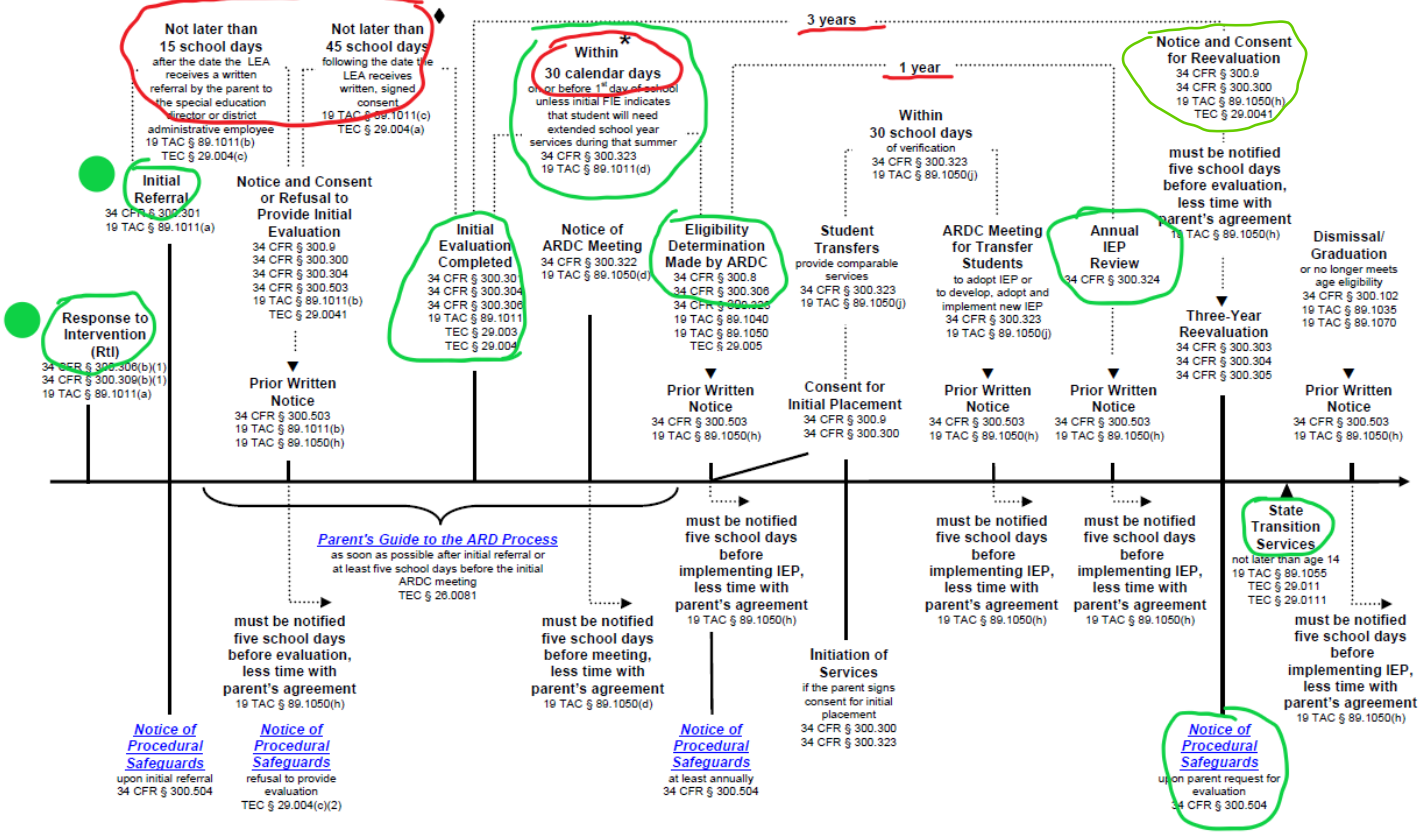
Other Health Impairment	Asthma, attention deficit disorder, attention deficit hyperactivity disorder, diabetes, epilepsy, heart condition, hemophilia, lead poisoning, leukemia, nephritis, fever, Sickle cell anemia, and Tourette syndrome.	Miss classes for health reasons, may struggle to stay seated, leave class for health, avoid physical activities, Absent for a while, need frequent breaks.
Specific Learning Disability	Reading, writing, oral language, math, study skills	• Slower reading rate • Frequent spelling error • Difficulties in copying • Difficulty memorizing basic facts • Difficulty describing events • Difficulty interpreting messages • Tend to emerge at young age
Speech or Language Impairment	Articulation disorder, Abnormal voice, fluency disorder, language disorder	• Comprehension difficulty • difficulty being understood • difficulty expressing needs, ideas, or information • social interaction struggle • work with pathologist
Traumatic Brain Injury	• Memory & attention concerns • Social skills concerns • Emotional regulation concerns • Speech & language concerns • Physical concerns	• visual information process struggle • multi-step direction struggle • communicate struggle • grade-level work difficulty • logic, problem solving, & reasoning skill struggle
Visual Impairment Inc Blindness	• Spatial positioning • Short attention span • Bright light sensitivity • Poor eye & hand coordination • Poor academic performance	

ARD Timeline Activity (E5)



15+45=60

Timeline | Child-Centered Special Education Process



My work for ARD Timeline.

Modifications and Accommodations (E6)

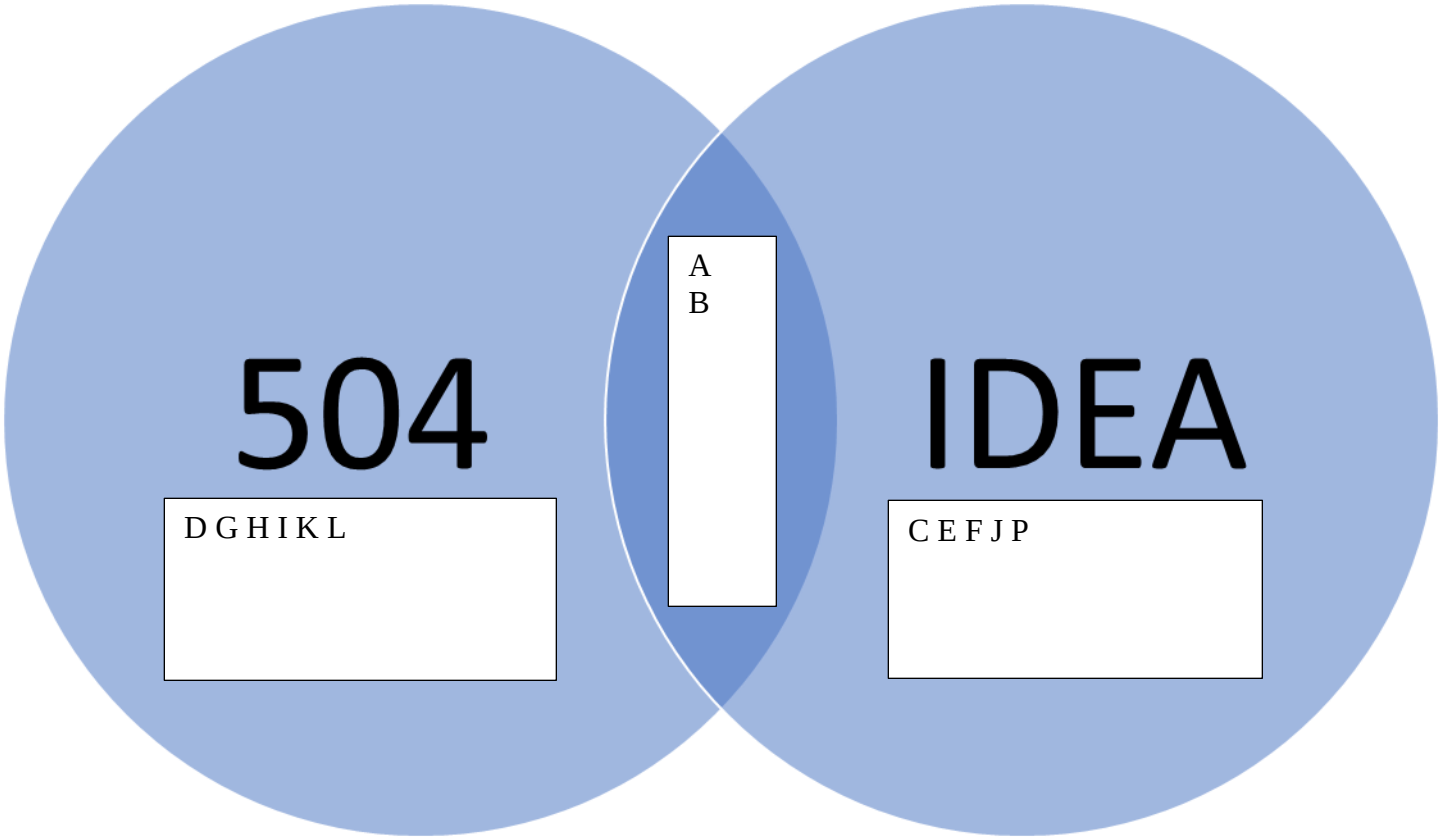
Quantity	**Time**	**Level of Support**
Definition Adapt the number of items or activities students expects to learn or complete. Example Reduce from 10 technical vocabulary words to 7 words.	Definition Adapt the time assigned and allowed for learning, tasks, or tests. Example Each group has different time to complete the assignments.	Definition Increase personal assistance to keep or help students on tasks Example Have 1 to 1 or 1 to a group conversation with students and provide personal assistance.
Input	**Difficulty**	**Output**
Definition Adapt the way instructions are delivered for learners. Example Use simple words instead of fancy words in the lecture and technical word definition.	Definition Adapt the skills level, problem, or rules to make it efficient for learners. Example Use of software to find bugs in codes after 5 minutes of analyzing.	Definition Adapt to how students respond to instructions. Example Instead of writing down the notes, allow class pair discussions and let them write new codes.
Participation Definition Adapt to which learner actively involved in tasks. Example: Give participation grades and extra credit when students participate.	**Notes:** I believe I can implement these techniques without sacrificing too much of the actual plan. This technique will help me get valuable data and implement better differentiated instructions.	

Types of Assistive Technology (E7)

1. screen reading software
2. closed captioning
3. graphic organizers
4. audio books
5. apps for reminders or notetaking
6. communication board
7. text to speech

a

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. Keep your expectations high because poverty does not mean ignorance
2. Provide access to necessary resources like computers, & books.
3. Don't make comments on student's outfit unless it's a violation.
4. Be careful with the list of items to buy for students.
5. Have extra supplies like pencil & paper in case they ran out of supply.
6. Do not require costly activities.

Guthrie and Humenick Strategies to increase reading motivation (R4)

1. **Provide content goals for reading:** Make them read an article about the new programming technique before lecture day. Then let them write about what they understood.
2. **Support student autonomy:** Let them read individually and in a peaceful environment.
3. **Provide interesting texts:** This is going to be challenging since compute science is filled with technical terms. I will have to edit articles to make it interesting.
4. **Increase Social interaction among students related to reading**: After reading, allow them to write their understanding and let them discuss as small groups.

Reading Strategies to Strengthen Literacy Skills (R8)

	Strategy name	When / how to use it	Define it
1.	Questioning the Author	When students read complicated topics, Readers ask questions to understand what Writer is saying	when text is unclear to reader, reader asks questions to author for clarification.
2.	Paragraph Shrinking	When students need to summarize big Paragraphs that needs to be reviewed again, They shrink the paragraph to make review easy	it's a reading strategy where students condense a paragraph's main ideas into fewer words.
3.	Think-aloud	Use thinking-aloud during reading to monitor comprehension and foster critical understanding.	Visualize or verbalize reader's Thinking. It allows them to see their progress and share their thinking.

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 Highlighted Text, Adapted Texts, Leveled Study Guides
2. Build background Concept Definition Map, Close Sentences Word generation
3. Make verbal communication understandable Explaination of Academic Tasks, Appropriate Speech, Paraphrasing
4. Learning strategies (this one should be easy!) Think-aloud, Thinking Cube, GIST Summarizing Strategy.
5. Opportunities for interaction Elaborate response, Flexible Small groups, 3 step interview
6. Practice and application Hands-on material for practice. Discussing and doing, Social Interaction
7. Lesson delivery Content Objectives, Pacing, Students engaged
8. Review and assess Paraphrasing, Structured review of key concepts, Authentic Assessment

Reflections on the Reading STAAR (TL4)

1. 2 students didn't pass, 15 students got Approaches, 8 students got Meets, and 4 students got Masters.

2. There are results for each categories for each students. One row have the total number of questions from 1 category, while other rows shows how many questions students got it right. Students struggled in "understanding/Analysis of informational Texts" because the average is 9.9 out of 14.

3. I will prioritize activities that enhance students' ability to analyze and interpret information texts, and teaching strategies for identifying main ideas and supporting details.

Reflections on the Math STAAR (TL4)

1. 1 student didn't pass, 16 students got Approaches, 13 students got Meets, and 8 students got Masters.

2. Students struggled in "Data Analysis and Personal Financial Literacy," because the average is 3.5 out of 8.

3. This is the area students are struggling with. I plan to integrate practical, real-life examples and hands-on activities to make data analysis and financial literacy more relatable and understandable with visual aids and interactive tools.

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 want to improve student's participation in the class.
   I will ask the 4 question "what are you doing? what are you supposed to be doing? Are you doing it? What will you do now?"
   In 1st week.
   As a result, more students turn in their exit tickets.

2. I want to get immediate attention of every student in the class.
   I will ring a belfry bell that plays a beautiful sound across the classroom.
   It should take 1 week for students to get used to this role.
   As a result, more students pay attention to me.

3. I want to implement more efficient differentiated instructions for all.
   I will learn about the students and their knowledge level via exit tickets.
   It will be a long process as I gather new data and make adjustments regularly
   Result of this action is going to improve student's academic performance.

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?
Frayer Model, Tiered Instructions, Flexible Grouping, Kagan Cooperative Learning, Rally Robin Structure, Venn Diagram, KWL chart, Cornell Notes, Bloom's Taxonomy, and Guided reading spinner.

What technology will you see in my classroom?
Programming IDE, Microsoft Team, Discord, Microsoft word, Excel, PowerPoint, Video Editor, Miro, communication board, apps for reminders and notetaking, closed captioning, text to speech, and screen reading software

What are the important elements of lesson planning that need to be incorporated for student success?
differentiated instructions, knowledge about students' background, analyze data and grades from exit tickets and assignments, gather real-life examples and facts, include bloom's verbs, ensure that it's aligned with TEKS, and include higher order thinking questions for deeper learning.

In classroom behavior management, you learned about rules, procedures, routines, and organization. What are the non-negotiables for my classroom?
Non-negotiables could include respect for all, adherence to rules, timely submission of work, and consistent attendance and participation.

In my classroom, how can I assure that all students have an equal opportunity to master learning?
I would constantly give and analyze exit tickets. I will implement differentiated instructions to ensure that students have no difficulties in understanding the assignments. I will write simple, clear, and smart objectives and questions that may be a bit challenging. I will have 1 to 1 or group private discussions to ensure their well-being.

Stronge's Qualities of Effective Educators (TL12)

The Effective Teacher as a professional…..

Areas where I GLOW…..	Areas for me to GROW……
Practices two- way communication with parents & adm. Understands their content/real-world applications Performs assigned duties in a professional manner Believes that all students can achieve at high levels Collaborates with the dept, parents, & admin. Is available for tutoring, before and after school Requests technical support when necessary Maintains a positive attitude in difficult situations Designs and implements quality lessons Welcomes other adults visiting the classroom	As Maintains an up-to-date calendar Conducts parent meetings in a proactive manner Is prepared for emergencies in the classroom

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……
Implementing formal and informal assessments Distributing student progress reports in a professional manner Providing re-teach opportunities after each skill Conducting assessment after each lesson Communicating student progress to parents & adm. as needed Collecting, reviewing, and analyzing student data Using data to inform short- and long-term learning goals	Displaying consistency in grades – no extremes Checking for understanding & providing feedback

NOTES:

Reading Day:

- Start with a brief, engaging introduction to the topic to pique students' interest.
- Encourage students to make predictions based on the K & W sections of the chart before reading.
- After reading, facilitate a discussion on the 'L' section, encouraging students to share what they learned and any surprises or new questions they have.

Lecture Day:

- Use multimedia resources to make your lecture more engaging.
- Incorporate active learning strategies like think-pair-share during the lecture to keep students engaged.
- Use the exit ticket to assess understanding and plan for future instruction.

Assignment Day:

- Provide clear, written instructions and a rubric for the assignment.
- Be available for questions and provide individualized support as needed.
- After assignments are done, facilitate discussions where students can share their work, learn from each other, and receive peer feedback. This encourages collaborative learning and critical thinking.

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.	Agriculture food and natural resources	2. A.	Agriculture and construction	3. A.	Art, audio/video technology, and communication
B.	National Postsecondary agricultural student organization	B.	American Institute of architecture	B.	Texas industrial vocational association
4. A.	Business marketing and finance	5. A.	Education and training	6. A.	Energy
B.	American marketing association	B.	Association for career and technical education	B.	Association of Texas professional educators
7. A.	Health Science	8. A.	Hospitality and tourism	9. A.	Human Services
B.	American Academy of physician assistance	B.	Association for career and technical education	B.	National Youth leadership council
10. A.	Information technology	11. A.	Law and public service	12. A.	Manufacturing
B.	American Society for engineering education	B.	Texas law enforcement explorer advisor association	B.	Texas industrial vocational association
13. A.	Science, technology, engineering, & mathematics	14. A.	Transportation, distribution, & logistics		

B. American society of Mechanical Engineers

B. Texas automotive instructional association

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

Information Technology, Melody Parrish, melody.parrish@tea.state.tx.us

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

Microsoft Azure AI Fundamentals, Microsoft Azure Data Fundamentals, CompTIA A+ Certification

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.

1. https://txcte.org/course-binder/computer-programming-i
2. https://txcte.org/course-binder/computer-programming-ii
3. https://txcte.org/course-binder/networking