

### Stronge's Qualities of Effective Educator (TIU3)

The Effective Teacher as a person...

Areas where I GLOW.....

Speaking in appropriate tone to parents and students

Dressing appropriate for a classroom setting

Areas for me to GROW.....

Saving time before and after school for students that need extra help.

Keeping a classroom very well organized

### Core Values (TIU3)

Flexibility

Resourcefulness

### Additional Notes:

# Psychology 101 Review (TIU5)

	Behaviorism	Cognitivism	Constructivists	Humanism
Brief Description:	<p>Learning is a change in behavior through an external stimulus.</p> <p>Reward given to promote a behavior.</p> <p>Punishment as reward doesn't yield same outcomes.</p>	<p>Learner is a computer-mind and memory complex.</p> <p>Involves a change in knowledge stored in memory, not just a change in behavior.</p> <p>More focus on mental processes</p> <p>Teachers assist in the learner learning</p>	<p>Learner brings own past experiences and culture to every situation.</p> <p>Everyone is different so this prompts discovering principles for themselves and curriculum should spiral to build on knowledge.</p>	<p>Learner learns if the whole person is taken care of.</p> <p>Social-emotional of learning</p> <p>Human freedom, dignity, and potential</p>
Theorists Associated:	<p><b>Ivan Pavlov</b> Classical Conditioning Conditioned Reflex</p> <p><b>B.F. Skinner</b> Operant Conditioning</p> <p><b>Albert Bandura</b> (the bridge between behaviorist and cognitive) Social Learning Theory</p>	<p><b>Piaget</b> Theory of Cognitive Development</p>	<p><b>Lev Vygotsky</b> Vygotsky Theory includes Social interaction along with the ZPD</p> <p><b>John Dewey</b> Theory was learn by doing</p> <p><b>Erik Erikson</b> Refined Freud's theory of personality development</p> <p><b>Bloom-Blooms</b> Taxonomy</p> <p>Gardner-Multiple intelligent and IQ</p> <p><b>Burner</b>-Theory of instruction</p>	<p>Abraham Maslow Maslow theory (the pyramid model )</p>

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 /
<b>Implications</b>				
<b>2 -4 yr olds</b>	<p>Manges feeling, by age 5 friends are important                      Fear of dark/injury                      Need structure and routine to feel safe                      Competitive-no losing                      Likes to share</p>	<p>Jumps feet together                      Mature motor control                      Ball skill improve                      Ready to learn a bike                      Cuts on line w/scissors</p>	<p>Ask a lot of ??                      Tells stories                      Self-sufficient routines                      Write name                      Learn through play</p>	<p>Small stronger                      leaner taller                      Big leaps in thinking, learning                      colors, letters, shapes, sorting</p>
<b>5 - 8 yr olds</b>	<p>Tattling                      Value wining                      Physical play                      Self centered                      Attached to friends                      Attach to another adult                      Positive about school</p>	<p>Growth slower                      Coordination uneven                      Hand eye coordination                      Large muscles easier to move than small</p>	<p>Had to make choices                      Begin to think logically                      Form ideas similar to adults                      Short interest span</p>	<p>Learn best through physical play                      Best friends stage                      Thinking is concrete</p>
<b>9-11 yr olds</b>	<p>Friends are important                      Body conscious                      Sense of humor                      Plan weeks at a time</p>	<p>Beginning of puberty</p>	<p>Group activities                      Interest jumps                      Why why why                      Easy to motivate</p>	
<b>12-14 yr olds</b>	<p>Comfortable with peers                      Decision making is maturing                      Family is anchor                      Justice/fairness                      Success is essential</p>	<p>Rapid growth</p>	<p>Concrete – abstract                      Enjoy cognitive activities                      Need to find own solutions for problems with guidance.</p>	
<b>15-18 yr olds</b>	<p>Detached from parents                      Adult w/no skills                      Insecurity, anger, frustration                      Peer approval                      Same sex friends</p>	<p>Coordination is off and strength decreases                      Always hungry                      Full blown puberty</p>	<p>Questioning everything                      Sarcastic                      Arguing/reasoning skills                      Personal goals</p>	

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

Visible learning- Hattie developed a way to compare various influences on learning according to their effective size. He ranked 138 influences that relate to learning outcomes, from positive effects to negative effects. He noted that the average size of all the influences in the study was 0.40 (good number works well). so that became his hinge point to measure everything in order to determine what works best in education.

## What is Academic Language? (SS1)

Oral, visual and writing language  
Understand- read, listen, think  
Communicate- listen, speak, write, connect  
Perform- think, read, write, listen, speak, create

## Strategies to teach the Vocabulary (SS1)

1. Repetitive
2. Learning vocab before reading the text
3. Indirect learning of vocab
4. Learn through written speech or oral speech

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

- **Content** – what the student needs to learn or how the student will get access to the information;
- **Process** – activities in which the student engages in order to make sense of or master the content;
- **Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
- **Learning environment** – the way the classroom works and feels.

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

	Example 1	Example 2
Cooperative Grouping	Think share pair	4 corners
Graphic Organizers	Concept maps	Brain web
Advanced Organizers	Ven diagram	KWL Chart
Similarities / Differences	Compare/contrast	Marzano's high yield instructional strategies
Summarizing & Notetaking	Give me 5	Simple summary
Cues & Questions	Saying remember this person, they might be important	Ask students to start thinking about a concept

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

**Create** → Generate, plan, produce  
 APPS: Storytelling, Canva

**Evaluate** → Critique, judge  
 APPS: Conferencing, Notion

**Analyze** → Breakdown, calculate, model, subdivide, infer  
 APPS: Thinglink, Google photos

**Apply** → Apply, choose, modify, discover, diagram, show  
 APPS: Maps, Zoom

**Comprehension** → Explain, summarize, infer, paraphrase, discuss  
 APPS: PicMonkey, Cardboard

**Remember** → Arrange, describe, order, name, memorize  
 APPS: Google search, Mind Mapping

## Components of a social emotional learning program (SS12)

Self- awareness  
Self-management  
Social awareness  
Relationships  
Responsible decision making

## **Stronge's** Qualities of Effective Teachers (SS13)

The Effective Teacher implements instruction that.....

### Areas where I GLOW.....

1. Provides a variety of methods for learning- visual, auditory, and kinesthetic
2. Keeps students engaged and interested in learning

### Areas for me to GROW.....

1. Facilitates learning with the best practices- keep current
2. Is responsive to situations and student needs

## Create a welcoming space (CBM3)

1. Right room- sand at the door way guiding students to the right classrooms
2. Assigned seats- invite students into classroom to find their seat
3. Rules- give students the rules on day one
4. What we will be learning- have well written procedures posted around the classroom and going over them the first day/weeks of school
5. Treatment- being organized with help your students feel secure in the classroom
6. Who is the teacher- have a bulletin board or play a game where they will get to know the teacher as a human being

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

1.	<ul style="list-style-type: none"><li>• <b>Technique 39: Do It Again.</b> Repetition is one way to ensure that students understand your expectations and meet your standards.</li></ul>
2.	<ul style="list-style-type: none"><li>• <b>Technique 11: Draw the Map.</b> Drawing the map is controlling the environment by wisely grouping students through the seating chart.</li></ul>
3.	<ul style="list-style-type: none"><li>• <b>Technique 21: Take a Stand.</b> This technique encourages students to have opinions and to take stands on those opinions.</li></ul>
4.	<ul style="list-style-type: none"><li>• <b>Technique 27: Vegas.</b> Nothing like a little glitz to liven up classroom instruction!</li></ul>
5.	<ul style="list-style-type: none"><li>• <b>Technique 28: Entry Routine.</b> Having a structured entry routine expedites the beginning of instruction.</li></ul>
6.	<ul style="list-style-type: none"><li>• <b>Technique 41: Threshold.</b> This threshold is the one at the door. By meeting and greeting students as they enter, you can set the tone for your class.</li></ul>
7.	<ul style="list-style-type: none"><li>• <b>Technique 49: Normalize Error.</b> If students understand that errors are not the end of the world but an opportunity to learn, they will be more willing to take risks and more likely to learn</li></ul>

## Four Questions to redirect behavior (CBM7)

<ol style="list-style-type: none"><li>1. What are you doing?</li><li>2. What are you supposed to be doing?</li><li>3. Are you doing it?</li><li>4. What are you going to do about it?</li></ol>
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## Stronge's Qualities of Effective Educators (CBM10)

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

<p>Areas where I GLOW.....</p> <ul style="list-style-type: none"><li>• Displays student work/projects</li><li>• Maintains a clean and orderly classroom</li></ul>	<p>Areas for me to GROW.....</p> <ul style="list-style-type: none"><li>• Displays consistency with rules and consequences</li><li>• Has materials for substitutes readily available</li></ul>
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# Categories of Disabilities in SPED (E4)

## Characteristics

## Impact on Classroom

Autism

- A neurological disorder
- Cognitive abilities range from gifted to cognitively delayed

- Perseverate on a topic
- Struggle to attend to a task or appear to not be paying attention

Deaf/Blindness

- combination of vision and hearing loss, though not necessarily complete deafness and/or complete blindness
- A wide range of cognitive and developmental abilities

- 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
- ASL first language then English

- Require eye contact prior to speaking
- Have difficulties with social/emotional or interpersonal skills
- Use hearing devices, which DO NOT return hearing to normal

Emotional Disturbance

- Hyperactivity
- Aggression or self-injurious behavior

- exhibit inappropriate behavior under ordinary circumstances
- Display inappropriate manifestation of physical symptoms or fears in response to school or personal difficulties.

Hearing Impairment

- Articulation difficulties and language delays
- Easily frustrated

- Articulation difficulties and language delays
- Difficulty with oral expression

Intellectual Disability

- Struggle with overall academics
- Struggle with attention, memory

- Not be working on grade level materials
- Not understand social norms

Multiple Disabilities

- 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

- impairment that adversely affects a child's educational performance.

- 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

Specific Learning Disability

- 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

- Tend to emerge at a young age
- Have difficulties with comprehension
- Have difficulties being understood

Traumatic Brain Injury

- Memory and attention concerns
- Social skill concerns
- Emotional regulation concerns
- Speech and language concerns
- Physical concerns

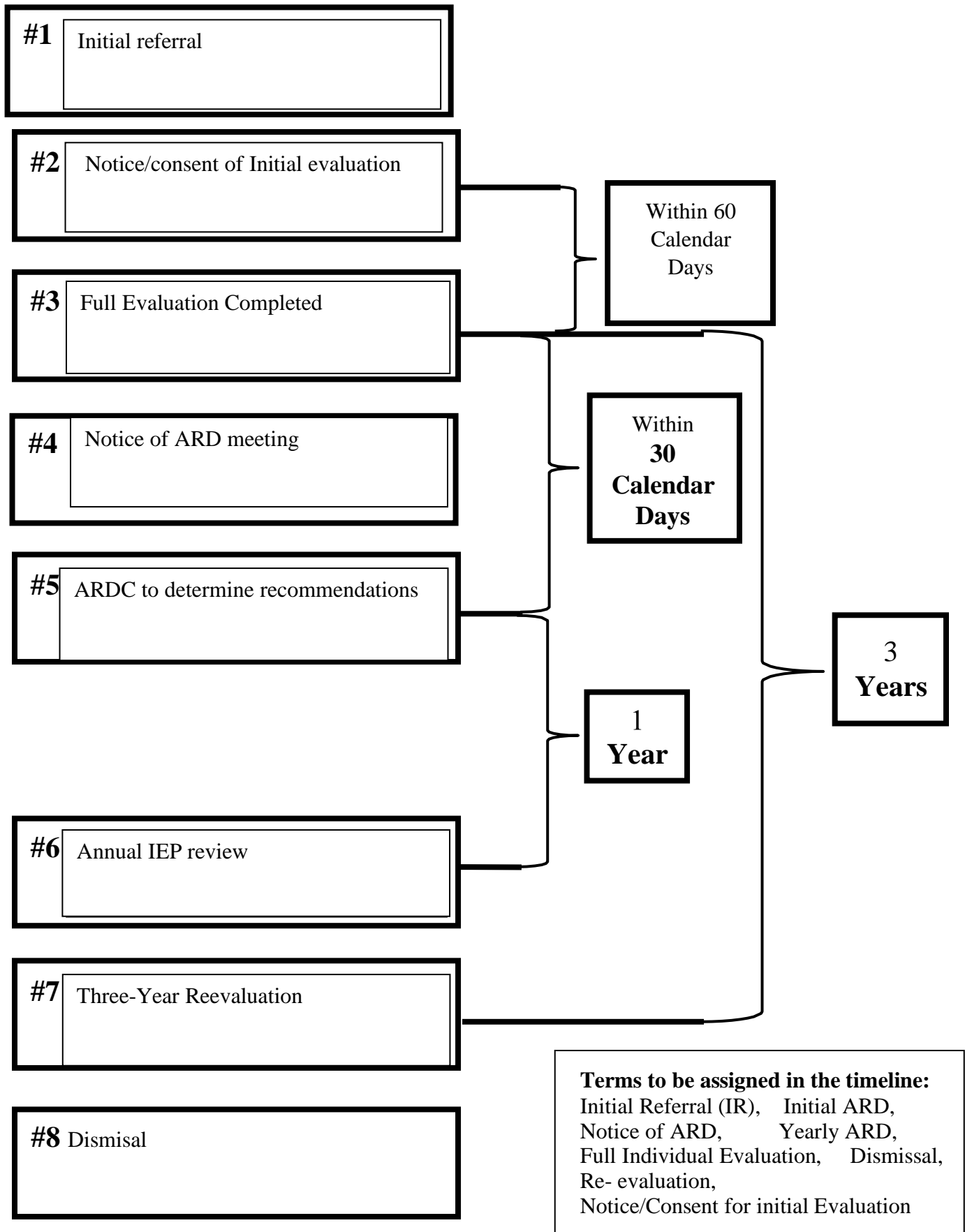
- Struggle to process visual information
- Struggle to follow multi-step directions
- Struggle to communicate
- Have difficulty with grade-level work
- Struggle with logic, problem-solving, and reasoning skills

Visual Impairment Inc Blindness

- Spatial positioning
- Short attention span
- Sensitivity to bright light



# ARD Timeline Activity (E5)



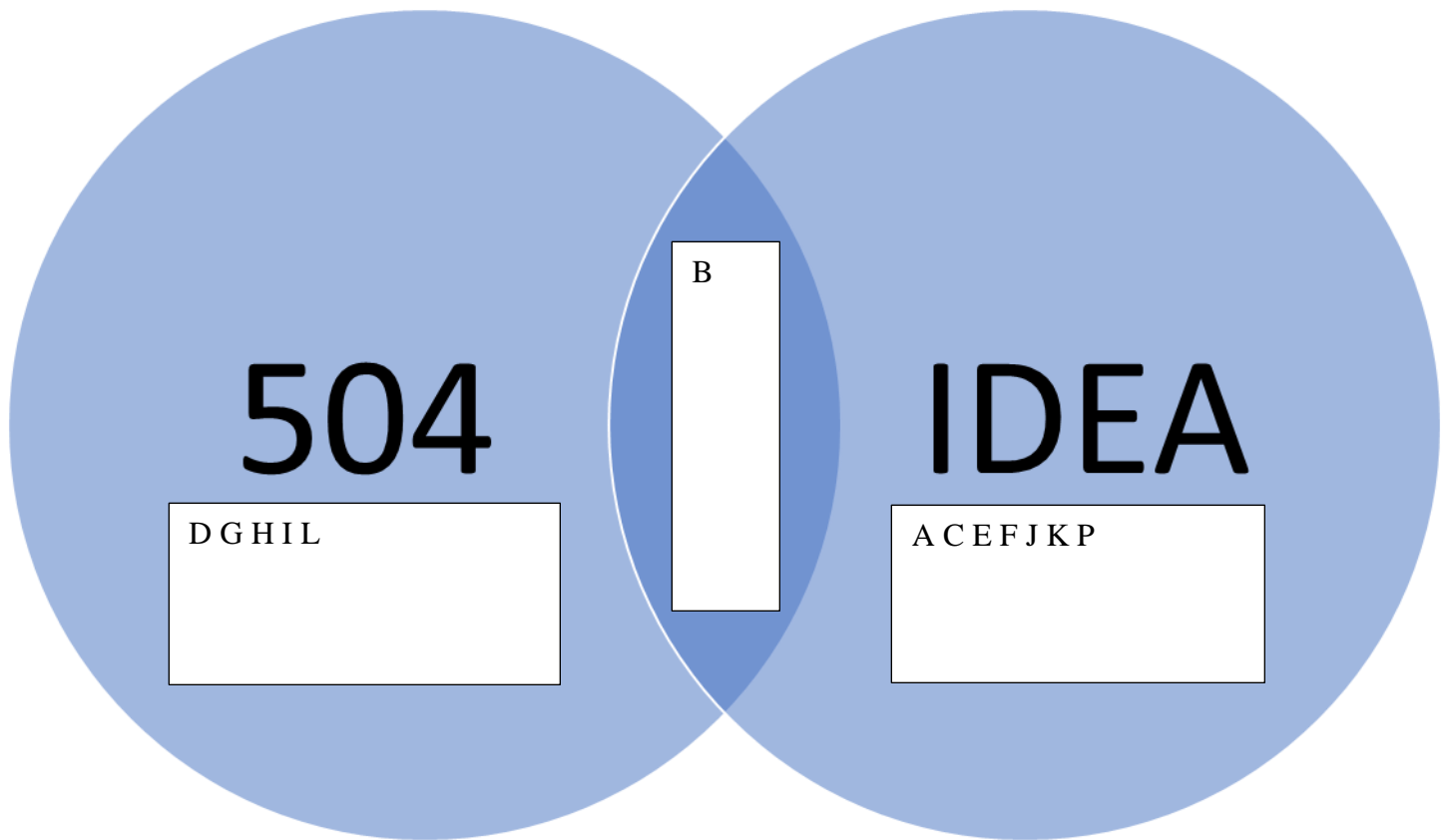
## Modifications and Accommodations (E6)

<p style="text-align: center;"><b><u>Quantity</u></b></p> <p><b>Definition</b></p> <p>Adapt the number of items that the learner is expected to learn or the number of activities students will complete prior to assessment for mastery.</p> <p><b>Example</b></p> <p>Providing student extra work sheet at student skill level for the vocab word scientist</p>	<p style="text-align: center;"><b><u>Time</u></b></p> <p><b>Definition</b></p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p><b>Example</b></p> <p>Allow students extra time to finish project</p>	<p style="text-align: center;"><b><u>Level of Support</u></b></p> <p><b>Definition</b></p> <p>Increase the amount of personal assistance to keep the student on task, to reinforce or prompt the use of specific skills. Enhance adult-student relationships; use physical space and environmental structure.</p> <p><b>Example</b></p> <p>Assign a peer buddy that the student me work with while completing the project</p>
<p style="text-align: center;"><b><u>Input</u></b></p> <p><b>Definition</b></p> <p>Adapt the way instruction is delivered to the learner.</p> <p><b>Example</b></p> <p>Give the student more examples of what a scientist does through picture and provide a few items scientist use to help describe hat they do.</p>	<p style="text-align: center;"><b><u>Difficulty</u></b></p> <p><b>Definition</b></p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p><b>Example</b></p> <p>Student will only be assessed on current skill level, only required to attempt to write one sentence.</p>	<p style="text-align: center;"><b><u>Output</u></b></p> <p><b>Definition</b></p> <p>Adapt how the student can respond to instruction.</p> <p><b>Example</b></p> <p>Student will be allowed to respond and show knowledge through verbal communication</p>
<p style="text-align: center;"><b><u>Participation</u></b></p> <p><b>Definition</b></p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p><b>Example:</b></p> <p>Student will click through the visual aid photos as we discuss what a scientist does</p>	<p><b><u>Notes:</u></b></p> <p><b>Alternate Goals</b> Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities.</p> <p><b>Substitute Curriculum</b> <i>Sometimes called “functional curriculum”</i> Provide different instruction and materials to meet a learner’s individual goals. When routinely utilized, this is only for students with moderate to severe disabilities.</p>	

## Types of Assistive Technology (E7)

<p>1. <b>Visual-</b> eyeglasses, magnifiers, Braille displays, screen reading software, text to speech systems, large print materials</p> <p><b>Listening/Hearing-</b> hearing aids, personal listening system (which transmits the speaker’s voice to the user’s ear with a wireless transmitter—helping with auditory processing issues and attention), closed captioning</p> <p><b>Math-</b> calculators, talking calculators (read aloud numbers, symbols, operation keys and vocalizes the answer so students can check for accuracy), electronic math worksheets, pen top computers (smart pens – can provide strategy feedback and other organizational features such as, the reminder “don’t forget to carry” during multiplication questions)</p>	<p>4. <b>Organization and memory-</b> graphic organizers, text to speech, audio books, apps for reminders or notetaking</p> <p>5. <b>Mobility-</b> wheelchair, walkers, cane, crutches, scooters, inflatable seat cushion (may help with sensory processing and attention issues)</p> <p>6. <b>Speech communication-</b> voice amplification system, communication board</p>
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## 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. Don't pass judgment on students you appear lazy or uninterested in school.
2. Know your students, their families and what "funds of knowledge" they bring into the classroom.
3. Share with your students positive affirmations and stories of encouragement.
4. Give Students your most precious gift, your time  
Be the teacher you wished you had as a child.
5. When it comes to managing a classroom new teachers need to be aware of not only the social context in which they work but the experiences of the students they teach as this will certainly influence their interactions and decisions in the classroom.
6. When it comes to managing a classroom new teachers need to be aware of not only the social context in which they work but the experiences of the students they teach as this will certainly influence their interactions and decisions in the classroom.

## Guthrie and Humenick Strategies to increase reading motivation (R4)

- 1.
- 2.
- 3.
- 4.

## 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.

2.

3.

## Reflections on the Math STAAR (TL4)

1.

2.

3.

## Jimmy's Report Card (TL6)

(Complete the calculations in all the colored boxes)

Mathematics		NAME: Jimmy			
9 wks 1 grading Period	Standards	Teacher Grades Percent Average	Unit Test scores average	Benchmark Grade	Absences
Unit 1	8.2	76	75	62	0
unit 2	8.3	86	83	75	1
Unit 3a	8.4	92	94	95	0
Unit 3b	8.5	68	71	55	4
<b>Average Percent</b>					
<b>Weighted Average Value</b>		30% = 0.3	40% = 0.4	30% = 0.3	
<b>Weighted Percent</b>					
<b>Final Percent</b>					
<b>Final Letter Grade</b>		C10 + D10 + E10			



**Stronge's Qualities of Effective Educators (TL12)**

The Effective Teacher as a professional.....

Areas where I GLOW.....

Areas for me to GROW.....

**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.....

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.