Stronge's Qualities of Effective Educator (TIU3)

The Effective Teacher as a person…

Areas where I GLOW…..	Areas for me to GROW……
Passion about students need to learn	confidence while teaching

Core Values (TIU3)

Joy	Curiosity

Additional Notes: values that should constantly be on my mind

personal qualities - Authenticity, boldness, calmness, caring, cheerfulness, compassion, creativity, curiosity, decisiveness, dependability, enthusiasm, ethical, generosity, grace, happiness, honesty, humility, inclusiveness, independence, individuality, joy, kindness, motivation, optimism, passion, preparedness, proactivity, thankfulness, thoughtfulness, trustworthiness, warmth, wisdom

Profession/achievement - accountability, advocacy, ambition, appreciation, attractiveness, challenge, commitment, collaboration, consistency, credibility, daring, dedication, encouragement, excellence, fame, innovation, inspiration, influence, knowledge, leadership, learning, professionalism, recognition, risk-taking, success, versatility, vision

Relationships & well being - family, friendships, growth, love, loyalty, mindfulness, relationships, safety, security, stability, wealth, well-being

misc.- resourcefulness, resilience, uniqueness, usefulness, traditionalism

Psychology 101 Review (TIU5)

	Behaviorism	Cognitivism	Constructivists	Humanism
Brief Description:	rewarding someone for a particular behavior encourages them to behave in the same way in a similar situation. The reward reinforces the behavior. However if punished for a behavior they are less likely to report them	defining learning as merely a change in behavior is too narrow. Learning involves change in knowledge stored in memory, not just a change in behavior…like a computer	The learner brings their own past experiences and cultural factors to every situation Instruction should encourage students to discover principles for themselves and curriculum should spiral to build prior knowledge	focus on human freedom dignity, and potential. It is necessary to study a person as a whole. This theory deals with the social emotional side of learning.
Theorists Associated:	Ivan Pavlov "Classical Conditioning" B.F. Skinner "operant conditioning" -behavior followed by consequence Albert Bandura	Jean Piaget A child must be able to "master" one stage before moving on to the next. If they cannot, the will never reach their full potential	Lev Vygostky 'ZPD" John Dewey "learn by doing" Erik Erikson Benjamin Bloom "Blooms's Taxonimy" Howard Garner "IQ	Abraham Harold Maslow Self actualization Esteem needs Social Needs Safety Need Physiological needs

Notes:

BEHAVIORISM - drill/rote work, bonus points(providing an incentive to do more work, participation points, verbal reinforcement "great work"

Cognitivism - Sensorimotor Stage(birth-2), Pre Op stage(2-7), Concrete Op (7-12) Formal operations(13-adult)

Constructivist - ZPD -ZONE OF PROXIMAL DEV
the distance between a students ability to perform a task under adult guidance &/or with peer collaboration & the students ability to solve the problem independently. According to Vygotsky, learning occurs in this zone

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.	recognizing

Stages of Development (TIU7)

	Social Emotional	Physical	Mental	Characteristics / Implications
2 -4 yr olds	-children learn how to manage feeling -may have imaginary friends -becomes competitive & doesn't want to lose -develops an understanding of rules but finds taking turns difficult	-become stronger -look longer & leaner -jump with feet together -mature motor control -cuts on the line with scissors -ball skills improve	-dresses/undresses self -tells stories -paints -self sufficient in many routines -sorts objects by size & shape	
5- 8 yr olds	-out of home & into friend group -v competitive -realistic fears -enjoys make believe stories and play	-into the world of games & schoolwork -slow growth rate -muscle coordination & control is uneven & incomplete -hand eye cordination	-into the world of adult ideas & logic -understands value and the use of money lear better with physical activity	-learning how to use bodies by mastering physical skills -boys & girls enjoy playing together
9-11 yr olds	-moody & sensitive -discuss sex to correct information from peers -sense of humor -self view improves when succeeding	-critical of appearance(girls) -growth -coordinated as adults	-think abstractly & plans for several weeks -developing a sense of morals	-boundless energy -like to be with members of the same sex -admire & imitate older boys & girls -easily motivated & eager to try something new
12-14 yr olds	-interact with peers & with community -leadership is valuable -self conscious	-rapid growth and physical change	-moved from concrete to abstract thinking	-fan clubs -concentrate on developing individual skills
15-18 yr olds	-teens detach themselves from their parents -less concerned with adult approval and value peer approval more	-boys deeper voices & body hair -always hungry -need to sleep increases	-intense questioning & uncertainty -reasoning skills improve -decision making skills improve	-high social need & desires -want adult leadership roles

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

small group learning,, positive peer influence, self regulating strategies, peer tutoring, cooperative learning, classroom discussion, imagery, concept mapping, elaborate organization, transfer strategies, meta cognitive strategies, summarizing, note taking, outlining & transferring, underlining & highlighting, elaborative interrogation, rehearsal & memorization, summarization, questioning, teaching commination skills & strategies, interactive video methods, technology in other subjects, technology in writing, technology with elementary schools, technology with learning students need, intelligent tutoring systems, information communication technology, positive self concept, self efficiency, reducing anxiety, behavioral intervention programs, positive peer influence, strong classroom cohesion, teacher expectations, student - teacher relationships, meta cognitive strategies, self regulation strategies, setting standards for self judgement

What is Academic Language? (SS1)

The primary vehicle for learning & instruction. It is not only a means for communicating info, it also plays a role in deepening the understanding of important ideas

Strategies to teach the Vocabulary (SS1)

1. Frayer Model -4pt analysis
2. Word walls
3. Word Journals
4. Games(eg; password or jeopardy)

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

1. Tiered instruction - Changing the levels of complexity or required readiness in order to me the developmental needs of student involved
2. Flexible grouping - allows students to be appropriately challenged & avoid labeling a student readiness as a static state
3. Anchoring activities- activities that a student may do at any time when they have completed their present assignment or hen the teacher is busy with their students
4. Compacting Curriculum - assessing a students knowledge/skills & providing alternative activities for the student who has mastered the curriculum

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

	Example 1	Example 2
Cooperative Grouping	Group project	small groups
Graphic Organizers	concept maps	mind maps
Advanced Organizers	KWL charts	Venn diagrams
Similarities / Differences	compare & contrast	t charts
Summarizing & Notetaking	Plot diagrams	The Simple Summary
Cues & Questions	"remember this person"	"I wonder why…"

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

Create → animoto, canva, animation desk, podcast

APPS:

Evaluate → desmos(graphs), padlet(documents & group

APPS:

Analyze → wuffo(forms), google sheets(spreadsheets), simplemind

APPS:

Apply → google docs(text), pixlr(images), google earth(maps)

APPS:

Comprehension → nimbus clipper, quizstar(quizzes)

APPS:

Remember

APPS:

quizlet, pocket(internet content storage), doodle

Components of a social emotional learning program (SS12)

self awareness -ability do identify emotions(free circles or journaling)
self management - to regulate ones emotions (deep breaths/ counting to 5
social awareness - embracing diversity(showing empathy for others) ROLEPLAYING
relationship skills- how to solve conflict/challenges
decision making - considering the well being for yourself and others(debates or 1 to 1 problem sloving)

Stronge's Qualities of Effective Teachers (SS13)

The Effective Teacher implements instruction that……

Areas where I GLOW…..	Areas for me to GROW……
Leadership & Passionate	Creativity & attention to detail

Create a welcoming space (CBM3)

1. Inviting signs and greetings
2. Assigned seating
3. Organized classroom
4. Positive visuals
5. Personal connection
6. Clear rules

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

1. Classroom Culture: Entry Routine
2. Structuring Lessons: Begin with the End
3. Academic Achievement: No Opt Out
4. Engaging Students: Cold Calls
5. Behavioral Expectations: 100 Percent
6. Building Character and Trust: Precise Praise
7. Student Engagement: Wait Time

Four Questions to redirect behavior (CBM7)

1. **What are you doing?(calm voice keeping track of body language & tone)**
2. **What are you supposed to be doing?**
3. **Were you doing that?**
4. **What are you going to do about it?**

Stronge's Qualities of Effective Educators (CBM10)

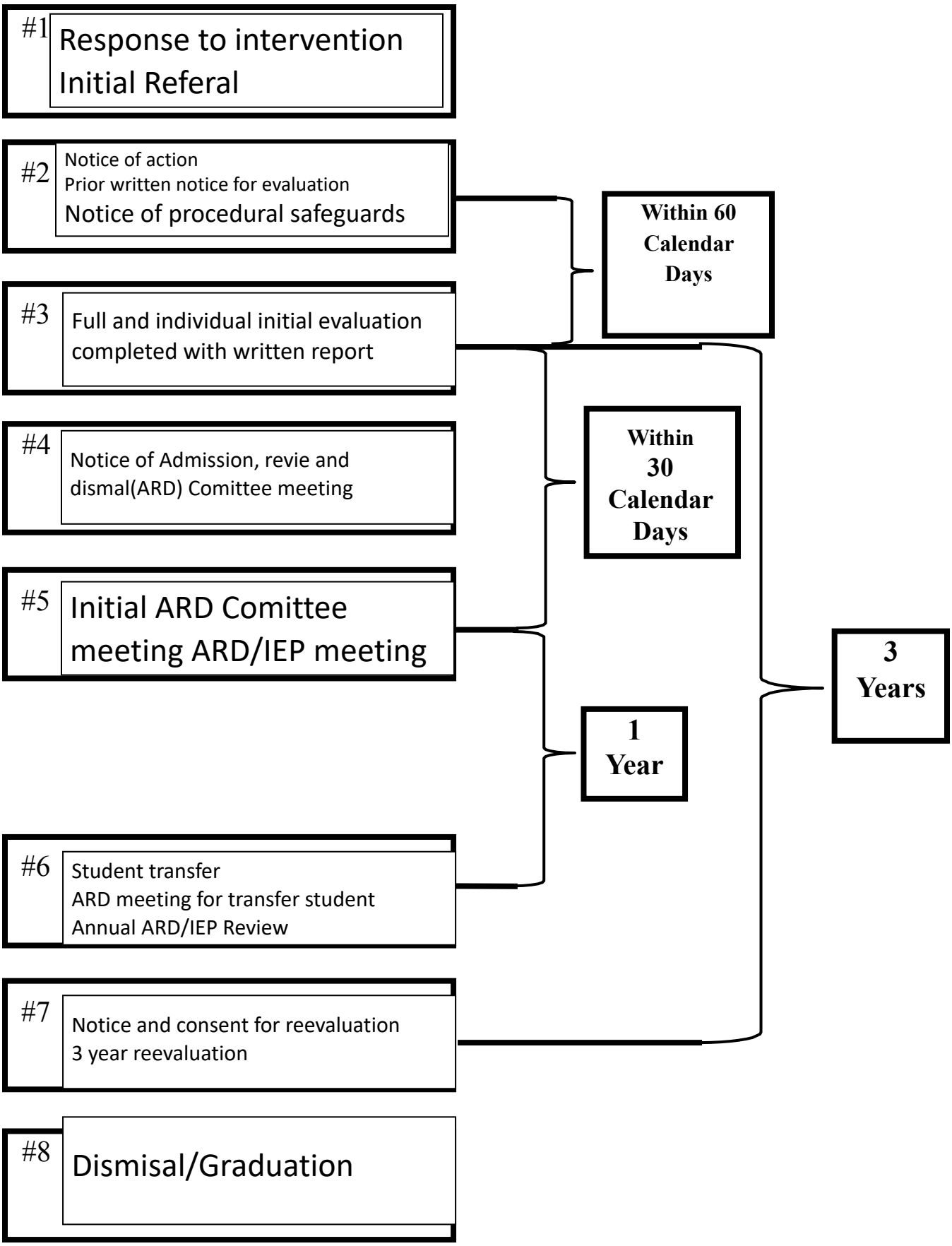
The Effective Teacher establishes classroom management and organization that…

Areas where I GLOW…..	**Areas for me to GROW……**
Maintains a clean and orderly classroom	Provides instruction bell to bell

Categories of Disabilities in SPED (E4)

	Characteristics	Impact on Classroom
Autism	-Difficulty with social interactions, communication, and sensory processing	-requires structured routines, visual supports, and individualized teaching methods.
Deaf/Blindness	-Severe hearing and vision loss	-requires specialized communication methods, mobility support, and tailored resources for learning and access.
Deafness	-Hearing loss impacts communication	-may use sign language, lip reading, or amplification, requiring visual aids and support in class.
Emotional Disturbance	-Struggles with emotional regulation, behavior, and social interactions	-requires behavioral strategies, emotional support, and consistent routines in the classroom.
Hearing Impairment	-Partial hearing loss affects communication	-may need hearing aids, visual supports, and classroom accommodations to support participation and learning
Intellectual Disability	-Limited cognitive ability and adaptive skills	-needs individualized instruction, modified curriculum, and additional support to succeed academically and socially.
Multiple Disabilities	-Combination of different disabilities	-requires comprehensive, individualized services and supports to meet diverse educational and personal needs.
Orthopedic Impairment	-Physical disability affecting movement and mobility	-may need assistive devices, physical accommodations, and adapted activities for full classroom participation.
Other Health Impairment	-Chronic health conditions like ADHD, asthma, or diabetes	-may need medical support, breaks, and accommodations for class participation.
Specific Learning Disability	-Struggles with specific academic skills (e.g., reading, math)	-requires specialized teaching strategies, accommodations, and individualized learning plans.
Speech or Language Impairment	-Difficulty with speech, language comprehension, or communication	-may need speech therapy, language interventions, and assistive communication tools.
Traumatic Brain Injury	-Changes in cognition, emotion, and behavior due to head injury	-may require academic modifications, therapy, and emotional support in class.
Visual Impairment Inc Blindness	-Partial or total vision loss	-requires adaptive technology, braille, and specialized materials to access learning and participate in class.

ARD Timeline Activity (E5)



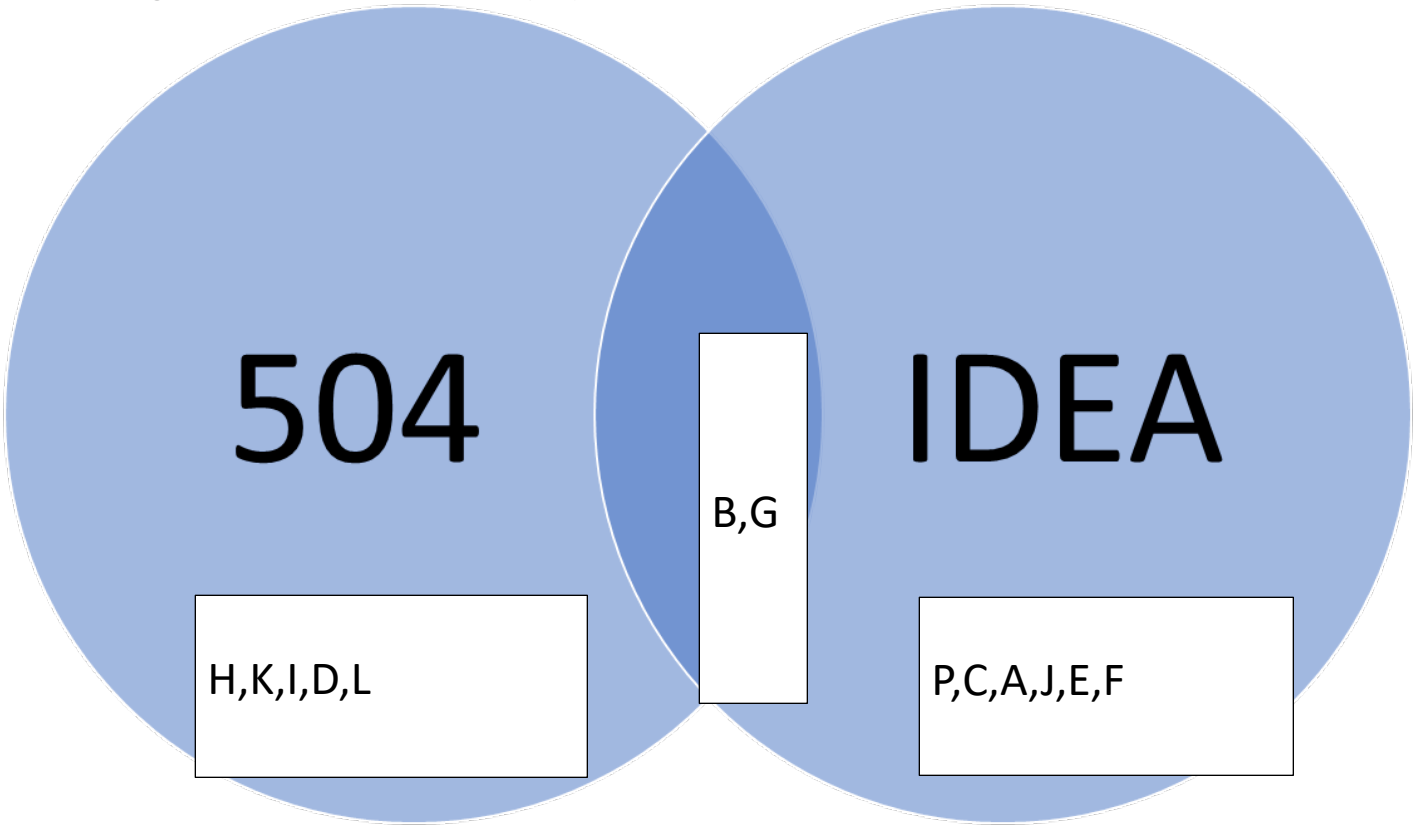
Modifications and Accommodations (E6)

Quantity	**Time**	**Level of Support**
Definition Adapt the number of items that the learner is expected to learn or # of activities Example Reducing the number of socials studies terms	Definition Adapt the time provided and allowed for learning, task, or testing Example Giving a student extra time to complete a task	Definition Increasing the amount of personal assistance to keep a student on task to reinforce the use of a specific skill Example TA's or having a peer buddy assigned
Input	**Difficulty**	**Output**
Definition Adapt the way instruction is delivered to the learner Example Using different visual aids. Making text larger	Definition Adapt the skill level or problem to how the learner may approach the work Example simplifying the task for the student	Definition Adapt how the student can respond to instruction Example Letting them give verbal responses
Participation	**Notes:**	
Definition Adapt the extent to which the student is actively involved in the class Example Letting them lead a group exercise		

Types of Assistive Technology (E7)

1. Visual - sunglasses/magnifiers
2. listening/hearing
   -hearing aids
3. Math - talking calculators
4. Reading
   Text to speech/audiobooks
5. Writing
   pencil grips/word walls/keyboards
6. Organization & Memory
   graphic organizers, text to speech

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. -Take time to explaine the rational for rules and procedures
2. -Don't make comments about students clothing or belongings
3. -Be mindful of the school supplies
4. -Give access to technology that the kids might not have at home
5. -Community supplies
6. -Hold all students to the same academic expectations

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.	Semantic Feature Analysis (Before/After Reading): This strategy uses a grid to help students explore relationships between concepts. By filling out and reviewing the grid, students identify connections, make predictions, and deepen their understanding. It strengthens both comprehension and vocabulary skills.		
2.	Anticipation Guide (Before Reading): Before reading, students respond to statements that either align with or challenge their existing ideas about key concepts in the text. This sparks curiosity and gives students a clear purpose for reading.		
3.	Choral Reading (During Reading): Choral reading involves the whole class or a group reading a text aloud together. It boosts fluency, builds confidence, and increases motivation. Reading in unison provides support for students who may feel anxious about reading aloud on their own.		

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
   -visual aids; -pre-reading activity; -active prior knowledge
2. Build background
   -preview vocabulary ;-use real world connections; -storytelling
3. Make verbal communication understandable
   -simplify language; -gestures and visuals; -rephrase and repeat
4. Learning strategies (this one should be easy!)
   -graphic organizer; -think aloud: -mnemonic devices
5. Opportunities for interaction
   think- pair share; -group work; -role playing
6. Practice and application
   -interactive practice;-creative assignmants; -case study
7. Lesson delivery
   -step by step instruction, -engaging multimedia; -modeling
8. Review and assess
   -exit ticket; -peer review; -class discussion

Reflections on the Reading STAAR (TL4)

1.

Character's Emotions:

- A student might take the character's feelings too literally. It's easy to miss the deeper meaning if they're not looking for clues in the context.

2. **Main Idea:**

- They could get caught up in the details and lose track of the main point. Sometimes it's hard to see the big picture when you're focused on the small stuff.

Context Clues:

3.

- A student might not fully use the context to figure out unfamiliar words. They might not pause to look at the rest of the text for hints.

Reflections on the Math STAAR (TL4)

1. **Fraction Subtraction:**

   - A student might forget to find a common denominator and just subtract the fractions as they are. This can happen when they're moving too fast or skip a step.

2. **Percentage Calculation:**

   - They might mess up the percentage calculation or forget the second part of the problem. Rushing through the steps can lead to missing something important.

3. **Multi-Step Operations:**

   - Sometimes students miss key steps by not double-checking. They may focus too much on one part and overlook something else.

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	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	21.53	

Final Percent	78	
Final Letter Grade	C	C10 + D10 + E10

Grading Scale

50-59	F
60-69	D
70-79	C
80-89	B
90-100	A

Three professional goals for my classroom (TL8)

1. **Goal 1: Enhancing Critical Thinking**
   My goal is to help students analyze and understand the motivations behind English exploration and colonization in North America. Students will identify and describe at least three key reasons—economic, political, and religious—and explain how these influenced colonization. This will encourage higher-order thinking as they evaluate and discuss historical factors.

2. **Goal 2: Professional Growth and Content Knowledge**
   I aim to deepen my content knowledge and teaching strategies. By exploring the impacts of European exploration on indigenous cultures, students will gain a nuanced understanding of history. I'll refine my teaching methods to support students in engaging with these complex topics and vocabulary.

3. **Goal 3: Monitoring Student Progress**
   I want to track student progress more effectively through discussions, quizzes, and an end-of-unit test. By assessing their understanding of key concepts, I can address misconceptions and provide targeted support to ensure success.

Vision of an Educator (TL11)

In my classroom, I'll focus on strategies that help all students thrive, like differentiated instruction, formative assessments, and group activities. Technology will play a big role, using tools like interactive whiteboards and educational apps to keep things engaging and help personalize learning. When planning lessons, I'll keep things clear and varied, ensuring there's something for every student to connect with, while also checking in regularly with assessments to track progress. Respect, responsibility, and consistency with routines will be key in maintaining a positive classroom environment. To make sure every student can succeed, I'll adjust instruction as needed and provide the support and feedback they need to grow.

Stronge's Qualities of Effective Educators (TL12)

The Effective Teacher as a professional…..

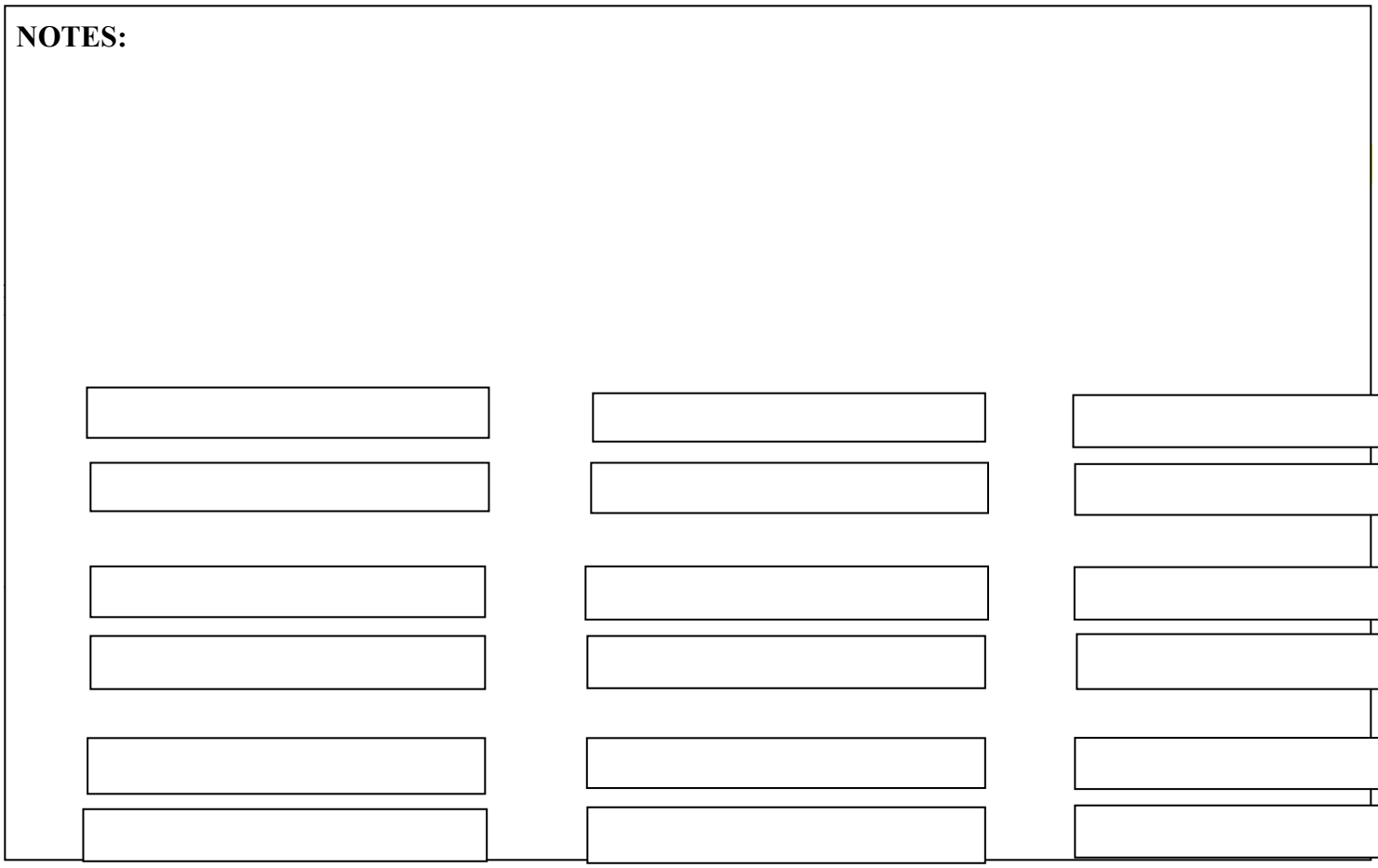
Areas where I GLOW…..	Areas for me to GROW……
student engagement building relationships clear communication	Differentiation for diverse learners Incorporating technology formative assessment

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……
tracking student progress providing timely feedback use of formative assessments	individualized tracking incorporating student selt-assessment using a broader ranges of assessment types

NOTES:



10. A.

B.

11. A.

B.

12. A.

B.

13. A.

B.

14. A.

B.

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.