teachworthy GO TOs

Core Values (TIU3)

Advocacy	Inspiration

Learning Styles (TIU4) Learning styles with 2 examples – place a star by your preferred styles

Style: Visual	Style: Auditory	Style: Kinestetic
ex. Videos	ex. Music	ex. Crafting
ex. Handout wksheets	ex. Discussion	ex. Circle time

Activate the Brain – The R's (TIU7)

1. Relationship	4. Retrieval	7. Re-Exposing
2. Rigor	5. Routing	8. Rehearsing
3. Relevance	6. Retaining	9. Recognize

Teach the Vocabulary (SS1)

1. Frayer Model	3. Word Games
2. Word Walls	4. Personal Dictionaries

Strategies for Differentiation (SS2)

1. Individualized Instruction	3. Transparent learning
2. Flexible Grouping	4. Student Reflection

Strategies for Success (SS2-7) – Provide 2 examples of each

	Example 1	Example 2
Cooperative Grouping	By performance level	Random grouping to promote collaboration
Graphic Organizers	Venn Diagram Organizer	Mind map
Advanced Organizers	Expository	Skimming
Similarities / Differences	Venn Diagram	Analogies / Metaphor
Summarizing & Notetaking	5-5-5 summarize method	Cornell Notetaking Chart
Cues & Questions	Reading Charts	Podcasting

Blooms Verbs (SS8 and SS9)

Create →
~~Demonstrate~~ ~~Develop~~ Storytelling & Podcasting
APPS:

Evaluate →
~~Describe~~ Networking / ~~Recommend~~ Twitter Conferencing Skype
APPS:

Analyze →
~~Discover~~ Popplet & simple mind
APPS:

Apply →
(Demonstrate) Kona Kona & Penscope
APPS:

Comprehension →
(Describe) Annotating (Annotate) & Tumblr
APPS:

Remember →
(Recognize) Quizlet & ~~Google~~ Voicethread
APPS:

Suggestions for working with Students in Poverty (E12)

1. Find out early in the year what are their electronic device resources.
2. Make sure parents are aware of free lunch and other food distributions
3. Have organization resources (non-profit) w/ clothing, uniforms, and school supplies.
4. Organize a bank of extra supplies for students to use.
5. Keep activities low cost or free so that all students can participate
6. Explain the reason for specific social rules in the classroom.

Reading Strategies to Strengthen Literacy Skills (R8)

	Strategy name	When / how to use it	Define it Describe the Strategy
1.	Word Walls	Before / during / after Whole class setting	They provide a permanent model for high freq. words
2.	Reader's Theater	During reading / small groups	Children read parts Helps build confidence.
3.	Exit Slips	After reading / whole class	Written responses to questions Critical thinking skills.

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
   ① Graphic Organizers ② Outlines ③ Taped text / Adapted.
2. Build background
   ① Personal Dictionaries ② CLOZE technique ③ Word Wall
3. Make verbal communication understandable
   ① Appropriate speech ② Step-by-Step Instructions ③ Modeling
4. Learning strategies (this one should be easy!)
   ① Mnemonics (Acronyms) ② Scaffolding ③ Questioning techniques
5. Opportunities for interaction
   ① Encouraging more elaborate responses ② Grouping Configuration ③ wait time
6. Practice and application
   ① Integration of language skills ② Manipulatives for practice ③ Content knowledge
7. Lesson delivery
   ① Student engagement: allocated time / Engaged time / Academic time ② Language Objectives ③ Pacing / Practice Pacing
8. Review and assess
   ① Scaffolding Paraphrasing ② Provide Feedback ③ Assess lesson objectives

Four Questions to redirect behavior (CBM5)

1. Would you stay with us? This is going to be important.
2. How should you be standing right now?
3. What is the rule about cellphones in school?
4. Where should your backpack be? Let's not sneak snacks during class.

Modifications and Accommodations (E6)

Quantity	**Time**	**Level of Support**
Definition: Adapt the number of items a student is expected to learn	Definition: Adapt the time allotted and allowed for learning, task completion, or testing	Definition: Increase amt of assistance to keep student on task or reinforce the use of specific skills
Example: 3rd grade reading: have the student read a shortened vocab list & assign xtra worksheets.	Example: Give student extra time to accomplish activity.	Example: Ensure to partner up student w/another peer who has stronger oral & written language skills.
Input	**Difficulty**	**Output**
Definition: Adapt the way instruction is delivered to the student	Definition: Adapt the skill level, problem, or rules on how the learner may approach the work.	Definition: Adapt how students can respond to instruction
Example: Provide translation to L1 of assignment instructions or direction.	Example: Allow student to use notes in journal, to solve the problem.	Example: Have a 1:1 exit ticket & allow student to verbally express what their task was.
Participation	**Notes:**	
Definition: Adapt how learner is actively involved in the task		
Example: Ask student to lead the group in keeping time.		