

# New Teacher Success Self-paced, Online Training

Barbara Preston  
Macon Piatt ROE  
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# Self-paced Training –How it works.....

1. Make sure you registered at <https://www.maconpiattroe.org/> for this online training. Go to Sign up for Professional Development on QUICK LINKS
2. When you complete the training you will receive an email that has an evaluation. Fill out the evaluation and within minutes you should get a email with the website to print off your hours.
3. Participants will go through the power point, viewing each slide.
4. **Tasks will be in RED and they need to be completed and sent to me. Please send when training is completed.**
5. Slide 4 will give my information for sending task answers.
6. Please contact me if you are having any trouble with the training.

# Online Training Information

In this training, you will learn about New Teacher Success. Please watch the videos embedded in the power point.

**You will be required to complete several TASKS that will always be in RED.**

**The Tasks should be sent to my email:**

[prestonb@roe39.k12.il.us](mailto:prestonb@roe39.k12.il.us) when you finish the training. Send them at one time labeled by Training Title and Task Number and the pre/post tests

Example of submission-next slide

**You may want to make a power point of your answers to send to me and that would be fine.**

# Example for submission to me by email:

Your Name and Email: Barbara Preston  
[prestonb@roe39.k12.il.us](mailto:prestonb@roe39.k12.il.us)

**Please send them altogether when the training is completed. Pre/Post Test too.**

Title of Training: New Teacher Success

Task One- answer

Task Two- answer --etc.,

# Task One -Pre/Post Test New Teacher Success--Online Training

The following statements related to the targets of this training session. Please indicate your comfort level with the following:

4 = I am confident in my knowledge

3 = I am on the right track

2 = I am not sure I am doing it right or with the right amount of consistency

1 = I need more information in this area

**Copy the pre and post tests and send to me with all of your tasks.**

New Teacher Success	Pre	Post
I understand that teaching is an art of juggling many skills. Planning knowing your standards, using data, setting up a learning environment for all students, and knowing your students are crucial.		
I am able to plan units and lessons that align standards for grade level mastery and set up a Tier One Experience for all students using Differentiation.		
I can identify students who need extra support and are beyond grade level by IEP/504 plans gifted students by formative assessments, conferencing, listening in, conversations, and data.		
I can locate resources to support my efforts in assessment, differentiation, metacognition and reflecting on what is working and what is not.		
I am able to provide students with a planned unit with lessons that support the learning target and standards.		
I am aware of the connection among the standards, assessments, teachable moments, gradual release of responsibility, and collaboration with students and peers.		

# Course Outcomes

1. Understand Teachers need reminders of how to begin each year, each month, each week, each day and sometimes each hour.
2. Understand that Success is planned.
3. Identify strategies that will support you in setting up rules and supporting your students and learning.
4. Organize a classroom that is ready for a family of learners.
5. Help you breathe and if something fails, try again.



**Students don't need  
a perfect teacher.  
Students need  
a happy teacher,  
who's gonna make  
them excited to come  
to school and grow  
a love for learning.**

**SOHO  
TEACHERS**

My two ideas for the  
Classroom:

Treat others the way  
you want to be treated.

Today is a new Day.  
Yesterday is over and today  
we start over again.

I want to welcome you to the most awesome  
job in the universe. I have been TEACHING  
for over 40 years and I still want to get up each  
day and be an educator.  
There is something about human beings that  
make me happy and want to learn more and more.

As a new teacher, you will learn new things every  
day and that is terrific.

Remember that you can make or break a child, a peer,  
a parent with your words or your nonverbals. Think before you  
speak, write a note, or make a phone call. Give yourself 30 seconds  
before you answer someone who is challenging you.

If someone else hurts you, remember that each of us  
are works in progress and some days are better than other days. Be  
compassionate even if others are not.

YOU ARE IN FOR THE TIME OF YOUR LIFE. MAKE SURE YOU ENJOY  
IT! I AM HERE TO HELP YOU. WELCOME WELCOME WELCOME

# Begin with the End in Mind

**Discipline** is concerned with how students behave.

**Rituals and Procedures** are how things are done here.

When students know how to do each part of a daily routine, behavior is not the problem.

When students are motivated, cared for, and engaged, behavior is not a problem.





# A Classroom Needs to be Mind/Body Connected: Whole Child

## Heathy

- ☐ The classrooms and school set realistic goals for student and staff health that are built on accurate data and sound science.

## Safe

- ☐ Physical, emotional, academic, social school climate is safe, friendly, and student centered.
- ☐ A place where students feel respected, valued, and cared for and are motivated to learn.
- ☐ School climate, curriculum, and instruction reflect both high expectations, and an understanding of child development and adolescent growth and development.

## Engagement

- ☐ Students have access to a range of options and choices for a wide array of extracurricular and co-curricular activities that reflect student interests, goals, and learning profiles.

## Supported

- ☐ Assessment is **diagnostic, formative, and summative.** Assessment is **used to monitor student progress, provide timely feedback, and adjust teaching-learning activities to maximize student progress.**
- ☐ Adult-student relationships are supported and encouraged to help each student's academic and personal growth.
- ☐ Having access to school counselors and other academic, social, and emotional support systems.
- ☐ School staff understands and makes decisions based on child development and student performance information.

Adapted from: Sean Slade, ASCD Sr. Director, Global Outreach.

# If we are to have whole child connectedness:

Educators need to be aware of brain friendly learning strategies.

1. **Teach children about their brains** as early as preschool and build to that knowledge each year.
2. Offer **consistency and support for working and learning**.
3. **Practice empathy and notice empathy** in your students and tell them when you see it.
4. Make **students your partners in learning** and ask for frequent feedback yourself.
5. **Honor different readiness levels**. Look for that zone of proximal development (Vygotsky 1986) to set up new challenges.
6. **Scaffold learning** using ongoing assessment through the learning progression.
7. **Be Flexible**: Allow students to work with partners, small groups, or independently, being aware of that student's zone of proximal development.
8. **Teach students about mindsets** and how they affect learning and personal growth.
9. Know that the brain is primed for **novelty, choice, and connectedness** to other learning. **Students need to talk 80% inside the classroom about their learning.**
10. Give students a **voice and choice**.
11. Teach around **BIG IDEAS OR ESSENTIAL QUESTIONS** that bring in other content areas and **interests of the students**.
12. Remember that you are **shaping young lives and building young brains**. Your words matter. Your **facial expressions and tone matter**. You matter. Learn all you can about neuroscience and psychology.

# Must have a Plan for Instruction and Mastery

- Planning a lesson is guided by standards and the skills within the standards. That is your curriculum. Textbooks are tools to help you.
- You should try and have year long goals, mid year goals, Benchmark/formative assessments (How are students fairing with my instruction?) and Short term goals.
- Set these and begin to design units, then create the lessons within the units to teach the standards.
- Work with other teachers if you need support with this.
- The standards will guide you and a discussion with the expectations for student CCSS mastery of grade above you and discuss student CCSS mastery of the grade below.
  - This will give you a picture of how this school works as far as mastering the standards.
  - It will also give you an idea of the students coming into you and which ones will need Tier Two assistance.
  - IEP/504 Plans need to be understood also. You can work on supporting those students in their weakest areas.

# Five Types of Learning Targets

To build clear learning targets we need to understand that there are actually five kinds of learning targets.

1. **Knowledge-** facts and concepts we want students to know
2. **Reasoning –** use what they know , reason or solve problems
3. **Skills-** use knowledge and reasoning to act skillfully
4. **Products-** use knowledge, reasoning, and skills to create a concrete product
5. **Disposition-** attitudes about school and learning

## Types of Learning Targets

### Knowledge

Examples:

- ▶ Recognizes and describes patterns of human behaviour.
- ▶ Understands long-term physiological benefits of regular participation in physical activity.
- ▶ Knows that energy can be transformed between various forms.

## Types of Learning Targets

### Reasoning

Content Standard Key Words

- ▶ Evaluate, judge, discriminate, modify, organize, formulate, hypothesize

Examples

- ▶ Analyses fitness assessments to set personal fitness goals, strategizes ways to reach goals, evaluates activities
- ▶ Examines data/results and proposes meaningful interpretation

## Types of Learning Targets

### Skills

Examples

- ▶ Measures length in metric and US units
- ▶ Reads aloud with fluency and expression
- ▶ Dribbles to keep the ball away from an opponent
- ▶ Participates in civic discussion with the aim of solving current problems
- ▶ Uses simple equipment and tools to gather data

## Types of Learning Targets

### Product

- ▶ Students use their knowledge, reasoning, and skills to create a concrete product
- ▶ includes a sample of student work (i.e. paper, report, artwork, or other project) that demonstrates the ability knowledge, understanding, reasoning, and skills

## Types of Learning Targets

### Dispositions

- ▶ Students' attitudes about school and learning
- ▶ includes attitudes, values, interests, feelings, and beliefs

## Types of Learning Targets

- Marzano and Kendall (1996) identified five types of learning Targets:
  1. **Knowledge and Simple Understanding.** This includes mastery of facts and information, typically through recall as well as simple understanding.
  2. **Deep Understanding and Reasoning.** This includes problem solving, critical thinking, synthesis and comparing.
  3. **Skills.** This involves something that a student must demonstrate in a way other than answering questions.
  4. **Products.** This includes a sample of student work that demonstrate the ability, knowledge and understanding reasoning and skills
  5. **Affective.** This includes attitudes values, interests, feelings and beliefs.

# Setting a Learning Target

Set the target on what standard you will be working on.

Make sure that you can assess it.

Plan instruction so all students can meet the target.

## **Elementary Example**

Topic: Summarizing Data

Learning Target: Use mean, median and mode to describe a set of data.

Success Criteria: I can use a group of numbers to figure out the mean, or average

median, or the middle number

mode, or the number you see the most

## **Middle Level Example**

Topic: Supply and Demand

Learning Target: Understand the principle of supply and demand.

Success Criteria:

- I can explain supply and demand in my own words.
- give examples of the principle of supply and demand in operation and examples of supply and demand when the principle is not operating in our current economy.
- use the concept of supply and demand to make predictions about prices in the future.



## Task Two –View or Read two of these below and tell me what learning targets can do for you and your students?

- <https://vimeo.com/350421947> Video Introduction to Learning Targets 39minutes (if you have never worked with learning targets, this is a training on them)
- <https://vimeo.com/44052220> Video Students tell what they like about learning targets 3.58 min –High School students
- <https://vimeo.com/350421947> Video Introduction to Learning Targets 39minutes (if you have never worked with learning targets, this is training on them)
- <https://teachsimple.com/blog/teaching-resources/learning-targets/#what-is-a-learning-target> Examples of Learning Targets for all grade levels with Performance Task examples for the Target
- [https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/sample-learning-targets-3-5\\_0.pdf](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/sample-learning-targets-3-5_0.pdf) Grades 3-5 Examples
- <https://vimeo.com/44052219> Students unpack a learning target Really good one for elementary teachers to watch



# TASK Three

- 1. Have you taught students about “mindset”? If you have, explain what you did and if it made any difference in you or your student’s approach to learning? If you have not, please look at some resources to help you build your knowledge on MINDSET by Carol Dweck on the next slides. The website is free and full of many resources.**
- 2. Looking back at the last slide 11, pick two of the statements that you need to work on or start in your classroom. Explain how you would do this and why?**

# Carol Dweck and Mindsets

- <https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/>  
Should take about 10-12 minutes to read this link. It is very interesting.
- “fixed mindset” assumes that our character, intelligence, and creative ability are static givens which we can’t change in any meaningful way, and success is the affirmation of that inherent intelligence, an assessment of how those givens measure up against an equally fixed standard; striving for success and avoiding failure at all costs become a way of maintaining the sense of being smart or skilled.”

**A “growth mindset,” on the other hand, thrives on challenge and sees failure not as evidence of unintelligence but as a heartening springboard for growth and for stretching our existing abilities.**

**Out of these two mindsets, which we manifest from a very early age, springs a great deal of our behavior, our relationship with success and failure in both professional and personal contexts, and ultimately our capacity for happiness.**

# Dweck says .....

*“the view you adopt for yourself profoundly affects the way you lead your life. It can determine whether you become the person you want to be and whether you accomplish the things you value.”*

You may want to watch these videos to understand mindsets.

<https://www.youtube.com/watch?v=2nF90sAW-Yg> 7.22 min

Explains fixed and growth mindsets with some studies that prove the hypothesis of Dweck.

<https://www.youtube.com/watch?v=iCTSQVHehEk> 19 min

Ten great ideas from Mindset.

# Growth mindset vs fixed mindset



@sylviaaduckworth

## SUCCESS



## FRUSTRATION

1. I can learn anything I want to.
2. When I'm frustrated, I persevere.
3. I like to challenge myself.
4. When I fail, I learn.
5. I like being told that I try hard.
6. If my classmates succeed, I'm inspired.
7. My effort and attitude determine everything.

1. I'm either good at it, or I'm not.
2. When I'm frustrated, I give up.
3. I don't like to be challenged.
4. When I fail, I'm no good.
5. I like being told that I'm smart.
6. If my classmates succeed, I feel threatened.
7. My abilities determine everything.

## GRIT



## Learned helplessness

# Step by Step -Management

Before you can instruct students on procedures, routines, and expectations, you need the layout and physical systems in place

- Figure out what needs to be near the front of the room and in each corner. (labeled cubbies for storage, messages, attendance/absent, home/school stuff )
- Area for whole group instruction.
- Areas for small group instruction and small group discussion
  - Consider lighting, windows, door, shelves, white boards or any technology –Can everyone see the whiteboard?

# Independence is the Key

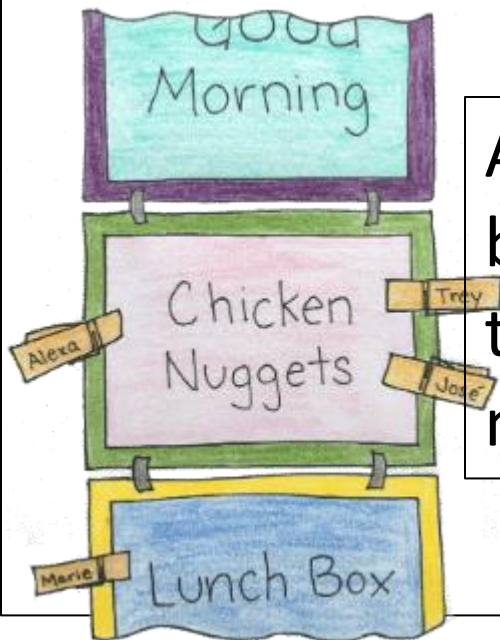
Students need to be independent as much as possible.

- Area to turn in work
- Area to get paper, pencils, rulers, paints, materials that are needed
- Technology area for research and information
- Book area that is leveled –Each student should know their independent reading level and have a goal to move to the next level.
- Students should know the procedures in each area (signs can be added at first to remind them)
- Students need to start making small goals to reach incrementally. You need to model that for them.

# Routines that have to be done daily- Elementary

## ☐ Attendance and Lunch –

- ✓ Will you have a chart by the door that they put clips on for lunch?



Anyone not having a clip on the lunch board is considered absent? Make sure those parents are contacted if they did not call.





## 30 Pictures of Teacher Organization Perfection that Will Make You drool







# Take Home Bring Back-K-8

Give each **student a folder to use for all of their “take-home”** notes.

These documents can include homework, permission slips, notes home, newsletters, and anything else that parents may need to see.

**Parents can also use this as a reliable way to deliver notes back** to school, such as changes in transportation or early dismissal.

On a small table, have three trays  
(stackable paper trays work well): **homework, parent notes,**  
**and permission slips.**

You can also customize these trays for things you commonly send home or receive from parents.

If you're putting this on your supply list, **ask for the specific folder that works well for you** (e.g., all blue with prongs, yellow double pocket folder).

Centervention 2020

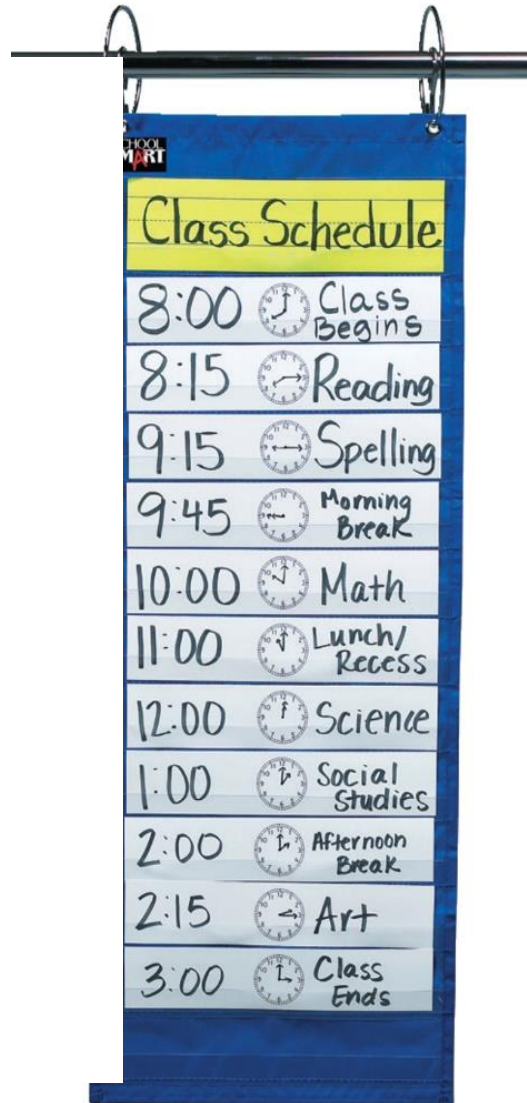
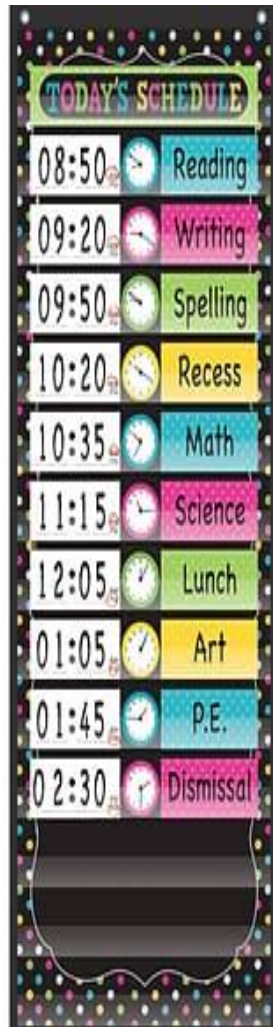
*Folders with a transparent sleeve on the front can be used for important documents, or anything that needs to be seen daily.*



# Daily Schedule

- **Daily schedule:** Write out the most common components of your daily schedule on sentence strips (e.g., math, science, art, PE) and use a pocket chart to display them.
- You can easily rearrange and swap out the sentence strips.
- Students will know exactly what is happening each day – what special they're going to, what time recess is, etc. – and you will save yourself from answering a million questions about the schedule.





This might be used at MS/HS for changing classes

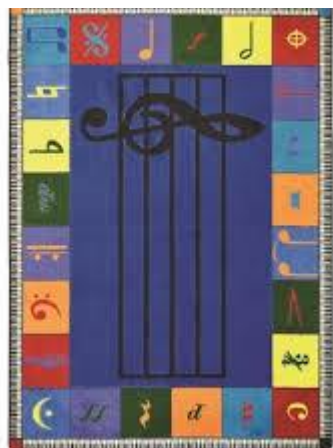
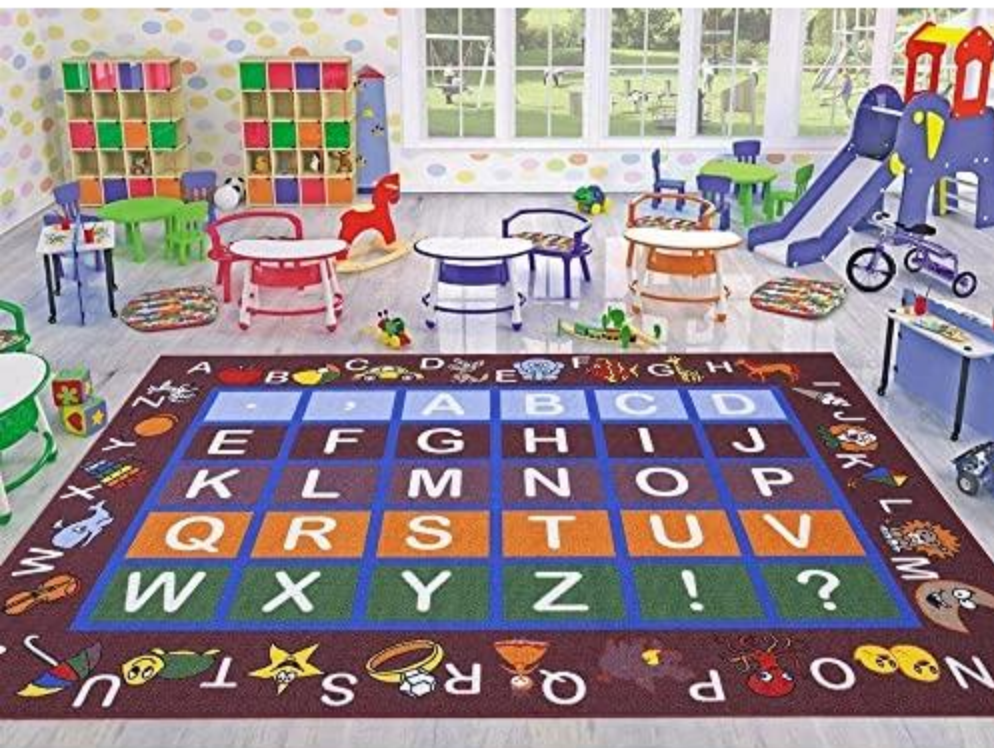
# Student Go To's

- **Morning and end-of-day or end of hour procedures:** Post your morning and afternoon procedures so students may refer to them as a daily checklist.
- **Homework/Other assignments:** Write homework and other assignments in the same place daily so that students know where to look for them and can copy them down as part of your routine.
- **May even put them on an index card to be ready to hand it to someone who says, “What’s our assignment?”**

# Seating

- Label your desk groups so that you can easily call on them for things such as lining up. You can use different **colors, college names, animals, or something else that works for the theme** in your classroom.
- For younger students who will spend a lot of time on the carpet, create a spot for each child to help teach them the concept of personal space. **No longer than their age in minutes on a carpet without some movement. (6 yrs. = 6 min. )**  
**Please know that they have to move and talk or they will be behavior problems.**







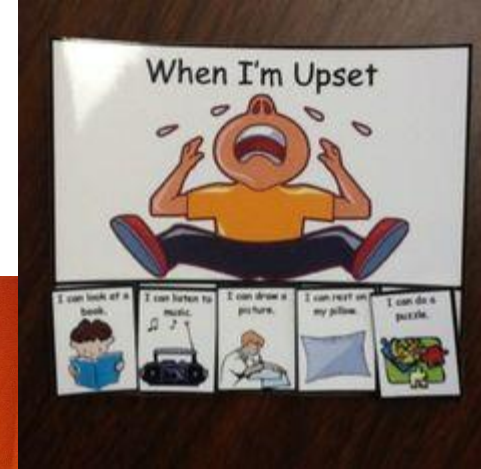
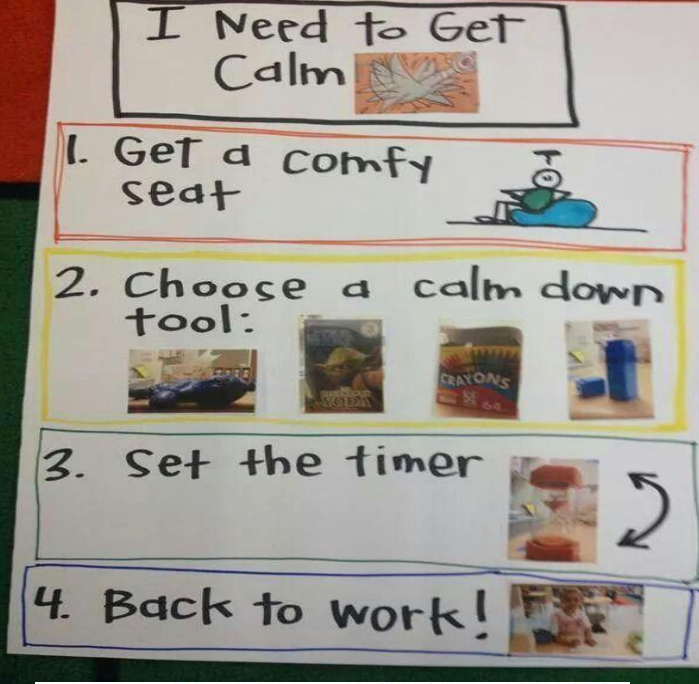




# Let's Just Cool Down Now

- **Cool down corner:** Inevitably, an upset student will **need a safe place in the classroom to cool down and take a break.**
- Establish a corner of the room with a beanbag chair or pillow and a poster of emotion regulation strategies
- Students can practice identifying and managing their emotions in different situations

## Elementary Ideas







## creating a peace corner in the classroom

For Older Students



# Classroom Job Idea

- **Classroom jobs:** Create an area to display and assign classroom jobs. After all, it is our home for 6 hours a day.
- An easy way to do this is to take a picture of each student in the first week of school and attach a magnet to the back of the photo.
- Arrange the classroom jobs on a magnet board, and easily swap the photos around when students change jobs.
- **Older students could have jobs too.** Each period could be a chance to give some students some responsibility in the classroom. Setting up experiments, getting out supplies, handing out papers, etc.,.

# MS / HS Ideas

## **Be Organized, Tidy, and Ready**

- This will immediately stand out to students. Wow, supplies are all organized and labeled, books are on shelves, and look at the desk! **Everything has its place and all is in order.**
- Be sure to also have ready your **procedures and rituals so you can share them at the very start of the second day.**
- The **first day should be about introducing you and the content you will be using.** This will avoid that preventable and awkward moment with your very first class. All of us need time to just settle in and feel comfortable.

# Students want to know about you, not the rules on the first day.

Tell the class about you in 5 minutes.

- Give them true stories and inspirational ones. FUNNY ONES TOO.

## Then turn it over to the class:

- Give them **three minutes to write on an index card** their **favorite music**, their **interest or hobby**, and **something no one knows about them**.
- Then let them **share with 3 other people**.
- **Turn in the index cards** with their name on the back and you will have your **first interest inventory done**. **Use it when you plan activities or homework**.

# Be Ready for Anything and Everything

- Students will be impressed if something goes awry and you handle it quickly, and with wisdom and grace.

Expect nothing and be ready for anything - that was the key to sanity.

- Nadezhda Mandelstam



## Start Learning Names Immediately

- The sooner you dive in on this task the better! I am a visual learner so making a seating chart right away and using their names as much as possible helps..
- Many teachers will tell you that getting names down as soon as possible helps with discipline.
- It more importantly sends the message loudly and clearly that you are interested and that you care.

Here's some further [suggestions and techniques](#) that you might find helpful (just click on it)



Your tone and facial expressions will say it all.

- Find reasons to like students. Our care for students does not take into account how well they perform on benchmarks, end-of-the-year tests, or even daily work. **Our care of them is not conditional—it's necessary, because they are in our care.**
- You can be **calm, disarming, and firm, and set reasonable boundaries.**
- Set up boundaries early, hold them consistently, and **rework as you gain more information and strength.** *Being an adult need not equate to being mean.*

# Task FOUR-So Far So Good

Tell me three ideas you garnished from the training so far.

Tell me how you will use those ideas and why they stood out to you?



# Teacher Voice/Student Voice

- The voice of the teacher can shape a classroom meaningfully, but students also have voices. When a student has a question or wants to share an insight, try to say, “It’s your classroom too.”
- Teach students how to have a voice using accountable talk and respect.

<http://www.theteachertoolkit.com/index.php/tool/accountable-discussions> Look at this for ideas on accountable talk. **Older students will benefit** from the accountable talk being continued in those grade levels. It also helps students when answering a question and argument writing and debate.

# Accountable Talks should be used in all academic discussions.

## Accountable Talk



- Can you tell me more?
- Can you give me another example so I can understand?



- This reminds me of \_\_\_\_\_ because \_\_\_\_\_.
- I believe this is true because.....



- Why do you think that?
- Could it also be that.....?



- Can you give me an example from the text?
- Where can I find that in the text?



- I agree with \_\_\_\_\_ because \_\_\_\_\_.
- I would like to add \_\_\_\_\_.



- I disagree with \_\_\_\_\_ because \_\_\_\_\_.
- I respect your opinion but \_\_\_\_\_.

### Affirm

- You did a great job with \_\_\_\_\_.
- Thank you for explaining that, \_\_\_\_\_.
- Awesome idea, \_\_\_\_\_.

### Agree

- I agree with \_\_\_\_\_ because \_\_\_\_\_.
- I agree, but also think \_\_\_\_\_.
- I feel the same way because \_\_\_\_\_.

### Follow Up

- Can you give an example?
- Where is that in the text?
- Can anyone add on to that?

### Piggy Back

- I would like to add on to \_\_\_\_\_ thinking.
- Another reason could be \_\_\_\_\_.
- In addition, I also think \_\_\_\_\_.

### Disagree

- I disagree with \_\_\_\_\_ because \_\_\_\_\_.
- I respectfully disagree.
- I see your point, but \_\_\_\_\_.

### Clarify

- Can you explain that again?
- How did you figure that out?
- I don't understand the part about 44.

# Task Five

- Why use accountable talk?
- How would this impact your discussions in class?



# You always have the district rules, but in your classroom it can be.....

Setting up classroom rules should be simple:

1. Treat others the way you want to be treated in classrooms, in hallways, at lunch, on breaks, in the restroom, working as a partner or small group participant, or just being a human.
2. Remember that you have a choice in what you say and do.
3. Each day is a new day with a fresh start.



# Don't commit **assumicide**!

- Don't assume that students **know how to take notes**.
- Don't assume that **they preview a reading and set their own purpose**.
- Don't assume that **every student reads at the same level**.
- Don't assume **that students who are quiet do not know the answer**. If you work in groups, you will give all students a chance to be heard and learn from each other.
- Don't assume **students know their weaknesses** and how to incrementally get better in those areas.
- Don't assume that each **student reflects on a lesson** and metacognitively celebrates the learning.
- **Don't assume anything**. Take your **cues from your formative assessment**.

Never  
Assume  
Anything

# What is active engagement?

**Students are responsible for a big part of their learning.**

Teachers need to set up their lessons with these pieces to strengthen student engagement:

## **KNOW YOUR LEARNERS....**

- Use a free online test to see who is a **visual, tactile, or auditory learner**.
- **Find out their interests** so that throughout the year, you acknowledge their interests in lessons or practice that you prepare (even centers they work in or products to show mastery)  
<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml> this link is done on computer and will give a summary. Students can take it online. Maybe you should take it too.
- Do some **formative spying** on them in groups and working individually and make note of how they motivate themselves, stay on task, offer answers and questions, and generally reflect on their own learning.
- **Share your story with students**. Tell them about how you motivate and persevere through hard assignments and how you reflect and learn from the reflection. They need to know that making a mistake is not failure, but a learning tool, so celebrate their mistakes.

# Nine Instructional Strategies

## Improving Achievement Across Content Areas

- **1. Identifying similarities and differences**
- **2. Summarizing and note taking**
- **3. Reinforcing effort and providing recognition**
- **4. Homework and practice**
- **5. Nonlinguistic representations**
- **6. Cooperative learning**
- **7. Setting objectives and providing feedback**
- **8. Generating and testing hypotheses**
- **9. Cues, questions, and advance organizers**

Classroom Instruction That Works by

Robert Marzano, Debra Pickering, and Jane Pollock.

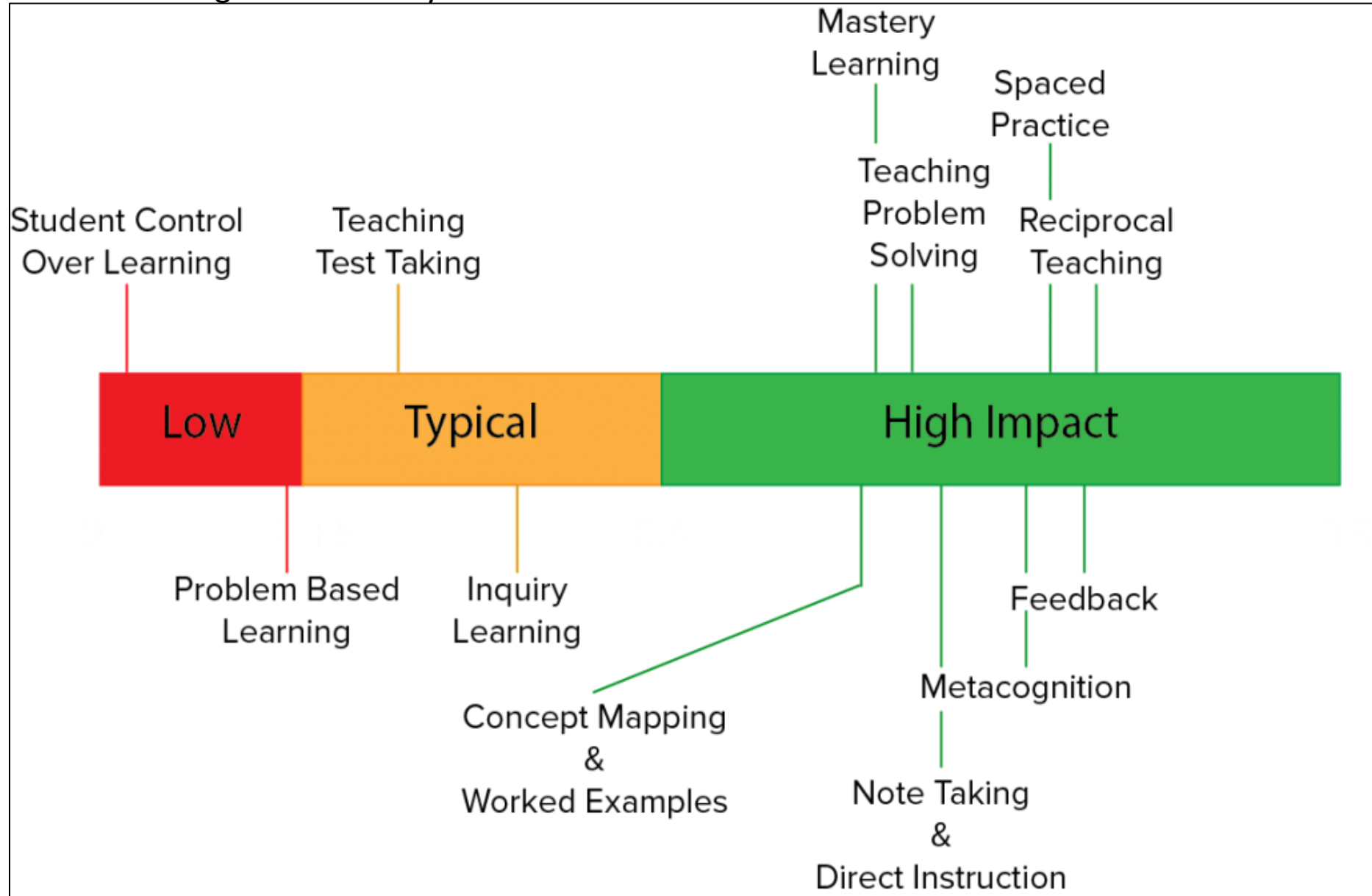
According to John Hattie, high-impact, evidence-based teaching strategies include:

- Direct Instruction
- Note Taking & Other Study Skills
- Spaced Practice
- Feedback
- Teaching Metacognitive Skills
- Teaching Problem Solving Skills
- Reciprocal Teaching
- Mastery Learning
- Concept Mapping
- Worked Examples



Professor *John Hattie* is a researcher in education. His research interests include performance indicators, models of measurement and evaluation of teaching and learning. *John Hattie* became known to a wider public with his two books *Visible Learning* and *Visible Learning for teachers*.

## Low to high –What really matters.... John Hattie





# This is a Resource and it is worth viewing -2023 John Hattie Overview

In a [video](#) from 2021, John Hattie gives an overview of the changes in the update of the Visible Learning project. He also addresses the criticism of the study, but argues that nothing has changed in the underlying story and interpretation of the data. **39 minutes-Full of great ideas.**

<https://www.youtube.com/watch?v=QLsxCbKugPU&t=699s>

Teachers are far more likely to have a large and positive impact if they:

## Task Six

- Are **passionate about helping** their students learn
- Forge **strong relationships** with their students
- Are **clear** about what they want their students to learn
- Adopt **evidence-based teaching strategies**
- **Monitor their impact** on students' learning, and **adjust their approaches accordingly**
- Actively **seek to improve** their own teaching

1. Look at this website below and tell me what characteristics make a teacher CREDIBLE AND WHY?

<https://www.snhu.edu/about-us/newsroom/education/qualities-of-a-good-teacher>

# What are the Key Strategies That Work.

- This next section is all about ideas and strategies that students need in order to become college ready or career ready



# Summary Writing

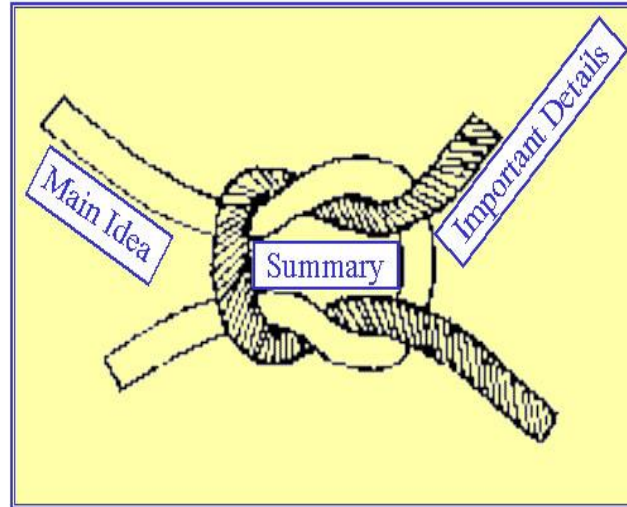
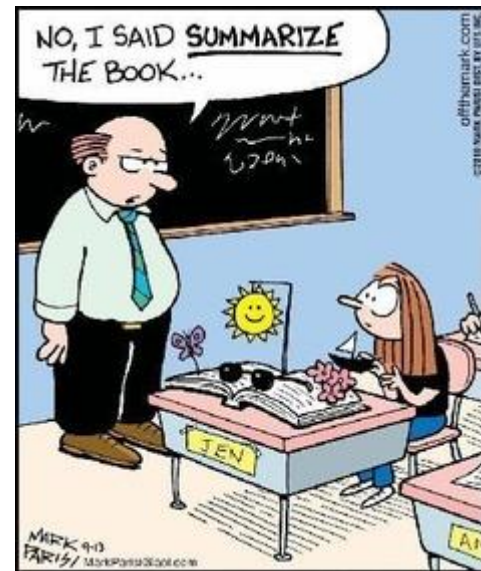
Marzano, Pickering, and Pollock 2001 cite that summarization is among the top nine most effective teaching strategies in the history of education.

- Summarizing and notetaking
- Nonlinguistic representations
- Using cues, questions, advanced organizers that give students active processing instead of passive reception.

# How do you summarize?

Have students learn from each other.

Ask your partner in class to show what they do when they read and summarize the information.



<b>SOMEBODY</b> Who is the main character?	<input type="text"/>
<b>WANTED</b> What did the character want?	<input type="text"/>
<b>BUT</b> What was the problem?	<input type="text"/>
<b>SO</b> How did the character try to solve the problem?	<input type="text"/>
<b>THEN</b> What was the resolution to the story?	<input type="text"/>



# More Summary Ideas

Summaries written in 10 words or less

Bumper Sticker summaries

Summary quotes

Grocery List

Coloring Book

Mural

Court Transcript

Pop up Book

Wanted Dead or Alive Poster

Make a dinner menu of the vocabulary terms we used in music today.  
Pianissimo and Forte Ex.,.

***Pianissimo Potatoes-Potatoes so soft, you'll whisper for hours after eating them. Top with Forte Figs to increase your vocal strength.***

## Summary Ideas for All Students

Use an article, quote, or graphic that connects to what you are learning

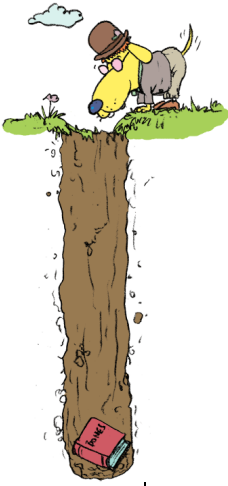
### Save the Last Word For Me –LET’S TRY IT!

- Read an assigned passage.
- **Mark three sentences** that anger them, pose a question to them, confuse them, pose a conflict, or support or challenge something they believe.
- Only one sentence will be used in the activity.
- Divide into groups
- One member will read a line that they have marked.
- Each group member will react by agreeing, refuting, supporting, clarifying, commenting, or questioning.
- After everyone responds, the reader will get to offer their commentary and get the LAST WORD.
- The sequence continues.

<http://www.theteachertoolkit.com/index.php/tool/save-the-last-word-for-me>

Use this video for any class even though it is a lower grade level example.

# Students today must learn



Facts, how to dig for information and make sense of it and attach meaning to it.

We must teach them how to:

1. Identify salient information no matter what content
2. How to structure information for meaning and application
3. How to delete, substitute, and keep information for more than just retelling.
4. How to figure out what is true/facts and what is someone's idea or thought.



# TASK Seven -Analysis Matrix

These graphic organizers can be used in any content and configured to fit the purpose of a lesson.

**Look at the set of graphic organizers at these sites**

**<http://www.loc.gov/teachers/primary-source-analysis-tool/>**

**<https://creately.com/guides/types-of-graphic-organizers/>**

**-Be careful that you work with grade bands to choose a graphic organizer so that they are common to students.**

**Lots of different organizers confuse many students from class to class. They spend more time learning the organizer than learning the content.**

# **TASK Seven Continued**

- 1. Look at the websites on Graphic Organizers**
- 2. Choose three that would work for your grade band that you teach. K-3, 4-6, 8-12**
- 3. Send me a picture of the ones you think would work well in all contents. Give an example for this training on each one.  
Example of mine is on the next slide.**



# Example for you...

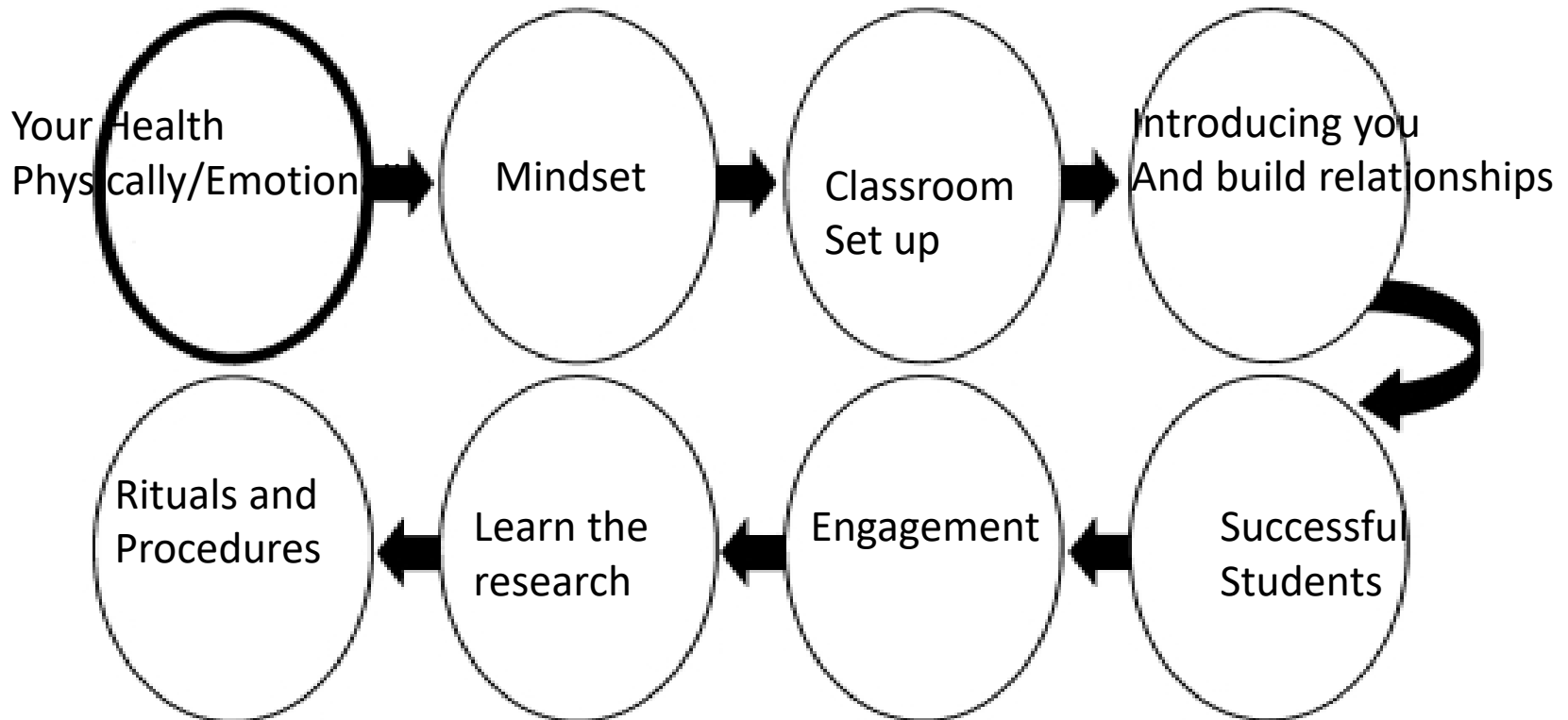
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class Period: \_\_\_\_\_

## Sequence Flow Map

Directions: List the events, procedures, and/or cause and effect relationships in chronological order. Begin in the dark oval at the top left.



Copyright 2012 by Chad Moran, Teacher-Writer Solutions/DailyTeachingTools.com

# I like 4-square too.

## Each Square can enhance learning

**Research on**

**Facts Found and Citations**

**Main Ideas**

**What was learned**

# **Movement** -Body Sculpture- Talk, and Performance sets long term memory.

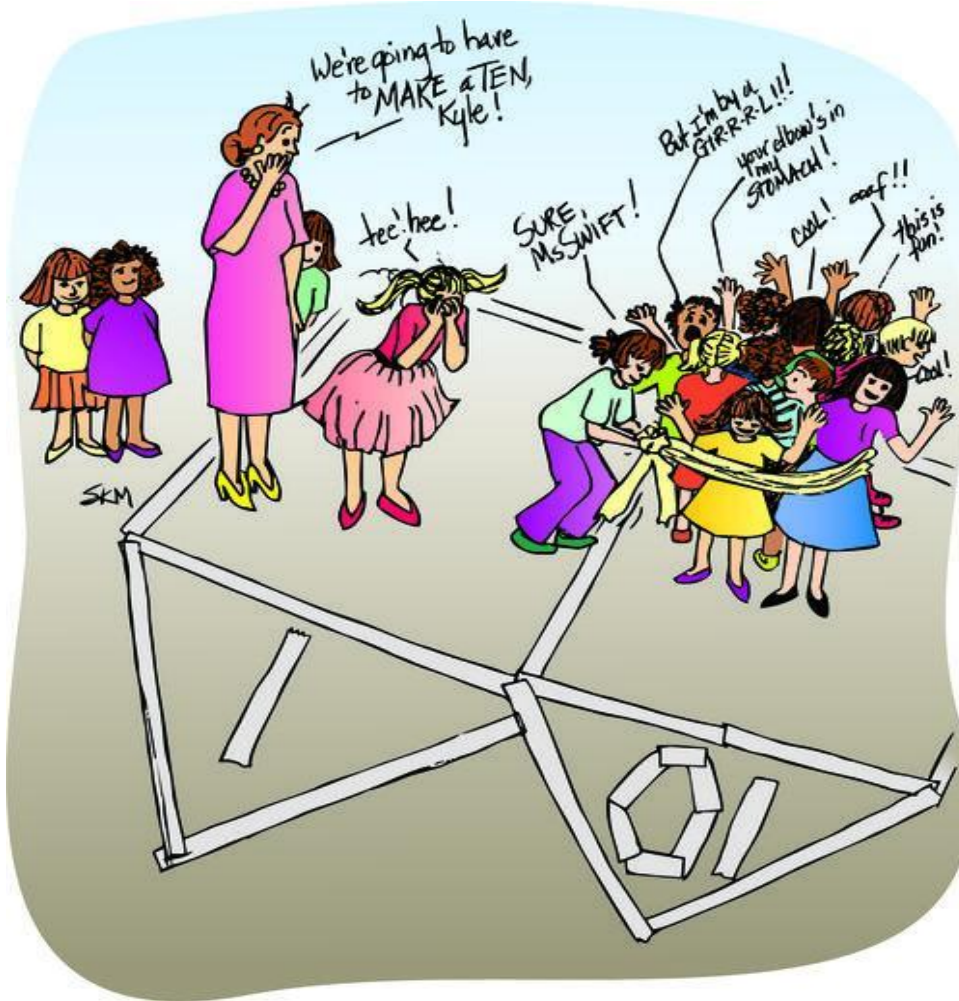
## **Nonlinguistic Representation -**

Students are asked to design a frozen tableau using all the groups' bodies in a way that represents the essentials of a concept, fact, sequence, or skill.

**An example might be**, put your bodies into the shape of the vowels or consonants in the alphabet.



# Sculpting an answer



# CIRCLE MAP & CARICATURE



Kristina 9/28/06

Egg



Caterpillar



Chrysalis



Butterfly



## Nonlinguistic Representations





# TASK Eight --It is your turn.

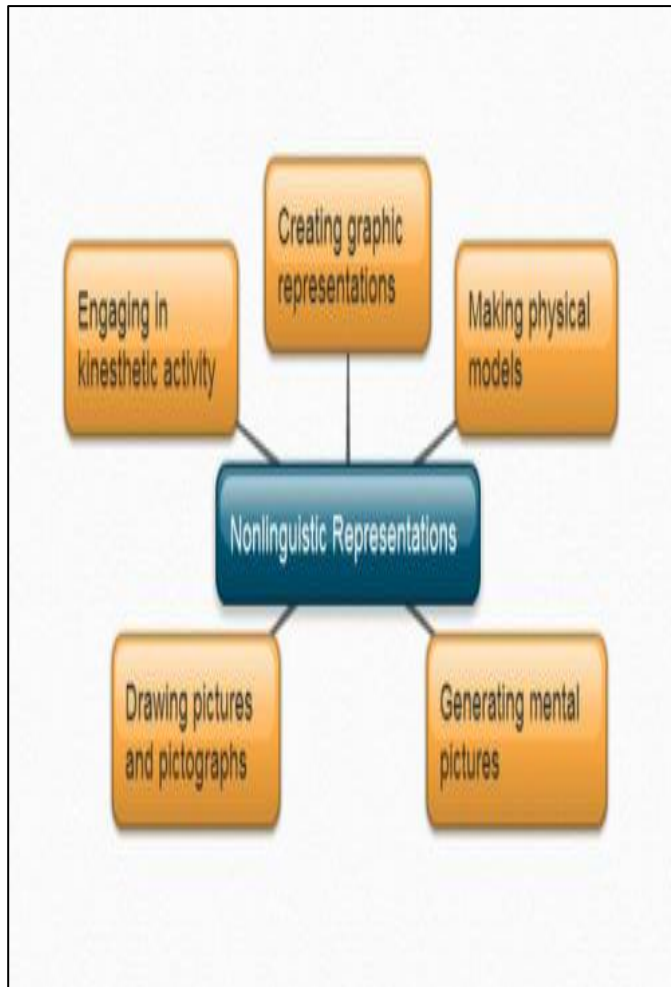
- Choose something you have learned in this training and make a nonlinguistic representation of it for me.
- Don't be shy!!!!!!!!!!!!!!!!!!!!!!








We made a triangle

# Here are 2 examples.

<https://www.pinterest.com/bellarenti/non-linguistic/> lots of ideas for you



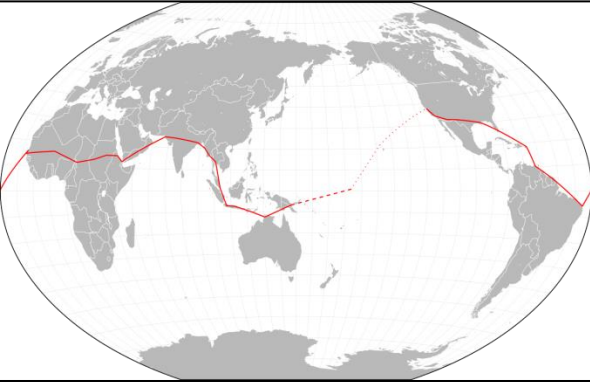
Root Words			
Root	Meaning	Picture	Examples
graph	write		photograph autograph geography
phobia	abnormal fear ~ terror		arachnophobia claustrophobia photophobia
spec	look		specimen spectator inspect
cracy	rule		democracy bureaucracy theocracy
aqua	water		aquamarine aquarium aqueduct

# Task Nine

**What learning took place in the last activity?  
How would nonlinguistic representation help  
the brain learn something new?**



## Picture and Word Splash

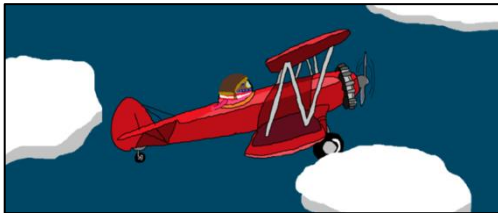


circumnavigate the globe

unfaltering determination



born in 1897



“Lady Lindy”

sixteenth woman

Who does this word splash pertain to?



## **TASK Ten-Use previous slide to answer question**

**1. Who is person the Word Splash on the previous slide represents?**

**Use something in this training that you have learned.**

**Make a word splash or a picture/word splash of an idea in this training that you will use to share with me.**

**Word Splashes are done to give clues to the class about what your unit will be about and to get an idea of how much they know about a concept or person.**

# 4-Corner Activity

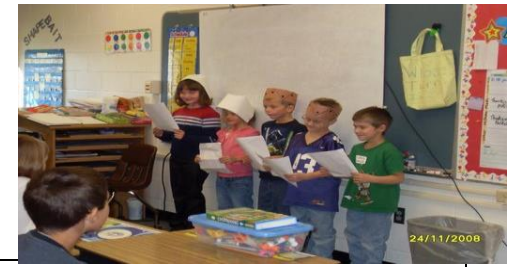
- Artifacts of a new unit are placed in the 4 corners of the room
- Students are put into groups of 5 or less and they have pencil and notebook with them. Clipboards add a nice touch.
- Then the groups choose a corner and start to look at the artifacts placed there. They talk about them and write down ideas of what the unit is going to be about.
- Continue to each corner, then meet in the middle of the room in a circle and share out their ideas.
- This activity builds background knowledge for the unit.





# TASK Eleven

## Reader's Theater



**We have been studying new teacher success. Please write a reader's theater that will show me that you understand what a successful teacher would look like in today's classroom. Choose the characters. Write the script and tell me what props you would use.**



# Reader's Theater Example

Script	Character and Prop
To be a successful anything, you must have a growth mindset.	Picture of Carol Dweck and a brain
Relationships are important for learning	A cut out of students holding hands or grouped smiling
Rituals and Procedures are just the right thing to do in a family of learners	Dinner Table with Plates. Rituals and Procedures on them in a circle

**This is my attempt to put together a Reader's Theater for this training.  
You can do much better, I am sure.**

**Reader's Theater is a culminating product to show mastery of learning.**

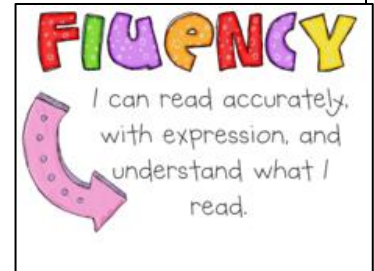
Students can show their mastery by putting this together and performing it in front of the class. Using writing, art, music, performance can bring about many concepts that students can connect to show their mastery of a subject.

Water Cycle, Branches of Government, Adding and Subtraction, Geometrical shapes and on..

**Reader's theater connects many aspects of learning together in one product.**

# Format for Reader's Theater

1. Need one person to be DIRECTOR. This person makes sure everyone understands the assignment and keeps everyone on task.
2. Who will be FACT CHECKER? This person makes sure that the script follows the facts reader's theater performance.
3. Who will be the scribe? This person will write down the dialogue for the script.
4. Who will be the creator or costume maker?

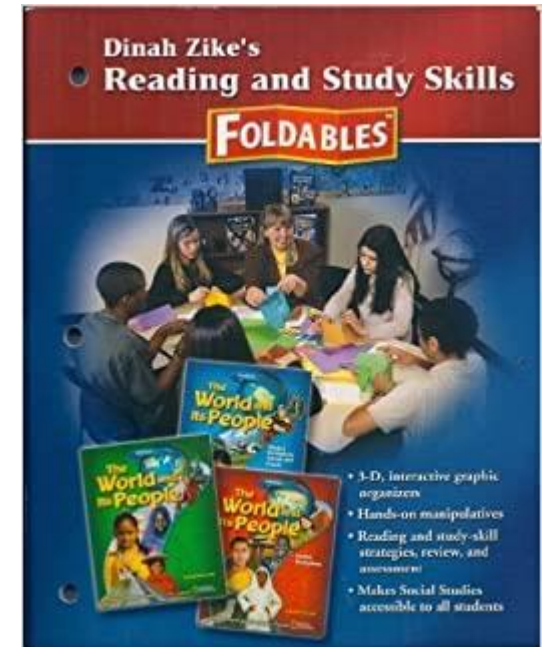
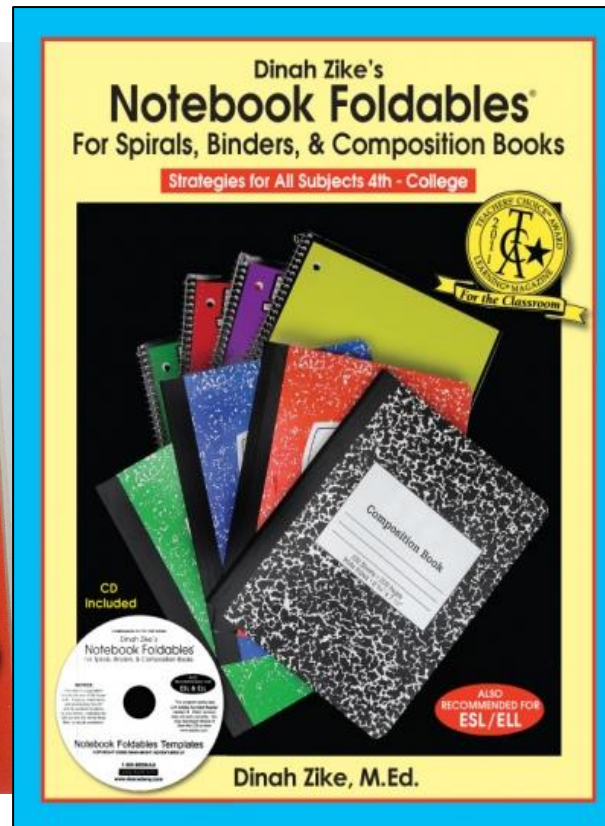
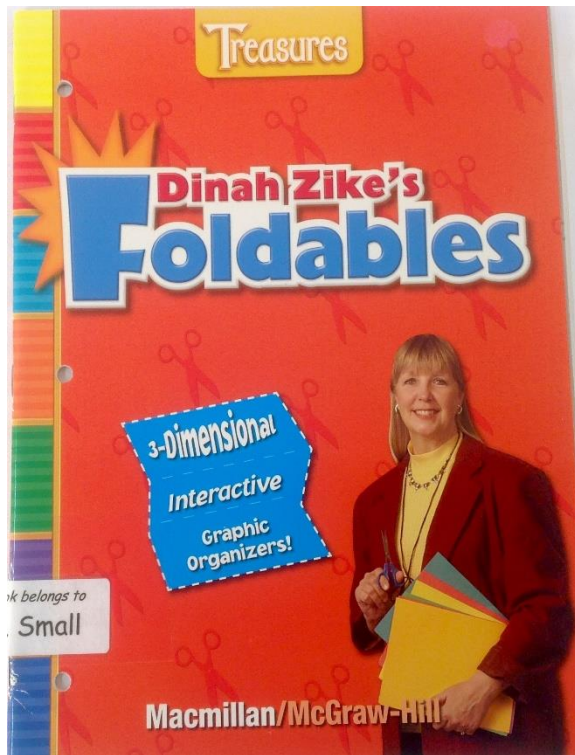


Together, write the facts down and begin to give dialogue to the characters. Scribe will write down the words. Together the group will review and rewrite. Practice and Perform.

Reader's Theater will not only show that the students understand the learning, but it is culmination of reading, writing, and performing. Plus they are reviewing the learning again as they set up the Reader's Theater.

# Using Hands On Turns lots of kids into learning

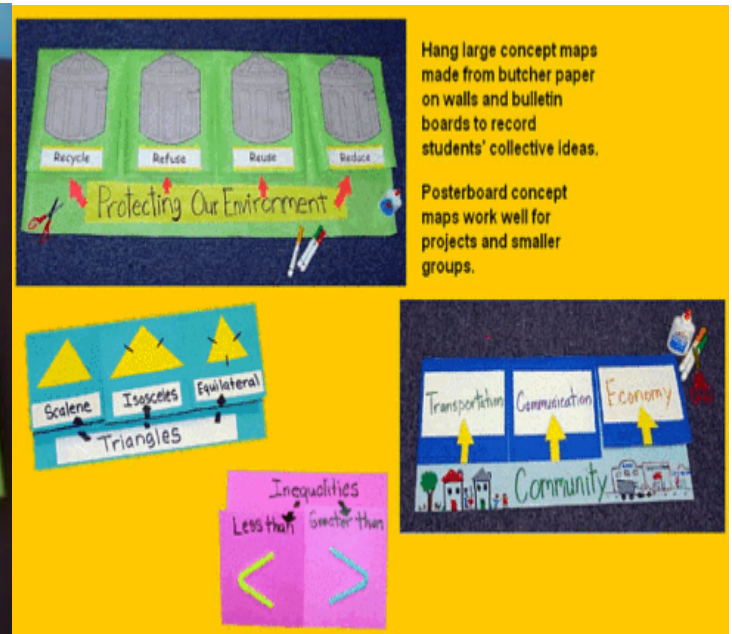
## DINAH ZIKES



She has one for science, social studies, math  
<https://www.thriftbooks.com/a/dinah-zike/201493/>



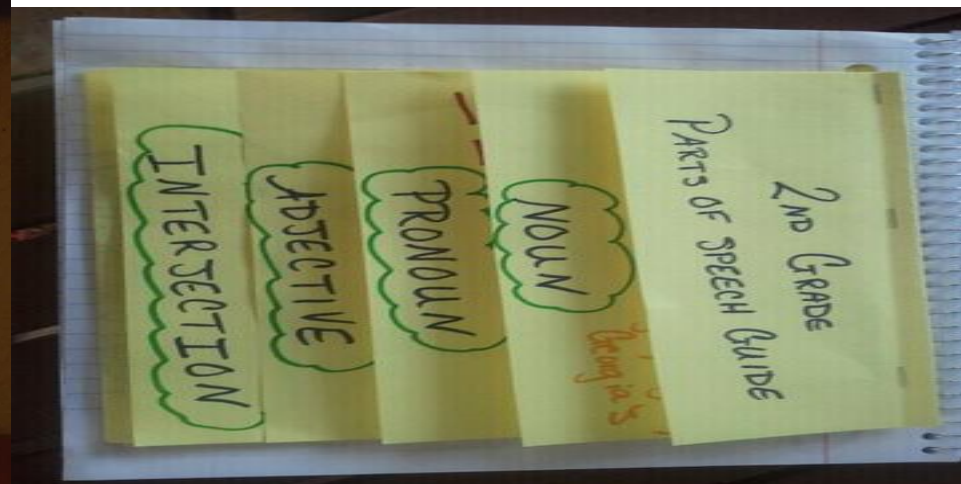
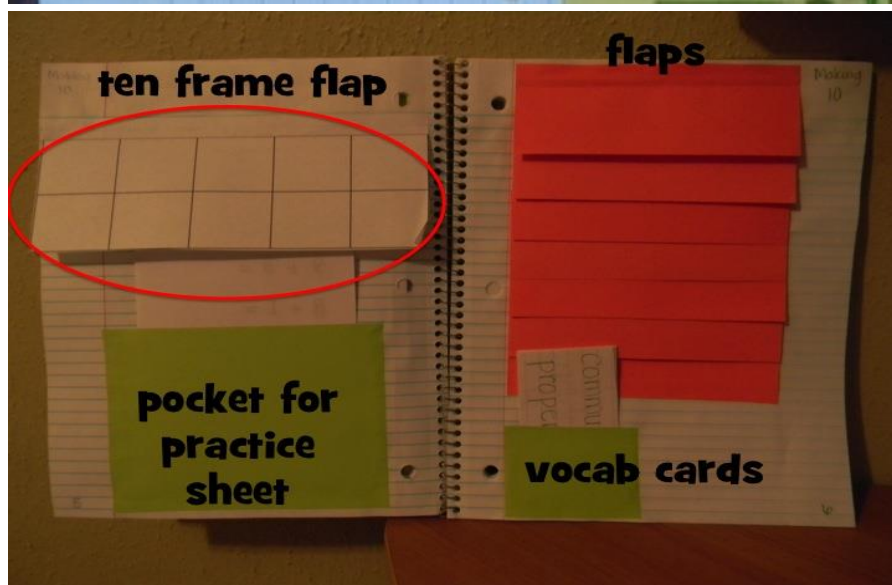
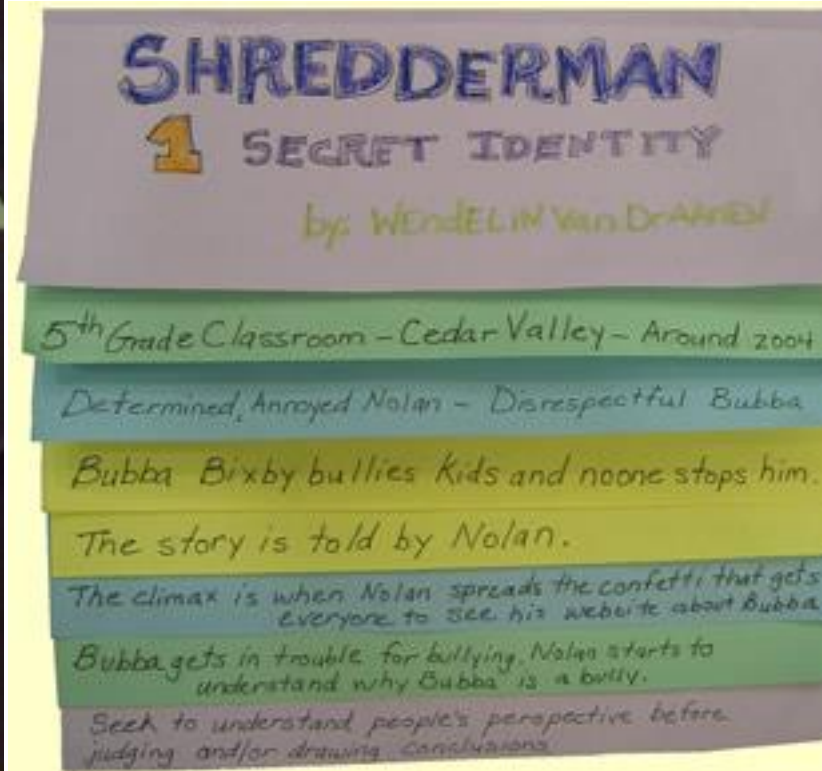
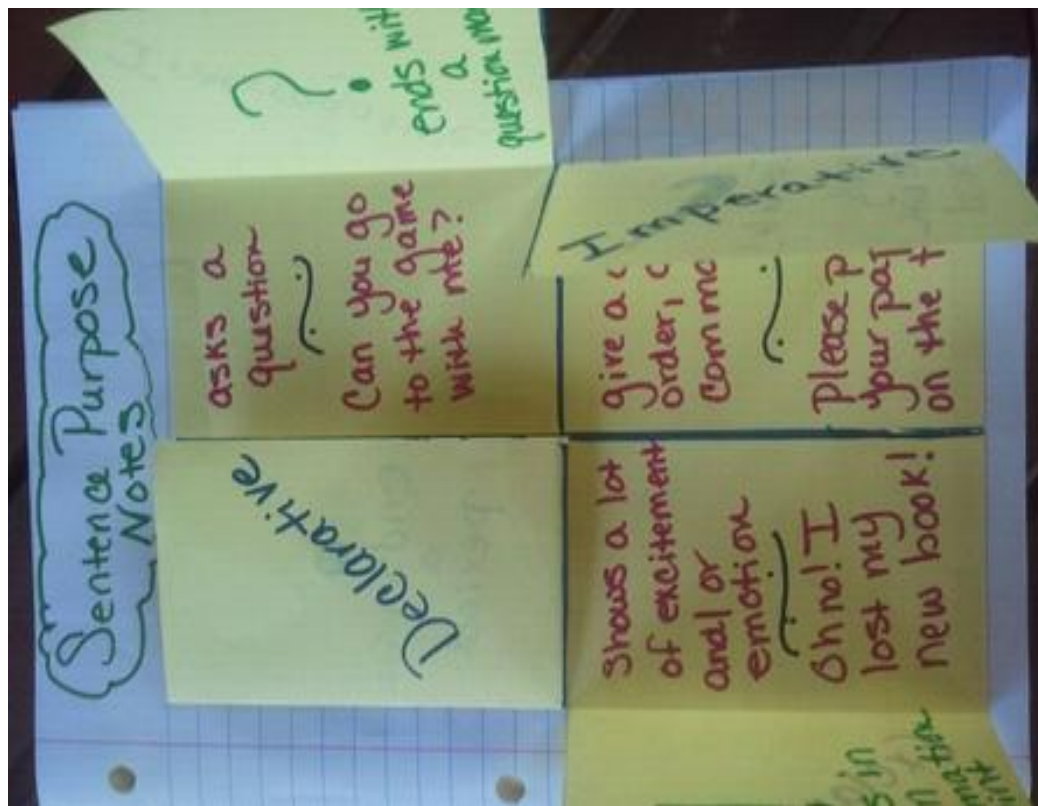
# Dinah Zikes-Foldables



matchbooks

project display





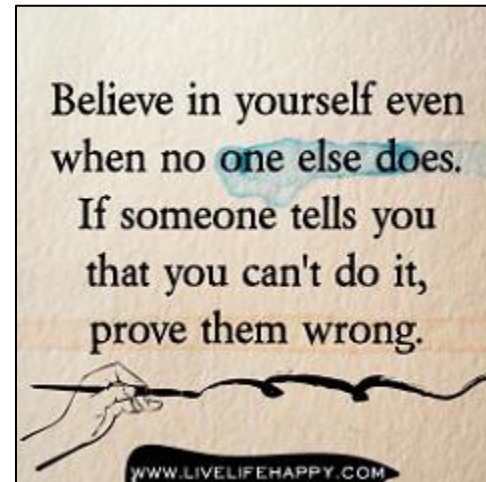




Foldables are great products for kids to be engaged with.

## Eight Characteristics of High-Performing Schools

1. The belief that all students can succeed at high levels
2. High expectations
3. Collaborative decision making
4. Teachers accept their role in student success or failure
5. Strategic assignment of staff
6. Regular teacher-parent communication
7. Caring staff and faculty
8. Dedication to diversity and equity



# This Training

1. Was research-based and all the ideas and strategies have been tried and have worked.
2. Offered suggestions for room set up, relationships building, rituals and procedures instead of rules, teaching students about themselves from the physical to the emotional parts.
3. Gave examples of engaging activities in hopes that teaching is an exciting and challenging career for you.

# TASK Twelve

1. Write up your own classroom rules, no more than 4.
2. What was the most important slide in this whole presentation and why?
3. Find someone you can discuss failures and celebrations with. Send me a smiley face if you have one already.
4. Contact me if you need help. Promise!

# Farewell



- I wish you the best.
- I wish you hope when you feel down.
- I wish you strength when you feel overwhelmed.
- I wish you hugs when you feel unlovable.
- I wish you good sleep, good nutrition, exercise, and becoming the best you.

Thank you for participating.

I am here if you need me.