New Haven Public Schools

New Teacher Resource Guide

NEW TEACHER RESOURCE GUIDE OVERVIEW

MESSAGE FROM THE SUPERINTENDENT

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Foreword

This documents provides readers with resources to support teachers in New Haven Classrooms. The aim of this document is to ensure that teachers feel prepared and supported in their endeavors with our children and families.

New Haven Public Schools New Teacher Resource Guide Committee

Keisha Redd-Hannans	Assistant Superintendent for Instructional Leadership
Karissa Stolzman	Teacher, New Haven Public Schools
Breanna Evans	Teacher, New Haven Public Schools
Amy Miglore	Teacher, New Haven Public Schools
Daniel Wajnowki	Teacher, New Haven Public Schools
Hannah Sam	Teacher, New Haven Public Schools

We would like to extend a special thank you to Superintendent Dr. Carol D. Birks, all teachers, parents, students and administrators that participated in our focus groups and on-line surveys.

NEW HAVEN PUBLIC SCHOOLS

Dear Educators:

It is with excitement and joy that I welcome our new teachers to New Haven Public Schools. Teaching is one of the most rewarding and gratifying careers that a person can choose. I am elated that you have joined our #OneNewHaven Team. We believe that all children can learn, achieve, and rise to a bright future. As a community, the District's purpose is to provide an excellent education that extends beyond graduation and prepares our students to be the next generation of leaders, innovators, and problem solvers.

The New Teacher Resource Guide is designed to ensure that teachers are equipped with the resources to prepare, plan, and provide welcoming environments, high-quality instruction, and socio-emotional supports for all of our students. I would like to commend the New Teacher Resource Guide Committee for preparing this document.

The possibilities are endless for our students. I thank you for sharing your gifts and talents with our learners everyday. Our families are appreciative of all of your efforts. I look forward to visiting your classrooms throughout the year. I am honored to serve with you!

Your Superintendent,

Carol D. Birks

Dr. Carol D. Birks

NEW HAVEN PUBLIC SCHOOLS

District Continuous Improvement Plan

2018-2020

Dr. Carol D. Birks, Superintendent

Focusing on the CORE

NEW HAVEN PUBLIC SCHOOLS

C Children First, Continuous Learning

O One New Haven

R Reimagining

E Equity, Excellence & Emotional Intelligence

Priority Areas

NEW HAVEN PUBLIC SCHOOLS

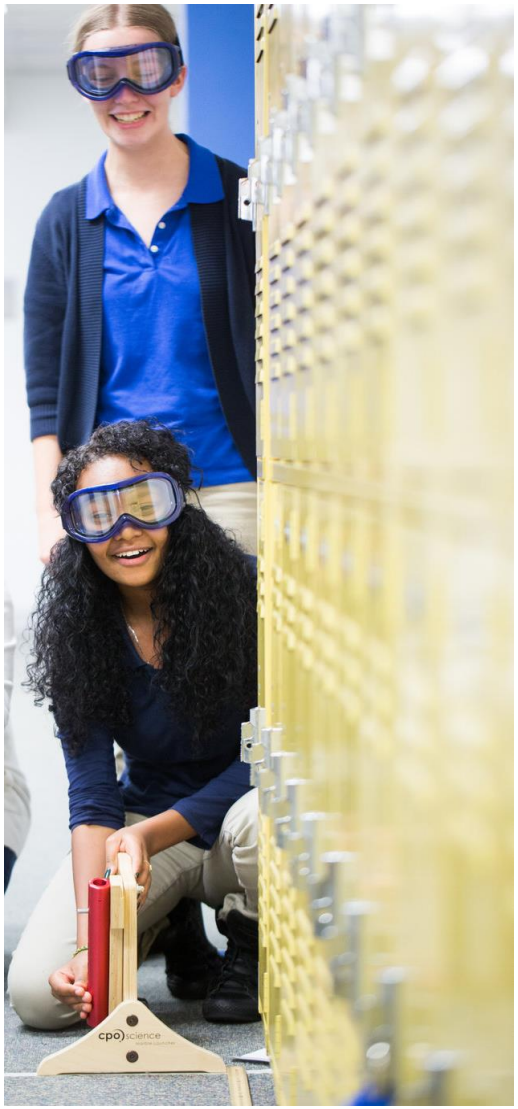
1. Academic Achievement
2. Talent Management and Development
3. Organizational Efficiencies and Effectiveness
4. Culture and Climate
5. Youth, Family and Community Engagement Empowerment

Priority 1: Academic Achievement

NEW HAVEN PUBLIC SCHOOLS

We will improve academic achievement for all students by ensuring…

- All students meet or exceed projected growth targets in English Language Arts and Mathematics.
- All students, preschool through third grade, develop the socially/emotional skills needed to engage in appropriate Early Childhood learning.
- All students read at or above grade level by the end of third grade.
- At the completion of grade nine, all students are "on track" relative to the academic standards, including an Algebra grade of C or better and passing all core areas.
- All high school students score 500 or higher on each of the English Language Arts and Math SAT subject tests.*
- All students will have Student Success Plans.
- The graduation rate increases incrementally each year to meet or exceed State targets.



We will review SAT baseline data for each school to project growth over time to determine college and career readiness. (500 or higher)

Priority 2: Talent Management and Development

NEW HAVEN PUBLIC SCHOOLS

We will recruit, retain and build the capacity of all staff by ensuring…

- The Talent Office streamlines protocols for recruitment that results in a larger, more robust candidate pool, with more educators of color.
- All hiring practices adhere to high industry standards and evaluate candidates against competencies for a qualified, diverse workforce.
- All staff have a career ladder against which they can set goals, participate in professional learning, take on leadership roles, and monitor their progress toward increasing levels of effectiveness.
- All staff increase their knowledge of cultures and the assets embedded in diversity.

Priority 3:Organizational Efficiencies and Effectiveness

NEW HAVEN PUBLIC SCHOOLS

We will allocate resources (time, talent, funds) strategically and successfully to be used for instructional and operational purposes by…

- Aligning the District expenses to match the revenue in the current fiscal year in order to balance the current 2018-2019 budget and engage in future budget planning premised on a balanced budget.
- Establishing a budget process that is site based to support the instructional core.
- Establishing staffing criteria centered on services to students and families.
- Evaluating program consolidation(s) and efficiencies where feasible and prudent.
- Enhancing, streamlining/optimizing and modernizing administrative processes and internal controls to improve efficiency, accountability, compliance and cost effectiveness.
- Identifying areas in which technology can assist to make systems more efficient for the organization and in the classroom where student learning can be more personalized.

Priority 4: Culture and Climate

NEW HAVEN PUBLIC SCHOOLS

We will develop an organizational culture that is welcoming, safe and secure by ensuring…

- The Superintendent meets quarterly with students and monthly with parents and community members to receive direct input on every aspect of schooling.
- All schools reduce chronic absenteeism to 10% or below.*
- Every school reviews and revises protocols to ensure schools are welcoming, safe and secure for all students, staff, and families.
- Every school establishes a continuum of supports and tiered interventions to ensure students' social, emotional and behavioral successes at every grade level.

Schools will work to decrease chronic absence rates based on the State's incremental targets.

Priority 5: Family and Community Empowerment

NEW HAVEN PUBLIC SCHOOLS

We will empower family and community partners to share in the ownership of vision, mission and continuous improvement of the district by ensuring...

- The District increases community partnerships to support District and school improvement efforts.
- The District, in collaboration with parents, design a Parent University with topics they deem most informative and beneficial to the education of their children.
- Design a new District website and District newsletter commencing mid-year, and make information more readily available to parents.
- All schools identify a clear process for parents and community partners to voice their ideas and concerns.
- All schools administer the School Climate Survey to actively seek the voices of students and families in decision-making.
- All schools distribute a school handbook with important information regarding academics, behavioral expectations and how to contact staff members.
- All schools establish a governance structure with representation for all stakeholders.

Theory of Action

NEW HAVEN PUBLIC SCHOOLS

IF we focus on improving academic achievement for all students; recruit, retain and build the capacity of staff; ensure strategic allocation of resources; develop a welcoming, safe and secure organizational culture; empower families and community partners…

THEN we will ensure that all students can learn and rise to a bright future.

Key Indicators of Success

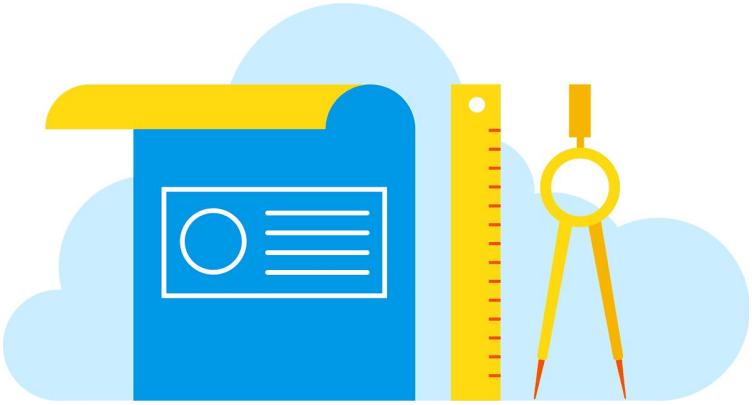
NEW HAVEN PUBLIC SCHOOLS

The following seven key indicators of success will be used to monitor New Haven Public Schools' progress and implementation of the District Continuous Improvement Plan. These indicators are aligned to the Every Student Success Act of 2015 and the Connecticut Department of Education Next Generation Accountability System.

By June of each year, New Haven Public Schools will meet or exceed the targets for all seven measures, listed in each column 2018-2019 through 2020-2021 (for three consecutive years).

Key Indicators of Success	2016-2017 Actual$^{\phi}$	2018-2019	2019-2020	2020-2021
English Language Arts District Performance Index	56.8%	59.6%	61.0%	62.4%
Mathematics District Performance Index	49.9%	53.7%	55.7%	57.6%
English Language Arts Growth Model (Average Target Achieved)	53.0%	60.2%	63.8%	67.4%
Mathematics Growth Model (Average Target Achieved)	52.9%	60.2%	63.8%	67.4%
Chronic Absenteeism	18.3%	16.3%	15.2%	14.2%
4 yr. adjusted Graduation	77.4%	81.3%	82.6%	83.9%
6 yr. adjusted Graduation High Needs Group**	80.4%	85.6%	86.7%	87.7%

***The High Needs Group is defined as students belonging to at least one of the following subgroups – Eligible for Free- or Reduced-Price Meals, English learners or Students with Disabilities.*

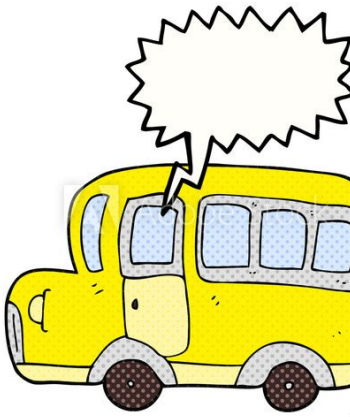


Preparing for the First Days and Weeks of School

Checklist: Things to Know

- ❑ Your Employee Number
- ❑ Your district email and password
- ❑ Staff parking lot location
- ❑ Teacher start and end times
- ❑ How to report an absence through AESOP
- ❑ Location of your mailbox
- ❑ How to call the Main Office
- ❑ Staff restroom locations
- ❑ Map of the school
- ❑ School bell schedule for full, early dismissal, and delayed opening days
- ❑ School calendar for the year (Back-to-School Night, Open House, other events)
- ❑ Staff Meeting dates
- ❑ Copy machine locations and copying policies
- ❑ How to take student attendance in PowerSchool
- ❑ Staff Handbook that includes school policy and protocol
- ❑ District Code of Conduct
- ❑ Student cell phone policy
- ❑ Procedures for issuing textbooks, lockers, one-to-one devices
- ❑ Arrival and/or dismissal duties
- ❑ Breakfast and lunch procedures
- ❑ What to do if you are running late in the morning
- ❑ Trainings you need to attend
- ❑ Other school expectations for faculty
- ❑ Any school guidelines for classroom doors (locked, unlocked, open, closed), covering door windows, hallway artwork/murals, classroom bulletin boards

First Day of School



Make your first day a great one. These are some tips and strategies to help you start off well.

- Arrive early
- Dress for success
- Lock your personal items,
- Have all learning materials ready
- Basic materials and learning tools
- Know the bell Schedule
- Have a pre-arranged seating chart
- Greet students with a smile
- Start with a first day ice-breaker or get-acquainted activity
- Have students prepare their own name tags
- Teach class expectations and procedures.

Start student learning right away. While it makes sense to devote time to routines and procedures, it is important to begin instruction as well. Lesson plan carefully and purposefully for the first week. Plan for more lessons and activities than you think you will need.

Have lunch with colleagues. As tempting as it might be to re-group alone in your classroom, joining your faculty in the lunchroom can give you a much-needed break and an opportunity to share collegial ideas and insights.

Source: Los Angeles Unified School District
https://achieve.lausd.net//cms/lib/CA01000043/Centricity/Domain/497/New%20Teacher%20Resource%20Guide%202018-2019.pdf

Classroom Set-Up

An effective physical arrangement of your classroom can create a welcoming environment for your students. The layout of your classroom will also affect the ease of movement around the room, so desk groupings are a primary consideration. Before you start arranging furniture, sit somewhere in the room and get the feel of the space. Visualize where tables and desks should be placed, where the best placement is for your desk, how students will enter, where to place student-accessible materials, and where the story rug or presentation space should be. The physical layout of your classroom will also affect the ease of your movement around the room, so consider the walking space between desks, and proximity to doors, supplies and group work areas.

Whiteboard and Projector Screen:

All your students must be able to see the board and the screen easily. Before settling on one desk arrangement, try sitting in different students' seats to find out if they will be able to see the board.

PROJECTION TECHNOLOGY:

If you regularly use an LCD projector and/or document reader, position your cart or stand in a stable, central spot, and then design your student seating arrangement around it. Once you have settled on one arrangement, tape all cords down securely. Make sure to include space for your laptop and speakers, as well as a handy spot for necessary items such as remote clickers, pointers, clipboards and pens.

SUPPLIES AND MATERIALS:

Designate places where students can directly access necessary supplemental materials and supplies. Try to keep pencil sharpeners and trash cans away from desks, to prevent noisy disruptions. Think ahead about what papers will be coming and going throughout the day. Where will students turn in materials, and where students access materials? Use bins or folders and designate space for these in and out boxes.

TEACHER'S DESK:

It is generally a good idea to position your work desk in a less trafficked location. In secondary schools, teachers typically place their desk in the front of the classroom. While being in the front of the class affords the teacher a good view of the students' faces, placing the desk at the back of the classroom has advantages, including allowing the teacher to conference more privately with individual students while overseeing the class. In any event, make sure your desk has a place where you can lock up your phone and other valuables.

WHITE BOARD, BULLETIN BOARD AND WALL SPACE STRATEGIC PLACEMENT:

Designate space to post the daily agenda, assignments and announcements. Establish one location for writing or posting these items, and make sure they are visible to all students, as well as easily accessible for you. You can also designate one space for school information and announcements, including bell schedules, schoolwide learning goals and behavior plans, and upcoming events.

Source: Los Angeles Unified School District
https://achieve.lausd.net//cms/lib/CA01000043/Centricity/Domain/497/New%20Teacher%20Resource%20Guide%202018-2019.pdf

Examples of Seating Arrangements

Clusters

Predominantly Learner-Centered Instruction

Small Group Format

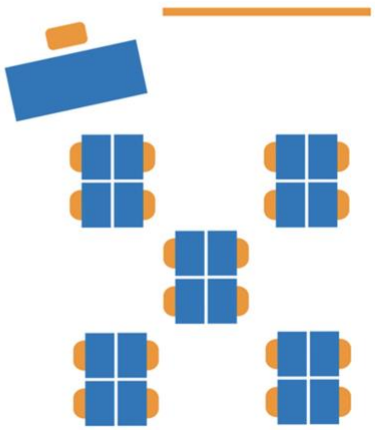
Suitable for All Class Sizes

Pros

- Encourages interaction of all students
- Creates a more personal and safe environment for students to convey their ideas
- Promotes cooperation and teamwork
- Develops reflection, problem solving, and communication skills
- Flexibility to strategically form groups
- Suitable for small spaces

Cons

- Increased noise level, distractions, and off-task behavior
- Decreased productivity
- Less individual accountability (ex. strongest student may do the bulk of the work)
- Harder to assess students' abilities and level of understanding



Horseshoe/U-Shape

Teacher- and Learner-Centered Instruction

Large Group Format

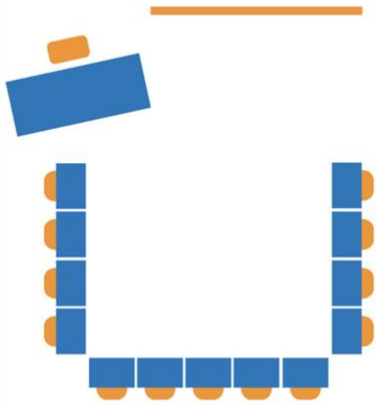
Best for Small- and Medium-Sized Classes

Pros

- Easier to interact with entire class
- Encourages discussion and participation
- Fosters connection between students and educator
- Large area for presentations and demonstrations

Cons

- Not suitable for work in small groups
- May overwhelm shy students
- May be difficult to control behavior
- Larger classes may have difficulty engaging in discussions



Rows/Columns

Teacher-Centered Instruction

Independent Learning Format

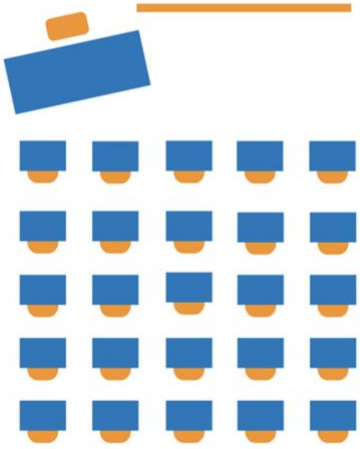
Suitable for All Class Sizes

Pros

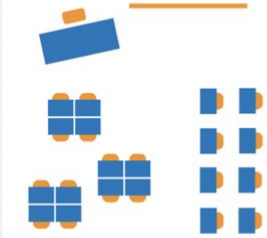
- Encourages individual work and productivity
- Minimizes disruptions and cheating
- Effective for demonstrations, test taking, and presentations
- Easier to supervise

Cons

- Discourages student-centered discussion and group work
- Easier to students to lose focus
- Uneven distribution of interaction amongst class
- Difficult for teachers to move easily from student to student



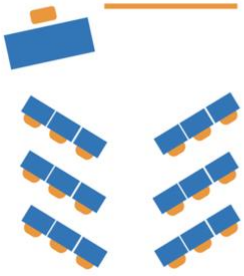
Combination



Combination

This configuration is great for classes with students of varying learning levels, methods of learning, and behavioral issues. Mix and match any configuration to best fit your needs and your students' abilities. For example, set up part of the room as rows for students who need to focus on individual work and another part as a mini horseshoe for students who require more discussion-based activities.

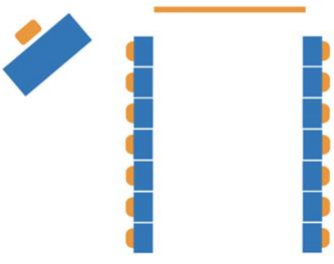
Stadium



Stadium

A variation of the classic row configuration and runway, desks are grouped in clusters but all facing the same direction. Like runway, this layout is best suited teacher-centric classes.

Runway



Runway

Best used with smaller classes, this setup puts the emphasis on the educator. The teacher uses the runway between the two rows of facing desks to conduct the lessons. This layout is great for discussions and lecture based classes.

Source:
https://www.displays2go.com/Article/Effective-Classroom-Seating-Arrangements-32

Substitute Folder

If you strive for perfect attendance, you and your students will benefit. In the event that you are ill and must use a sick day, it is essential that you leave a substitute folder with lessons plans and the following suggested items.

- Welcome and thank you for your assistance note
- Schedule of classes / subjects and order taught
- Bell Schedule
- Seating charts
- Printed class rosters
- Names of nearby colleagues
- Where nearest faculty restroom is located
- Classroom rules and procedures, and specific behavior policies
- Hall pass and leaving class policies
- Emergency maps, routes and procedures
- Students who receive special attention (medications, pull-out programs, accommodations)
- Names and notes about classroom aides and volunteers
- Key helpful students who can assist
- Where supplies are kept
- For elementary, any pick-up or drop-off information or procedures
- Office referral forms
- Notepad for substitute class notes

PRE-PLANNED SUBSTITUTE LESSON PLANS

Your lesson plans should be easily accessed in your sub folder or on your desk. If possible, it is also a good idea to write the day's agenda on the board. This will give the substitute and students information to refer to during the day, and will help cut down on confusion. The best assignments are those that requeste students to utilize text or infomration with they already have familiarity with. It is always a good idea to leave extra assignments in the event that students complete their work quickly.

The interactive template will allow you to create a printable lesson plan which can be left for the substitute or saved as a PDF and sent to the substitute through SmartFindExpress: http://www.teachnology.com/web_tools/materials/substitute/daily_plan/.

EMERGENCY LESSON PLANS

It is a good idea to have a set of emergency plans for those times when an absence catches you off guard and you have no time to leave plans. Because you do not know when you will use them, emergency lesson plans will not relate directly to what you are teaching at that time, so planning is a little tricky. Here are a few ideas for some emergency lesson Plans:

- Questions related to a chapter or story in a classroom text that you are not planning to teach
- Worksheets that are self-contained
- Activity using general academic vocabulary
- Outside reading/article with questions

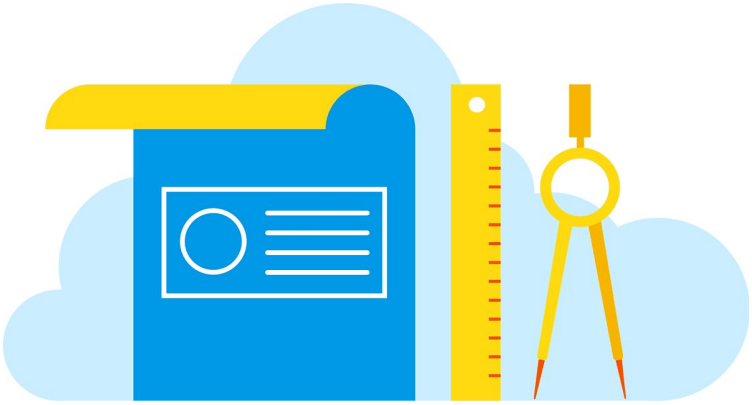
Here are some websites that share ideas for all-purpose emergency sub plans and stand-alone classroom assignments:

http://tinyurl.com/SubLessons
https://www.studenthandouts.com/subfolder/classroom-teachers.htm
https://www.education.com/worksheets

STRIVE FOR PERFECT ATTENDANCE, YOUR STUDENTS WILL THANK YOU

Source:

https://achieve.lausd.net//cms/lib/CA01000043/Centricity/Domain/497/New%20Teacher%20Resource%20Guide%202018-2019.pdf



Creating Positive Classroom Learning Enviornments

CLASSROOM ROUTINES AND PROCEDURES

According to most successful educators, consistent routines and are the foundation for creating classrooms that run smoothly and productively. From procedures for starting and ending the day, to distributing supplies, attending assemblies and working on group projects, procedures and routines can be key to minimizing conflicts and confusion and maximizing learning time. Once routines and procedures are explained and practiced consistently, they become habitual, creating an environment that is less stressful, and removing many sources of potential conflict so that teachers and students alike can focus on the work at hand. Some teachers establish a great number of procedures, while others focus on only a few important daily routines. As long as the teacher and students are comfortable and secure that the classroom is a calm and productive environment for learning, the goal has been met. To decide what routines and procedures will be necessary for the smooth functioning of your classroom, you need to identify recurring and predictable classroom events.

In general, all teachers will need to establish procedures for:

- the start of the period or day
- dismissal at the end of the period or day
- quieting the class
- students seeking help
- the movement of students and papers

Remember to re-teach and refine your class routines and procedures all year long, not just at the beginning of the school year when you first establish and teach them. Just as employees in most workplaces have periodic refreshers, so do your students need brush-ups along the way.

In planning the routines and procedures for your year, this checklist, provided by Julia G. Thompson in her book, The First-Year Teacher's Checklist, suggests a series questions to serve as a jumping off point:

MANAGING PAPERWORK AND GRADES

- ❏ What are the procedures for students turning in work?
- ❏ How is homework collected? Graded?
- ❏ What are the policies and procedures for students to complete makeup work?
- ❏ What are the policies and procedures for students to turn in late work?
- ❏ How can a student discuss concerns about a grade?
- ❏ What is the procedure for students correcting their own or classmates' papers?

PROCEDURES FOR OTHER CIRCUMSTANCES

- ❏ What are the routines for viewing videos?
- ❏ How are classroom visitors greeted?
- ❏ How is the classroom phone answered?
- ❏ What is the acceptable behavior when there is a substitute?
- ❏ What are the procedures for attending assemblies?
- ❏ What are the routines for field trips?
- ❏ How do students behave during shared activities with another class?
- ❏ How do students behave when there is a guest speaker?
- ❏ Are there procedures for class parties and celebrations?

PLANNING FOR ROUTINES AND PROCEDURES

Implementing routines and procedures with your students requires planning and specific kinds of preparation on your part. For example, if you begin class procedure each day with a "Do Now" activity, then you must prepare and post these assignments consistently, and plan for handling the assignments (how they are collected, reviewed, recorded and returned). If you ask students to independently manage their own materials and papers in the classroom, then you must set up your room in advance with clearly identified locations for students to access resources and deposit different types of work.

Source:
https://achieve.lausd.net//cms/lib/CA01000043/Centricity/Domain/497/New%20Teacher%20Resource%20Guide%202018-2019.pdf

Tips for Better Relationships with Your Students

The best teachers are capable of maximizing the learning potential of each student in their class. They understand that the key to unlocking student potential is by developing positive, respectful relationships with their students beginning on the first day of the school year. Building a trusting relationship with your students can be both challenging and time-consuming. Great teachers become masters at it in time. They will tell you that developing solid relationships with your students is paramount in fostering academic success.

Provide Structure

Most students respond positively to having structure in their classroom. It makes them feel safe and leads to increased learning.

Teach With Enthusiasm and Passion

Students will respond positively when a teacher is enthusiastic and passionate about the content she is teaching. Excitement is contagious.

Have a Positive Attitude

Everyone has terrible days including teachers. Everyone goes through personal trials that can be difficult to handle. It is essential that your personal issues do not interfere with your ability to teach. Teachers should approach their class each day with a positive attitude. Positivity is transcending.

Make Learning Fun

Learning should be fun and exciting. Nobody wants to spend time in a classroom where lecturing and note-taking are the norms.

Use Student Interests to Your Advantage

Every student has a passion for something. Teachers should use these interests and passions to their advantage by incorporating them into their lessons. Student surveys are a fantastic way to measure these interests.

Show an Interest in Their Lives Outside of School

Your students have lives away from your classroom. Talk to them about their interests and extracurricular activities that they participate in. Take an interest in their interests even if you do not share the same passion.

Treat Them With Respect

Your students will never respect you if you do not respect them. You should never yell, use sarcasm, single a student out, or attempt to embarrass them. Those things will lead to a loss of respect from the entire class.

Go the Extra Mile

Some students need teachers who will go that extra mile to ensure that they are successful.

Look for the Good

I start each year with a notebook that I carry to every meeting and always have on my desk. It's my lifeline for the year. I fill it with ideas, due dates, etc., but most importantly, a few weeks into the year I make a list of students who I believe have had little or no positive communication from the school. I look up their addresses and phone numbers so I have them ready.

Be Sincere

Teenagers can spot a phony from miles away. You became a teacher because you have a passion for your subject area and a passion for young people. Let them know that however you can.

Sources:

https://www.thoughtco.com/develop-positive-relationships-with-students-3194339

https://www.edutopia.org/article/6-ways-build-rapport-students

Restorative Practice Questions That Can Make Things Right

Questions for wrongdoers include:

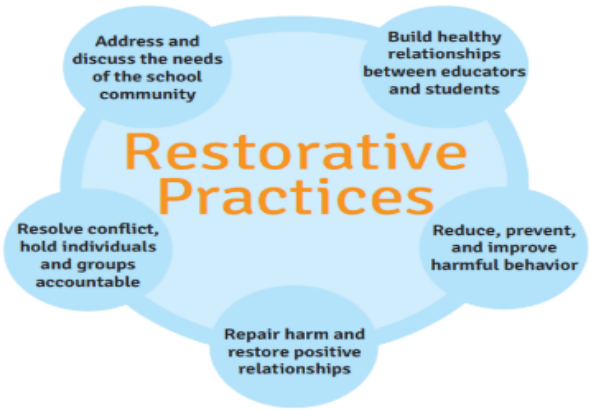
1. What happened?
2. What were you thinking at the time?
3. What have you thought about since the incident?
4. Whom do you think has been affected by your actions? In what way?
5. What do you think you need to do to make things right?

Questions for those affected by wrongdoers include:

1. What did you think when you realized what had happened?
2. What effect has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

Source:http://schottfoundation.org/restorative-practices

RESTORATIVE CIRCLE IDEA



CELEBRATION CIRCLE

Purpose: to build and strengthen relationships by focusing shared energy on happy occasions and positive accomplishments. These circles help students practice affirming their peers.

Materials: Talking Piece, Bells, Circle Centerpiece

Preparation: Seat everyone in a circle of chairs with no other furniture

Mindfulness Moment: *Pause, Breathe, and Listen to the Sound*

Opening (Can be original or found via research)

Introduce "Rounds": Pose a question and have students respond while passing talking piece to right or left of them.

(Remind the group of classroom values and guidelines)

Check-in Round: *How are you doing? Is there anything particular on your mind that is important for us to know and that you feel comfortable sharing with the group?*

Main Activity:
Celebration circles can be used to honor an individual, a group or an entire classroom. A celebration circle can be used for a birthday, the completion of a unit or class project, the successful performance of a play, or any event that warrants affirmation or recognition.

Round: *I invite you to share your feelings about this event/achievement/ person and to share any good wishes or positive thoughts you have.*

Round: *No achievement is made by one person alone. We all get help somewhere along the way. So today, as we celebrate _____, who would you like to thank for helping you/ us along the way?*

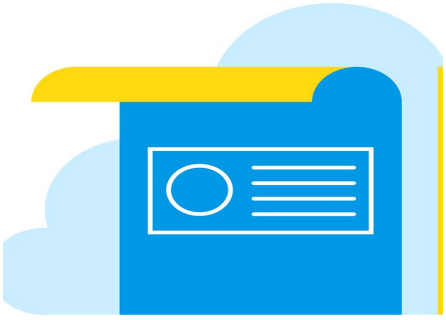
Round: *Is there anything people would like to add to what has been said?*

Check Out Round: How did you feel about today's Circle?

Closing: Thank everyone for participating in the Circle!

Source:http://schottfoundation.org/restorative-practices

The Game Changer:



"The Respect Agreement"

After speaking to many teachers here is the most common way of creating a Classroom Respect Agreement. Have students take a sheet of paper and fold it to create four sections. Request that students label each quadrant as demonstrated on the Respect Agreement Template.

Working independently, have students write their ideas of what respect would look like and sound like (behaviorally). You as the teacher, must do the same thing that you have asked the students to do. At this point, don't give them an example it is fine if they struggle. After a pre-determined time, then ask students to work in groups of four or five and allow them to share. As your listen to students please share your ideas also.

Then provide each group with a piece of chart paper and have students re-create the template. Allow students to discuss/debate what the top four per quadrant should be and why. Ask each group to write their collective answers on the chart paper and post in the class. Have the class participate in a gallery walk and discuss the similarities and differences and why RESPECT is an important factor. As a class (teacher included), vote on the top four or five ideas listed in each quadrant.

After you have done this with each class period, write the final Respect Agreement by incorporating the best ideas per each quadrant. Write the ideas in each quadrant using big bold writing. Present the Respect Agreement to the class and make sure that all agree. At this time, you can discuss consequences, if the Respect Agreement is violated. Some teachers make signing the Respect Agreement a big event (some treat signing the agreement as if the students where the Founding Fathers signing the Constitution, and others treat signing the Respect Agreement like National Signing Day) and invite Administrators to the class to witness the signing.

Once signed, place the agreement where it can be easily seen and referenced.

Source:http://schottfoundation.org/restorative-practices

Hacking School Discipline

9 WAYS TO CREATE A CULTURE OF EMPATHY AND RESPONSIBILITY USING RESTORATIVE JUSTICE

Hack 1: Let's Talk

Create a culture of communication to resolve conflict.

The problem: students are not being heard.

1. Identify the behavior that occurred.
2. Ask the involved student(s) to either step into the hallway for a quick conversation or to stay for a minute after class-whichever method makes more sense in your environment
3. Use open ended questions listed above to learn more about the behavior and the reasons it happened.
    - What happened?
    - What were you thinking when it happened?
    - Who did this affect, and how so?
4. Guide the conversation toward a meaningful and positive resolution.

Hack 2: Circle Up

Deal with the issue immediately and where it happens.

The problem: Classroom issues aren't being dealt with in the classroom.

The first thing that we as teachers need to do is stop offering students the easy way out through removal from class.

Circles provide a safe and supportive space where everyone can talk freely about sensitive topics, work through differences, and build consensus. Circles don't have to be used only during times of conflict. Start your class with a "check-in circle" as a great way to begin the day, and/or a closing circle to end the day.

- Have all students sit in a circle.
- Teachers should include themselves in the circle to signal they are facilitators and listeners during these gatherings, not authority figures.
- Start with a check-in question such as "What's the one interesting thing you read online yesterday?"
- Add mindfulness exercises to help release tension and build focus on the present moment.

Hack 3: Repair the Harm

Teach students to take direct responsibility for their actions.

The problem: Punitive consequences do not work.

Suspensions, detentions, and referrals to the office have one common flaw: they are exclusionary processes.

Taking responsibility for behavior is the foundation of every restorative action. When we are seeking to repair the harm, we start by posing two questions: To whom was the harm caused? How are you going to repair the harm? The students must come up with what they want to say or do as a consequence, and be willing participants in serving that consequence. You can do this by giving the student two options:

1. You can come up with a solution with me, or
2. I can come up with what your consequence will be, and I'm not going to be open to feedback.

Hack 4: Throw out the Rules

Create clear and consistent expectations.

The problem: Relying on rules doesn't work.

If students knew how to be successful independently, they would do it. But students need to be taught what to do, and that goes above and beyond teaching them what *not* to do.

Involving students in creating the expectations (respect agreements) allows class-wide conversations about how to expectations, and breaking them, affect all the students.

Hack 5: Create a Growth Mindset

Put students back in the driver's seat.

The problem: Too many students maintain a fixed mindset.

Many students misbehave because they don't feel successful academically. If we can build their confidence, the behavior will often take care of itself.

1. Ask students to recall the first time they did something that they are now pretty good at. Students can share these stories in small groups.
2. Have the students map out the steps they took to advance from beginner to their current level.
3. Whatever their personal journey, have students draw out the steps it took to get them from the start to their present locations.
4. Explain that students just explored a time when they had a growth mindset-when they believed their abilities could be improved with practice. Use this as an example of what could happen in the classroom as well.
5. Hang some of these progressions on the walls and reference them later to reassure students that growth is possible through hard work.

Hack 6: Teach Mindfulness

Empower students to recognize and manage their emotions.

The problem: Students lack self-awareness and regulation.

Students learn self-regulation best when they feel connected and safe, and they feel connected and safe when educators focus on building empathy instead of doling out punishment.

1. Uncover students' values
2. Strengthen the mind-body connection
3. Model empathy in the moment
4. Stress the importance of self-care

Hack 7: Cultivate Empathy

Build the capacity to listen, understand, and communicate

The problem: Students don't speak the language of empathy.

Help your students develop broader empathy by connecting them with people they normally may not encounter.

1. Be aware of body language
2. Practice mindful language
3. Positive reinforcement
4. Affective statements (I feel_____when_____because_____)
5. Reflective listening

Hack 8: Build Restorative Support

Focus on the small things.

The problem: Schoolwide policies are not enough.

1. Prevention matters. Relationships = Prevention. Greet students at your door, check-in emotionally with students each day.
2. Accurate assessments to determine students areas of needs
3. Schoolwide problem-solving
4. Parental Involvement

Hack 9: Create a Snapshot

Use Data to Track Behaviors, Coach Students, and Address Recidivism.

The problem: We don't know what we don't know.

We often do not put attendance, behavior, motivation, home life, and other variables beside the academic data-which means were not getting the full picture.

1. Identify behaviors you or the staff want to see from students
2. Identify the most problematic behaviors
3. Pilot your behavior tracking system

Source: Hacking School Discipline: 9 Ways to Create a Culture of Empathy and ...Book by Brad Weinstein and Nathan Maynard

How You Can Use the NVC Process

Clearly expressing how **I am** without blaming or criticizing	Empathically receiving how **you are** without hearing blame or criticism
OBSERVATIONS	
1. What I observe *(see, hear, remember, imagine, free from my evaluations)* that does or does not contribute to my well-being: *"When I (see, hear) . . . "*	1. What you observe *(see, hear, remember, imagine, free from your evaluations)* that does or does not contribute to your well-being: *"When you see/hear . . . "* *(Sometimes unspoken when offering empathy)*
FEELINGS	
2. How I feel *(emotion or sensation rather than thought)* in relation to what I observe: *"I feel . . . "*	2. How you feel *(emotion or sensation rather than thought)* in relation to what you observe: *"You feel . . ."*
NEEDS	
3. What I need or value *(rather than a preference, or a specific action)* that causes my feelings: *" . . . because I need/value . . . "*	3. What you need or value *(rather than a preference, or a specific action)* that causes your feelings: *" . . . because you need/value . . ."*
Clearly requesting that which would enrich **my** life without demanding	Empathically receiving that which would enrich **your** life without hearing any demand
REQUESTS	
4. The concrete actions I would like taken: *"Would you be willing to . . . ?"*	4. The concrete actions you would like taken: *"Would you like . . . ?"* *(Sometimes unspoken when offering empathy)*

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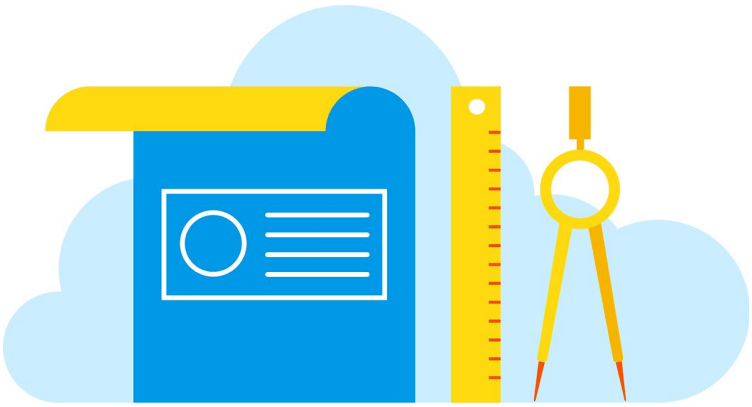


Designing and Delivering Engaging Lessons

Do Now Checklist

Do Nows are short activities that focus students on starting work as soon as they enter the classroom, without waiting for a teacher direction to start class. Here is a short checklist of best practices for how to implement successful Do Now practice in your classroom.

Steps to a successful **Do Now** practice:

- **Consistency is key.** Students should always find the **Do Now** in the same place. Best places to post the **Do Now** include:
  - Write it on the board.
  - Include a paper **Do Now** on the first page of the daily packet.
  - Students pick up a paper **Do Now** that can be collected and graded from the same spot in the classroom every day.
- **Build student independence.** The **Do Nows** should not require additional directions from teachers for students to complete. It defeats the purpose of the **Do Now** to have a teacher stop the class and explain the activity.
- **Keep it short.** The **Do Now** should take 3 - 5 minutes to complete.
- **Put pencil to paper.** The **Do Now** should result in a written product from students.
- **Pair with your lesson plan.** The **Do Now** is most effective when used to either:
  - Preview that day's lesson.
  - Review a recent lesson.
- **Observe which questions students spend time working on.** Save time on reviewing the **Do Now** answers by selecting a few key questions to review together as a class, then pair your students to review answers for the others together.
- **Reinforce the right answer.** It can be helpful to require students to write down correct **Do Now** answers in their notebooks if they miss an answer.
- **Specify how you want students to answer.** Use the **Do Now** as a chance to reinforce writing out full, grammatically correct sentences with a simple instruction: Answer in complete sentences. Or, if you want students to focus only on the right answer, specify: Answer only.

Do Now Activities and Resources

Review reading comprehension

Have students respond to close reading questions of an excerpted paragraph from a reading. This works particularly well to review text that was close read recently. Instruct students to annotate a short passage of text (that they've read before) with 3 - 5 critical reflection questions.

Develop critical thinking skills

Foster a discussion by having students respond in a short paragraph form to a civic engagement question. This works particularly well to preview an upcoming lesson or topic of discussion, especially for older learners. However, because these questions can be open-ended, it's best to pick just one or two to keep the lesson at the five minute limit--and also to limit review time.

Teach not just the how but the why

Review and practice math skills and concepts with a worksheet. If you're practicing functions, 7 - 10 quick problems can be completed in 5 minutes. However, if you also want students to review and explain why they completed the equation the way that they did (for example, walking through the steps of long division, or explaining the order of arithmetic equations) on the worksheet, choose fewer questions.

Build stability and routine for students who need it most

If you work with students with disabilities, Do Nows can also act as a way to bolster confidence in knowledge, ingrain knowledge through repetition, and also preview what the lesson for the day will be, adding stability to his or her routine.

Find additional resources about Do Nows at:

A primer, including Do Now examples:
http://teachlikeachampion.com/blog/now-primer/
Outstanding examples of Do Nows in the classroom:
http://teachlikeachampion.com/blog/alex-laneys-nows/
How Alex Laney is using Do Nows in his classroom to reinforce Retrieval Practice:
http://teachlikeachampion.com/blog/using-now-retrieval-practice-update-alex-laney/
Taryn Pritchard shared her notes (both before and after the activity) on her Do Now--what to check for, and how many students (and who) got the questions right:
http://teachlikeachampion.com/blog/now-meets-cfu-taryn-pritchards-notes-self/

THE COMPONENTS OF THE FIVE- STEP LESSON STRUCTURE

1. The Opening – What Students Will Learn and Why It Is Important
2. Introduction to New Material – The Explicit Explanation
3. Guided Practice
4. Independent Practice
5. The Closing – Stressing Connections and Checking for Understanding

Beginning

Lesson Opening

- Communicate to students WHAT they are going to learn.
- Communicate to students WHY IT IS IMPORTANT to learn this material.
- Communicate to students HOW IT RELATES to what has been done previously.
- Communicate to students HOW the learning will occur.
- Engage students and CAPTURE THEIR INTEREST.
- Provide and model CLEAR, HIGH EXPECTATIONS OF BEHAVIOR (as to materials and activities).
- Check for understanding by asking students to SUMMARIZE EXPECTATIONS and ASK CLARIFYING QUESTIONS.

Middle

Introduction/ Guided Practice/ Independent Practice

Introduction- Explicit Explanation

- What information will you convey? Emphasize and reiterate key points without glossing over ideas or drowning students in detail
- How will you convey the information? Use multiple approaches when presenting new information.
- What will students be doing? Children do not learn as passive agents, so build in activities that allow students to "take in" the information.
- How will you know that your students understand? Target potential misunderstandings.
- How will you know that your students understand? Check for understanding.
- The Bottom Line—Reaching Your Objective

Guided Practice

- Be clear about and model behavioral expectations (in small group settings etc.
- Ensure that all students have an opportunity to practice
- Use multiple opportunities for practice
- Scaffold practice exercise from easy to hard
- Be clear how an activity aligns to the objective
- Monitor and correct student performance

Checking for Understanding

- Questioning
- Use of dry-erase boards
- Thumbs Up/Thumbs Down
- "Fist to Five"-Use of five fingers if students strongly agree and any number in between to show intermediate level of agreement and no fingers if they strongly disagree.
- Signal cards (different color or labeled yes/no note cards
- Observations and anecdotal records

Independent Practice

- Be clear about and model behavior expectations
- Activity should focus on the achievement of the objective
- All students should have to master the skill or knowledge independently
- Provide opportunity for extension

End

Closure/ Reflection on Lesson

Closure

· Reinforces the lesson and clarifies the objective that the students have learned.
· Reemphasizes the significance of the objective
· Assesses students' mastery of , or progress toward the objective

Questions for reflection

· What did students learn today?
· What is the significance of what the students learned today?
· What progress did students make toward the objective?

Source:https://www.academia.edu/31916944/Lesson_Planning_Part_I_Standard_Lesson_Structure_Chapter_Five

Check for Understanding

Gathering data on student mastery

What is Checking for Understanding?

Checking for Understanding (CFU) is the backbone of effective instruction. Checking for Understanding is the teacher continually verifying that students are learning what is being taught while it is being taught. CFU provides the teacher the opportunity to improve learning based on student responses throughout the teaching and learning process. Using CFU in "real-time" allows teachers to make crucial instructional decisions as necessary (like re-teaching) during lesson delivery.

53 Ways to Check for Understanding

Why is Checking for Understanding so beneficial?

- It allows the teacher to make instructional decisions during the lesson. *It informs* the teacher *when to speed up, slow down, or re-teach. CFU helps pace the lesson.*
- When teachers look at independent work, homework, quizzes, or state test results to see if students learned…*it's too late to modify instruction.*
- CFU is the back bone of effective instruction and Explicit Direct Instruction… *because you measure andmonitor student learning in real time.*
- CFU guarantees high student success (80-100%)… because you revise *teaching in direct response to student learning*.
- CFU ensures that your students will not be practicing and reinforcingtheirmistakes. *Practice makes permanent, not perfect!*

Source: https://dataworks-ed.com/blog/2014/07/the-importance-of-checking-for-understanding/

Barak Rosenshine, Principles of Instruction: Research-Based Strategies that All Teachers Should Know

Analyze and Plan Cold Call Prompts

Planning Activity

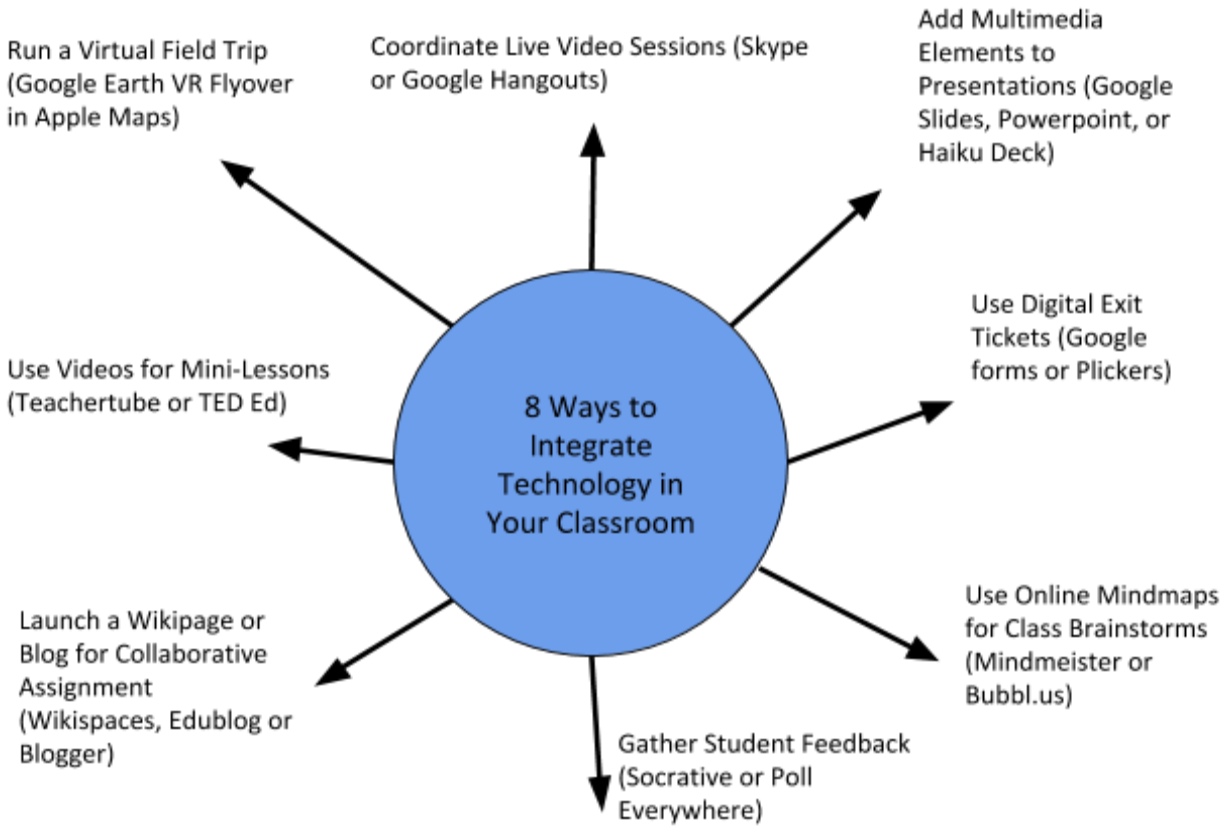
Objective: Improve your use of Cold Call by analyzing and critiquing a list of prompts, and then draft two prompts for an upcoming lesson.
Task: In this activity, you will read and analyze different Cold Call prompts, evaluate and revise the prompts based on four keys for effective Cold Call, and then draft two Cold Calls to add to an upcoming lesson.
Estimated Time: 25 minutes
Background: Teachers call on whom they want to participate, regardless of whose hand is raised. This allows them to (1) Check for Understanding effectively and systematically, (2) Foster a culture of engaged accountability by ensuring that all students think it's possible that they're about to be called on, (3) Drive the pacing of their lesson, (4) Incentivize students to give maximum effort on rigorous questions and tasks as they know they could be called on to share their thinking publicly.

Here are four keys to effective Cold Call:

• **Be Positive:** It's not a "gotcha" (e.g., "What did I just say?") but a real question. You
want students to get it right. A smile always helps to increase positivity.
• **Be Systematic:** Show that it's universal and not personal; Cold Calls come to everyone. Call on multiple students, all around the room. This helps Cold Call support Check for Understanding.
• **Be Predictable:** Let students know it's coming, either right now or eventually.
• **Unbundle:** Break big complex questions apart into smaller connected ones. This will increase pacing and energy and cause students to listen to one another.

Technology Integration

There are many ways to integrate technology into all classrooms. Whether you have 1:1 device access or a few tablets that students must share, there are many resources to compliment lessons and activities that you teach. We have compiled a list of opportunities and resources for technology integration.



If your class has an interactive whiteboard and projector:

- Check out the native software that came with the board.
- Show online videos related to the lessons.
- Try interactive websites such as BrainPOP.
- Use the videoconferencing tool Skype to connect beyond the classroom.
- Explore virtual math manipulatives.
- Dig in to Scholastic's whiteboard activities page.

If there is only one computer in your room:

- Start a collaborative class blog.
- Try Voicethread, a collaborative multimedia conversation tool.
- Curate resources for students via a Livebinder.
- Build a Google Site to house class content.
- Create audio books.
- Check out the Skype and Author Network website.
- Let students access review or intervention materials on a rotating schedule.
- Encourage skills practice, research, or the creation of collaborative stories using Google Docs.
- Record Screencasts for providing onscreen instruction.
- Assign one student to be the class scribe and take notes.

If you have a pod of three to five computers in the classroom or access to a library with a pod of computers:

Encourage individual student blogging using Kidblog.	Have students create digital stories using Voicethread.
Explore student-created multimedia presentations using Microsoft PowerPoint, LibreOffice, Prezi, or Google Docs.	Use Edmodo, Schoology, or Moodle to manage course content, assignments, and assessments.
Get the students to create cartoons using ToonDoo.	Have students make videos using Windows Movie Maker or Animoto.

If you have access to a laptop cart or a computer lab with 1:1 device access:

- Use Poll Everywhere or Socrative to poll students.
- Explore enhanced digital note taking with Evernote.
- Record group discussions using a voice recording app.
- Upload and access course content using the Edmodo or Schoology apps.
- Conduct research.
- Have students record themselves reading aloud for fluency checks.
- Start live class discussions with Notes.
- Have students create videos using the Animoto app.
- Offer e-books for required readings.
- Foster skills practice using apps specific to subject area.
- Collaborate using apps like Whiteboard.
- Assign student-created comics using the Puppet Pals app.

Funding Technology in Your Classroom

The following places are a great place to start when trying to fund technology initiatives in your classroom.

1. Donorschoose.org is a crowdfunding site. Create an account and set up a project. You can then send the link to your friends and family and anyone else to help get your project funded through donations.
2. WeareTeachers.com provides a list of grants and contests to help teachers get the resources they need.
3. Grants Alert is a regularly updated database of grants and their deadlines.

Source: https://elearninginfographics.com/integrate-technology-class/

There's an App for That!

Helpful Teacher Sites

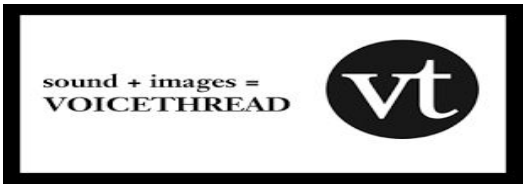
Common Core State Standards	http://www.corestandards.org/read-the-standards/ https://vimeo.com/116379560 The Common Core State Standards Initiative is an educational initiative from 2010 that details what K–12 students throughout the United States should know in English language arts and mathematics at the conclusion of each school grade.
BrainPOP	www.brainpop.com Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology.
SCHOLASTIC open a world of possible	https://www.scholastic.com/teachers/student-activities/#interactive-whiteboard-activities Online interactive learning and reading activities for interactive whiteboards, computer labs, and students PreK–8.
National Library of Virtual Manipulatives	http://nlvm.usu.edu/en/nav/vlibrary.html A digital library containing Java applets and activities for K-12 mathematics.
edublogs	https://edublogs.org/ An edublog is a blog created for educational purposes. Edublogs archive and support student and teacher learning by facilitating reflection, questioning by self and others, collaboration and by providing contexts for engaging in higher-order thinking.

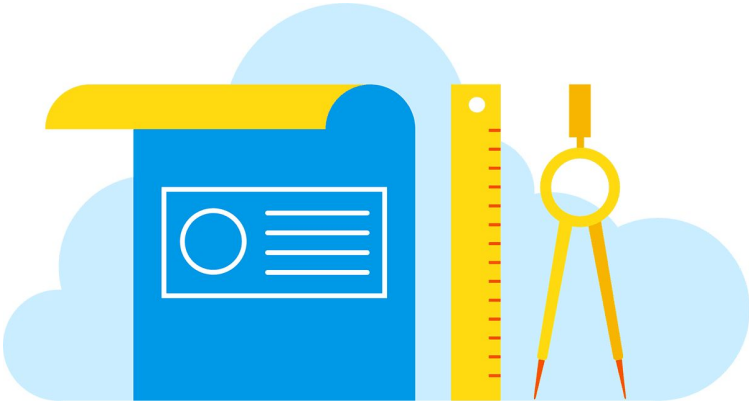
	https://classroom.google.com/ Google Classroom is a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.
	https://kahoot.com/ Kahoot! is a game-based platform that makes learning awesome for millions of people all over the world. Sign up to create and play fun quiz games!
	https://www.classdojo.com/ Build wonderful classroom communities with parents and students.
	https://web.seesaw.me/ Student driven digital portfolios and simple parent communication. For iOS, Android, Kindle Fire, Chromebooks and Computers with Chrome or Firefox
	https://www.remind.com/ Communication for the school, home, and everywhere in between.
	https://doceri.com/ Taking advantage of the iPad's touchscreen and portability, the Doceri app, only for iOS, turns the mobile device into a portable interactive whiteboard. You can annotate whatever material you have on-screen as you teach, which makes for a more interactive lesson.
	https://www.educreations.com/ Educreations is a unique interactive whiteboard and screencasting tool that's simple, powerful, and fun to use. Annotate, animate, and narrate nearly any type of content as you explain any concept.

TED Talks EDUCATION	https://www.ted.com/ The organization's official app houses hundreds of inspiring and intriguing TED Talks, featuring fascinating lectures from industry and subject experts spanning a wide swath of topics such as neuroscience, traditional folk music, human evolution, and many more.

Helpful Sites for Students

KHANACADEMY	**Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. We tackle math, science, computer programming, history, art history, economics, and more.**
SCREEN ACTORS GUILD FOUNDATION PRESENTS STORYLINE ONLINE	**StorylineOnline.net gives students the opportunity to listen to children's books read by actors! Doctors and nurses play Storyline Online videos for children in hospitals. And parents and children around the world watch Storyline Online videos millions of times every month.**
starfall	**On Starfall.com students from ages 4-8 can explore the wonderful world of learning through literacy games and activities. Parents and adults can use this to assist in the teaching of reading and writing at home!**
PBS KIDS	**PBS KIDS is committed to making a positive impact on the lives of children through curriculum-based entertainment. With a 360-degree approach towards learning and reaching children, PBS KIDS leverages the full spectrum of media and technology to build knowledge, critical thinking, imagination and curiosity.**
funbrain	**FunBrain is an educational browser game website for children and adults. It was on this site that Diary of a Wimpy Kid was first published before being turned into a successful book series and movie. On this website, students can find many engaging games and activities relating to math, grammar, science, spelling, history.**

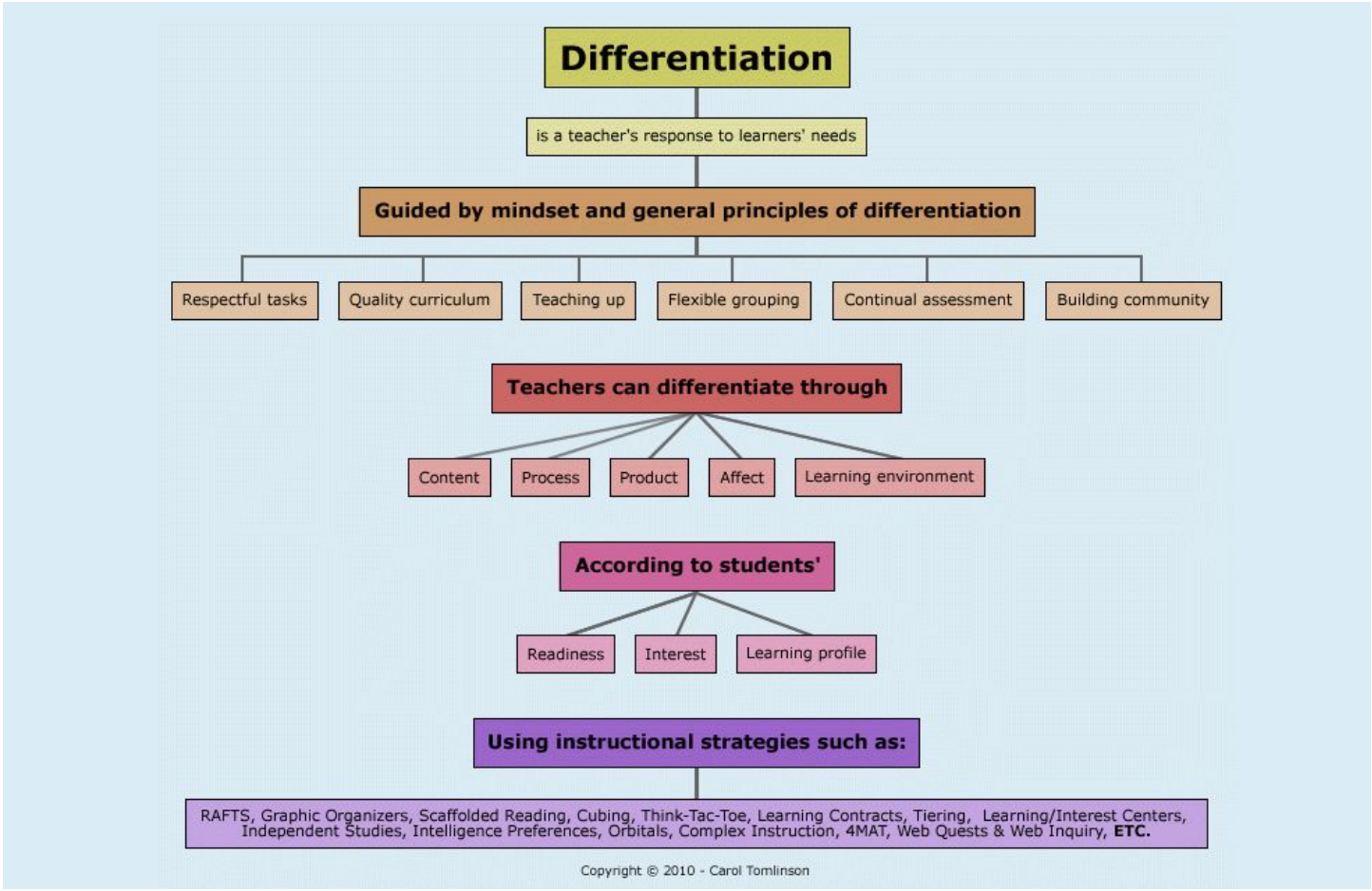
	ABCya.com is the leader in free educational kids computer games and activities for elementary students to learn on the web. All children's educational computer activities were created or approved by certified school teachers.
	Brainpop Jr. The site includes video, game, quiz, and activity sections for science, health, writing, reading, social studies, and math based on national education standards.
	**Ed.VoiceThread is a platform where students develop critical thinking, communication, collaboration, and creativity skills.**
	Google Sites- When you create a new site, it's automatically added to Drive, like your other files stored in Drive. You can edit a Google Site together with someone else in real time, and see each other's changes live. Publish the site for everyone to see, or restrict sharing permissions and make the site accessible only to people you want to share it with, like vendors or suppliers.
	https://www.getepic.com/app **The leading digital library for kids offering unlimited access to 35000 of the best children's books of all time.**



Differentiation

Key Concepts of Differentiated Instruction

This flow chart is a concept map of effective Differentiated Instruction. It 'unpacks' the concept of differentiation by showing the key elements in the concept and relationships among those elements. Someone who practices 'defensible differentiation' attends to all of the elements and understands the impact that one element has on all of the others. No one—no matter how good a teacher—can be perfect in all aspects of the model all of the time. The goal is not perfection, but rather to continue deepening one's understanding of the elements and to continue expanding one's capacity to plan and teach with the elements in mind.



Strategies to Differentiate Instruction

	Content	Process	Product
WHAT IT IS	• What the teacher plans teach • What the students need to learn	• How students will access the information • Activities in which the students engage in order to make sense of or master the content	• How students will demonstrate what they have learned
WHAT IT COULD LOOK LIKE	• determined through formative assessment • Using reading materials at varying reading levels • Putting text materials on tape/CD and other audio devices • Using spelling/vocabulary lists at readiness level of students • Presenting ideas through auditory, visual, kinesthetic, and tactile forms • Using reading buddies • Flexible grouping* • Compacting* • Higher Order Thinking (HOT) questions • Modeling • Varied topics for research • optional mini-lessons on a specific topic or skill	• use of concept maps • small-group instruction • Tiering of activities with different levels of support, challenge, or complexity • Learning Centers/stations • use of personal agendas • manipulatives • varying the length of time students take to complete a task • learning logs or journals/varied prompts • varying Graphic organizers • highlighting/highlighted materials • jigsaw • simulation/role play • Think-Pair-Share • Learning menus • WebQuests • use of multiple intelligences • literature circles	• Choice boards • Tiered product assignments • podcast • blog • presentation • Quiz/Test • Creating own product assignment with required elements • use of technology to demonstrate knowledge and understanding • rubrics- varied criteria for success

Product Possibilities

- Design a web gape
- Develop a solution to a community problem
- Create a public service announcement
- Write a book
- Design a game
- Generate and circulate a petition
- Write a series of letters
- Present a mime
- Design and create needlework
- Lead a symposium
- Build a planetarium
- Conduct a series of interviews
- Develop a collection
- Submit writing to a journal, magazine or newspaper
- Design a structure
- Design and conduct an experiment
- Collect and analyze samples
- Plan a journey to Odyssey
- Make an etching or a woodwork
- Write letters to the editor
- Design political cartoons
- Design and teach a class
- Do a demonstration
- Present a news report
- Design and make costumes
- Generate charts or diagrams to explain ideas
- Create authentic recipes
- Choreograph dances
- Present a mock trial
- Compile and annotate a set of internet resources
- Design a new product
- Write a series of songs
- create a subject dictionary
- Design a simulation
- Write a musical
- Develop a museum exhibit
- Write or produce a play
- Compile a newspaper
- Conduct an ethnography
- Write a biography
- Present a photo-essay
- Hold a press conference
- Develop and use questionnaire
- Conduct a debate
- Make a video documentary
- Create a series of illustrations
- Write poems
- Design and create musical instruments
- Develop an advertising campaign
- Compile a booklet or brochure
- Do a puppet show
- Create a series of wall hangings

Adapted and reproduced from ***How to Differentiate in Mixed-Ability Classrooms*** by Carol Ann Tomlinson

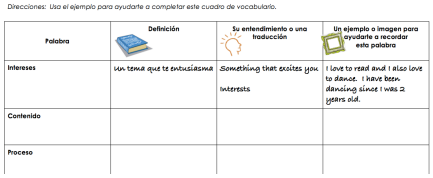
Some Strategies for Scaffolding Student Work	Some Strategies for Extending Student Work
▪ Provide text and directions at appropriate reading level ▪ Provide texts and directions in student's first language ▪ Streamline directions ▪ Encourage students to create early drafts of writing in their first language ▪ Front-load academic vocabulary ▪ Use small-group instruction or discussion as a tool to prime students for upcoming work or to assist with meaning making ▪ Provide information in multiple formats and media ▪ Provide text digests or summaries to support comprehension ▪ Use peer pairs or well-structured tutorials to assist students in learning ▪ Provide practice with critical skills—including prerequisite skills—that are necessary for quality work ▪ Use graphic organizers or templates to guide student thinking and/or writing ▪ Design tasks that are more concrete, have fewer components, or are more structured ▪ Provide quality models at the student's current level of mastery ▪ Assign homework targeted at student's level of mastery with key knowledge and skills ▪ Provide guided practice at learning centers or stations ▪ Use adaptive technologies ▪ Assign multipart tasks one part at a time	▪ Use advanced resources ▪ Use small group instruction to push student thinking ▪ Introduce complex vocabulary ▪ Design tasks that require considerable independence and are complex, abstract, multifaceted, and open ended ▪ Design tasks that require depth and breadth of knowledge ▪ Design tasks that require making connections across times, places, and content areas ▪ Provide clear feedback that focuses students on depth, breadth, insight, and quality ▪ Provide advanced criteria for success ▪ Provide models at high levels of excellence ▪ Call on students to use multiple concepts, multiple skills, or unknown skills ▪ Encourage students to move rapidly from information to meaning making ▪ Probe for multiple meanings ▪ Examine issues and problems from multiple and disparate perspectives ▪ Put extended emphasis on student choices related to content, process, and product—other than those necessary for initial rigor ▪ Support students in working like a professional as much as possible ▪ Support students in using technologies in new ways to present information or solve problems ▪ Develop long-term, independent tasks with appropriate support ▪ Assign homework at advanced challenge levels

▪ Provide guidance and illustrations to help students move from information to meaning making ▪ Provide very clear feedback on students' next steps and supporting students in planning and working based on the feedback ▪ Help students learn to provide clear and useful feedback to one another ▪ Use multiple modes of teacher input ▪ Provide multiple ways of expressing learning ▪ Create tasks based on student interest ▪ Provide opportunities to learn in preferred modes	▪ Provide for multiple ways of expressing learning ▪ Create tasks based on student interest ▪ Provide opportunities to learn in preferred modes ▪ Encourage comfort with ambiguity

Adapted from ASCD Assessment and Student Success in a Differentiated Classroom
BY CAROL ANN TOMLINSON, TONYA MOON, AND MARCIA B. IMBEAU

Strategies for Differentiation of Content

Ways to Make Content Comprehensible

Strategy	Definition	Examples
Adapted Text	Create multiple supporting features of the text to help students comprehend the text.	✓ Chunk or parse text ✓ Use of words in **bold** ✓ highlighting crucial parts ✓ simplifying language
Use of Visuals	Use visuals to aid in comprehension and retention of information.	✓ Use of images ✓ Use of video ✓ Use of realia to support a lesson or text
Vocabulary Development	Teach words that are critical to comprehension prior to reading. Teach strategies for comprehending unfamiliar words.	✓ Use vocabulary strategies ✓ Use context clues ✓ Use cognates, prefixes and suffixes ✓ Give definitions of challenging expressions ✓ Use consistent routines to support vocabulary development (such as a graphic organizer) 
Flexible Grouping	Group students in different ways according to academic, behavioral and language needs throughout the lesson.	✓ Turn & Talks ✓ Small groups of 3 and 4 ✓ Independent think time and then work in small groups ✓ Collaborative activities

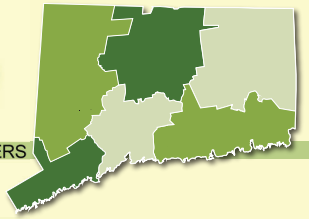
Direcciones: *Usa el ejemplo para ayudarte a completar este cuadro de vocabulario.*

Palabra	Definición	Su entendimiento o una traducción	Un ejemplo o imagen para ayudarte a recordar esta palabra
Intereses	un tema que te entusiasma	Something that excites you. Interests	I love to read and I also love to dance. I have been dancing since I was 2 years old.
Contenido			
Proceso			

Adapted from ASCD Assessment and Student Success in a Differentiated Classroom
BY CAROL ANN TOMLINSON, TONYA MOON, AND MARCIA B. IMBEAU

the RESC Alliance

CONNECTICUT ALLIANCE OF REGIONAL EDUCATIONAL SERVICE CENTERS



EL Strategies Desk Cards

(Tip Sheets for ALL Classroom Teachers)

Sponsored by the Connecticut Department of Education | Developed by the Connecticut RESC Alliance (2009); Revised (2015)

ACES area cooperative educational services

EASTCONN Where Learning Comes to Life

LEARN

C.E.S. Cooperative Educational Services

CREC Capitol Region Education Council

EDUCATION CONNECTION

ENGLISH LEARNERS (ELS) ARE THE FASTEST GROWING POPULATION IN OUR COUNTRY.

According to the Connecticut State Department of Education (2011), 29,527 ELs in 164 Local Educational Agencies (LEA) spoke 139 languages other than English at home. The EL strategies desk card tool will help teachers support our EL students. In this desk card you will find a brief description of the characteristics of ELs at the different language proficiency levels, questioning techniques and teaching strategies for every level.

This content is also available in electronic format at www.ctlearning.net/ell.

Provide explicit vocabulary instruction for unfamiliar vocabulary prior to and during lesson (e.g. word walls, personal bilingual dictionaries, word cards with pictures, games, etc.).	**Use scaffolding techniques and adapted content for comprehensible input** (e.g. jigsaws, think alouds, graphic organizers, answer frames, sentence starters, taped text, adapted text, etc.).
Use visuals as much as possible, such as pictures, gestures, pointing, graphic organizers.	**Provide supplementary materials,** such as graphs, models, realia (actual objects), visuals.
Provide background knowledge and connect to students' prior knowledge (e.g. KWL charts, anticipation guides, bilingual dictionaries, journal writing in native language, creating bilingual books, etc.).	**Learn about students' culture and native language to better understand learning needs** (e.g. what are similarities of the phonetic systems?).
Expect reading skills to come slowly. If the student has learned to read in his/her native language, this will probably help him/her to transfer reading skills to English. However, the student may be pronouncing words, but not really comprehending.	**Use gentle correction to encourage use of correct patterns while at the same time encouraging risk-taking with the language** (e.g. Student says, "I eated breakfast." Teacher responds, "I ate breakfast, too. I ate toast. What did you eat?").
Modify activities and assessments according to the EL language level.	**Frequent opportunities for oral interaction** (e.g. Think-Pair-Share, Partner Talk, Cooperative Learning, etc.).

General EL Strategies

STUDENT LEARNING CHARACTERISTICS:

- Understands very little English
- Stage lasts six months to one year, typically
- May not talk at all; “silent period”
- Is learning to understand basic conversation & instructions such as “hello, how are you?, sit down, line up, etc.”
- Is beginning to speak in one and two word phrases
- May have cultural conflicts or misunderstandings

QUESTIONING TECHNIQUES:

- Ask “yes” or “no” questions (eg. “Is this a…?”, “Does this…?)
- Use “point to”, “circle”, “find”, “show me”, “draw”
- Ask student to match pictures to words or objects
- Ask student to categorize objects

SPECIFIC TEACHING STRATEGIES FOR LEVEL 1:

- Teach basic survival English, such as “bathroom,” “lunch,” “home”
- Help the student to learn the classroom routines
- Use a student buddy, if possible someone with the same language
- Use visual clues as much as possible, such as pictures, gestures, pointing, graphic organizers
- Create “I need” cards for students to hold up when he/she needs something
- Label objects around the room and around the school in English and other languages
- Provide books and audiobooks with patterned sentence structure and pictures
- Provide books and audiobooks in native language
- Use bilingual picture dictionary and have student create personal illustrated dictionaries
- Be patient. Give student a few weeks or months to adjust
- Learn what you can about the student’s culture
- Use new vocabulary frequently in content areas. Emphasize key words and simplify grammar.
- Use seating arrangements to be conducive for cooperative (or collaborative) learning activities, seat EL students purposefully (near the teacher or next to a buddy)
- Modify your speech to aid comprehension, speak slowly and clearly
- When asking questions, allow for “wait time” more than typical (3-5 seconds)
- Allow EL students to talk to a peer in their native language when necessary to clarify understanding
- Make lessons visual. Use visual representations of new vocabulary and use graphs, maps, photographs, drawings, and charts to introduce new vocabulary and concepts with videos
- Use designated supports for EL for instruction, testing and assignments
- Teach explicit phonemic awareness, phonic rules and skills, depending on students literacy needs or literacy level
- Provide sentence and answer frames
- Provide ample opportunities for student to student interaction

LAS Links Level 1 *Beginner/Pre Production*

STUDENT LEARNING CHARACTERISTICS:

- Follows most basic directions
- Can respond with one or two word answers
- Stage typically lasts six months to one year
- Uses English vocabulary that is still very limited
- Probably understands more than he/she can express
- May have cultural conflicts or misunderstandings

QUESTIONING TECHNIQUES:

- Ask literal questions – who, when, where, what
- Ask questions with 1- 3 word answers
- Ask questions with an either/or option
- Ask student to list, name, tell which, categorize, draw, label

SPECIFIC TEACHING STRATEGIES FOR LEVEL 2:

- Use visual clues as much as possible, such as pictures, gestures, pointing, graphic organizers
- Use a student buddy, if possible someone with the same language
- Teach explicit phonemic awareness, phonic rules and skills depending on literacy needs or literacy level
- Provide books and audiobooks with patterned sentence structure and pictures
- Label objects around the room and around the school in English and other languages
- Provide books and audiobooks in native language
- Use bilingual picture dictionary and have students create personal illustrated dictionaries
- Correct for grammar and spelling after the student has finished his/her writing
- Provide shortened text for reading and reading assignments with simplified language for grade level content
- Allow the student to verbalize or write what he wants to say, and the teacher can correct grammar and spelling later
- Give students a picture story without words and provide them with basic vocabulary for the story. Ask them to write sentences to describe each picture to create their own story
- Provide sentence and answer frames
- Introduce word study beginning in third grade
- Teach academic vocabulary and academic language explicitly in context
- Model correct usage; don't over-correct
- Provide content and language learning objectives for lessons
- Pre-teach vocabulary
- Provide needed background knowledge from the disciplines, along with connecting with students' own experiences
- Consider seating arrangements that are conducive for cooperative (or collaborative) learning activities
- Back up oral discussion with key words written on the board
- Teach organizational skills such as: text features, mnemonic devices, etc.
- Use anticipation guides
- Use list of key terms for previewing
- Accept simple written responses
- Use designated supports for EL for instruction, testing, and assignments

LAS Links Level 2 *Early Intermediate/ Early Production*

STUDENT LEARNING CHARACTERISTICS:

- Understands most *conversational* English vocabulary, but not necessarily *academic* vocabulary
- Speaks in simple sentences and has some incorrect grammar usage
- Stage lasts one year to two years, typically
- May not understand spoken or written English with complicated sentence patterns
- May not understand many idioms and homonyms
- May not grasp underlying meanings in a story because of vocabulary

QUESTIONING TECHNIQUES:

- Ask how and why questions
- Check for understanding by asking student to tell you what something means
- Check for understanding by asking student to explain the assignment to you
- Ask student to tell about, describe, explain
- Ask student to explain similarities and differences

SPECIFIC TEACHING STRATEGIES FOR LEVEL 3:

- Use bilingual picture dictionary
- Teach explicit phonemic awareness, phonic rules and skills through all grade levels as needed
- Encourage student to use full sentences
- Use designated supports for instruction, assignments and testing
- Provide shortened text
- Provide student with content and language learning objectives using student-friendly language
- Explain idioms and homonyms
- Model explicit writing skills, especially grammatical structure
- Provide sentence frames showing use of transition words
- Provide explicit instruction on academic vocabulary and academic language for units of study
- Focus on reading comprehension; use frequent comprehension checks
- Introduce expanded vocabulary
- Use models/charts/maps/timelines before, during, and after reading

STUDENT LEARNING CHARACTERISTICS:

- Approaching the use of fluent sentences using standard grammar
- May have difficulty understanding content-area materials where a high degree of literacy is required
- Has limited understanding of less commonly used words, idioms, and homonyms
- May have reading and writing skills below those of native English speaking students
- May not grasp underlying subtle meanings and nuances in a story because of vocabulary
- Stages 4 and 5 typically last three to five years

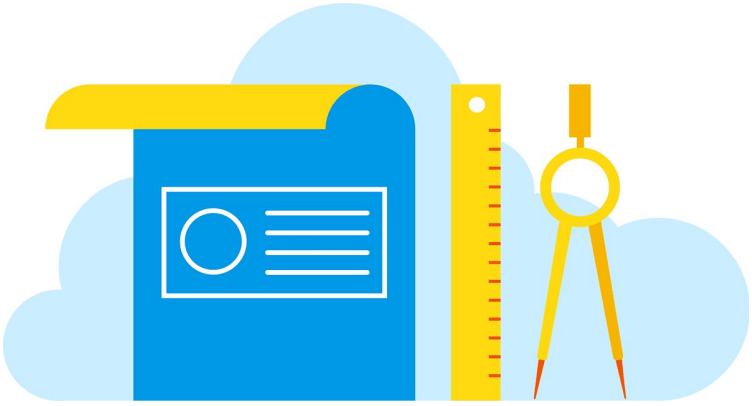
QUESTIONING TECHNIQUES:

- Ask how and why questions
- Check for understanding by asking student to tell you what something means
- Ask student to tell about, describe, explain
- Ask student to explain similarities and differences
- Ask student to tell:
  "What would happen if …?"
  "Why do you think …?"
  "What would you recommend …?"

SPECIFIC TEACHING STRATEGIES FOR LEVELS 4 & 5:

- Continue to use designated supports for instruction, assignments, and tests, if necessary
- Check for understanding of academic vocabulary and language
- Give the student a list of target vocabulary for each unit of study
- Provide student with content and language learning objectives
- Provide targeted mini-lessons on self-editing, syntax, and word usage
- Encourage use of English-English dictionary, as well as a bilingual dictionary to expand vocabulary
- Provide explicit instruction on the use of function words (e.g. "however," "moreover," "in contrast," etc.)

LAS Links Level 4 & 5 *(Proficient & Above Proficient/ Inter. & Adv. Fluency)*



Student Engagement

Student Engagement

When students are engaged, they are actively involved in their learning. They approach learning tasks with curiosity, enthusiasm and persistence, and make intellectual connections between the subject, other information they have learned, and their own life experiences and ideas. Teachers who can artfully engage their students not only increase student content mastery, but create students who find joy in learning and are more likely to become lifelong learners.

Quick List:

- Activate Prior Knowledge
- Spark Curiosity
- Pose Real-Life Problems
- Foster Active Investigation
- Allow Self-Directed Exploration
- Promote Group Interaction
- Encourage Collaboration
- Inspire Lively Discussion
- Offer Choices
- Tap Into Individual Creativity
- Use Games and Humor
- Nurture Independent Thinking
- Involve All Participants

Source: Schlechty, Phillip C. (2011-02-16). Engaging Students: The Next Level of Working on the Work (p. 36). John Wiley and Sons.

Student Engagement

Phillip Schlechty

Indicators of Responses to Work

In the effort to help teachers and other educators assess the presence or absence of engagement and to develop a classroom or school profile to guide action, I have developed a list of possible indicators of engagement, as well as the other four reactions that I have suggested might be used to characterize student responses to the work they are expected to do:

Engagement Indicators

- The student is attentive to the task because he or she finds personal meaning and value in the task; the student sees the task as responding to motives and values he or she brings to the work.
- The student persists with the task even when he or she experiences difficulty and does not compromise personal standards for completion of the task even though he or she might be able to negotiate a lower standard if he or she wanted to.
- The student volunteers resources under his or her control—time, effort, and attention—which is to say that the student is committed to the work and places moral value on its completion.

Strategic Compliance Indicators

- The student is attentive to the task because he or she perceives that the receipt of some desired extrinsic reward is conditionally available to those who pay attention to the task and do what is required of them.
- The student persists with the task only up to the point of ensuring that the desired reward is offered, and the student is willing to accept the reward and abandon the task even though he or she may not be personally satisfied that the work done is of the quality that he or she could produce.
- The student allocates only as much time, energy, and resources as are required to get the reward offered or desired.

Ritual Compliance Indicators

- The student pays minimal attention to the work, is easily distracted, and is constantly seeking alternative activity to pursue. For example, it appears that texting has now become a favorite pastime for those who are ritually compliant.

- The student is easily discouraged from completing the task and regularly tries to avoid the task or get the requirements of the work waived or compromised.

- The student does only those things that must be done and does little or nothing outside the context of direct supervision by the teacher or other adults.

Retreatism Indicators

- The student does not attend to the work, but does not engage in activity that distracts others. Indeed, the student often employs strategies to conceal his or her lack of involvement—for example, sleeping with eyes wide open and smiling from time to time.
- Because the student does not do the work, persistence is totally lacking.

- The student does nothing and, when forced through direct supervision to do the task, either engages in ritual behavior or rebellion.

Rebellion Indicators

- The student overtly refuses to comply with the requirements of the task. This refusal may involve cheating, refusing to do the work, or even doing other work in place of that which is expected.
- Because the student does not do the work, persistence is totally lacking.
- Alienation rather than commitment is evident. Unlike the retreaters, students who rebel are likely to be active in their rejection of the task, up to and including efforts to sabotage the work, cheat, and build negative coalitions of other students around the work and the rejection of the values the work suggests.

Schlechty, Phillip C. (2011-02-16). Engaging Students: The Next Level of Working on the Work (p. 36). John Wiley and Sons.

ENGAGEMENT DEFINED

Four components are always present when a student is engaged:

1. The engaged student is attentive, in the sense that he or she pays attention to and focuses on the tasks associated with the work being done.

2. The engaged student is committed. He or she voluntarily (that is, with-out the promise of extrinsic rewards or the threat of negative consequences) deploys scarce resources under his or her control (time, attention, and effort, for example) to support the activity called for by the task.

3. The engaged student is persistent. He or she sticks with the task even when it presents difficulties.

4. The engaged student finds meaning and value in the tasks that make up the work.

Sometimes on-task behavior is confused with engagement. On-task behavior indicates only that a student is attentive to a task. It says nothing of the student's willingness to persist with the task when he or she experiences difficulty. It also says nothing about the value the student attaches to the task or the meaning he or she associates with the activity related to it. A student might persist with a difficult task simply because he or she places value on some extrinsic rewards promised for successful completion of the task—for example, a good grade, admission to college, or eligibility to participate in extracurricular activities. Take the promise of these extrinsic rewards away, and the student is likely to abandon the task since completing it has no other meaning or value for him or her. For example, students who aspire to enter highly selective colleges are more likely to do whatever it takes to get a good grade than are students whose college aspirations are less lofty.

Even when a student is attentive and persistent, there is no assurance that the student is engaged. Engagement involves commitment as well as attention and persistence. Attention can be focused through fear and the threat of punishment, but those who are attentive because of fear and threat are not engaged. Neither are those who pay attention and persist because they place a high value on some reward that is extrinsic to the work. Commitment, attention, and persistence must be present to justify the claim that the student is engaged.

Schlechty, Phillip C. (2011-02-16). Engaging Students: The Next Level of Working on the Work (p. 15). John Wiley and Sons.

Student Engagement Resources

Evidence Based Scheduling

- Evidence based research supporting smart scheduling and discusses optimal times for age based timing for optimal student output. Perfect for understanding students depending upon what time of day you have them in class.
- https://t.co/ILqXWFQYeg

Teaching Students How to Ask Productive Questions

- Provides rationale, sample stem questions, and a rubric for improving the use of student generated questions in the classroom. Useful for discussion or socratic seminar based classrooms.
- https://www.edutopia.org/article/teaching-students-how-ask-productive-questions?utm_medium=socialflow&utm_source=twitter

Four Practices for Increasing Student Engagement

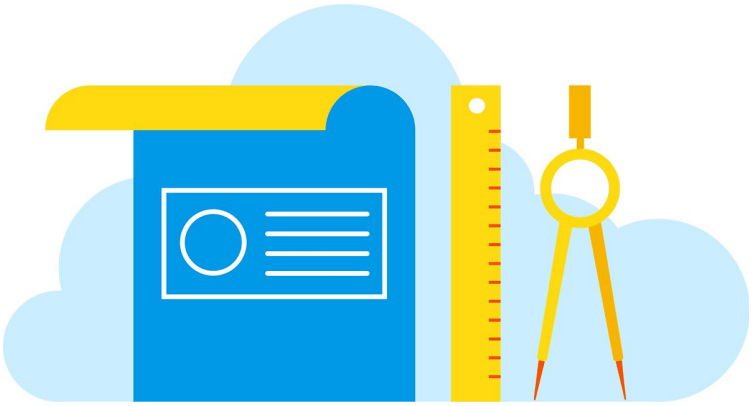
- Offers suggestions on how to increase positive relationships in the classroom and tap into genuine student interests by organizing your class in a more student-centered way.
- https://www.edutopia.org/blog/practices-for-increasing-student-engagement-nicholas-provenzano

27 Ways to Increase Student Engagement (Graphic / Chart)

- https://www.teachthought.com/pedagogy/27-ways-to-increase-student-engagement-in-learning/

Banning Devices in the Classroom

- Research based article that supports the removal of devices from the classroom, while at the same time discussing some of the fall-out. This makes for a thoughtful and provocative article to discuss with colleagues about management or to bring right to students when discussing classroom habits, practices, or procedures.
- https://www.kqed.org/mindshift/53905/frustrated-with-the-distractions-phones-cause-some-schools-ban-them



Data

Using Data in your Class and School

Why Data?

Student data plays an integral role in finding opportunities for meaningful, large-scale change, while also making the process manageable by providing focus. When our data drives our instruction, we can increase student understanding and build student confidence. We have to create that vision for what we're going to achieve, and we have to create that plan for how we're going to achieve it and relay that vision, so everyone is on board.

Analyzing Data with Student Data Protocols

Student data protocols are a series of steps listed below for analyzing student data.

1. Choose a point of focus- What data point catches your attention as an outlier? Who is struggling the most? Who has done exceedingly well that you might want to use as a model for others?
2. Pull relevant data and state observations- Examine the whole data set to get the bigger picture. What are we seeing in the data?
3. Interpret the data- What does the data suggest? Is there an internal or external force impacting the data?
4. Determine the implications- How will this data impact our instructional strategies?
5. Create a framework to initiate this change- Seek feedback from students and your peers and use that feedback to adjust approaches to design and teaching.
6. Track growth- As change is implemented, track your data to become more aware of student needs and how to interact with your students.

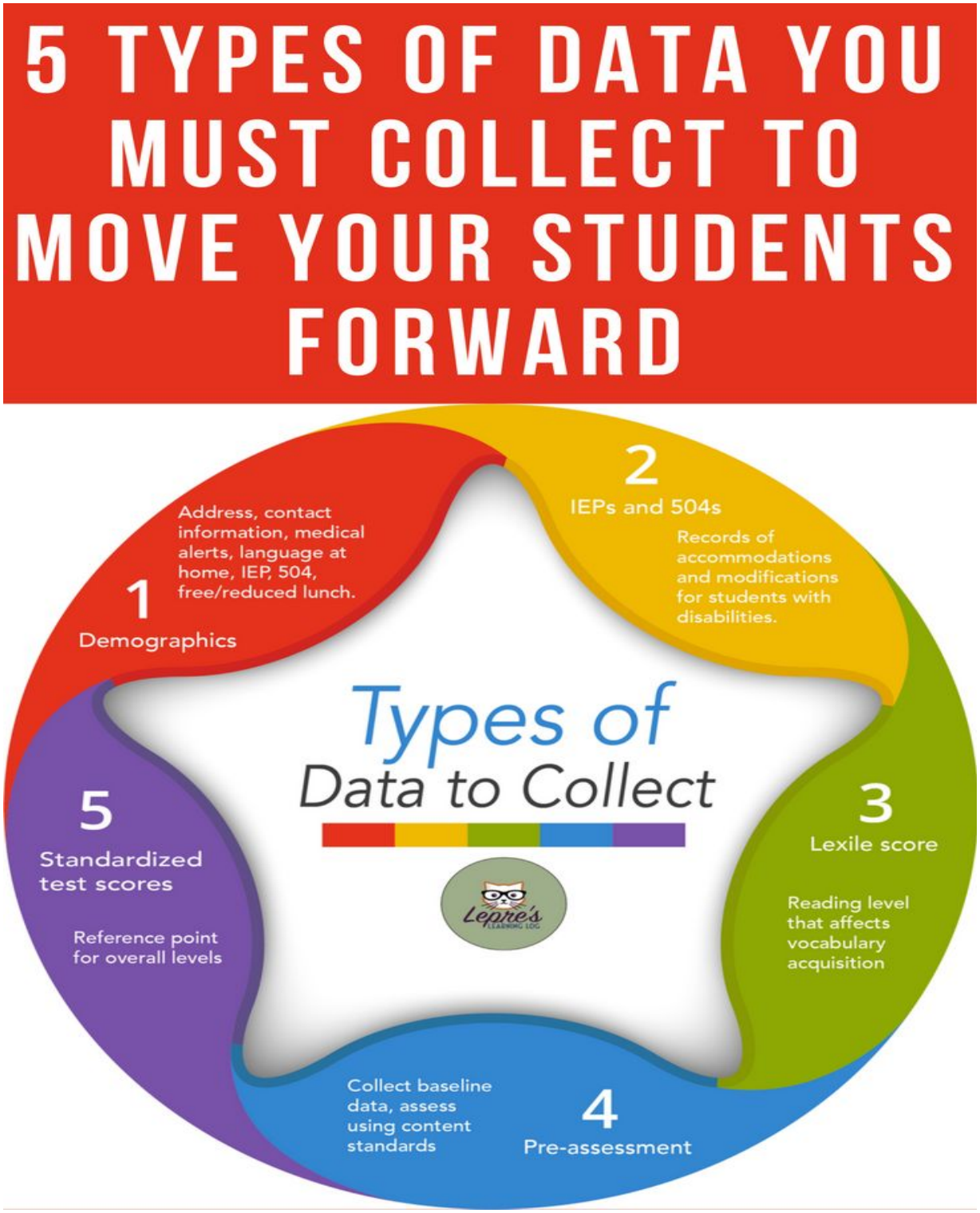
Data Teams

Data Teams are a collaborative model for implementing data-driven decision making at the instructional level. It provides a structure for teachers to specifically identify areas of student need and collaboratively decide on the best instructional approach in response to those needs.

Your Data Teams will:

- Collaborate to examine student formative assessment data
- Develop short-cycle Data Team assessments
- Monitor data

- Analyze strengths and obstacles
- Establish learning goals
- Select common instructional strategies for groups of students
- Develop result indicators to measure and monitor the learning



https://www.mrslepre.com/category/teaching-philosophy/digging-into-data/?source=post_page

PDSA Cycle Template

Directions: Use this Plan-Do-Study-Act (PDSA) tool to plan and document your progress with tests of change conducted as part of chartered performance improvement projects (PIPs). While the charter will have clearly established the goals, scope, timing, milestones, and team roles and responsibilities for a project, the PIP team asked to carry out the project will need to determine how to complete the work. This tool should be completed by the project leader/manager/coordinator with review and input by the project team. Answer the first two questions below for your PIP. Then as you plan to test changes to meet your aim, answer question 3 below and plan, conduct, and document your PDSA cycles. Remember that a PIP will usually involve multiple PDSA cycles in order to achieve your aim. Use as many forms as you need to track your PDSA cycles.

Model for Improvement: Three questions for improvement

1. **What are we trying to accomplish (aim)?**
   State your aim (review your PIP charter – and include your bold aim that will improve resident health outcomes and quality of care)

2. **How will we know that change is an improvement (measures)?**
   Describe the measureable outcome(s) you want to see

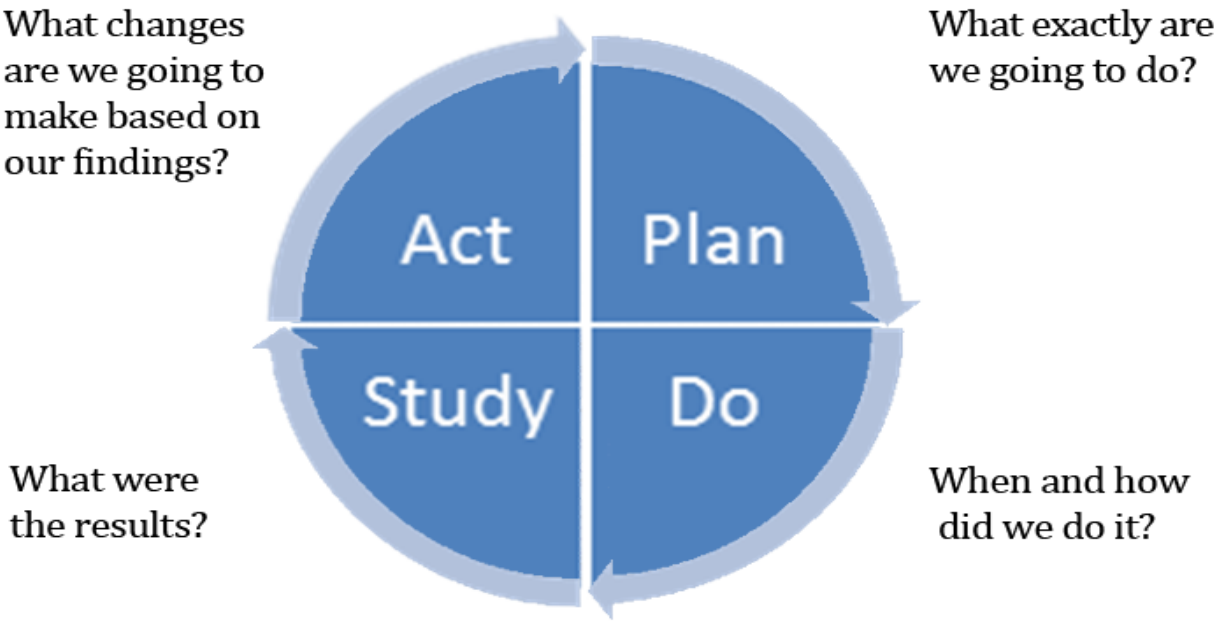
3. **What change can we make that will result in an improvement?**

   Define the processes currently in place; use process mapping or flow charting

   Identify opportunities for improvement that exist (look for causes of problems that have occurred – see Guidance for Performing Root Cause Analysis with Performance Improvement Projects; or identify potential problems before they occur – see Guidance for Performing Failure Mode Effects Analysis with Performance Improvement Projects) (see root cause analysis tool):
   - Points where breakdowns occur
   - "Work-a-rounds" that have been developed
   - Variation that occurs
   - Duplicate or unnecessary steps

   Decide what you will change in the process; determine your intervention based on your analysis
   - Identify better ways to do things that address the root causes of the problem
   - Learn what has worked at other organizations (copy)
   - Review the best available evidence for what works (literature, studies, experts, guidelines)
   - Remember that solution doesn't have to be perfect the first time

Disclaimer: Use of this tool is not mandated by CMS, nor does its completion ensure regulatory compliance.



Plan What change are you testing with the PDSA cycle(s)? What do you predict will happen and why? Who will be involved in this PDSA? (e.g., one staff member or resident, one shift?). Whenever feasible, it will be helpful to involve direct care staff. Plan a small test of change. How long will the change take to implement? What resources will they need? What data need to be collected?	**List your action steps along with person(s) responsible and time line.**
Do Carry out the test on a small scale. Document observations, including any problems and unexpected findings. Collect data you identified as needed during the "plan" stage.	**Describe what actually happened when you ran the test.**

Disclaimer: Use of this tool is not mandated by CMS, nor does its completion ensure regulatory compliance.

Study Study and analyze the data. Determine if the change resulted in the expected outcome. Were there implementation lessons? Summarize what was learned. Look for: unintended consequences, surprises, successes, failures.	**Describe the measured results and how they compared to the predictions.**
Act Based on what was learned from the test: Adapt – modify the changes and repeat PDSA cycle. Adopt – consider expanding the changes in your organization to additional residents, staff, and units. Abandon – change your approach and repeat PDSA cycle.	**Describe what modifications to the plan will be made for the next cycle from what you learned.**

https://www.mrslepre.com/category/teaching-philosophy/digging-into-data/?source=post_page

Disclaimer: Use of this tool is not mandated by CMS, nor does its completion ensure regulatory compliance.

Carousel Brainstorming | Teacher Planning Sheet

Concept/Topic _____

Key understandings (what students must know and/or be able to do):

-
-
-

Create four to six open-ended questions or subtopics that will prompt students to share what they know about the key understandings they should be developing about the topic. Record these here, then write each on a separate sheet of chart paper for students to work with as described on page 92.

Chart 1:	**Chart 2:**
Chart 3:	**Chart 4:**
Chart 5:	**Chart 6:**

Tips for Making the Carousel Brainstorming Strategy Work

- Design questions/subtopics that are open-ended, allowing for an unlimited number of responses.
- Include no more than five members in a group.
- Provide a different-color marker for each group.
- After two to three minutes, rotate the groups.
- Have the marker rotate with the group.
- Rotate the recorder at each chart.
- Remind students that they
  - must read what previous groups have written.
  - may not repeat what has been written.
  - may add an asterisk or exclamation point if they agree strongly with a prior group's response.
  - may write a question mark next to or circle a prior group's response. (This will increase the likelihood of accuracy on the charts and pinpoint areas of confusion to be reviewed.)
- Use the charts for a written follow-up activity with students. (For example: *Choose the character with whom you most identify. Compare and contrast yourself with this character in at least three ways.*)

FactStorming | English Language Arts

Name _____ Date _____

Statement or Text/Novel/Short Story _____

_____

Using as many terms and references as you can from the list you have created, choose one of the activities below to show your understanding of the statement or the reading.

- **Choose one character. Compare and contrast** this character with two others in the story (or, compare and contrast this character with two members of your group).
- **Choose one character** and describe how this character **changes over time** in at least two ways. Explain why these changes occur.
- **Choose at least three themes** and give evidence from the story of these themes in action.
- **Sequence at least five events from the story** and discuss how they each affected the main character.
- **Illustrate at least three symbols from the story** and write a description of the significance of each.
- **Choose at least three actions the main character took** and discuss the character's motivation (Why did he/she take each action?)

Four More!

Name _____ Date _____

Concept/Topic _____

Key Idea: (On your own, jot a key idea) _____ _____ _____ _____ ❑ ❑	**Key Idea:** (On your own, jot a key idea) _____ _____ _____ _____ ❑ ❑
Key Idea: **1.** _____ _____ _____ _____ ❑ ❑	**Key Idea:** **2.** _____ _____ _____ _____ ❑ ❑
Key Idea: **3.** _____ _____ _____ _____ ❑ ❑	**Key Idea:** **4.** _____ _____ _____ _____ ❑ ❑

My Top Ten List

Name _____ Date _____

Historical Event: _____

Describe the Top Ten things you need to know about this historical event, including a description of what it is or was, the place and time period in which it occurred, its purpose, its causes and effects, its significance, who was involved with it, how it is/was related to something else we studied:

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Noting What I've Learned

Name _____ Date _____

Topic _____

Draw It! Main Ideas, Questions, Key Words	**Write It!** What I've Learned
	1. _____ **2.** _____ **3.** _____
	1. _____ **2.** _____ **3.** _____
	1. _____ **2.** _____ **3.** _____
	1. _____ **2.** _____ **3.** _____

S-O-S Summary

Name _____ Date _____

Read the following **s**tatement:_____

_____

_____

What does it mean?_____

_____

_____

What's your **o**pinion? Circle one: I agree I disagree

Support your opinion with evidence (facts, reasons, examples, etc.).

- ■
- ■
- ■

Name _____ Date _____

Read the following **s**tatement:_____

_____

_____

What does it mean?_____

_____

_____

What's your **o**pinion? Circle one: I agree I disagree

Support your opinion with evidence (facts, reasons, examples, etc.).

- ■
- ■
- ■

Turn 'n' Talk

■ What are the most important ideas to remember? ■ What are some of the details related to each idea? ■ What questions do we need to ask so that we can understand this information better? ■ How is this information related to something else we know?	■ What are the most important ideas to remember? ■ What are some of the details related to each idea? ■ What questions do we need to ask so that we can understand this information better? ■ How is this information related to something else we know?
■ What are the most important ideas to remember? ■ What are some of the details related to each idea? ■ What questions do we need to ask so that we can understand this information better? ■ How is this information related to something else we know?	■ What are the most important ideas to remember? ■ What are some of the details related to each idea? ■ What questions do we need to ask so that we can understand this information better? ■ How is this information related to something else we know?

Write About

Name _____ Date _____

Topic _____

Draw a picture or write symbols in this box to summarize the topic	**List Key Words** about the topic ❑ _____ ❑ _____ ❑ _____ ❑ _____ ❑ _____ ❑ _____ ❑ _____ ❑ _____ ❑ _____

Paragraph: Summarize your learning by using the terms above in a paragraph about the topic. Check off the terms as you use them. Then circle the terms in your paragraph.

_____

_____

_____

_____

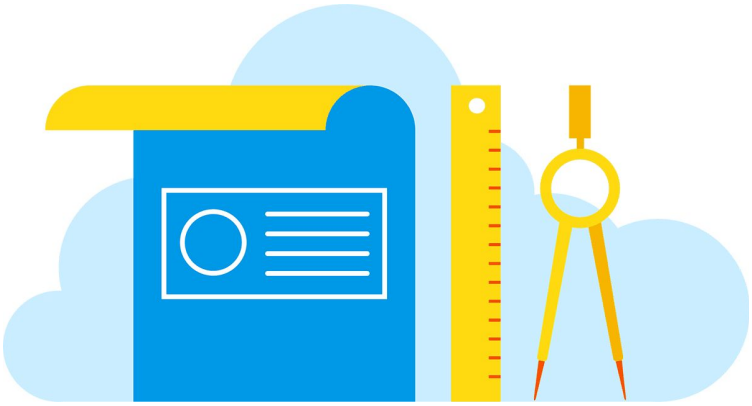
_____

_____

_____

_____

_____



Student Discourse

Academic Discourse and Accountable Talk

- Academic discourse involves the idea of dialogue, the language used, and a format that facilitates a high level of communication in the classroom that promotes and sustains learning.

Sample Key Indicators	
	▪ Teacher using strategies to ensure that all students are engaged and participating ▪ Listening attentively ▪ Asking questions for clarification ▪ Building on ideas of others ▪ Quiet conversation ▪ Waiting patiently for a turn ▪ Giving the speaker positive feedback ▪ Disagreeing in an agreeable fashion ▪ Offering opinions in a respectful way ▪ Staying on topic ▪ Encouraging by nodding ▪ Showing interest by leaning forward ▪ Students facing each other ▪ Talking one at a time

Adapted from http://www.ascd.org/publications/books/108035/chapters/Procedures-for-Classroom-Talk.aspx

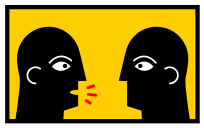
Language of Learning

Language objective	What is it?	What does it sound like?
To instruct	Giving directions	"The first step is …" "Next …" "The last part is …"
To inquire	Asking questions	Who? What? When? Where? Why? How? "What do you think?"
To test	Deciding if something makes sense	"I still have a question about …" "What I learned is …"
To describe	Telling about something	Use descriptive words and details
To compare and contrast	Showing how two things are alike and different	"Here is something they both have in common …" "These are different from each other because …"
To explain	Giving examples	"This is an example of …" "This is important because …"
To analyze	Discussing the parts of a bigger idea	"The parts of this include …" "We can make a diagram of this."
To hypothesize	Making a prediction based on what is known	"I can predict that …" "I believe that _____ will happen because …" "What might happen if …?"
To deduce	Drawing a conclusion or arriving at an answer	"The answer is because …"
To evaluate	Judging something	"I agree with this because …" "I disagree because …" "I recommend that …" "A better solution would be …" "The factors that are most important are …"

Adapted from http://www.ascd.org/publications/books/108035/chapters/Procedures-for-Classroom-Talk.aspx

Name: _____

Directions: Evaluate your performance during the discussion with your partner, group, and/or the class.

Discourse Expectations	I Did	I Did Not	Notes
<u>I respectfully participated in discussions with my partner, group, and/or the class.</u> --I shared my ideas. --I elaborated. --I raised my hand to make a comment. --I raised my hand to ask a question. 			
<u>I waited my turn to talk and used transitions to voice my opinion.</u> --I practiced patience. --I used transitions such as: *Excuse meé *Iôd like to addé *I agree, becauseé *I disagree, becauseé *Iôm confused abouté *Iôm wonderingé *Could you clarifyé ? 			
<u>I showed my partner, group, and/or classmates that I was listening.</u> --I faced the speaker. --I kept my hands and body still. --I asked clarifying questions. 			
<u>I stayed on topic during discussions with my partner, group, and/or the class.</u> --I discussed the prompt. 			

Key Indicators of Accountable Talk

Pam Goldman
Institute of Learning, University of Pittsburg

Lynn Resnick,
University of Pittsburg

Remember to …	Sounds like …
Ask questions when you don't understand a topic.	Can you tell me more? Would you say that again? Can you give me another example so I can understand?
Give a reason why your idea is a good one.	This reminds me of _____ because _____. I believe this is true because _____.
Ask for evidence when something sounds incorrect.	I'm not sure that's right. Can you tell me why you think it is true? Can you show me a place in the book that illustrates that idea?
Give evidence to support your statements.	Read a passage from the book that illustrates your idea. Bring another information source to support your idea.
Use ideas from others to add to your own.	I agree with _____ because _____. _____'s idea reminds me of _____

Adapted from http://www.ascd.org/publications/books/108035/chapters/Procedures-for-Classroom-Talk.aspx

Accountable Talk Student Conversation Starters

Accountable Talk simply stated…

- It holds students accountable to the classroom community. It is rigorous reasoning.
- Talk that supports the development of student reasoning.
- Talk that supports improvement of ability to communicate their thinking.

REVOICE

The ***teacher repeats part or all of a students utterance*** and asks the student to verify whether their interpretation is correct.

- Especially helpful to teachers when they do not understand what was said.
- ***Revoicing is not simply repeating***, the third part (verification) is necessary.

Student Impact:

- The student realizes that the teacher wants to understand their contribution. Over time this can have a profound effect.

Add-On

Teacher ***asks students to contribute to the discussion*** by including their own information.

- Move can also referred to as ”linking contributions.”
- Makes an explicit relationship between a new contribution and what has gone on before.

Student Impact:

- When students hear their own contributions are being built upon, their own investment in the course of discussion grows

RESTATE/REPEAT

Asking students***, “can you repeat/restate what he/she just said?”***

Student Impact:

- Repeating and reformulating a peers comments in ***your own words*** requires another layer of thinking and processing.
- Change the way in which students listen. Influences engagement because someone is listening to them.

MAKE AN ANALOGY

Teacher ***asks students to voice a comparison*** *that describes a specific relationship between another’s statement.*

- This move deepens students understanding of concepts and relates ideas between peers.

Student Impact:

- Students are analyzing another’s response and gaining deeper understanding of concept

AGREE/DISAGREE

Do you agree or disagree with what was just said.. Why?

• *Using evidence from text and sources to justify their thinking*

Student Impact:

• *Opportunity to co-construct knowledge together because you are building on peers*

• *Provides opportunity for probing, and opportunities for deepening conversations and thinking*

CALL TO ACTION

Student initiated, *an individual or group identify a response that requires "action".*

• Move can initiate deep conversation because of the significance to individuals or groups of students

• It is important to maintain focus of content

Student Impact

• Students are empowered by feeling a connection and level of importance for a significant topic

SPECIFIC EXAMPLE

Teacher asks students ***to explain citing examples****.*

• Move can also referred to as "press for reasoning."

• Pressing can include providing textual evidence, requiring examples from life, other classroom conversations, and/or the world.

Student Impact:

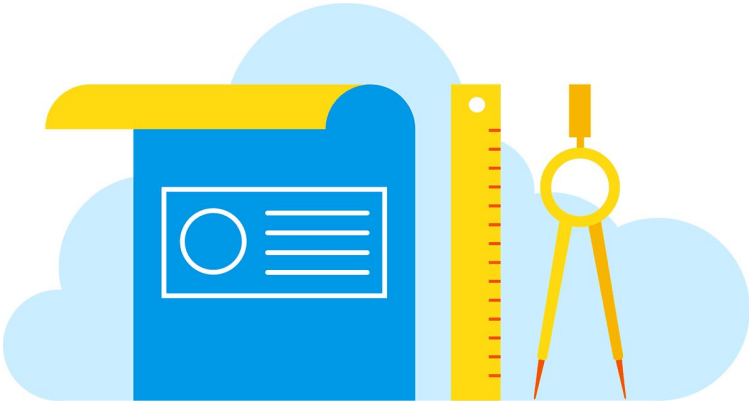
• Student feels confident by including prior learning/experience.

Adapted from http://www.ascd.org/publications/books/108035/chapters/Procedures-for-Classroom-Talk.aspx

Conversation Prompts

Restate and Repeat Conversation prompts	• I just heard you say _____. • Did you mean _____? • I just heard you say _____. • Did you mean _____? • Let me see if I heard you • Let me see if I heard you correctly, you said _____. • If I understand you correctly, you correctly, you said _____. • If I understand you correctly, you believe _____. • It sounds like you think that believe _____. • It sounds like you think that ____.
Agree/Disagree Conversation prompts	• I agree with (name), when he/she said _____. • I agree with (name), and the reason is because (state your evidence from the text.) • I disagree with (name) because the text states _____.
Specific Example Conversation prompts	• In the text, it stated that _____. • An example might be _____. • I previously learned _____, and it supports _____. • Remember when we learned _____, and it is an example of _____. • Another example of this is _____.
Add-on Conversation prompts	• In addition to what has been stated, I think _____. • I would add that _____ based on (evidence) • What I just heard make me think of _____.

Make a Comparison Conversation prompts	• Similarly to _____, I think ____. • In comparison, the evidence shows _____. • Complimentary to this, _____. • In the same way, _____. • (content) is like _____. • I think that _____ is like _____.
Call to Action Conversation Prompts	• Based on what we just learned, I think we should _____. • What can we do about _____. • I believe it is important for us to _____. • Considering the evidence, we should _____.



Family Engagement

Family Engagement

Every Student Succeeds Act, 2019

Connecticut mandates that school districts MUST present a comprehensive parent engagement plan to families and that plan must be made available to families.
Family Engagement is: Full, equal, equitable partnerships among families, educators and community partners to promote children's learning from birth through college and career.

Guiding Principles Grounded in Research

1. Build collaborative, trusting relationships focused on learning.
2. Listen to what families say about their children's interests and challenges.
3. Model high quality learning practices.
4. Share information frequently with families about how their children are doing.
5. Talk with students about how they want teachers and their family to support their learning.
6. Co-Develop cultural competence among staff and families.
7. Support parents to become effective leaders and advocates for their children.

High Impact Family Engagement Action (Examples from Charts 1-4)

- Neighborhood walks to visit families
- Implementing "two-way" communication with families (i.e. Class Dojo) and making communication with families a regular practice
- Sharing of educational resources and modeling best practices with families
- Opening school and classroom on a regular basis and accommodating parents with flexible scheduling
- Development of focused or issue specific student and family events (i.e. Town Hall forums) that invite input and / or disperse information in both formal and informal events
- Staff and families work together developing success and intervention plans for students
- Ensuring that after-school programs are connected to the school day with input from the school, community-based organizations, and families to create a "hub" of activities for students, families, and community members
- Parents sit on all relevant school committees and have a voice in related matters

Adapted from The Connecticut State Department of Education's
Full, Equal and Equitable Partnerships with Families.
https://portal.ct.gov/-/media/SDE/Publications/CT-Family-Engagement-Final-91318.pdf?la=en

Parent Communication

During the first days of school, it is advised that you send home a letter introducing yourself to the parents of your new students. Your letter should include:

- Name
- Room number
- Contact information (telephone number; e-mail)
- Dates to save on their calendars
- General curriculum for the first month
- Expectations of students
- Classroom homework policy
- Special supplies needed

Dear Families,

Welcome to the new school year at_____. I am looking forward to getting to know you and your student this year. I wanted to take this opportunity to share some information about my class and encourage you to communicate with me.

I am committed to helping every student learn in my class. I believe it is important for families and schools to work together and share responsibility for student success. I value family members' expertise about their children. Families know a student best and I can learn from you. Also, it is important for the students to know that teachers and families are working together to support their learning. Specifically, I want to share about class communication, expectations, and events for the upcoming year. More specific information from your students will be coming your way in the next few weeks.

Thank you for reading this letter. I look forward to hearing from you.

Please return the form below with your comments and contact information; or email me at _____; or leave a message at _____.

Sincerely,

Source: Julia Thompson, The First Year Teacher's Survival Guide

Communication Expectations

- Class Dojo: Check daily for announcements and photos
- Powerschool: Check for updates to grades

Events {include own events}

- We will be having several “learning open houses” during the various times (usual class time, before and after school) when you will be invited to come and experience our learning activities.
- Every family is invited and encouraged to attend with their student.

Source: Julia Thompson, The First Year Teacher's Survival Guide

Parent Contact Log

Student		Parent	
Date and time of contact		# of contacts made	
Initiated by :			
Type of Contact			
__Phone Call ___Letter ___E-mail ___Meeting ____Open House ____Parent Conference			
Topic Discussed:			
Steps parent will take:			
Next Steps-Teacher:			
Additional Notes:			

Sample Parent Survey

This information sheet is for me to better understand your child. Please be honest and give details where needed.

1. Student Name: _____ Preferred Nickname: _____
2. Name of Parent(s)/Guardian(s)? _____

---

3. Phone Contact Information –Please update phone numbers if they would happen to change throughout the year.
   Home Phone: _____
   Mom's Work: _____ Mom's Cell: _____
   Dad's Work: _____ Dad's Cell: _____
   Yes, you may contact me via text message on _____ phone
   No, please do not text message me
   Email Address: _____
   Yes, I check my email and can be contacted that way
   No, please do not contact me via email(I don't check it)
4. Are you willing to help on field trips? Yes No
   Volunteer in the classroom? Yes No
   Provide treats or snacks for special occasions? Yes No

---

5. What is the primary way your child will go home each day? _____
   a. If bus, what number: _____
6. Are there any other languages other than English spoken at home? _____

---

7. Please list two goals you would like your child to meet this year.

   _____
   _____

8. What are your child's favorite and least favorite thing about school?

   _____
   _____

9. Do you have any special concerns about your child? (academically, socially, medically etc)

_____

_____

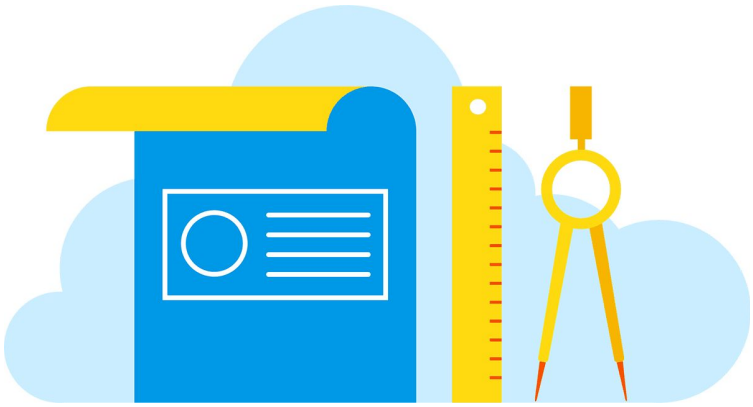
10. Does your child have any foods or stings that may cause an allergic reaction? Please list if so.

_____

11. Please brag a little about your child. Tell me everything else I should know about your child. Use the back if you need to.

_____

_____



Self-Care

The 5 N's of Teacher Self-Care

Teachers take on a lot. We are carrying a lot of weight: mental, emotional, and even physical—the infamous "teacher bag" stuffed to the seams—and, the weight of social expectations put on teachers to have "Pinterest perfect" classrooms, hashtag-worthy moments #inspiredbymystudents, and certainly to do justice to the volatile political landscape by engaging in relevant and important movements like #metoo and #blacklivesmatter—all while trying to actually teach our students they matter #morethanatest.

Phew! With all of that power/responsibility, it most definitely takes from June to August to loosen our shoulders again, to recharge our mental batteries so that we can feel sharp, relevant, and engaging in the classroom, and to press reset on our empathy button so that we can carry that emotional anvil to and from school every day again. But, teachers, we do NOT have to wait until summer break to rejuvenate! Take heart, as I tell you my top five ways, what I call, "Five N's" to practice teacher-self-care every day (YUP!) of the week:

1. Naps

My new-found solution for rest comes from Daniel Pink, author of *When*, and is lovingly referred to as the "Nappucino." Pink claims that because scientific studies suggest 20-25 minutes of sleep is a sweet-spot that can rejuvenate and recover lost sleep hours, the best way to take a nap is to schedule it for 30 minutes on your calendar—try to schedule a nap every day! At the scheduled time, quickly drink a full cup of coffee (iced or at least room temperature), then fall asleep (with headphones, a meditation soundtrack, whatever it takes to let you drift off as quickly as possible—this usually takes most of us around 10 minutes). The caffeine in the coffee will kick in after 20 minutes, waking you from your nap at the ideal time.

2. Nourishment

Teachers face nutritional challenges that come with the territory of being unbelievably busy people. How many times have you "forgotten" to eat during a busy day of lesson planning, teaching, grading, tutoring, meetings, coaching, etc. etc. etc.? To avoid the typical reaction to the end-of-the-day teacher munchies—binging on chips, candy, or whatever other terrible food can fit in your car's cup holder—plan ahead. Pack a cooler bag with healthy snacks for your way home. If you fuel your late afternoon with vegetable sticks, a protein-packed Greek yogurt, or a

handful of almonds and water that has had time for frozen cucumber slices or frozen berries to thaw and infuse throughout the day, you will arrive home (or to the gym) feeling refreshed instead of even more tired—like a superhero should!

3. Netflix

The idea here is to find some time to "mindlessly" relax. So maybe not Netflix, *per se*, but if TV is the thing, then go for it! It is important to begin a shut-down routine at the end of the day that is all your own (putting the kids to bed and telling story after story until you want to pass out yourself does not count!). Something that signals to your brain that your body is ready to relax. This signal can be a physical cue, like Yoga or light stretching, but really should be a quick and easy (30 minutes maximum) relaxation exercise for the brain. Completing one page in an inspirational adult coloring book, working on a difficult jigsaw puzzle, even surfing through Pinterest are all great ways to take a mental break at the end of your day. I bet Thor plays a mean game of Candy Crush!

4. Nurture

While superheroes are certainly very busy, they all make time for family of some kind. When we are asking students to trust that we have created for them a safe, caring environment for learning, when we ask them to be their most vulnerable selves in our classrooms, we need to be sure that we are modeling how to do this for them—or, at least practicing what we preach—in our own lives. Whether you have a #teachertribe of like-minded colleagues (a, "Justice League," if you will?) or close relationships with members of your family, it's important to nurture these relationships. Take time each day to encourage, motivate, or LOL with someone in your inner circle. Set a calendar reminder or alarm on your phone to remind you to send one text message, email, Facebook message, or other form of a quick note to someone every day. The recipient(s) of your notes will be delighted, but you'll also feel the mental and emotional benefits of regularly, intentionally thinking of others.

5. Notetaking

My last suggestion for superhero self-care is to take notes. John Dewey, noted educator and champion of democracy and social justice in education, said: "We do not learn from experience...we learn from reflecting on experience." We are practitioners of education—meaning that we are *actively practicing* our jobs every day. What are we doing with all of the information we're learning from our "practice sessions"? Reflection does not have to be lengthy, but it should be focused and critical. Use the Notes app on your phone (or whatever you use to capture short bits of information) to record a 1-2 sentence answer to *one question* each day. Choose a question and stick to it every day for at least 30 days. At the end of the

month, you can make longer observations if you wish, but you'll have at least a snapshot of how you feel about a particular topic or issue over time and from within different contexts. Here are some of my favorite focused questions for notetaking:

- What made me laugh today?
- What made me feel worthwhile today?
- What was the best thing that happened today?
- I wish I had more time today to do...
- How am I feeling right now?
- What was the most important thing I did today?
- What did I learn today?

Start the Day Right

The way we start our day sets the tone. Taking time for yourself in the morning can ease stress and create more peaceful feelings before heading to a high-pressure day of teaching. These activities can take as little as 5–10 minutes, but they make a big difference in how you start your day:

- Meditation—Take a few minutes to focus your mind.
- Mindful breathing—if meditation isn't your thing, just a few minutes of mindful breathing has been "linked to improved heart, brain, digestive and immune system function, as well as overall stress reduction."
- Exercise—Make time for exercise that you enjoy, like stretching, walking, running, yoga, playing sports, or a trip to the gym. Exercise is a great way to wake up our minds and bodies, and it relieves stress too!

Keep it up at school.

A good start to the day is important, but it can be challenging to maintain the focus and peace of a morning routine when faced with the pressures of school. Here are some ideas to maintain some focus on your own needs as you care for others:

- Avoid trivial classroom conflicts; if your students can work it out with themselves, let them.
- Prioritize and eliminate—decide what is the best use of your time and eliminate the extras that aren't necessary and detract from that.
- Keep a small pick-me-up at your desk, like tea, chocolate, nuts, a stress ball.
- Accept that you're a "teacher in progress"—you don't have to be perfect. We should all continue growing and learning, and we all make mistakes.
- Learn to say no. This may be one of the hardest, but focusing on priorities and saying no to things that don't fit those priorities can relieve huge amounts of stress.

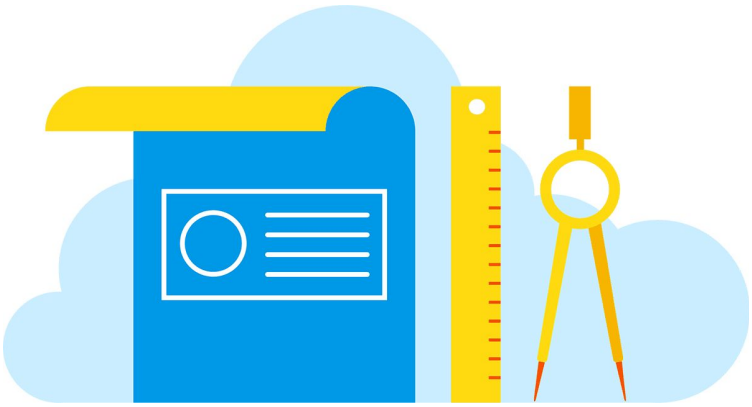
End the day on a positive note.

There are a lot of important things that we can try to cram into the end of the day—it's the last chance to cross items off our to-do list. Make sure some of those to-dos are taking care of you!

- Connect with others—friends, family, loved ones.
- Give yourself time to unwind.
- Get out and enjoy nature—even 20 minutes can impact us. Combine it with a walk or bike ride for a bonus!
- Get more sleep! This can be really difficult, but 2–3 extra hours of sleep each week can greatly improve our health, mood, and stamina.

We're not saying this is a checklist of items that you need to tackle—we all know another list of things to do is NOT what teachers need. The important thing is to find self-care options that will make a difference for you.

Source: Teacher Self-Care from Audio Enhancement (sells educational products)



Culturally Responsive Teaching

FIVE KEY CULTURALLY RESPONSIVE TEACHING MOVES

1. Build authentic relationships.
They are the on-ramp to engagement and learning.

2. Use the brain's memory systems for deeper learning.
Connecting new content through music, movement, and visuals strengthens the neural pathways for comprehension.

3. Acknowledge diverse students' stress response.
This ranges from everyday micro-aggressions and help calm the brain.

4. Use ritual, recitation, repetition, and rhythm as content processing power tools.

5. Create a community of learners by building on students' values of collaboration and connection. It creates intellectual safety, reducing stereotype threat.

Source: Culturally Responsive Teaching and the Brain by Zaretta Hammond

3 TIPS TO MAKE ANY LESSON MORE CULTURALLY RESPONSIVE (by Zaretta Hammond)

TIP #1

GAMIFY IT

Games are the power strategy for culturally-grounded learning because they get the brain's attention and require active processing.

Attention is the first step in learning. We cannot learn, remember, or understand what we don't first pay attention to.

Call and response is just a way to get the brain's attention.

Most games employ a lot of the cultural tools you'd find in oral traditions – repetition, solving a puzzle, making connections between things that don't seem to be related (Ever play Taboo or Apples to Apples?).

TIP #2

MAKE IT SOCIAL

Organizing learning so that students rely on each other will build on diverse students' communal orientation.

This communal orientation can be summed up in the African proverb, "I am because we are."

Even making learning slightly competitive in a good-natured way increases students' level of attention and engagement.

It's why the T.V. show Survivor has been around for so many years; it's a social-based game.

TIP #3

STORIFY IT

The brain is wired to remember stories and to use the story structure to make sense of the world. That's why every culture has creation stories.

In oral traditions, stories play a bigger role in teaching lessons about manners, morality, or simply what plants to eat or not eat in the wilderness because it's the way content is remembered.

Diverse students (and all students, really) learn content more effectively if they can create a coherent narrative about the topic or process presented. That's the brain's way of weaving it all together.

(Bonus: It also offers a great way to check for understanding and correct misconceptions.)

Source: Quick tips from Culturally Responsive Teaching and the Brain by Zaretta Hammond

Culturally Responsive Teaching: Four Misconceptions

Misconception One

Culturally responsive teaching is the same as multicultural or social justice education.

- Multicultural, Social Justice and Culturally Responsive education are all unique approaches while at times overlapping with one another.
- Multicultural Education celebrates the diversity among students and staff. Social Justice Education builds a lens for the students to look at the world and see where matters are not fair or just.
- Culturally Responsive Education focuses on building the learning capacity of each student. It leverages the affective and the cognitive scaffolding that students bring with them.

Misconception Two

Culturally responsive teaching must start with addressing implicit bias.

- If you start with implicit bias, you can't pivot to instruction. Whereas when you understand inequity by design, you can actually talk about instruction but also come back to talk about microaggressions. The sequencing of that is really important.

Misconception Three

Culturally responsive teaching is all about building relationships and self-esteem.

- For students who have been marginalized and don't feel welcome, that relationship becomes important BUT the trusting relationship is just one part, and not ***the*** part. It is the on-ramp to the kind of cognitive high-level problem-solving and higher-order thinking we want students to do.

Misconception Four

Culturally responsive teaching is about choosing the right strategies.

- Teachers need to interrogate their practice a little more robustly. It's not plug and play. The instructional shifts that will make the biggest differences don't always look "cultural" at all, because they aren't the kind of things that work only for diverse students. This kind of teaching is good for all brains. What you're doing to actually reach your lowest performing students is going to be good for your highest performing students.

DIMENSIONS OF EQUITY

As equity-focused educators, it is important to distinguish between three key areas in education: *multicultural education, social justice education*, and *culturally responsive teaching*. Too often the terms are used interchangeably when they are not. Below is a simple chart to help you understand the distinctions between them. A key point to remember, only CRT is focused on the cognitive development of under-served students. Multicultural and social justice education have more of a supporting role in culturally responsive teaching.

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE PEDAGOGY
Focuses on celebrating diversity	Focuses on exposing the social political context that students experience	Focuses on improving the learning capacity of diverse students who have been marginalized educationally
Centers around creating positive social interactions across difference	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life	Centers around the affective & cognitive aspects of teaching and learning
Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected.	Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society.	Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color.
Social Harmony	**Critical Consciousness**	**Independent Learning**

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A Quick and Easy School Visit Observation Guide

Culturally responsive teaching emphasizes cultural ways of learning and cognition rather than focusing on cosmetic "race related" displays. Affirmation of students' cultural roots comes through incorporating deep cultural values and cultural ways of learning (*using the memory systems of the brain, organizing around social interaction (collectivism), and combining oratory skills with academic talk*) rather than through superficial pictures of "heroes" or images of Africa or Mexico or irrelevant mentioning in the curriculum.

What do you see as you walk through?	**What do you hear as part of the environment?**	**What conversations are happening?**
• Are there **rituals and routines** that students know and participate that support transitions between blocks or that help open and close learning blocks? • Are students **working in** authentically **communal ways** to get started in a lesson or do thinking together? • Does there seem to be a **spirit of inquiry** in the classroom? Students are doing research and talking through how new information fits with what they already know. There's project-based learning. • Are there **"anchor charts"** to help students **remember** processes and inspirational messages about **grit and perseverance** visible? • Are there **positive messages about** making mistakes and **turning errors into information**? • Does the environment seem to be **"intellectually safe"?** All students are making contributions, not just the same ones. Students can think out loud.	• Do you hear a **humming of student voices** as they work or is it too quiet? • What is the ratio of teacher talk and authentic student talk (not just "getting into groups")? • Is there ample **student discussion** around the lesson? • Do you hear **students smoothly code switching** between home language and academic language? • Is **music incorporated** into the environment? Maybe to signal a transition or as background during thinking time? • When you ask, can **students talk about what they are working on**, why it's important and how it connects to what they already know?	• Is there **"cultural modeling" to help scaffold** students' understanding of the content (i.e., using metaphors, character experiences from culturally oriented music lyrics, TV shows)? • Is there **trust building language** and interactions (i.e., building a rapport and personal connection)? • Are there **one-on-one instructional conversations** (during conferencing around writing or other projects)? • Are there **regular opportunities** to **get** and talk about authentic **feedback** (timely, corrective, actionable, affirming)

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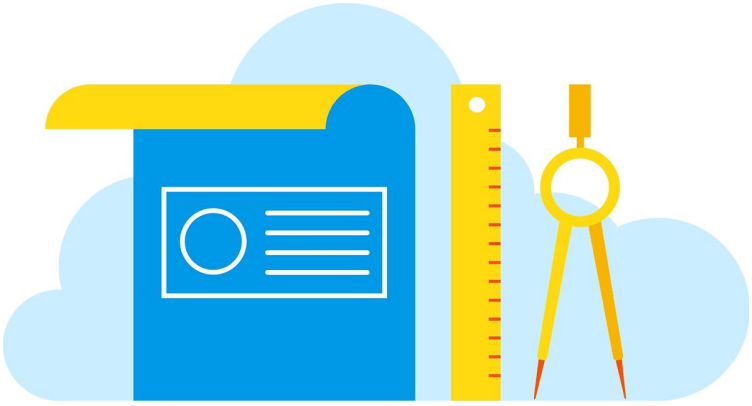


Appendix

Local Resources for Teachers

Albertus Magnus College

Boys and Girls Club

Common Ground

Dwight Hall at Yale

Edgerton Park Conservatory

Eli Whitney Museum

LEAP

Leitner Observatory and Planetarium

Marsh Botanical Garden

New Haven Field Trip Directory

New Haven Free Public Library

New Haven Museum

New Haven Reads

Project Youth Court

Southern Connecticut State University

University of New Haven

Yale British Art Gallery

Yale Demos

Yale New Haven Teacher's Institute

Yale Peabody Museum

New Haven Public Schools
10-Month Calendar
2019-2020

Labor Day – Sept. 2
Rosh Hashanah – Sept. 30
Yom Kippur – Oct. 9
Columbus Day – Oct. 14
Veteran's Day – Nov. 11
Thanksgiving Recess – Nov. 28-29
Christmas Recess – Dec. 23-31

New Year's Day – Jan. 1
Three Kings Day – Jan. 6
M.L. King's Birthday – Jan. 20
February Recess – Feb. 17-21
Good Friday – April 10
April Recess – April 13-17
Memorial Day – May 25

182 STUDENT DAYS
186 TEACHER DAYS

July					August					September				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
											3	4	5	6*
										9	(10)	11	12	13
										16	17(c)	18(d)	19	20*
										23	24	25	26	27
						(27)	(28)	29	30					
									(2)					(18)

October					November					December				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
	1	2	3	4*					1(e)*	2	3	4	5	6
7	8		10	11	4	(5)	6	7	8	9	10	11	12	13*
	15	16	17	18*		12	13(a)	14(b)	15*	16	17	18	19	20#
21(f)	22	23	24	25	18	19	20	21	22					
28	29	30	31		25	26	27#*							
				(21)					(17)					(15)

January					February					March				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
			2	3						2	3	4	5	6*
	7	8	9	10*	3	4	5	6	7*	9	10	11	12	13
13	14	15	16	17(e)	10	11	12	13	14#	16	17	18	19	20*
	21	22	23	24*					*	23	24	25	26	27(e)
27	28	29(af)	30(b)	31	24	25	26	27	28	30	31			
				(20)					(15)					(22)

April					May					June				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
		1	2	3*					1*	1	2	3	4	5
6	7	8	9#		4(f)	5	6	7	8	8	9	10	11	12*
				*	11	12	13	14	15*	15	16	17	18	19
20	21	22	23	24	18	19	20	21	22	22(e)#				
27	28	29	30			26	27	28	29*					
				(16)					(20)					(16)

( ) =Teacher's Day Only
* = Pay days: Regular Plan -
# = Early Dismissal – Students & Staff
a = Parent Conference, Report Cards K-8 only
b = Parent Conference, Report Cards high schools only
c = Open House, Meet the Teacher Night K-8
d = Open House, Meet the Teacher Night - High Schools
e = End of Marking Period - K-8 and High School
f = Staff In-Service – Students early dismissal

REPORT CARD SCHEDULE
2019-2020

	K-8	HIGH SCHOOL
1ST MARKING PERIOD	August 29 – November 1	August 29 – November 1
Number of Days	42	42
Open House / Meet the Teacher	September 17	September 18
Parent Conferences	November 13 – Early Dismissal	November 14
2ND MARKING PERIOD	November 4 – January 17	November 4 – January 17
Number of Days	41	41
Parent Conferences	January 29 – Early Dismissal	February 1
3RD MARKING PERIOD	January 21 – March 27	January 21 – March 27
Number of Days	44	44
4TH MARKING PERIOD	March 30 – June 22	March 30 – June 22
Number of Days	54	54

NEW HAVEN PUBLIC SCHOOLS

TO: All Administrators and Teachers August 5, 2019

FROM: Dr. Iline Tracey, Assistant Superintendent; and David Cicarella, NHFT President

RE: CIA/School Meetings for 2019-2020

School Meetings

School meetings for teachers commence at each school's respective dismissal time and run for up to 90 minutes as per the teachers' contract.

CIA Meetings

CIA meetings have always been a challenge due to the staggered release time of our schools to accommodate busing schedules. As agreed to in the past we are moving the start time back to allow for travel time so all teachers will be able to attend the full 90 minutes session. The accommodation for teachers is-- there will only be 4 CIA meetings for the entire year as opposed to 10 meetings (one per month). This means that on several months teachers will only be required to attend 2 after school meetings.

Please note that during the months of September, November, and January it indicates "no school meeting". On these weeks there are conferences for parents and meeting the teachers' night, etc. We are asking principals not to schedule a staff meeting on the same week of these afterschool and evening conferences.

The CIA schedule for the 4 meetings will be as follows:

High Schools 2:45-4:15 p.m.
Elementary Schools dismissing at 2:00, 2:05, & 2:50 p.m. will attend CIA's from 3:15-4:45 p.m.
Elementary Schools dismissing at 3:30 p.m. will attend CIA's from 3:50-5:20 p.m.

Elementary (K-8)		High Schools	
September ***(2 meetings)***			
Pick two (2) dates for School Meetings		**Pick two (2) dates for School Meetings**	
Sept 3 (Tues.)		Sept 3 (Tues.)	
September 9		September 9	
September 16	No Staff Mtg. Open House Week	September 16	No School Mtg. Open House Week
September 23		September 23	
October ***(3 meetings)***			
Pick two (2) dates for School Meetings		**Pick two (2) dates for School Meetings**	
October 7		October 7	
October 15(Tues.)		October 15(Tues.)	
October 21(f)	Staff In-Service Day	October 21(f)	Staff In-Service Day
October 28		October 28	
November ***(2 meetings)***			
Pick two (2) dates for School Meetings		**Pick two (2) dates for School Meetings**	
November 4		November 4	
November 12	No School Mtg. Report Card Conference	November 12	No School Mtg. Report Card Conference
November 18		November 18	
November 25		November 25	
December ***(2 meetings)***			
Two (2) dates for School Meetings		**Two (2) dates for School Meetings**	
December 2		December 2	
December 9		December 9	
December 16		December 16	
January ***(2 meetings)***			
Pick one (1) date for School Meeting		**Pick two (2) dates for School Meetings**	
January 7(Tues.)		January 7(Tues.)	
January 13	CIA	January 13	
January 21(Tues.)		January 21(Tues.)	
January 27	No School Mtg. Report Card Conference	January 27	No School Mtg. Report Card Conference
February ***(2 meetings)***			
Pick two (2) dates for School Meetings		**Pick one (1) date for School Meeting**	
February 3		February 3	CIA
February 10		February 10	

February 24		February 24	
March ***(3 meetings)***			
Pick two (2) dates for School Meetings		**Pick three (3) dates for School Meetings**	
March 2		March 2	
March 9		March 9	
March 16		March 16	
March 23	CIA	March 23	
March 30		March 30	
April ***(3 meetings)***			
Pick two (2) dates for School Meetings		**Pick two (2) dates for School Meetings**	
April 6		April 6	CIA
April 20		April 20	
April 27	CIA	April 27	
May ***(3 meetings)***			
Pick one (1) date for School Meeting		**Pick one (1) date for a School Meeting**	
May 4	Staff In-Service Day	May 4	Staff In Service Day
May 11		May 11	CIA
May 18	CIA	May 18	
May 26(Tues.)		May 26(Tues.)	
June ***(2 meetings)***			
Pick two (2) dates for School Meetings		**Pick one (1) date for School Meeting**	
June 1		June 1	CIA
June 8		June 8	
June 15		June 15	

Note: (f) indicates Data Day.

Applicability of the **Code of Professional Responsibility for Teachers** to Candidates in a Connecticut Educator Preparation Program

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective teacher candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers;
- Demonstrate current Connecticut licensure compe- tencies as defined in Sections 10-145d-400 through 10-I45d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for Teachers; and
- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- Standards and Procedures for the Approval of Connecticut Educator Preparation Programs
  www.ct.gov/sde/cert
  Scroll down and click on "Program Approval" under teacher preparation. Click on "Visiting Team Handbook."
- Connecticut Common Core of Teaching
  www.ct.gov/sde
  Click on "Teachers & Administrators" at the top of the left column. Scroll down and click on "Educator Standards."
- NCATE
  www.ncate.org

Connecticut State Department of Education

Dr. Dianna R. Wentzell
Commissioner

Bureau of Educator Standards and Certification

Dr. Sarah J. Barzee
Chief Talent Officer

FOR MORE INFORMATION:

Web: http://www.ct.gov/sde/cert

E-mail: teacher.cert@ct.gov

Phone: (860) 713-6969
(Noon-4 p.m., Monday, Tuesday, Thursday and Friday)

Mail: Bureau of Educator Standards and Certification
P.O. Box 150471, Room 243
Hartford, CT 06115-0471

Connecticut Code *of* Professional Responsibility

For Teachers

Regulations of Connecticut State Agencies
Section 10-145d-400a

CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

PREAMBLE

Subsection (a)

The Code of Professional Responsibility for Teachers is a set of principles which the teaching profession expects its members to honor and follow. These principles set forth, on behalf of the teaching profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the teacher accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the teaching profession, and the community.

Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the state board of education.

Connecticut Code of Professional Responsibility for Teachers

Regulations of Connecticut State Agencies Section 10-145d-400a

(b) RESPONSIBILITY TO THE STUDENT

(1) The professional teacher, in full recognition of his or her obligation to the student, shall:

(A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
(B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;
(C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
(D) Foster in students the full understanding, application and preservation of democratic principles and processes;
(E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
(F) Assist students in the formulation of value systems and worthy, positive goals;
(G) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
(H) Strive to develop within students fundamental critical thinking skills and problem-solving techniques;
(I) Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and
(J) Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

(2) The professional teacher, in full recognition of his or her obligation to the student, shall not:

(A) Abuse his or her position as a professional with students for private advantage;
(B) Sexually or physically harass or abuse students;
(C) Emotionally abuse students; or
(D) Engage in any misconduct which would put students at risk.

(c) RESPONSIBILITY TO THE PROFESSION

(1) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:

(A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
(B) Uphold the professional teacher's right to teach effectively;
(C) Uphold the principle of academic freedom;
(D) Strive to exercise the highest level of professional judgment;
(E) Assume responsibility for his or her professional development;
(F) Encourage the participation of teachers in the process of educational decision-making;
(G) Promote the employment of only qualified and fully licensed teachers;
(H) Encourage promising, qualified and competent individuals to enter the profession;
(I) Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
(J) Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

(2) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:

(A) Obtain licensure or employment by misrepresentation or fraud;
(B) Misrepresent his, her or another's professional qualifications or competencies; or
(C) Engage in any misconduct which would impair his or her ability to teach.

(d) RESPONSIBILITY TO THE COMMUNITY

(1) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:

(A) Be cognizant of the influence of teachers upon the community-at-large, and, therefore, shall not knowingly misrepresent facts or make false statements;
(B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
(C) Promote the principles and ideals of democratic citizenship; and
(D) Endeavor to secure equal educational opportunities for all children.

(2) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:

(A) Exploit the educational institution for personal gain; or
(B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust.

Helpful things to bring with you to a TEVAL conference

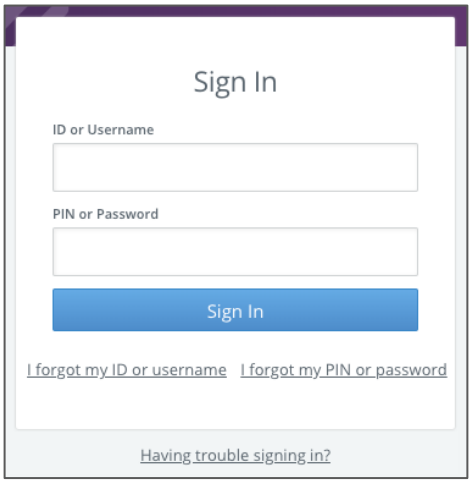
- Lesson or Unit plans, with reflections if available.
- Pre-tests/post-tests.
- Data from pre-tests/post-tests, including increases/decreases by student. Itemized analysis is helpful as well.
- Have already filled out your conference form on TalentEd. You don't have to submit it, but it is helpful to have it available to review with your IM.
- Examples of tests, activities, projects you have given so far.
- Work samples.
    - While we always want to include exemplary work, it is also important to include work where requirements were not fully met and be prepared to discuss how you provided feedback to the student or class regarding those concerns.
    - Including any alternative assessments is highly encouraged!

NEW HAVEN PUBLIC SCHOOLS

NHPS Platforms and FAQs for Teachers
(You may access each platform by clicking on the title)

Platform	What is it used for…	How to get a password and who to contact:
AESOP	• Inputting sick days, professional days, jury duty, etc. • Requesting a substitute	Your username and password will be sent to your New Haven email account. Contact: Sheniquia Howell in HR (however there is an Aesop Admin at each school so check with them)
PowerSchools	• Entering student attendance • Entering grades • Communicating with parents • Communicating homework assignments (optional) • Printing mailing labels	Same as the network log in (automatically done when you are hired – but may take some time) Contact: (1) Talk to your administrators (2) They will probably write an email to Help Desk
SchoolNet	• Looking up Report Banks and student results • Checking student profile for history of assessment data • Accessing Report Builder to build custom reports for your class • Accessing Quarterly Exam Results	How to get a password? Same as the network log in – this should work after you have your New Haven email. Whom to contact? (1) Talk to your administrators (2) They will probably write an email to Help Desk
TalentEd	• All teacher evaluation documents	How to get a password Whom to contact? Michele.sherban@nhboe.net
Google Sites	• Google Suite: Drive, Docs, etc. • Updated curriculum documents, and many resources	How to get a password? Your login is: firstname.lastname@nhps.net Password: password1 Whom to contact? Help Desk

Absence Management



SIGNING IN

To log in to the absence management application, type aesoponline.com in your web browser's address bar.

The Sign In page will appear. Enter your ID/username and PIN/password and click **Sign In**.

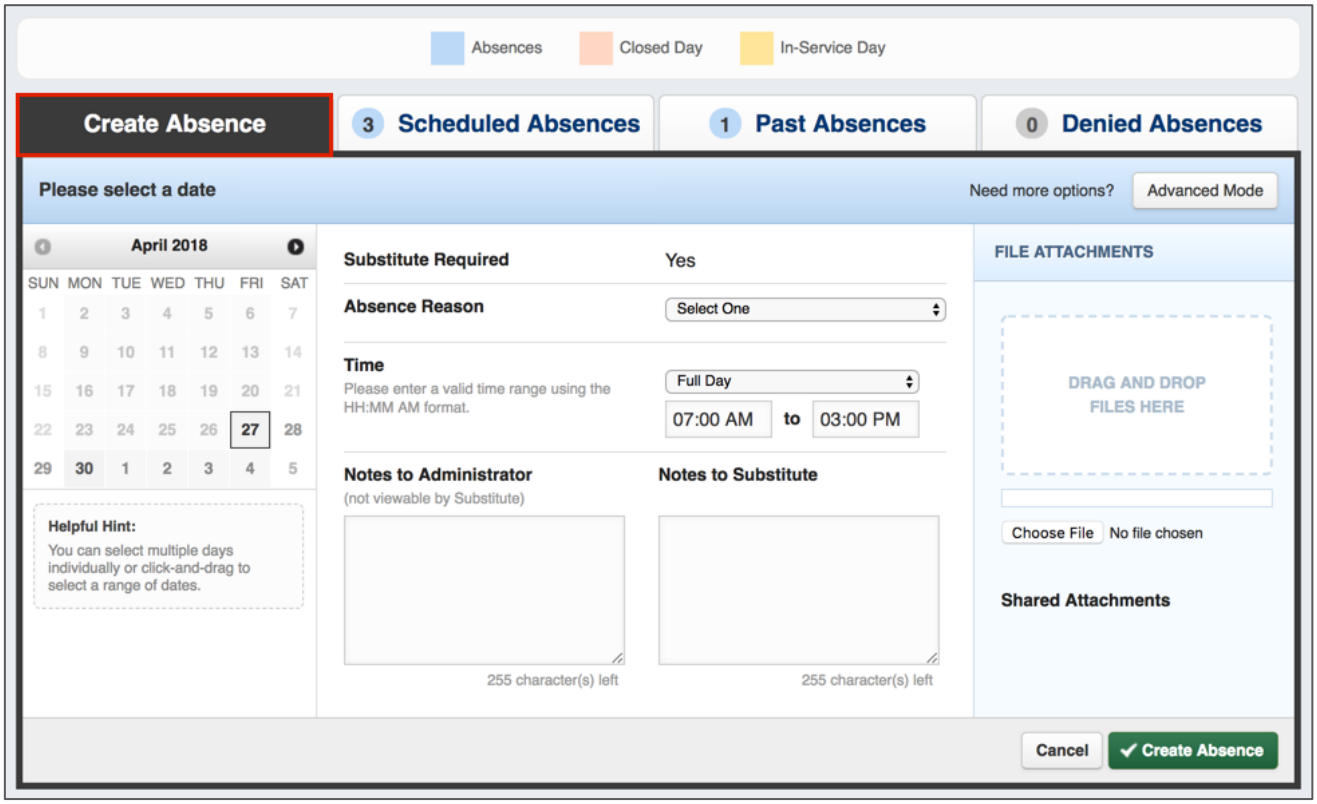
RECOVERING CREDENTIALS

If you cannot recall your credentials, use the recovery options or click the "**Having trouble signing in?**" link for more details.

CREATING AN ABSENCE

You can enter a new absence from your absence management home page under the **Create Absence** tab.

Enter the absence details including the date of the absence, the absence reason, notes to the administrator or substitute, etc. and attach any files, if needed. You can then click **Create Absence**.



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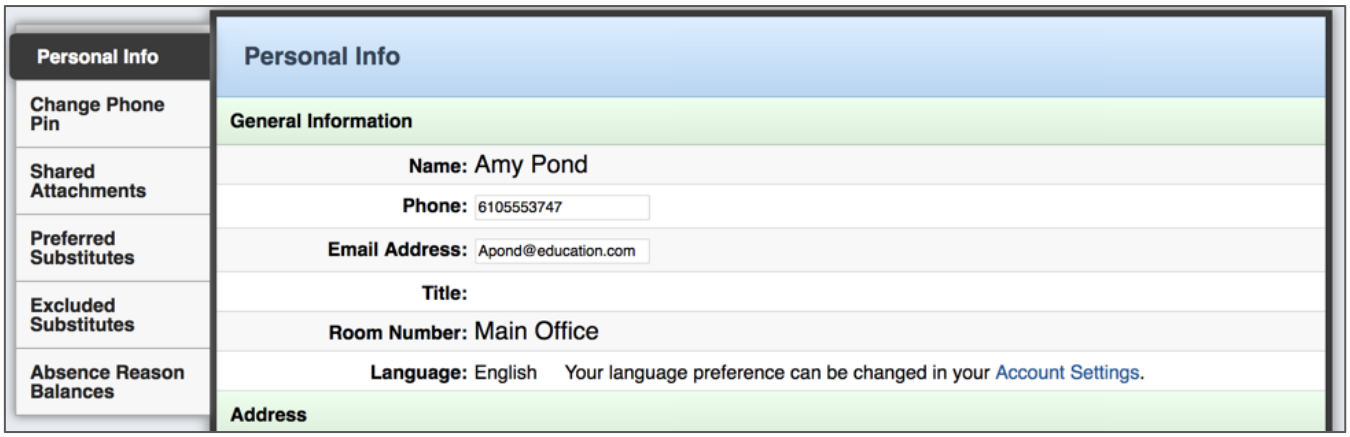
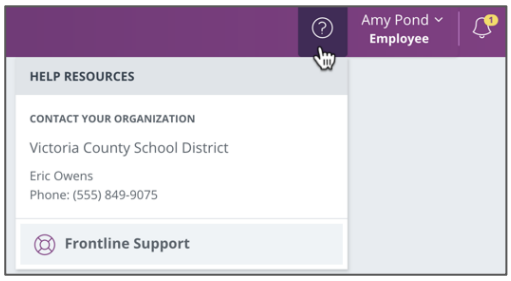
MANAGING YOUR PIN AND PERSONAL INFORMATION

Using the "Account" option, you can manage your personal information, change your PIN number, upload shared attachments (lesson plans, classroom rules, etc.), manage your preferred substitutes, and more.





GETTING HELP AND TRAINING

If you have questions, want to learn more about a certain feature, or need more information about a specific topic, click **Help Resources** and select **Frontline Support**. This opens a knowledge base of help of training materials.

ACCESSING ABSENCE MANAGEMENT ON THE PHONE

In addition to web-based, system accessibility, you can also create absences, manage personal information, check absence reason balances, and more, all over the phone.

To call the absence management system, dial **1-800-942-3767**. You'll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

Over the phone you can:

- Create an absence (within the next 30 days) – **Press 1**
- Review upcoming absences – **Press 3**
- Review a specific absence – **Press 4**
- Review or change your personal information – **Press 5**

If you create an absence over the phone, please note the confirmation number that the system assigns the new absence, for future reference.

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Update October 2015

NHPS PowerTeacher Final Grade Instructions for Marking Periods

NOTE: if you already put in assignments and have the grades for your final grades and need to put in comments click here and follow the directions

VERY IMPORTANT – PLEASE DO NOT OVER-WRITE ANY FINAL GRADES. If you over-write any final grade it will not auto-calculate your Y1 grade for the year and you will be missing grades for that student. You can change any grade in an assignment.

Contents

NHPS PowerTeacher Final Grade Instructions for Marking Periods 1
Grading Assignments and Adding a Marking Period Comment 3
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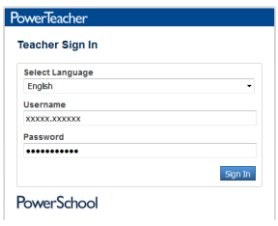
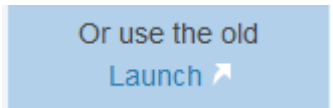
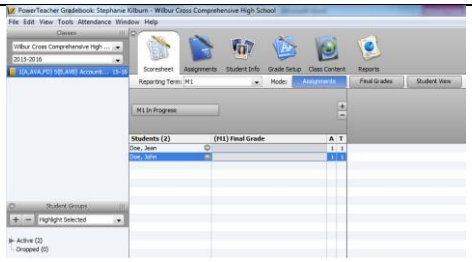
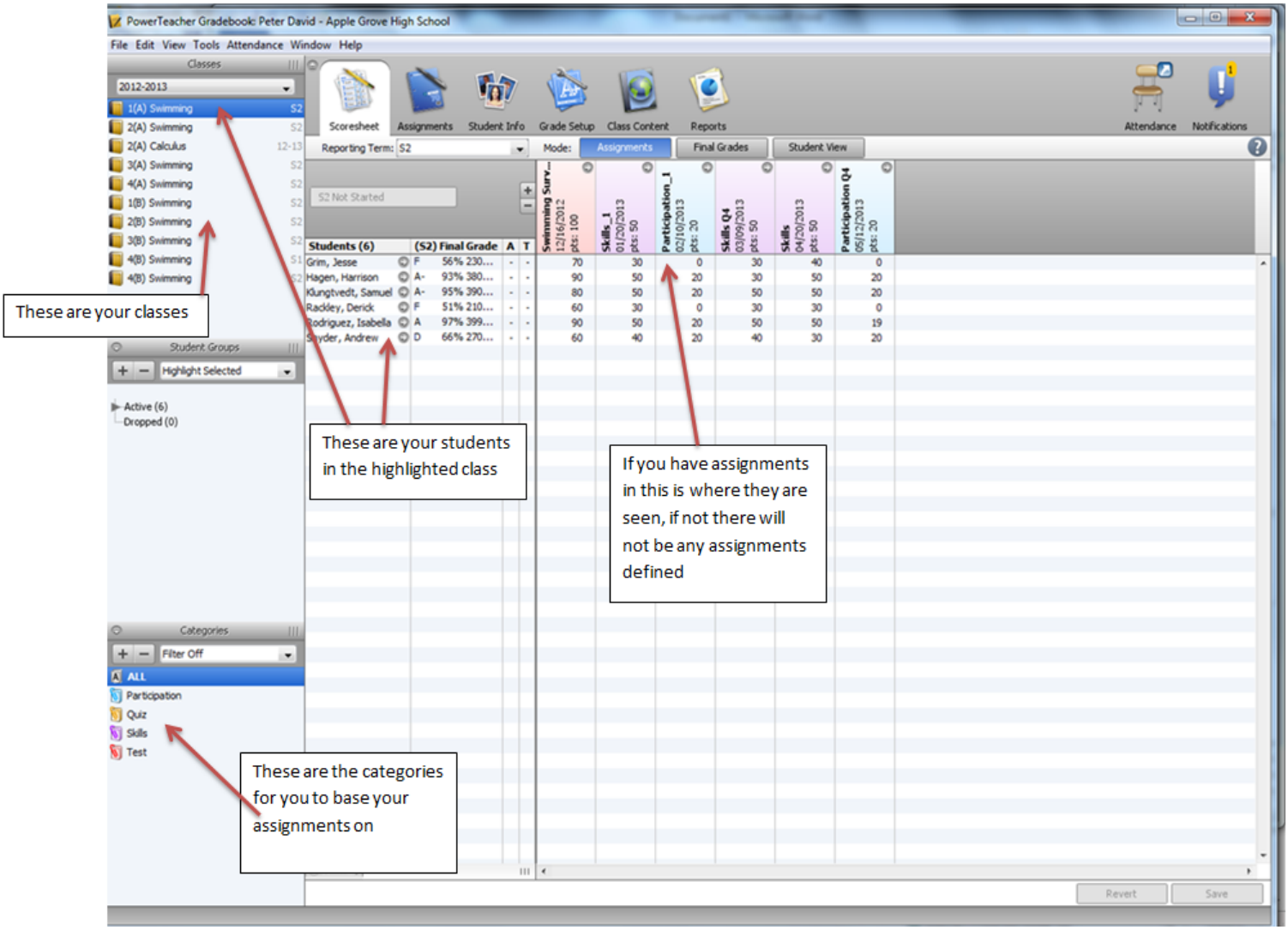
After Grades are Stored and a Change Needs to be made in the Gradebook 6

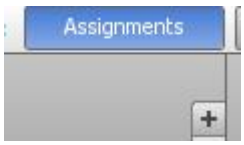
https://powerschools.nhboe.net/teachers **OR** 	Log into PowerTeacher or click on the link on your desktop to go directly to the gradebook
 OR	• Put your user name and password into the fields • If you are using the gradebook launch from your desktop your user name is case sensitive. Most of the time it is all capital letters If using the Old Launch method from PowerTeacher make sure you have Java installed on your pc. 

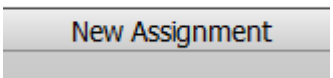
Update October 2015



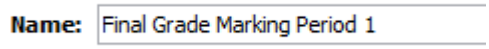
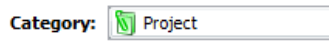
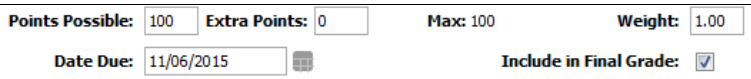
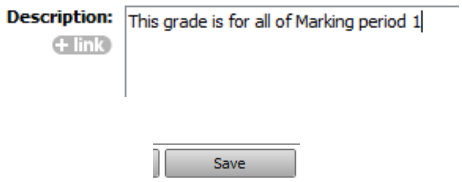
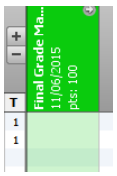
- Your gradebook will look something like this



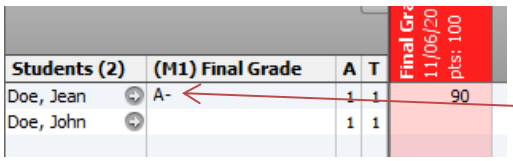
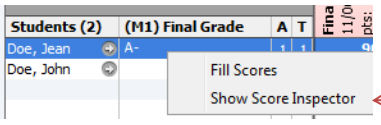
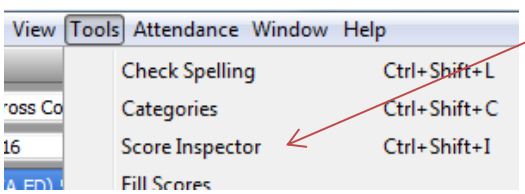


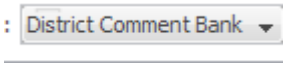
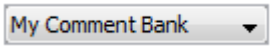
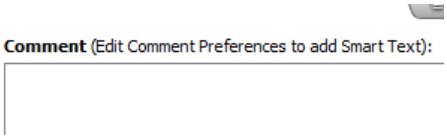
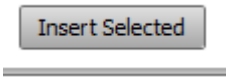
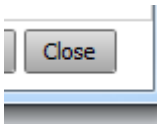
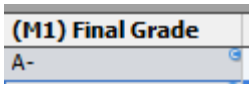
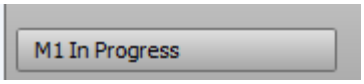


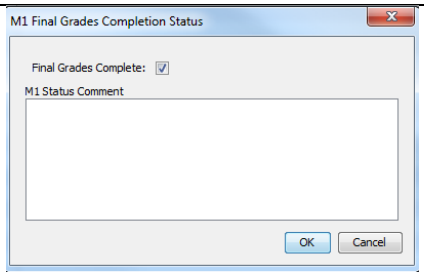
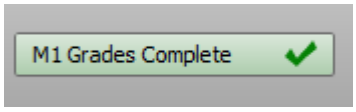
- If you have no assignments in the gradebook, **please add at least one assignment that says Marking Period 1 Final Grade** – Do this by clicking the + sign above the score sheet
- If you have assignments and want to add comments to your final grade click here
- You may have to clear out your Progress Report Grades
- The New Assignment will show up at the bottom of your screen when you click on the + sign

	• Add a Name to the Assignment
	• Add an Abbreviation
	• Add a category – It doesn't matter which one, since you are only adding one assignment at this time
	• Leave everything else default – EXCEPT THE DATE – THE DATE MUST BE WITHIN MARKING PERIOD 8/31/2015-11/06/2015
	• You can add a description of the assignment for the marking period • Then click Save on the bottom right
	• The assignment will now be created on the scoresheet. • You can now grade the Marking Period

Grading Assignments and Adding a Marking Period Comment

	• Click on the line below the assignment and next to the student's name to add grades to the assignment • Once you add the grades it will automatically put a final grade into the Final Grade Column
 OR 	• Add a comment to the Final Grade Column by Clicking on the Final grade and either right clicking to open the Score Inspector or go up to the Tools on the Tool Bar and Click on Score Inspector

	• Click on the comment tab on the Score Inspector
 OR  OR 	• Choose the District Comment Bank, My Comment Bank or Add your own comment in the box provided. • The district comments also has the Spanish translations next to them
	• When choosing a comment from either the district or the my comment bank you must click Insert Selected to get it into the Comment Box
	• Move to the next student by click on the down or up arrow on the top of the Score Inspector Page
	• Once you are done adding your comments click close to close the Score Inspector
	• A little blue circle will appear next to the Final Grade area that has your comment in it. • This is what will show on the report card and on the Parent Portal
	• Once all your students have grades and comments in click on the gray bar that says M1 In Progress

	• Check the box next to Final Grades Complete and put in a comment if needed • Then click ok
	• The gray bar will now be green and say M1 Grades Complete • You can now move onto your next classes

Run the Final Grade and Comment Verification Report

Run the Final Grade and Comment Verification report to generate a list of final grades and teacher comments for students grouped by section, then by reporting term.

How to Run the Final Grade and Comment Verification Report

1. Select a class from the **Classes pane**.
2. Click the **Reports** tab. The **Reports window** appears.
3. Click **Final Grade and Comment Verification**. The **Final Grade and Comment Verification window** appears.
4. To use the default report settings, skip to Step 5. Otherwise, **edit the information as needed**.
5. Click **Run Report**. The **Report Complete window** appears.
6. To open the report: a. Select the **Open Report** option.

b. Click **OK**. The report results display based on the parameters you selected.

7. To save the report to a file: a. Select the **Save Report** option.

b. Click **OK**. The Save Report window appears.

c. Enter a file name of the report in the **Save As** field. By default, this field populates with **Final Grade and Comment Verification**.

d. Choose the location where you want to save the report from the **Where** pop-up menu.

Note: Desktop appears as the default setting. If you select a different location, that location then becomes the new default setting.

e. Click **Save**. The Final Grade and Comment Verification Report Complete window appears.

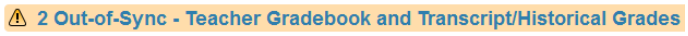
f. Click **OK**.

g. To view the report, navigate to where the report was saved and open it. The report results display based on the parameters you selected.

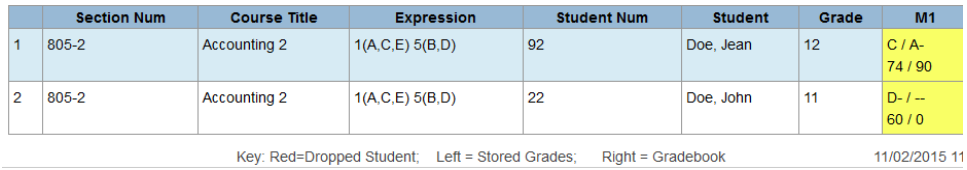
Update October 2015

After Grades are Stored and a Change Needs to be made in the Gradebook

- After the grades are stored, teachers have up to 30 days after the end of the marking period to have the grades restored by the administrators.
- If you go back into a marking period that has been already stored and make changes you must contact the person in charge of grade changes to have the district restore your grades
- The grades do not automatically update historical grades when you change the grades in your gradebook



- You can tell if your grades are not matching stored grades if you get an Out-of-Sync gradebook error



	Section Num	Course Title	Expression	Student Num	Student	Grade	M1
1	805-2	Accounting 2	1(A,C,E) 5(B,D)	92	Doe, Jean	12	C / A- 74 / 90
2	805-2	Accounting 2	1(A,C,E) 5(B,D)	22	Doe, John	11	D- / -- 60 / 0

Key: Red=Dropped Student; Left = Stored Grades; Right = Gradebook 11/02/2015 11

- Click on the error and it will show you which students have the error
- It shows you the stored grade and what is currently in the gradebook for the out-of-sync marking period
- You must either change the grade in your gradebook to match the stored grade or have your clerk, school counselor, or administrator ask to have your grades restored

- If you change a grade after the 30 days you must do a grade change form.
- You and your administrator must sign this form before you give it to the Historical Grade Changer in your building.

LINKS

Classroom Management

https://www.edutopia.org/article/key-effective-classroom-management

Healthy Teacher Lounge Talk; the toxicity of complaining about students.
https://t.co/NX0FGMP8oV

Getting Students Asking Productive Questions
https://www.edutopia.org/article/teaching-students-how-ask-productive-questions?utm_medium=socialflow&utm_source=twitter

6 Tips and Strategies for Managing Student Feedback
https://www.edutopia.org/article/6-tips-managing-feedback-workload?utm_medium=socialflow&utm_source=twitter

Restorative Justice Tips
https://www.edutopia.org/blog/restorative-justice-tips-for-schools-fania-davis

Acronyms to Know in Education

https://learningally.org/Blog/15-education-acronyms?gclid=CjwKCAjw04vpBRB3EiwA0lieavsKRk4oZD9jcyZvrG5GErWDqMfa7bGfqvuz-_UQZRs9RJdhpkm4FRoCPqcQAvD_BwE

https://www.greatschools.org/gk/articles/acronyms-in-education/

Technology Integration

https://www.prodigygame.com/blog/wp-content/uploads/Infographic-25-Ways-to-Use-Technology-in-the-Classroom.png

https://www.edutopia.org/technology-integration-guide-implementation

https://www.freetech4teachers.com/2010/07/3-web-based-tools-for-creating.html#.UR2FhVqusc
s

https://www.edutopia.org/blog/free-tech-integration-resources
https://www.edutopia.org/blog/digital-native-digitial-citizen-stereotype-mary-beth-hertz

https://www.edutopia.org/blog/meaning-tech-integration-elementary-mary-beth-hertz

https://www.capella.edu/blogs/cublog/benefits-of-technology-in-the-classroom/

https://www.schoology.com/blog/integrating-technology-classroom-7-tips-teachers

https://www.digitaltrends.com/mobile/best-apps-for-teachers-education/

Human Resources Information

https://newhavenct.munisselfservice.com/default.aspx

Xerox Copy Form

CUSTOMER INFORMATION PRINT CENTER PHONE: 475-220-1596 EMAIL: XEROX.COPY@NEW-HAVEN.K12.CT.US

NAME:	DATE SUBMITTED:	FINISH DATE REQUESTED:
SCHOOL/DEPARTMENT:	E-MAIL:	TELEPHONE OR CELL PHONE:

NUMBER OF ORIGINALS:		NUMBER OF COPIES:	

PLEASE MARK WITH A: X

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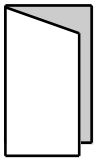
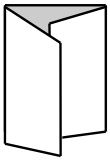
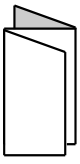
COLOR		8.5 X 14		1 TO 2 SIDED	
COLOR COPIES NEED A PURCHASED ORDER FORM		11 X 17		2 TO 2 SIDED	
				2 TO 1 SIDED	

FINISHING REQUIREMENTS:		PAPER STOCK		COVER STOCK	
• COLLATED		WHITE		WHITE	
• UNCOLLATED		YELLOW		YELLOW	
3 HOLE		ORCHID		ORCHID	
STAPLE		PINK		PINK	
2 STAPLES		GREEN		GREEN	
USE 1ST PAGE AS FRONT COVER		BLUE		BLUE	
PRINT FRONT COVER BLANK		IVORY		IVORY	
USE LAST PAGE AS BACK COVER		CREAM		CREAM	
PRINT LAST PAGE BLANK		GOLDENROD		GOLDENROD	
BOOKLET *(8.5x11)*					
BOOKLET *(11x17)*					

		FOLDING			
SINGLE FOLD 		C FOLD 		Z FOLD 	

SPECIAL INSTRUCTIONS:

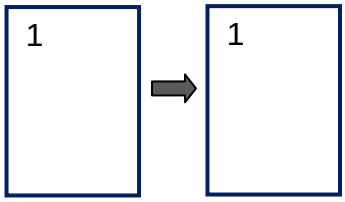
PICK UP ☐

INTEROFFICE MAIL ☐

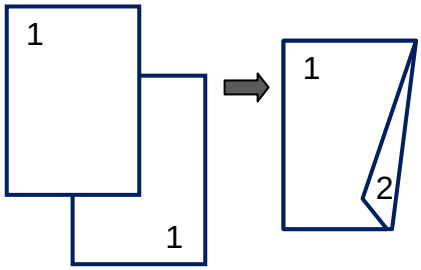
PRINT JOBS RECEIVED BETWEEN 3:30PM TO CLOSING WILL GET NEXT DAY SERVICE.

FORMAT

1 TO 1 SIDED



1 TO 2 SIDED



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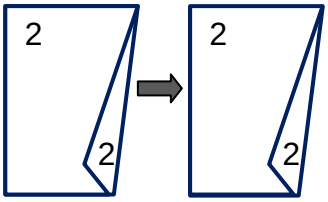
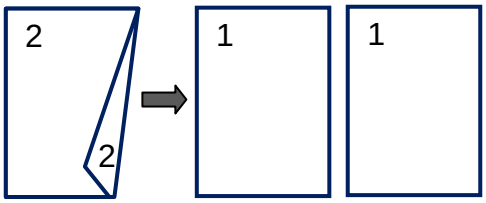
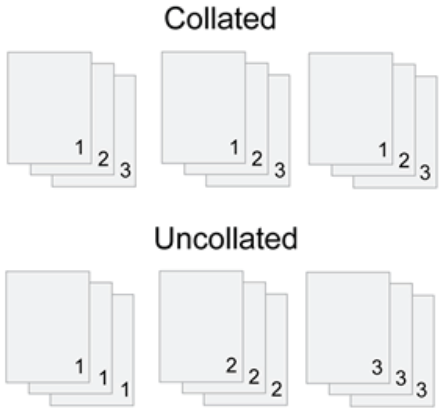


2 TO 1 SIDED



THE DIFFERENCE FROM COLLATED AND UNCOLLATED.

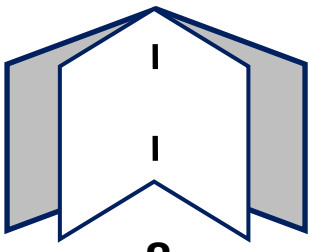


BOOKLET

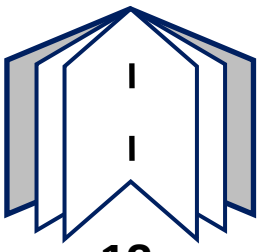
8.5X11 (WHEN FOLD SIZE IS 4.25X5.5)

11X17 (WHEN FOLD SIZE IS 8.5X11)

THE NUMBER OF PAGES HAS TO BE BY 4 AND THE MOST WE COULD DO IS 80 PAGES OF 8.5X11



8
PAGES



12
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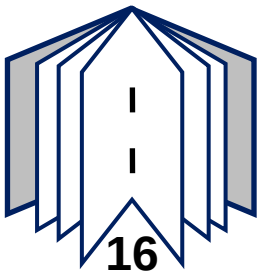

16
PAGES

FOR 8.5X14 WE ONLY HAVE WHITE PAPER.
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PLEASE SUBMIT PRINT - READY ORIGINALS, PROVIDE ORIGINALS OR A FILE, WHICH NEEDS NO TYPE SETTING, PHOTO SCANNING OR ARTWORK ALSO PLEASE MAKE SURE THAT THERE'S NO STAPLES.

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THANK YOU!

REPORT OF SUSPECTED CHILD ABUSE OR NEGLECT

DCF-136
05/2015 (Rev.)

Careline
1-800-842-2288

Within forty-eight hours of making an oral report, a mandated reporter shall submit this form (DCF-136) to the relevant Area Office listed below
See the reverse side of this form for a summary of Connecticut law concerning the protection of children.

Please Print or Type

Child's Name	☐ M ☐ F	Age Or DOB	Race: ☐ American Indian or Alaskan Native ☐ Asian/Pacific Islander ☐ Black/African American (not of Hispanic Origin) ☐ Hispanic ☐ White (not of Hispanic origin) ☐ Unknown ☐ Other _____

Child's Address		
Name Of Parents Or Other Person Responsible For Child's Care	Address	Phone Number
Name Of Careline Worker To Whom Oral Report Was Made	Date Of Oral Report	Date And Time Of Suspected Abuse/Neglect
Name Of Suspected Perpetrator, If Known	Address And Phone Number, If Known	Relationship To Child

Nature And Extent Of Injury(ies), Maltreatment Or Neglect

Describe The Circumstances Under Which The Injury(ies), Maltreatment Or Neglect Came To Be Known

Describe the Reasons Such Persons(s) Are Suspected of Causing Such Injuries, Maltreatment of Neglect

Information Concerning Any Previous Injury(ies), Maltreatment Or Neglect Of The Child Or His/Her Siblings

Information Concerning Any Prior Cases(s) In Which The Person(s) Have Been Suspected Of Causing An Injury(ies), Maltreatment Or Neglect Of A Child

List Names And Ages Of Siblings, If Known

What Action, If Any, Has Been Taken To Treat, Provide Shelter Or Otherwise Assist The Child?

REPORTER SECTION

Reporter's Name: Agency Name: Phone Number: Agency Address: City:	Reporter's Race ☐ American Indian or Alaskan Native ☐ Asian/Pacific Islander ☐ Black/African American (not of Hispanic Origin) ☐ Hispanic (any race) ☐ White (not of Hispanic origin) ☐ Prefer Not to Answer ☐ Other _____

Reporter's Signature	Position	Date

WHITE COPY: TO DCF AREA OFFICE (see below) ***IF YOU NEED ADDITIONAL SPACE, YOU MAY ATTACH MORE DOCUMENTATION***

Bridgeport 100 Fairfield Avenue Bridgeport, CT 06604 203-384-5300 TDD: 203-384-5399 Fax: 203-384-5306	**Danbury** 131 West Street Danbury, CT 06810 203-207-5100 TDD: 203-748-8325 Fax: 203-207-5169	**Hartford** 250 Hamilton Street Hartford, CT 06106 860-418-8000 TDD: 800-315-4082 Fax: 860-418-8325	**Manchester** 364 West Middle Turnpike Manchester, CT 06040 860-533-3600 TDD: 800-315-4415 Fax: 860-533-3734	**Norwalk** 761 Main Avenue, I-Park Complex Norwalk, CT 06851 203-899-1400 TDD: 203-899-1491 Fax: 203-899-1463, 203-899-1464
Meriden One West Main Street Meriden CT 06451 203-238-8400 TDD: 203-238-8517 Fax: 203-238-6425	**Middletown** 2081 South Main Street Middletown, CT 06457 860-638-2100 TDD: 860-638-2195 Fax: 860-346-0098	**Milford** 38 Wellington Road Milford, CT 06461 203-306-5300 TDD: 203-306-5604 Fax: 203-306-5606	**New Britain** One Grove Street, 4th Floor New Britain, CT 06053 860-832-5200 TDD: 860-832-5370 Fax: 860-832-5491	**New Haven** One Long Wharf Drive New Haven, CT 06511 203-786-0500 TDD: 203-786-2599 Fax: 203-786-0660
Norwich Two Courthouse Square Norwich, CT 06360 860-886-2641 TDD: 860-885-2438 Fax: 860-887- 3683	**Torrington** 62 Commercial Blvd Torrington, CT 06790 860-496-5700 TDD: 860-496-5798 Fax: 860-496-5834	**Waterbury** 395 West Main Street Waterbury, CT 06702 203-759-7000 TDD: 203-465-7329 Fax: 203-759-7295	**Willimantic** 322 Main Street Willimantic, CT 06226 860-450-2000 TDD: 860-456-6603 Fax: 860-450-1051	**Special Investigations Unit** 505 Hudson Street, 7th Floor Hartford, CT 06106 860-550-6696 FAX: 860-723-7237

SUMMARY OF LEGAL REQUIREMENTS CONCERNING CHILD ABUSE/ NEGLECT

PUBLIC POLICY OF THE STATE OF CONNECTICUT (C.G.S. §17a-101)

To protect children whose health and welfare may be adversely affected through injury and neglect; to strengthen the family and to make the home safe for children by enhancing the parental capacity for good child care; to provide a temporary or permanent nurturing and safe environment for children when necessary; and for these purposes to require the reporting of suspected child abuse or neglect, investigation of such reports by a social agency, and provision of services, where needed, to such child and family.

WHO IS MANDATED TO REPORT CHILD ABUSE/NEGLECT?

Child Advocate and OCA Employees
Chiropractors
Coaches and Directors of a Private Youth Sports, Organization or Team
Coaches and Athletic Directors of Youth Athletics
Dental Hygienists
Dentists
Department of Children and Families Employees
Domestic Violence Counselors
Office of Early Childhood Employees and Department of Public health Employees who are Responsible for Licensing Day Cares and Camps
Family Relations Counselors (Judicial Dept.)
Family Rel. Counselor Trainees (Judicial Dept.)
Family Services Supervisors (Judicial Dept.)
Licensed Foster Parents
Licensed Marital and Family Therapists
Licensed or Unlicensed Interns at Any Hospital
Licensed or Unlicensed Resident Physicians
Licensed Physicians
Licensed Practical Nurses
Licensed Professional Counselors
Licensed Surgeons
Licensed/Certified Alcohol and Drug Counselors
Licensed/Certified Emergency Medical Services Providers
Medical Examiners
Members of the Clergy
Mental Health Professionals
Optometrists
Persons Paid to Care for Children
Persons who Provide Services to and have Regular Contact with Students
Pharmacists
Physical Therapists
Physician Assistants
Podiatrists
Police Officers
Probation Officers (Juvenile or Adult)
Psychologists
Public or Private Institution of Higher Education Administrators, Faculty, Staff, Athletic Directors, Athletic Coaches and Athletic Trainers
Registered Nurses
School Administrators
School Coaches
School Guidance Counselors
School Paraprofessionals
School Superintendents
School Teachers
Sexual Assault Counselors
Social Workers
Substitute Teachers

DO THOSE MANDATED TO REPORT INCUR LIABILITY?

No. Any person, institution or agency which, in good faith, makes or does not make a report, shall be immune from any civil or criminal liability provided such person did not perpetrate or cause such abuse or neglect.

IS THERE A PENALTY FOR NOT REPORTING?

Yes. Any person required to report who fails to do so may be prosecuted for a Class A misdemeanor and may be required to participate in an educational and training program. Any person who intentionally and unreasonably interferes with or prevents a report may be prosecuted for a Class D felony.

IS THERE A PENALTY FOR MAKING A FALSE REPORT?

Yes. Any person who knowingly makes a false report of child abuse or neglect may be fined not more than $2,000 or imprisoned for not more than one year or both. The identity of such person shall be disclosed to the appropriate law enforcement agency and to the alleged perpetrator of the abuse.

WHAT ARE THE REPORTING REQUIREMENTS?

- An oral report shall be made by a mandated reporter by telephone or in person to the DCF Careline or to a law enforcement agency as soon as practicable, but not later than 12 hours after the mandated reporter has reasonable cause to suspect or believe that a child has been abused or neglected or placed in imminent risk of serious harm. If a law enforcement agency receives an oral report, it shall immediately notify Careline. Oral reports to the Careline shall be recorded.

- Within 48 hours of making an oral report, a mandated reporter shall submit a written report to the DCF Careline on the DCF-136, "Report of Suspected Child Abuse or Neglect."

- When a mandated reporter is a member of the staff of a public or private institution or facility that provides care for children or a public or private school, the reporter shall also submit a copy of the written report to the person in charge of such institution, school or facility or the person's designee.

DCF CHILD ABUSE AND NEGLECT CARELINE: 1-800-842-2288

STATUTORY REFERENCES: C.G.S.17a-28, §17a-101 *et seq.;* §46b-120

DEFINITIONS OF ABUSE AND NEGLECT

Abused Child: Any child who has a non-accidental physical injury, or injuries which are at variance with the history given of such injuries, or is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment.

Neglected Child: Any child who has been abandoned or is being denied proper care and attention, physically, educationally, emotionally, or morally or is being permitted to live under conditions, circumstances or associations injurious to his or her well-being.

Exception: The treatment of any child by an accredited Christian Science practitioner shall not by itself constitute neglect or maltreatment.

CHILD UNDER AGE 13 WITH VENEREAL DISEASE: A physician or facility must report to Careline upon the consultation, examination or treatment for venereal disease of any child who has not reached his or her 13th birthday.

DO PRIVATE CITIZENS HAVE A RESPONSIBILITY FOR REPORTING?

Yes. Any person having reasonable cause to suspect or believe that any child under the age of 18 is in danger of being abused or has been abused or neglected may cause a written or oral report to be made to the Careline or a law enforcement agency. Any person making the report in good faith is immune from any liability, civil or criminal. However, the person is subject to the penalty for making a false claim.

WHAT IS THE AUTHORITY AND RESPONSIBILITY OF THE DEPARTMENT OF CHILDREN AND FAMILIES (DCF)?

All child protective services in Connecticut are the responsibility of the Department of Children and Families.

Upon the receipt of a report of child abuse or neglect, the Careline shall cause the report to be classified, evaluated immediately and forwarded to the appropriate Area Office for the commencement of an investigation or for the provision of services within timelines specified by statute and policy.

If an investigation produces evidence of child abuse or neglect, DCF shall take such measures as it deems necessary to protect the child, and any other children similarly situated, including, but not limited to, immediate notification to the appropriate law enforcement agency, and the removal of the child from his or her home with or without the parents' consent consistent with state law.

If DCF has probable cause to believe that the child or any other child in the household is at imminent risk of physical harm from the surroundings, and that immediate removal from such surroundings is necessary to ensure the child's safety, the Commissioner or designee shall authorize any employee of DCF or any law enforcement officer to remove the child and any other child similarly situated from such surroundings without the consent of the child's parent or guardian. The removal of a child shall not exceed 96 hours. If the child is not returned home within such 96-hour period, with or without protective services, DCF shall file a motion for temporary custody with the Superior Court for Juvenile Matters.

WHAT MEANS ARE AVAILABLE FOR REMOVING A CHILD FROM HIS OR HER HOME?

- 96-Hour hold by the Commissioner of DCF or designee (see above).

- 96-Hour hold by a physician – Any physician examining a child with respect to whom abuse or neglect is suspected shall have the right to keep such child in the custody of a hospital for no longer than 96 hours in order to perform diagnostic tests and procedures necessary to the detection of child abuse or neglect and to provide necessary medical care with or without the consent of such child's parents or guardian or other person responsible for the child's care, provided the physician has made reasonable attempts to (1) advise such child's parents or guardian or other person responsible for the child's care that the physician suspects the child has been abused or neglected, and (2) obtain consent of such child's parents or guardian or other person responsible for the child's care. In addition, such physician may take or cause to be taken photographs of the area of trauma visible on a child who is the subject of such report without the consent of such child's parent's or guardian or other person responsible for the child's care. All such photographs or copies thereof shall be sent to the local police department and the Department of Children and Families.

- Bench order of temporary custody – Whenever any person is arrested and charged with an offense under Section 53-20 or 53-21 or under Part V, VI, or VII of Chapter 952, as amended, the victim of which offense was a minor residing with the defendant, any judge of the Superior Court may, if it appears that the child's condition or circumstances surrounding the case so require, issue an order to the Commissioner of the Department of Children and Families to assume immediate custody of such child and, if the circumstances so require, any other children residing with the defendant and to proceed thereon as in other cases.

WHAT IS THE CENTRAL REGISTRY OF PERPETRATORS OF ABUSE OR NEGLECT?

The Department of Children and Families maintains a registry of persons who have been substantiated as responsible for child abuse or neglect and pose a risk to the health safety or well-being of children. The Central Registry is available on a 24-hour daily basis to prevent or discover child abuse of children.

National School Reform Faculty

Harmony Education Center

www.nsrfharmony.org

Profile of a Student Activity

Developed by Gene Thompson-Grove.

- Read the student profiles and identify the student that most accurately describes who you were as a student in high school. If several fit (this will be true for many of you), choose the one that affected you the most, or the one that now seems most significant as you look back at your high school experience. (5 minutes)
- Without using the number of the student profile, ask your colleagues questions and find the people who chose the same profile you did. (5 minutes)

Directions for Small Groups

1. Choose a facilitator/timer and a recorder/reporter.

2. Check to see if you really are all the same student. Then, talk about your school experiences together. What was it like to be this kind of student? Each person in the group should have an opportunity to talk, uninterrupted, for 2 minutes. (about 10 minutes)

3. Next, each person in the group privately identifies an actual student, by name, who fits the group's profile. Write [in your journal]. (about 5 minutes)
   - What have I done with this student?
   - What's worked? What hasn't?
   - What else could I do?

4. Talk as a group about what people need to know about students like you if they want you to learn at high levels and do meaningful work. List on newsprint: (about 15 minutes)
   - Things others need to know about students like you, and
   - Strategies that work to give students like you opportunities to learn at high levels and to do meaningful work.

   Recorder/reporter should write on the newsprint, and should be ready to report out succinctly to the large group. Be sure to put your Student Profile # at the top of the newsprint page.

5. Whole group debriefing (after hearing from each Student Profile group):
   What strikes you as you listen to the needs of these students?
   Listen for the silences. Where are they, and what do you make of them?

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrfharmony.org.

Small Group	GRADE:	DATE:	NAME:

GROUP RECORD SHEET								
☐ Intervention ☐ Guided Reading ☐ _____	Materials:							
	Title(s):							
	Level:	Lexile						
Focus:								
Observations:								
Notes/Plans for Future Instruction:								

Small Group	GRADE:	DATE:

GROUP RECORD SHEET								
☐ Intervention ☐ Guided Reading	Materials:							
	Title(s):							
	Level:	Lesson #:						
Focus:								
Observations:								
Notes/Plans for Future Instruction:								

Small Group **Title:** _____ **Level:** _____ **Lexile**_____ CCS:					
Focus:	**Name**				

BEFORE READING

Establish: • **prior knowledge** • **focus** • **predictions**	
Introduce: • **purpose for reading** • **restate focus for instruction**	

DURING READING

Students : • **read the text "Silently", Independent reading** • **apply the focus strategy while reading** **Teacher:** • **coaches students based on observational needs**	**Observations** **(Students' behaviors)**	

AFTER READING

Discussion of text • **Interactive discussion focusing the message on, comprehension, and analytical skills**	**Essential Questions:**
Teacher: • **reviews focus strategy and links it to their reading life** **Students :** • **recap their learning**	Today we learned how to _____-. This is a one strategy good readers use to help them better understand the text (story). As you read, remember to use _____ strategy. What did we learned today?
Notes/Plans for Future Instruction	

SMALL GROUP LESSON PLAN

Objective: **Students will read and analyze a short nonfiction passage/article by taking notes, then generate a summary statement in sequence using their notes**

roup Na es	*Materials:* *Title:* *Text:* *Level:* *Lexile:*
onnect o p i ent	*Last 2 days we have focused on reading and analyzing a text by taking notes related to Story Elements such as Setting and Theme, Character's thoughts and actions, as well as author's craft, and we would use quotes, and more from text to support our understanding of the text in order to remember the sequence of events, from Beg>Middle>End, which we know is called a Summary.*
Teach (Focus)	We are meeting in a small strategy group to practice the skill of summarizing and we will use a short nonfiction passage to determine the main idea related to the overall theme. In order to do this we will take notes and evidence from the text to help create a story sequence summary.
Engage	*Now let's look at the Title, and what do you think the story will be about. Let's all make our own predictions, whether right or wrong. Follow me now as I read, think A Loud to myself, and write down notes. As I model this, you too should be annotating text, and taking notes.*
Link	What we did today is what I want you to do when you read and reread a text for information, and evidence to support what you are thinking and remembering about the text, and which no doubt would help us retell and summarize, in sequence, the text, whether fiction or nonfiction All you summaries and double-entry journals should be kept in your binder, in order by date, and of course with Title of Text on top.
Notes/Plans for Future Instruction	

Teacher:	Date: March 19-20, 2019	Grade: 6
Whole-group Lesson Focus: Comparative Analysis of Two Texts; Constructed Response		
Small Group Guide		
Text Information:	Paired Text Non-fiction Social Studies article comparing two primary source excerpts regarding Dr. King's non-violent protests in Birmingham, Alabama during the Civil Rights Movement	
Lesson Details: After allowing students to read the independent material juxtaposing two texts, call groups to share/check understandings and constructed responses and assist students in writing a successful response that compares two primary source text excerpts.		

Group 1 – Special Circumstances (284)	3/19	Group 2 – Approaching Proficiency (800-900)	3/20
Read text aloud to student; assist student in using annotations sheet; help student to construct a response to the paired text.		Share annotations. Discussion: How should we start our constructed response? Sharing ideas and modeling. Completion of task.	
Group Members:		Group Members:	
Notes:		Notes: Ran out of time, will complete today in longer literacy block.	

Group 3 – Approaching Proficiency (800-900)	3/20	Group 4 – Advanced (1200+)	3/19
Group Members:		Group Members:	
Notes: Ran out of time, will complete today in longer literacy block.		Notes: Share completed elements of constructed responses. Discussion: What is missing? What works in this response? How did you begin? Discussion: Parallel structure versus Passage 1 vs. Passage 2. Using Key words reminder. Group scoring and editing.	

New Haven Public Schools
Acceptable Use Policy (AUP)
Code of Conduct for Technology Use

This document is designed for students and parents to better understand the New Haven Public School's Board approved Acceptable Use Policy (AUP). Nothing in this document supersedes, replaces, or modifies, in any way the New Haven Public School's Board Approved AUP.

Code of Conduct Rule	Examples		I understand this rule (sign)
Educational Use: I know my school technology is here to support my learning. I will only use technology resources and internet access for school activities. I will follow all directions given by teachers and staff on use of these items.	 	• **I WILL** use technology for schoolwork only. • **I WILL** follow all teacher rules. • **I WILL** only visit websites my teacher says are okay.	
Respect Privacy: I will respect the rights of others. I will ask for permission to look at other people's work.		• **I WILL** ask permission to look at another person's documents.	
Respect Property: I will respect the property of others – including the school. I will abide all copyright law. I understand that property includes things like hardware, software, music, and files. I will take good care of my technology equipment.	 	• **I WILL** take good care of my technology equipment. • **I WILL** cite my sources. • **I WILL NOT** change or delete programs and files. • **I WILL NOT** copy music, video, or other people's work.	
Be Polite and Kind: I will take pride in my communications with others. I will be considerate of other people and their cultures. I will not make or distribute any jokes or stories which are based upon slurs or stereotypes (e.g. race, gender, ethnicity, nationality, sexuality, religion). I will not swear or use other inappropriate language, symbols, or pictures. I will not engage in any cyber-bullying.		• **I WILL** proof my work. • **I WILL** be kind to others. • **I WILL** be respectful of others' culture. • **I WILL NOT** bully. • **I WILL NOT** swear or use inappropriate symbols or pictures.	

New Haven School Change
NEW HAVEN PUBLIC SCHOOLS

Code of Conduct Rule	Examples		I understand this rule (sign)
Respect the Law: I will not engage in activities that are against the law. I will not attempt to gain access into computers or systems that I do not have permission to use. I know that any violation of the law or rules will result in the loss of my equipment use and network rights. I will not send messages that contain false or misleading information. If I find another person misusing equipment or the network, I will report it to my teacher or staff at school. I will not distribute private information about others.		• **I WILL** respect the law. • **I WILL** be truthful. • **I WILL** follow the district copyright policy	
Keep Personal Information Private: I will not reveal my full name, home address or telephone number through technology communications. I will not arrange face-to-face meetings with anyone I meet online.		• **I WILL** tell an adult if someone wants to meet in person. • **I WILL NOT** have a face-to-face meeting with someone I met online.	
Protect Your Password: I know that passwords are not to be shared with others. I will only use my assigned account. I will not view, use, or copy another person's password.		• **I WILL** keep my password private. • **I WILL NOT** use someone else's password.	
Respect Your Network: I will not use the network in such a way that would disrupt the use of the network by others. I know the school system can access and review any and all of my e-mail, files, or work on the network.		• **I WILL NOT** send large files. • **I WILL** be respectful of the district's network	

As a user of New Haven Public School's technology resources and computer network, I hereby agree to comply with the Acceptable Use Policy for Student Use of Technology. I will only use technology resources and communicate over the network in compliance with the Code of Conduct for Technology Use outline above. I understand if I commit any violation of the Acceptable Use Policy for Student Use of Technology, my access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action pursued.

Student Signature		Date	
Student Printed Name			
Grade/Teacher			

As the parent or legal guardian of the minor student signing above, I have read the district's Acceptable Use Policy for Student Use of Technology and Code of Conduct for Technology Use. I understand that this access is designed for educational purposes. The New Haven Public School District has taken precautions to prevent access to inappropriate or controversial Internet materials. However, I also recognize it is impossible for the New Haven Public School district to eliminate the risk of access to all controversial materials and I will not hold them responsible for controversial materials acquired on the internet. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I understand the district's Acceptable Use Policy for Student Use of Technology and I have discussed this policy with my child. I hereby give permission for my child to use the Internet and certify the information on this form is correct.

Parent/Guardian Signature		Date	
Parent/Guardian Printed Name			

District-Wide Acronyms and Abbreviations

ACT- American College Testing
ADA- Americans with Disabilities Act
ADD- Attention Deficit Disorder
ADHD- Attention Deficit Hyperactivity Disorder
AESOP- Automated Substitute Placement & Absence Management
AFT- American Federation of Teachers
AP- Advanced Placement (also Assistant Principal)
AR- Accelerated Reader
ASL- American Sign Language
BAS- Benchmark Assessment System
BIP- Behavior Intervention Plan
CFA- Common Formative Assessment
CIA- Curriculum Instruction and Assessment
CCSS- Common Core State Standards
EAP- Employee Assistance Program
ED- Emotionally Disturbed
ELA- English Language Arts
ESY- Extended School Year (SPed)
FBA- Functional Behavioral Assessment
FERPA- Family Educational Rights and Privacy Act
HOTS- Higher-Order Thinking Skills
IEP- Individualized Educational Program
ID- Intellectual Disability
IM-Instructional Manager
IPP- Individualized Program Plan
ISS- In School Suspension
ISSP- Independent Study and Seminar Program
KWL- Know, Want to Know, Learned
LD- Learning Disabled
MI- Math Inventory

NGSS- Next Generation Science Standards
OCD- Obsessive Compulsive Disorder
ODD- Oppositional Defiant Disorder
OHI- Other Health Impaired
OSHA- Occupational Safety and Health Administration
OT- Occupational Therapist
PD- Professional Development
PO- Purchase Order
PLC- Professional Learning Community
PSAT- Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test
PT- Physical Therapy
PTA- Parent Teacher Association
PTO- Parent Teacher Organization
RI- Reading Inventory
RTI- Response to Intervention
SAT- Scholastic Aptitude Test
SBA- Smarter Balanced Assessment
SEL- Social Emotional Learning
SES- Socio-Economic Status
SGC- Student Governance Council
SIOP- Sheltered Instruction Observation Protocol
SIP- School Improvement Plan
SOTM- Student of the Month
SPED- Special Education
SPMT- School Planning and Management Team
SRBI- Scientific Research Based Intervention
SRO- School Resource Officer
SSST - Student Staff Support Team
SQR - School Quality Review
STEM- Science, Technology, Engineering and Mathematics
SWBA- Students Will Be Able to
TESL- Teaching English as a Second Language
TESOL- Teaching English to Speakers of Other Languages
TW- Teacher Will

Please refer to the Links Page for more info.