Specialized Teaching and Learning
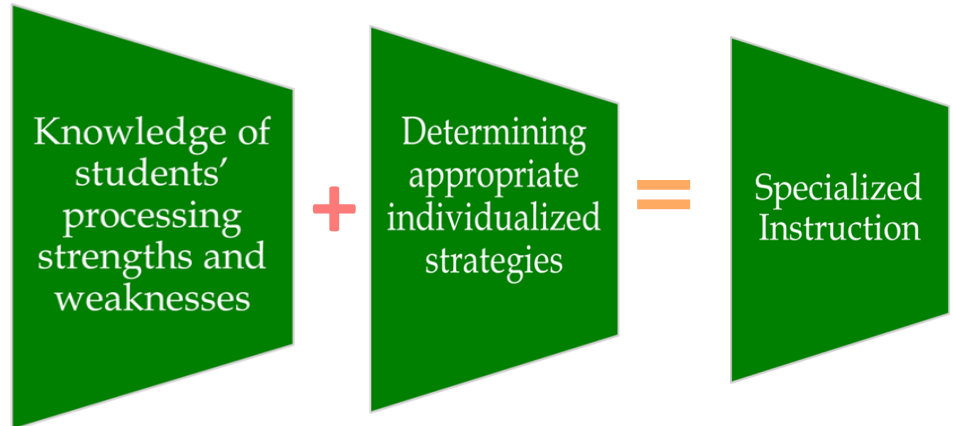
LEARNING ENGAGEMENT DEEPER LEARNING INSPIRE.MOTIVATE. CAPTIVATE.

Specialized Instruction

Knowledge of students' processing strengths and weaknesses	**+**	Determining appropriate individualized strategies	**=**	Specialized Instruction

Processing Strengths– visual processing, short term memory Processing Weakness– Processing speed, auditory processing	Visual Models Think Alouds	The strategies are unique to the student's needs. Using Think Alouds addresses the weakness of auditory processing.

Think Alouds—Doing think alouds is a way for teachers to make their thinking "visible" to students. The teacher models the skill or strategy by verbalizing their thinking at each step. Posing questions and ideas along the way to get students to think about their ideas is another piece of think alouds. Think alouds are an effective way to model thinking skills for students so they can "see" what goes on in the teacher's mind as they are listening to a story, learning a new skill, or developing understanding of a new concept.

Intel Teach Program

Sources of Data

While many times we rely highly on formal assessments, actually informal data provides more about the student as a whole child than formal data can. The trick with informal assessment is to make sure you gather both data that proves instructional need and data that shows growth. Informal data is available right now. Formal data takes longer to access. Certain types of data, such as test from a reading program, can help inform instruction as soon as the next day, while standardized test scores will take much longer. When determining reading levels by grade or lexile, remember to use multiple assessment measures. Multiple measures support the levels and will provide direction for instructional planning.

Standardized Testing

Milestones, ITBS

Informal and Formal Classroom Assessments

Reading program generated tests; RI and MI

DRA

Unit tests

Benchmark tests

Teacher observations

Anecdotal records, student portfolios

Teacher-generated tests

Running Records

Student Interest Surveys

Classroom discussions

Learning Profiles

Teacher-child interviews

Attendance

Parent contacts

The goal is to turn data into information, and information into insight."

— Carly Fiorina former executive, president, and chair of Hewlett-Packard Co.

Activating Activities for Use in the Classroom

Research shows (Jenson and Evanski, 2016) that 20 minutes is the maximum a brain can focused. Learning activators can be used when students are slowing down, losing energy, becoming anxious, frustrated or bored. Activators can liven up the classroom atmosphere which will energize the body, activate the brain and help create new pathways for learning. http://motivatedlearning.pbworks.com/w/page/21684861/Learning%20Activators

Stand the Line (Step in, Step back)	Put a piece of masking tape down the center of the classroom. Have students stand on either side of the tape, about 2 steps away. Pose a series of prompts for which the student must "take a stand" Direct the students to take one step in (toward the lint) if they agree and one step back if they disagree. This is a kinesthetic version of an anticipation guide.
Plus/Minus/Intriguing	The teacher should write prompts, conversational topics, etc.(related to an upcoming lesson) ahead of time to which to the students will be asked to respond. Have the students identify the statements they agree with (+), statements they disagree with or have a question with a (-), and the statements they find intriguing with (I). Students keep their cards. You can also color code the index cards.
Alphabet Game	Divide the alphabet among the class (or groups). Each student or group must think of a descriptor, fact, example, etc. related to the lesson topic that begins with the letter assigned. Share out.

Key points from a very informative article-

Click here to access the article: Best Practices in Reading: A 21st Century Skill Update

- Children need explicit instruction in vocabulary development

- Children need to develop knowledge through text

- Rereading helps children to reinforce, deepen, and consolidate learning from reading

- Children's motivation to read is enhanced through digital texts

PROFESSIONAL LEARNING

OPPORTUNITIES

DRA and GloSS Training - The DRA (Developmental Reading Assessment) and GloSS (Global Strategy Stage) are assessments that allow instructors to identify the reading proficiency and math numeracy proficiency of students respectively. These assessments allow teachers to identify the current functioning of students and personalize interventions while formatively monitoring student growth throughout the year. Opportunities for training will be provided for K-8 teachers on the DRA2, DRA2 Progress Monitoring and GloSS assessments. DRA and GloSS materials will be provided for use at your local school.

EIP GloSS and DRA Trainings		
Thurs. Nov. 17th Mableton 3:15-5:15 Register GloSS or DRA	Thurs. Jan. 26th Bullard 3:15-5:15 Register GloSS or DRA	Wed. Feb. 15th Blackwell 3:15-5:15 Register GloSS or DRA

Specialized Teaching and Learning

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Great Math Resources:

Teaching Student Centered Mathematics
                    by Van de Walle

NCTM's Developing Essential Understandings Series

Inside Math - http://www.insidemathematics.org/

You Cubed- https://www.youcubed.org/