AN INTERACTIVE TOOLKIT FOR FCS/CTE TEACHERS

Statewide Instructional Resources Development Center
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Introductions
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Provides FREE instructional resources

- Education and Training
- Hospitality and Tourism
- Human Services

cte.sfasu.edu/
Brief Overview of Educational Excellence Grant Goals

- Provide free instructional resources for Texas teachers
- Focus on the needs of new teachers
- Assist with resources that will meet the need of special populations and non-traditional students
Today’s Session Topics

• view an interactive presentation focusing on the various tools, resources and strategies of an effective teacher

• describe and demonstrate various icebreakers to use in the classroom

• access and explore the Statewide Instructional Resources Development Center website for additional tools and strategies
Days of School

Do we really have 180 days to teach?
Teaching Days

State testing 30 days
District benchmark testing 21 days
Teacher in-service 3 days
Special assemblies, holiday 15-23 days
parties, half days, emergency
drills, sick days
Beginning and end of class 12 days
(10 minutes a day or longer)

Total Full Teaching Days 91 days

Source: Edutopia article: “Tips for Beating the Clock in the Classroom” author Ben Johnson
What does this mean?
Every Minute Counts!
What is the Most Significant Factor in Student Learning?
Follow Policies and Procedures
Create a Strong Classroom CULTURE
This begins on DAY ONE!
Set the Stage
IMMEDIATELY

- Provide a welcoming environment
- Introduce yourself
- Introduce the course
- Introduce procedures
- Learn student names
Establish Procedures
Introductory Lessons Available

Introductory Lesson for Child Development
CAREER AND TECHNICAL EDUCATION (CTE)

- You are currently enrolled in the course Child Development
- Child Development is a CTE course
- You are a CTE student
- I am a CTE instructor
Set High Standards

- Promotes a positive, productive classroom
- Communicate expectations
- Classroom guidelines
TEACHER as MANAGER
TEACHER as MANAGER

- Course Content
- Delivery of Course Content
- Classroom Management
- Student Learning
- Student Assessment
Impact of Teacher Effectiveness on Student Achievement

Source: Classroom Management That Works: Research-based Strategies for Every Teacher
Author: R. Marzano

Gain Related to Teacher Effectiveness
Gain Related to Student Maturation
Course Content

Importance of Scope and Sequence

Child Development Course Sequence

I. Roles and Responsibilities of Parenting
II. Prenatal Care and Development
III. Infant Development, Including Children with Special Needs
IV. Toddler Development, Including Children with Special Needs
V. Development of the Preschool Child, Including Children with Special Needs
VI. Development of School-Age Children, Including Children with Special Needs

Scope and Sequence
<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Knowledge and Skills</th>
<th>Student Expectations</th>
<th>Resources (key on last page)</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Prenatal Care and Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Factors affecting fetal development</td>
<td></td>
<td>(B) analyze environmental and hereditary factors affecting fetal development such as Mendel's Laws of Inheritance, genetics, and substances and how they affect the developing child and prenatal brain development</td>
<td></td>
</tr>
<tr>
<td>C. Importance of good nutrition and healthy practices during pregnancy</td>
<td></td>
<td>(C) describe nutritional needs prior to and during pregnancy such as impact of proteins, lipids, and carbohydrates on fetal brain development</td>
<td></td>
</tr>
<tr>
<td>D. Medical care and technological advances</td>
<td></td>
<td>(D) analyze reasons for medical care and good health practices prior to and during pregnancy</td>
<td></td>
</tr>
<tr>
<td>E. Labor and delivery</td>
<td></td>
<td>(E) critique technological advances in prenatal care and development such as sound waves used for sonograms, amniocentesis, and alphafetoprotein test</td>
<td></td>
</tr>
<tr>
<td>F. First aid and CPR skills</td>
<td>(1) The student analyzes roles and responsibilities of parenting.</td>
<td>(D) demonstrate first aid and cardiopulmonary resuscitation skills</td>
<td></td>
</tr>
</tbody>
</table>
Course Outline

Child Development Course Outline
Classroom Management

Three fundamentals for working with any age of students are:

• Providing engaging, age appropriate instruction
• Organizing a well-managed classroom
• Developing positive relationships with students
Plan for High Engagement

• Appropriate routines
• Display zest for teaching
• Fair and equitable treatment of students
• Verbal feedback
• Physical movement
• Humor and games
• Application of knowledge
Quality Instruction Makes the Difference

- Know your content
- Call and response techniques
- Wait time
- Check for Understanding Techniques
Lessons Need to be Rigorous and Relevant

- Real world connection
- Connection to the lives of students
- Develop problem solving/critical thinking skills
- Worthwhile tasks
Classroom Techniques/Strategies

- Offer choices
- Think in 15 minute increments
- Vary instructional strategies
- Incorporate case studies
Four Square Organizer

Instructions: You will complete each square by answering the following questions.

<table>
<thead>
<tr>
<th>What is the question? What clarification does the problem ask for?</th>
<th>What stages or phases will need to be complete to attain the answer or solution?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work the problem.</td>
<td>Clarify what you did and why you did it.</td>
</tr>
</tbody>
</table>

Summary sentence:

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100 Ways to Praise a CTE Student

1. Amazing effort!
2. Aren't you proud of yourself?
3. Awesome job!
4. Awesome!
5. Beautiful!
6. Beautifully done!
7. Bravo!
8. Breathtaking!
9. Brilliant!
10. Class act!
11. Clever!
12. Congratulations!
13. Congratulations. You got it right!
14. Cool!
15. Couldn't have done it better myself.
16. Exactly right.
17. Excellent work.
18. Excellent!
19. Exceptional!
20. Extra Special Work!
21. Fabulous!
22. Fantastic Work!
23. Fascinating!
24. Fast work!
25. Flawless!
26. Good for you!
27. Good going.
28. Good job!
29. Good job, (individual's name)
30. Good plan.
32. Good remembering.
33. Good thinking.
34. Good work!
35. Great answer!
36. Great discovery!
37. Great example of being #1!
38. Great example of participation and being a team player!
39. Great possibility!
40. Great sense of humor!
41. Great thought!
42. Great!
43. Hooray for you!
44. How artistic!
45. How extraordinary!
Tips For Working With LEP Students

Provide clues to meaning:
- Use drawings, dramatic gestures, actions, emotions, voice, mime, chalkboard sketches, photographs and visual materials to provide clues to meaning.
- If necessary, repeat your actions using the same simple structures and actions.
- Simplify your message as much as possible breaking them into smaller, manageable parts to give newcomers a chance at comprehending.
- Make sure the student’s attention is focused.
- Don’t insist, however, that students make eye contact with you when you are speaking to them. This is considered rude in many cultures.

Modify your speech:
- Talk at a slow-to-normal pace, in short sentences.
- Use a pleasant tone.
- Use simple sentence structure (subject-verb-object) and high-frequency words.
- Use names of people rather than pronouns.
- Pause after phrases or short sentences, not after each word. You do not want to distort the rhythm of the language.
- Avoid using the passive voice and complex sentences.
- If you have something important to convey, speak one-on-one to the newcomer rather than in front of the class. The anxiety of being in the spotlight interferes with comprehension.
- Ask simple yes/no questions so that newcomers have an opportunity to respond.
- Accept one-word answers or gestures.

Be an active listener:
- Give full attention to your newcomer and make every effort to understand his/her attempts to communicate.
- Smile.
- Talk in a calm, quiet manner. Raising your voice does not help comprehension.
- Demonstrate your patience through your facial expressions and body language.
- Give your ESL students extra time to respond.
- Encourage new learners of English to act out or draw pictures to get their meaning across.
- Don’t jump in immediately to supply the words for the student.
- If the student response is heavily accented, correct by repeating the words correctly. Do not ask the student to repeat the correction. This can be very embarrassing.
- Resist the urge to over correct. This will inhibit newcomers so that they will be less willing to speak. Allow students to use a bilingual dictionary for words that can not be acted out.

Check comprehension frequently:
- Don’t ask “Do you understand?” unless you have taught it. This is not a reliable check since many students will not “yes” when they don’t really understand.
- Teach the phrases (or have a bilingual volunteer teach them) “I don’t understand,” “Slowly, please,” and “Please repeat.”
- Write down messages so students have a visual as well as auditory input. Make a list of phrases you want your student to learn and to understand. Ask a bilingual volunteer to work with the student on those phrases.
What-Why-How Graph

This is a good tool to help students in developing paragraphs and expressing their opinions. Give them a prompt and watch them express themselves by written form.

<table>
<thead>
<tr>
<th>What? What do you think? (This is your opinion)</th>
<th>Why? Why do you think it? (These are reasons for your opinion)</th>
<th>How? How do you know? (This is your evidence or examples of your opinion)</th>
</tr>
</thead>
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Think-Ink-Pair-Share Activity

The Think-Ink-Pair-Share activity is an excellent prior knowledge activity that helps students to focus their thoughts on specific topic. Students are given a question or topic and are asked to first think about what they know, and then record their ideas down, pair up with someone to share what they wrote. The final stage is a large group discussion.

Topic: _____________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Action</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think</td>
<td>Think about the topic or question(s) posed by the teacher.</td>
<td></td>
</tr>
<tr>
<td>Ink</td>
<td>Students think about the topic or question(s) and jot down your ideas through: a web, words, pictures, numbers, definitions, or examples.</td>
<td></td>
</tr>
<tr>
<td>Pair</td>
<td>Students turn to face their partner and work together to share their ideas, discuss their responses, clarify ideas and challenge their responses.</td>
<td>Partner #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Partner #2</td>
</tr>
<tr>
<td>Share</td>
<td>The pair then shares their ideas with another pair, or as a large group discussion. It is important to share their partner’s ideas as well as their own.</td>
<td>Partner #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Partner #2</td>
</tr>
</tbody>
</table>

Write a brief summary as to whether or not your answers to the original prompt changed after discussing it with a partner: _____________________________

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Time-Saving Management Techniques

- Pre-Assess
- Preview Vocabulary
- Use Rubrics
Vary Student Assessments
Rubric Templates

Classroom Rubrics
Your Turn
Anticipatory Set/Icebreakers

• Introduction to....
• “Break the ice”
• Creates a team atmosphere
• Build Cooperative skills
• Opportunity for Interaction
Anticipatory Set/Icebreakers

Examples

• Show and Tell
• Categories
• Take What You Need
• Lucky Penny
• Find Someone Who
GOAL - Strong Classroom Culture

Have a great 2013-2014 school year!
Questions?
References and Resources

An Interactive TOOLKIT for New Vocational Technical Education Teachers
Minuteman Regional Technical School  Massachusetts Department of Education


Tips for Beating the Clock in the Classroom
Making the best use of your time in the classroom.
[http://www.edutopia.org/blog/beat-classroom-clock-tips-ben-johnson](http://www.edutopia.org/blog/beat-classroom-clock-tips-ben-johnson)

Questions regarding education laws and rules:

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